



NOTTINGHAM  
GIRLS' HIGH SCHOOL

GDST  
GIRLS' DAY SCHOOL TRUST



**SIXTH FORM PROSPECTUS  
AND CURRICULUM GUIDE  
2020-2021**

# WELCOME

*“Sixth Form life at NGHS strikes the perfect balance between academic excellence, innovative opportunities, fun and bespoke guidance, helping every girl to become a leader of tomorrow.”*

We are delighted that you are considering study in the Sixth Form at NGHS for what promises to be an exciting and challenging two years of aspiration, inspiration and growth. We fundamentally believe in a bespoke ‘pathway’ approach to your A-level study, aiming to give you the widest possible choice of subject and enrichment combinations. You will be encouraged to develop deep thinking, maximise your intellectual curiosity and harness your potential. As a member of the Sixth Form at NGHS, we encourage you to make the most of the opportunities we offer you and also be forward-thinking and innovative in the opportunities you create for yourself. Being a member of the Sixth Form at NGHS will give you the opportunity to become leaders and role models in an environment where you will be at the pinnacle of the student body; the ultimate expression of all that is achievable as ambitious, intelligent and successful young women.

NGHS Sixth Form is the stepping stone to your future. Whether you want to be a surgeon, a poet, or an international sportswoman, you will be encouraged; your failures will be learned from and your successes will be celebrated. You are the leaders of tomorrow.



Mrs Erin Skelton  
Head of Sixth Form



## CONTENTS

Academic Study in NGHS Sixth Form	3
Sixth Form Enrichment Opportunities	3
Subjects and Entry Requirements	4

### SUBJECTS

Art and Design	5
Biology	6
Business	7
Chemistry	8
Classical Civilisation	9
Computer Science	10
Design and Technology	11
Drama and Theatre Studies	12
Economics	13
English Language	14
English Language and Literature	15
English Literature	16
French	17
Geography	18
German	19

Government and Politics	20
History	21
Latin	22
Mathematics	23
Music	24
Philosophy, Religion and Ethics	24
Physical Education	25
Physics	27
Psychology	28
Spanish	30

### ACADEMIC ENRICHMENT 31

Extended Project Qualification
German for Business
GCSE Classical Greek
Home Cooking Skills (BTEC)
MOOCs
Performing Arts Crew
Fitness

### 2019 A LEVEL RESULTS AND DESTINATIONS 35

# ACADEMIC STUDY IN NGHS SIXTH FORM

We fundamentally believe in a bespoke 'pathway' approach to your A Level study. We aim to give you the widest possible choice of subject and enrichment combinations, and encourage you to choose your subjects around:

- your passions and talents
- your career aspirations
- the entry requirements for your university of choice (If you are unsure whether a university will accept a particular A Level or combination of A Levels, you should discuss this with our Careers Advisor / Head of Sixth Form)

Most girls at NGHS choose three subjects to study at A Level, however some will decide they want to do four A Levels, particularly those who study Further Maths. Girls do not sit AS Levels at the end of Year 12, but there will be a thorough internal examination period to monitor progress in each subject. Girls often choose to do an EPQ or MOOC in Year 12 to complement their A Level studies.

Option choices are finalised and the option scheme built late in the spring term before you enter the Sixth Form, this ensures that the timetable is tailored to your individual course choices. Any changes you decide on after that will need to fit into the options scheme.



## SIXTH FORM ENRICHMENT OPPORTUNITIES

*“Being a senior prefect has enabled me to take more responsibility and cultivate leadership qualities.”*

Whilst your courses are important, you will not make the most of your time in the Sixth Form unless you take up opportunities outside the curriculum to have fun, to stretch yourself, or to give back to the school community.

During your time in the Sixth Form you will have the opportunity to:

- celebrate your creativity through sport, music and drama
- have fun in clubs, societies and Sixth Form social events
- grow as a leader through the wealth of leadership opportunities like Form Reps, the Senior Prefect team and working with younger girls in clubs and House activities
- push yourself to develop new abilities through the Young Enterprise and Duke of Edinburgh schemes
- reach out to the Nottingham community through our dedicated Sixth Form volunteer programme including charity and volunteering projects and the National Citizenship Service

- make contacts through networking opportunities with our alumnae and the National Council of Young Women
- expand your skills and experience through a range of exciting work experience opportunities
- explore the range of university and course options that are available to you for your Post-18 study

Wherever your interests lie, our enrichment and leadership programme will offer you an opportunity to be extraordinary!



*“D of E is not just a qualification, it’s taught me to work well in a team and strive to achieve my goals.”*

# SUBJECTS AND ENTRY REQUIREMENTS

In order to join us in the Sixth Form, we require an average of grade 6 across eight GCSE subjects, including English and Mathematics, and the following requirements for subjects to be studied at A Level:

## ART AND DESIGN

At least grade 7 in GCSE Art. Students joining us in the Sixth Form are asked to bring a portfolio of their work to their interview.

## BIOLOGY

At least grade 7 in Biology GCSE and at least grade 6 in GCSE Mathematics and GCSE Chemistry.

## BUSINESS \*

At least grade 6 in GCSE English Language and Mathematics.

## CHEMISTRY

At least grade 7 in GCSE Chemistry or at least grade 7-7 in GCSE Combined Science, plus at least grade 6 in GCSE Mathematics.

## CLASSICAL CIVILISATION \*

At least grade 6 in GCSE English Language.

## COMPUTER SCIENCE

At least grade 7 in GCSE Mathematics or at least grade 7 in GCSE Computer Science.

## DESIGN AND TECHNOLOGY THREE-DIMENSIONAL DESIGN \*

## DRAMA AND THEATRE STUDIES \*

At least 6 in GCSE Drama or, for those who have not studied Drama at GCSE, some experience in performance.

## ECONOMICS \*

At least grade 7 in GCSE Mathematics.

## ENGLISH LANGUAGE

At least grade 7 in GCSE English.

## ENGLISH LANGUAGE AND LITERATURE

At least grade 7 in GCSE English Literature.

## ENGLISH LITERATURE

At least grade 7 in GCSE English and English Literature.

## FRENCH

At least grade 7 in GCSE French.

## GEOGRAPHY \*

At least grade 6 in GCSE English Language and Mathematics.

## GERMAN

At least grade 7 in GCSE German.

## GOVERNMENT AND POLITICS \*

At least grade 6 in GCSE English Language or History.

## HISTORY \*

At least grade 6 in GCSE English Language or History.

## LATIN

At least grade 7 in GCSE Latin.

## MATHEMATICS

At least grade 7 in GCSE Mathematics.

## FURTHER MATHEMATICS

At least grade 8 in GCSE Mathematics. Additional Mathematics is desirable.

## MUSIC \*

Capable of operating at a level of practice and understanding equivalent to GCSE music. Proven ability in performing on one or more instruments or voice to at least grade 5.

## PHILOSOPHY, RELIGION AND ETHICS \*

At least grade 6 in GCSE English Language.

## PHYSICAL EDUCATION \*

## PHYSICS

At least grade 7 in GCSE Physics or at least grade 7-7 in GCSE Combined Science plus at least grade 7 in GCSE Mathematics.

## PSYCHOLOGY \*

At least grade 6 in GCSE English, Mathematics and Biology.

## SPANISH

At least grade 7 in GCSE Spanish.

For detailed course information on all of the A Level subjects listed please visit the AQA, Edexcel or OCR websites.

**\* It is not necessary to have studied this subject at GCSE in order to take it at A Level.**

Art is a form of communication - a means of expressing ideas and feelings. It forms a language which complements those of literary, mathematical, scientific and factually-based subjects. Art demands of its students qualities of self-discipline, independence of mind, initiative and insight into the world around them. At Advanced Level, there is the opportunity to build on creative and technical skills to a more sophisticated and rigorous degree.

## THE COURSE

The aims are to encourage candidates to develop:

- intellectual, imaginative, creative and intuitive powers
- investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement
- their own ideas, refining intentions and personal outcomes
- an interest in, enthusiasm for, and enjoyment of art, craft and design
- skills of working with a broad range of materials, including traditional and new media and technologies
- an understanding of the relationships between art, craft and design processes and an awareness of the contexts in which they operate

## TYPES OF LEARNING

Lessons will vary in format from seminar style to research, independent learning, practical and investigative work.

Students are expected to keep a sketchbook of drawings, notes and ideas as well as developing an online portfolio of inspiring images. Background reading should be done on a regular basis as well as keeping up to date with current trends by visiting galleries and watching relevant TV programmes.

## EXTRA-CURRICULAR

There will be a number of gallery trips, both locally and nationwide which are integral to learning. We encourage attendance at life-drawing classes locally in addition to the lessons held at school.

There will be opportunities to take part in competitions, debates and exhibition preview events, build a Pinterest page, help with the Art Blog, Facebook page and Twitter account and be ambassadors for the subject - helping younger students to enjoy Art.

At the end of the A level course the girls will take part in our bi-annual Art exhibition, which is a wonderful celebratory event showcasing their work. It is attended by parents, students, staff, friends and local businesses, VIPS, colleges and universities.



## FIRST YEAR OF A LEVEL

Students will be taught a wide variety of skills; drawing, painting, mixed media, print making, photography, digital media and three dimensional work. They will be encouraged to use a range of media, formats, processes and techniques and to experiment freely to develop their talents and individuality. By developing curiosity and interest in all aspects of the visual world, we hope to encourage a mature and individual response to life and the environment.

## SECOND YEAR OF A LEVEL

Towards the end of Year 12 girls will start a personal investigation project where they will develop work based on an idea, issue, concept or a series of related outcomes. It must also be supported by written work of between 1,000 and 3,000 words. This is worth 60% of the marks.

In February of Year 13 students will be provided with an examination A Level question paper. This is worth 40% of the marks. The paper will have a choice of eight questions and girls will have until April to do preparatory work. After the Easter Holidays there will be a 15 hour exam. At the end of the course, teachers will assess work and an external examiner will moderate.

## FURTHER EDUCATION

Entry to Art and Design degree courses is usually through a one-year foundation course but there are others where direct application can be made. There are also degrees that combine Art with History of Art. The spectrum of career choices is very broad and there are many exciting opportunities that make use of creative abilities and an artistic eye. Increasingly, there is a demand for creative thinking and artistic technocrats in a wide range of professions.

## CAREERS IN ART

Art and Design degree courses and careers include such areas as: Art History, Architecture, Landscape Design, Interior Design, Graphic Design, Illustration, Photography, Fashion Design, Theatre Set Design, Animation, Make-up Artistry, Car Design, Web Design, Furniture Design, Art Journalism, Teaching, Fabric Design, Costume Design, Freelance Sculpture/Fine Artist, Landscape Gardener/Designer, Exhibition/Museum Curator, Art Historian, Art Therapist, Product Designer, Art Critic, Game Designer, Lecturer, Advertising and Film and Video. There are plenty more!



## BIOLOGY

Have you ever wondered...

- Why your sister looks like you?
- How medicines work?
- What DNA is?
- Do clones exist?
- Who Darwin was?

The OCR A level course has a thorough, logical and practical approach which provides opportunities for developing skills that can not only support you in many different courses and careers later in life, but also give you answers to questions you may have already thought about. You would be supported through the two year A Level course by two expert Biology teachers.

The specification covers a wide range of Biological topics, for example, Cell structure, Biochemistry, Transport in animals and plants, Biodiversity, Classification, Communication, inheritance, Photosynthesis, Respiration, Gene technology and Homeostasis are a few of the many areas we cover. The OCR specification gives students a comprehensive and thorough basis for going on to study Biology at a higher level as well as offering opportunities to practise transferable skills.

How will you be assessed? At A Level there are three examination papers; Biological processes, Biological diversity and Unified biology which are taken at the end of the two year course. There is also an internally assessed Practical endorsement for A Level which is reported separately to the A Level grade.



## OCR



When possible, things are looked at in a 'hands-on' way, as a key function of Sixth Form Biology is to develop a wide range of laboratory skills to a high degree of precision and provide opportunities for analytical thinking. The course offers opportunities to develop ICT skills, data handling, and effective research techniques as well as communication and team work skills. Out-of-school visits and a programme of scientific speakers all add to the learning experience, and those who choose to get involved in the Biology Olympiad are extended beyond the confines of the specification.

A Level Biology may be suited to you if you are; aiming to be a doctor, nurse or vet, thinking of a career in research, interested in the environment and world around you, a problem solver, interested in science, keen on practical work or studying other sciences or maths. A Level Biology is an excellent base for a university degree and can open up a range of career opportunities.

*“Success or failure in business is caused more by the mental attitude even than by mental capacities.”*

*Walter Scott*

## WHY CHOOSE BUSINESS?

Because business is everywhere! Newspaper and television headlines offer continual reminders of how relevant and of how much interest the business world is to us all.

Business is also very relevant to YOU! Every organisation you ever have contact with will have business principles attached to it. Whether you are buying a t-shirt from Topshop, liaising with the Foreign Office on a point of immigration law or starting your own veterinarian practice, an understanding of how a business or not for profit organisation is run effectively will help you to achieve your own objectives with these organisations.

The course aims to enable you to:

- develop an enthusiasm for studying business
- gain a holistic understanding of business
- develop a critical understanding of organisations and their ability to meet society’s needs and wants
- understand that business behaviour can be studied from a range of perspectives
- generate enterprising and creative solutions to business problems and issues
- be aware of the ethical dilemmas and responsibilities faced by organisations and individuals
- acquire a range of relevant business and generic skills, including decision making

The course will enable you to enhance and develop your analytical and evaluative skills as well as developing key skills of communication, independent learning and teamwork; all essential for when you venture into the outside world!

The course is made up of four themes:

1. Marketing and people
2. Managing business activity
3. Business decisions and strategy
4. Global business

## BUSINESS AND YOUR FUTURE

As many Higher Education courses relate to the business world, it is no surprise that A level Business Studies students continue to take business related courses at university. Many students simply take a Business degree course before they specialise or apply for work through the many graduate recruitment schemes offered by large companies.

Students can, however, specialise on entry to university by studying marketing or accounting, for example. The A level course helps with this type of decision. Many related careers include marketing and public relations, accountancy, banking and law. Nationally, 56% of UK students use A level Business Studies as a stepping stone into another field, including into a totally unrelated course such as Pharmacy and Dentistry.

There are many benefits from studying Business, the main one is it encourages creativity, debate, teamwork and is totally relevant to your life.



*“Chemistry is the bridge between the perceived world of substances and the imagined world of atoms.”*

Peter Atkins

Chemistry is the central science and impacts on all facets of our lives. An understanding of Chemistry is necessary to all other sciences from astronomy to zoology. All of the materials used by engineers and technologists are made by chemical reactions and we all experience chemical reactions continuously, whether it be breathing or baking a cake, driving a car or listening to a battery driven MP3 player. Chemistry is concerned with all aspects of molecules, their physical and chemical properties, their composition and structure, their synthesis and use in the 21st century.

*“Chemistry has definitely been a big step up from GCSE but, after one year, I feel so much more confident and have a much better understanding.”*

Although Chemistry is not an easy option, the correct approach to study can make it an extremely rewarding and enjoyable subject. At A Level, you will build on the knowledge, understanding and skills developed at GCSE. Having a secure grasp of these skills and the concepts you have already learnt will give you a flying start to Year 12.

You will need to be rigorous in your approach to Chemistry - mastering the facts will give you the tools necessary to make links between topics and apply your knowledge to new situations. As part of this course, you will study aspects of Chemistry that are often in the media and affect our lives such as climate change, green Chemistry and pharmaceuticals. The course is structured so that you understand the underlying Chemistry and can evaluate these contemporary issues in an informed and meaningful way. This will give you



a better appreciation of how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

We take an investigative approach at NGHS, allowing you to develop your practical skills alongside theoretical knowledge. You will learn how to carry out standard procedures such as titrations and organic preparations, as well as making, recording and communicating observations and analysing results. You will be able to use your data to provide evidence for the concepts you are studying. They say ‘seeing is believing’ and this approach makes the theory come to life.

The study of Chemistry opens up innumerable career prospects: anatomy, agricultural science, beauty therapy, biochemistry, biology, physics, engineering, chemistry, dentistry, food science, forestry, medicine, pathology, polymer science, veterinary science, zoology and many more.

Potential employers value the analytical and conceptual skills that are developed during the study of Chemistry. Such skills, coupled with the ability to work in a meticulous and accurate manner, enable Chemistry students to pursue careers within, or outside, the vast area of Science in fields as diverse as marketing and pharmaceutical research.

## HAVE YOU EVER ASKED YOURSELF...

Why have the Greek and Roman worlds had such a big influence on modern European culture?

Why are there so many strong women in Greek drama when in reality Greek women spent all their time at home?

Which is more important - your family, or what the state tells you to do?

What does it take to be a hero?

If so, think about studying Classical Civilisation and finding the answers to some of your questions, and many others.

This course offers a balanced and coherent study of a broad range of topics which may include archaeology, art and architecture, history, literature, philosophy, politics, religion and the social history of the Greek and Roman world. These two cultures form the basis of much modern European culture and their influence is still significant. Many of the topics are reinforced by our regular trips to Italy and Greece.

Among the attractions of this course are its inherent interest and variety. It is an exciting subject which encourages debate about real issues and draws on personal experience. It helps to develop skills like literary criticism and the evaluation of evidence which will reinforce those used in subjects such as English and History. Its breadth provides a challenge for the able student, and it is particularly appealing to non-linguists as all literature is read in translation and no previous knowledge is required.



The skills fostered include:

- essay writing skills, including clarity of expression, structure of argument and the presentation of ideas in a logical and accurate form
- critical and evaluative skills applied to both literary and material evidence
- a personal response to the material studied
- a range of analytical, interpretative and communication skills
- an awareness and understanding of the similarities and differences between the Classical world and later times
- a sensitivity to two societies whose spiritual, cultural and moral values and priorities were very different from our own.

## YOU WILL STUDY THREE TOPICS:

### **The World of the Hero**

(Homer's *Odyssey* or *Iliad* and Virgil's *Aeneid*)

### **Culture and the Arts**

(one out of: Greek Theatre, Greek Art, the Imperial Image, the Invention of the Barbarian)

### **Beliefs and Ideas**

(one out of: Greek Religion, Love and Relationships in poetry, the Politics of the Late Roman Republic, Democracy and the Athenians)

You will be able to study your favourite aspects of Greek and Roman culture and society using both visual and literary source material, some of it easily accessible online. Assessment will be a mixture of extended personal response and commentary questions.

An A level in Classical Civilisation can benefit students going on to Higher Education, including Oxbridge, as well as those going into employment. Employers appreciate the wide variety of skills fostered. Many different careers have been followed by students with this A level including law, forensic science, music, dentistry, journalism, land management, marketing, accountancy and even teaching.

## INTRODUCTION

The next twenty years will be exciting times for Computer Science as it develops at an amazing rate. It is hard to believe that our tablet has more processing power than the flight computer on the space shuttle. The challenge is to respond to this ever-changing world and develop the knowledge and skills that will help us understand technology that hasn't yet been invented. Computer Science is about gaining the essential thinking skills needed to succeed in our digital, connected society.

We will teach you to think computationally about problems and issues and give opportunities to apply this thinking to wider problems in broader contexts. Computer Science is a creative and practical subject where you can apply the academic principles learned in the classroom to understanding and developing real-world systems. Computer Science helps you to develop the skills to solve problems, design systems and understand the power and limits of human and machine intelligence.

Ideal for students who want to go on to study Computer Science at a higher level this course provides a good grounding for subject areas that require computational thinking and analytical skills. You will gain valuable employability skills as the number of people working as technical specialists is forecast to increase and there are now very few jobs that do not involve the use of computers.

## WHAT YOU WILL STUDY

### Year 12

- Programming skills using Python, Pygame and HTML/CSS.
- Number systems (binary and Hexadecimal) and representation of sound and images using photography and MIDI.
- The exciting world of encryption, ciphers and Turing machines.
- Hardware and the internal workings of the technology we use every day.
- You will gain problem solving experience and undertake a small scale project.
- You will be guided through the process of choosing a practical project for your non-exam assessment and begin the analysis of the application that you want to create and learn the mechanisms necessary to capture the requirements of real users..



### Year 13

- Programming skills using SQL
- How big data is analysed to answer the topical questions of the day.
- Networks and security
- Protocols and how data travels around the world.

You will complete the practical project that will form your non-exam assessment. You will produce a formal design, and the majority of your marks will be awarded for the skill shown during the coding of your technical solution which you will thoroughly test and evaluate.

## PAPER 1

### Assessment

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

### Question

Students answer a series of short questions and write/adapt/extend programs in an electronic answer document provided by us.

We will issue preliminary material, a skeleton program (available in each of the programming languages) and, where appropriate, test data, for use in the exam.

## PAPER 2

### Assessment

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

### Questions

Compulsory short-answer and extended-answer questions.

## NON-EXAM ASSESSMENT

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

### Assessed

75 Marks  
20% of A-level

## ART AND DESIGN: THREE-DIMENSIONAL (3-D) DESIGN

### Have you ever wondered...

- what designers actually do?
- how things move or work?
- how you can design products to be good for the environment?
- how a product continues to stay popular in the market place?
- how products are designed with the user in mind?

3-D Design is an inspiring, rigorous, professional and practical subject that will require you to apply mathematical and scientific knowledge, understanding and skills and reflect the importance of Three-Dimensional Design as a pivotal STEM subject.

### WHY CHOOSE 3-D DESIGN?

The aims and learning outcomes of this course are to enable students to develop:

- intellectual, imaginative, creative and intuitive capabilities
- investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement
- independence of mind in developing, refining and communicating their own ideas, their own intentions and their own personal outcomes
- an interest in, enthusiasm for, and enjoyment of art, craft and design
- the experience of working with a broad range of media
- an understanding of the inter-relationships between art, craft and design processes and an awareness of the contexts in which they operate
- knowledge and experience of real world contexts and, where appropriate, links to the creative industries
- knowledge and understanding of art, craft, design and media and technologies in contemporary and past societies and cultures
- an awareness of different roles, functions, audiences and consumers of art, craft and design.

### HOW WILL YOU BE ASSESSED?

The 3-D Design course is made up of two components: a Personal investigation (60%) and an externally set task (40%). The Personal investigation component starts near the end of Year 12 has two elements - a sketch book/portfolio of practical work and a related study which explores the context in which they produce an extended response of around 1500-2000 words. The externally set task is released in February and provides students with a number of themes, each with a range of written and visual starting points, briefs and stimuli.



### WHAT ARE THE BENEFITS OF YOU DOING THIS COURSE?

- The course will strengthen your critical thinking and problem solving skills within a creative environment, enabling you to develop and make prototypes that solve real world problems, considering your own and others' needs, wants, aspirations and values.
- You will develop intellectual curiosity of the design and manufacture of products and their impact on daily life and the wider world, making you a more discriminating purchaser.
- It will help you to be creative in your approach to work and develop your sketching ability and use of digital technologies in designing and creating quality products.
- You will learn about a range of materials and, components and manufacturing methods to help create functional products.
- You will learn to work collaboratively to develop and refine your ideas, responding to feedback from users, peers and expert practitioners.
- You will gain an insight into the creative, engineering and/or manufacturing industries and learn about the iterative design practices and strategies they use.
- You will learn about important issues that effect design in the wider world such as sustainability and inclusive design; in order to become an empathetic and successful designer who can consider wider social implications of products.

*“Great design can change lives, communities and organisations for the better. It can create better places to live, and bring communities together.”*

*The Design Council 2016*

## THE SIXTH FORM AND BEYOND

With a qualification in A Level Three-Dimensional Design (Art and Design) you could go on to Higher Education or work in areas such as:

fashion design  
architecture  
product design  
interior design

The subject would also be beneficial if you are wishing to study engineering, architecture, marketing, media, business studies or teaching. Three-Dimensional Design complements many subjects but goes well with Physics and Mathematics; universities will accept Three-Dimensional Design as an academic A Level subject. If you are in any doubt, please consult our Careers Advisor.

## THOUGHT PROVOKING QUESTIONS.

Have you ever wondered why some things go together and others clash? Have you ever wondered how a product continues to stay popular in the market place? Have you ever wondered why 80 percent of most products usage involve only 20 percent of its features? Have you ever wondered how designers can use less resources and design products to ensure a sustainable future?



*“Design is about providing opportunities for students to develop their capability, combining their designing and making skills with knowledge and understanding in order to create quality products”*

*The Design and Technology Association 2016*

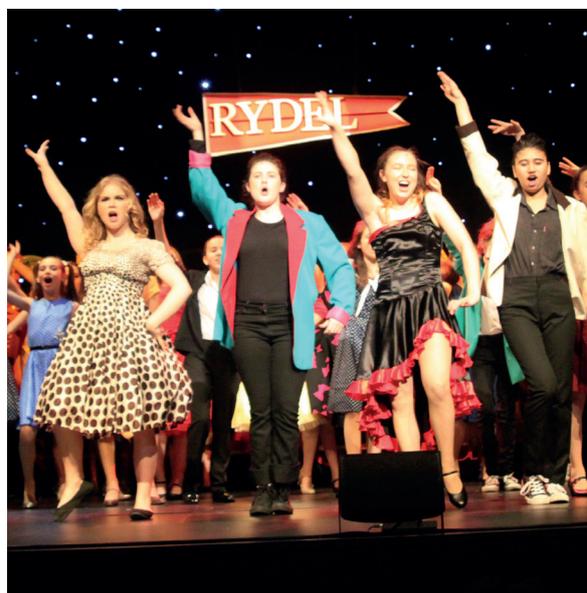
## DRAMA AND THEATRE STUDIES

## AQA

This course is designed to encourage your interest in and enjoyment of drama and theatre, both through experience as an audience member and through the development of your own dramatic and theatrical skills. You will acquire knowledge and understanding of the social and cultural contexts of drama and theatre through detailed study of set texts and the work of theatre practitioners. You will attend theatrical performances and have the opportunity to assimilate theatrical concepts through practical and analytical exploration of dramatic styles and methods.

### THE A LEVEL COURSE

1. Study of set plays - Candidates practically explore two set plays chosen by the teacher in preparation for the written examination
2. Live theatre production
3. Candidates experience live theatre and analyse and evaluate performances IN PREPARATION for the written examination
4. Candidates create and perform a devised drama piece influenced by the work and methodologies of one prescribed practitioner



5. Candidates explore three extracts from different plays and perform one extract for assessment using the methodology of a prescribed practitioner
6. Candidates produce a reflective report analysing and evaluating their exploration of all three extracts

## THE SIXTH FORM AND BEYOND

Drama and Theatre Studies includes a wide range of both written and practical activities. It generates confidence, co-operation and organisational skills in students, who must prove themselves to be reliable and cheerful team players. This is not a course for the faint-hearted or the disorganised, or indeed for those who buckle under pressure. It is, however, an excellent complementary study to other subjects, particularly English Literature. Similarly, it serves as a useful contrasting discipline to science subjects at this level. Above all, if all the world's a stage, and all the men and women merely players, this is an excellent preparation for life.



## ECONOMICS

AQA

*“Studying Economics has helped me to understand some of the important issues currently in the news.”*

Whether or not you have studied Economics at GCSE, this A level course will help to encourage a genuine interest in current economic problems and how they might be resolved. You may have heard terms such as ‘euro crisis’ and ‘recession’ - economics helps to build an understanding of these terms and their implications for all of us.

Economics is essentially a study of the ways people provide for their well-being. The reason we face economic problems individually and as a country is that none of us can have all we want - we all have to make choices about how to use our limited resources. None of us have the time or money for everything we want! Often there are no clear-cut answers - no obvious solutions to economic problems. Political parties often disagree about economic issues. This means that Economics often appeals to those who enjoy argument and debate and take an interest in current affairs. Throughout the course there is great emphasis on relating economic theories to the UK economy. This

is a very exciting time to be studying Economics and there are plenty of opportunities to discuss the topics currently making the headlines. For those who want to continue their interest further, we enter competitions such as the Bank of England Interest Rate Challenge, we attend conferences at Nottingham University and hold discussion groups after school.

The problems we examine during the course include:

- What are the consequences of Brexit?
- Should the government tax junk food?
- Can we reduce pollution by giving firms more incentives to be ‘green’?
- Should consumers pay directly for health care?
- Have we benefited from globalisation ?
- Are large firms better than small firms?
- Should higher earners pay higher rates of tax?
- How will the growth of the Chinese economy affect consumers in the UK?

Many students continue their study of Economics at university and move on to careers in Finance and Industry. Whatever your choice of university course and career, Economics provides an opportunity to gain many of the skills desired by employers and university departments. As a social science, Economics combines rigorous logic and theory in a social context and it requires students to understand and analyse data and to justify their viewpoint in a balanced and coherent argument. The many controversies in Economics give you plenty of practice in discussion and presenting and sustaining your point of view to your classmates. You will also have the satisfaction of understanding the 10 o’clock news! In addition, studying Economics is relevant to everyday life. As consumers, tax payers, employees (or even employers!) you will always be faced with making economic decisions. We hope that the skills gained in Economics will always be relevant and useful.

*“I have enjoyed Economics because it is literally everywhere! Economics affects every aspect of our lives.”*



## COURSE OVERVIEW

The study of English Language at A level gives insights into the development and uses of both written and spoken English. To some extent, it calls upon your own existing knowledge and experiences. The course will encourage you to think about, and discuss, not only what people say and how they say it, but also our attitudes to the way people speak.

*“English Language is great because you don’t only learn - you can apply it to life and notice things you didn’t before.”*

Initially, students embark on an introductory unit, learning about key features of different approaches to the study of English Language, key concepts and methodologies including textual variations and representations linked to the individual and society. A wide variety of texts in both the written and the spoken mode are studied. This section of the course develops analytical skills as students discover how texts are shaped according to audience, purpose, genre and mode, taking the importance of context into account. The examination questions are text based and ask you to explore how language is being used to create meanings.

*“The course has been really interesting and it’s impossible to get bored in the lessons.”*

A wide and diverse range of written and spoken data is also studied to see how language changes over time, from 1600 to the present day, looking closely at the familiar topics of audience, purpose, genre and mode. Students examine the process of language change but also focus on social attitudes to and debates about language diversity and change. In particular, students draw on theories to support analysis of accent and dialect, social and occupational groups, ethnicity, class, age, gender, sexuality and disability. We will look at electronic texts to see how the internet has affected language as well as the standardisation process which affects all language.

Children’s Language Development is a fascinating area of the course, looking at how children develop language and how they are able to understand and express themselves. Students study how children learn to speak, read and write using memories of personal experiences at Infant and Junior school before looking at research which informs our knowledge of child development and communication with children and infants. In the examination, students will be given data which allows for detailed reflection on how children learn language skills and communicate.

*“English Language lessons provide plenty of opportunity for discussion. I would recommend the subject to anyone who wouldn’t mind analysing every piece of*

*language they encounter in life, from how people speak to newspaper articles and adverts, etc.”*

For the Language Discourses component, students consider the way people react to changes in our language and their attitudes to these changes in issues such as the way men and women communicate. Many of these texts will have been written for a non-specialist audience allowing for exploration into how texts are produced to convey views and opinions about language issues and how texts influence us. As well as writing an essay on a topic, the examination also asks students to produce a creative article based on ideas expressed in the text together with personal views.

The Language in Action coursework component allows students to demonstrate analytical and creative skills, selecting a topic of their choice to demonstrate personal strengths and areas of interest (such as how men and women give directions or a comparison of stories written by children aged 6 to see how they are developing language skills). This comprises of a language investigation and piece of original writing (either to persuade, inform or tell a story) along with an accompanying commentary.

*“The coursework is hugely enjoyable because I was able to choose a topic that really interested me, to write about languages in one of a whole range of forms.”*

As well as the varied curriculum content we also offer opportunities to see lectures and exhibitions, work with the Junior pupils and take part in workshops with visiting authors.

## THE SIXTH FORM AND BEYOND

This subject is particularly appropriate for anyone who is interested in language and attitudes to language, and the way in which we use words to influence each other. As well as being compelling in its own right, this subject offers transferable skills such as research, data collection and creating and redrafting writing. These make it a useful introduction to many courses and careers, such as studying Foreign Languages, Law, Journalism, Advertising, Psychology, Public Relations and Speech Therapy.

Whether you fancy being a speech writer, an advertising executive or just love language and would like to be a more persuasive communicator, this course will be invaluable.

*“The variation between the material studied keeps the subject fresh... and we get to study characters we all fall in love with.”*

Studying English Language and Literature (Combined) allows you to consider texts from many perspectives. By the end of the year you will look at discourse, written or spoken, in a whole new light.

The key areas of learning embedded in the specification – the representation of place, point of view and genre in prose, the forms and functions of poetic voice, the role of the individual in society, conflict in drama, creative transformations of texts, researching and writing – effectively engage A-level students to help them to develop the key critical, creative and analytical skills required both for progression to higher education.

*“Combined English is challenging but definitely rewarding.”*

This course offers opportunities for students to develop their subject expertise by engaging creatively, critically and independently with a wide range of texts. Using literary and linguistic concepts and methods, students analyse literary and non-literary texts in a range of modes and genres, in the process gaining insights into the nature of different discourses and ideas about creativity. Students develop skills as producers and interpreters of language by creating texts themselves and critically reflecting on their own processes of production.

## TELLING STORIES

In ‘Telling Stories’ this component focuses on how and why stories are told, the ways in which writers and speakers present stories, and how language choices help to shape the representations of different worlds and perspectives. Students learn about the ways in which writers and speakers present stories, beginning with a general focus on broad questions such as: Why do people tell stories? What ingredients do stories need to have? What makes a good story? How are stories told in different modes? Is there a special kind of story called ‘literature’? Drawing both on their everyday experiences of storytelling in different modes, and on published texts,



students learn how language choices help to shape the representations of different worlds and perspectives through narratives, prose fiction and poetry. The main text studied for this is Bram Stoker’s classic gothic text *Dracula*, one of the most widely read novels ever produced. Students will learn about methods of language analysis such as phonetics, phonology and prosodics, lexis and semantics, grammar, pragmatics and discourse.

An exciting component of the course is also analysing an anthology of non-fiction texts based on Paris looking at the ways in which writers and speakers present places, societies, people and events through metaphor, contextual factors, different forms and media, generic conventions and viewpoints about travel, people and places as well as how people and their relationships are realised through point of view, attitude, specific registers, physical descriptions, speech and thought.

A collection of Carol Ann Duffy’s wonderful poetry is also studied. This part of the subject content is concerned with the nature and function of poetic voice in the telling of events and the presentation of people. In studying the role of language in the construction of perspective, students explore and analyse the presentation of time, the importance of place and effects on individuals, how people and their relationships are realised through point of view, and the presentation of events through the poet’s selection of material, the use of narrative frames and other poetic techniques.

## EXPLORING CONFLICT

‘Exploring Conflict’ looks at how language choices help to construct ideas of conflict between people, and between people and their societies. This part of the subject content focuses on how language choices help to construct ideas of conflict between people, and between people and their societies. Students learn about the ways in which writers and speakers use language, beginning with a general focus on broad questions such as how people express identity and what communicative strategies people use when in conflict with others. Drawing both on their everyday experiences of interaction in different modes and on published texts, students learn about how the language choices writers make are used to express relationships, drive narrative, and construct views about the nature of different societies. They apply their knowledge to the study of texts about individuals in situations of conflict. Students produce re-creative work that seeks to find an absent or underplayed perspective in the original text (such as writing from a character’s point of view from *The Kite Runner*) and producing an accompanying critical reflection on it. In ‘Writing about Society’ *The Kite Runner* is studied to explore the ways that writers present people, how narrative is shaped and how situations of conflict express ideas about societies and their values. In addition, students develop the

skills to adapt and shape the original material from *The Kite Runner* to respond to different re-creative tasks creatively. Re-creative work seeks to find absent or underplayed perspectives in the base text – for example, the voice of a marginal character, or how an event might have been reported to a different audience – and create a new text in order to enrich the critical reading of the original. The critical commentary to evaluate their writing. They explain their own language choices and analyse their intentions in reshaping the writer’s original material. As well as this, students study *Othello*, a Shakespearean drama that explores conflicts at different levels from the domestic to the societal. In this ‘Dramatic Encounters’ component students look at how natural speech features are represented, how language is distinctively different for characters and how characters assert power and position themselves.

## MAKING CONNECTIONS

‘Making Connections’ focuses on language use in different types of text and requires students to make active connections between a literary text (prose fiction, poetry and drama) and some non-literary material (such as personal letters, spontaneous speech, multimedia texts and even charts and diagrams, transcripts and lists). The connections must be based either on a chosen theme or on the idea that particular linguistic strategies and features may occur in the different types of material.

# ENGLISH LITERATURE

*“English Literature is one of the few subjects where you can express your true opinions.”*

English Literature at Advanced Level is an exciting and challenging subject. It is both thought provoking and immensely rewarding from an academic and imaginative perspective. If you are looking for a stimulating course and enjoy thinking and discussing, then this is for you. There are numerous opportunities to think independently, discuss and argue about literary and critical opinions and possible approaches to texts. This may be in the context of a class discussion, a presentation or an essay. There is enormous emphasis upon the importance of independent reading as a pleasure not a chore. A wider reading enrichment group is run for our students, offering detailed preparation to support those who are applying to do English at university.

*“If you enjoy reading and exploring ideas, English Literature is the perfect subject - you can do what you love and learn at the same time!”*

This area of the course provides an individualised experience for students, enabling them to demonstrate their ability to initiate and sustain independent enquiry. Some examples of possible types of exploration for investigations are: a comparison of openings in a novel and an autobiography; an exploration of real and fictional events; representations of particular themes in literary and non-literary sources; how storytelling works in different modes; an exploration of the use of non-literary genres within literary texts. In essence, students can choose the texts and areas of study that most interest them for this exciting coursework component.

As well as the varied curriculum content we also offer opportunities to see interpretations of texts in performance, lectures and exhibitions and workshops with visiting authors.

## THE SIXTH FORM AND BEYOND

This subject is appropriate for those who want to go on to study any aspect of language and literature, as well as law, journalism, media, education, history, philosophy and social sciences.

*“It involves the ‘better parts’ of both English Language and Literature with the opportunity to develop new skills.”*

# AQA



## ENGLISH LITERATURE A LEVEL

The English Literature A Level course broadens your understanding of genre and extends your independent reading. It introduces you to different critical theories and considers how texts can be interpreted in different ways, drawing comparisons between texts.

In Literary Genres you can expect to study Aspects of Comedy focusing on *Twelfth Night*, *An Importance of Being Earnest* and collection of poetry from metaphysical to contemporary poets. The second component is Texts and Genres: Elements of Political

and Social Protest Writing, studying *The Kite Runner*, *A Doll's House* and a collection of Tony Harrison's poetry. This is further enhanced by the study of critical theory in the non-exam assessment in which students study a novel and an anthology of poetry through different readings from a critical anthology ranging from Marxism to Eco-criticism.

In this way, students can gain a solid understanding of how texts can be connected and how they can be interpreted in multiple ways so that students can arrive at their own interpretations and become confident autonomous readers. Students are then not only equipped with the knowledge and skills needed for both exams and non-exam assessment, but also experience a rich, challenging and coherent approach to English Literature that provides an excellent basis for studying the subject at university.

*"If you liked reading and analysing writers' techniques at GCSE, A level is even better."*

## FRENCH

*"One language sets you in a corridor for life. Two languages open every door along the way."*

*Frank Smith*

Do you enjoy working out the intricacies of the French language? Does discovering French culture through films like 'Jean de Florette' and 'La Haine' appeal to you? Does launching yourself into debates and discussions about topical issues such as political issues and cultural diversity interest you? These are all reasons for continuing with French at A level.

Students will develop knowledge and understanding, through the language of study, of aspects of the society, culture and history of the country or countries where French is spoken, studying one theme at AS and two themes at A level from each of the following areas of interest:

- social issues and phenomena
- politics, current affairs and history
- In addition, at AS students will study 1 book or film
- A2 students will study another book or film (2 books or 1 book and 1 film in total)
- In addition, students will also be carrying out an Individual Research project

Studying French at A level develops the four skills (listening, reading, speaking and writing) taught at GCSE and aims to give you the ability to use the language well in real contexts. Over the two year course there will be a

The specification encourages the exploration of texts through:

- the study of texts within specific genres
- the study of texts through engagement with a range of theoretical ideas
- writing about texts in a number of different ways.

*"The only subject that doesn't feel like work"*

As well as the varied curriculum content we also offer opportunities to see interpretations of texts in performance, lectures and exhibitions and workshops with visiting authors.

## THE SIXTH FORM AND BEYOND

This is an ideal course for anyone interested in words and ideas - those who enjoy argument, philosophy, language and social history. The subject is therefore very appropriate for those of you who hope to go on in higher education to study such subjects as Literature, Languages, Law, History, Art, Philosophy, Psychology, Theology and Social Sciences.

## AQA



huge focus on oral competence not only in class but also by attending weekly sessions with the French assistant. You will be encouraged to develop your reading skills by reading authentic texts from the Internet and French magazines. Grammar will also play an integral part of the course and you will be required to complete numerous grammar drills and exercises from grammar textbooks and websites. Listening skills are always perceived as more challenging by students therefore a real emphasis will be drawn to the latter. RFI (Radio France International) will be your first choice radio station on a smart phone! Watching French films and documentaries on TV5 should be part of your weekly routine too.

As a department we also strongly recommend that you undertake a work placement in the summer of Year 12. There will be visits to the Broadway cinema to enjoy the

latest releases of French films. Students in Years 12 and 13 will be given the opportunity to mentor/tutor younger girls who need a bit of extra help.

Here are some of the comments made by Year 12 students after their first year studying French:

*“Improves essay skills, especially helpful if you are taking other essay subjects.”*

*“Lessons are fun; there is a variety of activities and learning styles.”*

*“Studying a foreign language broadens your English vocabulary and your analytical skills.”*

## GEOGRAPHY

AQA

- How can we manage increasing water insecurity?
- What processes shape our coastlines?
- Why do diverse places result in tension and conflict?
- How is our affluence affecting our health?
- Which tectonic events cause disasters?
- How is human activity changing the carbon cycle?
- Why are poor countries suffering as a result of globalisation?
- How does the treatment of people vary around and the world and what can we do about it?

Geography is a hugely broad and diverse subject which attempts to make sense of our changing world. It intertwines the natural environment and the lives of people across the globe at different stages of development, and tries to manage the impacts the physical and human spheres have on each other.

Geographers will learn in a variety of ways and will use a range of different resources to inform their thinking. They will keep a close eye on current world events and regularly discuss newsworthy stories.

### THE A LEVEL COURSE

In Year 12, students investigate the physical processes which shape our coastal areas, and the causes, effects and management of rising sea levels. The hydrological cycle and the increasing threat of water insecurity make up the other physical geography topics at this stage. They also study the UK's increasing diversity, comparing Nottingham to Cornwall, and develop an understanding of the issues this diversity presents. Students will also look at aspects of globalisation and how this influences levels of development globally.

In Year 13, students investigate tectonic processes and how these shape our natural landscape, and the catastrophic nature of tectonic hazards. The carbon cycle on both local and global scales are also studied, which links to energy security, an increasingly relevant issue currently being debated at governmental level.

In a multicultural global society, choosing French is a really smart move if you want a fascinating subject that offers you a range of university courses and career possibilities.

French complements a whole variety of subjects at university or can be studied purely. You may need French for all sorts of career destinations: doctors, psychologists, physiotherapists, politicians, historians, geographers and teachers, just to name a few.

For more information about courses and possible future careers, see the Language Firefly pages on Courses and jobs.



They will also develop an understanding of geopolitics; investigating the existing global superpowers, and the implications for migration, national identity and sovereignty. Throughout the course students will use a range of memorable case studies to exemplify concepts and bring their learning to life.

Geography fieldwork is a compulsory element of the course at Year 12, with a minimum of 4 days being undertaken. There is a residential field trip to the Cranedale Field Study Centre in Yorkshire where students practise fieldwork techniques and data collection methods. The cost of the trip is usually in the region of £260. This field work, combined with lessons, will prepare students for their independent investigation. In this component they will be required to independently complete a 3000-4000 word investigation on an issue of their choice. They will be required to evidence investigative, graphical, cartographical, research and statistical skills to draw their own conclusions.

The subject is especially attractive to those who want to maintain links with the 'real world'. It combines well with arts, science or other humanities subjects. Geography arms students with a wide range of knowledge, understanding and skills which are recognised by universities and employers. Previous geographers have gone on to pursue a variety of courses and careers,



including but not limited to; medicine, architecture, international relations, film and media, banking, environmental sciences, law and education. With the increasing focus on environmental issues in both the media and at governmental levels, it is only likely that Geography will prove to be an increasingly relevant qualification to have.

## GERMAN

## AQA

*“Our German teachers are passionate and ensure that lessons are interactive, challenging and cater for each girl. Being a German student at NGHS makes me stand out from the crowd and builds my confidence in speaking.”*

German is the most widely spoken language in the EU. Germany is the world’s second biggest exporter. It is the economic powerhouse of Europe.

### WHY LEARN GERMAN?

Did you know that:

- only six per cent of the global population are native English speakers
- 77 % of British exporters believe they lose business because they can’t speak other languages
- German made products from companies such as Siemens, BMW or Bosch are all around us. And it’s not only German companies who are ready to employ people with German language skills. UK companies repeatedly say that they need these skills amongst new recruits
- British business is over reliant on trading partners who speak English so people with language skills have a distinct advantage. Germany is the UK’s second largest trading partner, after the USA. That makes learning German an excellent choice for young people wanting to maximise their employment chances

### GERMAN AT A LEVEL AT NGHS

The focus in German at A Level shifts towards a greater understanding of the people and what really makes them tick. By exploring how other nations and cultures deal with hot issues such as the legalisation of drugs, the potential dangers of the internet, immigration and the consequences of climate change, many students also



come to discover their own attitudes, principles and, perhaps, prejudices. You will come to look at situations in an analytical way and learn to view topical issues from several points of view.

You will have four or five lessons a week, depending on class size, and be taught by two specialist teachers. You will also have weekly conversation classes with our German language assistant. The small size of classes allows for a very individualised approach, and it is very easy to keep a track of progress and nip problems in the bud!

Students will develop knowledge and understanding, through the language of study, of aspects of the society, culture and history of the country or countries where German is spoken, studying one theme in Year 12 and two themes in Year 13 from each of the following areas of interest:

- social issues and phenomena
- politics, current affairs and history
- In Year 12 students will study 1 book or film
- In Year 13, students will study another book or film (2 books or 1 book and 1 film in total)
- In addition, students will also be carrying out an Individual Research project

*“The German department at NGHS offers an excellent range and variety of resources, along with a native German language assistant who holds individual speaking sessions, which help to build confidence in speaking and give us access to updated vocabulary and idioms.”*

German is a highly respected degree course, due to its complexity but also because it is increasingly rare. It can of course be studied alone or in combination. We encourage students to take part in the Halsbury Work Experience Scheme in order to hone language skills in a working environment.

The Daily Telegraph conducted a survey amongst business leaders a few years ago to find out which language was most highly prized; German came out top. Given the ubiquity of German brand names and businesses around us, this is hardly a surprise. From Adidas to Volkswagen, there is a wealth of opportunity. Germany is currently the UK’s largest non-English speaking trading partner and is the world’s 3rd largest exporter.

Former German teacher and author John le Carré recently summed it up beautifully, saying that to speak a foreign language is an act of friendship and mediation. Any employer worth their salt can see that these vital communication skills, so rare amongst British graduates, are to be highly prized.

## GOVERNMENT AND POLITICS

## AQA

We may not always like politicians and the things that governments do, but the business of politics touches every aspect of our lives, and whilst we might criticise governments for some of their policies, it has to be better than having no government at all. Society just would not function without an elected body to decide, say, what taxes will be levied, how those taxes will be spent on things like health and education or how the country will be defended. Regardless of whether government makes you feel angry or reassured, it is worth having a knowledge of how the whole process of an elected government works.

Government and Politics will appeal to students who have a genuine interest in current affairs, combined with an ability to analyse and evaluate questions logically, using relevant supporting evidence. Students will review government policies at local, regional, national and European Union levels and examine the debates and controversies associated with these policies. Areas of study will include democracy in the UK, political parties, pressure groups, Parliament, Prime Minister and Cabinet, the judiciary, economic policy, the welfare state, particularly state education and the NHS, law and order and civil liberties, environmental policies and the European Union.

### THE COURSE

Government and Politics consists of 3 units all of which are examined at the end of Year 13.

#### Unit 1: Government and Politics of the UK

- The UK constitution
- Parliament, the Prime Minister and Cabinet
- The judiciary
- Elections, political parties and pressure groups
- Devolution
- The European Union

Assessment - 2 hour examination

#### Unit 2: Government and Politics of the USA

- The US constitution
- Legislature - Congress
- Executive - President
- The judiciary
- Elections and direct democracy
- Political parties, pressure groups and Civil Rights
- Comparison of UK and US

Assessment - 2 hour examination

#### Unit 3: Ideologies

- Liberalism
- Conservatism
- Socialism
- Other ideologies

Assessment - 2 hour examination

### WHAT NEXT?

Whilst the course provides an excellent preparation for the study of subjects such as politics, international relations, law, economics and business at university, it also offers a strong grounding for those wishing to pursue many other subject areas at degree level particularly in the Humanities.



In an age of information overload the world needs people who can understand the crux of an issue quickly, process a diverse range of information and quickly reach a judgement. It's no coincidence, therefore, that those who have studied History are so valued in careers such as the law, finance, management, and that university admissions tutors are so fond of the rigours of History A Level. But we think the best reason to study it is because it's just so enjoyable.

History is split into three units; two examined and one coursework.

## UNIT 1 - RUSSIA 1855 - 1964

2hr 30min exam - 40% A Level

This unit will examine the dramatic change that Russia underwent from the era of the Tsars to the removal of Khrushchev in 1964.

In Year 12 students will consider how Russian Tsars tried to preserve the system of autocracy before the First World War and how the burdens of the war led to the collapse of Tsarism and the execution of Nicholas II in 1917.

In Year 13 students will study the emergence of the communist dictatorship under Lenin and its consolidation by the increasingly brutal and paranoid Joseph Stalin. The course concludes with an examination of the post Stalin era and the rule of Nikita Khrushchev.

*“Historians are a dangerous people. They have been trained to doubt.”*

*Nikita Khrushchev*

## UNIT 2 - BRITAIN 1951 - 2007

2hr 30min exam - 40% A Level

This unit examines the key political, economic and social and international changes that shaped Britain in the second half of the twentieth century.

In Year 12 students will consider how Britain emerged from the effects of WWII and the impact of the Attlee consensus. They will study the era of Macmillan, the Golden Years of the 1950s and increasing social change in the 1960s. The last module in Year 12 will assess the pressures faced by the post war consensus and why it collapsed in the late 1970s.

In Year 13 students will examine the impact of the Thatcher Revolution from 1979 and how the following two decades of Conservative government changed Britain. They will then study why this era came to an end



and how Tony Blair replaced Conservative dominance with new Labour. Students will also consider Britain's place in the world and how society has undergone enormous change in the last 50 years.

## UNIT 3 - COURSE WORK

Marked internally - 20% A Level

Students will begin this towards the end of Year 12. The topic studied is Westward Expansion in the USA from 1803-1900. Assessment is in the form of an extended piece of writing of between 3000 and 5000 words based on a question from the taught course.

*“History is a fantastic subject to take because it requires you to sharpen your analytical skills. You need to be able to see things objectively and within their context. This ability can be transferred to any discipline, and is useful across all subjects.”*

*“Latin opens up a whole new world. It is different and challenging, and it helps me to think critically and logically.”*

Do you enjoy the challenge of deciphering an unfamiliar piece of text, exploring the connections between different languages, or investigating the derivation of English words? Do you enjoy handling a real Classical Roman bowl, scrambling over the Acropolis, debating with a University professor or acting in a Classical play? If so, Latin is for you.

Latin A Level involves the study of both language and literature, and encompasses the broad cultural legacy of the ancient world so that students can appreciate the importance and relevance of the past to today’s world. Students who have enjoyed the GCSE course and have good linguistic skills, and who are interested in literature, will find the transition to A Level easily manageable.

Students are encouraged to adopt an unashamedly academic approach to learning. We aim to develop your intellectual skills, encouraging independence of thought and learning to a level where you will be ready to meet all the challenges of university. The literature of the ancient world is the perfect vehicle for this. You will be introduced to the works of several influential authors including Virgil, Cicero and Tacitus and will study in depth the literary, historical and political context which formed them. You will need to prepare the text thoroughly before the lesson and put forward and defend your own ideas and interpretations.

Your extensive reading of literature will increase your understanding of the Latin language and give you the ability to tackle unseen translations with confidence and accuracy. The process of translating Latin appeals to those who like working through a task logically and will help you to use English with greater precision.

*“I have written my work, not as an essay to win the applause of the moment, but as a possession for all time.”*

### *Thucydides*

In Year 12 you will read two of the set texts, an extract from one of Cicero’s speeches and some Virgil.

In Year 13, a further prose and verse author will be studied and your linguistic skills will be tested with passages for unseen translation and comprehension from Roman authors.

Latin A Level combines well with a range of Arts subjects and also provides a balance for the sciences. Students of Latin are highly regarded by many university departments and some prospective employers, who value the intellectual rigour and the linguistic, literary and analytical skills it fosters. The study of a Classical language at any level will add weight to your university application. Wherever your future takes you, you will not regret having studied Latin.

*“Classicists sell more oil.”*

*Chairman of BP*



In today's rapidly evolving digital world, Mathematics qualifications are highly regarded. Mathematics skills are not only good training for the mind, helping to develop analytical and logical thinking, but they are also used as a tool in many other fields of work, such as medicine, engineering, psychology, computing and natural sciences. Students with Mathematics qualifications not only appreciate the beauty of the subject but are also highly employable.

Did you know...

- Quadratic equations and probability can be linked to football?
- Trigonometry can be linked to combating terrorism?
- Complex numbers involving the square root of  $-1$ , are used routinely by engineers?
- Companies evaluate risky research and development projects using probability?

Mathematical models are also used to help address ethical issues, such as should a developing country try to protect its domestic industries from foreign competition? Economists use statistical techniques to test how well models like these explain, and ultimately predict, what happens in an economy. Mathematics is an integral part of the world we live in.

## THE A LEVEL COURSE

### Paper 1: Pure Mathematics 1

### Paper 2: Pure Mathematics 2

Each paper is a 2 hour written examination 33.33% of the qualification

Topics included are: Proof, algebra and functions, coordinate geometry in the  $(x, y)$  plane, sequences and series, trigonometry, exponentials and logarithms, differentiation, integration, numerical methods and vectors

Paper 1 and Paper 2 may contain questions on any topics from the Pure Mathematics

### Paper 3: Statistics and Mechanics

2 hour written examination 33.33% of the qualification

Section A: Statistics - Topics included are; Statistical sampling, data presentations and interpretation, Probability, Statistical distributions, Statistical hypothesis testing.

Section B: Mechanics - Topics included are; Quantities and units in mechanics, Kinematics, Forces and Newton's laws, Moments.

Paper 3 will contain questions on topics from the Statistics content in Section A and Mechanics content in Section B. Students must answer all questions.



## FURTHER MATHEMATICS

If you are considering a degree in Mathematics, Economics, Engineering or Science and thoroughly enjoy the sophistication and challenge of the subject then Further Mathematics A Level is the ideal choice. It is an extremely rewarding choice for the student who loves Mathematics and is stimulated by the somewhat faster pace and greater depth. It is also an entry requirement for most Mathematics related degrees. The two year course covers the same ground as our single Mathematics course, but takes ideas further and there are also a number of interesting extra topics, such as complex numbers, matrices and hyperbolic functions.

### Further Mathematics consists of four papers.

Paper 1: Core Pure Mathematics 1

Paper 2: Core Pure Mathematics 2

Paper 3: Further Mathematics Option 1

Students take one of the following four options: Further Pure Mathematics 1, Further Statistics 1, Further Mechanics 1 or Decision Mathematics 1

Paper 4: Further Mathematics Option 2

Students take one of the following seven options: Further Pure Mathematics 2, Further Statistics 1, Further Mechanics 1, Decision Mathematics 1, Further Statistics 2, Further Mechanics 2 or Decision Mathematics 2

Each paper is:

1 hour and 30 minutes written examination

25% of the qualification

*"Small minds discuss people. Average minds discuss events. Great minds discuss ideas. Really great minds discuss Mathematics."*

Anon



Music is both varied and enjoyable and offers many opportunities for performers and composers to develop their listening skills and to further their understanding of music in general. You do not need to have taken GCSE Music; as long as you are a strong performer and like a challenge you'll enjoy this course.

You will spend your time on appraising, composing and performing and you can expect lessons to move well beyond the syllabus in their content. The lessons are similar in their approach to university tutorials and all students are encouraged to further their study of Music outside the classroom.

During this course, you will study in depth set works from the Baroque, Classical and Romantic periods, covering the concerto, opera and music for piano. In addition, this specification allows you to specialise in an area of particular interest to you, choices ranging from Musical Theatre to Jazz. You will also have the opportunity to develop and refine your aural and music dictation skills. These aural skills can be extremely

beneficial in many ways, particularly for those students interested in music transcription and arranging.

There is a written examination at the end of the course. Wider listening is a very important part of this A Level and there is no doubt that by the end of your two years, you will have experienced a wide and rich variety of many different styles and genres of music.

You will also complete two compositions. One of these will either be to a brief set by AQA or the completion of a Bach chorale and the other is a free composition. Two years will give you plenty of time to perfect your skills in this area. With support from experienced teachers, you can approach your work with confidence and complete it with enjoyment and a real sense of achievement.

Performance is an important element of A Level Music. You will submit a recording of pieces lasting for a total of ten minutes. These can be performed on any instrument or voice and can be either a solo or an ensemble, or a mixture of both. You can record your pieces when you are ready, either at school or with your instrumental teacher.

The Music Department encourages all its students to participate in musical events both in and out of school and there are opportunities for everyone to be involved in a variety of activities, ranging from solo work to orchestral playing, choirs, musicals and bands. For those students who prefer not to be in the limelight, we encourage involvement in other ways, from running groups and rehearsals for the younger girls to becoming involved in work backstage for our musical productions.

Music A Level will increase your appreciation and understanding of many different styles of music and furnish you with the knowledge and skills that will enhance your music making for life.

## PHILOSOPHY, RELIGION AND ETHICS

*“A Level RS is sure to enthuse a passion for philosophy and ethics; such a fascinating syllabus that encourages you to look at the bigger picture”*

A Level RS consists of three main areas:

- **Philosophy of Religion**
- **Ethics**
- **Christianity and dialogues**

In Philosophy of Religion and Ethics we will look at arguments for God's existence, and begin to question which arguments are the most effective for establishing proof; those based on experience, or those based on

reason alone. We will consider whether God can reveal himself to the world through such phenomena as visions and mystical experiences, or whether such events are simply psychological constructs.

We will consider the following questions:

- If God is good, why is there so much evil in the world?
- Is it actually possible to talk meaningfully about God at all?

Examining the nature of human beings; are we indistinguishable from animals or is there a non-material aspect to us?

In Ethics we will look at the relationship between religion,

morality and applied ethics. This will encourage you to examine your own ethical standpoint and to see how these ideas have shaped the ethical standards in our world today. We will examine the ideas of Kant, Aristotle and Aquinas and see how these have influenced our views on law.

Is there a common human nature which allows us naturally to see right from wrong?

Should we use reason alone, separate from any ideas of religion or emotion to make our ethical decisions?

Pupils will assess the world of modern medical ethics and take a wider look at how moral decisions are made in areas such as the use of embryos in medical research, capital punishment and animal welfare, intensive farming.

Students have the opportunity of attending conferences in London to discuss the key issues of Philosophy and Ethics with fellow students from around the country.

Within the Christianity component students will learn about different religious practices and beliefs, analysing the values that they hold and how they affect the decisions religious people make in the modern world. Students will explore topical issues such as gender, religious identity, science and religious pluralism.



## THE SIXTH FORM AND BEYOND

A level Religious Studies allows students to gain critical and evaluative skills sought by higher education and employers - particularly Law, Medicine, Philosophy, Theology, PPE, Business Studies, Psychology, Geography, History, Biology, Classics and Economics. RS A Level combines very well with many other subjects.

## PHYSICAL EDUCATION

## OCR

### WHY CHOOSE PHYSICAL EDUCATION?



Ever wondered what makes a sports performer tick?

How did they get so great?

Why can they run, throw, jump.....further than us to become the best in the world?

How has sport changed so that world records continue to be broken?

Where did these athletes start their careers?

How did their careers end?

But, it is not just about the elite performer. Why is sport so important for society, communities, health and well-being?

If sport is an interest of yours, then this is the course for you!

### THE COURSE

Many aspects of sport are covered in this two-year course. It provides a broad spectrum of sporting knowledge that suits all types of learners and their interests.

The content of the OCR A Level in Physical Education is divided into 4 components. Each component is further sub divided into topic areas.

#### 1. Physiological factors affecting performance

- 1.1 Applied anatomy and physiology
- 1.2 Exercise physiology
- 1.3 Biomechanics

#### 2. Psychological factors affecting performance

- 2.1 Skill acquisition
- 2.2 Sports psychology

#### 3. Socio-cultural issues in physical activity and sport

- 3.1 Sport and society
- 3.2 Contemporary issues in physical activity and sport

#### 4. Performance in physical education

- 4.1 Performance or coaching of an activity
- 4.2 The Evaluation and Analysis of Performance for Improvement



## HOW YOU WILL BE ASSESSED?

Learners must take all 4 components and they will be assessed separately on each at the end of the two-year course.

Component 01 - Assessment consists of a 2 hour written paper worth 90 marks (30%)

Component 02 - Assessment consists of a 1 hour written paper worth 60 marks (20%).

Component 03 - Assessment consists of a 1 hour written paper worth 60 marks (20%).

Component 04 - Assessment consists of a practical, non-exam assessment worth 60 marks and a coursework analysis piece worth 30 marks (30%)

## EXTRA-CURRICULAR

- skills of performing and/or coaching regularly in a competitive sporting context.

There will be a number of opportunities to represent the school both locally, regionally and nationally at our GDST sporting rallies as performers and facilitators in sport.

- an understanding of the relationships between society and sport nationwide.

We encourage an awareness of sport and physical activity opportunities in your local area and elite routes in your specific sport of interest. This will support the application of many parts of the course to the role of physical education in society.

- At the end of the A level course the girls will take part in our Sports Awards Evening, which is a wonderful event, to showcase their work, their research and to inspire others through sport.

## TYPES OF LEARNING

Lessons will vary in format from seminar style to research, independent learning, practical and

investigative work. Students are expected to keep a log book of their personal sporting achievements and training whether this is as a performer or as a coach. Background reading should be done on a regular basis

as well as keeping up to date with current trends by attending sporting events and watching relevant sports competitions available through the media.

## THE SIXTH FORM AND BEYOND

It is not necessary to have studied GCSE in Physical Education to join this course.

The specification builds upon, but does not depend upon, knowledge, understanding and skills from GCSE in Biology, Physics and Physical Education.

This qualification is suitable for learners intending to pursue any career for which an understanding of the human body or human behaviour is desirable. This qualification is also suitable for any further study in social sciences, or as part of a course of general education.

Other avenues of progression for candidates would include careers in: sport and physical activity, PE teaching, Physiotherapy, Personal training and Sports coaching.

*“Equipped with his five senses, man explores the universe around him and calls the adventure Science.”*

*Edwin Powell Hubble,  
The Nature of Science, 1954*

While a good sense of fun is not essential for Physics, we do our best to make the A level course as stimulating and awe-inspiring as possible.

If you are considering studying Physics at A Level, you might identify with some of the following statements:

- I like logical thinking and prefer understanding concepts to learning lots of facts or writing wordy answers.
- I want to understand the world around me: from the smallest particles to the vast dimensions of the universe.
- I enjoy finding out about the astounding world we live in and enjoy learning about mind-blowing aspects of the universe.

Both the GCSE Physics and Additional Science courses are very good foundations for the A Level course and you will be familiar with the basics of the many topics it covers.

## YEAR 12

In Year 12 you learn about the latest understanding of the particles that make up the universe, quantum physics and electricity. You will also study the movement of bodies in the mechanics topic, the physical properties of materials and the amazing properties and uses of waves.

We take an optional trip to CERN in Geneva at the end of Year 12 or early into Year 13.. This offers a great opportunity to see particle physicists and engineers at work in the World’s largest experiment.

There is no coursework in the A level Physics course.

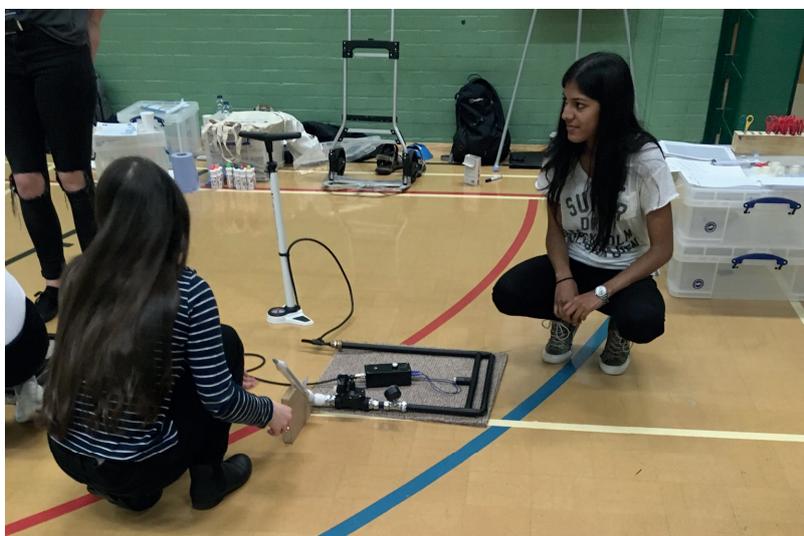
## YEAR 13

In Year 13 we study the mechanics of circular and simple harmonic motion. We also cover gravitational, electric and magnetic fields alongside thermal and nuclear Physics.

Physics fosters the skills of logical thinking, working independently and expressing oneself clearly and concisely. Physicists carefully examine the world, formulate theories and then test them to find an accurate way of describing what has been observed. These skills are in much demand, valued by many careers. Medicine, finance and business, engineering and science all employ large numbers of physicists.

When applying for university, A Level physics is highly regarded as preparation for a huge range of subjects. For engineering, architecture and medical science courses, it is an important foundation and usually a requirement. A physics degree will allow you great flexibility in your career: the skills it develops can open doors from science to industry and business.

*“The trip to CERN really made particle physics come alive. It was great fun and really inspiring to see how passionate the scientists working there were.”*



*"I realised Psychology is in everything! The news, sport, my family; it's all Psychology!"*

If you decide to choose to study Psychology in the Sixth form, you will be embarking on an exciting and varied programme of study which will inspire you to think about human behaviour in a totally different way; driving you to question rather than take for granted the fascinating intricacies of human nature.

If you choose Psychology as an A level you will study the AQA specification which includes:

## YEAR 1

### Social influence

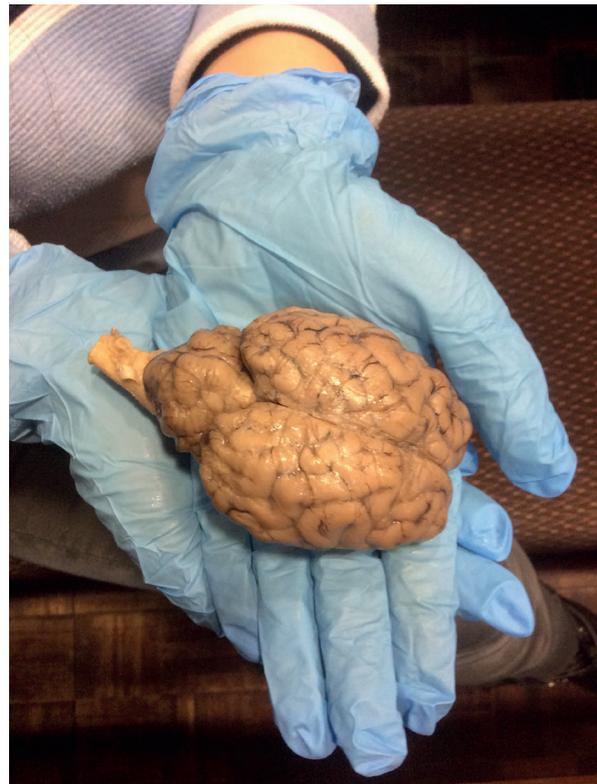
What makes us go along with the crowd, even against our better judgement? Under what conditions will we forget our morals in order to obey the orders of a destructive authority?

### Memory

How is memory organised? What causes us to remember some things and forget others? Can our memories actually be trusted?

### Attachment

What factors determine the quality of the bond between babies and their caregivers? What are the long term effects of lacking an early attachment? How do early relationships determine the course of our adult relationships?



### Psychopathology

Is there any such thing as "normal"? How can we apply Psychological theories to explain and treat "abnormal" behaviour such as phobias, depression and OCD?

### Approaches in Psychology

How has the nature of Psychology changed over time from Freud's (very weird!) early theories, to the science it has become today?

### Research methods

How do Psychologists conduct their research, from generating a new hypothesis to using statistics to reveal whether it has been supported?

*"Psychology taught me to be analytical - now I can't stop evaluating things!"*

## YEAR 2

### Biopsychology

How studying the nervous system allows us to understand behaviour at the most basic level. What is a “body clock”? What can brain damaged patients teach us about our own brains?

### Gender

What causes boys and girls to behave differently? What can cause some people to have a mismatch between their gender identity and physical sex?

### Schizophrenia

What is it like to be totally detached from reality? How can we use Psychological theories to explain the symptoms of schizophrenia, and to improve the quality of life of sufferers?

### Aggression

Does a “murderer’s” brain exist? The “Get out of jail free” gene- can DNA be used as a defence for violent behaviour? What role does the media play in triggering aggression?

### Issues and debates in psychology

Are we a product of our genes or environment? Is there any such thing as free will, and if not, is it fair to hold anyone responsible for their actions? Can any Psychological experiment be done if the ends justify the means?

Psychology teaching at NGHS is designed to support and inspire. Teaching techniques include:

- PowerPoints to support the learning outcomes
- Colour coded hand-outs for each lesson
- Topic booklets including revision checklists, exam tips, PPQ & wider reading
- Individual, pair group and whole class activities
- Practical experiments - ‘How science works’
- Discussion/debates about key psychological theories and studies
- Exam question practice
- Detailed weekly feedback via personal progress tracker



- **Brain Day** is highly enjoyable day run by Dr Guy Sutton in which you will take part in interactive activities to help you get to know your own brain, experience a series of cutting edge neuroscience lectures, and witness a real brain dissection!
- **Trips** to university conferences presenting lectures as diverse as “The Psychology of Attraction”, “Psychology and Dance”, “Laughter and the Brain”, “Criminology” and much more!
- **Psychology Club** in which we broaden our minds by watching some of the range of excellent Psychology related documentaries such as “The Brain- A Secret History”, “The girl who talked to Dolphins” and “Project Nim”.
- **The Psummer of Psychology** during which you will become a Psychologist, applying all you have learned in order to conduct your own Psychological research!

So diverse is the course that it is guaranteed to complement, and serve to enhance understanding of your other subject choices, whatever they may be.

Many students who choose Psychology as an A level go on to enjoy intellectually stimulating and fulfilling careers. The realm of Psychology based careers is exceptionally broad, from Neuropsychology and Clinical Psychology, to Sports, Educational and Forensic Psychology. However, any career involving working with people will be supported by a knowledge and understanding of Psychology.

*"I chose A level Spanish because I enjoy learning languages and love Spain. It is much more wide ranging than GCSE and your language really improves. It really sets you apart from other applicants when applying for jobs or university."*

Spanish is the fourth most spoken language in the world and the second most important one in international communication.

Spain plays a major role in the EC and is one of Britain's most important trading partners.

## WHY LEARN SPANISH AT A LEVEL?

Surveys indicate that language students and graduates are highly sought after in the current climate. Employers need staff who can communicate effectively and show attention to detail, as well as having the specialist ability to deal with overseas contacts in their native tongue. The course trains students to present a coherent argument, use evidence correctly and succinctly, empathise with others and use advanced level thinking skills to find solutions - in short, all skills which lend themselves to working in, and managing, a successful team.

*"Originally I found the lessons difficult, but I soon got used to the idea of revising grammar and learning vocabulary, pushing far beyond GCSE, I'm making real progress."*

Language skills are in demand can be used in almost any career, particularly in businesses that trade internationally. Spanish is a very highly regarded 'facilitating subject' which means that it leaves open a wide range of options for university study.

The Spanish department organises a range of extra-curricular events such as theatre visits and also encourages students to undertake a work experience placement in Spain.

- Do you enjoy finding out about other cultures?

- Would you like to undertake some work experience in Spain?
- Do you like debating and finding out about political and social affairs?
- Do you enjoy the challenges presented by manipulating grammar?
- Do you have an interest in working or studying abroad?

If so, Spanish at NGHS will be an excellent A level option for you! You will be taught for 5 hours a week by two experienced and specialist teachers. You will also have the opportunity to have weekly conversation classes with our native language assistant to perfect your pronunciation.

Students will develop knowledge and understanding, through the language of study, of aspects of the society, culture and history of the country or countries where Spanish is spoken, studying one theme at AS and two themes at A level from each of the following areas of interest:

- Social issues and phenomena
- Politics, current affairs and history
- In addition, at AS students will study 1 book or film
- A2 students will study another book or film (2 books or 1 book and 1 film in total)
- In addition, students will also be carrying out an Individual Research project

Here are some of the comments made by Year 12 students after their first year studying Spanish:

*"Studying Spanish at A level has really boosted my confidence."*

*"It was excellent to be able to speak Spanish with my exchange partner and her family when we went on our school exchange to Tenerife!"*

*"I definitely recommend choosing a language at post 16 if you want an exciting and worthwhile course which equips you with some really useful skills."*



# ACADEMIC ENRICHMENT

## EXTENDED PROJECT QUALIFICATION

### WHAT IS EPQ?

EPQ stands for Extended Project Qualification and is a course equivalent to half an A level which lasts for one year in Year 12. It involves planning, researching and writing up an academic investigation or a creative project. It will sit alongside your normal A Level choices and offers an extra dimension to your programme of study. The EPQ has been devised to develop a range of skills such as independent learning skills, investigation/research skills, how to be a critical thinker, oral and written communication skills.

The above skills are highly valued by universities and employers - which is why most of the marks for the project are awarded on the planning, management and evaluation involved in the EPQ rather than the outcome (the completed essay or product). Many students receive a lower offer from universities on the basis that they have completed the EPQ to a high standard.

The topic/research question that you select is totally up to you and can either complement current studies or be based on future interests, perhaps career aspirations such as engineering, medicine or the justice system.

### ARE YOU:

- Self directed?
- Self motivated?
- Creative?
- Curious?

### PROJECT PROCESS FOR EPQ

#### What does it involve?

120 hours guided learning (30 taught as one time-tabled hour per week).



### How will I be supported?

- Miss Furness and Mrs Jones support research and project management
- supervision of your EPQ throughout by a dedicated supervisor
- assessment in school

### How is it presented?

One of:

- research based written report or
- production (charity event / fashion show / sports event etc. - plus written report) or
- an artefact (e.g. piece of art, computer game, realised design)

Record of your project progress in a production log

Final presentation

### DEVELOP YOUR SKILLS - YOU WILL:

#### Manage

identify, design, plan and complete a project

#### Use resources / research

obtain and select information from a range of sources, analyse data, apply it relevantly and demonstrate understanding of any appropriate connections and complexities of your topic

#### Develop and realise

use a range of skills, including using new technologies, to solve problems, to take decisions critically, creatively and flexibly, and to achieve your aims

#### Review

evaluate the outcome, including your learning and performance





sourcing food, hygiene and food safety. How to cook different elements of a meal to serve them at the same time are considered in this course. The importance of presenting food well and how this contributes to its enjoyment is reflected on in this unit. Ways to economise when shopping for ingredients and cooking meals at home are significant aspects of this unit. Students will demonstrate their skills by selecting recipes for a nutritious two course meal and following the recipes to prepare, cook and present the meal.

*“Home Cooking Skills is a way to share a critical life skill with as many people as possible. This is a chance to arm students with sensible, practical knowledge that they can take into the world and actually use. Whether they’re having a party, cooking for mates, feeding their future children or making lunch, they’ll be fending for themselves, saving money and using these skills every day for the rest of their lives.”*

Jamie Oliver.



MOOCs are designed as a new way to enable to people to learn independently, and have been created by 40 partners including leading UK and international universities, the British Council, British Library and British Museum.

There are many benefits for students which have been identified by schools so far:

- Getting a view on subjects they may wish to study in future
- Getting access to new ideas, topics and resources outside of their current scope and comfort zone
- Feeling more comfortable for the transition to University, developing critical thinking and research skills.
- Improving learning techniques and styles
- Bridging gaps that currently exist between GCSE and A Level, Years 12 and 13, A Level and University
- Improving UCAS application forms and interviews (Universities are well aware of these courses; many have invested substantially in creating them)

The courses are designed to encourage independent learning and developing an interest in area that may complement or contrast their studies. They can be a short course, or be part of a longer program that runs over the course of a few months.

Some examples of courses currently available are:

- Getting a grip on mathematical symbolism (for aspiring engineers and science students); Loughborough University
- Inside cancer: how genes influence cancer development; University of Bath
- Exploring cancer medicines; University of Leeds
- Developing your research project; University of Southampton
- Forensic science and criminal justice; University of Leicester
- Genomics in Healthcare
- Good brain, bad brain: University of Birmingham
- Italian for beginners; The Open University
- Building a future with robots; University of Sheffield
- Life on the roman frontier; Newcastle University
- Preparing for university (critical thinking, developing an argument, analysing data); UEA



## PERFORMING ARTS CREW

This is a multi-discipline experience which allows students to explore the world of theatre from a technical perspective and gain insight into lighting, sound, costume, props, set design and different theatrical styles. Students will gain production skills and discover more about the wide range of careers in the world of Performing Arts. They will conduct research and be involved in the technical operations in our cutting edge theatre, The Space. Students will be able to develop their planning, researching, communication and team work skills as well as their creativity in our fortnightly sessions.



## FITNESS - THE SIXTH FORM SPORT OFFER

*“This NGHS Girl Can!”*

### AIMS

To inspire, enthuse and engage girls in sport so that they can flourish and become physically fit, active and healthy adults.

Encourage girls to instil sport and physical activity as an integral part of their everyday lives.

Uncover new talents and interests by experiencing a variety of activities.

Further develop talented athletes/performers and support their sporting goals.

### STRUCTURE

The Sixth Form programme will run on a Wednesday afternoon (12.30-1.30pm) throughout the academic year. Staff with a diverse range of expertise will be delivering these sessions. The staffing team will include Mrs Hall, Miss Riley, Miss Whitehead and an outside fitness instructor. There will be three groups in total and each group will consist of approximately 15 girls. Each group will take part in all of the activities on offer; rotating activities every few weeks.

### OPPORTUNITIES ON OFFER

- Archery
- Boxercise
- Climbing
- Dance Attack (a mash up of dance styles including African, Flamenco, Caribbean and Salsa)
- Inter house competitions
- Rowing
- Swimming (recreational and lifesaving skills)
- Taekwondo
- Traditional school games (an assortment of your favourite ones!)
- Yoyalates (a mixture of yoga, core strength and body balance work)
- Zumba

### EXTRA-CURRICULAR OPPORTUNITIES

“Whether you want to participate for fun, to improve your overall fitness levels and/or to compete, there is something for every Sixth form girl - “This NGHS girl can!”

The **Fitness Suite** is available every day for your use (so long as it's not being used for a PE lesson). Just make sure that you have a work out buddy with you and sign in and out when you collect the key.

Senior **Netball** captain Sophie Brough will happily tell you all about the Netball here at NGHS. We train on a Thursday morning 8.00am-8.45am, focusing on fitness and our netball training takes place in the sports hall every Tuesday after school 4.00pm-5.30pm. Fixtures tend to be on Wednesday afternoons and Saturday mornings. New members welcome.

Senior **Hockey** training takes place on a Monday morning 8.00am-8.45am. Miss Abbott will be delivering some after school sessions during the early season too to prepare for the indoor league that she has entered this season. Elite Hockey training takes place on Wednesday mornings 8.00am-8.45am with the MT13 Coaching group. Watch out for notices about dates and times in September. All welcome.

### FANCY SOMETHING LESS TRADITIONAL? JUST WANT TO RELAX AND GET AWAY FROM IT ALL?

- Pop along for a knock around on the **badminton** court on a Tuesday lunchtime.
- Join Miss Lynn for a challenge on the **climbing** wall (Tuesday and Wednesday lunchtimes). Email her anytime to grab a harness! [j.lynn@not.gdst.net](mailto:j.lynn@not.gdst.net)
- You don't have to be a Nottingham Forest fan (but it might help!) to come along and join their coaches for **football** training sessions taking place on the field every Wednesday lunchtime.
- Grab an oar/blade (well, a pretend one anyway!) and come along to Miss Whitehead's **rowing** sessions
- If you can catch her, Mrs Lewis would love for you to join her for a **run** in the local area on a Tuesday lunchtime, 1.45pm. All levels of runner welcome.
- Inspired by the ICC Women's World Cup that took place throughout the East Midlands this summer, come and join our Trent Bridge coaches who will be delivering **cricket** sessions every Friday 1.45pm.
- Finally, if **coaching/umpiring** is an area of interest you would like to develop, email Mrs Hall, our Director of Sport [a.hall@not.gdst.net](mailto:a.hall@not.gdst.net) to find out how you can get involved. We have a number of clubs running for our younger year groups and you are incredible role models for them!



# 2019 A LEVEL RESULTS AND DESTINATIONS

Well done to all of our girls on a great set of results. They achieved a 100% pass rate, with 92% at A\* to C and 23% A\*, Nottinghamshire's top school for A Level A\*s. Below is the varied destinations and courses the girls are now studying.

Subject	A*	A	B	C	D	E	Entries	% Grades A* to A	% Grades A* to C
Art and Design (3D Design)	1	2	0	0	0	0	3	100	100
Art and Design (Fine Art)	3	2	1	0	0	0	6	83	100
Art and Design (Graphic Communication)	1	0	0	0	0	0	1	100	100
Biology	12	8	6	7	4	0	37	51	89
Business	0	3	0	2	0	0	5	60	100
Chemistry	9	11	13	8	1	2	44	45	93
Drama and Theatre	1	2	2	0	0	0	5	60	100
Economics	2	4	2	2	0	0	10	60	100
English Language	0	2	5	2	0	0	9	22	100
English Literature	7	8	4	0	0	0	19	79	100
French	1	3	4	0	0	0	8	50	100
Geography	2	4	1	0	1	0	8	63	88
German	1	1	1	0	0	0	3	67	100
History	1	7	10	5	0	0	23	35	100
Latin	0	2	0	0	1	0	3	67	67
Mathematics	9	4	1	2	3	2	21	62	76
Mathematics (Further)	3	1	1	0	0	0	5	80	100
Music	0	0	2	1	2	0	5	0	60
Physics	4	1	2	0	0	2	9	56	78
Politics	0	0	2	2	2	0	6	0	67
Psychology	4	11	9	5	1	0	30	50	97
Religious Studies	0	3	2	1	1	0	7	43	86
Spanish	2	4	1	2	0	0	9	67	100
EPQ (0.5 A Level equiv)	11	9	1	0	0	0	21	95	100
<b>SUMMARY</b>	<b>69</b>	<b>87</b>	<b>71</b>	<b>39</b>	<b>16</b>	<b>6</b>	<b>287</b>	<b>53</b>	<b>92</b>

## ASTON

International Business and Management

## BIRMINGHAM

BEng Aerospace Engineering, Chemical Engineering, Chemistry with Business Management, Medicine, Pharmacy

## BIRMINGHAM CITY

Law

## BRISTOL

Childhood Studies, Civil Engineering, Law, Veterinary Nursing and Bioveterinary, Science

## CAMBRIDGE

English, Medicine

## DE MONTFORT

## UNIVERSITY

Pharmacy

## DURHAM

Natural Sciences

## EAST ANGLIA

Medicine, Pharmacology and Drug Discovery

## IMPERIAL COLLEGE

Medicine

## LEEDS

Biology, Business Studies, Chemistry, Languages and Cultures, Medicine

## LEEDS BECKETT

Biomedical Sciences

## LEICESTER

Biological Sciences, Psychology

## LINCOLN

Pharmacy

## LIVERPOOL

Bioveterinary Science, Medicine

## LONDON SCHOOL OF ECONOMICS

Economics

## LOUGHBOROUGH

Business Psychology, Psychology with Criminology

## MANCHESTER

French Studies, Marketing Management, Philosophy

## NEWCASTLE

Food Business

Management and

Marketing, Law, Politics

## NOTTINGHAM

Engineering and Physical Sciences, Law, Medicine

## NOTTINGHAM

## TRENT

Childhood Psychology, Psychology

## OXFORD

Classics with Oriental Studies, Computer Science and Philosophy, Law, Physics

## SHEFFIELD

Business Management, Dental Surgery, Medicine

## SHEFFIELD HALLAM

Politics

## SUNDERLAND

Biomedical Science

## UNIVERSITY OF THE

## ARTS

Graphic Communication Design

## YORK

Chemistry, History and Politics, Mathematics, Music

## YORK ST JOHN

Psychology

**BE EXTRAORDINARY**



**NOTTINGHAM**  
**GIRLS' HIGH SCHOOL**

---

**GDST**  
GIRLS' DAY SCHOOL TRUST

Nottingham Girls' High School  
9 Arboretum Street, Nottingham NG1 4JB  
0115 941 7663 enquiries@not.gdst.net  
nottinghamgirlshigh.gdst.net



Friends of NGHS  
@NottmGirlsHigh