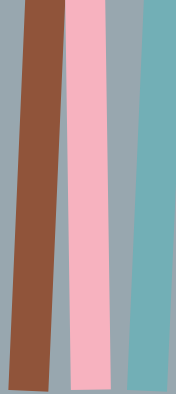


Channing Sixth Form



Prospectus
2012

SIXTH FORM OFFICERS: 2011-2012



Daisy Jacobs & Olivia Burns
Head Girls



Olivia Ridley & Flora Purbeck
Charities Officers



Hannah Portner & Lisa Karlin
Environment Officers



Imogen Wright & Natasha Miller
Science and Technology Officers



Emily Ooi & Delara Shakib
Arts Officers



Chloe Christian & Charlotte McKee
Upper School Officers



Elish MacLaren and Sian Sanders
Sports Officers



Louisa Weiniger, Stephanie Nutman,
Billie Hylton & Emily Howard
Middle School Officers



Hannah Crawley & Rebecca Wells
Sixth Form Officers

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Welcome to Channing



Mrs B Elliott, Headmistress



Ms J Newman, Head of Sixth Form

The two years in the Sixth Form are the peak of your school career and should be a time of enrichment and opportunity. After GCSE, life opens out. Your academic study will concentrate on just a few subjects that you will explore in depth, and in a way that makes plenty of time for discussion and for you to read and gather ideas on your own initiative. You will have far more independence generally, and far more freedom to organise your time as you think best. From 10.30am on, you are allowed out of school if you have no lessons; if you are free after lunch, you are usually free to go home. You wear your own clothes and are based in the Sixth Form Centre; and you will have a more adult relationship with members of staff.

Outside the classroom, you will find all sorts of opportunities for management and leadership. In the past few years, Sixth Formers have edited the school magazine, set up and run clubs and societies, made a film history of the school that we show on open days, instituted the school's tidiness league, set up the school recycling scheme, directed their own Drama productions – not to mention carrying out the usual roles of school officers and form seniors. There are opportunities for everyone. Many girls enjoy Community Service or helping at the Junior School. Younger girls admire and respect the Sixth Form, so your influence is important.

Do read about the activities carefully. They help you develop your talents and abilities you did not know you had, and are an important part of preparation for university life.

Sixth Form

Transfer to the Sixth Form

Girls at Channing are offered places in the Sixth Form on the basis of their record in the Senior School. Girls must pass at least 6 GCSEs at Grade B or above, including English and Mathematics. Achievement at Grade A is desirable in the subjects to be pursued at AS Level and is a requirement for those wishing to study Mathematics. Academic scholarships are available at 16+ on the strength of girls' academic potential and contribution to the school community and the result of the scholarship examination.

Sixth Form Admissions

Sixth Form applicants have an interview with the Headmistress and with the Head of Sixth Form and subject teachers. Places are offered conditionally on the candidate passing at least 6 GCSEs at Grade B or above. These must include English and Mathematics. Achievement at Grade A is desirable in the subjects to be pursued at AS Level and is a requirement for those wishing to study Mathematics. The candidate's present school is asked for a reference and for GCSE predictions.

Scholarships and Bursaries

Academic scholarships are available at 11+ and 16+ for applicants of exceptional ability and potential. Applicants who apply for a scholarship sit an entrance examination.

Music scholarships are also offered, on the result of an audition, to girls who have qualified in the academic entrance examination.

Bursaries are available to offer financial support to parents for up to 100% of the tuition fees, dependent on the financial circumstances of applicants. Please contact the Registrar for an application form and a copy of our scholarship and bursary policies. Alternatively you can visit our website www.channing.co.uk to obtain this information.

Studying to succeed

Sixth Form lessons are taught in small groups, so lessons have more of a seminar feel, with the emphasis on discussion and on independent thinking. Formal lessons are extended through frequent visits to the theatre, art galleries, trips abroad and participation in 'study days' - lectures on aspects of your A Level work by a number of distinguished speakers. The enrichment programme is geared towards increasing self-confidence and self-motivation, supporting your academic studies by offering advice on organisation, learning styles and balancing your workload.

Tutor groups comprise girls in both Year 12 and 13. This means that as well as broadening your circle of friends, you can get direct support from girls who know all about AS courses, and you will become more aware of the opportunities and pressures that can arise in the next year ahead. Your tutor and the Head of Sixth Form will talk to you regularly about your progress. They will help you to decide how best to prepare for your next step, whatever that may be.

The Sixth Form Centre

The Sixth Form Centre has teaching rooms and a Common Room that provide students with the best environment possible. Sixth Form girls do not wear uniform but are expected to dress in a manner suitable for study. Sixth formers provide a strong role model for younger girls.



Sixth Form



Sixth Formers in New York during the Economics trip

Careers and future choices

Our ethos is to broaden your awareness of the wide range of careers that will be available to you when you finish school. We have a structured careers and higher education guidance programme, offering advice and counselling. In Year 12 you will be given the opportunity to complete the Morrisby Coursefinder questionnaire. This will be a platform to initiate discussion between you and your form tutor to help you through the the decision-making process about universities and courses. The programme includes tailored advice from tutors, interview practice from professionals in the field and seminars on UCAS procedures from tutors and the Head of Sixth form. In addition, we invite an admissions tutor from Queen Mary University London to deliver 'Writing a Successful Personal Statement'. We also host an Oxbridge evening for interested girls and their parents, where advice is on hand from an Oxford admissions tutor and Channing Old Girls.

You are encouraged to visit universities during their open days to obtain a flavour of student life, both academic and otherwise. London Universities run series of taster courses and lectures to inspire you and fuel your passion for your academic studies.

In June, you will attend a Careers Convention at school, an exciting event where a host of

professionals deliver presentations about a selection of careers of your choice. This will give you invaluable insight into fields of work that you may be considering as a post-education option.

The careers library is accessible to everyone and you can browse through careers literature and current university prospectuses as well as use the internet to help find out more. Help is always available from the Head of Careers.

Work experience

All girls are encouraged to organise some work experience for themselves, to take place during the holidays. Those wishing to study Medicine, Veterinary Science and Dentistry are required to organise a variety of placements. You will attend seminars at school on CV and cover letter writing as well advice about where to apply. Many parents are extremely generous in offering work experience placements and girls may also seek contacts from our Old Girls network with the help of the Development officer.

Trips and visits

Most overseas trips offered at Channing, including the ski trip, are open to you, but as a Sixth Former you will have a quite different experience and greater freedom. Recent trips have included visits to Rome, Amsterdam, New York, Washington, Aachen, Iceland, Berlin, Barcelona and Paris, and those planned for next year include New York and Vienna. Some of these visits are exclusive to the Sixth Form, giving a more adult atmosphere.

Some subjects, such as Geography and Biology, have fieldwork studies as an integral aspect of the A Level course and students visit specialist centres off site. Modern Language students are encouraged to spend some time abroad developing their conversation skills. Most departments enrich their teaching with visits to galleries, performances, lectures or workshops on aspects of the subject that cannot be experienced in the classroom. Regular theatre trips are organised to London productions, at reduced prices.

Sixth Form

OPPORTUNITIES FOR LEADERSHIP

You will be expected to take part in a range of sporting, cultural and community service activities. The contribution you make will prepare you for the challenges ahead.

The Duke of Edinburgh Award Scheme – Silver and Gold

This is an optional extra open to any girl in the Sixth Form. The Award combines the following activities:

- Skills:* to encourage the discovery and development of personal interests and social and practical skills.
- Expedition:* to encourage a spirit of adventure and discovery. Participants undertake an assessed expedition of 30 miles over 3 days.
- Community Service:* to encourage service to others.
- Physical Recreation:* to encourage participation in physical recreation and improvement of performance.

To take part and succeed in the Silver and Gold Awards, you need perseverance, dedication and self-discipline. However, as you get through each stage, you gain a great sense of achievement and pride. It is expected that participants take a major part in planning and arranging their activities and accept personal responsibility for organising their expedition routes. Advice and help are of course available throughout the scheme. The Award is always a challenging experience and a great deal of fun.



Year 12 during their Gold practice expedition to Snowdonia

Sixth Form



Literary Society

Literary Society, (Lit Soc to its friends) plays a defining role in the cultural and literary life of the Sixth Form. We meet once a week to discuss writers, genres and texts of your choice. Topics vary widely from elevated considerations of which poet deserves to win the TS Eliot Poetry prize to the literary merit of *Alice in Wonderland* or who is the hottest man in English Literature: Mr Darcy or George Emerson (always a heated discussion). As well as setting the agenda for the term you will host lunch and visits of famous writers two or three times a term and the year ends with a Lit Soc 'At Home' evening.

Sixth Formers also regularly go to the theatre; recent productions have included *The 39 Steps*, *The Promise*, *The Misanthrope* and *The Real Thing*. Lit Soc girls also prepare and publish *The Write Word*, which celebrates the Lit Soc year and publishes senior girls' own creative writing.

Lit Soc's aim is to extend the literary enthusiasm of those studying English A'level and considering reading English at university, but also to allow those who are not studying English at A'level to maintain or develop their interest in literature. Lit Soc offers something for everyone and we are all delighted by its popularity and centrality to Sixth Form life.

Visiting writers for 2010–2011 included Poet Laureate Carol Ann Duffy, Daljit Nagra and Kazuo Ishiguro.

Senior School Creative Writing

This flourishing group for Years 10-13 meets after school one day a week for exciting and stimulating workshops. In the space of just an hour every member of the group (including teachers!) engages in tasks to inspire creativity and encourage each other's writing. Past exercises have included our version of 'The Furniture Game', in which we eagerly described favourite literary characters through extended metaphors, and 'Answering Back' to our favourite poems (inspired by Carol Ann Duffy's anthology of the same name). We are keen to see the group's work in print too, and embrace a variety of writing competitions throughout the year. Our very own Facebook page is also an ideal way to share our latest scribbles with each other, no matter what time of day or night! See the school website for more information about the group, together with some of our favourite gems from this past year.

Community Service

Many girls work in the community on a weekly basis for two terms. Some visit senior citizens or help at primary schools, at local homework clubs, or centres for children with special needs; others choose charity shops. Community Service forges valuable links with the community and is excellent preparation for work after school.

Debating and Public Speaking

The Sixth Form has always played a major role in running the society and initiating younger girls into the procedures of formal debating. The Sixth Form usually represent the school in debating competitions with other schools. Girls in Year 12 have also represented Channing at the Model United Nations Conference at Haberdashers' Aske's Boys' School.

Amnesty International

The Amnesty International Youth group was set up by two enthusiastic and committed Sixth Form Charity Officers five years ago and it has continued to thrive. The Sixth Form take the lead by organising letter- writing campaigns, discussions, assemblies and charity activities to raise awareness to help improve human rights throughout the world.

Drama

There are numerous opportunities to develop your interest in the performing Arts. The Sixth Form theatre club outings enable girls to see a range of exciting and stimulating West End productions. The major school production in the Autumn term offers a spectrum of roles to enable girls to experience being an actress, lighting designer, costume designer or stage manager. Sixth Formers run a successful Drama Club that culminates in a production.

Life Class

Girls doing A Level Art are expected to attend Life Class. It runs for one and half hours on Wednesday after school. We have a male or female model. Students may work in a variety of media. The teacher structures lessons at the beginning of the year, but it is expected that students will work more freely as they gain confidence. Pupils are charged for the cost of the model only. All materials are provided.

Photography

Photography club is held on Mondays after school for approximately one hour. Places are limited and early application is advisable.

The Channing Times

Sixth Form girls help write, design and edit the school's newsletter, *The Channing Times*. This is an excellent opportunity for budding journalists. Sixth Formers are also encouraged to write articles for the school website and to liaise with the school magazine editor on the production of the annual magazine.

Music

The Choir is open to everyone in the Sixth Form. There are no auditions unless you want help in finding the correct voice part. The Choir takes part in concerts, carol singing in December and any invitations that we have to sing out of school. The Chamber Choir is an ensemble of 16 auditioned singers. For instrumentalists, there are two orchestral groups available. The Symphony Orchestra meets once a week and is open to instrumentalists above Grade V. The Training Orchestra is open to anyone (including Sixth Formers) who are below Grade V but would like to experience the opportunity of playing in an orchestra.

Sport

You will have a double period a week of PE, which will take place on a Friday afternoon. The lessons are designed to encourage the maintenance of an active lifestyle once you leave Channing. The opportunities are very broad and exciting and include paid and unpaid options: horse riding, ice skating, climbing, golf, bowling, diving, tennis, outdoor games, military fitness, dance, aerobics, pilates and use of the school fitness suite. The options are selected by you at the beginning of September and change every half term. We encourage everyone to try as many different physical activities as possible.



Sixth Form

Extended Project Qualification

The AQA 'Extended Project Qualification' is a fairly recent addition to the curriculum. Students choose their own topic that may, but need not, be related to their A level subjects. Over the course of two or three terms they research their topic, write it up in a 5,000-word essay and put together a presentation on it. The more practically inclined can produce some form of artefact or event, accompanied by a shorter written report. Students are assessed not only on the finished article but also on their management and organisation of the entire project. The projects are marked internally, like coursework, and graded like the A2 GCE examination from A* to E. The projects are a valuable addition to the Sixth Form curriculum. They give students experience of the kind of independent study they will be expected to undertake at university and show interviewers that they can work independently and think for themselves.

Young Enterprise

Young Enterprise is an excellent opportunity for Year 12 girls to learn how businesses thrive or fail. Girls taking part in the scheme are given a chance to set up and run their own company, offering either a service or product, replicating the structures and disciplines of the real world.

Company members will make up a board of directors who will take up individual responsibilities for the running of the company. They will benefit from exposure to the varied skills of leadership, sales, accountancy, publicity and marketing. Recent successes include products such as calendars, Hawaiian nut necklaces and jewellery. Girls sit an exam at the end of the Spring term that enables them to earn a Young Enterprise certificate.



The Sixth Form Curriculum

The Advanced Level courses introduced in September 2000 were designed to introduce greater breadth to the post-16 curriculum while retaining the quality of the final A Level qualification.

The key features are:

- Each A Level consists of six or four modules.
- The first two or three modules are examined in Year 12 and will lead to an AS award.
- The final A Level result will be based on the marks of the two or three modules examined during Year 13 and the results from AS.
- Most universities expect students to study four subjects in Year 12 and to continue with three to A Level. The more prestigious universities and courses are likely to continue to put a higher premium on the grades than on the number of subjects achieved.
- Revised A level specifications were introduced in September 2008, with a new A* grade awarded from 2010 to those students who have achieved both of the following:
 - * Grade A overall (80% of the maximum uniform marks for the whole A level qualification)
 - * 90% of the maximum uniform marks on the aggregate of the A2 unit scores.

Choice of subjects

The narrowing down from nine or 10 GCSE subjects to three or four A Level subjects involves some difficult decisions. The Head of Sixth Form and Heads of Departments will be pleased to discuss with you different courses and advise you on requirements for

particular careers. The basic criterion for choosing subjects to study in the Sixth Form should be enjoyment. Whatever courses you follow, success will depend on your commitment and organisation just as much as on ability.

The content of many A Level subjects – Mathematics, Sciences and Geography – is not dissimilar to the GCSE courses, but the topics are covered in much more depth. There is more emphasis on independent learning and the course will require background reading and research.

You may decide to take up a new subject such as Economics, History of Art, Government & Politics or Theatre Studies. Make sure this is a positive decision rather than one made because you feel that something new is bound to be better than any of the subjects you did at GCSE. Think carefully about both your particular talents and the demands of the subjects you know you want to study. Some subjects (for example, Mathematics) are relatively quick on homework time if you are good at them; others (such as English) take longer the better at them you are.. You can use the selection of the fourth AS to study a contrasting subject, for example, a science if you are studying humanities, or an arts subject or a language if you are studying sciences.

You are going to spend two years studying these subjects intensively. It is important to enjoy the subjects you choose. Listen to all the advice you will be given; but make sure the final decision is yours. The following AS courses are offered to Year 12 girls; we try to accommodate all choices wherever possible:

| | | |
|------------------------|-----------------------|-----------------|
| ART | FRENCH | MATHEMATICS |
| ART HISTORY | FURTHER MATHEMATICS | MUSIC |
| BIOLOGY | GEOGRAPHY | PHYSICS |
| CHEMISTRY | GERMAN | SPANISH |
| CLASSICAL CIVILISATION | GOVERNMENT & POLITICS | THEATRE STUDIES |
| ECONOMICS | HISTORY | |
| ENGLISH LITERATURE | LATIN | |

As part of the Sixth Form Enrichment programme, we have introduced several courses;
CRITICAL THINKING, CERTIFICATE IN FINANCIAL STUDIES, LAMDA, EXTENDED PROJECT QUALIFICATION
It will be possible to sit examinations in these subjects.

Sixth Form

A level requirements for university courses

The following information gives you an idea of the requirements of some University courses. You may find that certain courses will take you even if you do not have the requirements mentioned below. Check in careers booklets and the UCAS web site (www.ucas.co.uk). Your fourth AS subject will be mentioned on your UCAS application, so it must be a subject in which you are likely to do well.

Make sure that, when you choose your A Levels, you do not exclude yourself from possible career options.

Accountancy/Banking/Finance/Actuarial Science: Maths preferred.

Architecture: Maths or Physics may be required and some ask for Art.

Art & Design also Fashion, Graphic Design: You need to produce a good portfolio in your Art A Level.

Biological Sciences (Biochemistry, Genetics, Biotechnology, Microbiology, Physiology, Environmental Science and Food Science etc): Biology and Chemistry.

Business Studies/Economics/Operation Research: Maths preferred by many.

Chemistry: Chemistry and another Science usually required. Maths is useful.

Computing Science: Maths is required by about half of courses.

Dentistry: Chemistry and usually Biology (a few places will accept another science) at the highest grades.

Engineering: Maths and Physics usually essential. Some universities have indicated that Further Maths is an advantage.

Chemical Engineering: Chemistry and Maths needed (some places accept Physics and sometimes Biology is required).

Geology: Two to three Science/Maths subjects.

Law: High grades in three A Levels in academic subjects.

Marine Studies/Oceanography: Some universities require Science, Maths and Geography.

Maths: Maths for all. Oxford and Cambridge also require Further Maths; and further Maths is an advantage in most courses in the first year.

Medicine: High grades required. A Levels in two Science subjects, always Chemistry and increasingly Biology (all the London schools and Nottingham require Biology at least at AS level). Many universities prefer the third A Level to be a non-science subject (but only if the student has a real interest and is likely to do very well in that subject). Cambridge on the other hand likes straight Science/Maths.

Nutrition: Chemistry and/or Biology may be required.

Pharmacy/Pharmacology: Two/three Sciences, usually Chemistry and sometimes Biology.

Physiotherapy: Biology.

Psychology: BSc courses require one or two Sciences; BA Psychology does not require Sciences.

Sports Studies: A Level in a Science may be required.

Textile courses: Art and Maths/Science may be required.

Town and Country Planning: Economics and Geography.

Veterinary Science: A grades in three Science and Maths subjects. Biology is often required.

University destinations

UNIVERSITY DESTINATIONS 2010

Course

Pre-Medicine Course
Politics, Philosophy & Economics
Law with Hispanic Law, University College
French & Spanish
International Relations
Biological Sciences
Law
French & English Literature
History
Economics
Social Policy
Economics
Economics & Geography
Mathematics & Management
Economics
Economics,
Economics & Finance
Psychology
Management with French
English
Economics & Management Studies
Biological Sciences,
Politics, Philosophy & Economics
Art Foundation
Economics & Geography
Mathematics & Computer Science
Classical Civilisation
Classics
Physiotherapy
English
French & Italian
Architecture
Medicine
Medicine
Classical Civilisation
International Studies with Economics
Retail Management
History of Art
Medicine

Destination

Brigham Young University, Idaho USA
Bristol
London
Leeds
Leeds
Birmingham
Bristol
Edinburgh
Oxford
York
Liverpool
Leeds
Edinburgh
Warwick
Birmingham
Birmingham
Westminster
Durham
Nottingham
Oxford
Cardiff
University College, London
York
Central St Martin's School of Art
Birmingham
University College, London
Leeds
University College, London
Southampton
York
Leicester
Brighton
Liverpool
Birmingham
Leeds
Birmingham
Leeds Metropolitan
Brown University, USA
Bristol

Sixth Form

Girls' Schools Association

Guidelines for parents – transfer at Sixth Form level.

Has your daughter decided to stay at school until she is 18? If so, she will have taken the first in a series of decisions that will shape her career: it is important that you and she get it right.

Whether she stays at her present school or moves elsewhere, she will enter a Sixth Form – a very different place from the rest of the school and one that will put to the test her ability to adjust to a more adult way of life and a more independent approach to work. This adjustment, to be wholly satisfactory, will need her conscious effort and everyone concerned should think carefully about the most suitable Sixth Form environment for each individual girl.

Some parents may wish to apply for their daughter to join one of the boys' public schools that admit girls to their Sixth Forms. There are advantages for some in such a change: their Sixth Forms are generally large; their facilities are often excellent; many of them have a wide range of artistic and social activities and take care to involve girls fully in the life of the school. There are, however, facts to consider. They are traditionally and primarily boys' schools, founded on a curriculum and ethos designed for boys: girls are included in a community that may still be oriented mainly towards boys. Girls are in a minority and this can impose additional academic

and social strains. The prospect of joining a boys' public school is exciting and challenging, but the change of schools can be unsettling. A strong start in any Sixth Form is crucial – AS level examinations are taken the following May, and reorientation after a move can take some time.

Other parents may see for their daughter advantages in staying where she is. She will feel more independent in the Sixth Form, probably wearing different clothes and enjoying Sixth Form accommodation and privileges. Her present school may also have excellent facilities and activities. Her relationships with members of staff will change as she herself changes from school girl to student: her teachers will already know her well and will be able to give advice based on this personal knowledge. She may achieve a position of responsibility that will teach her how to exercise authority with discretion. She will have increased opportunities to go out of school for educational and social visits; while within school she will be able to develop in confidence at her own pace.

Everyone grows up in a Sixth Form. Some enjoy the accelerated movement towards maturity that they feel can be acquired in a mixed Sixth Form: others enjoy the continuity of developing within familiar surroundings. Some respond well to the competitiveness that being in a minority stimulates: others find more freedom to work and to be themselves in a single-sex community. Parents and daughters have a choice: consider the pros and cons and make it wisely, since much depends on it.

Sixth Form



Co-educational Sixth Forms

If you are looking at other Sixth Forms, try not to be dazzled by outward show! Very few 'co-educational' schools really are: ask what the actual percentage of girls is. Ask for girls' and boys' results separately: are girls being brought in to raise standards? Find out what the class sizes will be like, and what the gender split is in the current Year 12 in the subjects you propose to study.

Find out what messages the school sends out about women. What proportion of Senior and Middle management roles are held by women, for instance – what proportion of the Heads of Department are

women, and are those departments the traditionally 'female' subjects, or do they spread right across the range? What do the Sixth form girls do? Do they follow in the wake of the boys, or do they actually run societies and generally help to lead the school?

Many Channing girls have moved to other schools at this stage, and have done well. Some have regretted the change. Make sure you know what you are going into. Then make an appointment to see Mrs Elliott with your parents: the school will do everything possible to help you get a place at the right school or college for you, but no references are written until you have all discussed it together.

AS

&

A2

SUBJECTS 2012

ENTRY REQUIREMENTS:

None

Course outline:

AS

Coursework Portfolio

A portfolio of work from starting points, topics or themes determined by the centre. Students must work in at least two areas of study, ie, Fine Art, Graphics, 3D, Textiles, Photography.

Controlled Assignment

Based on an externally set paper with multiple options.

A preparation period of 6-8 weeks is allowed during which ideas are developed, mostly in sketchbooks. A five-hour exam brings the project to a conclusion. Students are

expected to work in one of the areas of study covered in the Portfolio course.

A2

Personal investigation

A major project based on a topic of personal significance. It must include a personal study on a relevant artist or theme in Art of between 1000 & 3000 words. Students are expected to work in one of the areas of study covered in the Portfolio course.

Controlled Assignment

Based on an externally set paper with multiple options. A preparation period of 6 - 8 weeks is allowed during which ideas are developed, mostly sketchbooks. A 15-hour exam brings the project to a conclusion. Students are expected to work in one of the areas of study covered in the Portfolio course.

Courses for students who achieve a pass at A level Art

- Foundation courses are offered at colleges belonging to the University of the Arts, ie, Camberwell, Chelsea, London College of fashion, London College of Communication, Central St Martins and the Byam Shaw School of Art.
- Outside the University of the Arts, the London Metropolitan University, Sir John Cass School of Art, Kingston University, Epsom Art School and Middlesex University all offer Foundation courses. These lead on to a degree course in Fine Art, 3D design, textiles & fashion design, graphics, theatre design and so on
- Architecture courses, for example, at UCL, Cambridge, Manchester, Liverpool and Nottingham Universities.
- Art History degrees at UCL, Cambridge, York, Sussex, Leeds and other universities.

Art A level combines well with Art History, History, English, Classical Civilisation – all have relevance to the study of Art as a practice.

Art is often studied as a complementary subject to a mostly academic choice of subjects, for example, a predominantly sciences or languages or social sciences choice of options can be balanced with a creative subject like Art.



Biology



ENTRY REQUIREMENTS:

Students should have achieved at least AA in GCSE Science (Core and Additional) or an A grade in GCSE Biology (for external candidates)

Course outline:

AS

Unit 1 Biology and Disease (written paper)

Unit 2 The Variety of Living Organisms (written paper)

Unit 3 Practical and Investigative Skills (internal assessment)

Students attend two field courses during the AS year to investigate biodiversity and ecological field work techniques.

A2

Unit 4 Populations and Environment (written paper)

Unit 5 Control in Cells and in Organisms (written paper)

Unit 6 Practical and Investigative Skills (internal assessment)

What could I go on to do at the end of my course?
Biology combines well with Chemistry, Geography and Maths

Possible university courses using Biology include: Botany, Biometrics, Ecology, Genetics, Marine Biology, Psychology and Zoology

Courses and careers that can combine Biology with Chemistry include: medicine, veterinary science, dentistry, biological sciences, for example, molecular biology, biochemistry, physiology, forensic science, food science, allied health courses, for example, ophthalmic, physiotherapy, dietetics and sports science

Courses that combine Biology with Geography include those relating to environmental sciences

Lessons are supplemented with additional activities. In previous years, students have visited the National Institute for Medical Research and the Natural History Museum. Potential Medical students attend the Medical Discussion Group to explore a range of relevant topics and to prepare them thoroughly for the university application process. External speakers have presented topics including stem cells, antibiotic resistance and influenza transmission. Biology students also have the opportunity to enter a number of essay competitions to broaden their subject knowledge and foster independent enquiry.

Students interested in a career in research can apply for a Nuffield Bursary to obtain a paid, research-based work placement during the Summer holiday at the National Institute for Medical Research.

Chemistry

ENTRY REQUIREMENTS:

Ideally students will have achieved AA in GCSE Science (Core and Additional) or an A grade in GCSE Chemistry (for external candidates).

Course outline:

AS

Unit 1 – Core Principles of Chemistry with introduction to Organic Chemistry (written paper)
Unit 2 – Applications of Core Principles of Chemistry (written paper)
Unit 3 – Chemistry Laboratory Skills I (internally assessed)

A2

Unit 4 – Rates, Equilibria and Further Organic Chemistry (written paper)
Unit 5 – Transition Metals and Organic Nitrogen

Chemistry (written paper)
Unit 6 – Chemistry Laboratory Skills II (internally assessed)

What could I go on to do at the end of my course?
Chemistry combines well with Biology, Maths and Physics.

Possible university courses using Chemistry include: Biology, Biochemistry, Genetics, Immunology, Pharmacology, Environmental Sciences, Nutrition, Toxicology, Biotechnology

Possible careers involving Chemistry include: Chemistry is a powerful springboard to launch you into a fascinating career. Possibilities include: medicine, pharmacy, environmental management, veterinary medicine, pharmaceuticals, cosmetics, forensics, textiles, hazardous waste management



Classical Civilisation



ENTRY REQUIREMENTS:

None – GCSE Classical Civilisation is not required but an interest in literature and history is useful.

Course outline:

AS

- Homer's Odyssey and Society
- Greek Tragedy in its Context

A2

- Art and Architecture in the Greek World
- The Epic and the Age of Augustus

What could I go on to do at the end of my course?

Studying Classical Civilisation will enable you to acquire knowledge and understanding of aspects of the cultures of Ancient Greece and Rome. You will also develop an awareness of the continuing influence of the classical world on later times and of

the similarities and differences between the classical world and later times.

The subject works particularly well with other Arts subjects such as English Literature, History of Art and History but can effectively compliment Science subjects.

Students with a qualification in Classical Civilisation go on to study a variety of courses at university.

Economics

ENTRY REQUIREMENTS:

You will be expected to take an active interest in current affairs, want to learn about why the economy works in the way it does, debate issues, research evidence and be prepared to argue about relevant topics. Economics will also test your ability to analyse problems, issues and situations. You will be required to interpret and present information clearly and logically in appropriate written, numerical, diagrammatic forms and demonstrate the use of information technology in the sourcing of data and presentation of material.

Course outline:

AS

Two mandatory AS units: Markets in Action Mandatory and The National & International Economy. You will gain an understanding of both microeconomics and macroeconomics and be able to answer questions such as: Should nurses be paid more than footballers? Why are prices higher in the UK compared to the USA? Should the Government spend more money on the NHS?

A2

Two further A2 units: Economics of Transport and The Global Economy. You will be able to apply your understanding to relevant topical economic issues, such as: should we have to pay to use motorways? Should we give aid to developing countries? Should the UK join the Single Currency? Should taxes on flying be increased? How will the new government reduce the level of government borrowing?

Final assessment in both AS papers is a one and a half hour exam. Final assessment in both A2 papers is a two-hour exam. The Global Economy unit is examined through the use of a pre-released stimulus material. There is no coursework in Economics.

What could I go on to do at the end of my course?

Students with AS or A level Economics have access to a wide range of possible career and higher education opportunities. Economics combines well with a range of social science and humanities subjects to lead to university courses in such areas as law, business, accounting, politics, banking, finance and, of course, economics.



New York state of mind: Sixth Form Economics students enjoy a taste of the Big Apple

English

ENTRY REQUIREMENTS:

At least a B in English and in English Literature GCSE

Course outline

AS

Prose and poetry
Shakespeare and drama (coursework)

A2

Interpretations of prose and poetry
Reflections in Literary Studies (independent study for coursework)

What could I go on to do at the end of my course?

English develops aesthetic response, analytical skills and expressive powers; it combines very well with all arts subjects and can certainly enhance their study. It is welcomed as an additional A level by all Arts and Language Faculties, and also as an indication of intellectual depth and breadth by those of Law and Medicine.

An A level in English is an asset in most careers, from administration to journalism to marketing to advertising to politics.



Geography

ENTRY REQUIREMENTS:

Students should have achieved a Grade B in GCSE Geography

'Geography is not only up to date and relevant; it is also one of the most exciting, adventurous and valuable subjects to study today. So many of the world's current problems boil down to geography and we need the geographers of the future to help us understand them!' Michael Palin, President of the Royal Geographical Society.

Course outline:

AS

Contains both Human and Physical units, some of which have been introduced at GCSE level and some that are new, such as rivers and urban areas. The work this year concentrates on issues at local and global scales and looks at the importance of sustainability.

A2

Students try to find common ground between Physical and Human areas of Geography and explore global issues. Topics include globalisation, natural hazards, development and ecosystems. There are also two days of fieldwork.

Other subjects

Geography is a multi-disciplined subject and is a useful bridge between the Arts and Sciences. In this way it combines well with economics, Biology and Maths, also with History, English and languages.

What could I go on to do at the end of my course?

A-level Geography will allow girls to follow a wide range of courses at university in Human, Physical and Environmental Geography. In addition, this A-level gives students a useful introduction to areas such as Economics and Environmental Science.



Careers

Geography will teach you a wide range of skills and so lends itself to a variety of career paths. Diplomacy, tourism, conservationism, risk assessment, geology, civil engineering, surveying, cartography, aid work and market research are examples of some of the many careers in which geographers find success.

Government & Politics



Year 12 visit the UK Supreme Court as part of Enrichment Week

ENTRY REQUIREMENTS:

None

Course outline:

AS

The AS course in Politics introduces students to the key channels of communication between government and the people in the UK. It encourages them to look at whether the existing arrangements for ensuring democracy and representation are adequate.

A2

The A2 course in Politics extends students' understanding of key themes in political analysis. For Unit 3, the students focus on American politics and the framework of US government and society. For Unit 4, they study global politics, which covers: war and terrorism; human rights; the environment; and development.

Girls in Year 13 now sit their Unit 3 examination in the January of their A2 course.

What could I go on to do at the end of my course?

Students who have studied Politics can go on to study a degree in Politics, or a combined degree with subjects including History, English and Modern Languages. Many girls studying Politics at A level go on to read International Relations at university. All the leading universities offer a vast and exciting range of Politics degrees. Students considering a career in law, the media, economics and business, international relations and the civil service are advised to take Politics at A level.

The Politics department invites a range of visiting speakers and lecturers to the school; the girls also visit the UK Parliament and the UK Supreme Court.

ENTRY REQUIREMENTS:

None

Course outline:

AS

Unit 1: Historical Themes in Breadth (themes from two periods are compared).

Power, Belief and Conflict in Early Modern Europe: Luther, Lutheranism and the German Reformation, 1517-55; The Revolt of the Netherlands, 1559-1609.

Unit 2: British History Depth Studies (source paper)
Britain and the Nationalist Challenge in India, 1900-1947.

A2

Unit 3: Depth Studies and Associated Historical Controversies (Synoptic)
Protest, Crisis and Rebellion in Tudor England, 1536-1588.

Unit 4: Historical Enquiry (taught coursework with a choice of individual studies).
The USA: From Reconstruction to Civil Rights, c1877-1981.

What could I go on to do at the end of my course?

Courses at university – Good preparation for any of the Humanities, particularly History, Law, Politics

Possible careers?

History opens the door to many different careers. It is good training for journalism, the Law, medicine, politics, and the civil service.



History of Art



examples of works of Western art and architecture, artists and architects drawn from Classical Greece to the end of the 20th Century Themes include - Subjects & genres; social & cultural status; gender, nationality and ethnicity; patronage; form and style; form & function historical and social contexts; materials, techniques and processes.

Assessment:

Questions test knowledge and understanding of significant Art historical themes.

A2

Unit 3 – Art and architecture in 19th Century Europe. Requires a knowledge and understanding of different styles, movements and artistic groups in relation to specific works of art and architecture that were produced in the 19th Century.

Unit 4 - Art and architecture in 16th Century Europe. Requires a knowledge and understanding of different styles, movements and artistic groups in relation to specific works of art and architecture that were produced in the 16th Century.

Assessment:

Questions test knowledge and understanding of the art and architecture of the two periods studied. Students are expected to apply their knowledge of Art historical themes that they gained from their AS studies.

This A Level can be used in conjunction with other essay-based subjects (English, History, Politics, Classical Civilisation) taken at A level to gain a place in any humanities or arts subject. It is a valuable asset for any student seeking a place on an Art History course.

Together with A level Art, AS Art History equips a student to apply to the Ruskin School of Art in Oxford, although this is best attempted after a Foundation year at Art school.

ENTRY REQUIREMENTS:

None

Course outline:

AS

Unit 1: Visual analysis and interpretation. Requires knowledge and understanding of formal characteristics, terminology and general knowledge of historical, social and cultural contexts for painting, sculpture and architecture.

Assessment: Questions on images provided in the paper assess knowledge and understanding of formal aspects and how they contribute to meaning.

Unit 2: Themes in History of Art

Requires students to develop an understanding of art historical themes in relation to teacher-selected

ENTRY REQUIREMENTS:

Must have GCSE Latin preferably at Grade A or above. Latin A Level is exciting and challenging and you will need to have a genuine interest in language, literature and history and the ability to analyse, argue, debate, interpret and make sensitive responses.

Course outline:

AS

- Latin Language – one Latin passage for translation.
- Latin Verse and Prose Literature. The set texts for 2013 are Ovid's *Amores III* and Cicero's *In Verrem II*.

A2

- Latin Verse – unseen translation from a named author and set text, Virgil's *Aenid IV*.
- Latin Prose – unseen translation from a named author and set text, Tacitus' *Annals XV*.

What could I go on to do at the end of my course?

This course will enable you to broaden your experience of Classical writers, acquire a more sophisticated understanding of the way ideas and emotions are expressed, and appreciate the subtlety and beauty of the Latin language.

Universities and employers value the higher-level thinking skills that Latin students acquire. Latin complements a range of other subjects from both the Sciences and the Arts. Students who have taken Latin at A level go to study not only Classics at university but also a range of courses including Medicine, Law, English Literature, History and Psychology.



Mathematics



Year 12 Mathematicians at the Royal Institute

ENTRY REQUIREMENTS:

Grade A in GCSE Mathematics.

Course outline:

AS

Students study Pure Mathematics and Statistics and will be tested with and without a calculator, sitting modules C1, C2 and S1. There is no coursework.

A2

Students go on to study more advanced Pure Mathematics and some Mechanics. The modules we sit are C3, C4 and M1. There is no coursework.

FURTHER MATHEMATICS

For some students, A level Mathematics does not provide sufficient challenge and so Further Maths offers the opportunity to get two A levels in Mathematics. We fast track the six modules of A level Mathematics into Year 12 and then study Further Pure Maths and Applied Maths in Year 13. There is no coursework.

What could I go on to do at the end of my course?

Mathematics is an excellent subject to have as part of any A level portfolio. It is an extremely valuable subject to have if going on to study Architecture, Science, Medicine, Finance, Social Science and Engineering. University admissions tutors in Arts subjects also value Mathematics A level as evidence of logical thought and an ability to handle the abstract.

Modern Languages

ENTRY REQUIREMENTS:

Ideally students will have achieved an A grade at GCSE. We offer French, German and Spanish to A2 level.

Course outline:

AS

Students build on their knowledge of the language by practising the four skills of Listening, Reading, Writing & Speaking. Topics covered will be: youth culture and concerns, lifestyle, the world around us, education & employment. Students will be expected to read newspapers and magazines regularly and will be encouraged to watch foreign language films and listen to foreign radio stations.

A2

This continues the AS course regarding the practice of the four skills and also includes literature, film studies, customs and beliefs and national and international events. Students will be expected to spend some time in the country whose language they will be studying in the Summer prior to commencing the A2 course.

What could I go on to do at the end of my course?

You can study one or two modern languages at university or you can combine a language with a range of subjects such as economics, politics, law, English and so on. Careers in languages include interpreting, translation, BBC World Service, teaching and business. Increasingly, law offices are opening offices abroad and require their law graduates to be conversant in a foreign language.



Music



ENTRY REQUIREMENTS:

It is expected that candidates will have taken Music GCSE and achieved at least a B grade. However, Grade Six on any instrument and a merit in Grade Five theory would also suffice. We study the Edexcel specification.

Course outline:

AS

Unit 1: PERFORMANCE

Solo or ensemble performance of 5-6 minutes. Grade 6 level is expected.

Unit 2: COMPOSING

Section A: compose a three-minute piece of either vocal or instrumental music to a given brief.

Section B: 3 questions on the composition written for Section A, completed under controlled conditions in 1 hour.

Unit 3: DEVELOPING MUSICAL UNDERSTANDING

Section A: 'Listening': Questions on aural extracts based on the candidate's study of 9 vocal and instrumental prescribed works from 1550 to the present day.

Section B: 'Investigating Musical Styles': more in-depth study of a selection of the prescribed works. Two questions will be asked.

Section C: 'Understanding Chords and Lines': candidates analyse simple harmonic and melodic features in a score and complete a simple SATB texture.

A2

Unit 4: EXTENDED PERFORMANCE

Solo or ensemble performance of 12-15 minutes. Grade 7 level is expected.

Unit 5: COMPOSITION AND TECHNICAL STUDY

Candidates must complete two tasks from a selection of composition or technical study topics. These will be completed in controlled conditions.

Unit 6: FURTHER MUSICAL UNDERSTANDING

Section A: 'Aural analysis': questions on unfamiliar aural extracts from the two areas of study 'Instrumental Music' and 'Applied Music'.

Section B: 'Music in context': questions on the set works in Area of Study 3, 'Applied Music'.

Section C: Continuity and change in instrumental music': questions relate to the set works in Area of Study 1, 'Instrumental Music': candidates study continuity and change within the group of pieces.

What could I go on to do at the end of my course?

There are many excellent traditional music courses offered at many universities around the country and there are also many courses specialising in popular music. There are also the world-renowned Conservatoires of Music which offer both Honours degrees and diplomas, whose courses are more performance based, for example, the Royal Academy of Music.

There is also the possibility of combining music with other subjects such as English or a modern language.

Physics



ENTRY REQUIREMENTS:

Ideally students will have achieved at least AA in GCSE Science (Core and Additional) or an A grade in GCSE Physics.

Course outline:

AS

Unit 1: 1 hour 30 minute written paper: mechanics and properties of materials

Unit 2: 1 hour 30 minute written paper: electricity, waves and the nature of light

Unit 3: Exploring Physics: this unit involves an experiment that is based on an application of Physics. The student writes a report that is marked by the teacher and externally moderated.

A2

Unit 4: 1 hour 35 minute written paper: further mechanics, electric and magnetic fields and particle Physics

Unit 5: 1 hour 35 minute written paper: thermal energy, nuclear decay, oscillations, astrophysics and cosmology

Unit 6: Experimental Physics: this unit involves planning an experiment, carrying out the experiment and analysing experimental results.

What could I go on to do at the end of my course?

Physics is a highly regarded A level that complements any other A level option.

Students taking A level Physics have gone on to university to study subjects such as Physics, Natural Sciences, Engineering, Medicine and Architecture.

Theatre Studies

ENTRY REQUIREMENTS:

A passion for Drama and working with others. A love of attending the theatre and possibly an interest in costume, lights or set design.

Course outline:

This course is designed for students who enjoy reading plays and going to the theatre.

AS

Unit 1- Live theatre production seen and prescribed play

A - response to live theatre seen during the course

B - study of one set play from a choice of six

Written – externally set and assessed

Unit 2- Presentation of an extract from a play

A live performance of an extract from a published play

The assessment for this unit includes marks for preparatory and development work and supporting notes. Practical - internally assessed and externally moderated.

A2

Unit 3- Study of two further set plays

Section A: pre-Twentieth Century play; Section B is synoptic, requiring suggestions for a stage realisation of a short extract from a play printed in the paper.

Written – externally set and assessed

Unit 4- Presentation of devised drama

A live group performance of a devised drama.

The assessment for this unit includes marks for preparatory and development work and supporting notes.

Synoptic practical - internally assessed and externally moderated.

What could I go on to do at the end of my course?

As there is a 60% written element to this course it is a suitable entry qualification for courses in higher education, whether in the area of drama and theatre studies or other subjects.

This course will give the candidate key skills opportunities of working with others, communication, improving own learning and performance and problem solving.

Theatre Studies



Many of the leading parts in the annual whole-school production are taken by Sixth Form girls. Pictured is the production of *The Crucible*

A level results: 2010

PUBLIC EXAMINATION RESULTS FOR 2010 (Shown against 2009 in brackets)

22.1% A* GRADES; 44.5% A GRADES; 19.70% B GRADES; 8.8% C GRADES; 2.9% D GRADES;
0% E GRADES

A*–B % GRADES = 88.3%. A* – E % GRADES = 100%

| Subject | Number entered | A* | A | B | C | D | E |
|-------------------------|----------------|----|---------|-------|-------|-------|-------|
| Art & Design | 7 (10) | 0 | 5 (5) | 2 (5) | 0 (0) | 0 (0) | 0 (0) |
| Biology | 13(11) | 5 | 2(8) | 4(2) | 2(1) | 0(0) | 0 (0) |
| Chemistry | 10 (10) | 3 | 2 (7) | 5 (1) | 0 (1) | 0 (0) | 0 (1) |
| Classical Civilisation | 4 (2) | 0 | 1 (0) | 2 (2) | 1 (0) | 0 (0) | 0 (0) |
| Drama & Theatre Studies | 0 (2) | 0 | 0 (2) | 0 (0) | 0 (0) | 0 (0) | 0 (0) |
| Economics | 24 (22) | 6 | 14 (13) | 1 (5) | 3 (4) | 0 (0) | 0 (0) |
| English Literature | 14 (20) | 3 | 5 (13) | 4 (7) | 2 (0) | 0 (0) | 0 (0) |
| French | 7 (9) | 3 | 3 (8) | 1 (0) | 0 (0) | 0 (1) | 0 (0) |
| Further Mathematics | 2 (2) | 0 | 2 (2) | 0 (0) | 0 (0) | 0 (0) | 0 (0) |
| Geography | 11 (9) | 1 | 6 (7) | 0 (2) | 3 (0) | 1 (0) | 0 (0) |
| German | 1 (4) | 1 | 0 (3) | 0 (1) | 0 (0) | 0 (0) | 0 (0) |
| Government & Politics | 3 (4) | 3 | 0 (2) | 0 (1) | 0 (1) | 0 (0) | 0 (0) |
| Greek | 0 (1) | 0 | 0(1) | 0(0) | 0(0) | 0(0) | 0(0) |
| History | 9 (8) | 2 | 4 (7) | 3 (1) | 0 (0) | 0 (0) | 0 (0) |
| ICT | 1 (3) | 0 | 1 (0) | 0 (3) | 0 (0) | 0 (0) | 0 (0) |
| Latin | 4 (3) | 1 | 3 (3) | 0 (0) | 0 (0) | 0 (0) | 0 (0) |
| Mathematics | 19 (18) | 4 | 6 (13) | 5 (2) | 1 (3) | 3 (0) | 0 (0) |
| Music | 0 (2) | 0 | 0 (1) | 0 (1) | 0 (0) | 0 (0) | 0 (0) |
| Physics | 3 (4) | 0 | 2 (3) | 1 (0) | 1 (1) | 0 (0) | 0 (0) |
| Spanish | 3 (4) | 0 | 3 (3) | 0 (0) | 0 (1) | 0 (0) | 0 (0) |

Staff list: 2011-2012

Headmistress: Mrs B M Elliott MA (Cantab) Modern Foreign Languages

Deputy Head: Mr A J Underwood MEd (Cantab) Theology

Director of Studies: Mrs K Thonemann MA (Oxon) Mathematics

| | | |
|--------------------------|-------------------------------------|--|
| Miss S ABLEWHITE | BA (Bath) | French: <i>part-time</i> |
| Mrs S ADAIR | BSc (Alberta) | Chemistry |
| Mr A ATKINSON* | MA (Dundee) | Head of Geography, Assistant Head (Teaching & Learning) |
| Mrs V ATKINSON* | MA (Cantab) | Head of Classics, Head of Upper School |
| Mrs G BHAMRA BURGESS | BA (London) | Economics, Assistant Head of Middle School (Year 9) |
| Mr P BOXALL* | GRSM ARCO (Royal Academy of Music) | Director of Music |
| Miss J BRAMHALL | BA (Oxon) | Geography, Assistant Head of Middle School (Year 8) |
| Dr M BREMSER | DPhil (Oxon) | English & Critical Thinking : <i>part-time</i> |
| Mr D CORAM | BA (Dunelm) MA (London) | Classics |
| Ms A CORNACCHIA | BA (Hamilton, Canada) BEd (London) | Mathematics, Physical Education |
| Mr R CRAWFORD | MA (London) | Art: <i>part-time</i> |
| Ms A DERBYSHIRE | BA (Central School of Art & Design) | Art: <i>part-time</i> |
| Mrs W DEVINE* | BA (Reading) | History, Head of Politics, Assistant Head (Outreach) |
| Dr N DEVLIN | MA, DPhil (Oxon) | Classics: <i>part-time</i> |
| Miss P EVERNDEN * | MA (Cantab) | Head of English |
| Miss L FEILDEN | BA (Brighton College of Art) | Art: <i>part-time</i> |
| Mr S FRANK* | BSc (Birmingham) | Head of Biology |
| Miss S-L FUNG | BSc (Coventry) | Physics |
| Ms A GILL CAREY* | BA (Canterbury) | Head of Drama |
| Mr P GITTINS | BA (Wolverhampton) | Art, Head of PSHE |
| Mrs J GLASSER | BA East Anglia, MA (London) | Drama: <i>part-time</i> |
| Miss C HAMMOND | BA (Bradford) | French |
| Mrs G HANNAN* | MA (Cantab) MTeach (London) | Head of History, Gifted & Talented Co-ordinator |
| Mrs R HARPER | BA (Kent) ALAM | English, Head of Middle School |
| Mr A HAWORTH | BA (Cheltenham) | Head of Art |
| Mrs B HERNANDEZ | BA (Alicante) | Spanish, French |
| Mr M HOLMES* | BSc (City of London Polytechnic) | Head of Information and Communication Technology |
| Miss A HOWARTH | BSc (Loughborough) | Physical Education |
| Mr R JACOBS * | BA (Oxon) | Head of Physics, Head of Science |
| Ms E JOHNSON * | BSc (Birmingham) | Acting Head of Physical Education |
| Mrs H KANMWAA | BA (Oxon) | English |
| Mr J KELWAY | BA (Exeter) | English |
| Mrs T MacCARTHY | BSc (Edinburgh) | Mathematics: <i>part-time</i> |
| Mrs S MAHMOOD* | BSc (Alberta) | Head of Chemistry |
| Ms J NEWMAN* | BA (Leicester) | Head of Economics, Head of Sixth Form |
| Ms H NISSINEN-LEE | BSc (London) | Geography: <i>part-time</i> |
| Mrs J OGDAN | BSc (Liverpool) | Biology, Head of Careers, Assistant Head of Upper School |
| Ms Y RABET* | BA UHB (France) | Head of Spanish |
| Mr D RIGGS-LONG | BSc (London) | Mathematics: <i>part-time</i> |
| Mrs E ROSS* | BA (Leeds) | Head of Physical Education |
| Mrs M SHARMA-YUN | BSc (London) | Mathematics |
| Mrs D SHOHAM | BSc (Birmingham) | Biology: <i>part-time</i> |
| Ms A STÖCKMANN* | MA (Westfaelische Wilhelms) | Head of German |
| Miss H TAYLOR* | BA (Aberystwyth) | Head of Modern Foreign Languages |
| Mr P THOMPSON | MA (Oxon) | History and RE: <i>part-time</i> |
| Revd S TINKER* | BA (Birmingham) | Head of Religious Education |
| Mr M WARDROP* | MChem (Oxon) | Assistant Director of Studies, Chemistry |
| Miss M WHARMBY | BA (Loughborough) ALA | Librarian: <i>part-time</i> |
| Miss A WILKINSON | MA (London) | History |
| Ms K WILKINSON | BA (East Anglia) | English |
| Mrs R WILLIAMS | BSc (London) | Mathematics: <i>part-time</i> |
| Mr P WILLIAMSON | BEd (Huddersfield) | Head of Mathematics |
| Miss L ZANARDO | BA-MUS (Australia) | Assistant Director of Music |
| Mrs D ZULUAGA DE LA CRUZ | MA (France) | French: <i>part-time</i> |

* = Head of Department

Channing Sixth Form

