



BRUTON SCHOOL

FOR GIRLS

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ON SUNNY HILL

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## THE SIXTH FORM at BRUTON SCHOOL FOR GIRLS

### Why Bruton?

The key strength of the Sixth Form at Bruton School for Girls is **our small size**. Because we are small we offer unparalleled opportunities to support you to shape not only your own future, but the future of the school. You study and stay within a **pre-university environment**, designed to develop **independence**, and we rely on you for your substantial contribution to the **leadership** of the school. Each girl is offered **CV enhancing opportunities** for development, and **freedom of thought** is encouraged. Your **voice** is heard clearly and listened to carefully, and our **comprehensive careers and higher education programme** is tailored to each individual in each unique year group. For that reason the specific individualised support varies every year, although we have tried to encapsulate everything we do within our Careers and Higher Education booklet. Of course we also continue to provide what we are very well known for; **individualised academic and pastoral support** from dedicated and well-qualified staff, and the personalised encouragement to achieve your aspirations. It is this which puts us in the top league of schools in the country for adding-value.

- **Independence:** The ability to think, act and research by and for yourself are key skills which universities and employers are looking for. At BSG we offer you a perfect environment in which to develop this skill: the combination of intimate class sizes, individual attention, superb working environment in Highcroft Sixth Form Centre and trust between teachers and students. There is an expectation that you will want to study and research independently, but also perhaps work in groups with your classmates, rather like undergraduates do at university.
- **Leadership:** Everyone in the Upper Sixth has a leadership role. The Head Girls Team is elected by members of the Sixth Form, members of staff and members of Senior 5 who will be in the Sixth Form, but all the other roles are created and filled by you; you choose, you define, you set your own example of leadership for others. Some of these roles (Prep School Prefect, Marketing Prefect, for example) offer professional work experience which can be put on your CV, because you work alongside professionals, supporting them and performing vital tasks such as copy writing or assisting in the classroom or with reading schemes. You can gather a team around you to support your work and to help with your own initiatives, learning all the time about teamwork, delegation, listening, negotiating and meeting deadlines, all vital workplace skills. The idea is that you offer a leadership role in an area which interests you, so you can enhance your experience of working in that specialist area and give yourself more credibility when applying for courses and jobs in your chosen field.
- **Voice:** As an A level student at BSG, your voice is vital for continuing the development of your school. All the changes over the last four years have been brought about as a result of listening to your views and ideas. You are also instrumental in bringing the views and feelings of younger girls, whom you might represent, to the attention of decision-makers here. This communication comes naturally from the close dialogue within tutor groups, between academic and pastoral staff and Sixth Form students, from more formal groups such as student-led committees, or School Council, or through feedback questionnaires, such as the one following each year's lecture programme cycle. We know that you are developing your social conscience and exercising your potential as leaders, thinkers, analysts, policy-makers: we want you to help your school to benefit from your creativity. Some of you will want to be politically active, seeking out university campuses with very active Student Unions or blogging your reactions to current affairs and world events, so this dialogue is good training for taking a confident part in that aspect of your university life if you chose to do so.
- **Individual Careers Guidance:** In a small school like BSG, we can tailor our careers guidance to suit each individual. We offer impartial guidance through our partners Cambridge Occupational Analysts, with individual interviews, booklets analysing your responses to a confidential questionnaire, and individual interviews with the Careers Adviser during your Senior 5 year and beyond. We also offer several Careers events through the school year to help you to network with speakers from various

industries and fields of interest. We will try as far as possible to supply speakers from fields which specifically interest you. For more information, see the Careers booklet, also on-line.

- **Freedom of thought:** we help you to become a free thinker, to have your own ideas and to develop a world view and a social conscience. This should help you to be discerning, so you can make life and career choices which bring you maximum success and satisfaction in the future. You are given a lecture programme for Thursday evenings through two terms of each year. The speakers are from as wide a variety of areas as possible, from former BSG students talking about their own career path, through motivational speakers to leaders in their field. You are encouraged to network with the speakers, seeking contacts which may assist in finding exciting work experience possibilities which are directly useful to you. For more information on the range of themes we have experienced so far, please see the Careers Booklet. We encourage you to think about things you thought you were not interested in, things which do not necessarily touch your life, or not yet, seeking to bring the outside world into your life here, inspiring and exciting you about what is out there for your future.

**These reasons, and more, have been summarised by the staff and girls on the inside covers of this information booklet. But why take our word for it? The best people to ask are the girls themselves.....**

### **What is it like?**

In one word you can expect **change**. The Sixth Form is a time when you will be experiencing rapid personal and intellectual development, and becoming an adult. The way in which you will be treated fully reflects this. From your first day in the Lower Sixth we treat you as a student – that is, a mature young adult – rather than the ‘pupil’ you were in Senior 5. As befits your new status, from the outset, you can expect to enjoy considerable **freedom** to organise your time and to make individual choices, and also a range of **privileges**.

Some of these entitlements are obvious: you will not be wearing uniform and much of your time will be spent in the Sixth Form Centre. In addition, you will find that your relationship with your teachers and Personal Tutor is increasingly sophisticated and informal and your working day is also much more flexible.

When you are not attending lessons, working with your Tutor or participating in an event such as a talk or seminar, you are able to organise your time as you see fit. Thus you might be working or relaxing in your study room, chatting with your friends in one of our common rooms, making use of the school’s sports facilities or perhaps fitting in a driving lesson. Any restrictions you will encounter are not fussy and are fully explained in the Sixth Form Handbook issued to all students at the start of each academic year. Quite simply they are based on the need for the Sixth Form to be run as a civilised, caring community, and taking into account various safety issues.

There are very good reasons for giving you such **independence** and with it comes **responsibility on your part**. Our aim is for you to use your two years in the Sixth Form as a stepping-stone towards the greater freedom of university and adult life. By the time you join the Sixth Form we expect you to have realised that success in most really worthwhile things in life only comes through clear goals, hard work, self-motivation, self-discipline, initiative and an ability to seek and act on advice. We want to give you every opportunity to display and develop such qualities; they will be essential if you are to:

- Gain the top grades at AS and A level
- Gain a very good class of degree at university
- Enjoy a challenging, rewarding career and life!

## Pastoral care within the Sixth Form

We do not, of course, expect you to make the adjustment from GCSE to A level without a great deal of individual assistance and advice. Our systems of monitoring and support are very much based upon personal knowledge of our students and one-to-one conversations with the individual. If you are considering joining the Sixth Form from elsewhere, we will quickly get to know you!

Within the Sixth Form, your **Personal Tutor** will be your first point of contact, and you will be a member of a **tutor group** made up of about a dozen other girls from both the Upper and Lower Sixth. You will find this regular contact with Upper Sixth very helpful, both in terms of the advice and encouragement they can offer, but also through the insights they can provide regarding the work pattern and choices that lie ahead of you. You will see your Tutor every day, and you will get to know each other well over the two years. It is with your Tutor, in the first instance, that you will frequently discuss your academic and personal progress, and it is to him or her that you will turn for guidance about your future as ultimately you apply to university or employment. The Head of Sixth works alongside your Tutor, offering additional advice, encouragement and guidance.

## The Wider Life of the Sixth Form

Naturally you will not spend all your time on your academic subjects, and the Sixth Form at Bruton will give you many **opportunities** to discover and extend your interests and 'key skills' – and indeed to have fun! You will have the opportunity to acquire new skills, and broaden your horizons through involvement in our **varied programme** of talks, debates and clubs. For example, everyone prepares for the **Advanced Certificate in Spoken English** which not only develops your ability to 'hold your own' but also carries useful additional UCAS points. On Thursdays through the autumn and spring terms, the whole Sixth Form attends lectures given by former students and inspirational invited speakers from a wide range of careers and fields of interest. In addition, a programme of **certificated short courses** will run at weekends, to suit your interests, through the school year, in order that you can enjoy picking up some new skills and expanding your social life at the same time. We would like your suggestions for this to supplement our ideas.

The Sixth Form has a very active and successful **Social Committee** whose members organise a major party twice a year to which other students from a range of local schools are invited. Their activities culminate in the annual **Summer Ball** – a very enjoyable evening to round off the year. A large number of our students are actively involved in **art, music, drama** and **sport**. Many also play a leading role in the numerous **clubs** in the Senior School, and take full advantage of the **visits and excursions** organised in the Boarding House. Any suggestions or requests for events are always very welcome; for example seminars have been initiated in such diverse areas as Self-Defence and Beauty Therapy.

Every year Sixth Formers undertake **voluntary work**, both through involvement in such organisations as the **Duke of Edinburgh Award Scheme** and on holiday placements in locations as far apart as Zimbabwe and Florida. We have raised significant sums of money for **charitable causes** such as 'Operation Christmas Child' and 'Joybells' Orphanage in India. Student involvement in externally organised **courses** both at home and abroad is strongly encouraged.

In the Lower Sixth, students also become involved with **supervision duties** in the Senior School and the Prep School. Most girls enjoy this responsibility and welcome the contact with the rest of the school that this and continued membership of the school **Halls** (houses) provide.

The **Head Girls, Hall Captains** and **Prefects** all help manage the school efficiently and **everyone is expected to hold a position of responsibility** and leadership. The Head Girls and Hall Captains are elected annually by the Sixth Form and members of the staff. Holding a post or membership of any **committee**, such as the Charity Committee or running the School Council, represents an excellent opportunity for the development of **leadership, presentation and teamwork skills**.

Many of our **former students** keep in contact with the Sixth Form and return to visit. Each year at our **Higher Education Day** and on a number of separate occasions, we aim to welcome ex-students who come to give talks about their Gap Year and university experiences or their careers.

The whole Sixth Form is now well established in the excellent facilities in Highcroft, where there are social spaces such as the café, studies for day girls and boarders to share and spare rooms for day girls to stay in overnight after evening events. The Sixth Form also use the Lecture Theatre which seats approximately 100 people and the main **ICT** on the ground floor of Old House, next to the **Careers Room**, which contains an extensive library of material related to Sponsorship, Gap Year opportunities and Higher Education.

## Careers Resources

Prospectuses, booklets and computer-aided information covering **universities**, colleges and institutions, individual departments and specific courses as well as literature about Open Days, financial matters, and cultural, social and sporting opportunities are kept in the Careers Centre. The UCAS application procedures including **Oxbridge entrance** are well covered, with information and advice about CVs, the preparation of personal statements and interview techniques.

**Advice** is always available from the Head of Sixth who is also the Careers Adviser. All members of the Lower Sixth attend an annual **UCAS Higher Education Convention** where they have the opportunity to talk to Admissions Tutors and find out more about the institutions in which they are interested.

In the Summer Term we hold a **Higher Education Day** with workshops and invited guest speakers from universities and the world of work. Parents are warmly invited to come and spend this day with their daughters. We also organise a **Careers Seminar Day** in November, involving a keynote speaker, and as many different careers areas as possible, selected from the interests within the Sixth Form at the time, as well as the bi-annual **Cocktail of Careers** event.

For further information about the Careers Programme, please see our BSG Careers Booklet which is also available on the website.

## Sixth Form Fitness and Sport

Students participate in one timetabled session of physical activity per week. In this session, there is a focus on the major sports of Hockey, Netball, Tennis and Athletics and you are given high quality coaching to enable you to develop both individually and as a member of a team. There are also after school clubs to further progress your skills and regular matches in all three terms.

For those not wanting to participate in competitive school teams in the major sports we run a varied programme of both conventional and unusual sports! Popular additions to the Sixth Form games programme have been Ultimate Frisbee, Jump rope, Tchoukball and by popular demand Quidditch, where now Universities have their own teams. There is also a well-equipped fitness suite, which is very popular, and all the girls do a module where they are shown how to use the machines, as well as a lovely outdoor swimming pool which comes into its own in the Summer Term. Outside coaches also visit the school and for a very reasonable price you can sign up for Tennis coaching, Judo, Horse riding, Gymnastics or Yoga.

## Academic and Personal Expectations

So what do we expect from you?

**Academically** we have the highest expectation of our students and constantly try to boost your confidence and self-belief. Our philosophy is that the top A level grades should not be seen as unattainable goals but – provided that they display the qualities described earlier – realistic targets within the reach of most of our students. We want you to aim high, display independence of thought and judgement, and enjoy the challenge of learning for its own sake. Ultimately we want you to work with us to help you obtain the qualifications you need for the next stage of your career.

Although we expect you to make academic work your priority, this should most certainly not be to the exclusion of all other activities. **Personally** we hope that our students will display traditional values like kindness and consideration for others, and develop a sense of responsibility for each other and the wider community. Our Sixth Form students also assume authority within the Senior School through various duties they carry out, in music, drama, sport and the many activities they organise. Within the school, there is the **opportunity for leadership** and developing personal and social skills which become invaluable assets at university and beyond. Whether you choose to spend some of your free time helping the younger readers in the Prep School, training the Under 14 netball squad, running Amnesty International or helping to organise the social events for the younger girls, you are assuming responsibility and acting as role models for the forms below you.

We think that the Sixth Form at Bruton School for Girls is the sort of place where you will be very happy, successful and well prepared for your future. The two years of the Sixth Form should be two of the best of your school life! We have a proud record of success at Bruton based on a ‘can do’ atmosphere which asserts that every student can and will succeed if she takes advantage of what we have on offer.

**Existing members of our Senior School will be given several opportunities to tour Highcroft and – most importantly – meet and talk with our students. It is only by doing this that it is possible fully to appreciate the atmosphere, range of opportunities, facilities and resources we offer.**

**If you are thinking of joining us in the Lower Sixth from another school then please do make an appointment to come and spend a day with us.**

**We look forward to welcoming each of you to the Sixth Form!**

*Nicola Botteill*

Headmistress

## A LEVEL REFORM

### What is changing?

You may have heard that A levels are in the process of changing. This reform is driven by the Government and aims to equip students better for university and employment. At the moment, for some subjects, AS assessments contribute to students' final A level grades but gradually all AS qualifications will become stand-alone and will not count towards the final A level grade. This is a gradual change over the next year, which started last September in some subjects. AS and A level qualifications will gradually all move to linear qualifications officially assessed at the end of the course only. Students will do all exams together at the end of a two-year course for A levels.

Many A level subjects are already assessed solely by exams but others that are currently a mix of exams and coursework may be changed. There will be no more than 20% coursework in a subject and only in areas where there is recognition that certain skills cannot be assessed in an exam, eg creative writing in English, fieldwork in Geography. Otherwise assessment will be by exam only. In sciences, practical assessment will be reported separately as a pass or fail, rather than as part of the A level grade.

Some A level subjects may disappear altogether to prevent duplication but this is unlikely to lead to any significant change at Bruton School for Girls. We expect the vast majority of the subjects we currently offer to continue beyond 2017.

### What is staying the same?

- A levels will continue to be a two year course, as they have always been.
- The grading system (A\* to E) will stay the same.
- The value of A levels will be unchanged. The qualifications will still allow universities to accurately identify the level of achievement of students, provide a benchmark of academic ability for employers and remain an internationally comparable post-16 academic course of study.
- Universities will continue to require 3 subjects at A2 as the standard entry requirement

### How will different subjects be affected?

Course content will be changed in waves, and for many subjects more knowledge and understanding is to be assessed; they are designed to be more difficult and discriminating. The first set of subjects taught in the new way, from September 2015, was:

- Art & Design
- Biology
- Business Studies
- Chemistry
- Economics
- English Literature
- History
- Physics
- Psychology

These nine subjects will complete their full reformed A levels for the first time this June.

The second wave, which started in 2016 includes:

- Drama
- Geography
- Photography
- Modern Foreign Languages
- Music
- Religious Studies
- Latin

All other subjects are expected to change in September 2017, including Maths, Further Maths, Music Technology and Classical Civilisation.

## Reasons for Change

The following are the main reasons given by the Government for the changes:

- ***The modular system is not giving students a broad range of knowledge***  
Universities felt that students had not been given sufficient time to develop the breadth of understanding during the A level course which was broken into four or six units. By removing the modular approach it is hoped that more time can be devoted to key topics, allowing students to develop a deeper understanding.
- ***Too many assessments cause disruption to teaching***  
The January exam series for AS/A levels was removed from January 2014. Exams at the end of each term effectively become an assessment of how good students were at doing exams, rather than assessing their knowledge and understanding of that particular subject. Multiple assessments throughout the year also meant that teachers had to spend too much time focusing on exam preparation.
- ***There are too many re-sits***  
Previously, students could take an exam or non-exam assessment several times over. This created a 're-sit culture' with some students not taking assessments as seriously as they should.

## Essential Background - A Level Studies: 2015-2017

In the first instance, last year, our A level course looked similar to the A level courses we have been running for many years. We asked students to study 4 AS levels in the Lower Sixth (a few students studied 5 or 3 subjects under certain circumstances). We were expecting all 2015-2017 students to sit AS exams in these 4 subjects at the end of the Lower Sixth. They were then to continue studying 3 of these subjects (or possibly 4 or 2, again, under certain circumstances) in the Upper Sixth and were to take either A2 exams or A level exams in these subjects.

If the subject is following a new specification then the exams at the end of Upper Sixth will be stand-alone and the AS result gained at the end of the Lower Sixth **will not count** towards the final A level grade. If the subject is not following a new specification the AS result gained at the end of the Lower Sixth **will count** towards the final A level grade, as it does now.

At this time, some students were studying a new style subject (eg English) alongside an old subject (eg Maths) at the same time. Where this was the case some of their subjects had examinations at the end of the first year which contribute to the overall A level grade and others did not, therefore we took the decision that girls studying reformed subjects could choose whether or not to take an AS examination and most chose not to. All girls took AS exams in unreformed subjects, as usual. The outcome at the end of two years in Summer 2017 should be the same. Some girls decided to drop to 3 A Levels earlier than previously.

Although sitting the AS exam in the new style A level might seem to be an unnecessary exercise (as the result will not count towards the A level) we believed that for this cohort it remained an important examination. Students and teachers need to measure progress in an accurate way to ensure success. Students who did not sit an AS exam at the end of the Lower Sixth sat an internally set school exam. Girls did not take much 'study leave'; they simply missed the morning or afternoon before their examination to prepare, although there was one week where lessons were suspended for examinations. In this way the preparation for the A2 courses continued without undue disruption.

This will be different for the 2017-19 girls as outlined below.

## **Your A Level Studies: 2017-2019**

In September 2017, all subjects our girls study will be reformed. That is, the AS examination **will not count** towards the A level. During 2014-2015 it became clear that, in order to allow girls to be as successful as possible in their chosen subjects, they should concentrate on the three they need for their chosen university entrance requirements, although a few students may study two or four. Girls will then be able to study in sufficient depth and breadth to achieve their highest grades possible, as well as gain a deeper understanding and enjoyment of their subjects through wider enrichment activities which would further support this. It also became clear that all/most girls should study towards the Extended Project Qualification (EPQ). More detail is given about this qualification after this section, but essentially it is an independent project on any topic chosen by the girl herself. Her chosen topic may relate to a future career interest, combined with a university course subject interest, or simply be for intellectual enjoyment. It is the recording of the process the girls follow which gains them marks, not just the final outcome, and as such it is valuable for all girls to undertake, not just those seeking places at the most prestigious universities. It is liked by employers and universities alike as it demonstrates that a girl shows initiative, planning and tenacity, among the many other desirable qualities it helps to develop. It is, therefore, more advantageous for a girl to have completed an EPQ than to have studied a fourth A level, or an AS. In some subjects it is not possible for a girl to study the AS with the A level cohort because the content or emphasis is very different.

**Thus, from 2017, we envisage the pattern for most girls at Bruton to be to choose to study three (and exceptionally two or four) A levels, all externally examined at the end of their Upper Sixth year, with internal school examinations in the Lower Sixth year. We also expect most girls to complete an EPQ.**

### **Re-sits**

Students will only be able to sit examinations in the summer. There will be no re-sits in January or at another time of year. This changed in January 2014 and will remain the same. These examinations are linear, and thus all examined at the end of their course of study.

### **Entry Requirements**

The usual requirements for entry to Bruton School for Girls Sixth Form are six good grades (A\* - B) at GCSE, unless there are extenuating circumstances, and you must have attained at least a grade B in the subjects you wish to study at A level. Throughout Senior 5 (Year 11), our students are given individual guidance to select the course of study which best suits their academic needs and career aspirations.

## SUBJECTS OFFERED TO GCE A LEVEL

Art & Design (Fine Art)	Geography
Art & Design (Textiles Design)	German
Art & Design (Photography)	History
Biology	Latin
Business Studies	Mathematics
Chemistry	Further Mathematics
Classical Civilisation	Music & Music Technology
Drama and Theatre Studies	Philosophy of Religion and Religious Ethics
Economics	Physics
English Literature	Psychology
French	Spanish

Please note that, rather than asking students to choose from predetermined blocks that inevitably exclude certain combinations, we endeavour wherever possible to provide each girl with her choice of subjects. We ask that choices are made **by Friday 27<sup>th</sup> January 2017** in order that we can organise blocks and staffing. Please note that we will be unable to offer subjects to only one girl. If you subsequently change your mind, we will endeavour to ensure that it is possible, but may not always be able to guarantee this.

### Additional Courses and Activities

- Business Challenge
- Community Programme (for example helping in the Prep School)
- Drama (acting and backstage)
- Duke of Edinburgh's Award at Silver and Gold levels
- English Speaking Board Advanced Certificate in Spoken English
- Extension Studies (including for example Current Affairs, Money Management)
- “Gleam Team” editing the School magazine
- Leadership roles
- Leiths Certificate in Food and Wine (additional charge payable)
- Music (choirs, orchestras, ensembles)
- Photography course
- Social Committee (planning and organising Sixth Form Social events)
- Sport (numerous team and individual opportunities)

*The above list is not exhaustive but gives an indication of the wide variety on offer – we also offer certified courses at the weekends.*

## Certified courses

*Excellence in all we do, all the time.*

The school provides a range of special, one-off courses leading to a qualification. This will allow you to qualify in skills useful to your future life and which we hope will greatly enhance your CV and your employability before, during and after your Higher Education. These short courses will incur a cost and will run over the required successive weekends, either part or all of Saturday or Sunday, through the school year and are based upon your interests and ideas.

### Possible courses

Accountancy	Health & Safety at Work
Ballroom Dancing	Leadership skills
Basic cooking skills	Lifeguarding/Lifesaving
Beauty therapy	Outward Bound skills
Bushcraft	PA Skills
Car maintenance	PADI Diving
Coaching/umpiring	RYA Navigation
Contemporary dance	Stage Fights/stunts
Driving theory	Stage/film make-up
Driving safety	Stage camera work
Equine care	TEFL qualification
Wine tasting	
First Aid	

There follows a summary of course content and methods of assessment for each subject offered. Each is identified by its examination board specification. Full details of content and assessment are available from the relevant examination board website:

[www.aqa.org.uk](http://www.aqa.org.uk)   [www.edexcel.org.uk](http://www.edexcel.org.uk)   [www.ocr.org.uk](http://www.ocr.org.uk)   [www.educas.co.uk](http://www.educas.co.uk) (wjec)

**During this period of reform details regarding the specifications on offer are subject to change.**

### Academic Requirements

Good news! There are no specific academic requirements for the EPQ. However, you will need to be organised, enthusiastic and prepared to spend time on your project

### Course Specification: AQA (7993)

The EPQ is a standalone qualification designed to extend and develop your skills in independent research and project management. It is awarded UCAS points worth half an A-level and is recognised by universities and employers; some leading universities, such as Southampton University, make alternative offers to students undertaking an EPQ.

The EPQ requires students to carry out research on a topic that they have chosen and is not covered by their other qualifications. They then use this research to produce a written report and, in the case of practical projects, an artifact or a production. A student can take inspiration from something studied in class or something completely unrelated to their studies.

The EPQ is overseen by a project supervisor, typically a teacher who is **not** a specialist in the chosen area. The supervisor guides their student through the process; they do not guide the content or unduly influence the outcome of their research. Many EPQs are also interdisciplinary or in areas not typically studied at key stage 5.

Students are given training in various areas including research skills, information types, evaluating sources, choosing a topic and asking questions, plagiarism and when and how to reference, smart reading, the value of the EPQ from an HE perspective, the production log, writing up and presenting. All students give a presentation of some form or another at the end of their project which provides them with an opportunity to show off the skills that they have developed.

The project is marked 'in house' and externally moderated by AQA.

### Why do an EPQ?

An EPQ provides an opportunity for the girls to extend their abilities beyond the A-level syllabus, stand out from the crowd and prepare for university or their future career. It can also be used to earn extra UCAS points. It is the perfect way to extend and develop yourself beyond the material being covered in class and explore your passion for a topic.

### A Student's Perspective

It can be quite challenging but it allows you to develop your organisational skills and it is really rewarding being able to delve deeper into a particular topic. You get to share your knowledge with your peers during the presentations and it gives you a lot of satisfaction when you finally complete such a big piece of work.

## English Speaking Board

Mrs J Evans

During the Lower Sixth, all students spend one lesson per week preparing for the ESB examination, Advanced Certificate in Spoken English. The course involves the preparation of three distinct oral skills:

- a) A carefully researched presentation on a topic of the student's choice.
- b) A summary of the content and approach of a serious and substantial news article, leading to a discussion of the issues involved.
- c) A two-minute rehearsed reading from prose, poetry or drama, with a contextualisation and recommendation from the student.

All three activities provide invaluable work in Key Skills. The examination is similarly useful as an additional personal asset on the UCAS form. UCAS points are awarded as follows:

Distinction	65,	Merit	60,	Pass	40
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The group discussion work involved will help to build further confidence in readiness for presentations in Higher Education tutorials and seminars and in your future career.

## Leiths Certificate in Food and Wine

Mrs S Laing

### **A skill for life; what more could you want?**

The Leiths Introductory Certificate in Food and Wine is a professional qualification, designed to teach the cooking skills and knowledge necessary to become a confident, capable and efficient cook. It will give students a skill for life, but could open up possible areas of employment too, either as a full time career, part time job or gap year placement. Students will gain the confidence to cook by making judgements on the ingredients they buy, the dishes they put together in menus, and the methods they use to cook and serve the food to achieve the best results.

*“..before I learnt to cook I opened the cupboard and saw meaningless ingredients, now I see food.....”*

The teaching focusses on practical skills. A knowledge and understanding of ingredients, and how dishes work, is gained from a weekly 3 hour practical session. Students do need to do some preparation for that, in the form of a time plan to work from, but they are not expected to devote hours of study outside of the classroom. Work is continually assessed, with a practical test and short answer exam at the end of the course.

The course includes a two hour talk and wine tasting session with a Master of Wine; a great experience for the students. They also complete the Basic Food Hygiene Certificate which is charged separately.

On successful completion of the course students are awarded the Leiths Introductory Certificate in Food and Wine. This has worldwide recognition as a qualification within the catering industry. Leiths operates an employment agency, the Leiths List, which can provide a wide range of employment opportunities, if they wish to use it.

The Leiths course is offered to Sixth Form students as an additional timetabled subject, running alongside their AS and A2 subject options. There is no prior qualification needed to join the course which runs for 4 terms, finishing at the end of the Autumn term in the U6. This gives students time to focus on their A2 subjects as their final exams loom.

This course is run in partnership with The Leiths School of Food & Wine based in London. There is a charge for the course (2016/2017 £284 per term), plus ingredients charged at cost.

### **Students' Perspectives**

“The Leiths course was a fantastic experience and has given me such confidence in the kitchen”

“It took my skills to another level”

“Confidence building, fantastic, highly recommended”

“I loved every minute – I’ll really miss it”

## A-LEVEL LEAVERS' DESTINATIONS from 2010-2016

Aberystwyth University	Law, Zoology
Bournemouth Arts Institute	Art and Design Foundation
Brunel, London	Occupational Therapy
Chinese University of Hong Kong	Life Science, Economics, Geography and Resource Management
Cambridge	Veterinary Medicine, Clare College; English, Gonville and Caius College; Natural Sciences, Newnham College, Pembroke College and Trinity College; Medicine, Queens' College
Farnham Art College	Art Foundation, Metalwork and Jewellery Design
Goldsmith's University (London)	English and Drama
Hong Kong University of Science & Technology	Physics
Keele	Politics, International Studies and Spanish
King's College London	Geography, Business Management, English
London School of Economics	Economics and Economic History
School of Oriental and African Studies, London	Arabic and Islamic Studies
London School of Business and Finance	Accountancy and Finance
London College of Fashion	Fashion Public Relations
Norland College, Bath	Professional Nanny and Childcare Training
Oxford Brookes University	Business Studies, History and English
Oxford Brookes University (Swindon Campus)	Business Management and Communications
Queen Mary, University of London	Business and Finance
Royal Holloway	English and Drama
Somerset College	Early childhood studies
St Mary's University College, London	Sports Science and Nutrition, Drama and Theatre Arts
University College, Falmouth	Art Foundation (4 students)
University of Aberdeen	Zoology, Business Management and Property
University of Bath	Sociology, Sport and Exercise Science, Biology
University of Birmingham	Drama, Stage Management, Physiotherapy, Human Biology, Civil Engineering, Business Management, English and History, Nursing, Psychology, Liberal Arts
University of Bournemouth	Events Management, Arts & Event Management, Sports Development
University of Cardiff	Business Economics (2 students), Biomedical Sciences, Journalism, Film and Media, Business Management (Marketing), Journalism, Physics
University of Chester	Sports Therapy
University of Chichester	Adult Nursing
UCL (University College London)	Project Management for Construction, Economics, Human Sciences, Biomedical Science
University of Durham	Anthropology, Anthropology and Sociology, Political Sciences (2 students)
University of East Anglia	International relations, Biological Sciences
University of Edinburgh	Social Policy & Economics, History, Medicine
University of Exeter	History and Italian, English, Psychology, Physics with Astrophysics, Diagnostic Radiography
University of Glamorgan	Geography, Public Services, English
University of Glasgow	Veterinary Medicine
University of Gloucestershire	Sports Science
University of Hong Kong	Social Sciences

University of Kent	Economics
University of Lancaster	English, Marketing
University of Leeds Metropolitan	Business Studies
University of Leicester	English, Medical Biochemistry
University of Liverpool	Veterinary Medicine, Veterinary Science, Dental Surgery, International Business, History
University of London (Royal Holloway)	English and Drama, English
University of Manchester	Social Anthropology, Accounting and Finance
University of Newcastle	Medicine, Ancient History
University of Nottingham	Nursing Science (Children), Environmental Science, Law
Oxford University	Chemistry, Mathematics
University of Plymouth	International Relations, Psychology, History, Education Studies, Media with English, Foundation Extended Sciences, Marketing
University of Portsmouth	Forensic Psychology, Business and Management
University of Reading	Biological Studies, Building Surveying, Philosophy
University of Southampton	Biology, Management Services, Fine Art,
University of Southampton Solent	Sport Studies and Business
University of Sussex	Anthropology, History, Retail Management, International Development
University of Surrey	Nutrition and Dietetics
University of Syracuse, USA	Business and Marketing
University of Toronto	Life Sciences
University of Warwick	Law, Maths and Economics, Economics, Biomedical Chemistry
UWE (University of the West of England)	History and International Relations, Architectural Technology and Design, Equine Business Management, Adult Nursing, Accounting Business, Marketing and PR
University of Worcester	Psychology, Linguistics
University of York	

## A LEVEL RESULTS 2016

### Highlights...

- We had three girls gaining places at Oxford and Cambridge Universities and another girl for medicine
- 72% of grades were A\*-B
- We were the only independent school in the South West named in the Top 10 of the Telegraph's smaller schools league table by results

	No. of grades	% of total
Grade A*	22	28%
Grade A	13	16%
Grade B	22	28%
Grade C	14	18%

## A LEVEL RESULTS 2015

### Highlights...

- 95% of girls gained three or more passes at A Level – the best result for three years.
- We had two Oxbridge offers this year

	No. of grades	% of total
Grade A*	6	9%
Grade A	22	33%
Grade B	16	24%
Grade C	13	19%

## A LEVEL RESULTS 2014

### Highlights...

- Bruton School for Girls students achieved 47% A\* and A grades – the highest in 8 years!
- 67% of grades were A\*-B

	No. of grades	% of total
Grade A*	3	5%
Grade A	22	40%
Grade B	12	22%
Grade C	7	13%

## A LEVEL RESULTS 2013

### Highlights...

- Bruton School for Girls students achieved 38% A\* and A grades
- Four students gained three or more A and A\* grades
- 68% of grades were A\*-B

	No. of grades	% of total
Grade A*	4	5%
Grade A	27	33%
Grade B	25	30%
Grade C	17	21%

**SPACE FOR YOUR NOTES:**