



NORTHAMPTON

HIGH SCHOOL

Sixth Form

Programme Guide

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Preparing the women leaders of tomorrow

Life in the Sixth Form is invigorating and exciting. A time of transition between school and the wider world, girls at Northampton High School have tremendous opportunities to achieve academic success and personal development as they take increased responsibility for their lives and discover new freedoms.

Sixth Form students are respected as adults; they are trusted to manage their time, and enjoy new privileges. Very much still part of the school community, they take on leadership roles while enjoying their own facilities including a common room, study area and café. In this atmosphere of mutual support strong friendships are forged, many of which last for life.

The Sixth Form provides each girl with bespoke opportunities to enhance existing skills and develop new ones. Within a strong framework of both academic and pastoral guidance, girls are encouraged to be independent and think for themselves, pursue their passions and develop new interests.

We are delighted to see girls leave the Sixth Form at Northampton High School as confident and able young women, equipped not just with qualifications but also a wealth of unique experiences - and an appetite for more.



Mrs Julia Cantwell
Director of Sixth Form

Entry requirements

The minimum entry requirement expected of new entrants to the Sixth Form is five GCSEs at Grades 6 and above to include English and Mathematics. Each A Level subject has its own requirements in terms of expected grades at GCSE. These can be found in this booklet on the relevant subject page. New girls wishing to join the school have a series of interviews with the Heads of Department of the subjects that they wish to study and the Director of Sixth Form. A report from their present school, including their predicted grades at GCSE, is also considered.

A provisional place may then be offered, which is confirmed when GCSE results are received. The school's Sixth Form Scholarship Examination is held in the Autumn Term and is open to both internal and external candidates. Bursaries are also available for girls who may need financial support to come to the school.

A bespoke programme of study

Students put together a portfolio of courses and experiences to meet their interests. They choose 3 or 4 A Level subjects to study in the Sixth Form and can enhance their A Levels with their own unique, bespoke programme from our extensive range of Electives. These include AS Level Politics and AS Level Film, GCSE Greek, the AQA Extended Project Qualification and a wide variety of MOOCS (Massive Open Online Courses). Social Enterprise, Art History and volunteering through the Young Philanthropy programme are just some of the other opportunities available.

Accessible for all

Scholarships are available with Academic Scholarships awarded based on performance in the Scholarship Examination and Creative, Performing Arts and Sports Scholarships awarded following application and assessment/ interview in the Autumn term prior to entry. We also offer Scholarships for Excellence, which are awarded to those who demonstrate outstanding talent and dedication to the school. Bursaries are available which are means tested. Two 100% Scholarships are also available to girls joining us from the maintained sector which are supported by the HSBC Global Education Programme. Full details, including further information about how to apply, is available in our Scholarships and Bursaries booklet.

A Level Subjects

Art and Design

Examination Board: Edexcel

Entry Criteria
GCSE Art grade 6 or above

Course Overview

This course enables students to explore their interests and express ideas using a wide variety of methods and materials in two and three dimensions. Curiosity about the world and a desire to carry out in depth research, relentlessly pursue concepts and apply skilful and experimental approaches to Art is essential and will subsequently provide girls with opportunities to synthesise ideas and build up an extensive personal portfolio from their own starting points. The Personal Study is a written component (12% of the qualification) and has its own marking matrix. The subject of this essay will reflect the content within component one. The course will appeal to those who wish to combine their practical creativity with other subjects, for example, Film Studies, Fashion & Textiles, History, Psychology, Chemistry or English Literature.

Assessment Method

Internally assessed, externally moderated.
Component 1 - 60% Personal Portfolio and Personal Study
Component 2 - 40% Externally Set Assignment

Super Curricular Activities

- Trips to London Galleries
- Personal space in The Studio during 6-2, exclusive to each student at all times.
- Personal tutorials
- Visits from past Art students – portfolio talks and career path talks
- Art REC (Radically Enriched Curriculum) throughout the week at designated times in the department

Higher Education/Careers

Students commonly pursue the one year Foundation Course in Art & Design, which provides a bridge between A Level study and one of the many creative degrees which the student will choose during their foundation year. We strongly support and guide all girls through the preparation of their portfolios prior to interview. Direct application through UCAS is also available for Art Degrees or other related pathways. Students may build careers in fine art, architecture, advertising & marketing, film &

television, animation, gaming, photography, fashion & textiles, graphic communication, art restoration, interior design, digital design or history of art.

Our alumnae include:

Katie Moore – Illustration, Falmouth University
Tiyana Pentland – Foundation Course, followed by Degree in Fine Art, Central Saint Martins
Leonie Robertshaw – Fine Art, Lancaster University
Ziyu Su – Architecture, University of Edinburgh



Biology

Examination Board: AQA

Entry Criteria
Grade 6 in Biology GCSE or equivalent

Course Overview

Biology considers current issues such as genetic engineering, cloning and environmental catastrophes. Study of the human body, other living things and the environment are key elements of the syllabus. Studying Biology helps students to debate with informed opinions and may help shape the future of mankind. A Level Biology considers a detailed study of the cell and its organelles. We learn about the chemicals of life, including enzymes and DNA and their roles in living things. How organisms feed and exchange substances with their environment is a common theme along with diversity and how energy is utilised within living things and ecosystems.

Assessment Method

Three examination papers; two hours each.
There are also 12 required practicals.

Super Curricular Activities

- MedSoc for prospective doctors and vets
- Café Sci events for Science-based careers inspiration
- Trips to the Pathology Lab at Northampton Hospital
- Trip to Sanger Institute near Cambridge; cutting-edge DNA research
- Residential fieldwork trip to North Devon

Higher Education/Careers

Many of our girls go on to university courses in the biomedical field as well as other science-based degrees; for example physiotherapy, medicine, biochemistry, environmental science, agriculture, marine biology, dentistry, nursing and genetics.

Our alumnae include:

Amber Hateley – Equine Science, University of Aberystwyth
Shona Shah– Medicine, Birmingham University
Louise Penn – Agriculture, Newcastle University
Helen Potter – Biochemistry, Oxford University



Business

Examination Board: Pearson Edexcel

Entry Criteria
Grade 6 in GCSE Mathematics

Course Overview

Students are introduced to Business by studying four themes that include; Marketing and People, Managing Business Activities to build knowledge of core business concepts and applying them to business contexts, Business Decisions and Strategy and Global Business, which requires students to take a more strategic view of business opportunities and issues.

Students are encouraged to use an enquiring, critical and thoughtful approach to the study of business, to understand that business behaviour can be studied from a range of perspectives and to challenge assumptions.

Assessment Method

100% Examination
Three written papers; 2 hours each.

Super Curricular Activities

- Extracurricular talks: in 2017, these included local entrepreneur Tina Keogh-Edwards from artisan gin brand Warner Edwards and alumna, Katy Blane to discuss on-line fashion retailing
- Collaborative links and networking via the Inspire East subject collaboration programme for Business
- Marketing workshop at Warner Bros Studios, Leavesden
- Factory visit to JCB and Emma Bridgewater
- Insight day with Vanguard Asset Management

Higher Education/Careers

Many of our students go on to study Business or Management at university and in the longer term go on to have successful careers working for a range of local, national and international companies or for themselves.

Our alumnae include:

Lucy Brooks – Business and Management, Aston University
Kate Clayson – Management, University of Nottingham
Shanzay Nishtar – Law and Business, University of Warwick
Poppy Smith – Fashion marketing and Branding, Nottingham Trent University



Chemistry

Examination Board: AQA

Entry Criteria

A grade 7 in GCSE Chemistry is usually required. We recommend that you also study A Level Mathematics.

Course Overview

Chemistry is a fascinating and relevant subject that includes green chemistry and sustainability, fuels, the atmosphere, pharmaceuticals and analytical chemistry. It underpins many biological and industrial processes. Studying Chemistry helps you to develop your analytical, problem solving and abstract thinking skills. A Level Chemistry considers the Periodic Table, Bonding and Structure, Organic, Inorganic and Quantitative Chemistry. Chemistry is a practical subject, and practical activities are embedded within the topics studied. This adds to your enjoyment and understanding, together with providing you with the skills needed to study Chemistry at higher levels.

Assessment Method

Three examination papers; two hours each.
There are also 12 required practicals.

Super Curricular Activities

- Royal Society of Chemistry Christmas lecture
- Spectroscopy in a Suitcase to learn about instrumental analysis techniques
- Industrial visits to working laboratories
- Cafe Sci meetings with working scientists
- Royal Society of Chemistry Olympiad challenge

Higher Education / Careers

Chemistry is a crucial subject for any medical, veterinary science or dentistry degree, and it is beneficial if you are also studying Biology, Physics or Geography.

The skills developed are transferable to many other fields, especially those where a methodical approach, numerical skills, abstract processing and problem solving are required.

Our alumnae include:

Yuetong Chen – Natural Sciences, University of Cambridge
Megan Green – Medicine, University of Exeter
Maya Kansagra – Chemical Engineering, University of Nottingham
Lianne Wu – Biochemistry, Imperial College, London



Classical Civilisation

Examination Board: OCR

Entry Criteria

No prior knowledge of this subject is required, and you do not need to have studied Latin. You should however enjoy reading and essay writing.

Course Overview

Classical Civilisation is a course that takes the student to the very foundations of European civilisation. It offers the opportunity to study a wide range of topics, including literature, art and architecture, religion, philosophy, drama, society and psychology. Because of its wide scope, it combines well with virtually all other A Level subjects.

Assessment Method

Three examinations at the end of 6-2, one on each topic studied for the specification.

Super Curricular Activities

- Residential trips to Rome and Pompeii
- Sixth Form study days at Cambridge and Oxford University.
- Lunchtime enrichment lessons on other aspects of the ancient world.

Higher Education/Careers

An A Level in Classical Civilisation is very highly regarded. More Classics graduates at Oxford are in full-time permanent employment six months after graduation than those from any other discipline, and typical destinations are the law, teaching, journalism, commerce, banking and civil service.

Our alumnae include:

Emily Amos – Ancient and Modern History, Durham University
Shanzay Nishtar – Law and Business, University of Warwick
Chloe Vaughan – Classics, UCL, London



Economics

Examination Board: Edexcel

Entry Criteria
Grade 6 or above in GCSE Mathematics

Course Overview

Students are given an introduction to business by studying four themes that include;

Theme 1: Introduction to markets and market failure that focuses on microeconomic concepts. Students will develop an understanding of the nature of economics, how markets work and government intervention.

Theme 2: The UK economy; performance and policies that focuses on macroeconomic concepts. Students will develop an understanding of measures of economic performance, aggregate demand and supply and macroeconomic objectives and policy.

Theme 3: Business behaviour and the labour market that develops the microeconomic concepts and focuses on business economics. Students will develop an understanding of business growth, business objectives, revenues, costs and profits, market structures, labour market and government intervention.

Theme 4: A global perspective that develops the macroeconomic concepts and applies these concepts in a global context. Students will develop an understanding of international economics, poverty and inequality, emerging and developing economies, the financial sector and the role of the State.

Assessment Method

100% Examination
Three written papers; 2 hours each

Super Curricular Activities

- “Running the Virtual Economy Competition” part of University of Cambridge’s Festival of Ideas
- Visit to Palace of Westminster
- GDST Economics Conference at Bromley High School
- Collaborative links and networking via the GDST collaboration programme for Economics
- Insight day with Vanguard Asset Management

Higher Education/Careers

Economics is a well-regarded subject providing an excellent foundation for those wishing to study Economics, Management or Business at University. Those planning a career in finance or consultancy will also find it useful.

Our alumnae include:

Beckii Chin – Management, London School of Economics
Jessica Dancer - Economics, Politics and International Studies, University of Warwick
Harriet Lee – Economics, University of Nottingham
Louise Penn – Agriculture, University of Newcastle
Saskia West – Land Economy, University of Cambridge



English Literature

Examination Board: OCR

Entry Criteria

A genuine interest in reading and literary analysis as well as a Grade 7 or above in English Language and English Literature

Course Overview

To study English Literature is to study the human condition; it is to discover the wonders and frailties of human nature and society throughout the ages. English Literature is a rigorous academic subject designed to challenge and stimulate girls through close reading, lively discussion and the writing of formal essays. However, English Literature is also fun, sometimes controversial and hugely enriching. Nobody was ever made poorer through reading. The aim is for girls to emerge at the end of the course more confident, worldly and articulate, but also to foster a life-long love of literature.

Assessment Method

80% examination, 2 written papers 2hrs 30 mins; 20% coursework

Super Curricular Activities

- Performances of set texts via live or recorded performances from theatre groups such as the National Theatre, the Royal Shakespeare Company and the Young Vic
- Study days on set authors may be available when organised by the examining board or other companies
- Programme of support offered to girls applying to read English at University

Higher Education/Careers

English Literature A Level is highly regarded by prestigious universities and combines well with many other subjects, either as part of an Arts combination or to complement the Sciences. English Literature can lead to many varied career opportunities in areas such as law, management, education, journalism and of course, creative writing.

Our alumnae include:

Eleanor Harris – English and Philosophy, University of Birmingham
Jemma Slings – English, University of Cambridge
Emma Dutton – English and Music, University of Leeds
Poppy Stobart – English with Creative writing, Leeds Metropolitan University
Fiona Percival – English Literature with Creative Writing, Newcastle University



Fashion and Textiles

(Textile Design)

Examination Board: AQA

Entry Criteria
GCSE Fashion and Textiles Grade 6

Course Overview

Year 1: Students are introduced to a variety of experiences that explore a range of textiles media, processes and techniques. They study a range of contemporary and historical influences, different styles and genres, explore the use of drawing for different purposes and the potential for use of colour and texture in their work. Students produce practical and critical/contextual work in one or more areas of study: fashion design, fashion textiles, costume design, digital textiles, printed and or dyed fabrics and materials, interior design, art textiles or installed textiles. Work will be developed in sketchbooks/journals and large scale portfolio pages.

Year 1 and 2: Students go on to carry out a personal investigation/in depth study into an idea or concept to be identified independently by the student. (NEA: Component 1) This should be informed by an aspect of contemporary or past practice of a designer/artist. This is a practical investigation supported by written material which should be an extended response of between 100 and 3000 words. NEA: Component 2 is an externally set assignment provided by the exam board. Students choose between 8 questions to use as a starting point to complete preparatory work, which can consist of sketchbooks, design sheets, portfolio pages, maquettes or journals. This is followed by a supervised exam of 15 hours. In the 15 hours students must produce a finished outcome or a series of related finished outcomes.

Assessment Method

NEA - Non Exam Assessment
Component 1: 60% of A Level, set and marked by the school and moderated by AQA
Component 2: 40% of A Level, set by AQA and marked by the centre and moderated by AQA

Super Curricular Activities

- Visits to Fashion and Art galleries
- Graduate Fashion Week trip
- Designer workshops from visiting specialists

Higher Education/Careers

Progression routes include a wide range of creative degree courses (BA Hons 3 or 4 years) such as Fashion Design, Costume Design, Fashion Marketing, Fashion Buying, Fashion Photography, Fashion Styling, Interior Design, Digital Design, Textile Design, Footwear Design, Fashion Promotion, Fashion Communication, Fashion Journalism, Contour Design, Art / Fashion Foundation (1 year).

Our alumnae include:

Susan Su – Textiles Design, University of Leeds



Geography

Exam Board: Edexcel

Entry Criteria

There are no specific entry requirements for A Level Geography, although prior study at GCSE would be a major advantage.

Course Overview

Within human Geography students examine a range of contemporary issues, relating to nations and their populations, including study of global geopolitical relationships. Key themes include globalisation, inequality and the interdependence or connections between places. Within physical Geography students develop a detailed understanding of earth processes and how they create distinctive, beautiful landscapes, whilst also considering the potentially devastating effects of natural events on people. Key themes include understanding how natural systems operate, whilst linking the physical and human by studying how our actions affect the planet (particularly through anthropogenic climate change) and how sustainable societies are.



Assessment Method

80% examinations; three papers 2hrs 15mins - a physical paper, human paper and a third paper developing synoptic links between the two.
20% non-exam independent investigation which is internally assessed and externally moderated.

Super Curricular Activities

- In Year 13 students undertake a residential trip to Shropshire for their independent investigation
- International trips are offered (Geneva/CERN for 2018 and Iceland for 2019)
- Oxbridge mentoring programme
- Young geographer of the year competition
- Current Affairs Club
- Opportunity to use a geographical information system (ArcGIS)

Higher Education/Careers

Graduate geographers are considered very employable; example careers include environmental consultancy, construction/property law, marketing, hazard management and banking. Analytical, graphical and statistical skills are developed within Geography lessons; students also develop the ability to use GIS software. Geography also combines well with scientific courses; successful veterinary science and medical students have previously studied Geography at Northampton High School.

Our alumnae include:

Charlotte Dykes – Geology with Palaeobiology, University of Leicester
Ellen McMenzie- International Development, King's College, University of London
Kathryn Moss – Geography, Newcastle University
Eleanor Parton – Geography, University of Sheffield

History

Examination Board: AQA

Entry Criteria
A genuine interest in History and reading would be very welcome. Ideally, a good GCSE (grade 6 minimum) in History and/or English would be very useful. However, it is not necessary for the subject to have been taken at GCSE.

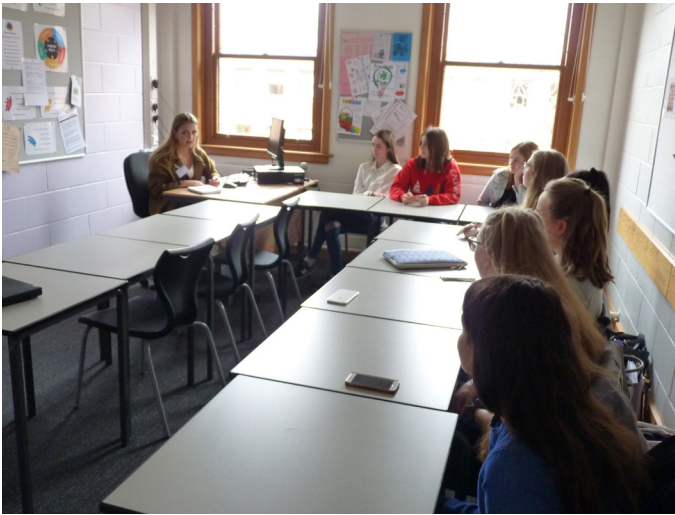
Course Overview

This A Level course will focus on the examined topics of Russia 1855-1964 and Britain 1951-2007. There will also be a personal study on a pre-1807 historical topic of your choosing. Written skills will be enhanced in terms of learning to write more concisely and fluently and skills such as the ability to construct arguments, debate issues raised, conduct research and preparation presentations will be developed.

Assessment Method

80% Two written examinations; 2 hours 30 mins each
20% Non-exam independent investigation which will be internally assessed before external moderation.

There are two written examinations at the end of the course requiring the analysis of source materials and the production of pieces of extended writing. Additionally, there will be a personal study (coursework) that girls will have to complete independently. This component will be internally assessed before external moderation.



Super Curricular Activities

- 2018 Trip to Berlin (optional)
- Guest speakers
- Oxbridge support
- Visit to University of Nottingham (research skills)

Higher Education/Careers

The study of History is highly suited to a wide range of career paths including law and journalism. Many girls go on to study History and/or Politics at University.

Our alumnae include:

- Emily Chandler – Law, University of Exeter
- Amy Goldup – Politics, University of Leeds
- Emily Kilner – History and Spanish, Durham University
- Natalie Nguyen – Ancient and Modern History, University of Oxford

Latin

Examination Board: OCR

Entry Criteria
Grade 6 or above at GCSE Latin

Course Overview

The study of Latin offers the student a unique opportunity to study the ancient culture that is the foundation of the modern European world through the medium of its own language. We study both the language and the literature, and through the historical, philosophical and social elements we offer many interesting insights into contemporary thought and behaviour. Latin is a subject that stands on its own merits, and it combines well with a wide range of other subjects. Students of Modern Languages, History, Drama, English Literature and Classical Civilisation will find a study of Roman society offers new perspectives on their other subjects, whilst those whose main interests are scientific or mathematical will find that Latin can add fresh dimensions to their studies and often provide some welcome variety.

An important part of the course involves the reading of set texts in Latin, with some additional reading in English. We discuss literary techniques and the social, historical and philosophical contexts of the texts throughout the course.

Assessment Method

100% Examination
Four examinations at the end of 6-2, covering both Language and Literature.

Super Curricular Activities

- Residential trips to Rome and Pompeii
- Sixth Form study days at Cambridge/Oxford University.
- Lunchtime enrichment lessons on other aspects of the ancient world.



Higher Education/Careers

More Classics graduates from Oxford are in full-time permanent employment six months after graduation than those from any other discipline, and typical destinations are the Law, Commerce, Banking and the Civil Service.

Our alumnae include:

- Alice Douglas – Ancient History, University of Leicester
- Natalie Nguyen – Ancient and Modern History, University of Oxford

Mathematics

Examination Board: Edexcel

Entry Criteria
GCSE Mathematics Grade 7 or above

Course Overview

This course can be considered by any student wishing to continue their interest in Mathematics and is particularly advantageous for those taking A Level science subjects. It offers the stimulation of investigating new ideas, the challenge of tackling problems and the satisfaction of solving them, which those girls who enjoy Mathematics will have already experienced to a certain degree.

Assessment Method

100% Examination
Three written examinations; two hours each.
Two examinations cover Pure Mathematics and one examination covers Mechanics and Statistics.

Super Curricular Activities

- Senior Individual Mathematical Challenge
- Senior Team Mathematical Challenge
- Christmas Lectures at the Open University
- STEP classes and sessions in preparation for Oxbridge entrance and interviews are organised with those girls who are considering studying any subject that has a Mathematical content at either Oxford or Cambridge.

Higher Education/Careers

It is recommended for girls wishing to pursue a career in scientific or technical work, engineering, business studies, banking, accountancy and computing. Most teaching hospitals also accept it as a suitable qualification for entry to medicine or dentistry degree course. Further Mathematics should also be considered by anyone considering degrees in Mathematics, Physics, Engineering and possibly Economics.

Our alumnae include:

Tina Zheng - Engineering Mathematics, University of Bristol
Rebekka Price - Aerospace Engineering, University of Nottingham

Further Mathematics

Examination Board: EDEXCEL

Entry Criteria
Grade 8 or above at GCSE and studying A Level Mathematics

Course Overview

This course can only be taken in addition to the A Level Mathematics course. It is aimed primarily at students who have demonstrated a flair for Mathematics and is particularly useful for those considering studying Mathematics, Physics or Engineering at university.

Assessment Method

100% Examination
Four examinations; 1 hr 30 minutes each
The first two papers cover pure Mathematics and the final two papers the covering the applied units.



Super Curricular Activities

- Senior Individual Mathematical Challenge
- Senior Team Mathematical Challenge
- Christmas Lectures at the Open University
- STEP classes and sessions in preparation for Oxbridge entrance and interviews are organised with those girls who are considering studying any subject that has a Mathematical content at either Oxford or Cambridge.

Higher Education/Careers

Further Mathematics A Level is very highly regarded and will be required for students wishing to study Mathematics, Physics or Engineering at university.

Our alumnae include:

Ellen Cooper - Philosophy and Maths, University of Southampton
Mariaye Marshall-Dowe - Robotics, University of Leeds

Modern Foreign Languages: French, German and Spanish

Examination Board: AQA

Entry Criteria
GCSE level 7 or IGCSE grade A

Course Overview

The study of a Modern Foreign Language at A Level is a rewarding experience and offers an exciting challenge to aspiring linguists and those interested in foreign culture and developing communication skills. The course is designed for students with a passion for learning and a real enjoyment of Modern Foreign Languages. Linguists will be able to develop confidence and fluency in their chosen language, widen their vocabulary, learn to manipulate the language to suit their purposes and extend their knowledge of the culture and customs of the country where the language is spoken. Classes are conducted principally in the foreign language; the more complex grammatical aspects are explained in English but otherwise students enjoy contributing ideas and opinions in the target language on a wide range of topics. We hope that students will be inspired to travel, to develop confidence in using the language in a variety of contexts, both for pleasure and for possible career opportunities. A wide variety of media and up to date resources are used in and beyond the classroom to facilitate this. Each language has its own sub-themes which reflect the diversity of each language and cultural heritage e.g. equal rights, musical heritage, social media, gastronomy, customs and traditions.

Assessment Method

100% examination assessing skills of speaking, listening, reading, essay writing and translation skills as well as cultural knowledge of film and literature.

Super Curricular Activities

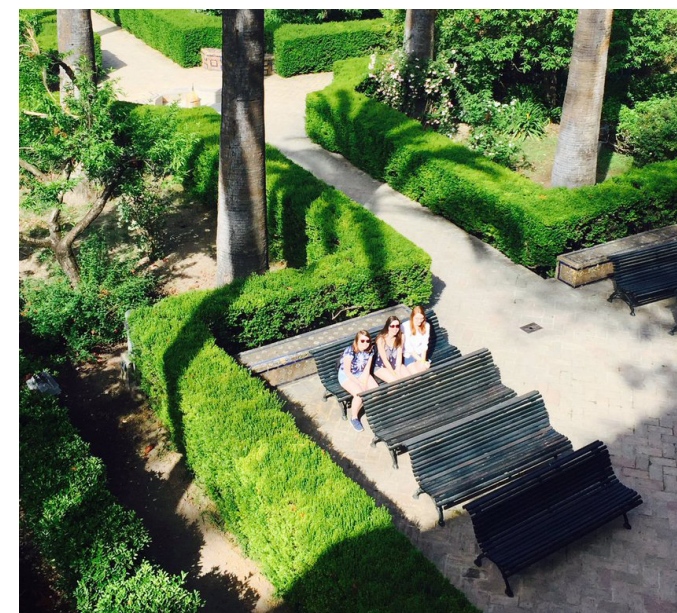
- Work experience placements in Europe through schemes such as Halsbury Travel.
- The opportunity to gain the Language Leaders Award and mentor younger students.
- Opportunities to participate in our programme of residential trips abroad
- Opportunities to attend study days and assist the MFL staff in delivering extra-curricular activities for younger students.

Higher Education/Careers

We live in a global economy and it is increasingly important to be able to communicate in other languages and to have an appreciation and understanding of other cultures. The range of university courses which combine a Modern Foreign Language with another discipline is almost limitless and the ability to speak one or more foreign languages is highly regarded by university admissions departments and employers in a wide range of fields.

Our alumnae include:

Zoe Lumsden – French, German and Music, University of Birmingham
Emilie Biggs – French, Spanish and Catalan, Durham University
Emily Kilner – History and Spanish, Durham University
Harriet Lee – French, German and Business, University of Nottingham



Music

Examination Board: Edexcel

Entry Criteria
GCSE grade 6 and ABRSM grade 6 practical or equivalent

Course Overview

The course will extend the three basic areas of Performing, Composing and Listening and Analysis already encountered at GCSE to a higher level. Although preparation for your solo performances will mostly be undertaken with your instrumental teacher, we will involve you in appropriate ensemble performances and time will be allocated within the course for rehearsal. Your individual composition work will be supported by study of basic harmony and of stylistic procedures. You will develop your listening skills and learn about music from many different areas of study. These will cover a wide range of musical styles and genres.

Assessment Method

Performing (30%)

You will be provided many opportunities to perform as a soloist and/or in ensembles. Any instrument(s) and/or voice are acceptable. Students will perform for a minimum of six to eight minutes. Notated and/or improvised performances may be submitted.

Composing (30%)

Students must compose two pieces, one in response to the free choice brief/free composition and one in response to a brief assessing technique. The two pieces must have a combined duration of at least 6 minutes.

Appraising (40%)

You will focus on an anthology of musical extracts, identifying important musical features and putting them in social and historical context.

The content is taught through the context of six Areas of Study, each containing three set works.

Super Curricular Activities

- Choir and/or orchestra
- Formal and informal concerts in and out of school
- Trips to enrich students' overall musical experience in school
- The opportunity to perform with well-known professional musicians

Higher Education/Careers

This qualification can lead to further study in Music or Performing Arts in Higher Education at degree level. Music can be used as part of your course to broaden your studies and may lead on to a career in the music industry.

Our alumnae include:

Emma Gault – Music, University of Nottingham
Rebecca Thomas – studying the Cello at the Royal Northern College of Music.



Physical Education

Examination Board: OCR

Entry Criteria
GCSE Physical education is desirable but not essential. If you do not have GCSE PE, it is desirable to have a strong base in Biology.

Course Overview

Sport is an area of high importance both nationally and internationally, and this course offers an insight into the reasons behind this. The scientific aspects of the subject link key sporting ideas with practical performance and provide an insight into the relationships they have with each other. A range of theoretical areas are covered including skill acquisition, sports psychology, anatomy and physiology, biomechanics and exercise physiology. Social factors such as ethics and deviance, modern technology and commercialism are also studied.

There is the opportunity to develop performance and coaching in your chosen sport and link theory to practice to help improve performance.

Assessment Method

70% Examination
Three written papers (2 x 1 hour and 1 x 2 hour)
30% Non-Examined Assessment (NEA) Internally assessed and externally moderated (One practical performance as either a coach or a performer and one verbal performance analysis task (EPAI))

Super Curricular Activities

- Opportunities to use the gym and fitness studio
- Teams in a variety of sports
- Regular clubs and training sessions as well as matches
- Opportunities to coach and train younger girls in a variety of sports and activities
- Regular sports tours and residential trips.
- Visiting specialist sports coaches

Higher Education/Careers

Physical Education is well regarded as an academic subject by universities and offers a foundation for any degree course but particularly for those wishing to progress onto Physical Education, Sports Science, Physiotherapy, Biological Science, Management Healthcare or Exercise and Health. It will also complement further study in Biology, Human Biology, Psychology, Nutrition, Sociology and Physics.

The department visits a range of other schools and universities through our extensive fixture programme.

Our alumnae include:

Thea Jackson – Physiotherapy
Alice Johns – Physiotherapy
Sophie Reynolds – PE Teacher
Fearn Sanders – PE Teacher



Physics

Examination Board: AQA

Entry Criteria
GCSE Physics grade 7, GCSE Mathematics grade 7

Course Overview

Over two years the Physics syllabus covers the topics of Mechanics, Particles, Materials, Waves, Electricity, Fields, and Nuclear Physics. This includes new and exciting material not previously touched upon at GCSE level. Learning is experience based wherever possible with lots of practical opportunities, using our extensive range of equipment.

Assessment Method

Three examination papers; two hours each.
There are also 12 required practicals.

Super Curricular Activities

- Students have the opportunity to attend university and industry led masterclasses and workshops
- EngSoc provides students with many varied opportunities. These include working on collaborative projects, studying some 1st year undergraduate materials and structures, conversation over lunch with visiting engineering speakers, and trips to places such as the Formula 1 Crash Test Centre, and the Manufacturing Technology Centre.
- Journal Club meets in an informal setting to discuss current scientific articles.
- Students use school contacts to arrange work experience and shadowing opportunities, and can be mentored by Engineers working in fields they are interested in.



Higher Education / Careers

Girls regularly go on to some of the best universities to study Physics or Engineering. There are ever increasing opportunities for young professional physicists and engineers in many different fields. With transferable skills engineers and physicists are highly sort after in many non-scientific areas of work such as finance, law and management.

Our alumnae include:

Zoe Gidden – Physics, University of British Columbia, Canada
Mariaye Marshall-Dowe – Robotics, University of Leeds
Georgina McCosh – Natural Sciences (Physics), University of Cambridge
Erika Xiao – Physics, Imperial College, London

Psychology

Examination Board: AQA

Entry Criteria
There are no specific entry requirements but good literacy and numeracy skills are desirable.

Course Overview

Psychology is the scientific study of the human mind, the brain and human behaviour. Studying psychology will give you a unique understanding of why people think and behave in the way that they do. You will develop knowledge of key psychological theories, concepts and research, and apply this knowledge in a range of contexts, developing your skills of analysis, evaluation and critical thinking.

Assessment Method:

100% examination.
3 examination papers each of 2 hours

Super Curricular Activities

- Trips to Psychology conferences
- Talks from a range of speakers, including psychologists working in research and practice



Higher Education/Careers:

The study of psychology is the analysis of human behaviour. As such, it has widespread applications to a range of careers and higher education courses. Students who study psychology gain a unique combination of knowledge and skills, combining the scientific methodologies of the natural sciences with the critical analysis and communication skills of the arts and humanities.

Our alumnae include:

Jemima Worsfold - Psychology and Behavioural Science, University of Cambridge
Jessica Partridge - Criminology, University of Leeds
Jessica Nicholson - Law, Newcastle University

Religious Studies (Philosophy, Ethics and Religion)

Examination Board: Edexcel

Entry Criteria
There are no specific entry requirements although prior study at GCSE would be an advantage.

Course Overview
Students will study three distinct disciplines under the umbrella of 'Religious Studies'. The first discipline being 'Philosophy of Religion' which will explore scholarship around arguments for the existence of God, the problem of evil, religious language, criticism of religious belief and the debate between religion and science. The second discipline is 'Religious Ethics' also referred to as Moral Philosophy where ethical theories like Utilitarianism, Virtue ethics, Situation ethics, Natural Moral Law and Kantian ethics are applied to ethical issues such as the environment, medicine, equality and sex. Finally, students will study 'Christianity' where they will explore beliefs, teachings and values, sources of authority, practices that shape and express religious identity, historical developments and analyse religion and society.

Assessment Method:
100% Examination
Three written papers; two hours each covering Philosophy of Religion, Religion and Ethics and Christianity

Super Curricular Activities

- Philosophy Club
- Opportunity to listen to/ attend lectures from scholars we study on the course
- Oxbridge mentoring programme
- Trips to university lectures on topics within the course e.g. Medical Ethics
- Opportunity to read primary scholarship

Higher Education/Careers
An incredibly wide range of careers can emerge from studying Religious Studies including; Finance, Teaching and Lecturing, Health/ Medicine, Law, Business, Human Resources, Public Relations, Journalism/ Writing, Politics, Marketing and Advertising. Students are sought after by universities and a variety of professions because they are studying people, their beliefs, practices and opinions in light of historical and current scholarship as well as the impact of local, national and global events. Students are able to argue convincingly and express their own and others' opinions sensitively and maturely... a useful skill from the courtroom (Law) to the boardroom (Business)!

Our alumnae include:
Victoria Eden – Philosophy, University of Warwick
Eleanor Harris – Philosophy, University of Birmingham
Georgina Potter – Biblical Studies, University of Sheffield
followed by MA in Theology at Oxford University



Please note availability of courses will be subject to numbers opting for them.

Electives

Electives are the the courses you add to your A Levels to make up a portfolio that reflects the full range of your interests and enable you to build a unique profile.

Our programme of Electives for 2018-19 includes:

- Classical Greek (GCSE)
- Community Sports Leaders Award
- Computing (AS Level may be available subject to demand)
- Extended Project Qualification
- Film (AS Level)
- History of Art
- Musical Theatre
- Politics and International Relations (AS Level may be available subject to demand)
- Social Enterprise
- Young Philanthropy

Classical Greek GCSE

Examination Board: OCR

Entry Criteria
No prior knowledge is required, although interest and ability in language and classical civilisation would be expected.

Course Overview
Classical Greek is the language spoken in Greece from about 500 B.C. to 500 A.D. The course studies the roots of European civilisation. Many of the things we take for granted – democracy, the rule of law, drama, philosophy – were first developed in Europe by the Greeks. It is much more like a modern language than Latin; for example, it has a word for 'the', and the word order is much more like English. This is a rare opportunity to gain some grounding in a language that very few people have the opportunity to study, written in a different alphabet.

Assessment Method
Four units, covering both Language and Literature.

Super Curricular Activities

- Residential trips to Rome and Pompeii
- Sixth Form Study days at Cambridge and Oxford University

Higher Education/Careers
A GCSE in Classical Greek is very highly regarded and desirable for those students wishing to read Classics at University. More Classics graduates at Oxford are in full-time permanent employment six months after graduation than those from any other discipline, and typical destinations are the Law, Teaching, Journalism, Commerce, Banking and the Civil Service.

Computing

An in-house course which builds on GCSE will be offered. Subject to demand, an AS level may be available.

Examination Board: OCR

Entry Criteria
A grade 7 or above in GCSE Computer Science would be an advantage, but is not a strict entry requirement for the course. A grade 7 or above in Mathematics and a strong interest in technology would be sufficient.

Course Overview
The study of any programming language and its implementation requires learners to develop their ability to problem solve in a logical and sequential way. This ability is instantly transferable to almost any area of study and life in general. At AS Level, students have a choice of several programming languages, but they will all learn the basics of HTML, CSS and JavaScript for web development as well as at least one high level language such as C#, Java or Python.

Studies include: use of software and software development; the characteristics of computer hardware; programming and web development; use of databases for storing and retrieving data; the legal, moral, ethical and cultural issues associated with the use of computers; elements of computational thinking; problem solving.

Assessment Method
50%: Examination – Paper 1: Computing principles
50%: Examination – Paper 2: Algorithms and problem solving

Extended Project Qualification

Examination Board: AQA

Entry Criteria
There is no specific academic requirement, but candidates will be expected to have an idea about the area in which they will undertake the Extended Project.

Course Overview
This enables students to develop and demonstrate a sophisticated level of independent research which is highly valued by both university admissions, tutors and employers.

Assessment Method
Students are required to supply the following evidence for assessment:

- Project product, in the form of a research report, production or artefact
- Written report
- Presentation of the completed Project

If the product takes another format, the student will still need to supply a shorter supplementary research report. The approximate length of these must be:

- Research report – 5000 words

or

- Supplementary research report – 1000 words (min). Reports should be long enough to explore the relevant issues and use appropriate terminology, style and form of writing. Each one is likely to contain:
- References to a range of information sources
- Historical literature or some other background research
- Details of the design, knowledge, understanding and skills used
- A conclusion, including an evaluation of the outcomes of the Project
- Completed Production Log; a written report must accompany a production or artefact.

Students can choose whether to make a research report the sole product of the Project or to create a product in another format, such as a production or artefact. If it is the sole product, the research report could take the form of an academic essay, research report of an investigation, exploration of a hypothesis, or academic report.

Film Studies AS Level

Examination Board: WJEC

Entry Criteria
There are no specific entry requirements beyond a passion for watching, discussing and making films.

Course Overview
AS Film Studies offers students an in-depth, rigorous and coherent course of study of mainstream and independent American British and European films from the past and present. Micro features and structural elements are analysed, with a consideration of how films generate meanings and responses. Spectatorship and the aesthetic dimension of film as an art form are explored, considering the impact upon audiences of movie stars, marketing and technological innovations. Production work is a crucial part of this specification and is intended to enable learners to create high quality film and screenplay work as well as provide an informed filmmaker's perspective on their own study of film. Many consider film to be the main cultural innovation of the 20th century and a major art form of the last hundred years. Those who study it characteristically bring with them a high degree of enthusiasm and excitement for what is a powerful and culturally significant medium, inspiring a range of responses from the emotional to the reflective. Film Studies consequently makes an important contribution to the curriculum, offering the opportunity to investigate how film works both as a powerful medium of representation and as an aesthetic medium.

Studies include; building knowledge and understanding of three American films: Hollywood 1930-1990 and Contemporary American independent film, knowledge and understanding of two British and one non-English language European film. The non-exam component assesses one production (either a short film or a screenplay) and its accompanying evaluative analysis

Assessment Method
70% examinations; two exams, American Film and European Film – 90 minutes each
30% non-exam assessment

Super Curricular Activities

- Visits to world class film industry production companies including The Imaginarium, Warner Bros Studios, Leavesden and FX Home
- Cinema trips
- Northampton Film Studios with opportunities to experiment with cinematography and sound equipment including the tracking dolly, green screen and Hit Film editing software
- Film Club run by Sixth Form offering chance to programme film festivals

Higher Education/Careers
Film Studies is recommended for students wishing to study Film or Film Production at university. Film Studies is also a highly valued additional subject for students who go on to study Drama, Art, English, the Sciences and Humanities, providing a broader understanding of social, cultural, political, historical and technological contexts. Career opportunities include working in the Film Industry in front of and behind the camera, with highly sought-after positions in screenwriting, lighting, sound, acting, directing, producing and special effects. Previous students have gone on to degree courses in Animation, Film Studies and TV Production.



History of Art

Entry Criteria

As this is an enrichment activity, all that is required is a genuine interest in the subject.

Course Overview

This course develops students' understanding of the relationship between society and art: art historical terms, concepts and issues; the influence of cultural, social and political factors as well as developments in materials, techniques and processes of both art and architecture over time. This course would also support an application to university or be a discussion point at an interview.

Musical Theatre

An in-house course combining music and theatre arts, with a focus on performance.



Politics and International Relations

Entry Criteria

As this is an enrichment activity all that is required is a genuine interest in the subject. Subject to demand an AS course may be available.

Course Overview

The aim is to develop an understanding of global politics, current affairs and international relations. The course will take up one double period of lesson time each week. Initially, it will aim to give students an understanding of the British Political system in terms of political parties, personalities and ideologies. Using issues in the media and current affairs, girls will then move on to investigate American Politics, Global Issues and any current developments of interest. The emphasis is on discussion and study rather than written work. There is no formal assessment or qualification but participation on this enrichment course will serve to enhance University references and personal statements.

Super Curricular Activities

- Trip to Parliament
- Various guest speakers

Higher Education/Careers

The study of Politics is highly suited to a wide range of career paths including Law and Journalism. An understanding of politics and global events is of growing importance in university applications. Students have gone on to apply to study Politics & International Relations at University. We also have links with a number of ex-students who are currently at University studying the subject.

6th Form Politics & International Relations Group



Enrichment and extension

The programme changes from year to year but the range of opportunities is always vast and recently included:

- Choral groups
- Clubs to join and lead
- Current Affairs Society
- Day trips to lectures and conferences at universities and other venues across the country
- Debating Society and competitions
- DofE
- Drama clubs and productions
- EngSoc
- FemSoc
- Field trips, for example to Switzerland and the Lake District
- GDST competitions, conferences and workshops
- Magazine
- MedSoc (also for prospective vets and dentists)
- Mentoring
- Music ensembles
- Sports clubs and teams of all kinds
- Sports rallies
- Study trips, for example to the Palace of Westminster and Somerset
- Theatre visits to Stratford-upon-Avon and London
- Volunteering
- World Challenge, with recent trips to Costa Rica, China, Ecuador and Malaysia



The Northampton Laureate

Harnessing the power of the network

Our unique Laureate Programme is endorsed by the Northamptonshire Chamber of Commerce. On leaving the Sixth Form, all our students will have demonstrated academic achievement, intellectual creativity and leadership. They will have made a unique contribution to the school and the wider community through their participation in the Electives programme. This is recognised by the award of at least one of five Laureates – Gold, Red, Green, Purple and Blue.



GOLD for Intellectual Excellence

The academic is augmented by the Extended Project Qualification or completion of other super curricular academic enrichment programmes; students will also have been offered places at World Class Universities and shown commitment through leading academic clubs and societies.



RED for Sporting Excellence

The academic is complemented by commitment and sporting achievement at school, county or national level contributing to the sporting achievements of the school and support of other sports projects in or out of school.



GREEN for Outreach and Community Excellence

The academic is enhanced by enrichment activities such as the Duke of Edinburgh's Gold or Silver Award and other community projects including the Young Philanthropy Ambassador Programme and Outreach activities linking the student to the wider community and the environment.



PURPLE for Artistic Excellence

The academic is deepened by musical, artistic or dramatic enrichment activities, such as Grade Eight awards and involvement in major events, as well as support of school and community Arts projects.

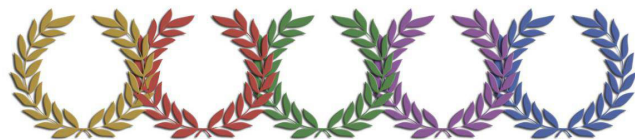


BLUE for Excellence In the School, Community

The academic is developed through a commitment to the wider life of the school including supporting younger learners and playing a key role in House activities.



THE NORTHAMPTON LAUREATE



EXCELLENCE • CREATIVITY • ENRICHMENT

Careers and Guidance



There is no such thing as a predictable career path for a Northampton High School girl. You will meet our Alumnae everywhere – making their mark, being creative and getting heard. They possess the vital transferable skills needed for adapting to an uncertain economic and professional landscape, essential qualities for these times of

change ahead of us. Whatever they choose to do, our students know that they can and will make a positive difference in the world. The foundation for this confidence and ability to lead begins in school, with the Inspiring Futures Programme.

We do not expect our students to know exactly what they want to study at university or what they want to be when they have left education; the emphasis is on discovery and keeping

an open mind. We encourage our students to be curious and enquiring by throwing exciting chances in their way, whether it's during the Enterprise days or when speaking to a professional during a Speed Networking event.

In preparation for a world of portfolio working lives, in which many jobs remain undiscovered and unimagined, careers information is redefined as life coaching, helping girls to curate an effective online and offline profile and build up a network of professional contacts.

We are also lucky to be part of the GDST and therefore benefit enormously from its huge Alumnae network and Career start programmes. Harnessing the power of the network enables girls in Sixth Form to gain a wide range of work experience opportunities unavailable elsewhere. These opportunities offer them a huge advantage over other students across the country.

Our girls leave us ready to embrace emerging opportunities, surmount obstacles and engage reflectively with life's big questions and choices.



Rebecca Kneen, Deputy Director of Sixth Form and Head of Careers

University Destinations and Courses for recent leavers

University	Courses studied
Aberystwyth University	Equine Studies
Bangor University	Ocean Science, Sociology
University of Bath	Mathematics
University of Birmingham	Biochemistry, European Politics, Society and Economics, History of Art, Medicine Modern Languages and Music
Birmingham City University	Fashion Design, Media and Communication (Music Industries)
University of Bradford	Animation
University of Brighton	Television and digital media production
University of Bristol	Aerospace Engineering, History, Law
Brunel University	Sport, Health and Exercise Sciences
University of Cambridge	English, Geography, Natural Sciences, Psychological and Behavioural Sciences
Cardiff Metropolitan University	Sports Conditioning, Rehabilitation and Massage
Cardiff University	Criminology and Sociology, English Literature, Philosophy
University of Cumbria	Performing Arts
University of Derby	Primary Education
Durham University	Ancient, Medieval, and Modern History, Classics, Modern Languages
University of East Anglia	American Studies, History of Art
University of Exeter	Anthropology, Applied Psychology (clinical), Economics, Geography, Law Medicine, Natural Sciences
University of Glasgow	Philosophy
Goldsmiths, University of London	English
Harper Adams University	Geography and Environmental Management
University of Hull	Biology, Biomedical Science
Imperial College, University of London	Biochemistry, Mechanical Engineering, Physics
Keele University	American Studies and English, Biology, Law
University of Kent	French and History, Politics and International Relations
King's College, University of London	Graphic Design, International Development, Music
University of Leeds	Environment and Business, Law, Mechatronics and Robotics, Politics, Sports Science and Physiology
Leeds Beckett University	Human Geography
University of Leicester	Geography (with foundation year), Geology with Palaeobiology, Medical Genetics

University	Courses studied
University of Liverpool	Medicine, Physiology, Physiotherapy, Popular Music
London School of Economics	Management
Loughborough University	Communication and Media Studies
University of Manchester	Civil Engineering, Economics and Politics, Geography, Fashion Marketing Social Anthropology, Spanish and Chinese
University of Northampton	Art Foundation, Education Studies, Fashion Marketing, Geography, Politics
Newcastle University	Combined Honours, Geography, Media, Communication and Cultural Studies, Medicine, Modern Languages and Business Studies, Modern Languages and Linguistics
University of Nottingham	Animal Science, English, English with Creative Writing, Chemical Engineering Geography, Medicine, Modern Languages with Business, Music, Politics, Sociology
Nottingham Trent University	Fashion Marketing and Branding, International Relations, Psychology with Criminology, Spanish and International Relations
University of Oxford	Ancient and Modern History, Biochemistry (Molecular and Cellular)
Oxford Brookes University	Biomedical Science
Plymouth University	Extended Science
University of Portsmouth	Biochemistry
Queen Mary, University of London	Biomedical Science, Medicine, Economics and Finance
University of Reading	Geography, Primary Education with Art
Royal Northern College of Music, Conservatoire	Music
University of Sheffield	Economics with Finance, Russian and Hispanic Studies
Sheffield Hallam University	Business Studies, Education Studies, Psychology
University of Southampton	Geography, Philosophy and Maths
University of St Andrew's	Film Studies
St George's, University of London	Biomedical Sciences
UCL University of London	History, Neuroscience
University of Warwick	Economic Studies and Global Sustainable Development, History, Law and Business Studies Philosophy and Global Sustainable Development
University of York	Film and Television Production, History, Psychology



NORTHAMPTON
HIGH SCHOOL

www.northamptonhigh.gdst.net

Newport Pagnell Road
Hardingstone
Northampton
NN4 6UU

01604 765765
nhsadmin@nhs.gdst.net



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