



FRANCIS HOLLAND  
SLOANE SQUARE

# SIXTH FORM

**Be Future Ready**





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“The courage to strive, to fail, to persevere and to succeed.”

This final and most life-shaping of our strategic aims is embedded into all that we do in the Sixth Form at FHS. Blessed as we are with highly intelligent, driven and curious girls, our ambition is for our eldest students to step out into the world with (but also to model to our younger students) all the qualities they will need to live up to that noble aim.

Our students achieve remarkable examination results, yes. But more importantly than that, Sixth Form at FHS forges students who are intellectually nimble and alive to nuance, are risk takers and resilient in the face of challenge or failure, are curious and open to diversity in its truest sense and yet also sensitive to the importance of tradition and community. More importantly even still is the fact that Sixth Form at FHS is about joy.

Joy in the sense of fun but also joy in the sense that comes with belonging and finding meaning. Sixth Form is not only a time to pursue personal intellectual passions, but also to make life-lasting friendships, to discover what it means to lead and be a role model and to make the decisions that will determine the next stages of your life.

This prospectus will spell out in detail all of the wonderful, horizon expanding opportunities available at FHS, be they academic, pastoral, co-curricular or futures based. To our prospective students: if you are excited by the idea of thinking deeply, of taking risks, of having fun and of belonging to something greater than yourself, we would love to meet you.

James Courtenay Clack  
Head of Sixth Form

Alexandra Haydon  
Head



# INTRODUCING OUR SIXTH FORM TEAM



**James Courtenay Clack, Head of Sixth Form**

James graduated with a BA in English Literature from the University of Manchester and joins Francis Holland this year after eight years at Wimbledon High School. As Head of Sixth Form, he is responsible for the pastoral care and academic progress of all girls in the LVI and UVI. On top of this, he teaches English and runs the Debating section of the Enrichment programme. He is very excited to be joining such a warm, buzzy and intellectually ambitious community.



**Caroline Wilkes, Director of Futures & Innovation**

Caroline holds an MA in History from Cambridge University and an MSc in Comparative Politics from the London School of Economics. She has been at FHS for six years and as Director of Futures, is responsible for leading our careers and Higher Education provision at school, overseeing all of the destinations of our leavers in the sixth form. Caroline leads our TEDx programme and manages the entrepreneurial activities of our students which has included Young Enterprise, our ‘£10 challenge’ and the Young Entrepreneurs Academy. This year she is looking forward to introducing FHS Radio into the mix.



**Tatty Hunt, Head of Lower Sixth**

After graduating with a BA in Liberal Arts, specialising in History and Philosophy from the University of Exeter, Tatty went on to complete a PGCE. She has taught Theology and Philosophy at a number of all girls schools, including Guildford High School and Woldingham School, before joining FHS four years ago. She is Level 3 Safeguarding trained, has been a Head of Year and Futures Advisor in the Sixth Form for the past two years, and is looking forward to supporting your daughter, both academically and pastorally, through their remaining time at FHS.



**Bushra Hameed, Head of Upper Sixth**

After graduating with a BSc in Biochemistry from the University of Birmingham, Bushra completed a PGCE and began a career in teaching that has now spanned over twenty-two years. During this time, she has taught at a range of schools across both the Midlands and London. Bushra joined FHS three years ago where she is currently Head of Chemistry, Head of UVI, and Futures Advisor. In these roles, she has the privilege of guiding students through the challenges of advanced scientific study while also supporting them in their wider academic development and preparation for life beyond school.



**Claudine Clarke, Sixth Form Manager**

Claudine holds an Honors degree from the University of Sydney in Politics and Philosophy. Claudine joined FHS as the Sixth Form Manager three years ago and is responsible for the smooth running of the Sixth Form, including administration, pastoral care of the pupils and parent liaison. She is truly the Fairy Godmother of the OSH. Claudine is Level 3 Safeguarding trained and also assists the Director of Futures and Innovation and the Futures team.



# INTRODUCTION FROM THE HEAD GIRLS



Regina



Chloe

The jump from Year 11 to Sixth Form can sometimes seem a little scary, but here at Francis Holland, it's an exciting opportunity! Girls can explore areas they're already passionate about in more depth while also creating new interests by stepping outside their comfort zones. We also have so many A Level subjects to choose from, helping everyone to build on the academic foundations established at GCSE. Subjects range from Further Maths to Drama to Politics, so every girl can feel enthusiastic about what they are learning.

We have found one of our favourite changes has been the classroom environment. Class sizes remain small, helping to create a more collaborative space that we love since it feels more like a university seminar. This also means we benefit from more one-to-one time with our teachers. We also have study periods within our timetable and lots of quiet

areas in our beautiful sixth form centre, the Old School House, helping us to use our time effectively and explore our interests outside the curriculum.

Beyond the classroom, we have found that life at Francis Holland is full of exciting possibilities! Sixth Formers lead an impressive range of co-curricular clubs - from Model United Nations and Law Society to STEAM Club and Chess Club. Weekly Enrichment sessions also give us the chance to broaden our horizons, learn new skills, and explore topics outside of our A Levels. As well as this, leadership remains a key part of Sixth Form life, with our Ambassador Programme offering girls the opportunity to take on meaningful roles within the school community.

Across the Sixth Form, we are often encouraged to pursue independent thinking. In the Lower Sixth, every student is invited



*'Francis Holland has shown us the value of true friendship and community'*

to take part in our unique TEDx programme, giving us the chance to give a TEDx Talk on a topic of our choice. Many also choose to complete an Extended Project Qualification (EPQ), which helps us build valuable research, referencing and essay-writing skills.

Girls here are also thoroughly supported when preparing for higher education and later life through a range of initiatives, including university preparation sessions, working lunches, and our weekly Speaker Programme. Every Thursday, guest speakers from many different academic and professional backgrounds - ranging from politics to the arts - offer valuable insights into university life and beyond. We also receive exceptional support with our UCAS applications. With access to tools such as Unifrog and personalised one-to-one meetings with our dedicated Futures Team, we are all carefully guided through the decision-making and application process.

There are so many more unique opportunities we'd love to share, but we're sure you'll soon find out what makes Francis Holland so special! Our time here has helped us grow, not just academically, but into confident young women ready to take on the world.

Francis Holland has shown us the value of true friendship and community, and we hope you love it as much as we do.

Regina and Chloe





# THE LONDON EXPERIENCE

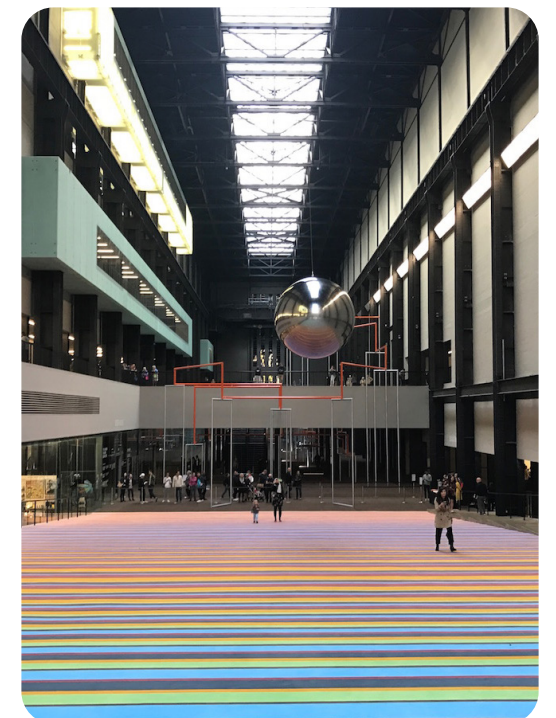
Francis Holland is situated in a beautiful neighbourhood in the heart of London, just around the corner from Sloane Square Underground, the Royal Court Theatre, the Saatchi Gallery and London's iconic King's Road. Our Sixth Formers experience a greater level of independence and enjoy the local area, spending lunchtimes on the King's Road or at local coffee shops.

From the Globe Theatre to the British Museum, the Imperial War Museum to the Courtauld Institute, Tate Modern to Tate Britain, the Houses of Parliament to the Old Bailey, hundreds of places of social or cultural

interest are just a short tube ride away.

Naturally the Francis Holland teaching and co-curricular programme takes full advantage of our excellent central location. Opportunities are also highlighted in the termly FHS Calendar of Enriching Delights, which guides girls towards theatre, cinema, exhibitions, lectures and events which they might enjoy.

In the Sixth Form, there is a strong culture of independent engagement with these aspects of London life: public lectures at Imperial, KCL and Gresham College are particularly popular.







# THE OSH

Our Sixth Formers have their own newly renovated Sixth Form Centre called *The Old School House* (OSH) on Ebury Street, with facilities for learning opportunities as well as social spaces. These include:

## SEMINAR STYLE CLASSROOMS

Sixth Form classes are taught in seminar-style classrooms that encourage discussion, debate, and independent thinking. We aim to keep our class sizes small, with a maximum of 14 students where possible, creating a focused and supportive environment that allows for meaningful interaction with teachers.

## COMMON ROOM

A bright, open space that blends study and relaxation. The common room features study booths, sofas, and a coffee machine. It also hosts regular social events and is shared by both Lower Sixth and Upper Sixth students, encouraging integration across the Sixth Form.

## STUDY ZONES

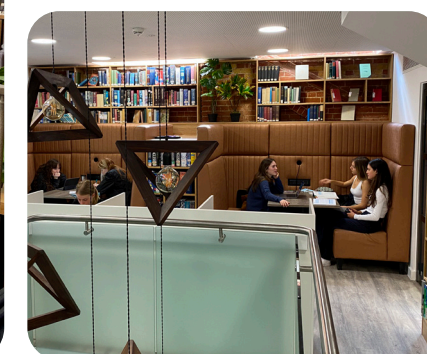
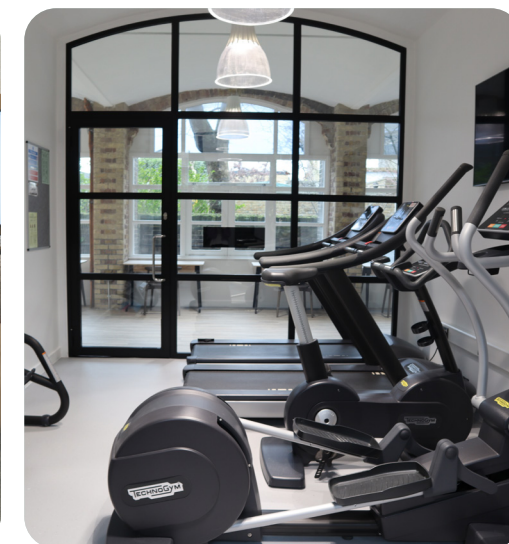
There are dedicated study areas in the OSH for students to use during study periods, break and lunchtimes, and before and after school. There are both individual study booths and group tables for collaborative working. All areas are equipped with charging points for laptops and devices.

## CAFÉ AND REFECTORY

Open during break times, the café serves a variety of snacks such as paninis, pastries, and drinks for students to purchase. Coffee machines supply limitless (and free) hot chocolate and coffee. The Refectory provides lunch each day, including a hot meal, an extensive salad bar, sandwiches, fresh fruit, and cake.

## GYM

The OSH gym is well-equipped with a treadmill, bike, cross trainer, rowing machine, and a range of weights, providing a great space for fitness and wellbeing. Students can access the gym daily from 7.45am to 4.45pm, but must complete a gym induction before using the equipment to ensure safe and responsible use.







# THE A LEVEL PATHWAY

**The school offers a range of subjects at A Level:**

Fine Art, Biology, Chemistry, Classical Civilisation, Computer Science, Drama and Theatre, Economics, English Literature, French, Geography, German, History, History of Art, Latin, Mathematics, Further Mathematics, Music, Physics, Politics, Psychology, Spanish and Theology and Philosophy.

All subjects are taught as two-year courses, with all public examinations to be taken in the summer of the Upper Sixth year. Internal school examinations are held in the Summer Term of the Lower Sixth, followed by mock examinations in the Spring Term of the Upper Sixth.

All students study three A Levels, and those wishing to study Further Mathematics will take four A Levels. Many students also choose to complete the Extended

Project Qualification in the Lower Sixth, which is equivalent to half an A Level and highly valued by universities for the independent research, critical thinking, and academic writing skills it develops.

This allows students to explore a subject of personal interest in depth, often complementing their A Level studies and enhancing their university applications.

## ASSESSMENT OF THE A LEVEL COURSES

Qualification	Assessment
<i>Fine Art</i>	Non-examined assessment 100%: 40% is allocated to tasks set by exam boards and completed in a specified time
<i>Biology</i>	Exams 100%- Students must also pass the practical skills assessment
<i>Chemistry</i>	Exams 100%- Students must also pass the practical skills assessment
<i>Classical Civilisation</i>	Exams 100%
<i>Computer Science</i>	Exams 80%; non-examined assessment 20%
<i>Drama and Theatre</i>	Exams 40%; non-examined assessment 60%
<i>Economics</i>	Exams 100%
<i>English Literature</i>	Exams 80%; non-examined assessment 20%
<i>French</i>	Exams 100%
<i>Geography</i>	Exams 80%; non-examined assessment 20%
<i>German</i>	Exams 100%
<i>History</i>	Exams 80%; non-examined assessment 20%
<i>History of Art</i>	Exams 100%
<i>Latin</i>	Exams 100%
<i>Mathematics</i>	Exams 100%
<i>Further Mathematics</i>	Exams 100%
<i>Music</i>	Exams 40%; non-examined assessment 60%
<i>Physics</i>	Exams 100%- Students must also pass the practical skills assessment
<i>Politics</i>	Exams 100%
<i>Psychology</i>	Exams 100%
<i>Spanish</i>	Exams 100%
<i>Theology and Philosophy</i>	Exams 100%



# A LEVEL RESULTS

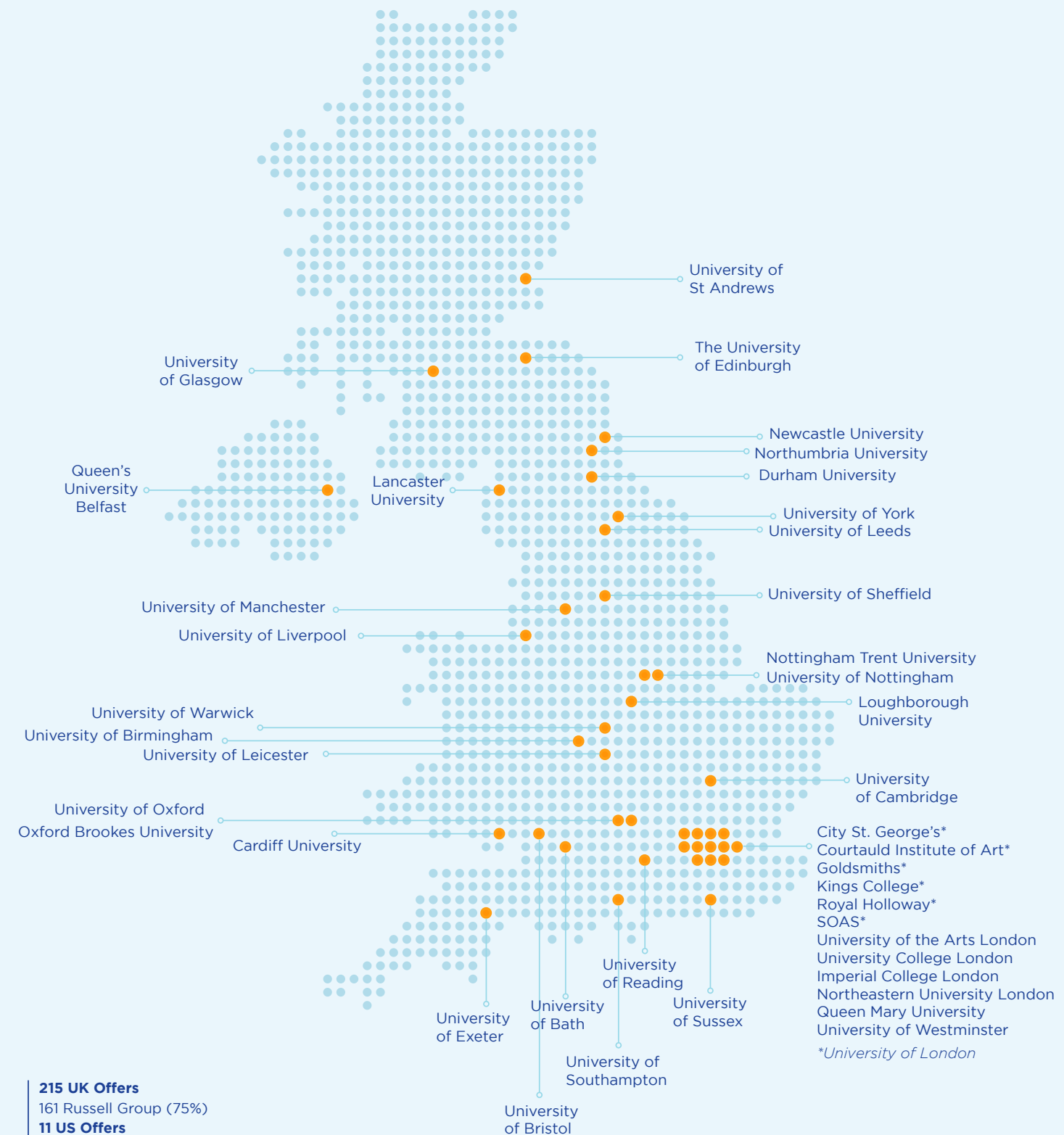


We are delighted to celebrate another exceptional year of A Level success at Francis Holland Sloane Square, with results that firmly reinforce our standing among the leading schools in the country.

This year's cohort has achieved the school's best ever percentage of A\*-A grades outside of the Covid-adjusted years, building on last year's impressive performance and continuing a clear upward trajectory. Such success is a testament to the dedication, resilience, and ambition of our students and reflects the unique blend of academic rigour and exceptional pastoral care that defines our school.



# UNIVERSITY OFFERS 2025



## 215 UK Offers

161 Russell Group (75%)

## 11 US Offers

Notre Dame, Georgetown, NYU  
Boston College, Middlebury  
UCSD, UCSB, Oregon, Washington  
USC, University of Chicago

## 5 European Offers

IE in Madrid & Segovia, Bocconi Milan,  
ESCP, London Institute in Paris



# ENTRY REQUIREMENTS FOR DEGREE COURSES

Degree Course	A Level Subject Requirements
<i>Anthropology</i>	No specific subjects; a mix of science and essay-based subjects helpful.
<i>Architecture</i>	Mathematics or Physics is required for some universities; Art/Design sometimes preferred, and a portfolio is usually needed.
<i>Art and Design</i>	Art required; portfolio usually needed.
<i>Biochemistry</i>	Chemistry required plus one other Science/Mathematics. Some universities require Biology.
<i>Biology</i>	Biology plus one other Science/Mathematics. Some universities require Mathematics.
<i>Biomedical Science</i>	Biology plus one other Science/Mathematics. Some universities require Chemistry.
<i>Business and Related Subjects</i>	No specific subjects, but Maths or Economics recommended.
<i>Business Management</i>	No specific subjects, but Maths or Economics recommended.
<i>Chemistry</i>	Chemistry required, plus another Science/Mathematics.
<i>Classics</i>	Latin or Ancient Greek required (sometimes both).
<i>Computer Science</i>	Mathematics required; Further Mathematics highly desirable.
<i>Dentistry</i>	Chemistry and Biology required.
<i>Drama</i>	No specific subjects, but English or Drama preferred, and an audition may be required.
<i>Economics</i>	Mathematics required; Further Mathematics preferred at top universities. Some universities require an entry test.
<i>Engineering</i>	Mathematics and Physics required; Further Maths desirable. Some universities require an entry test.
<i>English Literature</i>	English Literature required.
<i>Geography</i>	Geography required.
<i>History</i>	History required.
<i>History Of Art</i>	No specific subjects; History of Art, History, or English Literature are preferable.

# ENTRY REQUIREMENTS FOR DEGREE COURSES

Degree Course	A Level Subject Requirements
<i>Law</i>	No specific subjects; essay-based subjects such as History, Theology and Philosophy, Politics, or English preferred. Some universities require an entry test (LNAT).
<i>Liberal Arts</i>	No specific subjects required, but some majors may also include subject specific requirements.
<i>Mathematics</i>	Mathematics and Further Mathematics often required. Some universities require an entry test.
<i>Medicine</i>	Chemistry and Biology required, plus another Science/Mathematics. Entry test is required.
<i>Modern Languages</i>	An A Level in the chosen language is required.
<i>Music</i>	Music and ABRSM Grade 7/8 standard often expected.
<i>Natural Sciences</i>	Mathematics and a science required. Some universities require two sciences in addition to Mathematics. Entry test is required.
<i>Philosophy</i>	No specific subjects; essay-based subjects preferred.
<i>Physics</i>	Physics and Mathematics required. Entry test is required.
<i>Physiotherapy</i>	Biology required; another science (e.g. Chemistry, Physics, PE) often needed
<i>Politics And International Relations</i>	No specific subjects; essay-based subjects preferred.
<i>PPE (Philosophy, Politics, and Economics)</i>	Some universities require Mathematics. Essay-based subjects recommended in addition to either Economics/Maths. Some universities require an entry test.
<i>Psychology</i>	At least one Science/Mathematics. Some universities require two Sciences/Mathematics.
<i>Sociology</i>	No specific subjects; essay-based subjects recommended or a social science.
<i>Theology</i>	No specific subjects; essay-based subjects preferred.
<i>Veterinary Medicine</i>	Chemistry required plus one other Science/Mathematics. Some universities require Biology.



# PATHWAYS TO HIGHER EDUCATION

The examples below give you a taster of the breadth and diversity of students' interests and where these have taken them.



## STEM Pathways

STUDENT	A LEVELS	DEGREE & DESTINATION
Anya	Biology, Chemistry, Spanish, Drama	➔ <i>Medical Bioscience</i> , Imperial College London
Sophia	Biology, Chemistry, Psychology	➔ <i>Veterinary Science</i> , University of Liverpool
Ania	Mathematics, Further Mathematics, Physics, Chemistry	➔ <i>Mathematics</i> , University of Leeds



## Business and Economic Pathways

STUDENT	A LEVELS	DEGREE & DESTINATION
Anais	Mathematics, Further Mathematics, Economics, History	➔ <i>Economics</i> , London School of Economics
Claudia	Politics, French, English	➔ <i>Business Management</i> , University of Birmingham
Charlotte	Psychology, Theology and Philosophy, English	➔ <i>Management with Marketing</i> , University of Bath

# PATHWAYS TO HIGHER EDUCATION



## Arts Pathways

STUDENT	A LEVELS	DEGREE & DESTINATION
Teresa	Music, Politics, Economics	➔ <i>Conservatoire Application</i> , The Royal Northern College of Music
Gigi	Drama and Theatre, English, Psychology	➔ <i>Drama</i> , University of Exeter
Georgia	History of Art, Classical Civilisation, Theology, Philosophy	➔ <i>History of Art</i> , University College London



## Humanities and Languages Pathways

STUDENT	A LEVELS	DEGREE & DESTINATION
Carolina	English Literature, Politics and Theology, Philosophy	➔ <i>English Language and Literature</i> , Oxford University
Phoebe	French, Psychology, Classic Civilisation	➔ <i>Modern Languages and Cultures</i> , Durham University
Ismay	Drama and Theatre, History, Maths	➔ <i>History</i> , The University of Edinburgh



# THE WIDER CURRICULUM

## WELLBEING

Wellbeing lessons are taught once a week on Wednesdays throughout the school as a programme designed to help students learn about life. Our aim is for young people to acquire the knowledge, understanding, attitudes, and skills they need to thrive as individuals, family members, and members of society. The programme is based on national guidance, as well as student, staff, and community objectives. It is taught primarily by Form Tutors, who are supported by visiting speakers, assemblies, and specialist subject teachers.

There are three main strands:

### 1. Practical Living Skills

These sessions equip students to cope effectively with day-to-day life. Topics include financial advice, help with study skills and time management, careers and university preparation, first aid, and staying safe when travelling or on a night out.

### 2. Personal Health Matters

These sessions enable students to take care of their physical, mental, and emotional health. Topics include relationships and sex education, substance use, nutrition, and physical health. Throughout, students are taught to develop resilience and are provided with strategies to ensure their wellbeing both now and in the future. Topics such as fertility and pregnancy will be discussed. Students are also guided on how to access appropriate support services should they have concerns about their own wellbeing or that of others.

### 3. Social Education

These sessions focus on being part of the community. Students consider how to be effective and considerate members of the school community, developing transferable skills for university, the workplace, and broader society. They reflect on their place in the wider community, covering issues such as equality, extremism, and online safety. Students' current and future relationships—both friendships and romantic—are explored, and the signs of unhealthy or coercive relationships are explained.



### Examples of Recent Contributors

- *Allison Havey, co-founder of the RAP Project® (2012-2024)*
- *Daniel Spargo-Mabbs Foundation*
- *Elevate Education*
- *Everyone's Invited*
- *Fiscorum Financial Intelligence*
- *Talk Consent*

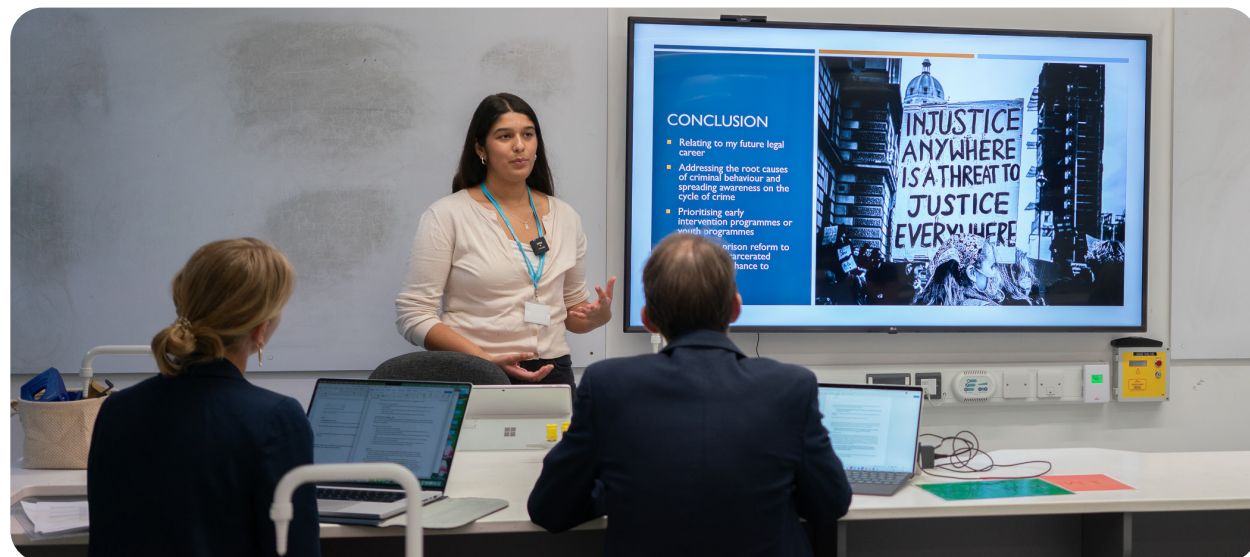
**everyone's  
invited**

**F** fiscorum  
financial intelligence

**Talk Consent.**  
Education to End Sexual Violence.



# EPQ AND SKILLS PROGRAMME



## Bella Student Profile

*My EPQ was the most interesting and rewarding piece of work I produced. My topic, The Feminisation of Male Beauty Standards, has come up in conversation more than any of my other academic subjects. Additionally, it is the combination of all my interests.*

*I see maths in my data analysis and problem solving, English in my improved essay writing and formation of an argument and biology in my evaluation of male evolution, social interaction, and psychology. I would recommend an EPQ to anyone with a broad range of interest; it has allowed me to explore areas of personal interest that have changed my perspective on the career I want to pursue and given insight into my US university experience.*

At FHS, we believe in nurturing curious minds and confident voices. The Extended Project Qualification (EPQ) is a remarkable opportunity for our students to step beyond the classroom and explore a project that reflects their own passions and interests. Recognised by top universities and respected by employers, this Level 3 qualification (graded A\* to E) is a powerful way for students to distinguish themselves and develop their independence.

Whether investigating a subject through a 5,000-word essay or creating an artefact with an accompanying report, students have the freedom to shape their own academic journey. In doing so, they develop advanced research, communication and critical thinking skills, all while producing a piece of work that showcases their individuality.

In the first term of the Lower Sixth, all students take part in our dynamic Taught Skills Programme, regardless of whether they choose to complete a full EPQ. These engaging



sessions equip them with essential tools to support both their A Level studies and their future academic pursuits — from mastering time management and referencing, to refining research and presentation techniques.

Throughout the EPQ process, students benefit from regular one-to-one support from a dedicated supervisor. They are encouraged to think independently, manage their workload effectively, and rise to the academic challenge with resilience and creativity. The project culminates in a Presentation Evening, where students share their work with peers, staff and parents. This is a wonderful moment that celebrates both their growth and their achievement.

Above all, the EPQ is about empowering our students to lead their own learning, grow in confidence, and develop the lifelong skills that will serve them well at university, in the workplace, and beyond. It is more than just a qualification — it is a launchpad for future success.

## Sofia Student Profile

*My EPQ, which was designing a website that sells occupational therapy products with a unique “search by condition” feature, has been the highlight of my year. I enjoyed all aspects from interviews to coding and surprisingly even the challenges, which taught me resilience – a skill I now apply across all my A Levels. It has also given me opportunities I never thought I would get, such as working with professionals to take my website further. I’ve gained confidence, real-world experience, and learned time management and problem-solving, which are skills I will carry with me throughout life.*

*Creating something independently, with genuine purpose, gave the project real value. It showed me what I’m capable of and helped me grow far beyond the classroom.*



# OXBRIDGE PROGRAMME



We run an active and engaging Oxbridge Programme which stretches and supports applicants. The programme begins in the second half of the Spring Term, after the Higher Education Evening, and runs on a fortnightly basis until the end of the Lower Sixth. It then continues on a weekly basis in the Autumn Term of the Upper Sixth.

We offer lots of support and advice on how to craft Personal Statements, on preparing for entrance tests, and interview practice, but we also expect Oxbridge applicants to show initiative and to stay on top of the extra weekly academic commitments that are a compulsory part of our programme. Aspirants have got to be self-driven, independent learners who are able, in the first instance, to steer their own research into specialist areas of the subject that they wish to read. All girls who participate in the Oxbridge programme are expected to present an independently written talk which is delivered to their peers and teachers, and on which they will be quizzed.

Over the Lower Sixth summer holidays, we recommend that Oxbridge aspirants undertake between 60 and 80 hours of independent reading and research, thereby coming back in September of the Upper Sixth ready to be interviewed about their chosen subject and their particular area of expertise.

The Oxbridge Programme is a challenging and rigorous part of the Sixth Form curriculum, which enriches a student and allows her to become a specialist in her area of study.

## “ Angelina Student Profile

Classics, University of Oxford

*The application to Oxford was a tough but rewarding process. I began preparing for it in January of Year 12 by reading around my subject; at first more generally, and then gradually I began focusing more on the areas that I found particularly interesting.*

*The summer of Year 12 was quite hectic. I completed two summer schools in Greek and Latin to improve my language skills, as I discovered through my research, that this was a fundamental part of the Classics course in Oxford. In addition to this, I also entered the UCL Classics essay competition, where I was able to delve further into a subject matter from my reading. Towards the end of the summer, I began revising for the Classics entrance exam (the CAT) and began writing my personal statement. The Classics Department were extremely helpful in providing me with useful feedback on my personal statement, helping me to choose what written work would be best to send in, running extra lessons for me, to help gear me up towards the exam, and conducting mock interviews. This, in combination with the presentation series held by Miss Boon, was instrumental for me in helping me feel more confident in presenting my ideas in a coherent and structured way and made the actual interviews much less intimidating. I received my offer in early January of Year 13 and achieved the required grades later in the summer.*

*I would encourage anyone to apply for Oxbridge, if they are extremely passionate about their subject and are willing to put in the hard work. I found that while the application process was tough, the work I put in also very much benefited my A Level study of the subject and opened my mind to other aspects of Classics that are not covered in the A Level specification.*

# ENRICHMENT

Students will have a wide range of opportunities and experiences beyond the classroom, including a dedicated weekly enrichment session. The enrichment programme offers diverse and forward-thinking activities designed to help students grow beyond the academic curriculum. It aims to develop key skills such as leadership, responsibility, global awareness, confidence, independence, creativity, and critical thinking.

Examples of next year's enrichment electives include:



## TYCOON ENTERPRISE COMPETITION

Tycoon is a national enterprise competition that gives students the chance to experience the world of business first-hand. Working in teams, students create a business plan, receive a loan to launch and run their business. Students compete with teams across the country and the top student businesses are invited to a prestigious awards ceremony hosted by Peter Jones CBE each year. This challenge fosters creativity, financial literacy, teamwork, and entrepreneurial thinking—skills that are invaluable in any future career.



## GAIN INVESTMENT CHALLENGE (Spring Term ONLY)

Offered in partnership with Girls Are INvestors (GAIN), this challenge introduces students to the fundamentals of investment and finance. Sixth Formers take on the role of investment analysts, researching companies and pitching stock ideas to industry professionals. Each team is mentored by an experienced professional from the investment industry, offering advice, feedback, and real-world experience. This challenge helps students develop financial and analytical skills, as well as confidence, teamwork, and presentation abilities.



## MODEL UNITED NATIONS

Francis Holland has a thriving Model United Nations Club. In the past few years we have taken part in conferences at St Paul's, Reigate Grammar and Wimbledon High, to name a few. If you are interested in global politics and international relations, are keen to debate and discuss important issues with other students and are prepared to commit the occasional weekend to a Model UN conference, this elective is for you.



# ENRICHMENT



## DEBATING

This elective offers students the opportunity to develop their public speaking, critical thinking, and argumentation skills through structured debates and discussions. Students will explore current issues, learn how to build persuasive arguments, and practice responding thoughtfully to opposing views.



## RUNNING

Enjoy the benefits of running as a way to relieve stress, boost energy, and clear your mind. Join this elective for social, enjoyable runs around the Hyde Park Serpentine. All abilities are welcome - whether you're a seasoned runner or just getting started.



## Summer Term FUTURES PROGRAMME (LOWER SIXTH ONLY)

In the Summer Term, these weekly sessions are dedicated to Higher Education preparation. Students are helped to see the overall picture of how a university application works, what to look for at a university open day, and how to start thinking about writing the much-anticipated personal statement (with a changed format this year). Sessions are also offered on financial awareness, how to structure a gap year and there are several bespoke sessions for US applicants on creating a college list and writing a Common App essay.



# SPEAKER PROGRAMME

The Sixth Form Speaker Programme is student-led and takes place once a week. Every Thursday, guest speakers from a wide range of academic and professional backgrounds offer valuable insights and perspectives.

Examples of recent speakers include Clarissa Ward, chief international correspondent for CNN, Dame Elizabeth Gloster, the first female judge of the Commercial Court, and Dr Sabina Shamsad, who spoke about her journey to becoming a doctor and her experience working in the profession during the COVID-19 Pandemic.







# TEDx

We have been a licensed TEDx school for the past five years, offering all Lower Sixth students the opportunity to take part in this globally recognised platform.

Each summer, we host a TEDx day where around a third of the year group presents their own TED-style talk, sharing original ideas with peers, parents, and the wider school community. We abide by the TED format and follow their guidelines for curation, speaker coaching and event organising.

The experience builds students' analytical thinking, communication, and confidence, and students constantly astonish us with their creativity and originality. The talks are uploaded the TEDx YouTube channel for posterity and also support international and UK university applications.

## Anya Student Profile

*An incredible opportunity that makes FHS truly unique is being one of the few schools in the UK to hold a TEDx licence. This allows us to give a real TEDx Talk on a topic of our choice, which is then uploaded to the official TEDx channel. Topics vary widely, from Psychology to Literature and Economics.*

*For my talk, I explored a blueprint for a utopian healthcare system, considering whether combining the best practices from the world's leading healthcare systems could create a perfect model. This experience gave me the chance to delve into a subject outside of my usual studies and expand on an area of personal interest that I might not have otherwise had the opportunity to explore.*

# CAREERS AND HIGHER EDUCATION



## THE FUTURES TEAM

The Futures Team is led by Caroline Wilkes, Director of Futures and Innovation and comprises Caroline, Tatty Hunt, Head of Lower Sixth, Bushra Hameed, Head of Upper Sixth, James Courtenay Clack, Head of Sixth Form, and Claudine Clarke, Sixth Form Manager. The team manages careers and Higher Education for the whole of the sixth form and we run a series of initiatives to help students work out their next steps (see below). The Summer Term Enrichment programme of the Lower Sixth is entirely dedicated to post 18 options to ensure students are empowered to take fully informed decisions about their future plans in the Upper Sixth.



## HIGHER EDUCATION EVENING

We hold a Higher Education Evening in the Spring Term of the Lower Sixth, where Caroline Wilkes discusses the UK university landscape and outlines the range of post-18 options available to students. There is also a separate session on applying to Oxbridge.



## CAREERS FAIR

Our biannual Careers Fair welcomes an extensive list of exhibitors and speakers from a variety of industries, careers, and professions to Francis Holland.



## 1-1 INTERVIEWS

Every student in the Lower Sixth has an interview with a member of the Futures Team in the Spring Term to discuss their higher education and career aspirations. This allows us to offer bespoke support to students whether they are applying for Law, Medicine, Engineering or the Humanities.





## FUTURES NEWSLETTER

The Futures Newsletter is published every week and sent to all students and parents alongside the Sixth Form Newsletter. The newsletter includes details about forthcoming open days, competitions, work experience opportunities, meetings with future employers and apprenticeship events.



## WORKING LUNCH SERIES

Students hear from professionals at various stages on their career path as part of our Working Lunch Series, which has recently included talks from junior doctors, lawyers, investment bankers and jewellery designers among others.



## UCAS APPLICATION SUPPORT

After the summer examinations, the Lower Sixth have a day off timetable in June. They will hear from an expert in admissions, Jane Marshall, who worked in Admissions at LSE and Imperial College, on how to write a personal statement. They then go into subject groups to begin drafting their statements with the help of subject specialist teachers which they can complete during the summer. Heads of Department and the Futures Team continue to assist students with their personal statement and UCAS application until the point of submission. The Head of Academic Enrichment leads the Oxbridge candidates group, which meets fortnightly in the late spring and Summer Terms, and weekly in the Autumn Term. Please see page 24 for more details.



## INTERNATIONAL APPLICATION SUPPORT

Many of our students go on to study at universities abroad, including in Europe, the US, and Canada. We support them with events such as the International Universities Fair and a dedicated US Universities Evening. We also host visits from a number of US and European universities throughout the year. Students benefit from targeted workshops on writing the Common App essay, creating a balanced college list, understanding the application process, and exploring European options through the European Universities Workshop (led by The University Guys). We write letters of recommendation for your daughter and ensure that academic references are written by staff who know her well. Please see the Futures Booklet for further detail.



## RESULTS DAY SUPPORT

The Futures Team and Head of Sixth Form are available on results day to offer advice to candidates on receipt of their A Level results.



# A LEVEL FAQs

### *What are the entry requirements for Sixth Form?*

Our usual entry requirements for progression to the Sixth Form are six grade 6s at GCSE with at least a grade 7 in subjects which your daughter wishes to take for A Level (or in related subjects if your daughter is taking a subject which is new to her). For your daughter to thrive on her A Level courses a grade 8 or above is preferable. For Maths A Level the expectation is that you will have a grade 9. For external candidates, entry requirements are six grade 7s, including a grade 7 in the subjects they wish to take at A Level.

### *How many A Levels can I study?*

At Francis Holland, we are committed to a broad curriculum that encourages girls to think beyond the confines of their A Level courses and to develop a range of extra skills that will stand them in good stead for the future. For this reason, we recommend that study three A Level subjects, alongside the Extended Project Qualification (EPQ) and a range of other opportunities. Those wishing to study Further Mathematics will take four A Levels (including Mathematics).

### *How do I choose my A Level subjects?*

Your choice of A Levels should be based on subjects you enjoy studying, subjects you are good at, and the subjects you need for your chosen university course (if you know this already). It is essential that you enjoy studying the subject as you will be far more likely to undertake the additional reading and independent study required for success. If you are unsure what course to study at university, remember that your A Level choices can limit some options while opening the door to others.

### *Can I choose any combination of A Level subjects?*

As far as possible we run a bespoke blocking system for A Levels at FHS. We ask each student about her preferred choices before designing the final structure each year to ensure that as many combinations as possible can be accommodated. We recommend that students pick at least two subjects that go together. For example, Physics and Chemistry, English and History, Politics and Economics. It's a bit odd to do

History of Art, Chemistry and Geography. Your third subject can be a bit different. All of the A Levels offered at FHS enable students to gain places at all universities in the UK, including Oxbridge, Imperial, LSE, St Andrews etc.

### *Can I change my A Levels if I am not happy with my original choice?*

Yes, you can request to change your A Level subjects if you find that your original choices are not the right fit. However, any changes must be made by the October half-term in the Lower Sixth. This cut-off is in place to ensure that you have not missed too much course content. Additionally, any subject change must fit within the existing timetable blocks, and there must be space available in the new teaching set.

### *Will I have the same teachers in both years in the Sixth Form?*

While we cannot guarantee continuity of teaching, we will make every effort to ensure a consistent teaching experience across both the Lower and Upper Sixth.

### *I am applying to US Universities; how should I choose my A Levels?*

When selecting A Levels for US university applications, it is essential to prioritise subjects in which you are both interested and capable of achieving high grades. If it is not customary at your school to take four A Levels, admissions officers will not expect it. Indeed, most US universities prefer applicants to present three A Levels with strong grades, rather than four with weaker outcomes.

While academic breadth and rigour are valued—particularly combinations that span disciplines, such as Mathematics alongside an essay-based subject—this approach is only advisable for students who demonstrate strength across a range of subject areas.

Highly selective institutions seek applicants with academic depth and distinctive intellectual interests, rather than generic well-roundedness. Moreover, some universities may have specific subject expectations or recommendation letter requirements, making it important to research the admissions criteria of each institution carefully.



# SUPPORT AND GUIDANCE

## PASTORAL TEAM

Sixth Form Heads oversee the pastoral welfare and academic progress of all students. Their offices are on the first floor of the OSH, and they are available every day before and after school, and at numerous points throughout the day, to talk to about any aspect of school life.

## CURRICULUM SUPPORT

A Levels are a significant step up from GCSEs, and the expectation is that students complete six hours of independent study outside of lesson time, per subject, per week. In order to support students a number of form times are dedicated to study skills. In addition to this, the Head of Academic Mentoring runs small group study skills sessions for those who need support.

Your daughter's needs will also be shared with teachers so that they are aware of the best strategies to work with each student. Students with additional learning needs are carefully monitored as they transition onto their A Level courses. Any previous Exam Access Arrangements will need to be reapplied for and will be subject to any updates in the guidance from JCQ.

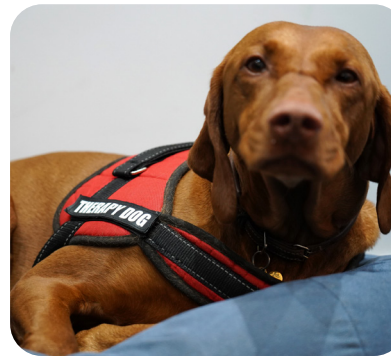
## TUTORS

Sixth Form students are placed into forms, each usually supported by two, sometimes three, form tutors who oversee their pastoral care and wellbeing. These tutors meet with students twice daily for registration, allowing them to get to know each student individually and monitor their progress. In addition, form tutors hold regular one-to-one meetings with students to provide personalised guidance and support throughout their Sixth Form journey.

## CONTEMPLACE

ContemPlace is the school's confidential counselling service, available to all members of the school community, including parents with concerns about their child. The team includes five specialist therapists and Kanga, the much-loved therapy dog who visits three days a week.

Students can access informal drop-in sessions during breaks, lunch and study periods. These 10–15 minute sessions help students reflect, either alone or with friends, and develop coping strategies and problem-solving skills with guidance from a therapist.



For those needing more support, regular one-to-one sessions (40 minutes weekly during school hours) are available. There is no fixed duration—some may attend for a few weeks, others for longer.

The team offers a range of therapies including Cognitive Behavioural Therapy (CBT), Eye Movement Desensitisation and Reprocessing (EMDR), and psychotherapeutic support. The aim of all support offered through ContemPlace is to build resilience, develop perspective, and strengthen students' sense of self. For any questions, please contact: [counselling@fhs-sw1.org.uk](mailto:counselling@fhs-sw1.org.uk)



## Minty Student Profile

*Sport at Francis Holland has played a huge role in shaping my school experience. As both hockey and netball captain, I've had the opportunity to compete at a high level, playing numerous matches against schools such as St Paul's and Godolphin & Latymer, as well as taking on our teachers during the school's birthday celebrations!*

*In addition to playing competitively, I've enjoyed trying a range of activities such as spinning at KXU, boxing, and yoga, which is part of the weekly Sixth Form Sport timetable. Through sport at FHS, I've built strong friendships that have made my time here especially memorable.*

# SPORT

At Francis Holland, our mission is to inspire a love of movement and promote a lifetime of physical and mental wellbeing. We strive to create a balanced curriculum that incorporates both traditional sports and new, emerging activities. By offering a diverse range of options, we challenge those who aspire to compete at the highest levels while also fostering a love for physical activity in all students.

In the Sixth Form, we encourage student choice to ensure they continue to thrive and find joy in staying active throughout their lives. Our diverse offer helps students develop physical literacy, discover new interests, and build healthy habits for life.

**Alongside traditional team sports such as netball, hockey and cricket, we offer a wide range of individual and group activities including:**

## Gym Sessions

Reformer Pilates

**Yoga**

Barre

**Spinning**

Strength and Conditioning

**Boxing**

Padel Tennis

**Pickleball**

and much more!



# CREATIVE ARTS



FHS has a distinguished reputation for Drama, with celebrated alumnae including Sienna Miller, Cara Delevingne, and Emerald Fennell—director of the critically acclaimed films *Promising Young Woman* and *Saltburn*, to name just a few. Each year, a number of our Upper Sixth leavers gain places at prestigious drama schools and universities such as the Guildford School of Acting and the Royal Central School of Speech and Drama.

Our students engage in a diverse range of theatrical styles, from Verbatim and Naturalism to Physical Theatre, Classical plays, and Musical Theatre. These experiences provide rich opportunities for creative expression and the development of key skills such as collaboration, confidence and problem-solving.

Outside the curriculum, our students frequently participate in esteemed institutions including the National Youth Theatre, the Royal Court Theatre, and the RADA Youth Theatre. We are proud to host workshops led by some of the UK's most innovative theatre companies, such as Frantic Assembly and YoungBlood Fight Directors, offering students valuable insights into the wider theatrical world.

Following the success of *Little Shop of Horrors – The Musical* at Battersea Arts Centre, next year's senior production will be a straight play, continuing our tradition of staging performances in professional or West End venues. These productions bring together students from Year 7 to UVI, fostering lasting friendships and providing a rare glimpse into the professional world of

theatre. In 2023, our drama studio—Carmel Hall—was transformed into a fully equipped studio theatre, complete with a lighting rig, sound desk, and flexible seating. This modern 'black box' space now supports not only performance training but also technical theatre skills, opening new avenues for those interested in backstage careers.

We offer Drama Scholarships at both 11+ and 16+. Our scholars play an active role in the life of the department, offering guidance, encouragement, and leadership to their peers. In addition, students can also participate in Speech and Drama examinations and a variety of co-curricular performance opportunities throughout the academic year.

## Ismay Student Profile

*In the Sixth Form, I've really enjoyed being part of the vibrant performing arts scene at Francis Holland. Last February, I took part in the annual school production of *Little Shop of Horrors* – a brilliant experience that allowed me to work with students I might not have met otherwise.*

*The year before, I particularly enjoyed performing in *Legally Blonde* at Battersea Arts Centre, as well as watching *Made in Dagenham* at Her Majesty's Theatre, *The Lion, the Witch and the Wardrobe*, and *The Crucible* in previous years. As someone who is passionate about drama, these experiences have been exciting and rewarding and has given me the chance to interact and build friendships with students across different year groups.*

## Art

Art in the Sixth Form encourages creative exploration and the development of skills across a range of media, including printmaking, textiles, sculpture, painting, and photography. Students engage with the subject through a dynamic programme of gallery and exhibition visits in London and beyond, helping them build both technical ability and critical understanding.

Recent international trips have included visits to New York and Florence, broadening students' cultural perspectives. Within school, a wide variety of creative clubs are available, with Art Scholars taking part in group projects and mentoring younger students. Sixth Formers also contribute to the Enrichment programme — a recent group, for example, created a mixed-media piece for the Cape Farewell Project.

Alumni talks and visiting speakers offer insight and inspiration for students considering future creative pathways beyond FHS.

## Allegra Student Profile

*Being an Art Scholar at school has been an incredibly enriching experience. It has provided me with consistent opportunities to create and grow as an artist within a dynamic and encouraging environment. Through involvement in exhibitions and collaborative projects, I've been able to push my boundaries and has helped me become more versatile. Each project has challenged me in different ways, encouraging me to think critically, reflect on my work, and keep refining my ideas. The chance to work alongside other students who are equally passionate about art has also strengthened my ability to collaborate effectively, and learn from others.*

*I've also gained invaluable insight and support from skilled art staff whose guidance has helped shape both my technique and thinking. The support I've received from the Art Department and visiting artists has been hugely important in shaping my development. Their feedback and support have helped me improve both technically and conceptually, and have motivated me to aim high and consider a future career in Art.*







Music is a dynamic and flourishing part of life at Francis Holland. Our department is energetic, ambitious and inclusive – a place where staff and students work closely together to pursue excellence and to enjoy music-making at the highest level.

While Music is a popular but specialist A Level subject, the vast majority of students experience the joy of music through the department's rich and varied co-curricular programme. From the moment students join the Sixth Form, they are encouraged to get involved – whether as performers, creators, or leaders.

Singing is central to life at FHS. It brings the school community together and plays a key role in our termly celebrations and major school events. Our exceptional Senior Chamber Choir and student-led Sixth Form Choir are at the heart of this tradition, performing regularly both in school and at prestigious external events. The current Sixth

Form Choir – formed by students themselves – recently performed at a local charity carol service and were invited back by popular demand. The group is now developing into a fully self-directed ensemble, showcasing the initiative and leadership that we nurture at FHS.

Alongside our choral tradition, we offer a wide range of instrumental opportunities. Groups such as Senior Strings, school orchestra, jazz band, and various chamber ensembles rehearse weekly, and students can also audition for our annual school musical – most recently *Little Shop of Horrors*, performed at Battersea Arts Centre.

Our Music Department fully supports students who wish to set up their own ensembles or musical projects. We provide rehearsal space, mentoring, and, where helpful, staff support. This open, student-led culture allows musicians to shape their own musical journeys and collaborate with



others in creative and meaningful ways. For serious musicians, individual lessons are available on all instruments and voice through our outstanding team of visiting teachers. These 1-to-1 sessions are the ideal route for progressing technically and artistically, and they enable students to contribute at a high level to the musical life of the school.

Our most advanced and dedicated musicians are invited to apply for a Sixth Form Music Scholarship. Applicants should be working at least at Grade 5 standard on one instrument or voice (though most exceed this), and successful candidates are typically outstanding performers who are passionate about music and fully committed to the department. At Francis Holland, Music is not just a subject – it is a vibrant part of the Sixth Form experience, offering every student the chance to find their voice, lead with confidence, and take part in something truly joyful.

## Inga Student Profile

*Being a Music Scholar at school has been a hugely rewarding experience. It has offered me regular opportunities to perform, develop my skills, and grow as a musician in a supportive and ambitious environment. Taking part in concerts, church services, and a wide range of ensembles – such as orchestras, chamber groups, choirs, and jazz bands – has helped me become a more versatile and confident performer. Each ensemble brings its own challenges and rewards, and working closely with others has strengthened my ability to listen, adapt and lead.*

*The school's vibrant concert calendar has also pushed me to prepare and perform at a high standard. From solo recitals to large-scale choral and orchestral works, every opportunity has helped me grow in confidence and broaden my experience. I've also benefited from excellent guidance from professional musicians and music staff, whose support has been invaluable. Overall, being Music Scholar has allowed me to develop not just as a performer, but as a disciplined and creative individual. Making friends across year groups through Music has been another highlight. It has been a central part of my school life and has given me skills, friendships, and memories that I'll carry with me long into the future.*



# TRAVEL AND TRIPS

At Francis Holland, our broad educational offering goes far beyond the classroom, with a rich programme of UK and international trips in the Sixth Form.

## Day Trips



- West End and National Theatre Trips

- Politics trip to Parliament

- Model UN tournament

- Debating tournaments

- Charity outreach trips

- Biology field trip



- History of Art trips to the National Gallery and Tate Modern

- Choral evensongs at Holy Trinity Sloane Square, Oxford Colleges and St George's Chapel, Windsor

- Psychology trip to Freud Museum

- Philosophy Conference

## Residential Trips



**International Sports Tour**

**Biennial trip next taking place in October 2026.**

This unique netball tour combines competitive matches against local teams with meaningful cultural and charity outreach experiences. Students will have the chance to make a real difference by coaching netball to primary-aged pupils and engaging in activities that support the local community in deprived township areas. As part of the tour, students are encouraged to create their own fundraising initiatives, developing entrepreneurial skills while raising funds to provide match prizes, sanitary products, sports kit, and equipment for the communities they visit. The tour serves as a platform to build relationships and camaraderie across year groups, strengthening teamwork and shared experiences.



**Politics Trip to Brussels**

**Biennial two night trip next taking place in November 2026.**

Home to the European Parliament, the European Commission, and NATO, Brussels is the ideal location to learn about politics and European history.

**Annual three night trip next taking place in June 2026 for students in Years 12.**

Florence bore witness to some incredible developments in maths, science and engineering from the 14<sup>th</sup> to the 17<sup>th</sup> Century and this trip provides an opportunity for our sixth formers to immerse themselves in the cultural and scientific highlights of one of the most fascinating cities in Europe.



**Maths Trip to Florence**

**Biennial five night trip next taking place in December 2025 for students in Years 12 and 13.**

This trip offers our sixth formers the opportunity to surf amazing waves, practise yoga in the sunshine and experience local culture and unwind!



**Surf & Yoga Retreat**

**Annual trip next taking place in April 2026 for students in Years 12.**

This trip to Paris offers a unique blend of science, culture, and language immersion. Students will enhance their French language skills through practical, real-world interactions while experiencing the city's rich and dynamic culture. Highlights include visits to the Galileo Museum and the Leonardo da Vinci Museum, where students will explore pioneering scientific discoveries and gain insight into the brilliant minds that shaped the course of history.



**Physics & French Trip**



# CHARITIES AND PARTNERSHIPS



Sixth Form students take a lead role in a range of charitable and volunteering activities each year, including Christmas Fairs, Playground Takeovers, Bake Sales, and charity performances. The guiding principles of Sixth Form Outreach provision are responsibility, collaboration, and leadership.

Students apply to form a team of Charity Prefects in the Lower Sixth, with a smaller team of Charity Ambassadors (with greater responsibility) in Upper Sixth. Their job is to promote student involvement with Outreach activities throughout the school by conceiving of and promoting engaging events and campaigns.

The flagship volunteering initiative at FHS is the Lower Sixth Volunteering Programme, in which all students in Year 12 volunteer at a range of local charities, primary schools and community centres, helping with activities



as diverse as Board Game Lunch Club at St Barnabas, Intergenerational Conversation at Eden Court Retirement Village, and, among others, the Love to Learn Homework Club for refugee children at The Katherine Low Settlement.

Additionally, Sixth Form students are encouraged to engage with issues and campaigns that they feel passionate about, culminating in the Sixth Form Charity Campaign, in which students plan, organise, and execute a fundraising campaign for a cause they are passionate about.

In previous years these campaigns have ranged from eliminating period poverty and stigma in developing countries via The Cycle, to providing better childcare for orphans in eastern Europe via Hope and Homes For Children.







# LEADERSHIP

Leadership and service to the school are vital parts of the Sixth Form experience at Francis Holland. We believe that every student should have the opportunity to develop the confidence, initiative and sense of responsibility that comes from taking on a leadership role.

In the Autumn Term of the Lower Sixth, a wide range of leadership positions become available, including Subject Prefects, Form Prefects, Speaker Programme Prefects, and House Captains. These roles allow students to develop communication and organisational skills while contributing meaningfully to the life of the school.

In the Spring Term of the Lower Sixth, students can apply to join the Head Girl and Ambassador Team. The Head Girls meet

weekly with the Head to discuss topics of importance to the student community, lead the School Council, and help shape the direction of the school through student voice.

The Ambassadors support the Head Girl Team and take responsibility for leading key areas of school life, including Drama, Sport, Charity, and Diversity and Inclusion, as well as acting as mentors to specific year groups.

Beyond these formal roles, all Sixth Formers are expected to model leadership through service. This may include mentoring younger pupils, leading clubs and societies, organising events, supporting school initiatives, or contributing to outreach and partnership work in the wider community.

## RECENT INITIATIVES ESTABLISHED BY OUR AMBASSADOR TEAM

### Daffodils

At Francis Holland, it's important to us that Sixth Form girls aren't seen as intimidating or unapproachable, but as friendly, familiar faces whom younger pupils feel comfortable confiding in. One way we achieve this is through our Daffodil Programme.

As part of the programme, each Lower Sixth girl is paired with a Year 7 pupil, and each Upper Sixth girl is paired with a Year 8 pupil from the same House. Throughout the year, activities like quizzes and various House events provide opportunities to build connections between year groups.

Beyond these activities, Sixth Form girls arrange regular meetings with their daffodils during the school day, helping to strengthen these bonds and ensuring that newer students feel supported—not just by staff, but by their peers as well. This programme is truly unique to Francis Holland and plays a vital role in maintaining the collaborative, familial atmosphere that defines our school.

### Academic Ambassadors' Essay Competition

Open to students from Year 7 to the Lower Sixth, this competition offers a chance to broaden academic horizons and delve deeply into a topic of interest. Participants can choose from a wide selection of essay questions spanning disciplines from the sciences to the humanities.

This initiative, led by the Academic Ambassadors, encourages intellectual curiosity and independent research. Winners receive a prize and are invited to a celebratory tea in recognition of their achievement.



### Ella Student Profile

*One of the most meaningful parts of my Sixth Form experience has been the leadership opportunities, which have helped me grow in confidence and develop important skills. Becoming Head Ambassador has been a highlight. It has taught me how to stay organised and communicate well, but most importantly, it has shown me that good leadership is about teamwork and making sure everyone feels heard and included.*

*As a team, we've been able to make some real changes - such as setting up the buddy system between the Lower and Upper Sixth, which helped bring our year groups closer together, and launching the Daffodils initiative to connect younger pupils with role models they can turn to for advice and support.*





## Anya Student Profile

*FHS is truly a place of endless opportunities, where there really is something for everyone. From robotics and dissection club all the way to building go karts and launching rockets into space – you are bound to find something that you are passionate about. And the great thing is that if there is something that we don't yet offer, our teachers are so supportive in us starting and running our own societies and clubs.*

*I myself founded both Medical Society and Islamic Society in my time here, and through Debating Club I enjoyed the chance to participate at tournaments and competitions including at universities such as Imperial, UCL and Cambridge.*

# CLUBS AND SOCIETIES

There are more than 100 co-curricular clubs and societies available for Sixth Form students, running during lunchtimes and after school. Some are exclusive to Sixth Formers, offering opportunities to deepen subject knowledge and explore personal interests in greater depth.

Many clubs are student-led, and if a particular interest is not currently represented, students are actively encouraged to set up their own clubs and societies.

Examples of current clubs and societies include:

Afternoon Tea Group

Art Scholars' Club

Bilingual Club

Chess Club

Debating

Duke of Edinburgh Award

Economics Club

Faith-Based Societies

History Lecture Series

Law Society

Literature Society

Medical Society

Model United Nations

Music Scholars' Club

Orchestra

Sixth Form Choir

Sixth Form Running Club

STEAM: Hydroponics

STEAM: Lunch n' Learn

Working Lunch Series



FRANCIS HOLLAND  
SLOANE SQUARE

# SUBJECT CHOICES





## COURSE OVERVIEW

Studying Fine Art prepares all students for their future ambitions key skills such as developing, refining, recording and presenting are developed practically and critically throughout the course and are transferable to all subjects. For those students who would like to specialise in an arts subject beyond A Level. You will have the opportunity to create a portfolio of work that will support your higher education level applications in a range of creative courses such as Art Foundation, Fashion Design and Architecture.

Over the course of two years, students will be introduced to a variety of experiences that explore a range of fine art media, processes and techniques. They will explore the use of drawing for different purposes, using a variety of methods and media on a variety of scales. Students will critically discuss and explore relevant images, artefacts and resources relating to a range of art, craft and design, from a variety of different contexts. Students’ responses to these examples will be challenged through practical and critical activities to enable them to practically demonstrate their ability to construct and develop a sustained line of reasoning from an initial starting point to a final realisation.

All students’ work is showcased at an end of course exhibition, where we come together to celebrate their creative endeavours and delight in their achievements.

## INSIGHT INTO TOPICS

The Lower Sixth begins with a series of taught workshops in a range of art and design media and disciplines including **drawing, painting, sculpture, 3D explorations, mixed-media – collage and installation**. Work is linked to gallery visits and consistently encourages connections between practice and theory. Weekly group crits are conducted to encourage students to establish a voice of their own.

## ASSESSMENT STRUCTURE

**Personal Investigation (60%)**

**Externally Set Assignment (40%)**

## COURSE OVERVIEW

A Level Biology offers a two-year journey through the science of life, exploring everything from the chemistry of biological molecules and the microscopic architecture of cells to whole-organism physiology, genetics, ecosystems and cutting-edge topics such as gene technology and climate-change ecology. Alongside classroom learning, students complete twelve required practical investigations that earn a separate Practical Endorsement and build the analytical, statistical and experimental skills prized by universities and employers. This qualification is a recognised gateway for degrees in medicine, veterinary science, dentistry, biomedical research, environmental science and many other fields, but it also nurtures universally transferable abilities in problem-solving, data handling and critical evaluation. For inquisitive minds that enjoy asking how and why living systems work - and for students who want a subject that balances academic rigour with real-world relevance - A Level Biology is an engaging, future-focused choice that keeps a wide range of university and career doors open.

## INSIGHT INTO TOPICS

- Biological molecules
- Cells
- Organisms exchange substances with their environment
- Genetic information, variation and relationships between organisms
- Energy transfers in and between organisms
- Responses to stimuli
- Genetics, populations, evolution and ecosystems
- The control of gene expression

## ASSESSMENT STRUCTURE

**Paper 1:** A mixture of short and long answer questions and extended response questions covering content from topics 1-4, including relevant practical skills. **(35%)**

**Paper 2:** A mixture of short and long answer questions and comprehension questions covering content from topics 5-8, including relevant practical skills. **(35%)**

**Paper 3:** A mixture of structured questions, including practical techniques, critical analysis of given experimental data and one essay from a choice of two titles covering content from topics 1-8, including relevant practical skills. **(30%)**

**Science Practical Endorsement:** These are a selection of experiments chosen by the exam board that you need to be confident in from theoretical and practical point of view. They are internally assessed and externally moderated. Many universities request a ‘pass’ in the practical endorsement as part of their offer.



## COURSE OVERVIEW

A Level Chemistry is a rewarding subject that offers a wide range of academic and practical benefits. It provides students with a deep understanding of the fundamental principles that govern the natural world - from the structure of atoms and molecules to the mechanisms of complex chemical reactions. Studying A Level Chemistry not only strengthens analytical and problem-solving skills but also opens the door to an array of university courses and career paths. Whether you're aiming for a future in medicine, environmental science or engineering, A Level Chemistry equips you with the scientific knowledge and critical thinking abilities essential for success in both further education and the professional world.

## INSIGHT INTO TOPICS

- Atomic Structure
- Amount of substance
- Bonding
- Redox
- Energetics
- Organic Chemistry
- Transition metals
- Equilibrium
- Kinetics
- Analytical techniques

## ASSESSMENT STRUCTURE

**Paper 1:** Inorganic and Physical Chemistry **(35%)**

**Paper 2:** Organic and Physical Chemistry **(35%)**

**Paper 3:** Synoptic Paper **(30%)**

**Science Practical Endorsement:** These are a selection of experiments chosen by the exam board that you need to be confident in from theoretical and practical point of view. They are internally assessed and externally moderated. Many universities request a 'pass' in the practical endorsement as part of their offer.

## COURSE OVERVIEW

The Ancient Mediterranean offers a fascinating course in the study of humanity. A Level Classical Civilisation allows students to explore the poetry, drama, architecture, philosophy, politics and art of Greece and Rome. Combining a number of specialisms in one subject, this ambitious A Level works as an excellent complement to any other subject in the Sixth Form. By exploring societies that existed nearly three millennia ago students will be able to ask fundamental questions about our own world, such as: what does it mean to be in love? What does our drama say about our society? What does it mean to be a hero, and how can mythological heroes be used to further the political ends of those in power? Outside the classroom, students can also attend a weekly GCSE and A Level Classics Society, visit modern productions of ancient Greek plays and attend our biennial trip to the Mediterranean.

This course is taught entirely in translation and does not require previous study of Latin or Classical Civilisation.

## INSIGHT INTO TOPICS

### The World of the Hero

Students read Homer's *Odyssey* in the Lower Sixth and Virgil's *Aeneid* in the Upper Sixth, studying the literary techniques, heroic themes and the social, cultural and religious context of the poems.

### Greek Theatre

In this module students will read three famous Greek plays, the tragedies *Oedipus the King* and the *Bacchae*, and the comedy *Frogs*. Alongside the texts themselves we explore the context of the plays, how they were performed, and how the Greeks depicted these plays in visual art.

### Love and Relationships

This a broad module which explores how Greeks and Romans defined the ideas of love, sex and marriage. Students will learn how Greek and Roman societies defined these terms, and how they were discussed and debated by the philosophers Plato and Seneca and the poets Sappho and Ovid.

## ASSESSMENT STRUCTURE

**Paper 1:** The World of the Hero **(40%)**

**Paper 2:** Greek Theatre **(30%)**

**Paper 3:** Love and Relationships **(30%)**



## COURSE OVERVIEW

Few forces have transformed our lives faster or more profoundly than the computer. From the phones in our pockets and the computers we use at work, to the websites we depend on every day, and generative AI tools which look set to define the coming years, technology is everywhere. A Level Computer Science gives a thorough grasp of computing, and thus the ability to master the digital tools which permeate the modern world.

The course introduces the essential foundations of Computer Science: hardware, software, logic and data. Students learn to code apps using Python, explore theory of programming and learn about the algorithms that power mapping apps, search engines, and big data. We also consider the role of technology in society and how the law addresses the issues arising from our use of technology.

## INSIGHT INTO TOPICS

- Hardware
- Software
- Exchanging data
- Data types and data structures
- Algorithms
- Computational thinking
- Software development
- Problem solving and programming
- Legal, moral, cultural and ethical issues
- Logic and binary arithmetic

## ASSESSMENT STRUCTURE

**Paper 1:** Computer Systems **(40%)**

**Paper 2:** Algorithms and Programming **(40%)**

**Non-Examined Assessment (20%)**

## COURSE OVERVIEW

A Level Drama is a fun, vibrant and creative working environment, where our students enjoy creating high quality theatre and making lifelong friends who share a passion for the stage. Outside of the course itself, the majority of our Sixth Form students take part in the annual school production, which alternates between a musical and a play.

The A Level Drama and Theatre course offers students an immersive exploration into the wider world of theatre, blending practical performance with critical analysis and textual study. Designed to cultivate independent theatre makers, the course encourages students to engage with a diverse range of theatrical styles and contexts. Through the study of set plays, live theatre productions, and practical devised and scripted creation, students develop a comprehensive understanding of drama and theatre.

This qualification not only enhances creative and analytical skills but also fosters collaboration, preparing students for further education or careers in the arts. Many of our students choose to study Drama at third level or pursue Drama School auditions.

## INSIGHT INTO TOPICS

### Component 1: Drama and Theatre

This written component assesses knowledge and understanding of Drama and Theatre. Students study two set plays. This component includes analysis and evaluation of live theatre makers and is assessed by a three-hour open book written exam.

### Component 2: Creating Original Drama

This component gives students the opportunity to create devised Drama. Students are assessed on the performance of a devised piece of Drama. The piece must be influenced by the work and methodologies of one prescribed practitioner. It is assessed by a working notebook and a devised performance.

### Component 3: Making Theatre

This component involves practical exploration and interpretation of three extracts, each taken from a different play. The methodology of a prescribed practitioner must be applied to Extract 3. Extract 3 is then performed as a final assessed piece. Students write a reflective report analysing and evaluating the theatrical interpretation of all three extracts. It is assessed by the performance of an extract and a reflective report.

## ASSESSMENT STRUCTURE

**Component 1:** Drama and Theatre **(40%)**

**Component 2:** Creating Original Drama **(30%)**

**Component 3:** Making Theatre **(30%)**



## COURSE OVERVIEW

Economics at A Level is split into two main sections, microeconomics and macroeconomics. Microeconomics delves into the behaviour of individual consumers, firms, and industries. It examines how they make decisions about resource allocation, production, and consumption. For instance, microeconomics analyses how the price of a product affects consumer demand, how firms determine the quantity of goods to produce, and how different market structures, such as perfect competition or monopoly, influence pricing and output.

## INSIGHT INTO TOPICS

### Paper 1: Microeconomics

Students will be required to acquire knowledge and understanding of a selection of microeconomic models and to apply these to current problems and issues. Microeconomic models such as demand and supply, perfect competition, monopoly, the operation of the price mechanism and the causes of market failure are central to this part of the specification. Students will be expected to understand that traditional economic theory generally assumes that economic agents act rationally but they should also be introduced to models that recognise that consumer and firms' behaviour is often governed by more complex influences.

### Paper 2: Macroeconomics

Students will learn a number of models demonstrating how the macro-economy works and should appreciate that different economic models provide insights into different aspects of the behaviour of the macro-economy. When using these models, students should be critically aware of the assumptions upon which they are based and their limitations when they are used to make sense of real-world phenomena. Students should have a good knowledge of developments in the UK economy and government policies over the past fifteen years. They should also be aware of developments in the world economy, including the European Union, and how these have affected the UK.

### Paper 3: Investigation

Students are presented with a case study based on current economic data and news stories. When answering questions linked to the case study, students will be expected to recognise when it is appropriate to use microeconomic and/or macroeconomic models.

## ASSESSMENT STRUCTURE

**Paper 1:** Markets and Market Failure **(33.3%)**

**Paper 2:** National and International Economy **(33.3%)**

**Paper 3:** Economic Principles and Issues **(33.3%)**

## COURSE OVERVIEW

Rebels against an oppressive regime, a shipwreck orchestrated by a magician, sisters facing the temptation of goblins... the study of literature draws you into a myriad of imaginative worlds and also provides students with a broader understanding of how our world works, psychologically and socio-politically. Students will encounter a wide range of texts and genres from Shakespeare to post-2000 novels, and will develop their ability to read closely, think critically and write well-crafted essays. Students study two papers for A Level English Literature, enabling them to encounter a wide range of contexts.

We have previously studied texts such as John Webster's Jacobean revenge tragedy, Margaret Atwood's feminist dystopia 'The Handmaid's Tale' and Ian McEwan's tragic yet beautiful 'Atonement'. Outside the syllabus, the department offers a wide range of co-curricular activities to further develop students' love for literature, including visits to various theatre productions around London, as well as a trip to Shakespeare's birthplace in Stratford-upon-Avon.

## INSIGHT INTO TOPICS

### Paper 1: Drama and Poetry Pre-1900

Students study one Shakespeare play; they are required to analyse the text in detail and also examine different critical interpretations of the play over time, including a wide range of productions. They then compare a pre-1900 drama text with and pre-1900 poetry text. We have studied John Webster's 'The Duchess of Malfi' in the past, alongside Christina Rossetti or Chaucer's poetry.

### Paper 2: Comparative and Contextual Study

Students study one topic, ranging from the Gothic, American Literature to Dystopias and compare two whole texts. We also read texts from the same genre as 'mini-studies' so students learn more about the genre and topic as a whole.

### Non-Examined Assessment: Literature Post-1900

Students submit a 3,000 word portfolio, consisting of two essays. One essay will be a close-reading essay and the other will be a comparative essay.

## ASSESSMENT STRUCTURE

**Paper 1:** Drama and Poetry Pre-1900 **(40%)**

**Paper 2:** Comparative and Contextual Study **(40%)**

**Non-Examined Assessment:** Literature Post-1900 **(20%)**



## COURSE OVERVIEW

The French A Level course offers a dynamic opportunity to enhance your oral and written communication skills—an asset not only in business but in many areas of life in the time when communication is key. Building on the foundations of the IGCSE, this course represents a significant and exciting leap forward in fluency and depth. You'll explore the political, intellectual, and artistic culture of French-speaking countries, with a strong focus on social issues, contemporary trends but also literature and film study. A key feature of the course is the opportunity to conduct independent research on a topic of personal interest, enabling a more meaningful and rewarding engagement with the language and culture.

If you've enjoyed studying languages at IGCSE and have a talent for them, you should strongly consider taking French at A Level. Languages pair well with both sciences and humanities, and it's increasingly common—and highly beneficial—to study at least one language at A Level.

Taking French at this level not only broadens your academic horizons but also significantly enhances your career prospects, supports international travel, and deepens your understanding of other cultures and societies. It also lays a strong foundation for studying languages at university.

Students will develop a wide range of transferable skills: the ability to analyse and evaluate complex material, think independently and creatively, and express ideas with clarity and confidence. Each year, students from our school go on to study languages at top universities, often combining them with other disciplines such as International Relations or Management.

## INSIGHT INTO TOPICS

- **Theme 1:** The Developing French Society
- **Theme 2:** Politics and Arts in French Speaking Cultures
- **Study of a Film**
- **Theme 3:** Immigration and the Multicultural Society
- **Theme 4:** The Occupation and Resistance Movement
- **Study of a Book**
- **Individual Research Project**

## ASSESSMENT STRUCTURE

**Paper 1:** Listening, reading and translation **(40%)**

**Paper 2:** Written response to works and translation **(30%)**

**Paper 3:** Speaking **(30%)**

## COURSE OVERVIEW

Geography is a fundamental corner stone to our understanding of the world as we know it today. Its uniqueness is the drawing together of our physical landscapes and human environments under one overarching umbrella. It considers, for example, the interactions between climate change and tectonic hazards with human topics such as urbanisation, global inequalities and conflict. Our subject is deeply connected to current affairs. For example, the ongoing conflicts in different parts of the world have led to population movements, humanitarian challenges and questions about human rights. Through Geography, students gain the necessary tools to critically analyse such issues, ask informed questions, and understand the broader context behind such issues. It requires both a breadth and depth of knowledge, and is ideally suited to students endowed with enquiring minds.

Choosing Geography equips students with a better understanding of the world around them; its challenges, changes, and possibilities, and prepares them for a wide range of careers and undergraduate study.

The relevance of Geography is unquestionable in a world that is dynamic, where the natural environment often collides with the human world, and whose problems are so often nuanced.

## INSIGHT INTO TOPICS

Each member of the Geography Department is passionate about different aspects of the subject. By pooling together their subject specialisms and geographical passions, the department offers students vibrant insights into a variety of topics. Students have the opportunity to consider, for example, the role of carbon and water in the context of climate change, and how towns and cities reinvent themselves to be relevant into today's modern world. People are an intrinsic part of Geography. As such topics such as migration, human rights and food help illuminate everyday challenges faced by so many people in different regions of the world.

The investigative module of the A Level allows students to deepen their knowledge and understanding of a 'local' issue of their choosing, whilst also developing a number of skills relevant to undergraduate study.

Field trips are an integral part of Geography, whether one day trips in London or further afield to, for example, Devon.

## ASSESSMENT STRUCTURE

**Paper 1:** Physical Systems **(22%)**

**Paper 2:** Human Interactions **(22%)**

**Paper 3:** Geographical Debates **(36%)**

**Non-Examined Assessment (20%)**



## COURSE OVERVIEW

The German A Level course is designed to inspire all students who have an appreciation for the language, literature, film, and culture of the German-speaking world. Through studying the course, students will develop an advanced level of knowledge and understanding of the German language, the culture of Germany and other German-speaking countries, as well as practical and transferable language and study skills. This course helps prepare students for higher education and enhances their employability profile.

With inspiring and engaging themes - such as the reunification of Germany and contemporary German music - students will gain an authentic understanding of the wider German-speaking world. The course also offers students the opportunity to study popular German literary texts and films (such as Good Bye, Lenin! and Der Vorleser), providing insights into the historical context of the time and fostering a deeper understanding of cinematic and literary analysis.

The course places emphasis on spontaneity and grammar while providing ample opportunities for students to apply their knowledge independently and creatively. By the end of the course, students should feel confident using their advanced spoken and written skills for both practical and intellectual purposes in the German-speaking world.

## INSIGHT INTO TOPICS

- **Theme 1:** Societal Developments in Germany
- **Theme 2:** Political and Artistic Culture in the German Speaking World
- **Study of a Film**
- **Theme 3:** Immigration and German Multicultural Society
- **Theme 4:** The Reunification of Germany
- **Study of a Book**
- **Independent Research Project**

## ASSESSMENT STRUCTURE

**Paper 1:** Listening, reading, and translation **(40%)**

**Paper 2:** Written response to works and translation **(30%)**

**Paper 3:** Speaking **(30%)**

## COURSE OVERVIEW

A Level History is an exciting and rigorous course which covers British and European History. The A Level is made up of four units, three of which will be assessed in written examinations at the end of the course, and one coursework unit. These units offer considerable variety in terms of perspective and depth of study. You will have opportunities to develop analytical and critical skills, learn how to construct structured arguments, address historical claims and debates, and reach judgments by analysis and evaluation. Lessons are mostly in the style of seminars, giving you the opportunity to offer your own views and discuss your own research.

You should be enthusiastic about the subject, ready to engage in debate, good at constructing arguments and drawing conclusions, willing to read around the subject and prepared to carry out independent research. The Department offers preparation for Oxbridge entry and runs trips to places such as the NPG and Hampton Court.

## INSIGHT INTO TOPICS

### **Paper 1: England, 1509 – 1603: Authority, Nation & Religion**

This paper investigates the key political, social and economic features of Tudor England from the accession of Henry VIII to the death of Elizabeth I, an era of decisive change for the English State and Church.

### **Paper 2: The Dutch Revolt, c. 1563 – 1609**

This paper offers a study in depth of the successful challenge that the northern provinces of the Netherlands organised against the power of the Spanish Empire in the years c. 1563 – 1609, a challenge that would contribute to a dramatic decline in Spain's power and produce one of the first republics of the era.

### **Paper 3: Ireland and the Union, c. 1774 – 1923**

This paper looks at aspects in breadth and aspects in depth to explore the ways in which Ireland's politics, economy and society changed, and the impact of these on mainland Britain.

### **Non-Examined Assessment**

This paper focuses on a question, problem or issue that has generated disagreement among historians. Students need to produce an independently researched 4000-word essay which analyses and evaluates interpretations.

## ASSESSMENT STRUCTURE

**Paper 1:** England, 1509 – 1603: Authority, Nation & Religion **(30%)**

**Paper 2:** The Dutch Revolt, c. 1563 – 1609 **(20%)**

**Paper 3:** Ireland and the Union, c. 1774 – 1923 **(30%)**

**Non-Examined Assessment (20%)**



## COURSE OVERVIEW

Put very simply, History of Art A Level involves the study of things made by people, such as paintings, sculptures, photographs, prints, videos, performances and installations. It is the only subject that allows you to explore the visual and material products of different cultures and time periods, as well as the built environment (on the course you will look at a number of notable buildings, too). Covering more than 2,500 years of global art and architectural history, the course will develop your visual literacy, a crucial skill when each day we are bombarded constantly by countless images, both online and in real life.

History of Art is not only about aesthetic qualities, such as the harmonious and balanced composition of Renaissance sculpture or the bright and gaudy colour palette of a Pop Art painting. Besides learning how to visually analyse and decode the messages of artworks and buildings, you will also investigate the contexts of works and use them to explore a range of issues: from gender relations across history to mankind's changing relationship with the natural environment or shifting attitudes towards war and conflict.

Besides history, the A Level brings together visual analysis with philosophy, literature, chemistry, and psychology, to name but a few inter-related areas. You will find that the subject complements A Levels in the arts, humanities or English, although each year we also welcome art historians who study more scientific subjects. Certainly, a study of either Fine Art or History A Level is not a prerequisite for choosing History of Art; what you will need, however, is enthusiasm for visual culture coupled with an enquiring mind and willingness to be intellectually challenged.

## INSIGHT INTO TOPICS

### Paper 1: Visual Analysis and Themes

This is the breadth paper, which is split into three sections. Visual Analysis is the skills-based unit that focuses on developing your visual literacy by exploring examples of Western art and architecture from Classical Greece to the present day. In Themes, you will study a series of artworks in buildings from across time and place, including beyond the European tradition, in relation to two of the three available themes of Nature, Identities and War.

### Paper 2: Historical Periods

This is the depth paper, which involves a more sustained and specialist study of two art historical periods. It is divided into two contrasting yet complementary modules: Invention and Illusion: The Renaissance in Italy (1420-1520) and Pop Life: British and American Contemporary Art (1960-2015).

## ASSESSMENT STRUCTURE

**Paper 1:** Visual Analysis and Themes (50%)

**Paper 2:** Historical Periods (50%)

## COURSE OVERVIEW

A Level Latin is the course for students with a GCSE in Latin who want to understand better the art of translation and linguistics, and to read the words of ancient authors directly in their original language. Moving beyond the study of more advanced grammatical constructions, this course explores the set texts of Classical Rome (from the first centuries BCE and CE) at far greater depth than at GCSE. Students will study the texts and contexts of poets like Virgil and Catullus and prose authors like Cicero and Tacitus, perform enriching literary analyses to explain the skill of these writers, and then develop arguments in essays on their key themes.

As well as this, students will read a rich variety of unseen passages by the historian Livy and the poet Ovid, and have the option of either answering comprehension questions on an unseen piece of prose or translating passages of English into Latin.

Outside the classroom, students can also attend a weekly GCSE and A Level Classics Society, visit modern productions of ancient Greek plays and attend our biennial trip to the Mediterranean.

## INSIGHT INTO TOPICS

- **The art of translation**
- **The historical and cultural context of set text authors**  
(e.g. the end of the Roman republic, the Roman civil wars, the lives of the emperors)
- **Latin verse scansion**
- **Analysing set texts in Latin**

## ASSESSMENT STRUCTURE

**Paper 1:** Unseen Translation (33%)

**Paper 2:** Prose Composition or Comprehension (17%)

**Paper 3:** Prose Literature (25%)

**Paper 4:** Verse Literature (25%)



## COURSE OVERVIEW

In A Level Mathematics, you will deepen and extend your knowledge of mathematical areas such as algebra, geometry, trigonometry, probability, logarithms and calculus. In addition, there is a much greater focus on the application of principles and methods in problem solving or contextual real-world scenarios. At Francis Holland, we devote one lesson each week to the problem-solving aspect of Mathematics, to develop the girls' problem-solving ability, resilience, and synoptic links between different areas of the course.

Mathematics is a challenging but highly rewarding A Level. It is beneficial for future study of Medicine, Science of any type, Economics, Architecture, and much more. A Level Mathematics is not only a gateway to higher education but also equips students with transferable skills that are highly valued in the modern workplace. It is an ideal choice for those who enjoy analytical thinking and want to deepen their understanding of how mathematics shapes the world around us.

Mathematics is the most popular A Level at Francis Holland. The expert Sixth Form Mathematics team includes many teachers with experience of public exam marking, and pride themselves on the level of support given to all girls on the course. Girls make great use of the weekly clinics and support sessions offered, as well as help given beyond these, and go on to achieve superb grades each year.

## INSIGHT INTO TOPICS

- |                               |                        |
|-------------------------------|------------------------|
| • Algebra                     | • Proof                |
| • Coordinate geometry         | • Functions and graphs |
| • Logarithms and exponentials | • Vectors              |
| • Calculus                    | • Statistical methods  |
| • Numerical methods           | • Probability          |
| • Trigonometry                | • Kinematics           |
| • Sequences and series        | • Dynamics             |

## ASSESSMENT STRUCTURE

- Paper 1:** Pure Mathematics 1 (33.3%)  
**Paper 2:** Pure Mathematics 2 (33.3%)  
**Paper 3:** Statistics and Mechanics (33.3%)

## ENTRY REQUIREMENTS

Due to the rigorous nature of A Level Mathematics, a grade 9 in IGCSE or GCSE Mathematics is strongly recommended. Girls with a grade 8 may be considered in certain circumstances. Successful students of A Level Mathematics should have a robust grasp of the fundamental algebraic and trigonometric topics taught in Year 11, an interest in Mathematics, and the willingness to tackle challenging mathematical problems. GCSE Further Mathematics will benefit girls taking A Level Mathematics. However, it is not required to begin the course.

## COURSE OVERVIEW

A Level Further Mathematics is for girls with a high level of interest and ability in Mathematics. The course studies advanced topics, some of which extend the concepts in A Level Mathematics and some completely beyond the scope of A Level Mathematics.

The course comprises Core Pure Mathematics, Further Statistics, and Further Mechanics. Therefore, as well as higher level Pure topics there is a greater emphasis on the application of Mathematics through Statistics and Mechanics.

Further Mathematics is only for the strongest students mathematically. It is most beneficial for future study of Economics, Physics, Engineering, Computer Science, or Mathematics.

At our Sixth Form, we have a strong and experienced Mathematics Department where most teachers are also examiners for public examinations. This expertise ensures high-quality teaching and insightful exam preparation. Students who take Further Mathematics alongside A Level Mathematics benefit from a rich, challenging curriculum and a supportive learning environment. It is a course that not only fosters advanced problem-solving and analytical thinking but also opens the door to some of the most competitive university courses and careers.

## INSIGHT INTO TOPICS

- |                        |                                      |
|------------------------|--------------------------------------|
| • Complex Numbers      | • Hyperbolic functions               |
| • Matrices             | • Differential equations             |
| • Proof                | • Further statistical distributions  |
| • Vectors              | • Momentum, impulses, and collisions |
| • Sequences and series | • Work, energy, and power            |
| • Further calculus     | • Elastic strings and springs        |
| • Polar coordinates    |                                      |

## ASSESSMENT STRUCTURE

- Paper 1:** Core Pure Mathematics 1 (25%)  
**Paper 2:** Core Pure Mathematics 2 (25%)  
**Paper 3:** Further Statistics 1 (25%)  
**Paper 4:** Further Mechanics 1 (25%)

## ENTRY REQUIREMENTS

A grade 9 in IGCSE or GCSE Mathematics is required to study A Level Further Mathematics. GCSE Further Mathematics will greatly benefit students taking A Level Further Mathematics. However, it is not required to begin the course. A Level Further Mathematics students must also take A Level Mathematics.



## COURSE OVERVIEW

Music (specifically, the expressive art using sound as its medium) is a broad subject, with many transferable skills that are in demand in the world of work. Longitudinal project-based coursework, presentation and performance skills, and detailed analysis of abstract materials are all built into this challenging, engaging A Level. The A Level course is designed to follow on naturally from GCSE, incorporating the skills a musician needs to function in contemporary artistic environments. Analysis of historic and modern scores and pieces forms the basis of the appraising paper, alongside aural skills, and recognition and analysis of important features in unfamiliar pieces. Non-examined assessment represents a significant proportion of the marks available, with a final recital of at least 10 minutes, and two compositions spanning at least four.

Musicians from all backgrounds can complete the course, as there are no stylistic demands made in terms of the sorts of music they must compose or perform. Similarly, the appraising paper features diverse stimulus material from the Western Classical tradition from the C18th-C21st, as well as options to study musical theatre, rock, pop, jazz, and world musics. A passion for (and commitment to) music is a must; the insight into one's self as a musician and creative person is immense.

## INSIGHT INTO TOPICS

The foundation of Western Classical music is examined through the development of the symphony, from its fathers in the figures of Haydn (Symphony no.104 'London'), through Mendelssohn (Symphony no.4 'Italian'), and titans of the turn of the C20th like Mahler.

Many more recent artists and works will be familiar to students, such as 'Wicked', 'Cats', or 'West Side Story', and diverse sources of musical inspiration like The Beatles, Drum 'n' Bass, Bebop, and Led Zeppelin can also be explored.

Learning how music 'works' on a fundamental level allows students to apply fundamental principles to their own compositions, giving them the technical facility to express complex and abstract ideas through music they write.

Expressing these ideas as performers is equally important; many students will already be proficient performers, and the course gives them the chance to hone existing performance skills, or develop new ones through novel practice techniques.

## ASSESSMENT STRUCTURE

**Non-Examined Assessment:** Performance and Composition **(60%)**

**Written Paper:** Appraising **(40%)**

## COURSE OVERVIEW

A Level Physics is a fascinating and vital subject that explores the fundamental laws governing the universe, from the tiniest particles to the vastness of space. It develops not only scientific knowledge but also highly transferable skills such as logical reasoning, problem-solving, and data analysis. These skills are valued across a wide range of careers, including engineering, medicine, architecture, finance, and technology.

The A Level Physics course builds on the GCSE you have studied, but to a much greater depth. It also contains many new concepts such as in quantum physics, particle physics and medical physics. As for many subjects, the A Level course is demanding and requires a serious commitment, but for those with a questioning mind and a desire to understand how things work, physics offers a deeply rewarding journey.

At FHS the course is neatly divided into units and topics. Each topic comes with a study booklet that links with the textbooks we use. Core practicals are embedded into the course. There are opportunities to be involved in STEAM club activities at school as well as take part in trips. We organise trips to CERN in Geneva and an annual Physics trip to Paris.

## INSIGHT INTO TOPICS

- Forces and Motion
- Electrons, Waves and Photons
- Newtonian World and Astrophysics
- Particles and Medical Physics

## ASSESSMENT STRUCTURE

**Paper 1:** Modelling Physics **(37%)**

**Paper 2:** Exploring Physics **(37%)**

**Paper 3:** Unified Physics **(26%)**



## COURSE OVERVIEW

In an increasingly chaotic and disordered world, with nations being buffeted by forces such as globalisation, populism both at home and abroad, economic and environmental challenges, as well as the escalation of both new and historic conflicts, there has never been a more appropriate time to study Politics. In the Politics department, we give our students the knowledge to understand the causes of these challenges, as well as the skills they need to become active and engaged citizens and the leaders of tomorrow.

Designed to build students' knowledge from the ground up, Politics A Level will not only provide an in-depth knowledge of the structures, institutions and theories of both UK and Global Politics, but will also help to develop a plethora of transferable skills, not least the ability to argue a case with relevance and coherence.

## INSIGHT INTO TOPICS

### UK Politics and Core Political Ideas

- Democracy and participation
- Political parties
- Electoral systems
- Voting behaviour and the media
- Conservatism, Socialism, Liberalism

### UK Government and Non-core Political Ideas

- Parliament
- Constitution
- Prime Minister and Executive
- Relations between Branches
- Feminism

### Global Politics

- Theories of Global Politics
- Globalisation
- Regionalism and the EU
- Global Governance – the role of the United Nations, World Bank and World Trade Organisation

## ASSESSMENT STRUCTURE

**Paper 1:** UK Politics and Core Political Ideas **(33.3%)**

**Paper 2:** UK Government and Non-core Political Ideas **(33.3%)**

**Paper 3:** Global Politics **(33.3%)**

## COURSE OVERVIEW

Psychologists strive to understand why people behave in certain ways, examining all aspects and stages of life. This subject provides an excellent opportunity to acquire knowledge and skills that are invaluable in higher education, the world of work or any situation that requires an understanding of people. A Level Psychology students will be taught to demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods, and ethical issues.

They will also learn how to evaluate therapies and treatments in terms of their appropriateness and effectiveness. Students will also develop an understanding of research methods, practical research skills and mathematical skills. The subject combines well with Biology and Mathematics but is also often taken successfully by students studying a range of other subjects. Psychology is looked upon favourably by universities as it teaches the scientific method but also develops the critical skills required by the humanities.

## INSIGHT INTO TOPICS

### Paper 1: Introductory Topics in Psychology

- Social Influence
- Memory
- Attachment
- Psychopathology

### Paper 2: Psychology in Context

This module provides an overview of the major approaches used in psychology to understand the mind and behaviour. We look at how each approach attempts to explain behaviour and how research is conducted through this approach.

### Paper 3: Issues and Options in Psychology

In this final module the teacher will choose specific topics that suit the requirements and interests of the class. Topic options include: gender, schizophrenia, aggression, forensic psychology, stress, addiction and much more!

## ASSESSMENT STRUCTURE

**Paper 1:** Introductory Topics in Psychology **(33.3%)**

**Paper 2:** Psychology in Context **(33.3%)**

**Paper 3:** Issues and Options in Psychology **(33.3%)**



## COURSE OVERVIEW

Studying A Level Spanish opens the door to a rich and diverse global culture while equipping you with invaluable skills for university, the workplace, and beyond. This dynamic and academically rigorous course offers a significant progression from IGCSE, deepening your fluency and confidence in both spoken and written Spanish.

You will explore the political, social and artistic landscape of the Spanish-speaking world, developing a sophisticated understanding of contemporary issues such as immigration, identity, and cultural heritage. Alongside the core themes, you will study Spanish film and literature, gaining the tools to analyse narrative, style and historical context.

A unique feature of the course is the Independent Research Project, which gives you the freedom to investigate a topic of personal interest linked to the Hispanic world - ideal preparation for university style study.

Whether you're interested in international business, law, politics, travel, or simply want to broaden your horizons, A Level Spanish offers a powerful foundation for the future.

## INSIGHT INTO TOPICS

- **Theme 1:** The Evolution of Spanish Society
- **Theme 2:** Artistic and Political Culture in the Spanish-speaking World
- **Study of a Film**
- **Theme 3:** Immigration and Multicultural Society
- **Theme 4:** The Franco Dictatorship and the Transition to Democracy
- **Study of a Book**
- **Independent Research Project**

## ASSESSMENT STRUCTURE

**Paper 1:** Listening, reading, and translation **(40%)**

**Paper 2:** Written response to works and translation **(30%)**

**Paper 3:** Speaking **(30%)**

## COURSE OVERVIEW

Theology and Philosophy is a stimulating and challenging A Level that explores fundamental questions about human existence, morality, and belief. The course is divided into three key areas: Philosophy of Religion, Ethics, and Christianity.

Students engage with a wide range of ideas and thinkers, including Thomas Aquinas, Augustine of Hippo, Jeremy Bentham, and Richard Dawkins. Throughout the course, students will examine classical and contemporary arguments for and against the existence of God, including the design argument, the problem of evil, and critiques from science and atheism. They will also explore ethical theories such as utilitarianism, natural law, situation ethics, and virtue ethics, and their application to modern issues such as euthanasia, abortion and sexual ethics. In addition, students will consider how Christian thought has responded to contemporary challenges, including the rise of secularism, developments in science, and critiques from feminism.

This subject is ideal for students who are curious, enjoy challenging ideas, and thrive on discussion and debate. Theology and Philosophy pairs well with a wide range of other subjects, including Politics, History, English, Law, and the Sciences. It also provides an excellent foundation for university study in Philosophy, Theology, Law, and other humanities and social science courses.

## INSIGHT INTO TOPICS

### Component 1: A Study of Christianity

- Religious beliefs, values and teachings
- Sources of wisdom and authority
- Social and historical developments

### Component 2: Philosophy of Religion

- Philosophical issues and questions concerning how God's existence can be proved
- The nature and influence of religious experience
- Problems of evil and suffering
- Philosophical language

### Component 3: Religion and Ethics

- The study of ethical theories
- Ethical language
- The application of ethical theories to current issues

## ASSESSMENT STRUCTURE

**Paper 1:** A Study of Christianity **(33.3%)**

**Paper 2:** Philosophy of Religion **(33.3%)**

**Paper 3:** Religion and Ethics **(33.3%)**



# OLD SCHOOL HOUSE

FRANCIS HOLLAND SCHOOL  
SLOANE SQUARE



**The support at this school is so lovely and I look forward to going to school everyday and being able to work in this fantastic building”**

Current Sixth Form student



**Our daughter left FHS as a confident, resilient, strong woman who believes in herself and knows she can do it if she tries”**

Parent of 2025 leaver



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