



**STREATHAM  
& CLAPHAM**  
HIGH SCHOOL

**GDST**  
GIRLS' DAY SCHOOL TRUST

**SIXTH FORM  
INDUCTION GUIDE**

**2024**





## Contents

Head's Welcome	3
Transition	6
Sixth Form Privileges	8
Timetable, Homework & Exams	9
Curriculum	18
Support & Opportunities	43
Co-Curricular Activities	44
Pastoral Care & Support	52
Expectations	54
Communications	57
Travel	58
Term Diary	59
Contact Information	59

## Head's Welcome

*Welcome to Streatham and Clapham High School where we nurture excellence in an inspiring, vibrant and supportive community where friendships flourish and kindness matters.*

We are excited to welcome you to the SCHS sixth form where we know and value every student as an individual, fostering a sense of belonging and celebrating our diverse local community. Our School is a family, not a factory, and we draw strength and pride from our rich social and cultural mix.

In the spirit of the School's motto, "Towards wisdom unafraid," we aim to inspire our students to be excited about learning within and beyond the classroom. The School offers a wide range of co-curricular opportunities, rooted in excellent pastoral care, ensuring that every student feels they can be themselves and that they belong.

The vision at SCHS is to nurture excellence in each student, stretching but not straining them to achieve beyond their expectations. Students at SCHS are ambitious, agile thinkers who are excited about learning and inspired by a dedicated and talented staff. As experts in girls' education, we draw strength from the GDST family of schools, pioneering and shaping outstanding education for girls.



SCHS prepares its students to face the future with curiosity and optimism. They mature into confident, resilient, and accomplished young people, positively engaged in the world around them and well-equipped in character and mind for the challenges of their future lives, learning, and careers.

I look forward very much to welcoming you to SCHS Sixth Form, where you can experience the warmth and energy of our school and to meet our students, of whom I am immensely proud.

### **Ms Cathy Elliott**

BA (Oxon), MA (London), PGCE (Cantab)

**Head**

## Welcome from the Sixth Form Team



We are so excited to welcome you to the Streatham and Clapham High Sixth Form community. We hope that you are looking forward to starting A-Levels in the subjects you have most enjoyed (or new subjects that you are fascinated to start learning about) and to experiencing the joys of Sixth Form life. This guide will help you to understand how the Sixth Form works and how to get the most out of your time as a SCHS Sixth Form student.

In the Sixth Form, we encourage and support you in balancing academic excellence with a rich array of co-curricular, leadership, and enrichment opportunities, all underpinned by outstanding pastoral care. We recognise and value each student as an individual, celebrating your unique qualities and diverse pathways through Sixth Form and beyond, and want you to meet your full academic and personal potential during your last two years at school.

Our school's aim is to nurture and empower our students to make your own decisions, reflecting our ethos of 'family, not factory', and as Sixth Form students, you will be afforded more independence, more privileges and more responsibility as role models.

We encourage our students to live your school lives 'towards wisdom, unafraid'. This means fostering independence and passion for your subjects and broader interests. Academic rigour combined with a genuine love for learning is the key to success at school and in life. To support this, we encourage you to get involved in all curricular and co-curricular activities available to you.

Our commitment to knowing each student personally allows us to guide you on the best pathway for your needs, offering tailored support, advice and provision. Please do make sure you communicate with your form tutor, Head of Year (Ms Evans) and Director of Sixth Form (Ms Rusholme) as well as the rest of the amazing Sixth Form Team if there is anything you need or if you have ideas on how we can keep providing the absolute best for our students. We want you all to be an integral and valued part of our team and to contribute to our community.

**Ms Rusholme**  
Director of Sixth Form

**Ms Tuggey**  
Head of Year 13

**Ms Evans**  
Head of Year 12

## Welcome from our Student Leadership Team



Welcome to the SCHS Sixth Form! As the Student Senior Leadership Team, we lead five areas of school life: general leadership, academic, co-curricular, wellbeing and community. The Head of School (Lucy), the Deputies and the prefects shape the school and ensure the students have a strong voice.

The SCHS Sixth Form is smaller than some others (about 50-70 per year), making it more of a close community and meaning that we make friends for life.

Some things we love about our Sixth Form are the café and the common room where you can buy drinks and snacks, and all of the staff who are incredibly friendly and supportive. The study centre is the best place to study; it's quiet, and you can work in there until 18:00 every evening, so the amount of work we have been able to get done is amazing.

We would encourage you to have fun in Year 12 but also to make the most of your time. As boring as it sounds (it's not when you love your subjects), get your homework and consolidation done so that you have more time to chill and hang out with friends, and so you get the most out of your time here and the best grades to take you on to the best Higher Education.

We can't wait to meet you all!

Student Leadership Team

## Transition

Whether you are new to Streatham and Clapham or have been here throughout your school life, moving into the Sixth Form is a big step, but it should be an exciting one, as you will be continuing with the subjects you love the most and find the most fascinating. We hope that it will also be a really fun two years where you can develop your passions, strengthen existing relationships and develop new ones.

Having been absolute experts in your GCSE subjects at the end of Year 11, it may seem daunting to start anew, and A-Levels are 'advanced' so will inevitably be a step up. We hope that you will see this as a positive challenge and will use all of the resources, time and opportunities available to you to ensure that the transition from GCSE to A-Level is as successful as it can be. Your teachers, the Sixth Form Team and the Year 13 Student Leadership Team are always happy to help and offer advice and experience if you need it.

## Sixth Form Expectations

We want to encourage our Sixth Form students to be independent young adults. However, we also want to ensure that you meet your full potentials and get the most out of your time in the Sixth Form. As leaders and ambassadors for the school, it is important that you adhere to the following expectations at all times, as doing so gives you the best chance of excelling in Sixth Form in a safe manner.

### 1. Attendance and Punctuality

- To sign in and out of the building at reception on arrival and departure, even if you are returning that day;
- To be punctual to all lessons, including form times (08:25), assemblies, Careers, Kinsa, PSHCE and General Studies lessons;
- To attend all lessons where possible, proactively catching up if for any reason you miss a lesson / day of school; whilst it is expected that students might miss the occasional day for the reasons outlined above, if attendance drops below 90% (equating to one school day in a fortnight) parents will be contacted by your Head of Year;
- To ensure that your parents have emailed

absences@schs.gdst.net and your Head of Year in the case of any absences and that you email Head of Year and Form Tutor if you are running late;

- Where possible, to arrange medical, dental and other appointments outside of school hours;
- To communicate with your teachers well in advance if you are going on a school trip or will be absent for any other reason so that catch up work can be arranged;
- To agree university visit days with your Head of Sixth Form and Head of Year, using [www.opendays.com](http://www.opendays.com) to find the best possible options;
- To take no more than three days in Year 12 and three days in Year 13 for university visits (not including auditions and interviews);
- If you do not have a lesson in period 5 you will need to report to the Sixth Form office at 14.05 to register. Year 13 students may then leave if you do not have a lesson, and this may be a privilege for Y12 from Easter onwards, decided on a case by case basis.

### 2. Dress code

- To dress appropriately for an academic environment. We have a relaxed dress code and encourage you to express your individuality, but students should dress in a way that is respectful and conducive to learning. The dress code includes:
- No strapless, crop, or low cut tops / dresses
- No midriff on show
- No clothing that shows underwear, e.g. through sheer clothing, clothing with cut-out sections
- No skirts or dresses that are too short and at risk of showing underwear (any skirts and dresses should be below mid-thigh)
- No pyjamas / onesies
- No flip-flops (and no open-toed shoes of any kind in science laboratories or DT rooms)
- No piercings of the eyebrow, tongue, or lip.

### 3. Academic Conduct

- To have all the equipment needed for your lessons and activities, including devices (which should be charged), stationery, books and folders.
- To spend at least four hours in the study area per week, completing homework,

consolidating and reviewing work done in class and doing independent tasks to develop learning. Year 12 students will have four registered lessons in the study area and Year 13 students will have two, but we reserve the right to request more if we deem it appropriate and helpful for individual students;

- To complete and submit all homework assignments, including NEAs, coursework and EPQs, by the due date;
- To use AI and online sources appropriately and with integrity, avoiding 'copy and paste' and ensuring that all work is your own and any sources are clearly and appropriately referenced;
- To engage actively in all lessons, discussions, and group activities, contributing positively and respecting others' opinions and contributions;
- To spend at least an hour a week per subject doing wider reading and other independent learning and enrichment activities (not including homework and revision);
- To maintain a positive attitude to your learning, taking responsibility for your own academic development and using all the time and resources available to you to help you meet your full potential.

#### 4. Behaviour and Respect

- To communicate with and co-operate with the Sixth Form Team, including the Director of Sixth Form, Heads of Year, Head of Futures and Aspirations, Head of EPQ, form tutors and subject teachers;
- To treat all members of the Sixth Form and school community with respect and courtesy at all times, including online and outside of school;
- To follow teachers' instructions, refraining from using mobile phones or other distractions in lessons unless permitted;
- To have respect for yourself and your peers, taking all reasonable measures to take care of your mental and physical health and seeking support from the school's pastoral team if needed;
- To take responsibility and accountability for your actions and learn from any mistakes.

#### 5. Respect for the Sixth Form Facilities:

- To maintain silence in the study area and to respect others who are trying to focus on

work. This includes not listening to music in the study centre and only watching videos through headphones on a low volume (and only for academic reasons);

- To keep common areas (including classrooms and cafe) clean and tidy, disposing of litter properly and returning chairs, tables and equipment to the right place.
- #### 6. Digital Conduct
- To use devices and internet access responsibly, not accessing inappropriate content or misusing school technology. Our monitoring and filtering systems enable us to see what you are using the school WIFI to access;
  - To use social media responsibly, not posting or sharing offensive, inappropriate, or harmful content.

#### 7. Co-curricular Activities and Enrichment

- To take a leadership role and be a role model for students in the middle and upper schools, whether this is a Head of School, prefect, subject ambassador or mentor, or to lead a co-curricular activity;
- To engage in at least one co-curricular and enrichment activity per term and represent the school positively in all events;
- If you commit to a club, team, or activity, attend regularly and meet any obligations associated with it.
- To complete reasonable Sixth Form duties, such as helping at Open Events.
- By following these rules, students will contribute to a positive, respectful, and productive sixth form environment. If students are found to be flouting any of the points in this agreement, we reserve the right to remove privileges or impose appropriate sanctions.

## Sixth Form Privileges

One of the best features of Sixth Form life at SCHS is exclusive access to the Sixth Form Café, Study Centre, and Classrooms, all with panoramic views over south London. Hot and cold drinks and snacks are available for purchase from the café between 08:10 to 14:00, with lunch available between 12:45 to 14:00 in the same space. The Sixth Form are encouraged to socialise, relax, and integrate in the Sixth Form before and after school, as well as during break and lunch. Other privileges afforded to our Sixth Form students include using your preferred devices in lessons to take notes.

## Sixth Form Life

### **Social life**

As Sixth Form students you have your own Café to work, play and relax. The Café facilities are plentiful, and you can buy paninis for lunch, coffees at break and a wide range of other snacks and drinks. Fostering a strong sense of community is integral to our Sixth Form ethos, and our regular socials throughout the year encourage integration across the year groups and a chance to foster supportive, long-lasting friendships. Past socials have included cinema trips, a visit to Winter Wonderland and rounders on the common in the Summer. We also have a range of games, a karaoke machine and a dance mat that you are welcome to use during free time. If you have any requests for social activities, please do let us know and we will do our best to make it happen!

### **Form groups and form time activities**

Your form groups will be smaller than they were in years 7-11, and you will be with people doing similar subjects to you, with a form tutor who is an expert in at least some of the subjects you are studying. This will allow you to make new friends and connections and to have social time with people who will also be in your classes every day. You will also be able to work together on projects and share ideas about wider reading and supra-curricular activities – all of which will enrich your skills, knowledge and enjoyment of your subjects.

The Year 12 form tutors are:

12THG – Miss Nguyen (Maths)  
12PFR – Mr Frost (Computer Science)  
12CPG – Mrs Pearman-Gibbs (French and Italian)  
12RFE – Mrs Ferguson (English)  
12JGR – Miss Green (Classics)

During form time, which lasts from 08:25 - 08:50, you will do a range of activities, including:

- Whole school, House Sixth Form or Year Group assemblies (Monday, Tuesday and Wednesday)
- Discussion or debate topic of the week (Wednesday)
- Wider reading and supra-curricular sharing (Thursday)
- Quizzes, games and social activities (Friday)
- 1:1s with your tutors



# The School Day

Your timetable will be made up of subject lessons, compulsory form time, assemblies, PE, and PSHCE lessons, and compulsory Sixth Form Enrichment sessions, such as Careers, Kinza, and our study skills sessions and lecture series, as well as study sessions. These are generally integrated into the normal timetable, with the exception of Kinza, which operates on alternate Mondays in Period 5 and 6, and the lecture series which runs fortnightly in the last period on Friday. The timings for the day are the same as for the younger years.

All students are expected to arrive at registration by 08:25, which means you should have signed in by 08:20. Form time activities or assembly will run from 08:25 – 08:50, when you will be doing targeted activities such as quizzes, supra-curricular reading and having meetings with your form tutors.

Depending on whether you are doing three or four A-Levels, you will most likely have one lesson per subject per day. This means that you have plenty of opportunities throughout the day

to complete homework and other enrichment tasks. In the Sixth Form, you have more time but this should be used wisely, so make sure you are being independent and completing all compulsory work (as well as wider reading and regular revision).

All students in Year 12 are expected to spend at least four hours a week in the Study Centre which is a quiet working space, and these sessions should be used to complete homework, consolidate your learning and engage in supra-curricular activities. In the first week of Year 12, you will be asked when you would like to schedule these, but must attend all sessions and they will be added to your timetable.

You are welcome to use the study area outside your timetabled sessions, but you can also collaborate in the café or a classroom. Year 13 students will usually be expected to be in the Study Centre for two hours a week, but often choose to use it more regularly, and we reserve the right to ask you to do more compulsory sessions if we feel that this would be of benefit to you.

Time	Session
08:10	Twice a week
08:25	Registration in form rooms, assemblies or activities
08:50	Period 1 (subject lessons, PE, PSCHE, Enrichment or study period)
09:45	Period 2 (subject lessons, PE, PSCHE, Enrichment or study period)
10:40	Break
11:00	Period 3 (subject lessons, PE, PSCHE, Enrichment or study period)
11:55	Period 4 (subject lessons, PE, PSCHE, Enrichment or study period)
12:45	Lunch/ co-curricular clubs and activities
14:05	Period 5 (subject lessons, PE, PSCHE, Enrichment or study period) Registration in the Sixth Form office for anyone who does not have afternoon lessons
15:00	Period 6 (subject lessons, PE, PSCHE, Enrichment or study period)
15:55	School day ends/ co-curricular clubs and activities



## Academic Enrichment

We encourage all of our Sixth Form students to develop personally and academically above and beyond the curriculum, preparing themselves to thrive beyond school and to be prepared to be exceptional citizens of the wider world. Each subject will give you options for wider and independent reading, listening and watching and you can (and should) also find your own ways of stretching and challenging yourself in your subjects. Some examples of supra-curricular activities to stretch and challenge yourself are:

- Listening to subject-specific podcasts
- Watching subject-specific documentaries or programmes
- Reading subject-specific journals (online and paper copies)
- Completing MOOCs (massive open online courses) in an area of your subject
- Reading books related to your subjects
- Completing subject-related work experience
- Going to exhibitions, talks and events related to your subject (some of these can also be found online, via YouTube and through university websites)

You are encouraged to pursue your areas of interest in a wide range of essay competitions for reputable Universities, and we have a strong tradition of students regularly attending enrichment opportunities such as Subject Study Days and webinars in your areas of interest. We expect all of our students to spend a minimum of an hour a week doing wider reading, research or exploration in every subject, as this is the mark of an exceptional A-Level student. Form times are also used for discussing wider world issues and news and developments within your subject area.

## General Studies (EPQ, study skills and PSCHE)

General Studies lessons are split between PSCHE and study skills/ EPQ. The PSHCE curriculum is a carefully designed and developed set of pathways for Years 12 and 13 which prepare you to be successful in the wider world, including practical skills such as how to change a tyre, financial literacy, celebrating LGBTQIA+ relationships and allyship and dealing with racism and microaggressions.

In the first year of study skills, you will start an EPQ and learn the skills of time-management, referencing, research and reflection. These are skills which will help you immensely at university, when you will need to be even more independent.

You will choose your EPQ focus and title early and aim to complete it by the summer of Year 12, when there will be formal presentation evenings in which you will have a chance to showcase your projects and show off the amazing work that you have done.

General studies lessons then become more focused on independent learning and revision skills when you have completed your EPQ at the end of Year 12, and will ensure that you are well prepared for the demands of Year 13 and for Higher Education.

Term	Year 12	Year 13
Autumn 1	Celebrating difference	Personal finance/ going to university
Autumn 2	Drugs and risk education	Emotional wellbeing
Spring 1	Relationship and sex education	Relationship and sex education
Spring 2	Health and wellbeing	Racism and microaggressions/ Drugs and risk education
Summer 1	Mocks – no PSCHE	Student choice of topics
Summer 2	Money management	Study leave
	There will also be speakers and workshops during the year on essential driving skills and essential home skills	

## Kinza

Through our Enrichment Programme, Kinza, our Sixth Form students and students from across the school are encouraged to give back to the wider school and local community, contributing to the kindness and warmth at the heart of our school. Kinza sessions happen every fortnight and include a range of opportunities to be active or creative, to stretch and challenge yourselves beyond the curriculum and to develop positive relationships.

We encourage all of our Sixth Form students to lead or help with Kinza activities to develop their leadership and teamwork skills, and to interact with students from across the school community. If you have an idea for a Kinza session and would like to request one or even run one, let Ms Evans, Ms Rusholme or Mrs Philipsen-Allen know.

Some of the Kinza opportunities for Sixth Form students recently have included:

- Perfume Geniuses
- Jewellery Making
- International Leaders
- Bouldering
- Leadership and Enterprise
- Poetry & Performance
- Velodrome Track Cycling
- Run Club
- Can't Cook, Won't Cook
- Lego Masters
- Upcycling Fashion
- Football
- Maths Masterclass
- Eurogaming
- Year 11 & Year 12 Volunteering
- Film Critics
- Aerial Circus
- Cross Stitch
- Greenfingers Gardening
- Young Money
- Business, Leadership and Enterprise
- Wellbeing & Nature Walks
- Islamic Arts
- Cross Stitch
- Skateboarding
- Pottery
- Lino Cutting
- Pottery

## Co-curricular clubs

We have a wide range of co-curricular opportunities which Sixth Form students can attend and lead, such as School Magazine, Current Affairs Club, the Duke of Edinburgh Award and many others, and we are always looking for opportunities to develop our provision. Sixth Form students are expected to participate in at least one co-curricular activity per term, and are encouraged to run or help at one (either during lunch or after school) as part of your leadership and work experience.

As with Kinza, if there is a co-curricular club you would like to run, let Ms Evans, Ms Rusholme or Mrs Philipsen-Allen know and we will do our best to support you.

## Partnerships

Building partnerships with local charities, primary schools and other areas of our community is part of the school's culture: Sixth Form students have represented the school through volunteering, reading to primary school children or helping support the younger students at our Prep School. Sixth Form students regularly present their own ideas to us for community outreach, meaning there is a wealth of opportunity for students to feel the rewards that come with helping others. We are also part of the Southwark Schools Learning Partnership wherein we collaborate with local maintained and independent schools for further supra-curricular activities. We hope that you will get involved in all of our partnerships, developing yourself personally and ensuring that you have plenty of wonderful experience for your CVs!

## Friday lecture series

Every fortnight, you are invited to inspiring lectures from career professionals, alumni and external speakers, who offer insight into their industries, own career trajectories and networking and work experience opportunities. This academic year, the Enrichment Lectures have included prominent people from the following industries: Law, Fashion, Journalism, Beauty, Comms, Art, Criminology, Tech, PR, TV.

## Achievements, recognition and prizes

The impact of the wealth co-curricular opportunities on our students and their zealous participation is clear through the frequent recognition they receive from companies, initiatives and prizes. Many students are offered scholarships for exceptional performances in a wide range of fields such as academic excellence, music, drama and art. A significant number have completed internships and Insight Days at prestigious companies through the GDST's CareerStart programme, and several students each year are invited to attend the Women of the Future Summit. In recent years, SCHS has had a strong track record in GDST Scholarships and Prizes: most notably our recent Deputy Head Girl, Nia, who received the prestigious GDST Minerva Prize for all-round excellence and commitment to school life. Other award winners include Hannah who received a Languages Prize, Jemima who won the Ruth Gwatkin Prize for Classics and Scarlett, Lauren and Bella who jointly won an award at the GDST Psychology Cup.

## The House System

We have a strong house system throughout the school which encourages students from across the year groups to develop relationships. The houses are all named after inspirational SCHS alumni:

- Carter, after esteemed writer Angela Carter who studied at SCHS from 1951-1958
- Fawcett, after Mathematician Phillipa Garrett Fawcett, who attended SCHS in the 1880/1890s and was daughter of Suffragette Millicent Fawcett
- Franklin, after Rosalind Franklin, a chemist and X-ray crystallographer who attended SCHS in the 1930s
- Knights, after prize-winning artist Winifred Knights who was at SCHS in the early 1900s
- Paston Brown, after academic and educator Dame Beryl Paston Brown, who was an SCHS student in the 1920s

Our Sixth Form students are wonderful role models for students in the younger years and

are expected to actively participate in house assemblies and house events, several taking the leading role of House Captains.

## Leadership

We also have a fantastic leadership structure, with plentiful opportunities for Sixth Form students to step up into roles of responsibility and make a real difference to the school community. The process opens in January, and we are committed to adapting our leadership structure each year to reflect the emerging interests and pressing issues of each individual year group. The Student Leadership Team runs and leads different areas of the school council for their area of responsibility. House Captains are also responsible for leading on a wide range of competitions and activities to create a sense of community and culture. Students in leadership roles are encouraged to be actively involved in making the school the best it can be, with recent teams introducing a culture day and a mock election, amongst many other achievements.

## Student Leadership Team

The leadership opportunities at Streatham and Clapham are abundant and with such a small and close sixth form, there is a role for everyone. Each role fits into one of the five departments – academic, well-being, community, co-curricular, and leadership, or you can be a subject ambassador or mentor.

The House Captains fall under the leadership roles, led by our Head of School. If you're passionate about sustainability and or environmental awareness, or charity work, or Equity, Diversity, Inclusion and Belonging (EDIB), then there are roles out there for you, too.

The application process is simple and ensures that you get the best role for your personal development. You begin by filling in an application form, selecting the roles you wish to apply for and explaining why you would be the best fit for those roles. You will then be interviewed by Director of Sixth Form, and the Head of Year 12 and 13, and there is a group task and an 'elevator pitch'.

Applicants for Head of School will do a speech on their potential plans if they were to win. Then, those who have been shortlisted for this will then be called in for individual interviews with the Head – Ms Elliott.

The process may be slightly nerve-racking but ultimately incredibly rewarding and fun. We strongly encourage everyone to apply for a role when the time comes because there is genuinely something for everyone!

## Preparation for Higher Education

It might seem early to think about Higher Education when you have only just started your A-Levels, but the process takes some time and it's helpful to start thinking about the Higher Education pathway that you want to take quite early. Of course, there are options like taking a gap year if you don't feel ready to make these decisions by the end of Year 12, but we do encourage all Sixth Form students to engage in a Higher Education programme which enables you to have all the information you need; to make the best possible choices and to be as successful as you can be beyond school.

From February of Year 12, you will be encouraged and guided towards choosing a Higher Education Pathway. You and your parents will be invited to a Higher Education evening in which you will learn about all the Higher Education options and how to start researching these. At this point (or earlier if possible), anyone seriously considering Oxbridge, Medicine/ Dentistry/ Veterinary, Art Foundation courses, Music Conservatoires, Drama Schools or international applications should let us know. There will be a specialist evening for these pathways in March. Details of who to speak to about these pathways can be found on the Sixth Form Specialist Staff page.

We then start the research and application process in the Spring and Summer terms of Year 12. For this, we use the UCAS website and Unifrog, and this will be done in General Studies lessons, during Higher Education week in the Summer term and in your own time.

Most students will have completed the majority of their application by the end of the summer term. At the moment, this still includes the personal statement, which details why you want to study your chosen course, the activities you have done to prepare for study and any related co-curricular activities you have completed. It also includes references from your teachers and predicted grades, which help universities to decide if you are the right candidate for their course. Predicted grades must be quantifiable (with examples of you having achieved these grades) and realistic, and we suggest that you choose Higher Education institutions and courses which match the grades you have been predicted.

At the beginning of Year 13, students continue to receive one to one support on their UCAS and higher education pathway applications; research developments in their intended future academic pathways and present their findings and learn how to thrive in assessments centres and take part in a mock assessment centre led by our specialist Talent team from Morgan Stanley.

Ideally, all applications should be sent off by the end of the Autumn term. Oxbridge, Medicine/ Veterinary/ Dentistry and some other specialist applications need to be completed earlier, and early applications are always encouraged, so that you can get on with Year 13 studies – hopefully in the knowledge that you have somewhere wonderful to go when the year ends!

## Specialist Application Support

At SCHS we are committed to providing excellent support and guidance to all students, regardless of the path they wish to pursue. Most students still apply to UK universities through UCAS, so the advice for these applications is built into the fabric of our Sixth Form timetable for the two years. However, we pride ourselves in the breadth and depth of our expertise and provision of advice for all pathways. On the next pages are some more specific information on our provision for non-UCAS or otherwise specialist applications:

## **Art Foundation and related courses – Miss Rebecca Baker**

In the Art Department, we support many students applying for Art Foundation courses every year and also students applying directly for positions on Art related degree courses. SCHS students regularly secure places at prestigious London institutions, including Kingston University, City and Guilds London Art School, Camberwell and the Princes Foundation Programme. We assist these applications by guiding students to produce their personal statements, to photograph their work effectively and to prepare all aspects of their portfolios.

## **Degree Apprenticeships – Mrs Laura Cooper**

Whilst the majority of our students choose to go onto university, we are seeing that students are increasingly open to Degree Apprenticeships and these are introduced to students and parents formally via our Higher Education evening presentations in May and June. We ensure that students are given up-to-date access to Degree Apprenticeship opportunities throughout the year and the Head of Futures and Aspirations provides one-to-one support to students applying for a degree apprenticeship and with interview practice. In recent years, students have successfully applied to other work-based degrees such as PwC's Flying Start Programme, with the support of the Futures & Aspirations department.

## **Drama – Ms Penny Thane-Woodhams**

For students that wish to follow Drama or Acting into higher education there are a number of avenues open to them and we are here to support them every step of the way. Firstly, there is the Drama Scholarship 16+ program. Scholars regularly go on theatre trips and visits, attend talks and workshops by industry professionals and are invited to special events, such as the first reading of a play at the National Theatre in July 2023. Application for a scholarship is recommended to those who wish to pursue Drama and Performing Arts. Those who wish to study at the highest level who are not scholars as such may also be able to access this program upon discussion with the Director of Drama. Secondly, Robert Mountford, professional actor and a childhood friend of the Director of Drama, is available in a consultant basis to advise and assist any applicants. An

alumnus of RADA, he is still heavily involved in the audition process and so is expertly positioned to give help and advice to our students. Similarly, Jane Cameron and Chantelle Hopkins, our LAMDA teachers, are also very experienced in the industry and can also offer help and support. We encourage students thinking about pathways in performance to take advantage of these avenues.

## **International applications – The Sixth Form Team**

Students are closely supported in their applications to International Universities. Guidance is given from an early stage if students let us know that this is an option they are considering. There will be a specialist information evening for parents and students, as well as frequent meetings with students while they prepare their applications. Help is provided for the application process as well as elements such as essay writing, entrance exams and interview techniques. We have had students considering applications all over the world, from Dublin, to the US, to Hong Kong, and Australia. The application process varies greatly between different colleges and countries, so we encourage students to attend conventions, information evenings, webinars, or view online materials we have access to through our subscription to Unifrog. We also attend these events ourselves to ensure our advice is up-to-date in an ever-changing and broad landscape.

## **Medicine, Veterinary Medicine, and Dentistry – Mr Phill Powell**

With the medical applications (covering medicine, dentistry and veterinary) we support the students throughout the application process. We identify the students early during Year 12 and start meeting with them to identify areas of the courses that they need to strengthen to ensure that their end of year examinations will provide us with the data to predict the high grades required for a successful application. We have visiting speakers and regular weekly meetings to support the students through their application process. We work with the students to help them identify and apply for work experience, a necessity for all medical applications. After the summer examinations have finished, we then start looking towards personal statements, encouraging the students to get drafts in

early to give us more time to help make any necessary improvements to allow it stand out from a congested market. Support on the UCAT medical applications take place in the summer term, where we look at the demands of the different sections and help with practice questions and mock examinations. As the BMAT is being withdrawn from the 2024/5 university cycle, we will also ensure that we are kept abreast of what these universities require for their changing application process, and fully support applications to these Institutions. Once UCAT results are in, we then sit down with each student and help plan which universities will be the best to apply based on their result. We also run practice interviews covering the range of different types of interviews that the different universities offer.

### **Music – Mrs Elizabeth Esser and Mr Matt Gibson**

We will support applications for music conservatoires and for choral and organ scholarships to universities. We offer extra tutorials to help prepare students for their interviews and put in place meetings with relevant staff at conservatoires and universities. We have a host of specialists in the department that can offer advice to any student that is aiming to take up a music specialist place in further education and offer full support to them to help them through the process.

### **Oxbridge (Oxford and Cambridge) – Ms Hannah Evans and Mrs Olivia Rusholme**

Students are well prepared for applications to Oxford and Cambridge, with one-to-one support from the Spring term of Year 12 onwards. The Oxbridge provision is led by the Head of Year 12, Ms Evans, who holds weekly group sessions for interview practice, admissions test advice and help with personal statements. Students are interviewed by internal and external experts in the field. For example, a recent practice interview was conducted with an Oxford Philosophy graduate now studying for a PhD in Philosophy at UCL. Students also benefit from GDST initiatives such as the annual Oxbridge Conference, and GDST admissions test events. In recent years, students have been successful in receiving offers from Oxbridge to read Medicine, Music, Classics, and Modern Foreign Languages.

### **Sport – Ms Ciara Eves**

At Streatham and Clapham High School, we provide extensive support to students who are interested in pursuing Sport Science courses and sports-related programmes. Our dedicated team meets with students to explore their potential applications in the field of sport. We have established direct connections with St. Mary's University, which allows us to offer unique opportunities such as visiting the university as part of the A-Level course to conduct fitness tests. As a sports performer, you gain access to exceptional coaching from our international coaches. Additionally, being part of our first teams open doors to try out for GDST national teams across several core sports. We maintain a strong network of alumnae who are eager to share their experiences and provide guidance on applications. Our team also assists students in crafting personal statements. Notably, many of our Physical Education staff members have excelled in various sports and hail from diverse universities, contributing a wealth of knowledge and perspectives to our support systems.

## **Futures & Aspirations**

In the Sixth Form, SCHS students have Futures & Aspirations lessons once a fortnight with a Careers specialist teacher. The objective of the lessons is to provide students with skills, confidence and experience to allow them to thrive in future applications and intended higher education or employment pathways, whilst updating them on the ever-changing post 18 landscape.

All students in the Sixth Form:

- Create a CV and receive one-to-one guidance and feedback from a team of Talent specialists at Morgan Stanley Investment Bank.
- Publish a LinkedIn profile
- Receive Interview Guidance Workshops
- Have a mock online interview with an industry professional
- Learn about finance and budgeting post 18
- Discuss the benefits of both university and degree apprenticeships
- Receive a login to the Unifrog tool to research future pathways independently
- Receive regular one to one post 18 guidance with the Head of Futures & Aspirations



### Work Experience:

Relevant and recent work experience is increasingly viewed as an essential part of any post 18 application. We encourage Sixth Form students to be proactive in organising suitable placements in the holidays, in order to gain greater self-confidence, to understand how their intended higher education pathway might relate to a career and to assist them in writing their UCAS and future employment applications. Students get specialist support related to their work experience including:

- Receive a termly careers newsletter with details of work experience programmes and insight days across many industries
- Support by the Head of Futures & Aspirations for cover letters, references, interview guidance and assessment centre practice in relation to work experience or insight day applications
- Connection with work experience providers known to the school
- The opportunity to experience at least one day of Virtual Work Experience and one day of in-person Work Experience

In the first half term of Year 13, students spend a day working in an industry linked to their university degree choice. All placements that take place during school hours must be checked (including Health and Safety & Employment Liability Insurance) by the Head of Futures & Aspirations.

### Lecture Series:

We are proud to host a Lecture Series once a fortnight and be visited by professionals from varying and highly interesting industries to speak to our Sixth Form about recent developments, typical career trajectories, challenges and inspiring stories happening in their fields. Students enjoy asking questions following the lectures which invariably leads to insightful discussions and an increased enthusiasm for the world beyond higher education.

Examples of lectures and industries given in 2022/23:

- Corporate audit (Bank of America)
- Investment Management (Mercer)
- Law (Bird and Bird)
- Human Osteology (Bank of England)
- Live Broadcasting and Journalism (BBC)
- Start-ups (Wise)
- Evolving trends in Editorial Fashion (Vogue)

### Higher Education Week:

In June we organise a fantastic week of information and preparation for various different pathways beyond school. The sessions are delivered by a variety of internal and external experts in their field, and we make real progress with important aspects of any application, such as personal statements, student finance, and cover letters. We also look at important things such as Gap Years and Degree Apprenticeships, and take all students out on a university visit. The timetable changes slightly every year, but below is a sample of the week from the summer of 2023:

Day	Session 1	Session 2	Session 3
<b>Monday</b>	Personal Statement Workshop	Personal Statement Challenge	UCAS data entry and advice
<b>Tuesday</b>	Choosing the right course and university/ employer		
<b>Wednesday</b>	Student Finance session	University visit: Queen Mary's, London	
<b>Thursday</b>	Virtual Work Experience Day		
<b>Friday</b>	Gap Years talk	Degree Apprenticeships talk	Sixth Form Social: Rounders on the Common

## Fine Art

---

### Course Description:

A-Level Fine Art is a lively and exciting course, providing students with a great deal of freedom to experiment and explore, using a wide range of materials and methods. Students develop excellent problem-solving skills, in-depth knowledge of a broad range of artists and extend and expand upon their technical abilities in many different areas.

### Coursework Element:

60% - the Personal Portfolio component, for which each student chooses their own title, the artists that they would like to respond to and the media in which they choose to work. Students will develop this component from January of Year 12 until January of Year 13, with a mid-point assessment forming their 10 hour Year 12 end of year exam in May. Their 15 hour Year 13 mock exam in January will provide the final outcome for the project. Students also write an extended essay of 1000 to 3000 words, linking closely with their Personal Project. Girls will also have the opportunity to take part in a series of life drawing sessions, during the autumn term.

### Exam Element:

40% - the final project, beginning in February of Year 12, with a series of seven titles from the exam board for students to choose from, concluding with a final 15 hour exam in May, to finish the course. This early finish is highly advantageous, providing students with additional time to focus on their remaining subjects.

### Trips:

We run a day trip in London for the whole of the Sixth Form during the Autumn term. Last year, we went to White Cube, then to the William Kentridge Exhibition at the Royal Academy then finally to the Tate Modern.

### Additional Activities:

We run a series of Life Drawing sessions during the Autumn term every year, exploring a range of media. In September 2024, we will also have an Artist's visit - urban landscape specialist, Jeanette Barnes will be joining us to explore local architecture.

### Careers and Further Studies:

We have many students going on to study Foundation courses at prestigious London institutions, including Kingston University, Camberwell School of Art, City and Guilds of London Art School, and the Prince's Drawing School. Art can lead to a broad range of different careers, including Graphic Design, Product Design, Furniture Design, Illustration, Architecture, Set Design, Interior Design, Fashion and Photography.

## Biology

---

### Modules:

Foundations in Biology  
Exchange and Transport  
Biodiversity, Evolution and Disease  
Communication and Homeostasis  
Genetics

### Course Description:

You will delve into the OCR A Biology specification, which builds upon and expands the topics you encountered in your GCSEs. For instance, while you previously learned about genetics, this course will deepen your understanding by exploring the complex interactions of multiple genes and the proteins they encode. Additionally, you'll encounter new concepts such as the liver's functions and the technique of electrophoresis. Alongside theoretical knowledge, you'll enhance your practical skills through a variety of experiments, documenting your findings in a lab book, akin to the style used at university.

### Exams:

Biological process 2 hours 15 minutes,  
Biological diversity 2 hours 15 minutes,  
Unified Biology 1 hour 30 minutes

### Coursework:

None, but a requirement to pass the practical assessment (PAG) which carries no weighting to the overall grade.

### Trips:

Biology in action conference,  
field work course, genetics trip to Addenbrookes hospital.

### Careers and Further Studies:

Biology at A-Level is real interdisciplinary subject. It not only requires a sound understanding of GCSE Biology, but will also utilise some knowledge from chemistry and mathematics as well as requiring a good level of English language for the examinations and range of new words that are covered. Due to this, A-Level biology is a highly favourable qualification for universities and employers alike.

We have a large number of students applying for a range of different Biology based degrees (including Biology, zoology, botany, marine biology, ecology and conservation) medical based courses (including medicine, dentistry, veterinary, biomedical sciences, nursing and dental hygiene) as well as others including psychology, economics, law and business based qualifications.

## Chemistry

### Modules:

Inorganic Chemistry; Organic Chemistry; Physical Chemistry; Practical skills – Required Practical Assignments

### Course Description:

In year 12 you will study the following, Atomic Structure; Amount of Substance; Bonding; Energetics; Kinetics; Equilibria; Oxidation & Reduction; Periodicity; Group 2 The Alkaline Earth Metals; Group 7(17) The Halogens; Introduction to Organic Chemistry; Alkanes: Halogenoalkanes; Alkenes; Alcohols; Organic Analysis.

In year 13 you will study Thermodynamics; Kinetics; Equilibrium; Electrode Potentials; Acids, Bases & Buffers; Periodicity; The Transition Metals; Reactions of Inorganic Compounds in Aqueous Solutions; Nomenclature and Isomerism; Carbonyl Compounds; Aromatic Chemistry; Amines; Polymerisation; Amino Acids; Protein; DNA; Organic Synthesis; Structure Determination. Students will also have to complete a (minimum) 12 Required Practical assignments and will be assessed against the Common Practical Assessment Criteria (CPAC) and keep appropriate record of their practical work in a lab book. They will learn how to use various apparatus and demonstrate their technique (AT). Students who demonstrate the required standard across all the requirements of the CPAC will receive a 'pass' grade. Written papers will assess knowledge and understanding of these practical assignments and the skills exemplified within each practical.

### Exams:

The examinations will measure how students have achieved the following assessment objectives: –

**AO1:** Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.

**AO2:** Apply knowledge and understanding of scientific ideas, processes, techniques and procedures in a theoretical context. In a practical

context, when handling qualitative and quantitative data.

**AO3:** Analyse, interpret and evaluate scientific information, ideas and evidence. To make judgements and reach conclusions; develop and refine practical design and procedures.

**Paper 1:** 2 hour written examination; 105 marks (short and long answer questions) 35% of A-Level.

**Paper 2:** 2 hour written examination; 105 marks (short and long answer questions) 35% of A-Level.

**Paper 3:** 2 hour written examination; 90 marks (40 marks of questions on practical techniques and data analysis; 20 marks of questions testing across the specification; 30 marks of multiple choice). 30% of A-Level

**Coursework:** None

### Trips/Activities:

There is a trip to the A-Level Chemistry in Action seminars at the Emmanuel Centre, where students will see the advancements/ research into chemistry or chemistry related topics at university and industry. There are visits from the University College of London and/or Imperial College, to deliver a course on one of the topics of study 'Structure Determination' which will be delivered by Postgraduates. Year 12 enter the Cambridge Chemistry Challenge. In year 13 students will be entered into the Royal Society of Chemistry Olympiad Competition.

### Careers and Further Study:

Health and clinical professions such as medicine, nursing, biochemistry, pharmacy, dentistry, veterinary, forensic science. The chemical industry such as, petrochemical, paint manufacturing, detergents, food, and consumer products. Also careers in:- Material science and Metallurgy, Environmental science, Special effects, Engineering, Toxicology, Space exploration, Cosmetics, Science journalism, Software development and Teaching.

## Chinese

---

### Themes:

**Theme 1:** Changes in Contemporary Chinese Society

**Theme 2:** Chinese Culture

**Theme 3:** Evolving Chinese Society

**Theme 4:** The Influence of Reform and Opening-up China in 1978

Students study Chinese language and a film (*Please Vote for Me*) in Year 12 and a literary text (*A Very Special Pigeon*) in Year 13. Students complete listening, reading, translations and grammar tasks as well as preparing for the oral examination. They write analytical essays in Chinese about the film and literary text.

### Exams:

**Paper 1:** Listening, reading and translation, 2 hours. (40%)

**Paper 2:** Written response to works and translation, 2 hours and 40 minutes. (30%)

**Paper 3:** Speaking, 21 to 23 minutes. (30%)

**Coursework:** None.

### Trips/Activities:

In October 2025 there will be a trip to China (multiple cities), plus a visit to London Chinatown and the Guanghua bookstore. Students will also attend the Chinese New Year MFL dinner and the summer dinner at a Chinese restaurant to taste delicious dim sum and embrace Chinese culture.

### Careers and Further Study:

In the modern world, the Chinese language is quickly becoming an essential communication skill. As a result, studying the A-Level Chinese curriculum is an excellent way to master the language. While the Chinese A-Level is not a requirement for every Chinese degree course, it is very useful to have, and it will enhance your university application. Students who are serious about using Chinese in the future should consider taking it if they have the option.

Moreover, the demand for Mandarin-speaking professionals is growing rapidly, creating exciting career prospects for those proficient in the language. According to a recent survey conducted by YouGov for the Mandarin Excellence Programme, over three-quarters of British business leaders believe that speaking Mandarin would give school leavers a significant advantage in their future careers. In fact, 69% of these leaders stated that Mandarin skills would be important for the future of British business and the economy.

Studying Chinese A-Level can pave the way for various future career and further study opportunities. Students who pursue Chinese at A-Level often choose to continue their language journey at university level. Many universities in the UK including Oxbridge and around the world, offer Chinese studies as a BA Honours program, often including a year abroad in China, Taiwan, or Singapore. Additionally, joint honours degrees combining Chinese with subjects like Business Management, International Relations, Marketing, Global Communication, or another European language can provide a multidisciplinary approach to future career paths.

By studying Chinese A-Level, students not only gain proficiency in the language but also develop a deep understanding of Chinese culture, history, and society. This knowledge can open doors to careers in areas such as international relations, diplomacy, business, translation, tourism, and academia. The ability to communicate effectively in Mandarin is increasingly valuable in a globalized world, where China's influence continues to grow.

## Classical Civilisation

---

### Modules:

The World of the Hero, Greek Art, Greek Religion

### Course Description:

During Year 12, students undertake the Greek Art module. They are introduced to the fundamental principles of Archaic and Classical sculpture and vase painting, and they study how the culture, beliefs and events of the time shaped the way the ancient Greeks produced and viewed art.

During Year 13, as part of the Greek Religion module, students investigate the role of religion in Greek society through the study of the works of Hesiod and Homer in translation as well as religious sanctuaries such as Olympia and Delphi. The World of the Hero course runs alongside these two modules. In Year 12, students read Homer's *Odyssey* in translation and examine the key themes of the epic such as the role of the gods and homecoming. In Year 13, they move on to Virgil's *Aeneid* in translation, and study how the concept of heroism shifts from Greek into Roman culture.

Throughout the course, students hone their essay-writing skills, developing sophisticated analysis of classical literature and material culture and developing perceptive and rational arguments.

### Exam Element:

The World of the Hero: 2hrs 20mins  
Greek Art: 1hr 45mins  
Greek Religion: 1hr 45mins

Coursework: None

### Trips:

In 2022-2024 there has been a trip to Rome, plus a visit to the exhibitions at the British Museum, a London Classics conference, and a trip to the UCL Classical play

### Careers and Further Studies:

The study of the Classical world is interdisciplinary, combining the study of literature, art, history, politics, and much more, and requiring high levels of analysis and articulation. Therefore, it is a very versatile subject for further study.

Students who study Classical Civilisation often go on to study Classics, Liberal Arts, Modern Languages, History, Psychology, Law, International Relations, and Medicine, for example.

## Classical Greek

---

### Modules:

Greek Language, Greek Prose Literature, Greek Verse Literature

**Course Description:** Over the course of the Year 12 language lessons, students consolidate their knowledge from the GCSE syllabus and then finish learning the fundamental grammar of the language using Taylor's Greek Beyond GCSE. As part of this, they translate fascinating stories about Crocodiles in Egypt, the life of Socrates, and Alexander the Great.

In Year 13, having covered all the grammar and syntax, they hone their skills in unseen translation, comprehension, and prose composition by translating longer passages by authors such as Herodotus, Plato, and Sophocles.

In the Year 12 and 13 Literature lessons they study a range of texts which changes every few years, but often features either the *Iliad* or the *Odyssey* by Homer, some Greek tragedy, some philosophy by Plato, and some history by writers such as Herodotus. Students annotate the texts in a similar way to the GCSE, learning how to translate the passages, but also how to analyse the style and content of each text, relating it to the relevant context surrounding the literature.

### Exams:

Unseen translation: 1hr 45mins

Comprehension/Prose Composition:

1hr 15mins

Prose Literature: 2hrs.

Verse Literature: 2hrs

**Coursework:** None

### Trips:

In 2022-2024 there has been a trip to Rome, plus a visit to the exhibitions at the British Museum, a London Classics conference, and a trip to the UCL Classical play.

### Careers and Further Studies:

The study of the Classical world is interdisciplinary, combining the study of literature, art, history, politics, and much more, and requiring high levels of analysis and articulation. Therefore, it is a very versatile subject for further study.

Students who study Classical Civilisation often go on to study Classics, Liberal Arts, Modern Languages, History, Psychology, Law, International Relations, and Medicine, for example.

## Computer Science

---

### Modules:

**Paper 1:** Theory Fundamentals

**Paper 2:** Fundamental Problem-solving and Programming Skills

**Paper 3:** Advanced Theory

**Paper 4:** Practical

### Course Description:

Computer Science is an intellectually challenging yet very practical and rewarding subject. It is an intensely creative subject where you can apply the knowledge and skills learned in the classroom in exciting and inventive ways.

### You will learn to:

- Think creatively, innovatively, analytically, logically and critically
- Apply the principles of computer science, including abstraction, decomposition, logic and data representation.
- Analyse problems in computational terms and solve them by designing, writing and debugging programs.
- Apply mathematical skills relevant to computation
- Understand how computer hardware is used to solve problems and communicate
- Appreciate the legal and ethical issues that surround the technology we use today

**Exams:** See modules.

**Coursework:** None

### Trips/Activities:

Students will attend a computing conference in London and there will be a trip to the computing museum in Cambridge.

### Careers and Further Studies:

A good grade in Computer Science at A-Level is valued by universities and employers since it requires the development of analytical thinking and problem solving skills.

This course also lays an appropriate foundation for further study of computer science, engineering, physics, economics or related subjects in higher education. As the use of technology automates many areas of employment the need for programmers and computer scientists is expected to continue to grow.



## Drama and Theatre

### Modules:

Devising, Text in Performance, Theatre Makers in Practice

### Course Description:

In Year 12, students will start to explore the two set texts that will be examined in the summer of their final year of study.

*Machinal* by Sophie Treadwell, follows episodes in the life of a young woman in 1928 New York who is compelled to marry a man she finds repulsive. Students will study the play from the perspectives of an actor and a designer through practice and theory.

*Hedda Gabler* by Henrik Ibsen, in a translation by Richard Eyre, is the text studied from a director's perspective. Students will look at how the text might be interpreted in the style of Constantin Stanislavski, covering advanced study of the text and practitioner. Additionally, there will be theatre trips and students will analyse these in terms of how theatre makers bring ideas to the stage for an audience.

Students will start their Devised Piece, the stimulus for which is an extract from a play, and will dissect it in terms of characters, themes, issues, subtext, social and cultural context to develop their own piece. They will select a relevant theatre practitioner, company or director and will devise their piece in that style. Students must keep a diary of their work.

In Year 13, students will complete their Devised Piece and perform it for an audience. They will embark upon their Supporting Portfolio of 3000 words, which is framed by responses to six pre-set questions, which they can answer via their diaries kept during the process. Students will continue to study the set texts and complete practice questions.

The Text in Performance component

is in March of Year 13, and they will select text extracts to perform in a group and additionally a solo piece or a duologue performance. Students will be advised by expert staff and will be able to access the extensive library of plays that we keep in the department.

### Exams:

Scripted examination Text in Performance; practical, visiting examiner, 20-45 minutes group piece (3-6 people) and monologue (2-3 minutes) or duologue (5-6 minutes) 20%.

Written Examination: 2hrs 30mins. Theatre Makers in Practice, set texts and live theatre analysis. 40%

### Coursework:

Devised Performance (15-30 minutes, 3-6 performers plus 3000-word portfolio. 40%.

### Trips:

Theatre trips, National Theatre/ The Globe backstage tours, workshops, practitioner visits, access to online theatre performances from National Theatre at Home and Digital Theatre+

### Careers and Further Studies:

The study of Dramatic Arts is multi-disciplined, combining the study of written and physical language, performance art, history, psychology, technology and much more, and requiring high levels of precision for the textual units, and advanced levels of analysis and articulation for all units. Therefore, it is a very versatile and relevant subject for further study, especially for those wishing to follow careers that involve communication with people.

Students who study Drama and Theatre often go on to a higher level to study Performing Arts, Drama and Performance, Journalism, Classics, English, Psychology, Law, Medicine, History, Education, Human Resources, Nursing and many more.

## Design Technology, Product Design

---

### Modules:

Materials, components and their selection and uses in products; industrial and commercial practices; wider issues affecting design decisions.

### Course Description:

During the two-year course, you will study a range of materials. You will develop a technical understanding of how products function and how they are made to appropriately support the design and manufacture of your own design solutions.

You will learn about wider design principles and the effect of design on users and the world we live in. You will identify market needs and opportunities for new products, initiate and develop design solutions, and make and test prototypes/ products. You will develop your subject knowledge, including how a product can be developed through the stages of prototyping, realisation, and commercial manufacture. You will develop a critical mind through enquiry and problem solving, exploration, creation, and evaluation of iterative designs.

We encourage freedom in approaches towards designing and making so as not to limit the possibilities of project work or the materials and processes being used. The OCR content requires you to apply mathematical and scientific knowledge, understanding and skills. This content reflects the importance of Design and Technology as a pivotal STEM subject.

**Exams:** Two written exams (totalling 50%): Principles of Design and Technology, and Problem solving in Design and Technology.

### Coursework:

A Non-Examined Assessment (50%) – created personally

### Trips/Activities:

Year 12 students will be developing skills learnt prior to the course, and becoming an expert in several of them, while also exploring new techniques of manufacture. During the course, there will be trips to a museum, an exhibition, industrial companies, and joining lectures across the whole Sixth Form.

### Careers and Further Studies:

You will gain skills that are useful in a wide range of careers, in further study of design or engineering. You will also develop decision making skills, including the planning and organisation of time and resources when managing a project. This allows access to a range of future career aspirations in the design and engineering industries, leading to future careers in product design, engineering, architecture, fashion and graphic design; it will develop your design and thinking skills opening up a world of possibility, providing the tools to create the future.

## Economics

---

### Modules:

**Theme 1:** Introduction to markets and market failure

**Theme 2:** The UK economy - performance and policies

**Theme 3:** Business behaviour and the labour market

**Theme 4:** A global perspective

### Course Description:

In Economics A-Level, students will explore how individuals and societies deal with the problems of scarcity and resource allocation. They will learn how to think like a social scientist; drawing on current events and global affairs in order to examine human nature and the institutions that shape our world.

By the end of the course, you will have developed transferable analytical skills and be able to draw meaningful conclusions from statistical data using economic indicators to assess the performance of countries and industries. You will also have gained a critical awareness of the how economic agents are affected by market forces in order to evaluate economics arguments and challenge government policies.

### Exams:

**Paper 1:** Markets and business behaviour (35%, 2 hours written)

**Paper 2:** The national and global economy (35%, 2 hours written)

**Paper 3:** Microeconomics and Macroeconomics (30%, 2 hours written).

**Coursework:** None

### Trips:

There are numerous opportunities throughout the year to attend talks and networking events at various venues in London including potential trips to the Royal Automobile Club, Gresham College, London School of Economics and the Royal Geographical Society.

We also endeavour to organise an annual trip to the Bank of England and City of London and we are exploring the possibility of an international trip to Frankfurt; the home of the European Central Bank, the Bundesbank, and many of the EU's financial institutions.

### Careers and Further Studies:

Economics is a rigorous and much sought-after degree subject. It's multi-disciplinary nature is highly valued by a diverse range of employers and industries from journalism, charity work and the civil service; to banking, finance and consultancy.

## English Literature

---

### Modules:

Drama, Poetry, Prose, Non-Examination Assessment

### Course Description:

English at A-Level is academically rigorous and requires an enthusiasm for literature. Students will study tragedy as a dramatic form, with specific focus on Shakespearean and modern American tragedy.

They will critically assess a range of contemporary poets' work and develop the sight-reading skills that were assessed on the unseen paper at GCSE.

In Year 13, students compare prose texts from different cultures and time periods through the thematic lens of 'Women and Society' and, as a preparatory unit for degree-level study, they complete a rigorous independent analysis of two texts of their own choosing for the NEA unit. Students of Literature here at SCHS will follow in the footsteps of our esteemed alumna Angela Carter.

### Exams:

**Drama paper:** 2 hours 15 minutes (30%)

**Prose paper:** 1 hour (20%)

**Poetry paper:** 2 hours 15 minutes (30%)

### Coursework:

One 3000-word comparative essay on a taught text and another that is individually chosen (20%.)

### Trips/Activities:

Annual theatre trips, lectures and academic writing workshops; a monthly literary society; opportunity to represent the English department at GDST-wide events.

### Careers and Further Studies:

The study of English Literature at A-Level is skills focused and interdisciplinary. Students of Literature at SCHS leave with strong subject knowledge in history, politics, philosophy, psychology, and the arts that provides an excellent foundation for university study in the arts and humanities.

Learning how to research, write and debate well are universally required skills for success in tertiary education and these are taught with skill on the English Literature course.

Moreover, the NEA component that provides students with some freedom to dictate what and how they study helps to develop the academic rigour that is required of individuals at university, in the workplace and beyond.

## Extended Project Qualification (EPQ)

---

The Extended Project is a Level 3 qualification. It can contribute to programmes of study as a stand-alone qualification and counts towards UCAS points. Students choose to take the Extended Project Qualification as an extension from studies for any other A-Level qualifications.

The Extended Project will develop and extend from one or more of the student's study areas and/ or from an area of personal interest or activity outside their main programme of study. It will be based on a topic chosen by the student(s) and agreed as appropriate by the centre.

Delivery of the Extended Project Qualification will involve some teaching of the necessary skills, supervision, and assessment of the student's progress. It will involve extended autonomous work by the student. It will require in total 120 guided learning hours.

Students are required, with appropriate supervision by their EPQ supervisor teacher, to:

- Choose an area of interest
- Draft a title and aims of the project for formal approval
- Plan, research and carry out the project
- Deliver a presentation to a non specialist audience
- Provide evidence of all stages of project development and production for assessment.

### Skills gained:

- Research skills including the ability to search for and identify suitable sources of information in the chosen subject area
- Skills or techniques that will be required for the safe and effective execution of the project which are not part of the candidate's course of study. e.g. conducting risk assessment, assessing the ethical principles of project proposals and research, safe laboratory or workshop technique, professional codes of practice, ethical guidelines, research methodology
- ICT skills that will enhance the production of the report and/ or the development of the project
- Project management skills including time, resource and task management
- The format and structure of accepted academic forms of research report
- Referencing, the evaluation of sources and the prevention of plagiarism
- Presentation skills.

### Artefacts or dissertation:

Students can choose to do a 5000 words research- based written report or an artefact with a minimum 1000 words.

Students can provide evidence for the artefact by including photographs of each development stage and the final product. Large artefacts don't need to be included as evidence; photographs or other media are sufficient.

## French

---

### Themes:

**Theme 1:** Changes in French Society

**Theme 2:** The political and artistic culture of the French-speaking world

**Theme 3:** Immigration and multicultural society in France

**Theme 4:** The Occupation and the Resistance

Students study a film in Year 12 (Intouchables) and a literary text in Year 13 (La Place by Annie Ernaux)

Students complete listening, reading, translations and grammar tasks as well as preparing for the oral examination. They write analytical essays about the film and novel.

### Exams:

**Paper 1:** Listening, reading and translation, 2 hrs (40%)

**Paper 2:** Written response to works and translation, 2 hrs and 40 mins (30%)

**Paper 3:** Speaking – 21 to 23 mins (30%)

**Coursework:** None

### Trips/Activities:

In 2024-2025, students are encouraged to complete work experience, homestays, and language courses. In London, there will be trips to the cinema, theatre, restaurants, online university talks and lectures.

### Course Description:

In Year 12, students cover the topics of Family, Education, Work, Music, Media and Festivals. They build on the solid foundation of grammar they have built during their IGCSE studies and learn new grammatical structures such as the subjunctive and recognising the past historic.

They study the film Intouchables in depth and develop essay skills to analyse key features of the film. Alongside this, students also build their listening and reading skills, tackling complex texts and audio material, as well as honing their translation skills. In Year 13, students study the topic of Immigration and The Second World War and study the novel La Place by Annie Ernaux and further develop their literary analysis and essay skills.

### Careers and Further Study:

By the end of their A-Level course, French students are highly articulate in the language, speaking confidently and fluently on an impressive range of topics, as well as writing sophisticated analyses of the prescribed book and film.

As well as their knowledge of the language, they develop many transferable skills; the course promotes communication skills, builds confidence in oral presentation skills and develops students' capacity for critical thinking, resulting in a profound understanding of Francophone culture and society.

This makes French a versatile subject for further study, and highly regarded by all institutions. Many previous students who have studied French A-Level go on to study French as part of a joint honours degree; either the study of French with another language (often from first principles) or with another discipline such as Linguistics, History, English or Law.

A major advantage of a Modern Foreign Languages is the unmissable opportunity of the year abroad, where students practise and develop their speaking skills as well as embrace the new cultures and traditions. In terms of future careers, a university degree in French opens many doors; employers view linguists very favourably.

# Geography

---

## Modules:

Physical Systems and Human Interactions, Geographical Debates, Investigative Geography (NEA)

## Course Description:

Over the course of Year 12, Geography students will study the first two modules listed above. For Physical Systems, they will study coasts as their landscape system, and the carbon and water cycle that form the Earth's life support systems.

In lessons pertaining to the Human Interactions topics, students will study place and space; students will investigate what we mean by place, contrasting place profiles, factors that affect place perception, change and rebranding.

They will also study two other units in Year 12: Migration and power and borders. A successful student will be able to make synoptic links between topics and be able to apply their knowledge. There is also an expectation that they keep abreast of current affairs. The students will go on a residential field trip, where they will learn data collection, processing and statistical data-processing techniques. They will be able to embark on their NEA after this trip.

Year 13 geographers will study two further units: Tectonic hazards and disease dilemmas. Students will draw upon knowledge gained in Year 12 and will have the opportunity to study these issues in great depth. In addition to this, they will be completing their NEA independently.

## Exams:

**Paper 1:** Physical Systems – a written paper 1hr 30mins (22%)

**Paper 2:** Human Interactions – a written paper 1hr 30mins (22%)

**Paper 3:** Geographical Debates – a written paper 2hrs 30mins (36%)

In addition to these, there is a NEA due in the Spring Term of Year 13 (see below)

## Coursework:

Investigative Geography – NEA – the students have to collect primary data to enable them to research on a title that relates to any part of the OCR Geography specification. This is worth 20% of the A-Level.

## Trips/Activities:

The students will go on a 5-day residential fieldtrip to south Devon, where they will collect primary data that relates to human and physical geography. This data could be used to inform their NEA.

## Careers and Further Study:

The study of Geography is interdisciplinary, combining the study of the physical world, by drawing on an understanding of Natural and Environmental Sciences, and human society.

Geographers will make links with History and Politics, Sociology and Economics. Geography students need to be literate, and numerate, be able to use digital resources and set and test hypotheses. Therefore, it is a very versatile subject for further study, and highly regarded by all institutions.

Students who gain a Geography A-Level have gone to study Geography or other humanities, Natural Sciences, Liberal Arts, Modern Languages, History, Sociology Psychology, Law, Medicine and International Relations.

## Government and Politics

### Modules:

UK politics, UK government, US politics, US government, Conservatism, Liberalism, Socialism, Feminism.

### Course Description:

The A-Level syllabus covers UK (Year 12) and US (Year 13) government and politics, and the study of political ideologies (Year 12 and Year 13).

The UK government and politics course covers important political systems such as voting systems, political parties and the role of the media. The course will also cover the important political institutions such as Parliament, Supreme Court and the executive, and you will study and discuss questions such as 'What is Brexit all about and why did it happen?', 'What powers does the Prime Minister have?', and 'Is Britain truly democratic?'.  
In Year 13, you will then study US government and politics, drawing direct comparisons between the US and UK systems. You will find out the answers to questions like 'How did Donald Trump become President?', and 'Why is race such a big issue in America?'. We will also explore the political ideas that have shaped our world for good or not, and which underpin our political parties. This will include ideologies such as liberalism, conservatism and socialism, while assessing the impact of important political thinkers including John Locke, Thomas Hobbes and Karl Marx.

The government and politics course will enable you to develop a deep understanding of both US and UK political systems, providing you with insight into political beliefs which are essential

to understanding the modern world. It is especially important considering today's turbulent political climate.

### Exams:

Paper 1: UK Politics, 2hrs

Paper 2: UK Government, 2hrs

Paper 3: US comparative paper, 2hrs

**Coursework:** None

### Trips/Activities:

Trip to Parliament in the Autumn term, opportunities in London to explore.

### Careers and Further Study:

You will also develop a range of transferrable analytical, debating and communication skills - all of which are valuable in a wide range of careers.

It provides an excellent background for careers in law, journalism, the caring professions, teaching, finance and a range of management and business areas. The course also provides a foundation of political knowledge on which to develop skills for citizenship and university study.

Example degree courses which generally require or accept Politics A-Level include Politics, Economics, Journalism, Law, International Relations, History and Social Policy.



## History

---

### Modules:

Tsarist and Communist Russia 1855–1964, The Making of Modern Britain 1951–2007

### Course Description:

The A-Level History syllabus is a linear two-year course, which means you will study both Tsarist and Communist Russia (breadth study), and The Making of Modern Britain (depth study) in at the same time for two years.

For Tsarist and Communist Russia, this will include studying the state of Russia in 1855 after the Crimean War, continuing the study the nature of power of the different Russian Tsars.

You will then study the causes of the Russian Revolution, followed by a comparison between the different communist rulers of Lenin, Stalin and Khrushchev until 1964. The main themes address across the period include the nature of authoritarian leaders, how far society changed, as well as the importance of ideas and individuals in the development of Russia.

The Making of Modern Britain starts with the postwar consensus and continues to focus on the different Conservative and Labour governments throughout the 1900s until 2007. This also includes key societal changes, as well as Britain's global relationship. By the end of the course, you will have established a deep understanding of why Britain exists as it does today.

There is also a non-examined assessment (NEA) element of the course. This is a 4000–4500 word essay that you will start in the summer term of Year 12 and complete by February in Year 13, which is worth 20% of your A-Level.

### Exams:

**Paper 1:** Tsarist and Communist Russia  
2hrs 30mins.

**Paper 2:** The Making of Modern Britain  
2hrs 30mins.

**Coursework:** 4500 word essay.

### Trips/Activities:

Trip to Parliament in the Autumn term, opportunities in London to explore.

### Careers and Further Study:

History is an intellectually rigorous course. It gives you highly sought after, transferable skills, including being able to effectively communicate complex ideas, the ability to research, analyse and evaluate information, both orally and in writing, and the capacity to make substantiated judgements, all whilst developing independent work skills.

History is a flexible qualification, providing an excellent pathway to degrees such as History, Law, International Relations, Politics and Philosophy. Beyond that, it can lead to a range of interesting careers, ranging from teaching, banking, law, publishing, journalism, public policy, social work and many more.

## Latin

---

### Modules:

Latin Language, Latin Prose Literature, Latin Verse Literature

### Course Description:

Over the course of the Year 12 language lessons, students consolidate their knowledge from the GCSE syllabus and then finish learning the fundamental grammar of the language using Taylor's Latin Beyond GCSE. Grammar lessons are complemented by the translation of passages of Livy, who wrote a history of Rome from Romulus and Remus to the Emperor Augustus.

In Year 13, having covered all the grammar and syntax, they hone their skills in unseen translation and comprehension, and prose composition by studying a variety of prose authors and the varied and often scandalous works of Ovid.

In the Year 12 and 13 Literature lessons they study a range of texts which changes every few years, but often features either the *Aeneid* by Virgil, love elegy by writers such as Catullus, the rhetoric of Cicero, and Tacitus' history of the first Roman emperors.

Students annotate the texts in a similar way to the GCSE, learning how to translate the passages, but also how to analyse the style and content of each text, relating it to the relevant context surrounding the literature.

### Exams:

Unseen translation: 1hr 45mins.  
Comprehension: 1hr 15mins.  
Prose Literature: 2hrs.  
Verse Literature: 2hrs.

### Coursework: None

### Trips/Activities:

In 2022-2024 there has been a trip to Rome, plus a visit to the exhibitions at the British Museum, a London Classics conference, and a trip to the UCL Classical play.

### Careers and Further Study:

The study of the Classical world is interdisciplinary, combining the study of language, literature, history, politics, and much more, and requiring high levels of precision for the language aspect, and high levels of analysis and articulation for the literature. Therefore, it is a very versatile subject for further study, and highly regarded by all institutions.

Students who do Latin often go on to study Classics, Liberal Arts, Modern Languages, History, Psychology, Law, International Relations, and Medicine, for example.

# Mathematics

### Modules:

The A-Level course includes Core Pure Mathematics (Compulsory 50% weighting), Mechanics, Statistics and Extra Pure (Options 50% weighting).

### Course Description:

Over the course of Year 12, students consolidate their knowledge from the IGCSE syllabus and discover exciting new topics, including exponential growth, which helps you to understand population change, hypothesis testing in Statistics, which is frequently used in medical research, and particles in motion in Mechanics, which allows you to calculate how quickly you will fall to Earth while skydiving.

In Year 13, you will learn new skills that allow you to model various real-life problems. Mathematics at A-Level is challenging, but there is nothing like the satisfaction of completing a 3-page problem and getting the answer right.

A-Level Mathematics will extend your knowledge of topics studied at GCSE/IGCSE and allow you to discover the origins of key mathematical concepts such as differentiation.

If you enjoyed the problem-solving questions at GCSE/IGCSE, you would relish the challenge of Mathematics at A-Level. This approach is exemplified by mathematical modelling, where you will turn a complex real-life problem into a simpler one that you will then analyse and solve using techniques you have learnt in your studies.

Have you ever wondered if a pulley that would allow you to lift an elephant exists? In Mechanics, we answer such questions using Newton's laws of motion. The skills taught in Statistics are commonly used in the wider world, such as using sampling techniques to study wildlife changes in the Amazon rainforest. To aid your studies, we use Integralmaths, an online resource with online quizzes, lesson aids and

extension problems for you to try. A-Level Mathematics complements the study of computing, economics, geography, music, psychology and the sciences.

### Exams:

Pure and Mechanics: 2 hrs  
Pure and Statistics: 2 hrs  
Pure and Comprehension: 2 hrs

**Coursework:** None

### Trips/Activities:

In 2023-2025 students will have participated in the annual Senior Mathematical Challenge and follow-up challenges for those who score highly.

A select group will have also sat the Mathematical Olympiad for Girls and represented the school in the team challenges. They would have attended a Mathematics conference where prominent speakers give inspirational talks on Mathematics in real-life.

### Careers and Further Study:

Follow a degree course in Mathematics, Finance, Computing, Engineering, Statistics, Biology, Psychology, Geography, Economics, Physics, Natural Sciences etc. It is harder to find a career that does not involve Mathematics than it is to name one that does.

Mathematics is a sought-after A-Level for many jobs. There are the traditional mathematical careers of engineering, medicine, actuarial, accounting and banking, programming and now the emerging mathematical fields of internet security and artificial intelligence.

Mathematics A-Level is also sought by law firms, who wish for their trainees to have a high level of numeracy and many companies are also increasingly looking for employees who have a higher level of financial literacy than is taught at GCSE.

## Further Mathematics

### Modules:

The course includes Core Pure Mathematics (Compulsory 50% weighting), Mechanics, Statistics and Extra Pure (Options 50% weighting).

### Course Description:

Further Mathematics is studied in conjunction with Mathematics. It counts as a separate qualification and, with Mathematics, requires the time of two A-Levels. It will likely improve your A-Level Mathematics grade by consolidating and reinforcing the standard A-Level Mathematics work. Further Mathematics involves a broader and deeper study of Mathematics than the standard course. Students who study A-Level Further Mathematics will have strong problem-solving skills. They develop strong resilience and determination when searching for solutions to complicated problems, demonstrating high logical skills. In addition, they form strong written communication and verbal skills when explaining how they arrived at a solution or proof.

For Year 12, students will be introduced to exciting new topics such as complex numbers; working with the square root of negative one, an important concept for computer programming. They will also learn about matrices, which is used to represent real-world statistics, from a display of bus or train routes to data on population and mortality rates. The majority of core pure content and all of the mechanics and statistics content will be covered in the first year. Students will study mathematical argument; language and proof; mathematical problem solving; and mathematical modelling. They will also learn mechanics and statistics as an extension to the standard mathematics syllabus.

In Year 13, the remainder of the core pure and the extra pure option is covered. They extend their study of

complex numbers and matrices and are introduced to first-order and second-order differential equations, which students will find helpful in their degree courses. Overwhelmingly, students taking Further Mathematics find it an enjoyable, rewarding and stimulating experience. For students who enjoy mathematics, it provides a challenge and a chance to explore new and more sophisticated mathematical concepts.

### Exams:

Core Pure: 2hrs 40mins  
Mechanics: 1hr 15mins  
Statistics: 1hr 15mins  
Extra Pure: 1hr 15mins

### Coursework: None

### Trips/Activities:

In 2023–2025 students will have participated in the annual Senior Mathematical Challenge and follow-up challenges for those who score highly.

A select group will have also sat the Mathematical Olympiad for Girls and represented the school in the team challenges. They would have attended a Mathematics conference where prominent speakers give inspirational talks on Mathematics in real-life.

### Careers and Further Study:

Follow a degree course in Mathematics, Finance, Computing, Engineering, Statistics, Biology, Psychology, Geography, Economics, Physics, Natural Sciences etc. Mathematics is a sought after A-Level for many jobs. There are the traditional mathematical careers of engineering, medicine, actuarial, accounting and banking, programming and now the emerging mathematical fields of internet security and artificial intelligence. Mathematics at A-Level is also sought by law firms, who wish for their trainees to have a high level of numeracy. Many companies are also increasingly looking for employees who have a higher level of financial literacy than is taught at GCSE/ IGCSE.

## Music

---

### Modules:

Appraising Music – The Western Classical Tradition (The Symphony); choice of Rock and Pop, Musical Theatre, Jazz; Into the Twentieth Century (Debussy and Poulenc); Performing; Composing

### Course Description:

The Western Classical Tradition' is a compulsory area of study and focuses on the development of the symphony from 1750- 1900. You will study Symphony No. 104 in A major, 'London', by Haydn for detailed analysis and Symphony No.4 in A major, 'Italian', by Mendelssohn for general study and learn how to analyse and compare symphonies from the Classical and Romantic periods. You can choose one area of study from Rock & Pop, Musical Theatre and Jazz. You will explore different stages of development and learn how to identify specific musical fingerprints. 'Into the Twentieth Century' explores the development of Impressionism, Expressionism, Serialism, Neo-classicism and the move away from traditional diatonic harmony. You will study Debussy 'Nuages' and Poulenc 'Trio for Oboe, Bassoon and Piano: Movement 11' in depth.

The coursework is broken up into 25% and 35% modules and you can choose which element you will specialise in. Performing and Composing are the two areas of assessment. The performance is live, in front of the examiner. The composition is submitted online and consists of two or three pieces, depending on which weighting you choose.

**Exams:** Appraising Music: 2hrs 30mins (40%)

### Coursework:

Performing (25/35%) and Composing (25/35%)

### Trips/Activities:

There are various concert visits, on-site workshops and concerts.

### Careers and Further Study:

The study of music at A-Level gives you insight into the social and political structures across the world that have led to the development of different musical styles.

You will also be learning how to present to audiences and to use creativity to develop compositions and programme your recital.

Music is a very versatile companion at A-Level and over the years has been chosen alongside all the subjects. Students who take Music go on to study just about everything.

Recent leavers are now studying Music, Astro-Physics, Medicine, Languages, Psychology, Politics and Drama, for example.

## Physical Education

### Modules:

Applied Anatomy and Physiology, Skill Acquisition, Exercise Physiology, Biomechanical movement, Sport Psychology, Sport and Society, the role of technology in physical activity and sport.

### Course Description:

The emphasis throughout the course is on the development of knowledge, application of knowledge, competence and confidence in a wide variety of skills. You will learn how Physical Education affects and contributes to society and also how to apply your knowledge from this course to any number of different practical situations or career choices. Although not necessary to have studied the subject at GCSE, this is strongly advised as previously acquired knowledge of examination PE will underpin learning at this level. There is also an increase in the amount of scientific study, together with the inclusion of data analysis requiring mathematical skills.

Over the course of Year 12, students consolidate their knowledge from the GCSE syllabus and then finish learning the intricacies of anatomy and physiology where they will explore details of the body systems. Along with this, they will cover skill acquisition, and look at historical beginning of sport in Britain and society in which the students will delve into the world of globalisation.

In Year 13, the students will further develop their anatomy knowledge by reviewing the energy systems and the biomechanical principles that impact sporting performance. The students will become experts in the field of contemporary issues in sport and society. They will also look at theories attached to sports psychology. Students will also investigate the role of technology in physical activity and sport. They will cover a range of interesting topics that they will be able

to apply to their own sporting lives such as the use of technology, diet and nutrition, injuries and preparation training. Students analyse and examine theories covered and apply them to a variety of different sports and athletes.

### Exams:

**Paper 1:** Factors affecting participation in physical activity and sport, 2hrs

**Paper 2:** Factors affecting optimal performance in physical activity and sport, 2hrs

### Coursework:

Two pieces of coursework. Students assessed as a performer or coach in the full sided version of one activity. Plus: written/verbal analysis of performance.

### Trips/Activities:

There will be opportunities to lead in several sports. Visits to university sports labs. Opportunities to be involved in a variety of team sports and trial for GDST national teams. Students will have access to high level coaching from our international coaches.

### Careers and Further Study:

A-Level Physical Education delivers a well-rounded and full introduction to the world of PE, sport and sports science, providing a strong base from which to move on to higher education, employment or further training. The study of PE enables learners to analyse data, justify applications of theories to different sports, and understand the history of sport. The breadth of content includes all body systems, biomechanics, diet and nutrition, injuries and rehabilitation, physical training, sports psychology theories, skill acquisition, commercialisation, elite performers, law and governance of sport, and finally ethics, drugs and violence in sport. Therefore, it is a very versatile subject for further study, and highly regarded by all institutions and can open pathways to careers in sports science, coaching, medicine and physical therapies.

## Physics

---

### Modules:

**Module 1:** Development of Practical Skills in Physics

**Module 2:** Foundations of Physics

**Module 3:** Forces and Motion

**Module 4:** Electrons, Waves and Photons

**Module 5:** Newtonian World and Astrophysics

**Module 6:** Particles and Medical Physics

### Course Description:

In Year 12, students will delve deeper into the foundational aspects of physics covered during their GCSE studies, including Forces and Motion and Electricity. The A-Level Physics course, designed specifically for the OCR A specification, offers an opportunity to explore a wide range of topics from the fascinating applications of superconductors to the vast expanse of astrophysics; this course serves as a gateway to unravel the mysteries that have captivated human curiosity for centuries.

By opting for this course, you will not only expand your knowledge but also nurture essential skills such as analytical thinking, problem-solving, and hands-on practical expertise through the required practical components (PAG) embedded within the curriculum.

In Year 13, you will have the chance to explore new frontiers of physics, delving into intriguing subjects such as quantum phenomena, particle physics, and the laws governing gravity. The mix of theory, research and practical assignments should equip students with invaluable skills and knowledge to pursue a multitude of future endeavours.

### Exams:

**Paper 1:** Modelling Physics, 2hrs15mins, 100 marks (15 multiple choice, 85 written questions)

**Paper 2:** Exploring Physics, 2hrs 15mins, 100 marks (15 multiple choice, 85 written questions)

**Paper 3:** Unified Physics, 1hr 30 mins, 70 marks

**Coursework:** None

### Trips/Activities:

Previous trips have included CERN in Geneva and Science Seminars at Euro Disney. There have also been workshops at Imperial College and Royal Holloway.

### Careers and Further Study:

Studying A-level Physics offers an infinite number of amazing career opportunities including:

- Geophysicist/field seismologist
- Healthcare scientist, medical physics
- Radiation protection practitioner
- Research scientist (physical sciences)
- Meteorologist
- Structural engineer
- Acoustic engineer
- Product/process development scientist
- Systems developer

## Psychology

---

### Modules:

Introductory Topics in Psychology; Psychology in Context; Issues and Options in Psychology

### Course Description:

The A-Level specification provides a broad and engaging introduction to the scope and nature of psychology as a science. The emphasis of learning is on applying knowledge and understanding rather than just acquiring knowledge, thereby developing students' transferable skills of analysis, evaluation and critical thinking.

In Year 12 a diverse range of topics, which introduces students to the fundamentals of the subject, is covered. These make up Paper 1 and include: social influence, memory, attachment and psychopathology. This will enable research methods, a critical component, to be studied in context. Paper 2 focuses on the various Psychological Approaches; Biopsychology and Research Methods.

In Year 13 there is a range of topic-based options which bring together explanations from different approaches (e.g. the evolutionary approach) and engage students in issues and debates in contemporary psychology such as nature-nurture and determinism versus free will. The Paper 3 topics are: Relationships, Schizophrenia and Forensic Psychology, as well as Issues and Debates.

### Exams:

**Paper 1:** Introductory Topics in Psychology, 2hrs (96 marks)

**Paper 2:** Psychology in Context, 2hrs (96 marks)

**Paper 3:** Issues and Options in Psychology, 2hrs (96 marks)

**Coursework:** None

### Trips/Activities:

In the autumn term Year 12 students visit the Freud Museum in London. The visit to Sigmund Freud's former family home offers a unique opportunity for them to learn more about the life and work of 'the founding father of psycho-analysis'. It gives them a view of his study, preserved just as it was during his lifetime, and they learn more about psycho-analytic theory. The museum promises a visit that is 'experiential, interactive, student-centred, and self-reflexive'.

Qualifying students also take part in The Psychology Cup, a GDST-wide competition. In addition, guest speakers are invited to address the students on diverse topics such as criminal profiling in Forensic Psychology and mental health. All students with a keen interest in psychology or who wish to develop their research skills have the opportunity to join the Freudian Slips Club which meets bi-weekly on a Monday.

### Careers and Further Study:

The transferable skills that students acquire such as collecting, organising and interpreting data will considerably widen their career prospects. If they choose to enrol for a psychology degree at university they will gain a broad knowledge in various areas such as clinical, counselling, educational, occupational, forensic, health or sports psychology, before specialising in one or two of interest after their first or second year.

Not all psychology graduates become chartered psychologists, but instead work in diverse fields ranging from marketing, human resources and careers advice to business, management and social welfare. Internships are a good way of gaining experience in a field of interest.



## Philosophy, Religion and Ethics

---

### Modules:

Philosophy of Religion, Religious Ethics, Islam

### Course Description:

Students study all three components concurrently, with the three strands of the course divided between 2-3 teachers.

In Year 12 we work on first principles, studying the classical arguments for the existence of God, the history of Islam, and the classical Ethical theories. As the course progresses, we build on this foundation and explore the wider implications of religion, ethics, and philosophical theory in the modern world. This includes the relationship between religion and science (from both a Western and Islamic perspective), ethical theories in practice (Euthanasia, Environmental Ethics etc) and the relationship between Islam and the West.

Challenges to religious belief are explored as well as fundamental questions about life, death, and the nature of the soul. The content becomes more abstract and philosophical in Year 13 when we study the nature of language, meaning and meaninglessness, meta-ethics, and the fundamental nature of morality.

Students will study key texts from eminent scholars, and develop their skills clarifying, analysing, and evaluating these ideas. Students learn how to identify and critique logical fallacies, support strong points, and attack weak ones. They can critically compare the significance of diverse religious beliefs and practices from a rational, moral, and historical perspective.

### Exams:

**Paper 1:** Philosophy, 2hrs (33%)

**Paper 2:** Ethics, 2hrs (33%)

**Paper 3:** Islam, 2hrs (33%)

**Coursework:** None

### Trips/Activities:

'Candle Conferences' Philosophy and Ethics conference in Central London.

### Careers and Further Study:

Philosophy, Religion and Ethics is a highly academic discipline which touches on aspects of History, Politics, Science, Psychology, Sociology and much more.

Students with A-Levels in Religious Studies and Philosophy are prized by universities for their higher than average essay writing skills and sophisticated command of language. It is therefore a versatile subject for further study. Students who do Religious Studies often go on to study Philosophy, Religious Studies, Classics, Liberal Arts, Modern Languages, History, Psychology, Law, International Relations, and PPE for example.

## Spanish

### Themes:

**Theme 1:** The evolution of Spanish society.

**Theme 2:** The political and artistic culture in the Hispanic world.

**Theme 3:** Immigration and multicultural society in Spain.

**Theme 4:** The Franco dictatorship and transition to democracy.

Students study a film in Year 12 (*Volver*) and a literary text in Year 13 (*La Casa de Bernarda Alba*). Students complete listening, reading, translations and grammar tasks as well as preparing for the oral examination. They write analytical essays about the film and play.

### Exams:

**Paper 1:** Listening, reading and translation, 2hrs (40%)

**Paper 2:** Written response to works and translation, 2hrs and 40mins (30%)

**Paper 3:** Speaking – 21 to 23 mins (30%)

**Coursework:** None

### Trips / Activities:

In 2024–2025, students are encouraged to complete work experience, homestays, and language courses.

In London, there will be trips to the cinema, theatre, restaurants, online university talks and lectures such as a visit to the BFI for a Study Day on *Volver* by Pedro Almodóvar and a visit to the Cervantes Theatre to see the play of *La Casa de Bernarda Alba*.

Students will also attend the Christmas MFL dinner and the summer dinner at a Spanish restaurant to taste delicious tapas and embrace Spanish culture.

### Careers and Further Study:

The study of Spanish enhances students' linguistic skills and promotes and develops their capacity for critical thinking based on their knowledge and understanding of the language, culture and society of the country or countries where the language is spoken.

It develops language learning skills and strategies, including communication strategies to sustain communication and build fluency and confidence as well as equips them with transferable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural, and cognitive flexibility that will enable them to proceed to further study or employment. Therefore, it is a very versatile subject for further study, and highly regarded by all institutions.

Many previous students who have studied Spanish A-Level, go on to study Spanish as part of a joint honours' degree. One of the great advantages of studying a language is the year abroad, where students have the opportunity to practise and develop their speaking skills as well as to embrace new cultures and traditions.

## Learning Support and Clinics

As a family school, we prioritise the individual needs of each student to ensure their success in all aspects of school life. While our teachers offer exceptional support both in and out of the classroom, we understand that students progress at different rates and may require extra help to reach their full potential. That's why we have a dedicated Learning Support Coordinator, along with two specialised staff members, who focus on assisting students with neurodivergent needs. They coordinate necessary support services and act as a crucial link between home and school. Furthermore, we offer learning clinics throughout the year, particularly around assessment periods, to provide targeted assistance.

## Parent Teacher Meetings

Parent Teacher meetings take place from 16:30-19:00 at specific times of the year. During these sessions, parents can engage in discussions with each subject teacher about their child's progress. The discussions last 5-10 minutes per subject/teacher and are an important opportunity for the parents to understand what progress has taken place and what their child could do to move their learning forward. Students are very much encouraged to come too.

## GDST Prizes & Scholarships

### GDST Travel Scholarships

For Year 13 students intending to take a Gap year or to travel in the summer before university.

### GDST Johnston Memorial Scholarship

For Year 13 students intending to read Law at university.

### GDST Creative Writing prize

For students from all age groups with an interest in writing short stories.

### GDST Minerva Prize

For Year 13 students. The prize is awarded for all-round achievement.

### GDST Pearson and Silver Awards

For Year 12 students. The awards provide financial help towards the cost of attending courses, or meetings, or carrying out projects with a classical content.

### GDST Laurie Magnus Poetry Prize

For students from all age groups with an interest in poetry.

### GDST Frederica Lord University Scholarship

For Year 13 students pursuing a recognised course of academic study at one of the universities specified by the founder.

### GDST Lorna Cocking University Scholarship

For Year 13 students applying to study in higher education.

### GDST Mo Bosch University Scholarship

For Year 13 students applying to read journalism, media or communications at higher education or a joint honours degree which includes one of the above.

### GDST Anne Hogg Modern Foreign Languages Prize

For Year 10 students who are taking two or more modern foreign languages.

### GDST Somerville and Gurney Awards

For Year 12 students after sitting a two-and-a-quarter hour general exam paper.

## Scholars

Scholarships are non-means tested awards based purely on academic, artistic, dramatic, musical or sporting ability. Our scholarships are granted upon admission in Sixth Form.

## Co-Curricular Activities



We are dedicated to the holistic development of our students. We understand that their journey encompasses more than just academic achievement, which is why we place a strong emphasis on providing enriching opportunities beyond the classroom.

Our extensive co-curricular programme offers a wide range of activities designed to nurture well-rounded individuals who are eager to explore life's diverse opportunities. From sports to arts, music to debating, there is something for every student to discover and excel in.

Through our Enrichment Programme, Kinza, students are encouraged to give back to the wider school and local community. Furthermore, our trips and residential visits provide invaluable real-world experiences that deepen understanding, broaden perspectives, and prepare our students for their roles as global citizens. Whether participating in national competitions or exploring new landscapes, our students eagerly embrace these opportunities, showcasing remarkable achievements along the way.

We believe that these initiatives contribute to a vibrant and enriching environment that empowers our students to excel in all aspects of their lives. We look forward to supporting your child's journey and helping them thrive both inside and outside the classroom.

### **Mrs Tiffany Philipsen-Allen**

Assistant Head (Co-Curricular and Community)

## Kinza

---



Through our Enrichment Programme, Kinza, students are encouraged to give back to the wider school and local community, contributing to the kindness and warmth at the heart of our school. Building partnerships with local charities, primary schools and other areas of our community is part of the school's culture: Sixth Form students have represented the school through volunteering, reading to primary school children or helping support the younger students at our Prep School. Sixth Form students regularly present their own ideas to us for community outreach, meaning there is a wealth of opportunity for students to feel the rewards that come with helping others. The Kinza options for our Sixth Form students can vary from term to term, but in 2023/2024 have included:

### Two GDST taught Diplomas

- Leadership and Enterprise Advanced Diploma
- Business, Leadership and Enterprise Qualification

### The Orchard Project:

A collaboration with Year 1 at the Prep School and the Friends of Tooting Common to build and maintain an orchard at Unigate Wood.

### Maths Masterclasses:

Facilitated by the Royal Institute of Mathematics, with sessions for the Prep School delivered by our sixth-form students.

### Mentoring Year 10 and 11 Students:

Assisting younger students with their HPQ

### EPQ

### Greenfingers Gardening

### Horse Riding Support

### Lino Cutting Support

### Lego Support

### Scriptwriting Support

### Skateboarding Support

### Pottery Support

### International Leaders Support

### Perfume Geniuses Support

### Bouldering Support

### Can't Cook Support

### Cross Stitch Support

## Clubs & Societies



The Clubs and Societies Fair, held in September, provides an opportunity for students to explore various options by speaking with staff or student leaders. While some clubs and societies are tailored to specific year groups, many are open to students of all ages who share common interests, fostering friendships across the school.

To accommodate participation in clubs and societies, we offer an extended lunch break, allowing students time to engage while still having opportunities to eat and socialise with friends. Note that all clubs occur during the lunch break.

We encourage students to join a minimum of three clubs, covering academic, creative, sports, and social interests. Additionally, we welcome suggestions from both students and staff for new club ideas. Starting in September, we will introduce more clubs led by Sixth Form students for younger students.

Clubs and Societies currently on offer across all years include:

- Extended Drama Society
- Anime Club
- GCSE Chemistry Society
- Senior & Junior Maths Societies
- IGCSE Spanish Clinic
- GCSE Art Club
- Devising Drama Club
- Science Society
- History Club
- GCSE Computing Clinic
- Sinology Club
- Library Club
- African Caribbean & Asian Society
- Drama Scholars
- GCSE Physics Society
- Geography Society
- IGCSE French Clinic
- GCSE Biology Clinic
- Creative Writing Club
- Year 7 Art Club
- Linguistics Club
- Circle of Kindness (Friendship Club)
- CAD and drawing for design
- Equality, Pride & Inclusion Society
- Society of Cosmetic Science
- Year 7 Drama Society
- GCSE Drama Clinic
- Digital Leaders
- Metis Classics Club

## Trips & Residential Visits

---



Our students have access to an array of educational trips that serve to either deepen their understanding of specific subjects through real-world experiences or introduce them to entirely new ones. These off-site adventures are designed to broaden perspectives, fostering a spirit of excellence and preparing our students for their futures as global citizens. Our students have demonstrated remarkable achievements, from securing top positions in national competitions and earning accolades in robotics to exploring the volcanic terrains of Iceland. Embracing these opportunities with enthusiasm, our students excel in their pursuits.

Listed below are some of the trips which have been offered in recent years:

Trip to Iceland	Sixth Form
Classics & Latin trip to Rome	Years 11-13
Chamber Choir trip to Belgium	Years 8-13
Field trip to Slapton Ley	Year 12
Trip to Rouen, France	Year 10-12
Trip to Salamanca, Spain	Year 10-12
Trip to Singapore	Year 9 - 11
Ski triip to Austria	Year 8 - 13

## Art, Drama, Music & Sport



### Art Department

The Art department offers students various chances to participate in art competitions. These opportunities are well-promoted within the school community, starting with announcements during assemblies and followed by detailed information available outside the Art Department, on Teams, and through reminders from form tutors. Additionally, the Art Team is always on hand to offer support and guidance to anyone needing further assistance or details.



### Drama Department

The Sixth Form has its own unique offer for our students. We run a carousel of full-scale performances, with four plays over a two-year period:

November/December Year One: Upper School Play, Years 10-13

June Year One: Lower School Play, Years 7-9. Sixth Form students are encouraged to be part of the backstage crew or be on the directing team for this production.

November Year Two: Sixth Form Play. Open to all Sixth Form students.

February / March Year Two: Whole-School Musical, All Years

For all plays, a schedule is created so that students can manage their work around rehearsals. Expectations for any auditions are provided in advance. Performance dates are announced beforehand. Every student who auditions is guaranteed a role of some kind, for all plays. This is part of our unique offer.

Sixth form Drama Scholars in Year 12 run the Drama Society for Year 7 students.

Sixth form students also have more opportunities to attend theatre trips.





## Music Department

Upon joining SCHS, new students will discover a wealth of opportunities to participate in the School's musical activities. Whether interested in joining the orchestra, performing in a rock band, exploring music composition with technology, or learning the ukulele, all the necessary information can be found on the noticeboard in the music department or by consulting the music team.

In October, there will be a taster evening for both students and parents to learn more about the various instrumental lessons available. Following this, students receive a form to register for lessons. SCHS offers a diverse range of instrumental and vocal instruction, making it highly advisable to attend and learn more.

For those interested in the advanced ensembles, auditions will be held during the autumn term. Students are encouraged to reach out to a member of the music department if they have any questions.

If musical theatre is their passion, students should keep an eye out for audition notices for the bi-annual musical, which will be posted on Teams.



## Sports Department

Students have the opportunity to participate in any of the sports offered at the school. Trials for hockey, netball, football, and cross country are held at the beginning of the Autumn Term, while trials for athletics and cricket take place in the Summer Term.

If students miss the initial trials, they can always try out again later in the year or during lessons. There's a team available for everyone! The School encourages all students to try new activities, as well as those they may have tried before, as one never knows where their talents may lie.

# LAMDA

LAMDA, short for the London Academy of Music and Dramatic Art, stands as the UK's oldest drama school, with roots dating back to 1861. LAMDA is the largest statutory speech and drama award body in the country offering co-curricular lessons that provide a goldmine of experience to nurture confidence and self-belief. Students gain essential life skills that resonate far beyond the stage, enhancing their everyday lives both at school and beyond. Drama is a collaborative art form, and our students understand the power and joy of working together.

## ACT Drama

Here at Streatham & Clapham High School, we're proud to be linked with LAMDA. ACT Drama offers LAMDA Acting exams, from grades 3 to 8, including Bronze, Silver, and Gold. The 30-minute lessons occur throughout the school day on a rolling timetable, ensuring students do not miss the same lesson each week. The course runs from September to May half term. Tutorials cover all aspects of drama, presentation, and performance, with students working towards LAMDA Acting exams held in May. Grade and exam options are advised by the teacher.

## Qualifications and Options

Year 12 to 13 - Medal Acting Grades 6-8 (Bronze, Silver & Gold), which carry UCAS points. Public Speaking qualifications are also available for Sixth Form students.

The annual LAMDA tuition fee of £395 is billed in June and covers all 25 sessions. The exam fee, ranging from £40 to £80 per student, will be billed directly by the school in the Summer Term.

## Further Details

Places are allocated on a first-come, first-served basis. Confirmation of your child's place will be sent via email, along with an invoice for the yearly fee of £395.



For payment plan discussions, please contact the LAMDA team at [actdrama@googlemail.com](mailto:actdrama@googlemail.com)

Sign up date: 10 June 2024 – but places may be available after this date. Please contact ACT Drama for information.

[Online Booking Form](#)

## Instrument and Singing Lessons

Students have the opportunity to learn a musical instrument or take singing lessons with our team of Visiting Music Teachers (VMTs). These lessons follow a structured course in technique and repertoire, helping students build confidence as performers. Learning an instrument or taking singing lessons also offers numerous additional benefits, such as improving self-esteem, communication, coordination, and self-discipline. Participation in co-curricular music activities fosters social awareness, teamwork, and leadership skills, and provides opportunities to visit new places and meet new people.



Please use the link below to view our Visiting Music Teacher (VMT) terms and to complete the registration form by Friday 4 October. The available options are:

- Singing
- Bassoon
- Bass guitar
- Cello
- Clarinet
- Classical guitar
- Cornet
- Double bass
- Drum kit
- Electric guitar
- Flute
- French horn
- Oboe
- Organ
- Piano
- Piccolo
- Recorder
- Saxophone
- Trombone
- Trumpet
- Viola
- Violin
- Percussion (tuned/untuned/drum kit)

## Pastoral Care & Support



As Deputy Head (Pastoral), I'm delighted to extend a warm welcome to you and your daughter as they embark on their journey into Sixth Form with us in September. We are committed to providing a supportive and nurturing environment where your child can thrive academically, socially, and emotionally. Our pastoral care framework is designed to ensure that each student feels valued, supported, and empowered to reach their full potential. We provide the holistic overview to all aspects of school life striving ultimately to make sure the students are happy - because happy students learn best!

### **Ms Amy Smith**

Deputy Head (Pastoral)

## The Team

The pastoral team includes tutors, Head of Year, Special Educational Needs Coordinator, Attendance Officer, Head of Transition, School Nurse, and School Counsellor, who work in collaboration to achieve the best outcomes for students.

## Form Tutors

Form tutors build strong relationships with their tutees and work with the students to ensure their happiness and success. They are responsible for the day-to-day pastoral care of students in their form, understanding each student as an individual, including their character, strengths, preferences, and circumstances, such as medical needs, family situations, and learning support profiles. Tutors encourage and monitor academic progress alongside well-being, promoting good attendance, punctuality, conduct, and appearance. They serve as the primary point of contact with parents.

## SENDCO

The Special Educational Needs and Disabilities Coordinator (SENDCO) is pivotal in ensuring that each student receives the necessary support to excel academically and socially. Collaborating closely with teachers, parents, and external specialists, the SENDCO identifies and addresses the unique needs of students with special educational needs or disabilities. They oversee the implementation of personalised learning plans, offer guidance on effective teaching methods, and champion inclusive practices across the school community. Whether arranging extra support or accommodations, the SENDCO is committed to fostering an inclusive environment where every student can achieve their full potential.

## Nurse

At the Senior school, a full-time nurse is available on-site. If medication, including over-the-counter pain relievers like Calpol or paracetamol, are required, parents must directly and promptly provide the medication to the Nurse for storage and supervised administration. Students must not have or self-administer any form of medication under any circumstances. Additionally, the Nurse conducts health screenings for all students and arranges age-appropriate vaccinations.

## School Counsellor

The School Counsellor provides a safe and confidential environment for students to share their thoughts, feelings, and worries. They offer emotional and mental health support, assisting students in dealing with personal difficulties, academic pressures, and social matters. Whether through one-on-one counselling sessions, support groups, or backing PSHCE lessons, the School Counsellor plays a crucial role in enhancing the well-being and mental health of our students.

## Attendance Officer

The Attendance Officer collaborates closely with students, families, and school staff to monitor attendance records and tackle any issues that may arise. They offer assistance and advice to students experiencing challenges that impact their attendance, working with families and external agencies as needed. The Attendance Officer contributes to nurturing a culture of punctuality and engagement, stressing the significance of consistent school attendance for both academic achievement and personal growth.

## School Rules and Expectations

Students should demonstrate the School's values:

- Kindness
- Respect
- Integrity
- Compassion

We all have a responsibility to encourage students to adopt the highest standards of behaviour and moral principles and to embrace the ethos of the school.

At Streatham & Clapham High School, we aim to provide a broad, challenging, and inclusive education for life in a secure and happy environment where all community members feel valued and respected and where effective teaching and learning can take place. To achieve the above, good behaviour in all school life is necessary.

### Behaviour & Discipline Policy

The overarching principle of our rewards system centres on how rewards can and should be used to positively reinforce appropriate students' attitudes. Achievement points can be awarded for our values, work ethic, community contribution and leadership.

## Restorative approaches

Restorative approaches, rooted in empathy, accountability, and mutual respect, offer a proactive and inclusive method for managing conflicts and nurturing positive relationships. At our School, these practices provide a structured yet adaptable approach to resolving disputes and fostering understanding among students, staff, and the wider community. Through dialogue-centred interventions, individuals are encouraged to take

responsibility for their actions, actively listen to others' viewpoints, and work together to find solutions that promote healing and growth. By embracing restorative approaches, our School fosters a culture of empathy, equity, and empowerment, where every voice is valued, and every individual is supported on their journey towards personal and collective well-being.

## Attendance and punctuality

Regular attendance is vital for students to benefit from valuable learning experiences, fully participate in their studies, develop crucial skills, and reach their academic goals. Furthermore, being punctual reflects a sense of responsibility, respect, and self-discipline, qualities essential for success in school and later in life. Our School requests that all students arrive by 08:20 for an 08:25 start. Additionally, we encourage all students to strive for a 95% attendance rate, as research shows that dropping to 90% attendance can lead to gaps in knowledge and hinder academic achievements. Sixth Form students are asked to refer to the 'code of conduct' regarding attendance.

## Absence

Students are not permitted to take holidays during term time. If parents wish to request any other request for leave of absence during term time, they must submit a written request to the Head for consideration.

## Lost Property

We advise students to take care of their belongings and make sure that each item is labelled. The lost property box is situated near Reception, while valuable items will be brought to Reception.

## Mobile Phones, Devices and Cyber Safety

We are very proud of the many ways in which we embrace technology at SCHS as we continue to develop our curriculum and facilities to ensure that the students are tech-ready for their adult lives. We will complete a major refurbishment of the IT suite over the summer holiday to include a podcasting booth and robotics space, and we have invested in our videography equipment too. We are the first GDST school to offer GCSE Engineering and determined that we will be amongst the pioneers in girls' education for tech.

However, rules published by Ofcom in recent weeks as part of the Online Safety Act 2023 respond to the widely held understanding of how damaging social media can be, especially to children and teens. The Molly Rose Foundation has shown the extent of the risk of exposing young people to very harmful material on TikTok and other social media sites, and you can read more about their work [here](#).

We do so much to ensure the safety of the students' exploration of the physical world and we must do the same as they navigate their online worlds too. Once something is seen, it cannot be unseen.

Sixth Form students are allowed their phones but should not be seen or heard during lesson. There is evidence that it can take up to 20 minutes for students to refocus on what they were learning after engaging in a non-academic activity such as browsing the internet or noticing a notification on their phone.

We will talk to students at the Induction Day about these rules and recommendations and why we believe it is in the best interests of their health, wellbeing and cognitive development. We will also use this opportunity to inform them of the School's rules about phones in School so that they receive a clear and consistent message from us.

## Tooled Up

We strive to offer comprehensive support to everyone in our school community, encompassing all aspects of family life. That's why our School has subscribed to Tooled Up Education, a digital platform offering parents and staff exclusive access to a digital library. This library is filled with evidence-based tips, activities, educational webinars, and enlightening podcasts covering topics such as mental health, aspirations, learning, digital life, and family life.

## EDIB

At Streatham and Clapham High School, our EDIB (Equity, Diversity, Inclusion, and Belonging) aims are centred on ensuring that every student feels a profound sense of welcome, inclusivity, and belonging within our School community. To achieve this, we have outlined the following plans and strategies:

- 1. Nurturing Inclusivity:**
  - We will provide access to a diverse range of speakers and workshops led by individuals with lived experiences.
  - By inviting guests who reflect the diversity of our student body, we aim for each student to see themselves represented and inspired by these role models.
  - Every student will encounter something that motivates and shows pathways to achievement and belonging.
- 2. Professional Development for Staff:**
  - We have invested in comprehensive EDIB training for all our staff across both the Prep and Senior schools.
  - This professional development is designed to deepen our educators' understanding and implementation of EDIB principles.
  - The training will be integrated into the school's new EDIB policy, ensuring a consistent and informed approach to fostering an inclusive environment.

### 3. Collaboration with Parents

- Parent teacher EDIB working party at the Prep
- Termly parent EDIB events for Prep and Senior parents to engage with the Senior Leadership Team.

Our commitment to these aims ensures that Streatham and Clapham High School is not just a school, but a community where every student can thrive, feel valued, and be inspired to reach their full potential.

## School Council

As a family school, we encourage parents and students to participate in a constructive and open dialogue with the school. The first point of contact is the form tutor. The Student Council provides a forum for students to share their insights and suggestions for improving the School. Student Council comments are fed back to the Senior Leadership Team (SLT) so that action can be taken. We also conduct regular parent surveys. Representatives from each form group attend school council meetings. The meeting is chaired by the Head Team and raised with the SLT.

## Friends of SCHS

The Friends of SCHS is our parent body network who help strengthen our community by hosting social events and fundraisers such as the Pre-Loved Uniform Sale and summer fair.

[Friends of SCHS  
friendsofsandc@gmail.com](mailto:friendsofsandc@gmail.com)



# Communications

## Student Communications

Students are expected to use Teams as a virtual learning environment. Teachers communicate with students via MS Teams, as well as set homework.

## Parent Communications

To enhance communication efficiency, we send key communications weekly via School Post, every Friday at 18:00. Urgent messages will be exceptions and may be communicated outside of this schedule. Weekly class updates will be included in School Post. Please note that we aim to respond to emails within 24 hours. For urgent matters, please contact us at [senior@schs.gdst.net](mailto:senior@schs.gdst.net). While you can copy in the form teacher, please be aware they may not see the message during the teaching day.

## SIMS Parent App

SIMS Parent App is used for recording and managing personal data, photo permissions, including medical and dietary information. An activation email will be sent prior to the start of the academic year, with information on how to download and install the app.

## ParentPay

All payments for residential trips or clubs must be made through ParentPay via [www.parentpay.com](http://www.parentpay.com). If you would like to use Childcare Vouchers for wraparound care provision, please email [finance@schs.gdst.net](mailto:finance@schs.gdst.net) with the session dates and we will invoice accordingly.

The process for distributing ParentPay activation letters will begin during the first week of September. It is important that you receive the activation letter, as it contains essential details about how to register your ParentPay account.

If you have any concerns, or do not receive your activation letter before September, please do not hesitate to reach out to the Finance Department at [finance@schs.gdst.net](mailto:finance@schs.gdst.net).

## GDST

Streatham & Clapham High School is a member school of the Girls' Day School Trust (GDST). The GDST, which has pioneered the education of girls and young women since its foundation in 1872, is the leading network of independent girls' schools in the UK, with approximately 4,000 staff and nearly 20,000 students in its 23 schools and two academies throughout England and Wales. About 8% of all the girls in independent education in the UK are at GDST schools. GDST schools are non-denominational, and students have always been admitted irrespective of background or beliefs.

## Travel

There are a number of methods of transport that students use to travel to school. We are easily accessible by public transport from many areas in central and south London as well by our extensive school minibus transport service. We are committed to being good neighbours and citizens. We encourage travel by sustainable and active transport (Tube, bicycle, bus or walking) as part of promoting a healthy lifestyle and environment.

## School Transport Services

Streatham & Clapham High School understand that parents have busy lives with significant commitments. We strive to make life easier for you and your family. As part of that, we offer a minibus service to all students, available on a first come, first served basis

Our minibus provider, Vectare, offers nine different routes. You can find more details on their [dedicated school transport site](#) where you can input your postcode to locate your nearest stop. Additional stops can be added if needed, with priority given to younger students.

If you have any questions regarding the school transport service you can find our school bus guide and frequently asked questions [here](#), alternatively you can email Vectare via [contact@vectare.co.uk](mailto:contact@vectare.co.uk)

Bookings for the transport service go live from Wednesday 5 June. You will need to register on Vectare in advance of the go-live date and details of how to register are given [here](#).

## Rail & Underground

The closest stations to the Senior school are:

Streatham Hill (Mainline)

Streatham (Mainline)

Balham (Underground, Northern Line)

Balham (Mainline)

## Bus Services

The areas below are served by London Transport buses operating within a few minutes' walk of the school.

Balham – 315, 249

Brixton – 109, 118, 133, 159, 250

Camberwell – 59, 133, 159, 45

Clapham – (Junction) 255, 219, 319, G1

Croydon – 250

Crystal Palace – 249

Earlsfield – 44, 77, 270, G1

Herne Hill – 201

Mitcham – 133, 57, 201

Thornton Heath – 250, 109

Tulse Hill – P13

Tooting – G1, 57, 133

Upper Norwood – 250

Vauxhall – 2, 77

## Cycle Routes

Information about cycle routes can be found on the [TFL website](#).

## By Car

If you must travel by private car, please remember always to observe all road traffic markings, including double yellow and zig-zag lines which prohibit parking or stopping at all times of day, no matter what time. We are located in a residential area with the privilege of proximity to the unique ecology of Tooting Bec Common, so we ask you to remember to keep any noise down to a minimum and only run the engine of your vehicle when necessary. Everyone's time is valuable, so please respect our neighbours' driveways and access needs. Please travel down Abbotswood Road in one direction, entering from Garrads Road and travelling down Abbotswood Road towards Drewstead Road.

Please only drop-off in the designated area (see below).



You can download the Code of Conduct for driving to school [here](#).

## Term Diary

We produce a Term Diary at the start of each term for an overview of dates, staff contact information, form groups, Student Leadership Team and House Captains. A copy of the Summer Term Diary is available to view [here](#).

## Contact Information

### Senior School

42 Abbotswood Road, London,  
SW16 1AW  
Email: [senior@schs.gdst.net](mailto:senior@schs.gdst.net)  
Tel: 020 8677 8400

Monday to Friday 08:15 - 16:15  
(voice mail outside these times)

For absences please email  
[absence@schs.gdst.net](mailto:absence@schs.gdst.net)

### Out of Hours Contact

For immediate out of hours assistance only, please call our duty/out of hours number: 07802 657424

The phone will be switched on  
Monday to Friday from 17:00 to 21:00 (or until the end of an event)  
Saturday from 08:30 to 14:00 (or until the end of an event)  
Sunday 08:45 to 14:00

\*During the school holidays from 08:00 to 18:00 (when the school is open).



STREATHAM  
& CLAPHAM  
SIXTH FORM

---

GDST  
GIRLS' DAY SCHOOL TRUST