



FIDES et OPERA

BROMLEY HIGH SCHOOL

GDST

GIRLS' DAY SCHOOL TRUST



SIXTH FORM HANDBOOK

2021-2023

INDEX	Page
Introductory Letter	2
Sixth Form Life – A Distinctive Difference	3-9
Enrichment	
The Darwin Elective	10
Duke of Edinburgh Gold Award	11
Senior Debating Society	12
Expeditions	13
Art and Design	14-15
• Fine Art	
• Photography	
• Textile Design	
Business	16-17
Classics/Latin	18-20
Computer Science	21-22
Dance	23-24
Design Technology: Product Design	25-26
Drama and Theatre Studies	27-28
Economics	29-30
English Literature	31-32
Geography	33-34
Government and Political Studies	35-36
History	37-38
Mathematics	39-40
Modern Foreign Languages	41-42
Music	43-44
Philosophy and Theology	45-46
Physical Education	47-48
Psychology	49-50
Science	
• Biology	51-52
• Chemistry	53-54
• Physics	55-56
EXTENDED PROJECT QUALIFICATION	57
A Level Process	58
Sixth Form Dress Code	59

September 2020

Sixth Form life is exciting – it is the opportunity to spread your wings, try new things, be more independent, enjoy greater freedom and to follow your intellectual and artistic passions.

For those girls transferring from Y11, the Sixth Form offers a seamless transition – new subjects, new teachers but an environment where you are confident and at ease as leaders and role models. Girls joining us from other schools are well integrated and enjoy all of these same opportunities. Our Sixth Form has an atmosphere of challenge and innovation and our skilled and supportive teachers know how best to approach your needs, teaching you the independent learning skills that you will need to develop in preparation for university and beyond. However you will find life in the Sixth Form very different to lower down in the school with new facilities such as their own recently refurbished Common Room and newly appointed study room.

Bromley High School Sixth Form specialises in the education of intelligent, successful young women; it has the needs and the wishes of girls at its very heart. You will not be a ‘bolt-on’ here. You will be at the pinnacle of the student body; the ultimate expression of all that is achieved at this school.

Whether you want to be a cardiac surgeon, a poet or an international sportswoman, you will not be pigeonholed or judged; you will be encouraged and your successes celebrated.

Above all, at Bromley High Sixth Form you will build and strengthen your relationships with your friends and cement those relationships that will last for the rest of your lives as you embark on the exciting challenge of Sixth Form study. Whether new to the school or having been with us since age 4, Sixth Form is a wonderful opportunity to make new friends and embrace new opportunities.

We wish you the very best of luck!



Christina Bird
Assistant Head (Director of Sixth Form)



Angela Drew
Headmistress

SIXTH FORM – A DISTINCTIVE DIFFERENCE

The Post-16 Curriculum

At Bromley High School we follow the A level curriculum as the most effective means of preparing girls for entry to competitive university courses. Since the introduction of A* grades for entry to the most selective universities it has become much more important to achieve A* and A grades in three A level subjects than it has to achieve A and B grades in four or five.

Girls will initially opt for four subjects so they can experience the breadth of A level teaching and with advice, they will identify their strongest three subjects to take forward to full A level. They can of course, take all four subjects at A level should they choose to do so.

Academic Study

The academic programme in the Sixth Form is enhanced by the Extended Project Qualification. Value Added results are outstanding - as independently assessed by CEM at the University of Durham. Academic standards are high and the majority of girls progress to Russell Group universities. Amongst the most popular universities this year were Bristol, Durham, Warwick, Exeter, Birmingham and Leeds and the creative strength of the Sixth Form has been seen in recent years in the students accepting places to study at the Royal Academy of Music, Central St Martins, UAL Camberwell and London College of Fashion. Some students opt to study abroad and have taken up places at Yale and Princeton in the USA and Radboud, Nijmegen in the Netherlands in recent years.

We work with each individual girl so that she achieves her best possible grades. A minimum of five hours of independent study per subject per week is expected. Sixth Form students enjoy access to their own dedicated study room.



Entry to the Sixth Form



Bromley High School is a selective school and therefore we expect our Y11s to sail into Sixth Form. However, A level study is academically challenging and requires high standards of personal motivation and maturity and therefore we will alert parents early in Y11 if their daughter's progression to the Sixth Form is in doubt. For external applicants who are successful in their application to the Sixth Form, individual offers will be dependent on the achievement of specified GCSE targets.

We recommend that girls opt for subjects where they are likely to achieve a grade 7 or above at GCSE – for Mathematics, Sciences and Languages a grade 7 minimum is essential. Each girl's academic progress is carefully monitored and girls sit mock examinations in January and April of Year 12. We would expect a student to achieve a C or above in the subjects she wishes to continue in Year 13.



Academic Monitoring

- At the beginning of Lower Sixth, girls are assessed using the ALIS ability tests and target grades are set.
- In Lower Sixth girls receive interim subject grades in the first half of the Autumn and Spring Term. There is a full report and Parents' evening in the Spring Term. Staff will discuss A level UCAS predicted grades with students and these will be shared with parents.
- In Upper Sixth girls receive interim subject grades in the first half of the Autumn and Spring Term. A full report is sent home at the end of the Autumn Term and there is a Parents' Evening in the Autumn Term. In the first half of the Summer Term a short report is sent home.

Tutor Groups in the Sixth Form

Sixth Form tutor groups are small so that the form tutor can monitor academic progress on a personal level, challenging and encouraging students to set aspirational goals and develop those individual intellectual and cultural interests which provide balance to the academic rigour of A level study and which make a UCAS application stand out.

Life Skills is delivered in form groups and the Sixth Form has its own dedicated briefing on Wednesday mornings.

Registration takes place in tutor groups at 8.35 am and 1.55 pm. Exemplary punctuality and attendance are essential.



Beyond A levels



In the course of the Sixth Form you will develop personal skills and creative qualities through our co-curricular programme, leadership opportunities, community work and the House System. Girls are encouraged to try new things and extend themselves academically, preparing for their future careers, contributing to the school and wider community and participating in extra curricular activities.

Sixth Form Life

The spacious common room has been recently refurbished. It is the social hub of a friendly, happy and industrious Sixth Form – a relaxed and adult environment for young women preparing for university life.

The well-resourced library is available for private study and within the Sixth Form Centre there are daily newspapers, networked computers and wi-fi. The students also have their own comfortable Study Room linked to the Common Room. Many Sixth Form lessons are taught in dedicated seminar rooms in the Sixth Form area but science, music and art lessons are all taught in subject specialist rooms.

Life in the Sixth Form gives girls the opportunity to develop independence and exercise their own judgement. The smart dress code aims to give girls the freedom to express their own style and individuality in the context of a purposeful working environment. Sixth Form students may also sign out of school at lunch hour.

The Sixth Form have priority use of the well-equipped fitness suite during the day and may choose to exercise in a study period, at lunchtime or after school.

Music, dance and drama are an integral part of the Sixth Form life as Sixth Formers become leaders and soloists in a rich range of choral and orchestral performances and take leading roles on the stage.

Students have one timetabled period of PE each week. They can select from team sports, yoga, aerobics, table tennis and badminton. In addition, Sixth Formers are important members of school squads and organise sports clubs for younger members of the school.



Responsibilities and leadership

The Head Girl Team, comprising the Head Girl, two Deputies and several Senior Prefects, is elected in the course of Lower Sixth. House Captains and Vice Captains are then elected and prefects selected. The Head Girl meets with the Headmistress every week and she and her deputies chair the School Council giving the Sixth Form a powerful voice in the management and direction of the school.

All Sixth Formers have the opportunity to become mentors for younger members of the school as part of the Big Sister scheme or helping with a lower school form.

Sixth Formers also have the opportunity to organise events such as a local senior citizen's Christmas Party, a Junior School disco, the Sixth Form entertainment and the Graduation Ball.

Our aim is for every student to take on at least one leadership responsibility in school.

Future Focus Programme

Our Future Focus programme prepares students for university, apprenticeships or employment in addition to personal development and well being. A series of Future Focus days take place during the Sixth Form in addition to careers events and special assemblies. GDST Career Start experts and universities work with the students to develop the 'soft skills' essential in the modern work place. Sessions include practising networking, developing confident and effective presentation skills, writing a competitive personal statement and learning about the importance of building a successful online profile.

UCAS advice is skilled and systematic. Individual support and guidance is based on a combination of extensive expertise and intimate knowledge of individual girls, their talents and their aspirations. There are a series of events to which industry experts are invited. In addition to this girls have the opportunity to take part in the many GDST conferences, workshops and insight days at companies such as PWC, Facebook, Net a Porter, Siemens, Rolls Royce and Nomura to name a few.

Girls applying for Oxbridge and competitive courses such as Medicine have mock interviews and all girls who wish to have an interview are given this opportunity. There is a programme of Higher Education preparation throughout the Sixth Form including a parents evening, UCAS day, Oxbridge conferences, interview courses, electives, and Unifrog membership. We also make use of our extensive alumnae network to help the girls.

Engaging speakers talk to the girls about a diverse range of issues relevant to young people. These include becoming a new driver, sexual health, learning to live independently, life at university, managing stress and student finance. There are also practical life skills such as emergency first aid.



The pastoral team is supported by our school dog, Maya; a solid-liver, short-haired German Pointer. She joined the school staff in September 2018 and is a fun, warm and comforting presence in the school.

Pupils are encouraged to look after their own health and mental well-being by accompanying her on her walks and spending time with her. She is frequently seen in the Common Room making a fuss of the students and teachers.



GDST Alumnae Network and Bromley Old Girls

All Sixth Formers gain a lifelong membership of the GDST Alumnae Network. In the Sixth Form you will benefit from the CareerStart programme provided through this scheme. You will also have the opportunity to make university visits hosted by former GDST students. With over 43,000 members the GDST Alumnae Network provides you with the opportunity to contact people in every profession, many of whom are in eminent positions. They may be able to provide you with work experience placements in the near future or professional contacts later in your career

Prizes and Awards



The GDST has a number of prizes and awards for Sixth Formers. One award which is exclusive to Bromley High School students is the Heather Lawes Travel Award which is allocated annually to a student or students who plan to travel for an extended period, usually during a GAP year - former students have travelled to Russia, Sri Lanka and other exotic destinations.

Sixth Form culminates in a Graduation Ceremony where every individual's qualities and aspirations are recognised in a celebration of their unique contribution to the long history of Bromley High School. The students celebrate the end of the year at their wonderful Leaver's Ball.



The Darwin Elective Programme

All Sixth Form students can choose an elective each term. Options vary from year to year but there is always a wide choice on offer. Recent options have included:

- Anthropology
- Putting on a play
- Music technology
- Music appreciation
- Bad Science
- Public speaking and debating
- Visionary cities (art and architecture)
- Volunteering at Riverside school
- Volunteering at Elmwood residential home
- Self-directed MOOC
- Young Enterprise
- Current affairs
- Critical thinking/thinking skills
- Made with love
- BMAT/UKCAT/TSA (Oxbridge) preparation
- Psychology
- Digital photography



The aim is to provide a broader curriculum and to extend the students' knowledge and experiences beyond their A Level subjects. Benefits can include inspiration with higher education choices, volunteering experience, preparation for highly competitive courses and universities, the opportunity to try something completely different, personal skills development and confidence building. It also provides the students with the chance to work with different groups and staff whilst trying something new.



Gold Award 2021-2023

At Bromley High School we run successful Bronze, Silver and Gold award sections. Sixth form students are invited to participate in the Gold award. A high proportion of girls who choose to participate in the gold award go on to achieve the award – this speaks volumes of their resilience, commitment and initiative.

One of the rewards for successful gold participants is to attend a presentation ceremony at one of the Royal Palaces such as St James's Palace or Buckingham Palace.

Girls who have completed either Bronze and/or Silver awards will recognise four of the five sections; volunteering, physical, skills and expedition. The fifth section is the residential; often a highlight of participants' DofE experience.

There will be a meeting early in September for girls and their parents to explain the scheme in more detail.



Senior Debating Society at Bromley High School

We have a thriving Senior Debating Society at Bromley High School. Members benefit from weekly coaching and regular debating practise. Competitive debating is a totally unique experience where you will have the chance to develop new friendships both within and outside of school, have opportunities to travel and engage in the excitement of the competition. As you become more confident you can also take a more active role in coaching pupils from younger years. We welcome all new members both experienced and novices alike.

Skills developed are as follows:

Forming an argument: students are able to construct a cogent line of argument while under both timed restraints and the pressure of a competitive environment

Public speaking: you will develop the confidence to speak in a public arena in a non-threatening environment and respond to questions in a thoughtful and considered manner

Critical thinking: you will become adept at making links across arguments, forming opinions and speaking persuasively. You will gain the ability to propose or oppose motions using problem solving and innovative thinking

Broadens your view: debating helps you to consider different viewpoints to many topics and often argue a point that you might personally disagree with. Your listening skills become more nuanced and your knowledge of current affairs, political and economic stakeholder interests will become more finely tuned.

External competitions: debaters from our Society have broken to a number of finals including the International Competition for Young Debaters (ICYD), Oxford Schools Debating Competition (2017/2018), Eton Open (won 2017), Colfes Open (runners-up 2016), Cambridge Schools (2019), and ESU Mace (4th Round).



SUMMER EXPEDITIONS



Outlook Expeditions are about young people who pack a rucksack and go on an incredible, inspiring and transforming journey with friends. The trip is the culmination of a year of planning, fundraising and training for the 3 phases of the expedition. Bromley high has a long history of taking successful expeditions around the globe to destinations including Mongolia, Zambia, Malawi and Costa Rica.

Trekking: this phase of the expedition can be physically and mentally challenging as the team trek through countryside or up mountains. However, the sights and the sense of achievement experienced are always phenomenal.



Project: we spend time working on small-scale projects in local communities which most often include building works, schools and/or conservation. Wherever and whatever we do, we always have the opportunity to spend time playing and talking with the locals and getting in insight into their lives.



Rest and relaxation: these days could be used to unwind on a beach, sightseeing, safari or perhaps white-water rafting



ART AND DESIGN: Fine Art/Textile Design/Photography

Examination Board: AQA

Art and Design A Levels, are taught in purpose built studios. Pupils follow a challenging and stimulating course that encourages risk taking, independence and autonomy.

A breadth of study is encouraged which will allow candidates to develop a sound grounding in a number of areas whilst still exploring the subject in depth.

Ideas are developed and inspired through the research of and investigation into the work of artists and designers both contemporary and past. Understanding is underpinned by regular visits to museums and galleries. Process is as important as product.

Fine Art



Fine Art may be defined as work which is produced as an outcome of the students' personal experience, rather than that which is created exclusively for a practical function. Work produced will demonstrate creative skills, and give visual form to individual thoughts, feelings, observations and ideas. Possible processes include painting, drawing, printmaking, sculpture, ceramics, textiles and alternative media (installation, site-specific work, assemblage, mixed media, digital, film and video).



Photography

Photography is offered in a purpose built studio housing a bank of Macs installed with Adobe Photoshop and a well-resourced darkroom. Pupils will learn how to control traditional and digital SLR cameras as well as other lens based media including film. They will learn use darkroom processes such as in imaginative ways. Pupils will be taught through small workshops in photography including image manipulation, collage, montage techniques and be challenged to create high quality, personal photographic work.

Course Content - Coursework – 60% of A level

Component 1 Personal investigation - assessed as a whole, marked by the centre and moderated by AQA during a visit to the centre. Visits will normally take place in May.

Broad course where pupils are challenged to develop ideas from a given/self-initiated starting point in a range of media and materials

Component 2 Externally set assignment - 40% of A level

The externally set assignment runs from February to May and includes a 15 hour timed examination to conclude the component. Pupils are able to choose their theme from 8 possible starting points and work in media of their own choosing. All units are marked internally and externally moderated.

Formal assessments with feedback takes place throughout the year along with regular 1:1 tutorials.

An exhibition celebrating the work of our pupils is a highlight of the school calendar.

Enrichment

- Pupils run clubs to enrich the skills and experience of their peers.
- Life drawing classes are offered to extend pupils drawing skills
- Pupils benefit from attending lectures by contemporary practising artists
- Study tours to European cities extend pupils visual, historical, political and social experience. Recent destinations have been Florence, Rome and Berlin

NB: In order to study **Fine Art at A level**, pupils will be required to have achieved a GCSE in this subject. In order to study **Photography at A level** pupils will be **not** be required to have achieved a GCSE in this subject or Art just a desire to engage and be inspired!

Careers and higher education

Art and Design

Architecture, Arts Management, Communication developments including Broadcasting, Film, Television and Video as well as the more traditional fields of Advertising, Fashion and General Design, including graphics, product and interior. Many degree courses now offer combined subject areas with Art which offer diversity of specialisation useful in a career market which increasingly demands versatility from its prospective employees.

Photography

Graphic Design, Photography, Photojournalism, Advertising, Medical Photography, Forensic Photography, Media Industry and Television.

Art & Design A Level complements any subject choice; whether Law, Journalism, Architecture, Landscape Architecture, Medicine, Dentistry (requirement for manual dexterity), Marketing, Maths, English, Art History.

Many of our pupils progress on to an Art Foundation course. Destinations are broad; from Central St Martins in London to Falmouth in Cornwall. News from our alumni see career paths in Architecture, Graphic Design, Textiles, Interior Architecture, Animation, Fine Art....

Pupils may wish to study a 1 year Art Foundation course as a precursor to an Art related degree or in another subject area; History, English...



THE ART SCHOLARSHIP

Selection for this is based upon a portfolio of work submitted to adjudicators in November and an interview for those who are short-listed.

BUSINESS STUDIES

Examination Board: Edexcel

The study of Business A level enables students to enhance their workplace marketability. Students consider and evaluate the decisions made by businesses in the increasingly complex, dynamic and globalised commercial environment.

The study of the subject results in students developing a critical understanding of mainly commercial and some public sector organisations, the markets they operate in and the process of adding value. They will also become aware that business behaviour can be considered from a variety of perspectives, for example the ethical and environmental implications on decision making. The wider social, technological, legal, political and economic factors which influence business activity are studied in detail. Students may consider the importance of social media on a retailer's decision, in how to attract their target market more effectively or how legislation, such as the sugar tax, influences both business behaviour and costs.

A level Business takes a holistic approach to the subject and focuses on the inter-related nature of the business using contemporary models, theories and techniques. An appreciation of the topical business and economic environment is absolutely essential so as to gain an appreciation of the influences on business and the key economic concepts and theories covered. The specification is designed to engage students by considering topics and issues that have contemporary relevance such as digital technology, social responsibility and the globalisation of markets.



Course content

Students sit 3 examination papers which are all 2 hours in length. The examination board is Edexcel.

Paper 1 Marketing, people and global businesses. 35% total qualification

This paper comprises both data response / comprehension questions and one extended open-response question.

Paper 2 Business activities, decisions and strategy. 35% total qualification

This paper consists of data response/ comprehension questions and one extended open-response question.

Paper 3 Investigating business in a competitive environment. 30% total qualification

Preparation for this synoptic paper focuses on a pre-released context document such as an industry or market in which businesses operate; some questions focus on the broad context whilst others focus on at least one strand within the context, such as a particular business.

There is no coursework.

Enrichment

Newspapers, internet sources, specialist publications and television programmes are integral with regard to keeping up to date. We invite successful local entrepreneurs into school to address Business students and to invite debate and discussion. We facilitate a biannual exciting trip to San Francisco where we consider tourism, wine production and export opportunities and visit big name businesses in Silicon Valley such as Google and Facebook. There is also an annual trip to the House of Lords where pupils are addressed by a peer on a topic of pertinent and contemporary relevance and its impact on business. The elected Business prefect organises a programme of speakers and debates.

Careers and higher education

The study of Business is compatible with almost any combination of subjects and more and more of our pupils take the subject alongside Economics. Many of our students go on to study a business orientated degree. An appreciation of business is a very marketable skill to have!

CLASSICAL CIVILISATION (CLASSICS)

Examination board: OCR



Classical Civilisation (Classics) combines the skills required for studying History, History of Art and English Literature. Students develop an understanding of the Ancient World, its literature, culture and civilisation and develop analytical and discursive skills through the study of some of the greatest literature of the western world. No previous knowledge or study required.

Unit 1: The World of the Hero: The Odyssey and The Aeneid (2 hours & 20 minutes; 40% of the total marks)

This topic allows students to study two of the oldest and greatest works in the history of the Western world. In this module, students will learn about how both poems were composed and the social, cultural and religious context behind them. They will have the opportunity to explore the key themes of the poems and debate the characterisation of the numerous key players, as well as reading the entire story. In the *Odyssey*, students will learn about all the adventures of Odysseus on his way home from the Trojan War, ranging from battling a Cyclops to taking revenge on the suitors seeking the hand of his wife. In the *Aeneid*, students will see how Aeneas manages to overcome numerous obstacles (including the hatred of Juno and the distrust of the Italians) in order to found a new Troy and to establish the beginnings of the Roman Race.

Unit 2: Culture and Arts: The Greek Theatre (1 hours 45 minutes; 30% of the total marks)

For this topic, pupils will discover the role that drama played in Athenian society, the nature of tragedy and the nature of comedy. Their studies will focus on three key plays as examples: Sophocles' *Oedipus the King*, Euripides' *Bacchae* and Aristophanes' *Frogs*. The first two plays focus on mythology, and pupils will get the opportunity to learn some key stories from the Ancient World but also to explore the role of the gods and free will, as well as arguing their opinion on whether they feel the characters' actions were right or not. In *Frogs*, pupils will experience the somewhat bizarre and surreal humour of the comic playwright Aristophanes. Alongside this, the pupils will study the social, political and religious factors which helped to shape these plays. In addition to this, the students will examine visual source material, ranging from archaeological remains of theatres to ancient pottery which represent aspects of the stories or Greek theatre in general.

Unit 3: Beliefs and Ideas: Politics of the Late Republic (1 hours 45 minutes; 30% of the total marks)

In this module, pupils will get to experience the exciting events of one of the most volatile periods in the Roman world, which ultimately led to the downfall of the Roman Republic and the rise of the Roman Emperors. Pupils will study from Sulla's retirement in 79 BC to the death of Cicero in 43 BC, looking at Cato the Younger, Julius Caesar and Cicero (three giants in politics at that time). Pupils will learn how the Republic worked, what Roman society was like and the rules it had, and the key events in that period that shaped history for hundreds of years to come. Alongside this, pupils will examine original source material in English, using numerous speeches and letters of Cicero to help them to understand exactly what was going on during this hectic, and often violent, period.

LATIN

Examination board: OCR



Latin covers a range of content in the Sixth Form, including vocabulary, grammatical constructions, political history and mythology. The content complements subjects such as English and History, but the logical thinking required fits well with Maths and Sciences. It combines skills such as factual recall, problem solving, analysis and argument construction.

Unit 1 Unseen Translation (1 hour 45 minutes; 33% of the total mark)

Unit 2 Comprehension (1 hour 15 minutes; 17% of the total mark)

Candidates will translate two passages of Latin into English, and then answer comprehension questions on the content and syntax of another passage. This should prove fairly straightforward for students who have studied Latin to GCSE level as they will have studied almost all of the grammar and a large section of the vocabulary list already. This paper is designed to hone students' translation skills and to introduce them to a wide variety of Roman stories and texts.

Unit 3 Prose Literature (2 hours; 25% of the total mark)

Unit 4 Verse Literature (2 hours; 25% of the total mark)

Candidates study a range of Latin writers such as Catullus, Virgil, Tacitus and Cicero. Catullus is considered one of the greatest love poets of all time and his turbulent love life has been captured dramatically in his work, while Tacitus explored the history of the early Roman emperors, albeit through distinctly disapproving eyes. Virgil wrote an epic masterpiece about the foundation myth of Rome by Aeneas, which has been one of the most important works to be studied by Classicists. Cicero was a famous and gifted lawyer in his day whose acerbic wit was second to none, allowing him to successfully prosecute notorious criminals and corrupt politicians. We will study one of his law court speeches analysing the content and the style Cicero uses to present his arguments. The examination consists of comprehension questions and a short essay.

CLASSICAL GREEK

Examination board: OCR



Greek covers a range of content in the Sixth Form, including vocabulary, grammatical constructions, political history and mythology. The content complements subjects such as English and History, but the logical thinking required fits well with Maths and Sciences. It combines skills such as factual recall, problem solving, analysis and argument construction.

Unit 1 Unseen Translation (1 hour 45 minutes; 33% of the total mark)

Unit 2 Comprehension (1 hour 15 minutes; 17% of the total mark)

Candidates will translate two passages of Greek into English, and then answer comprehension questions on the content and syntax of another passage. This should prove fairly straightforward for students who have studied Greek to GCSE level as they will have studied almost all of the grammar and a large section of the vocabulary list already. This paper is designed to hone students' translation skills and to introduce them to a wide variety of Greek stories and texts.

Unit 3 Prose Literature (2 hours; 25% of the total mark)**Unit 4 Verse Literature (2 hours; 25% of the total mark)**

Candidates study a range of Greek writers such as Thucydides, Plutarch, Homer and Sophocles. Thucydides' work is considered the most important account for telling the war between Athens and Sparta during the fifth century BC, allowing the reader to comprehend fully why these two cities, who used to be friends, ended up being the bitterest of enemies. Plutarch wrote a series of biographies on influential men throughout the Roman and Greek worlds. His presentations are very informative but also very fun to read, with lots of random facts thrown in for good measure. Reading any Homer is always a delight, whether the story focuses on the tenth year of the Trojan War or follows the great Greek hero Odysseus and his desperate struggle to get home to save his wife and son. Alongside this, a Greek tragedy is often suggested which explores other mythological stories which were made popular during the fifth century BC (thereby linking nicely to the political content of Thucydides).

Enrichment

There are a number of opportunities for students in the Sixth Form to become involved in the Classics department. Classics Society is led once a week by the students which involves helping to promote the club and presenting a short talk on a topic of their choice. Latin students are also able to provide additional support to younger students with vocabulary and grammar either in Latin Clinic which occurs twice a week or through online support.

Trips will also be run to relevant lectures and theatrical productions held in London, as well as study days at Cambridge University. Lectures will also occasionally be held at lunch times in school. Events may be held virtually depending on current circumstances.

Careers

Employers and Universities value the study of Classics because it is an indication of academic prowess and it teaches a variety of transferable skills like problem solving and attention to detail.

Popular careers for Classicists include Politics, Journalism, Law, the Civil Service, Accountancy, Teaching, Academia, Museum Work, Archaeology, Media, Publishing, Archive Work, Auction House Work, Arts Management, and Theatre and Performing Arts.

COMPUTER SCIENCE (7516/7517)

Examination Board: AQA

Computer Science is the fourth science and is;

- *A discipline, like Maths, Physics, or History. It has a body of knowledge, established techniques, and thinking skills, that will last students a lifetime.*
- *Computer Science is economically important and it gives students the opportunity to learn the workings of the digital systems that pervade their world. This knowledge is empowering, enriching, and inspiring; the skills involved readily transferable.*
- *Computer Science is educationally important, because digital systems have become a critical component of our entire society.*

As this is a highly academic subject we would expect those who opt for this A Level to have achieved a high grade in Mathematics and Physics at GCSE.



Course Content

Overview

- Fundamentals of programming
- Fundamentals of data structures
- Systematic approach to problem solving
- Theory of computation
- Fundamentals of data representation
- Fundamentals of computer systems
- Fundamentals of computer organisation and architecture
- Consequences of uses of computing
- Fundamentals of communication and networking.
- Fundamentals of algorithms
- Fundamentals of databases
- Fundamentals of functional programming
- Big Data
- Systematic approach to problem solving
- Non-exam assessment - the computing practical project.

Paper 1

What's assessed?

This paper tests a student's ability to program, as well as their theoretical knowledge of Computer Science.

Assessed:

On-screen exam: 2 hours 30 minutes
40% of A-level

Questions: Students answer a series of short questions and write/adapt/extend programs in an Electronic Answer Document provided by us.

We will issue Preliminary Material, a Skeleton Program (available in each of the Programming Languages) and, where appropriate, test data, for use in the exam.

Paper 2

What's assessed?

This paper tests a student's ability to answer questions from subject content.

Assessed:

Written exam: 2 hours 30 minutes
40% of A-level

Non-exam assessment

What's assessed?

The non-exam assessment assesses student's ability to use the knowledge and skills gained through the course to solve or investigate a practical problem. Students will be expected to follow a systematic approach to problem solving.

Assessed

75 marks
20% of A-level

Enrichment

We offer a range of enrichment activities including the following, and more; Digital Leaders scheme, *Computer Science in Action* lecture series at various universities, future technology & innovation research, leadership of coding clubs & competitions and supporting departmental assemblies.

Careers

In addition to Computer Science itself, the subject provides excellent foundation for any science, technology, engineering or mathematic degrees. Computer Science students go on to a wide range of careers, including games developer, multimedia programmer, network engineer, systems analyst, software developer to name but a few.

DANCE A-Level

Examination Board: AQA

“Dance is the hidden language of the soul of the body” – Martha Graham

Dance at A Level provides candidates with the opportunity to acquire experience of performance and choreography, to engage in critical thinking about dance and to study a subject which can be extended through higher education. It promotes a healthy lifestyle through an awareness of the importance of exercise and training. This subject requires students to choreograph, perform and analyse in detail, therefore at least grade 7 or above in GCSE Dance is recommended.

Subject Content

Students must complete both assessment components.

Component 1: Performance and Choreography 50%

Solo performance linked to a specified practitioner within an area of study

Students must develop and apply the knowledge, understanding and skills required to perform as a soloist in the style of a specified practitioner.

The solo performance can be choreographed by the student, their teacher or a dance artist.

Performance in a quartet

Students must learn how to perform as part of a quartet.

The dance can be performed in any dance style relevant to the defined genres.

Group choreography

Students must learn how to create an original piece of group choreography, which lasts for a minimum of three minutes to a maximum of four minutes, for three, four or five dancers, in response to an externally set task.

To translate their dance ideas into choreography, students must develop and apply practical knowledge and understanding of choreographic processes, including:

- researching, developing and experimenting with dance ideas through studio and non-studio investigation
- the rehearsal process

Component 2: Critical engagement 50% (Written exam: 2 hours 30 minutes)

Knowledge, understanding and critical appreciation of two set works.

Section A:

Short answer questions and one essay question on the compulsory set work/area of study

Section B:

Two essay questions on the second set work/area of study

Compulsory set work within the compulsory area of study

Set work: Rooster (Christopher Bruce, 1991)

Compulsory area of study: Rambert Dance Company (formerly Ballet Rambert)
1966–2002

One optional set work within the corresponding area of study, from a choice of four

Optional Area of study 1: The romantic ballet period

Optional set work 1: *Giselle* (Jean Coralli and Jules Perrot, 1841)

Optional Area of study 2: The origins of American modern dance 1900–1945

Optional set work 2: *Appalachian Spring* (Martha Graham, 1944)

Optional Area of study 3: American jazz dance 1940–1975

Optional set work 3: *Singin' in the Rain* (Stanley Donen and Gene Kelly, 1952)

Optional Area of study 4: The independent contemporary dance scene in Britain
2000–current

Optional set work 4: *Sutra* (Sidi Larbi Cherkaoui, 2008)

There is a wide range of extra-curricular activities on offer in the dance department where students are encouraged to get involved as both choreographers and performers. Activities include an annual Dance Production, workshops with outside dance artists, performance evenings for examination subjects and leading dance clubs for younger pupils.



Careers

This course provides a strong foundation to:

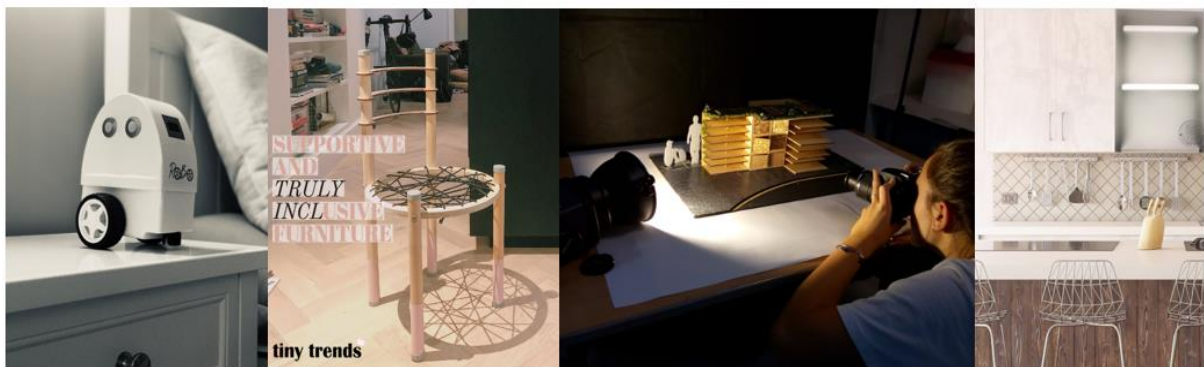
- higher education in Dance, Performing Arts and PE
- professional training and employment

DESIGN, TECHNOLOGY & ENGINEERING DEPARTMENT

Examination Board: OCR

Product Design

Our course develops a contemporary skill set which gives students the tools to innovate and excel in a diverse range of industries from Engineering and Design to Psychology and Law. Students will finish the course with design thinking skills and a problem solving approach that allows them to perform in a modern technological world. Students will identify market needs and opportunities for new products, initiate and develop design solutions and make and test prototypes. They will develop subject knowledge, including how a product can be developed through the stages of prototyping, realisation and commercial manufacture. Students will develop a critical mind through enquiry and problem solving, exploration, creation and evaluation of iterative design. We encourage freedom towards design and making - not limiting the possibilities of project work or the materials and processes employed. The OCR content requires students to apply mathematical and scientific knowledge, developing their understanding and skills. This content reflects the importance of Design and Technology as an integral component of the Science, Technology, Engineering, Art and Maths (STEAM) Community.



Course Outline

The Design and Technology OCR A-Level, is designed around industry standard approaches allowing students to prepare for higher education or employment. The course develops a multitude of skills and knowledge; from critical thinking and problem solving to the creative skills needed to excel in any modern workplace. The course values students' interests and future degree plans. Students can focus on an arts based approach, leading to Architecture or Graphic Design as a degree course or a STEAM based technical route leading to a degree in Engineering or Industrial Design. The options are designed to direct students along the academic path they have envisaged. Students from an Art background can also select Product Design, especially those looking at related degrees who are keen to develop their design portfolios.



Course Framework

50% of the course is a Non-Examination Assessment, previously known as coursework. Your coursework project can be completed in an area of choice - there is no set brief or context. This opens up the opportunity for students to specialise in areas of interest including architecture.

Central to this non-examination assessment is the requirement for students to understand and apply processes of iterative design to evolve their design portfolios: exploring needs, creating solutions and evaluating how well these needs have been met. Students will create a chronological portfolio of evidence in real-time as they design, make and assess their ideas according to the iterative practices of explore, create and evaluate.

At the end of the second year, students will sit two examinations - each worth 25%. The first exam incorporates knowledge based questions, ranging from materials and processes to broader issues such as the environment and society. This is a natural progression from the GCSE course. The second exam looks at higher thinking skills where extended responses are required.

Enrichment

Each year there is opportunity for a student to apply for a Design and Technology Scholarship to support their future studies. An application can be made in Year 11. Opportunities to visit leading design exhibitions including New Designers and 100% Design encourage our cohort to develop their design portfolios and network with industry professionals. Students can sign up for a wide range of competitions including Design Ventura and other regional and national competitions offered within the department.

Careers

This course may lead to the study of a variety of disciplines including Architecture, Engineering, Product Design, Interior Design, Marketing and Computer Aided Design. We utilise a diverse range of CAD Software Packages including SketchUp, Autodesk Fusion 360, 2D Design, Adobe Photoshop, Illustrator and Google Drive.

In these evolving times we are also preparing students for a diverse range of career paths. Skills developed within our faculty are integral to our working practices; meeting deadlines, commercial and entrepreneurial skills, problem solving, employing initiative, working independently and Computer Aided Design.



DRAMA AND THEATRE STUDIES

Examination Board AQA

The Theatre Studies course aims to:

- Encourage students to develop their interest and enjoyment of drama and theatre, through experience as members of an audience and through development of theatre skills in their own practical work;
- Develop students' knowledge and understanding of the social and cultural context of drama and theatre, through detailed study of dramatic texts, and the work of prescribed theatre practitioners;
- Develop students' ability to respond critically and sensitively to a range of drama texts and to theatre in performance.

Good team work is a vital part of the course but independent learning is also essential. Visits to productions are a regular and compulsory element of the course.



Scheme of Assessment

Unit 1: Written Examination 40%	Study of 2 prescribed plays; study of live theatre seen
Unit 2: Practical Coursework 30%	Presentation of Devised Drama – work is based on the methodology of one influential practitioner
Unit 3: Practical Examination 30%	Presentation of Text Based Drama – work is based on the methodology of a different influential practitioner

Whilst Units 2 and 3 are essentially practical, candidates have to produce working notebooks documenting and analysing the stages of preparation as a core part of the assessment.

Throughout the course, students are required to make connections between different theatrical approaches and dramatic forms, and to comment analytically on their significance.

Enrichment

There are opportunities to run junior clubs and take senior roles in school productions. Theatre trips are frequent and are intended to improve subject understanding and also foster strong relationships within the group. Performing Arts tours to the USA are offered every two years.

Careers

Drama and Theatre Studies A Level combines well with English, DT, Art, Music, History and Modern Languages and offers a valuable broadening experience for Mathematics and Science students. Most universities now accept the AQA specification as a third A level and recognise the teamwork skills fostered by drama. Drama and Theatre Studies may lead on degrees in English, History, Art, Photography, Fashion, Psychology, Sociology, Media, Education and Public Relations. Acting is still a notoriously competitive profession but a degree in Drama could lead to a career in many other areas, such as stage design, stage management, any arts administration, teaching, media and communication and all professions involving presentation and oral skills, including legal and medical professions.



ECONOMICS

Examination Board: Edexcel

Economics is a highly regarded academic discipline, the application of which is relevant to the real world. Every news programme, political debate and discussion, and many of our everyday conversations are littered with economic concepts.

The study of Economics teaches you how to think, to analyse numerical and written data, to evaluate different points of view and to express yourself clearly on paper and verbally in class discussion. There is no requirement for prior study at GCSE. What is imperative is a keen awareness of topical issues and an appreciation of the links between the economic and political environment.



Course structure and assessment

Paper 1: Markets and business behaviour 35% total qualification

This is an examination of the micro economy, including basic micro economic models such as demand and supply, the operation of the price mechanism and causes of market failure. Key concepts are the economic problems of scarcity and choice. There are multiple choice, short answer and extended open-response questions.

Paper 2: The national and global economy 35% total qualification

This is an introduction to macroeconomics i.e. to give a theoretical understanding of the national and international economy. Students develop a good knowledge of recent trends and developments in the UK economy and the complexity and conflicts that may arise with regard to government economic policies. There are multiple choice, short answer and extended open-response questions.

Paper 3: Microeconomics and macroeconomics. 30% total qualification

This paper is synoptic and necessitates an analytical and evaluative appreciation of economic concepts and theories from the perspective of the market and the national and international economic environment. There are data response and open-response questions.

The A Level Economics specification provides opportunities for pupils to apply their knowledge and skills to real-life case studies and data exercises. Students apply economic theory to the analysis of current economic problems and issues, gaining an appreciation of the interrelationship between micro and macroeconomics. We expect students to have an avid interest in the external environment in which we all operate and to be aware of issues of topical relevance in the news media.



Enrichment

Subject prefects run the Economics society where topical issues are hotly debated and discussed. Pupils also enter competitions such as those facilitated by the Bank of England and the Institute for Fiscal Studies. A biennial overseas trip to San Francisco run in conjunction with Business and Computer Science is very popular in terms of uptake and benefit.

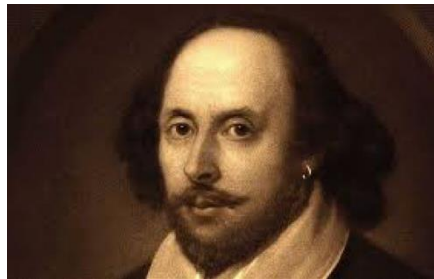
Careers

Economics is a subject which combines with almost any other and is highly respected by Russell Group universities and employers. It makes an excellent foundation for courses in any subject at university. Economics graduates have some of the highest average graduate starting salaries as the skills acquired at A level and beyond are very marketable and can be very lucrative in today's increasingly competitive environment. Economics graduates are second highest earners five years after graduation (BBC News 2018).

ENGLISH LITERATURE

Examination Board: WJEC/Eduqas

Discussion, debate and deliberation are common features of this popular A Level choice and our outstanding results reflect our students' commitment and enjoyment of the course. Students study a fascinating range of genre and texts and are given the opportunity to pursue independent study for their coursework component. Whether students wish to continue to study English Literature at University or simply continue their love of reading and hone their analytical skills, this subject does not disappoint. Students are also given the opportunity to attend theatre trips, poetry readings, A Level lectures (at Senate House, UCL) enter creative writing competitions, watch literary festivals and take part in debating and The English Society.



Course content

The four components to this course are: Poetry (30%), Drama (30%), Unseen Texts (20%) and coursework (20%). Coursework is begun and set up in year 12 and completed in year 13 to provide students with the opportunity to carry out wider reading over the summer period.

Component 1: Poetry

Students study one poet from the pre-1900 era, such as the nineteenth century poets John Keats and Christina Rossetti. They also study a pair of post-1900 poets who they are required to compare to each other. On this component, students therefore study a wide range of poetry from both classical and contemporary eras, and learn how to focus on the work of a single poet in depth as well as comparing poets to each other.

Component 2: Drama

Students study one Shakespeare play, which in the past has included 'King Lear' and 'Anthony and Cleopatra'. They also read one additional pre-1900 play and one post-1900 play, which are studied in comparison to each other. The drama component therefore provides a deep understanding of a major Shakespeare work, and cultivates skills in drama comparison across different time periods.

Component 3: Unseen Texts

Students develop skills in both unseen prose and unseen poetry analysis, and will be required to respond to passages of both unseen prose and unseen poetry. With unseen prose they will study a wide range of texts from the period 1880-1910, as well as engaging with critical material relating to the period. With unseen poetry they will study a variety of poetry from different periods, building their analysis skills and their familiarity with different types of poem.

Component 4: Coursework

Students have a free choice of two prose texts to study in detail with support from the Department. It is recommended that they are linked by theme or movement. One text must be written pre-2000 and one post-2000.

Enrichment:

Depending on theatre schedules, we take every opportunity to see good productions of set texts. We also attend a poetry lectures held at the Cambridge Union linked to the poetry unit. A lecture series will also commence this year featuring contemporary writers and critics presenting on a variety of topics.

Career pathways:

A Level English Literature is widely acknowledged to be an academically rigorous subject that demands key analytical and evaluative skills from students. An English Literature degree continues this discipline and potential employers recognise this. Students may pursue a career in: journalism and the media, publishing, public relations, marketing, copywriting, advertising, Law, politics and the civil service (and many more).



GEOGRAPHY

Examination Board: OCR

Geography is essential in this age of globalisation and the A level course places emphasis on global issues of current and future relevance. It is inherently multidisciplinary in a world that increasingly values people who have the skills needed to work across the physical and social sciences.

Students will develop a knowledge and understanding of the key concepts of place, space, diversity, interdependence, people-environment interaction, the processes associated with these, and change over time. They will use a range of skills and techniques and will study at a range of scales from local to global. Students will be expected to consider new ideas about the changing nature of Geography in the 21st century and to critically reflect on, and evaluate, the potential and limitations of approaches used both in and outside the classroom.



A level course content

There are **three externally assessed examinations (80%)** and an **individual investigation (20%)** based on field work trip to Dorset.

Physical Systems

- Coastal Landscapes
- Earth's Life Support Systems (Water and Carbon cycle)

Human Interactions

- Changing Spaces, Making Places
- Global connections – Global Migration and Human Rights

Global Debates

- Exploring Oceans
- Hazardous Earth

Investigative Geography (Independent Investigation)

20% of total A level

- Individual Investigation based on field work.
- There will be a residential field trip during Year 12 to the Jurassic Coast in Dorset to collect fieldwork data for the individual investigation.

Enrichment

There are many opportunities outside the classroom in the Geography department. In school, the Geography Society runs every other week and students are encouraged to present to their peers on topics or events that they are interested in. Outside of school, students are encouraged to attend lectures at the Royal Geographical Society, Geographical Association and Geography in Action. There is an optional enrichment trip to Iceland.

Careers

“[Geographers] are numerate, computer literate, analytical, good communicators and generally pretty personable, which comes through field work and team working” (David Lambert, Chief Executive of the Geographical Association).

Geography, being both an arts and a science subject, combines well with almost all other subjects. Geographers have superior locational knowledge, high-level analytical skills, can solve problems associated with government and management, and possess a genuine in-depth awareness of modern issues and debates.

These skills are not just intrinsically interesting and valuable, they also encourage ways of seeing and thinking that make Geographers eminently employable in careers including finance, marketing, insurance, public relations, human resources, law and management.



GOVERNMENT AND POLITICAL STUDIES

Politics is a dynamic subject which encourages students to engage actively with a rapidly evolving world, to reflect upon their own values, and to develop their understanding of forces such as democratisation, globalisation, and the power of social media. navigate their way through a rapidly The emphasis of this course is a study of contemporary politics of the UK and Global Politics, with a full appreciation that many students may only be familiar with the barest outline of the topics studied. Previous study of GCSE History is not necessary required but students should have at least an A grade in a Humanities subject or English to demonstrate their competence in written argument. Students will gain most from their studies if they keep up-to-date with current affairs by reading widely and listening to the news on the television, radio and new media.



In the first year of our A Level Politics course, students will examine the policies of the main British political parties and the factors influencing voter behaviour, and explore our current electoral system. Core Political Ideas are also taught, including Conservatism, Liberalism and Socialism. The 'nuts and bolts' of the British system is explored by looking at how the UK is governed and who has power within the British system. We examine the nature of the British Constitution and the role of the judiciary and assess its ability to safeguard civil liberties. Nationalism is our optional Political Idea.

In the second year of study, students explore key issues within Global Politics such as nation-states and globalisation. We will examine the challenges that exist to states achieving progress through international cooperation, from human rights to environmental protection, and the tension that exists between national and international interests.

UNIT	TITLE	ASSESSMENT
1	UK Politics and Core Political Ideas	Exam: 2 hours
2	UK Government and Non-Core Political Ideas	Exam: 2 hours
3	Global Political Ideas	Exam: 2 hours

Enrichment

The Politics Department's exciting programme of guest speakers offers pupils an opportunity to hear from some of the most engaging and popular political scientists and thinkers. In addition to insightful talks from our local MP, Sir Bob Neill, we have had the privilege of welcoming Dr Charles Winter, Senior Research Associate at Georgia State University's Transcultural Conflict & Violence Initiative, who spoke about the rise of ISIS and the role of extremist propaganda. It was an enticing and hugely relevant talk. Visits to Parliament at Westminster are arranged which help to bring the subject alive for students. In recent years the department has also been involved in attending special events, including Question Time at Westminster Palace, Intelligence Squared debates and a visit to the House of Commons and House of Lords.

Careers

You do not have to want to be a politician to study Politics at A level. The study of politics will allow you to develop skills and assimilate knowledge that will be useful throughout your life, whatever career path you choose. The course provides the opportunity for students to develop their knowledge of current affairs and encourages students to construct logical coherent arguments based on reasoned evaluation and analysis. These skills are particularly useful at University regardless of the subject studied.



HISTORY

Examination Board: Edexcel

History at A Level is an inspiring subject which gives a rare insight into fundamental questions of how humans behave under pressure, what the 'ideal' political system would look like, and how progressive change has been secured over time. While History at Advanced Level is designed for those who have studied History at GCSE and enjoyed learning, thinking, challenging and questioning. At least an A grade at History GCSE is required as a foundation for A level.



Course outline

In Year 12 we study the Edexcel module, 'Nationalism, Dictatorship and Democracy in Twentieth Century Europe'. This examines two models of European dictatorship, Mussolini's Italy and Nazi Germany, with the latter focusing on how far Nazi Germany represented an aberration in German political and economic development across the period 1918 to 1989.

In Year 13 we examine how minorities have Britain have fought for greater rights within a parliamentary system which denied them the vote, from the Chartists to the Suffragettes, and how the British Parliamentary system itself evolved between the 1780s and 1928. Students will also complete a coursework module on the origins of the First World War.

Route G			
Paper 1	Breadth Study with Interpretations	Germany and West Germany 1918-89	Exam 2 hrs 15mins
Paper 2	Depth Study	Rise and Fall of Fascism in Italy	Exam 1 hr 30mins
Paper 3	Themes in Breadth with Aspects in Depth	Protest, Agitation and Parliamentary Reform in Britain 1870-1928	Exam 2 hrs 15mins
Personal Assignment	Coursework	Origins of the First World War	

Enrichment

The History Department's exciting programme of guest speakers offers pupils an opportunity to hear from some of the most engaging and popular historians. We've had the most amazing array of speakers, including Hallie Rubenhold, who most famously wrote the book 'The Five' examine the lives of the women murdered by Jack the Ripper; Professor Rex, a Fellow of Queens' College, who questioned our preconceived ideas about Elizabeth I's power, arguing that too many biographies of Elizabeth I perpetuate the flattery she enjoyed from her courtiers; Professor Michael Wood who shared his most exciting historical travels and Dr. Sean Lang who led a morning workshop (with lots of fresh coffee & croissants) where our Upper Sixth historians developed their understanding of the Chartist movement. We also have plenty of opportunities for our pupils to strengthen their research & presentational skills through our popular History & Politics Society, which runs every Thursday lunch-time. Students' talks have ranged from Renaissance Art to the rise of Feminism.

The History department also run an annual History Conference in partnership with the University of Kent and local schools. In previous years, this has focused on Black History, Women's History and Immigration. to extend our pupils' learning beyond the confines of the A Level curriculum. Last year, our Conference focused on Immigration, in partnership with History lecturers from the University of Kent. Workshops are run by academics from Kent and provide an excellent opportunity for students to gain a greater appreciation of the potential scope of historical study.

We also run some very popular trips each year, including a bespoke workshop at the National Archives where the girls handle Suffragette & Chartist primary sources; an A Level Germany Conference led by top academics; and a trip to Krakow and Auschwitz.

Careers

A level Historians learn, recall and deploy information; use it to advance an argument; understand and evaluate evidence from a variety of primary and secondary sources and comment on the content and the tone of the evidence. They present research in a coherent form, arriving at a balanced conclusion. History at Advanced Level would be an excellent preparation for its study at University or a similar Humanities subject. It can also be a sound preparation for professions such as law, research, education and journalism.



MATHEMATICS AND FURTHER MATHEMATICS

Examination Board – Edexcel

“One must learn by doing the thing; though you think you know it you have no certainty until you try.” Sophocles

Studying Mathematics helps you to develop skills of analysis, logical argument, problem solving, mathematical modelling and communication and it is also very enjoyable for its own sake. Students learn by **doing** and they develop a determination not to be beaten by a problem. A level 7 or above at GCSE is required to study Mathematics at A Level.



Course Content

Pure Mathematics is a continuation and extension of the GCSE topics of algebra, trigonometry, graphs, calculus and vectors and includes new topics such as exponentials and logarithms.

Mechanics applies mathematical ideas to practical problems involving force and motion. Topics include kinematics, Newton’s Laws and moments.

Statistics builds on GCSE knowledge of probability. Students encounter a variety of statistical distributions, learn how to carry out hypothesis testing and how to interpret and test data. This part of the course also involves interrogating a “Big Data Set” and being able to answer questions about the (real) data.

Studying some statistics is recommended for subjects such as Biology, Geography, Economics, Psychology and the Humanities and studying some mechanics is recommended for Physics students. However, all students studying A Level Mathematics now cover the same core content (irrespective of the Examination Board) and all students studying Mathematics will study both statistics and mechanics as part of the course.

Further Mathematics

This is a challenging course for those intending to study degrees in Mathematics, Physics, Engineering or Economics. Some topics studied as part of the single mathematics course are extended and other new topics such as matrices, complex numbers and hyperbolic

functions are introduced.

Assessment

Examination Board: Edexcel

Mathematics

There are three papers all taken in the same year. All candidates take Papers 1 and 2 (Pure Mathematics 1 and 2) and Paper 3 (Statistics and Mechanics). There is no coursework.

Further Mathematics

Further Mathematics consists of four papers: two Further Core Pure Mathematics papers and two Further Mathematics Options papers which can be in Pure Mathematics, Mechanics, Statistics or Decision Mathematics.

Enrichment

Girls are entered for the UKMT Senior Maths Challenge and every year several achieve Gold, Silver or Bronze certificates. Some girls may qualify for further Kangaroo or Olympiad follow-on rounds. The Department arranges for occasional guest speakers to talk about the mathematics that they are studying post-16 or that they are using in their careers. There are opportunities to attend the Maths In Action lectures in London and take part in other mathematical visits or Master Classes.

Careers and Higher Education

In the 6th form, you will have the opportunity to attend lectures and pre-university conferences to widen your knowledge. Qualifications in mathematics are always in demand as success in mathematics is proof of a candidate's confidence in problem solving and logical thinking, both of which are very transferable skills. A suitable qualification will help you in your search for an interesting and rewarding career and you could find yourself working in careers as diverse as finance or architecture, aerospace or international banking, engineering or research and many more besides. Studying mathematics can either support the study of any of the sciences or can provide a good contrast with more essay-based subjects. Furthermore, a qualification in mathematics can also boost your future earning potential as "higher levels of achievement in mathematics are associated with higher earnings for individuals and higher productivity".

(Report of Professor Sir Adrian Smith's review of post-16 mathematics, July 2017)



MODERN FOREIGN LANGUAGES

French, German and Spanish

Examination Board: AQA

Study of languages gives students a degree of academic rigour and a better understanding of a wide range of current topics and cultures. It widens horizons and imbues a greater tolerance towards different ways of life and attitudes.

As at GCSE, the emphasis of the course is on acquiring excellent communication skills. Speaking and listening are as important as reading and writing and the main difference lies in the breadth and depth of knowledge expected and the flexibility with which this knowledge can be used.

Assessment

The AQA A-level specification builds on the knowledge, understanding and skills gained at GCSE. It constitutes an integrated study with a focus on language, culture and society. It fosters a range of transferable skills including communication, critical thinking, research skills and creativity, which are valuable to the individual and to society. The content is suitable for students who wish to progress to employment or to further study, including a modern languages degree.

AQA specification:

- **Social issues and trends:**

Aspects of French/ Hispanic/ German society

Multiculturalism in French/ Hispanic/ German society

- **Political and artistic culture**

Artistic culture in the French/ Hispanic/ German speaking world

Aspects of political life in the French/ Hispanic/ German world

- **Grammar**

- **Works**

Literary texts and films: student must study either one text and one film or two texts.

- **Individual research project**

Assessments:

A Level:

Paper 1: Listening, reading and writing	100 marks	50% of A Level
Paper 2: Writing	80 marks	20% of A Level
Paper 3: Speaking	60 marks	30% of A Level

As well as using a variety of recommended textbooks, we also employ a wide range of up-to-date material from newspapers, magazines, the internet, TV, radio and film. All four skills are constantly practised and there is great emphasis on grammatical accuracy and acquiring a wide vocabulary. Girls are expected to read around the subject and to keep abreast of current affairs at home and abroad. The formation of individual opinions and the discussion of these are a key part of the course. Each girl has an individual lesson with the language assistant every week during which, in addition to general conversation.



Trips / Enrichment

We organise cultural visits to Rouen, Berlin, Barcelona, Valencia and Madrid. These not only provide an insight into modern France, Germany and Spain but also give a great deal of historical background to the course. Girls are encouraged to undertake a week of work experience abroad through the company *Halsbury* during October or February half terms, or at Easter. The students regularly go to the BFI in the three languages and have the opportunity to run film clubs, assemblies and language societies.

Careers

Competence in a foreign language can greatly enhance career possibilities, whether in its own right in, for example, teaching or interpreting or in combination with other skills such as law or the business world. Skilled linguists are particularly appreciated in all fields of employment, especially since numbers studying languages nationally have dropped.



MUSIC

Examination Board: Edexcel

Studying music at A Level gives extra validation to all the work that is put into practising. Music compliments all A level combinations and demonstrates that you can 'perform': you can 'perform' under pressure and to an audience; you can 'deliver' and meet deadlines; you can work as a team, and you can lead a team.



Course content:

A Level music extends skills of *Performing*, *Composing* and *Listening*, and encourages a holistic approach to the subject. There are no limits on the instruments or voices and types of repertoire presented in performance, encouraging study of the widest possible range of music from folk, popular and classical traditions of non-Western origin to Jazz and the Western classical and popular traditions. All candidates should be competent, active, practising musicians with some experience and grade V Theory standard knowledge. It is desirable to have achieved a 7, 8 or 9 at GCSE in Music.

Performing 30%

A minimum 8 minute assessed performance of solo and / or ensemble music on any instrument, in any style. Performed as a recital in March.

Composing 30%

Two compositions, one to a brief and one other either free or set to a brief. Combined total minimum of 6 minutes.

Appraising 40%

2 hour examination paper:

Listening to extracts of set works and answering questions, short melody/rhythm completion exercise.

Extended Response two essay questions relating to studied set works

Enrichment:

There is a wide range of extra-curricular activities on offer in the Music department; you would be welcome to join as many as you wish. There are regular concerts in school, in the local community, in major London venues and around the World. We also work in collaboration with the Dance and Drama departments to run large scale musical productions. Our Musician in Residence leads a masterclass series and delivers a personalised programme for our A level pupils on musicianship, composition and musical appreciation. We encourage our Sixth Formers to lead ensembles and take an active part in MuSoc.

Careers:

Music complements all subject combinations. Universities and employers are looking for breadth of experience, knowledge and skills and value the course for its academic and creative qualities. Many career paths are available: Conservatoire, music degree at university, joint degrees, teacher training, Music Therapy, television and recording, arts administration, Music Technology, Music publishing, etc.



RELIGIOUS STUDIES

Examination Board: OCR



Many people have suggested that science was the ‘new religion’ of the 19th century. If this is the case, surely philosophy is the ‘new religion’ of the 21st century, for exactly the same reasons; that is, it enables an individual to question what he or she is told, and to reach *his or her own conclusions*.

As such, the study of the Philosophy, Ethics and Development in Christian Thought develops an inquiring mind, the ability to analyse a point of view, the ability to develop and reason through an argument, and the ability to reach a logical and justified conclusion.

By the end of the course candidates will be able to select and demonstrate relevant knowledge and understanding through the use of evidence and correct language and they will be able to sustain a critical line of argument justify a point of view.

Course Content

SYLLABUS			
PAPER I	Philosophy of Religion	Examination 2 hrs	<ul style="list-style-type: none"> • Ancient philosophical influences • The nature of the soul, body and mind • Arguments for the existence or non-existence of God • The nature of and impact of religious experience • The challenge of religious belief of the problem of evil • Ideas about the nature of God • Issues in religious language

PAPER 2	Religion and Ethics	Examination 2 hrs	<ul style="list-style-type: none"> • Normative ethical theories • The application of ethical theory to 2 contemporary issues of importance • Ethical language and thought • Debates surrounding the significant idea of conscience • Sexual ethics and the influence on ethical thought of developments in religious belief
PAPER 3	Developments in Religious Thought	Examination 2 hrs	<ul style="list-style-type: none"> • Religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world • Sources of religious wisdom and authority • Practices which shape and express religious identity, and how these vary within a tradition • Significant social and historical developments in theology and religious thought • Key themes related to the relationship between religion and society



Careers

A level Religious Studies is readily accepted by the best universities and employers alike as it is recognised as enhancing thinking and evaluative skills. Students who have taken the subject at Bromley High have gone on to read a variety of subjects at university including Philosophy, Medicine, Psychology, Anthropology, Sociology, Law, Chemistry, English, Drama and Mathematics. They have read these subjects at universities including Oxford, Cambridge, Essex, Southampton, London School of Economics, Edinburgh and other such outstanding institutions.

Morality without religion is only a kind of dead reckoning - an endeavour to find our place on a cloudy sea by measuring the distance we have run, but without any observation of the heavenly bodies.

Henry Wadsworth Longfellow

PHYSICAL EDUCATION

Examination Board: AQA

PE is a challenging, but rewarding specification that requires not only a great degree of theoretical understanding and application, but also a high level of personal practical performance. It is not necessary for pupils to have studied GCSE Physical Education, although it is desirable for pupils to have achieved Grades 9-7 in GCSE, in English and Science. Learning is underpinned by its application in the coursework through the practical performance assessments.

This is a course suitable for those with a passion and interest in sport, who wish to delve into a deeper level of understanding. The course encompasses the physical, psychological and current day trends and technological advances, alongside immersive, true sporting examples.

It is an enjoyable course applicable and supportive of your own personal sports experience and training.



Course Content

The course develops students' knowledge and understanding of how:

- Biological and Physiological systems work to ensure the production of energy for performance
- How performance can be improved through acquisition and theories of practice known as Skill Acquisition
- The role of psychology for elite and aspiring sports performers
- The role of sport in society
- The advancements of technology in sport

Overview:

- 70% Theory – 2 exam papers, 2 hour long each. These include short answer and 8 & 15 marker essay synoptic questions.
- 30% Coursework – 15% of the assessment is for the practical and 15% of the assessment of the analysis and evaluation of performance.

Activities:

Sports eligible as part of the specification include;

Activities					
Amateur boxing	Association football	Athletics	Badminton	Basketball	Camogie
Canoeing	Cricket	Cycling (track/road)	Dance (contemporary /creative/ballet)	Diving	Gaelic football
Golf	Gymnastics	Handball	Hockey (field only)	Equestrian	Hurling
Kayaking	Lacrosse	Netball	Rock climbing	Rowing	Rugby League
Rugby Union	Sculling	Skiing	Snowboarding	Squash	Swimming
Table tennis	Tennis	Trampolining	Volleyball		

Practical Areas of Assessment

During the practical element of the course, one sport will be assessed for the candidate in 3 specific areas. For example across a selection of sports these include;

Activity	AA1	AA2	AA3
Team games	Attack	Defence	Strategies
Athletics/Cycling/Rowing /Canoeing/Kayaking/Swimming	Event 1	Event 2 (any but different)	Strategies
Dance	Performance 1 (solo or group)	Performance 2 (solo or group)	Strategies
Diving (5m/10m)	Group 1 dives	Group 2 dives	Strategies
Gymnastics	Piece of equipment 1	Piece of equipment 2	Strategies
Trampolining	Compulsory sequence	Voluntary sequence	Strategies

Careers and Higher Education;

Giving the dynamic nature of a Physical Education course, our pupils go on the study a multitude of different activities in higher education and pursue vibrant vocations. Typical Higher Education courses include Sports Science, Sports Psychology, Physiotherapy, Biology, Teaching, Exercise, Health and Nutrition. Popular career choices include Physical Education, Events Management, Sports Therapy, Sports Management and Physiotherapy amongst others.

PSYCHOLOGY

Examination Board: AQA A 7182

Psychology is a hugely accessible subject that appeals to a diversity of students. Psychologists have a 'toolkit' that contains a set of explanations (tools) which they use to explain behaviour. It is a scientific discipline, as recognised by OFSTED and universities alike. Students are encouraged to place considerable emphasis on how research progresses through to empirical findings with research methods contextualised in every unit.

Studying Psychology will help students develop skills of logic, analysis, interpretation and evaluation. Students have opportunities to design and report practical investigations and consider ethical issues surrounding the use of human participants in psychological research.



Course content

The examination consists of three separate equally weighted papers. All modules are assessed by a written examination. There is no coursework. We follow the AQA A Examination Board: 7182.

Paper 1 (Compulsory)

- Social influence
- Memory
- Attachment
- Psychopathology

Paper 2 (Compulsory)

- Approaches
- Biological Psychology
- Research Methods

Paper 3 (Optional topics)

- Relationships
- Forensic psychology
- Schizophrenia



Enrichment

The department runs a Psychology Society fortnightly where students are invited to deliver lectures and undertake their own independent research. There are opportunities to act as the subject prefect and undertake interesting work experience and practical research projects. Enrichment is supported by academic conferences, guest speakers, educational trips to the Freud Museum and Bethlem Hospital.

Careers and higher education

Possible careers related to Psychology include childcare/nursery nursing, teaching, educational psychology, social work, caring for the elderly or disabled, psychiatric nursing, marketing, public relations/personnel, criminology, forensic psychology, counselling, clinical psychology or psychiatry pursued through medicine.

AS/A2 Psychology is not a prerequisite for studying Psychology at degree level but for students prepared for a really grown-up, academically challenging and tantalising subject, it should satisfy!



SCIENCE – BIOLOGY (LINEAR)

Examination board: OCR A

By studying Biology you will develop a good understanding of biological facts and concepts, understand why they are significant, and appreciate the responsibilities that accompany the technological advances within this subject.

A-level Biology will give you an insight into up-to-the-minute topics such as Cells, transport systems biotechnology, climate change, biodiversity, animal and plant physiology, genetics and evolution. You will learn to apply your knowledge, and solve problems in a range of contexts.



Course Content

Module 1	Development of practical skills in Biology
Module 2	Foundations in biology
Module 3	Exchange and transport
Module 4	Biodiversity, evolution and disease
Module 5	Communication, homeostasis and energy
Module 6	Genetics, evolution and ecosystems

Full A level Scheme of Assessment

The written examinations for the A-level are: Biological processes (2¼ hours covering modules 1, 2, 3 & 5), Biological diversity (2¼ hours covering modules 1, 2, 4 & 6) & Unified biology (1½ hours covering all six modules).

Practical and investigative activities are an integral part of the course, but are no longer assessed through controlled assessments. There will also be fieldwork opportunities.

Biology is a science that contains elements of Chemistry and Mathematics and there is also a good deal of common ground with Geography. Biology A-Level can be fruitfully combined with Arts and Humanities too.

A non-examined practical endorsement in this subject is a compulsory requirement of the A-level course and pupils will be assessed in this area via twelve core practical assignments throughout the duration of the course. The practical skills include:

- Microscopy
- Dissection
- Sampling techniques
- Rates of enzyme controlled reactions
- Using a colorimeter and potometer
- Chromatography and electrophoresis

Performance in these practicals is reported separately and has no bearing on the A-level grade awarded.

Enrichment

As part of the Biology A-level course you will attend a residential field trip, currently to Nettlecombe Court FSC in Somerset, where you will have the chance to complete the sampling techniques practical requirement.

We also encourage you to become a member of the Scientific Journal Club which is led by our Science prefects, giving you the opportunity to read and discuss current articles related to the world of Science, you can even present your own ideas to the group for future discussions.

You will have the chance to take part in the Biological Olympiad and Intermediate Biology Olympiad during the A-level course, which are competitions run by the Royal Society of Biology, aimed at encouraging those students who have a strong interest in the subject outside of the classroom.

Careers

Biology A level will prepare you for higher education courses and for a variety of careers. For Biological Sciences at degree level we recommend that you take Chemistry as well. Biology is fundamental for Medicine; and it is mandatory for applications to several of the most popular universities.



CHEMISTRY

Examination board: OCR A

The Earth is a vast reservoir of mineral, organic and energy resources. Chemists have learned how to use these resources to make new substances for the benefit of human beings, ranging from medicines and fertilizers to plastics, fibres and superconductors.

Chemistry at Advanced Level aims to illustrate the widespread importance of Chemistry and to foster imaginative and critical thinking. Throughout the specification Chemistry is related to our need to understand the structure of our world and the changes which take place in it.

The course aims to provide a sound well-balanced knowledge of the subject, to develop an appreciation and understanding of the interlinking patterns, which are a distinctive feature of Chemistry and to show their applications in social, economic, environmental and technological aspects of our lives. Ideas are introduced in a spiral way with topics introduced in an early part of the course reinforced later. This course places a particular emphasis on an investigation and problem-solving approach to practical work which is supported by extensive new materials developed by OCR.



Course content

Year 1

Unit 1: Development of practical skills in chemistry

Unit 2: Foundations in chemistry

Unit 3: Periodic table and energy

Unit 4: Core organic chemistry

Year 2

Unit 5: Physical chemistry and transition elements

Unit 6: Organic chemistry and analysis

The written examinations for the A-level are: Periodic table, elements and physical chemistry (2¼ hours covering units 1, 2, 3 & 5), Synthesis and analytical techniques (2¼ hours covering units 1, 2, 4 & 6) & Unified chemistry (1½ hours covering all six units).

There is no coursework or controlled assessment. A non-examined practical endorsement in this subject is a compulsory requirement of the course and pupils will be assessed in this area via twelve practical assignments throughout the duration of the course.

There are twelve assessed practicals. Performance in these practicals is reported separately and has no bearing on the A-level grade awarded.

Enrichment

The course is backed up by visits to University College, London for their excellent lecture and enrichment series aimed at A-level students and visits to A-level Science Live and Chemistry in Action days when appropriate. Whenever possible, visiting speakers will be invited into school to discuss their work and careers in an informal environment. A-level students will also have the opportunity to run a Science Club for Junior School pupils and be a part of the editing team for the Science Department's pupil led magazine "Strickland" which is published termly.

Careers

Chemistry is an essential A-level for anybody wishing to enter a medical based degree course such as Medicine, Dentistry or Veterinary Science. However, the skills acquired from an Advanced Level in Chemistry are also essential for any physical or biological based Science course at university e.g., Biochemistry or Biomedical Science.

Studying Chemistry at university opens up many career pathways, such as research and development, Medicinal Chemistry and Pharmacy. However, Chemistry graduates are highly sought after by City firms due to their excellent analytical skills which can be applied to many areas of their trade.



SCIENCE – PHYSICS (LINEAR)

Examination Board: OCR A

Physics is at the heart of everything. It contributes to our quality of life and to wealth creation that extends into areas that few outside the world of physics would realise.

The course is based on up-to-the-minute topics including particle physics (looking at latest developments at CERN, medical physics, astro physics and much more).

By studying physics you will develop a good understanding of physics facts and concepts, understand why they are significant, and appreciate the responsibilities that accompany the technological advances within this subject.

Course Content

Module 1: Development of Practical Skills in Physics

Module 2: Foundation of Physics

Module 3: Forces and Motion

Module 4: Electrons, Waves and Photons

Modules 5: Newtonian world and Astrophysics

Module 6: Particle and medical physics



YR 13 Students analysing data using Ipad while investigating capacitors

Assessment

The written examinations for the A-level are: Modelling Physics (2¼ hours covering modules 1, 2, 3 & 5), Exploring Physics (2¼ hours covering modules 1, 2, 4 & 6) & Unified Physics (1½ hours covering all six modules).

Practical and investigative activities are an integral part of the course, but are no longer assessed through controlled assessments. They will be learning skills in class that could be assessed in the written paper.

We welcome any student who is interested and prepared to work: experience has shown that you will need A/A*. Those with a high B grade at Double Award or Triple Award GCSE should discuss progression with the Head of Department.

Although it is not a requirement, taking A level Mathematics (mechanics modules) alongside Physics, will be a considerable advantage as the course contains at least 40% Mathematics.

Enrichment

To ensure that students get the most from the course we visit CERN in Geneva where they spend a day talking to Scientists working there as well as a tour of some of the facilities. We also visit the Cobham Fusion Center where they see the latest research into the future of fusion energy. Students will spend some time in a local hospital discovering just how big role physics is playing in the medical field these days. Students will have opportunities to run science club in the primary school as well as helping out in the secondary school. There will be various talks and workshops with physicist from various universities and industries to promote woman in physics. Students will have the opportunity to get involved in a research project with the physics department from a London university.

Careers

Physicists find employment in every sector of the community drawing on the analytical and problem solving skills they have developed during their training. Physics A level will prepare you for higher education courses and for a variety of careers including Architecture, Oceanography, Optometry, Medicine, Medical Physics, Meteorology, Engineering, Environmental Science, Telecommunications, Materials Technology and Astronomy.

Being a female physicist will be to your advantage in many career paths, not just the few mentioned above. From being a lawyer to a banker, the problem solving skills you master during your studies of A level Physics will always be to your advantage.

100 m underground at CERN



EXTENDED PROJECT QUALIFICATION (EPQ)

Summary:

The Extended Project Qualification (EPQ) is an independently researched and written piece of work, using University-style work methods and techniques.



Course content:

For their EPQ, candidates enjoy a real freedom of choice, both when deciding the title of the project and the final end product. Projects can consist of either a 5000 word written dissertation or an 'artefact', which can be anything from a play to a portfolio of photographs, accompanied by a 1000 word description.

The AQA specification recommends that candidates spend 90 hours researching and producing their project, with a further 30 hours of training and supervision provided by the school. Each candidate is assigned a member of staff as a supervisor, who meets regularly with them to provide support and guidance. In addition the school provides weekly lessons which ensure that candidates have the skills and information necessary to produce successful projects.

Each individual project is assessed internally, firstly by the project supervisor and then by the school co-ordinator, much like a piece of coursework – some projects are then moderated by AQA. Candidates are assessed on planning, research, presentation and review of their project as well as the final piece of work. The EPQ is worth the equivalent of $\frac{1}{2}$ an A-level and is graded from A*-E

Careers and Higher Education:

The EPQ is very well respected by universities and allows pupils to demonstrate motivation, a capacity for originality and an independent work ethic. Leading universities value the EPQ as evidence of an applicant's interest in a subject beyond the A-level curriculum. Many universities will give a better offer to applicants, conditional on achieving either an A or a B in their EPQ project. The EPQ is also an exciting opportunity to pursue your own interests, whether these lie within or outside of your A-level subjects.

A LEVEL SUBJECT CHOICE PROCESS

November 2020

Monday 2nd

Final day for Y11 applications for Sixth Form Scholarships

Week Beginning Monday 16th

Sixth Form Scholarship Interviews and Scholarship Assessments for Art, Music, Drama and Sport.

January 2021

Trial GCSE Examinations

February 2021

Monday 1st

Y11 Parents' Evening

Friday 5th

Y11 A level options to be handed in. There are no set blocks of subjects, the timetable is built around individual preferences. Although we cannot guarantee every combination, in practice, we are able to deliver most of our students' choices.

SUMMER TERM 2021

May 2021

Y11 Study Leave

June/July 2021

Lower Sixth Induction Day
Celebratory Lunch
Work Experience

August 2021

Thursday 19th

Publication of GCSE Examination Results, Dr Lindfield, Mrs Bird and Heads of Department available for post results consultations

September 2021

Friday 3rd

Induction day/team bonding for new Y12

External Applicants

Application forms, available from the Admissions Registrar, should be submitted by 2nd November 2020. We will consider applications after this date but we may not be able to offer certain subject combinations.

You will then be invited for preliminary interview and assessment and your present school will be approached for a reference and your predicted grades.

Places will be offered conditional on the achievement of specified grade targets.

Further guidance is available from Mrs Christina Bird, Director of Sixth Form.

Sixth Form Dress Code

The Sixth Form Dress Code is designed to give guidance to pupils about what is and is not appropriate for school wear. School is a place of work and hence the theme is smart and business like. The code, however, should allow girls to express their individuality and to feel comfortable. It goes without saying that the dress code is also a good introduction to the world of work. In addition, it informs visitors to the school and those who come into contact with pupils, about the school and about its pupils; it forms an important part of the school's reputation by providing an image of our senior pupils.

Girls may wear

- Smart business suits. These could be skirt suits, trouser suits or a dress and jacket and should be in appropriate subtle colours
- A cardigan or jumper
- Coordinating trousers, dress or skirt and jacket
- Subtle make up

Girls must wear:

- Smart tailored trousers or skirts
- Smart shoes of medium heel height in muted or dark colours
- Smart tops or shirts / blouses in suitable fabrics
- Tights in keeping with their outfit
- Hair styles which are appropriate for school, not of outlandish style or unnatural in colour

Girls may not wear

- Jeans or denim skirts
- Shorts
- Miniskirts
- Leggings, tracksuit bottoms, cargo pants or similar casual trousers
- Trainers
- Casual boots (such as Uggs)
- Strappy sandals, high stiletto heeled shoes, flip flops or mules
- Strappy or halterneck tops
- Tops made of flimsy fabrics or those embellished with sequins or with logos or garish designs on them
- Body piercings (other than ears)



FIDES et OPERA

BROMLEY

HIGH SCHOOL

GDST
GIRLS' DAY SCHOOL TRUST

Bromley High School, Blackbrook Lane, Bickley, Bromley, Kent BR1 2TW
Tel: 020 8781 7000

www.bromleyhigh.gdst.net

