

# NGHS6

## COURSE GUIDE

### 2024-2026



NEWPORT GIRLS' HIGH SCHOOL





## WELCOME TO NGHS SIXTH FORM

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NGHS6 provides a wealth of opportunities for all students, allowing each individual to achieve their full potential. We are all extremely proud of the community we have built, where every individual is welcomed, valued, and supported to succeed. Outstanding teaching and learning alongside extensive enrichment and extra-curricular provision, ensures that all students achieve excellent academic outcomes, whilst also being fully prepared with the skills they may need later in life.

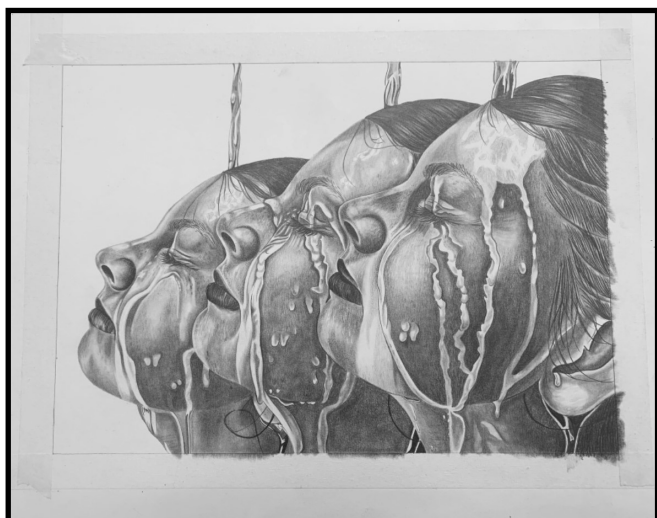
We are delighted to be able to deliver a wide array of A-Level courses that will appeal to a variety of interests. All of our courses are taught by specialist teaching staff who have a real passion for their subject area. This course guide allows you to learn more about each subject option available at NGHS and consider the combination of subjects you would like to study. We encourage you to read through each of the options in detail noting the course content and the style of assessment for each subject to ensure you are making the right choice for you. You will also be able to read further about the Extended Project Qualification, which the majority of our students complete, as well as our comprehensive enrichment programme.

The size of our Sixth Form adds to the community feel of NGHS6. It allows us to know each and every student, and therefore provide the personalised support that is so crucial at this stage of education. Being part of this community also allows you to further enhance your inter-personal skills and share your passions with others; whether that be through a leadership opportunity in the student body, or by delivering a lunchtime club to younger year groups. Indeed our 2022 Outstanding Ofsted report highlighted how integral our Sixth-form students are to all areas of school life. There really is so much to be involved in, allowing everyone to thoroughly enjoy their time as part of NGHS6.

Whether you are already in Year 11 here, or are considering joining us from a different school, we are confident that upon starting here you will quickly see that you have made the right choice. We look forward to welcoming you to NGHS6 and know that you will build wonderful, unforgettable memories during your time here.

**Miss S Webster**  
Deputy Headteacher  
with oversight of Sixth Form





While it is an advantage to have studied Art at GCSE level, the A level course requires a questioning mind, and a student who is not afraid to experiment and 'try things out'. Enthusiasm for the subject is paramount as well as an interest in and enjoyment of Art and Design. The intellectual, imaginative, creative and intuitive powers will be developed during the course as well as aesthetic understanding and critical judgement. Students will be given opportunities to visit galleries to increase their knowledge and first-hand experience of Art from other cultures and societies past and present. They will be encouraged to visit local galleries collections of Art independently throughout the course.

There is an element of producing work from studying the human form, where a life-model poses for students during both years. Students achieve and benefit greatly from these life drawing lessons.

## COURSE OUTLINE

### *Skills Based Portfolio – Coursework*

Students are required to produce a portfolio of work from given starting points, topics or themes. There is a strong emphasis on working with a variety of media but with a student's own theme. For example, everyone may be producing etchings but all looking at completely different subject matter to make their work original and unique.

The focus is on showing that ideas have been explored, researched and skills and techniques have been acquired during the course. Students will benefit from learning a variety of new techniques such as SLR photography,



printmaking, painting and drawing, sculpture and digital art.

### *Coursework project*

Students will be given the opportunity to start their major coursework project after Easter which will go towards their overall A Level.

In May students will have a practice exam to work on developing their ideas and to experience working under controlled conditions. They will be awarded with an internally assessed grade at the end of the first year.



### *Year 2—Personal Investigation*

Students continue to develop their major project (practical piece of visual work) that has a personal significance to them. This is an opportunity to show what you have learnt to do well. The investigation includes a related personal study that must be between 1000 – 3000 words.

### *Controlled Assignment*

Students are given an early release question paper on 1st February from which they select one starting point. They are given 12 - 14 weeks to prepare and plan their ideas. Students are given 15 hours (3 exam days) exam time to realise their ideas into a final outcome or piece of work.

Students often progress onto Foundation Art courses prior to degree courses in a wide range of Art-related subjects. Students have applied to a wide range of courses in recent years.

**Course:** AQA 7202

**Contact:** Mrs A Benoit

**Course:**

60% Coursework  
40% externally set assignment.

**Entry:** Grade 6 in  
GCSE Art or Portfolio





# BIOLOGY

The course builds on concepts and skills that will have been developed in the GCSE Science courses. It encourages students to:

- ⇒ further their knowledge, understanding and enthusiasm for Biology;
- ⇒ develop their skills, knowledge and understanding of scientific methods;
- ⇒ develop competence in practical, mathematical and problem solving skills;
- ⇒ gain an appreciation of the effects of biology on society.

Practical assessment does not count towards the A level. However, during the course students will be assessed and at A level this will result in a separate endorsement of their practical skills. Assessment of practical skills will also be tested via the written papers.

Many of the students studying biology have gone to a variety of courses including:

- ⇒ Medicine
- ⇒ Pharmacy
- ⇒ Veterinary Science
- ⇒ Biomedical & Biological Science
- ⇒ Genetics
- ⇒ Agriculture
- ⇒ Environmental Science
- ⇒ Teaching

The department also works closely with Harper Adams University to promote the Gold Crest Awards, allowing students the chance to work alongside academics on personal studies.



**Course:** AQA 7402

**Contact:**

Mrs S Dainty

**Course:**

100% Examination

**Entry:** Grade 6 in

GCSE Biology or

Grade 7 in Science



Units	Title
Unit 1	Biological molecules
Unit 2	Cells
Unit 3	Exchange in organisms
Unit 4	Genes and variation
YEAR 12	

Units	Title
Unit 5	Energy transfers
Unit 6	Responding to change
Unit 7	Genetics, evolution and ecosystems
Unit 8	The control of gene expression
YEAR 13	



*Biology Field Work Visit to Malham*



This is the ideal course for anyone that aspires to open their own business or anyone that plans to work for a company.

## WHAT IS BUSINESS?

Business looks at how and why companies are started, how they are run and what happens when they go wrong. This subject explores the role of businesses within society, how businesses interact with one another, with governments and with society as a whole. The course considers the differences between small independent businesses, large, incorporated companies, third sector companies and the public sector. The similarities and differences between these different types of firm are explored, for example, the similarities and differences in how they promote their goods and services, differences in the management of money and in the strategic goals of each type of organisation.

## WHAT DO I NEED TO KNOW, OR BE ABLE TO DO, BEFORE TAKING THIS COURSE?

No prior knowledge of Business is necessary to start this course, although a GCSE in Business or Economics may provide you with a small advantage in the first year of this course. Some confidence in reading case studies and analysing numerical data would be advantageous.

## WHAT WILL I LEARN?

The course is divided into ten topics, each explores a different aspect of business activity:

1. What is business?
2. Managers, leadership and decision making
3. Marketing management
4. Operational management
5. Financial management
6. Human resource management
7. Analysing strategic position of a business
8. Choosing strategic direction
9. Strategic methods: how to pursue strategies
10. Managing strategic change

## SKILLS DEVELOPED DURING THE COURSE

Business A Level helps students to develop a range of quantitative and qualitative skills. The ability to analyse quantitative and qualitative data is developed through the study of examples of regional, national and global business activity. Problem solving is developed through the application of business theory to real and hypothetical scenarios. Leadership skills and creativity are developed through participation in the Young Enterprise Companies programme.

## IS THIS THE RIGHT SUBJECT FOR ME?

Business is a useful subject if you plan to start your own business. It gives you a good grounding in skills such as the management of people and money. This is also a useful subject if you aspire to a higher managerial role within an existing business. You learn about areas such as strategy and marketing that will provide a good grounding for undergraduate study and apprenticeships. Even if you don't want to set up or run a business, this subject is very useful. You will have a job throughout most of your life – this course covers vital knowledge such as employment rights. You will also be a consumer of goods and services – and this course will help you understand your legal rights as a buyer and user of goods and services.

## OPPORTUNITIES AFTER THE COURSE

Business A Level is good preparation for an undergraduate degree in Business Studies. Many universities offer either a three-year undergraduate degree in Business Studies or a four year undergraduate degree which includes a year spent on work placement, although this tends to require higher A Level grades. Business A Level is also a good route into a number of excellent degree level apprenticeships in areas such as management consultancy, accountancy, marketing, retail management and data science. Business A-Level can be good preparation for a diverse range of careers, including management, accountancy, teaching and research.



One of our Young Enterprise groups in 2023

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**Course:** AQA 7132

**Contact:**

Mr P Bentley

**Course:**

100% Examination

**Entry:** Grade 6 in

GCSE Maths/English





The first teaching modules will cover the fundamental basics in theory and practical work which all good chemists should be familiar with. This will include topics on acids and bases, redox reactions, use of the mole concept, and structure and bonding within materials. Questions on this work may feature in ANY of the three final papers.

The subject will then be divided into two strands broadly following the lines of inorganic/physical chemistry in one and organic chemistry in the other. Physical chemistry is tested in both papers 1 and 2, inorganic in paper 1 and organic in paper 2.

There will be much more emphasis than before on the links between the topic areas and a synoptic view to the subject is tested in paper 3, which will require knowledge of the whole content and an ability to write at length.

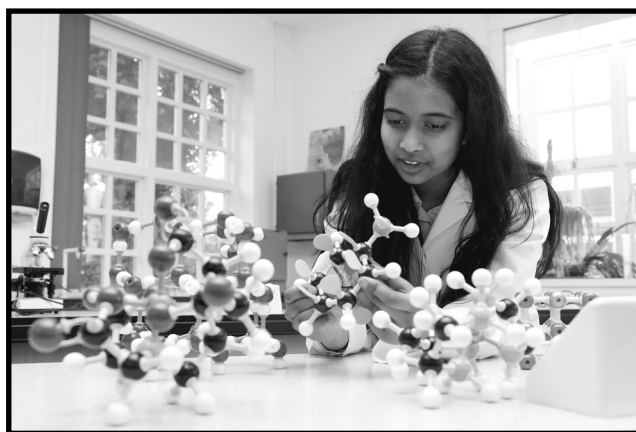
Practical work no longer features as a component within the A level exam, but will be recognised by a 'pass or fail' endorsement which will be published alongside the A level grade. This involves doing 12 experiments, suggested by the board, in the context of the work carried out during normal lessons. These will be moderated by the board, but initially assessed by us.

The greatest difference between GCSE and A-level is encountered in physical chemistry. Many of the ideas have been discussed at GCSE level, but more calculations are involved. Some people find these difficult but anyone who has coped well with GCSE level Maths and gained good science GCSE results should be capable of them and many people enjoy the challenge of solving problems.

## OPPORTUNITIES AFTER THE COURSE

Chemistry A-level is a specific requirement for many courses at university and can lead to careers in chemistry, medicine, pharmacy, biological sciences and other less obvious areas such as law.

Chemistry is an exciting subject; it is also of enormous importance for the well being and advancement of our civilisation. You have only to consider how the chemicals industry provides for your food (fertilisers, agrochemicals, preservatives), clothing (fibres, detergents), shelter (construction materials), transport (fuels, lubricants) and health (drugs, pharmaceuticals) to realise that life as we know it would stop almost overnight if the fruits of past chemical research and development were not available. Chemistry also has a major part to play in environmental issues.



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**Course:** AQA 7405

**Contact:**  
Mr R Wright

**Course:**  
100% Examination

**Entry:** Grade 6 in  
GCSE Chemistry/or  
Grade 7 in Science.



Units	Unit Content
Exam1 (2hr)	Physical chemistry and Inorganic (Multiple choice Qs and structured Qs worth 105 marks)
Exam2 (2hr)	Physical chemistry and organic chemistry (Multiple choice Qs and structured Qs worth 105 marks)
Paper3 (2hr)	Synoptic paper - any content can be tested
Practical	Pass/Fail – will be reported alongside the A level grade but will no longer be endorsed: part of the exam. Papers 1-3 also test relevant practical skills.



```
string sInput;
int iLength, iN;
double dblTemp;
bool again = true;

while (again) {
    iN = -1;
    again = false;
    getline(cin, sInput);
    system("cls");
    stringstream(sInput) >> dblTemp;
    iLength = sInput.length();
    if (iLength < 4) {
        again = true;
        continue;
    } else if (sInput[iLength - 3] != '.') {
        again = true;
        continue;
    } while (++iN < iLength) {
        if (isdigit(sInput[iN])) {
            continue;
        } else if (iN == (iLength - 3)) {
            continue;
        }
    }
}
```

To succeed in this course, it is essential to have achieved a good grade in Computer Science at GCSE. A keen interest and enthusiasm for this subject, especially programming is also required.

Computer Science is a practical subject where students can apply the academic principles learned in the classroom to real-world systems. It's an intensely creative subject that combines invention and excitement, and can look at the natural world through a **digital prism**.

## Computer systems

This component will introduce you to the internal workings of the Central Processing Unit (CPU), the exchanging of data, and also looks at software development, data types and legal and ethical issues. The following are tested:

- The characteristics of contemporary processors, input, output and storage devices
- Software and software development
- Exchanging data (How data is exchanged between different systems)
- Data types, data structures and algorithms
- Legal, moral, cultural and ethical issues.

## Content of Algorithms & Programming

You will understand what is meant by computational thinking, and understand the

*A great lathe operator commands several times the wage of an average lathe operator, but a great writer of software code is worth 10,000 times the price of an average software writer.*  
(Bill Gates)

benefits of applying computational thinking to solving a wide variety of problems:

- Elements of computational thinking
- Problem solving and programming
- Algorithms


## Programming project

You will analyse, design, develop, test, evaluate and document a program written in a suitable programming language for real users.

## OPPORTUNITIES AFTER THE COURSE

This A-level will give you a significant advantage if you decide to read Computer Science or a related degree at university. It is also a good base for several other degree areas such as Engineering or Digital Media, where the ability to program will be very useful. It also recognised by the Russell Group as being useful in a wide range of subjects including mathematics, geography and several science degrees. Some universities also require a good grade in a mathematics A-level in order to progress onto their Computer Science courses.

Content Overview	Assessment Overview	
<ul style="list-style-type: none"> <li>• The characteristics of contemporary processors, input, output and storage devices</li> <li>• Software and software development</li> <li>• Exchanging data</li> <li>• Data types, data structures and algorithms</li> <li>• Legal, moral, cultural and ethical issues</li> <li>• Elements of computational thinking</li> <li>• Problem solving and programming</li> <li>• Algorithms to solve problems and standard algorithms</li> </ul> <p><i>The learner will choose a computing problem to work through according to the guidance in the specification.</i></p> <ul style="list-style-type: none"> <li>• Analysis of the problem</li> <li>• Design of the solution</li> <li>• Developing the solution</li> <li>• Evaluation</li> </ul>	Computer systems (01)	<b>40%</b> of total A level
	140 marks 2 hours and 30 minutes written paper (no calculators allowed)	
	Algorithms and programming (02*)	<b>40%</b> of total A level
	140 marks 2 hours and 30 minutes written paper (no calculators allowed)	
	Programming project 03* – Repository or 04* – Postal or 80 – Carry forward (2018 onwards)* 70 marks Non-exam assessment	<b>20%</b> of total A level




**Course:** OCR H446

**Contact:**  
Mr M Ley

**Course:** 20% Project  
80% Examination

**Entry:** Grade 6 in  
GCSE Computing







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**Course:** AQA

**Contact:**  
Mr Bird/Mrs Saysell

**Course:**  
40% Examination  
60% Coursework

**Entry:** Grade 6 in  
GCSE English



A Level Drama and Theatre is taught in our new drama studio. Drama and Theatre combines both the practical and theoretical study of a diverse range of modern and classical writers, performers and practitioners. The course hones students' team work skills, their analytical thinking and their approach to research and reflection. They will learn to evaluate objectively and develop a comprehensive appreciation of the influences of cultural, social and historical contexts. **There is no expectation that students will have studied Drama at GCSE.**

## COURSE OUTLINE

In the examination component students will study and explore two set plays in both a theoretical and practical manner. The first is a play which is representative of drama throughout the ages and this is paired with a 20<sup>th</sup> or 21<sup>st</sup> century text. Texts studied, include the following:

- ♦ Drama Through the Ages (likely to be 'Antigone')
- ♦ Post 1900 (likely to be 'Our Country's Good')

In addition, students will develop analytical and evaluative skills through the study of live theatre production which provides opportunities to attend theatre visits or watch live screenings. This examination is usually open book and is an opportunity for students to engage with critically acclaimed work from throughout the ages.

The coursework element of the subject is made up of two components. The first of these focuses on creating and performing a piece of original drama that is influenced by the work and methodologies of one prescribed practitioner. This component includes a working notebook and a devised performance. It is marked by teachers and then moderated by the examination board. The second coursework component typically focuses on the practical exploration of a selection of extracts taken from different plays and the methodology of one prescribed practitioner is applied to one of these extracts. One of these extracts is also performed as a final assessed piece and students may contribute as a performer, designer or director.

## OPPORTUNITIES AFTER THE COURSE

Students of Drama and Theatre develop skills that are not just vital for drama, but are applicable to wide range of higher education subjects and careers. Whilst the subject will certainly be an essential choice for those wishing to pursue careers in acting, stage management and set design, it would also be advantageous for students interested in pursuing undergraduate study in subjects such as music, English, creative writing, journalism, the media, advertising and teaching.



The course explores both macro and micro economics, initially from the perspective of the British economy, before broadening focus to take a global perspective.

## WHAT IS ECONOMICS?

Economics can be boiled down to one fundamental question – the world contains a limited quantity of resources, but how do we balance that against the infinite wants and needs of humanity? This subject explores the interactions of households, firms and governments as they seek to balance competing demands on our scarce resources.

## WHAT DO I NEED TO KNOW, OR BE ABLE TO DO, BEFORE TAKING THIS COURSE?

No prior knowledge of economics is needed, but prior study of either Economics, finance or Business may confer some advantage. This subject is best suited to students who are equally at home reading case studies and scrutinising numerical data.

## WHAT WILL I LEARN?

**Theme 1:** Introduction to markets and market failure focuses on micro economics, building an understanding of the concept of economics and its status as a social science, how markets work, what causes them to fail and how governments can intervene to resolve market failure.

**Theme 2:** The UK economy – performance and policies focuses on macro economics, considering how economic performance can be measured at the national level, how economic growth occurs, the consequences of growth and the government objectives for the macro economy and the policies they use to influence it.

**Theme 3:** Business behaviour and the labour market examines advanced microeconomic theory. Initially examining firms, how and why they grow and the objectives they aim to achieve, the focus then shifts to the structure of markets and the issues these can create before focussing on the economics of the labour market, exploring influences on the supply of and demand for labour, before concluding with an examination of the ways that governments may intervene in labour markets.

**Theme 4:** A global perspective focuses on macro economics at the global level, exploring globalisation, poverty and inequality, economic development, banking and finance, before

concluding with an examination of macro policies at the global level.

## IS THIS THE RIGHT SUBJECT FOR ME?

Keynes said that a good economist is a "... mathematician, historian, statesman, philosopher – in some degree...". This course will help you to develop a better understanding of the world around you.

Economics helps us understand important issues such as why we have to pay taxes, why we buy so much of our food and clothes from countries that are thousands of miles away, why coffee is more expensive at train stations than on your local high street, why women earn less money than men, why global warming and why musicians get paid so little when you listen to their songs on Spotify compared to if you bought their music on Vinyl.

## OPPORTUNITIES AFTER STUDYING THE COURSE

Economics A Level is valued by Russell Group universities and would provide useful preparation for a range of degrees in humanities and social science subjects. Students considering studying economics as an undergraduate should consider studying this subject alongside A Level Mathematics. Other Humanities subjects also complement Economics well.

Aside from supporting applications for a number of degrees, A Level Economics can apply for a range of apprenticeship schemes including the Civil Service Economics apprenticeship scheme and traineeships offered by leading management consultancy firms such as Accenture.

**Course:** Edexcel 9ECO

**Contact:**  
Mr P Bentley

**Course:**  
100% Examination

**Entry:** Grade 6 in  
GCSE Maths & English





Students who make excellent progress in English Literature at A-Level have a genuine interest in reading, the arts and culture. You will need to be able to think independently and creatively, as well as having a methodical approach to your studies. Debate and discussion play an important role in the course and we expect you to share and discuss your ideas freely and openly.

## COURSE OUTLINE

Students studying A-Level English will complete one coursework essay worth 20%, with terminal examinations at the end of Year 13 counting for 80% of the final mark. Students will study prose, poetry and drama from a range of periods and countries. There will also be opportunities to attend theatre visits (the school has a Royal Shakespeare Company membership) and lecture days. In addition, there are many extra-curricular opportunities within the department, such as the literary society; the film society; the performing arts society and an opportunity to compete in a public speaking competition.

The course comprises 80% examination and 20% coursework. A wide range of challenging modern and canonical texts are studied, including the following:

- ♦ Shakespeare (Currently 'Othello')
- ♦ Pre-1900 prose (Currently 'The Picture of Dorian Gray' and 'Dracula')
- ♦ Post-1900 drama and poetry (Currently 'A Streetcar Named Desire'; poetry of Philip Larkin; Poems of the Decade: An Anthology of the Forward Books of Poetry)

*"For me, studying English is about studying people, and people have always fascinated me with their unknown depths: everyone from the old lady opposite you on the bus to the Queen has their own lives, thoughts and feelings, and expressing these is part of what makes English so unique. Where else can you find words written by someone miles away or centuries ago that, had you the words to string together, you could have written yourself just yesterday? Which other subject can swell a room to a vast, sprawling city or narrow the world to a single blade of grass?"*

Elri Vaughan (former student)

- ♦ A comparative literary study [A-Level NEA component] (the current focus is on 20th Century America)

## OPPORTUNITIES AFTER THE COURSE

At A-Level, English Literature traditionally compliments subject choices in the arts, humanities, languages and the social sciences.

However, many students also take English Literature alongside STEM subjects, as it is an opportunity to develop communication skills and show a breadth of knowledge. Admission tutors for English Literature and related courses at university level look for high grades from applicants, as it is a popular course. Such courses are stepping stones to careers in areas such as business, law, publishing, PR, the arts, the public sector and education.

A-Level English Literature is an academic subject that is held in high regard by the most prestigious universities in the UK – it is one of the Russell Group's facilitating subjects and students usually go on to study at oversubscribed universities including Oxbridge.

In terms of degree choices, students mainly go on to study within subject areas such as History, Languages, Law, Politics, Education and English. In addition, former students have also gone on to study degrees in more practical subjects such as Fashion Management, Nursing, Paramedic Science and Architecture.



*Year 13 English Literature students working hard in class*

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**Course:** Edexcel 9ET0

**Contact:** Ms B Lord

**Course:**  
80% Examination  
20% Coursework

**Entry:** Grade 6 in  
GCSE English





# FRENCH

To study French you should have a high grade in GCSE French and feel confident using GCSE grammar. You will also need to enjoy communicating and discussing and challenging yourself!

There are many opportunities open to students after studying French at A level. Many employers see languages as a great advantage and consider communication skills as vital to the vast majority of careers. A degree in French may lead to careers in business, law, the Civil Service, publishing, journalism, librarianship and teaching, as well as more obvious language-based professions like translating and interpreting.

The course involves a wide range of topics.

## Paper 1 – Listening, Reading and Writing

- ⇒ Aspects of French-speaking society:
  - Current trends – the changing nature of Family
  - the 'cyber-society'
  - the place of voluntary work.
  - Current issues – positive features of a diverse society, life for the marginalized, how criminals are treated.
- ⇒ Artistic Culture in the French-speaking world:
  - A culture proud of its heritage, contemporary Francophone music, cinema: the 7th art form.
- ⇒ Aspects of Political Life in the French-speaking world:
  - Teenagers, the right to vote and political commitment
  - Politics and Immigration,
  - Demonstrations and Strikes – who holds the power?

## Paper 2 – Writing

We will study one text and one film, starting towards the end of Year 12. We will study:

- Book: *Un secret* by Philippe Grimbert
- Film: *La Haine*

## Paper 3 - Oral

You have to prepare and discuss an individual research project on a topic of your choice. You also have a short discussion in French on one of the topics from Paper 1.



**Course:** AQA 7652

**Contact:**

Mr C Audouin

70% Examination

30% Speaking Test

**Entry:** Grade 6 in GCSE French



Paper 1	Weighting of A Level
Listening, Reading & Writing	40%
Paper 2	
Writing	30%
Paper 3	
Speaking	30%





Geography tackles the big issues such as environmental responsibility, our global independence and cultural understanding. It is a bridge between the arts and sciences but has its own transferable skills such as data analysis and evaluation, report writing and research. Team work and problem solving skills are developed through a range of field trips.

It is desirable, but not essential, to have studied Geography at GCSE. A keen interest and enthusiasm for this subject is required.

Geography post 16 offers scope for personal and academic development, actively involving students in the process of learning through enquiry into questions, issues, challenges and problems of relevance in the world today. In particular it investigates the inter-relationships of people and their environment.

The course followed is AQA GCE Geography. This is an issues based course, which examines many of the problems in the physical and human environments of the world. The modules are as follows:

## Unit 1: Physical Geography

Topics studies are: water & carbon cycles, coastal environments and hazardous environments. 2 hrs 30 mins exam, 40% of the A-level.

## Unit 2: Human Geography

Topics studied are: global governance and systems, changing places, population and the environment. 2 hrs 30 mins exam, 40% of the A-level.

## Unit 3: Geographical investigation

Students will undertake a four day residential field trip to the Lake District and West Cumbria, looking at both physical and human geography. This will form the basis of their geographical investigation project, which should be 3000-4000 words in length. The project is worth 20% of A-level.

## OPPORTUNITIES AFTER THE COURSE

The variety of topics and skills covered gives geographers a variety of career opportunities, which include personnel management, estate management, tourism, town planning and landscape architecture. The subject supports applications to a wide range of higher education courses from Law to Earth Science.

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**Course:** AQA 7037

**Contact:** Mr J Pimm

**Course:**  
80% Examination  
20% Investigation

**Entry:** Grade 6 in  
GCSE Geography or  
another Humanity



*Geography students out on field work data collection*



To study German you should have a good grade in GCSE German and feel confident about GCSE grammar, however the grammar will be covered again right from the basics.

There are many opportunities open to students after studying German at A-level. Many employers see languages as a great advantage and consider communication skills as vital to the vast majority of careers. A degree in German may lead to careers in business, law, the Civil Service, publishing, journalism, translating, librarianship and teaching. Naturally languages open up opportunities for exciting careers abroad.

The course leads to the A-level of the AQA Examination Board and involves a wide range of topics.

## Paper 1 – Listening Reading and Writing

- ⇒ Aspects of German-speaking society:
  - current trends
  - the changing nature of Family;
  - the digital world;
  - youth culture: fashion, trends, music, TV
- ⇒ Multiculturalism in society:
  - Immigration, integration, racism
- ⇒ Artistic Culture in the German-speaking world:
  - festivals and traditions,
  - art and architecture
- ⇒ Cultural life in Berlin, past and present
- ⇒ Aspects of Political Life in the German-speaking world:
  - German and the European Union,
  - politics and youth,
  - German reunification and its consequences

## Paper 2 – Writing (2 x 300 word essays)

One text and one film:

- Book: Der Vorleser (Schlink)
- Film: Goodbye Lenin

## Paper 3 - Oral

Based on an individual research project of choice which allows the student to immerse themselves in a topic they enjoy related to a German speaking country.

Plus a stimulus card on one of the above topics from paper 1.

**Course:** AQA 2660

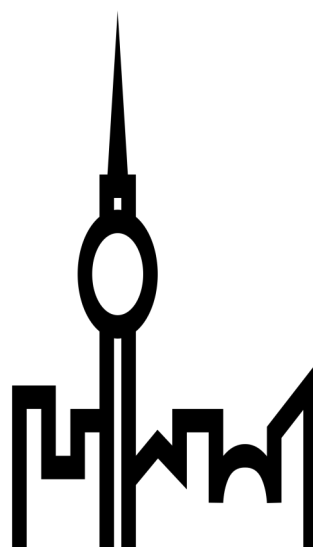
**Contact:** Mrs L Payne

**Course:**

70% Examination

30% Speaking Test

**Entry:** Grade 6 in  
GCSE German



Paper 1	Weighting of A Level
Listening, Reading & Writing	40%
Paper 2	
Writing	30%
Paper 3	
Speaking	30%



*Students on work experience trip to Dortmund*

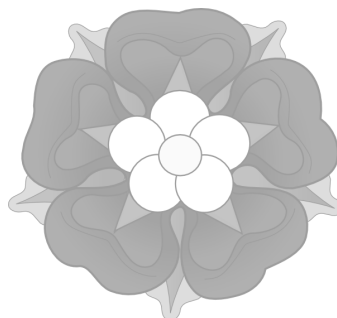


## COURSE REQUIREMENTS

Previous knowledge of the subject is not a requirement, as some of the topics are new to all students. Instead, a genuine interest and enthusiasm, initiative, critical thinking and debate are more valuable skills.

## OPPORTUNITIES AFTER THE COURSE

History is a subject that encourages students to critically evaluate and interpret evidence from the past in order to develop reasoned hypotheses and form balanced judgments. With such transferable skills, History therefore provides an excellent foundation for various higher education courses, as well as increasing employability in a range of career areas, especially those that require developed communication skills. Some examples include: Journalism, Law, Politics and Management.



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**Course:** AQA 7042

**Contact:**  
Miss A-M Davies

**Course:**  
80% Examination  
20% Coursework

**Entry:** Grade 6 in a  
GCSE Humanity



A Level History includes:		
Component 1	Component 2	Component 3
Worth 40%	Worth 40%	Worth 20%
External examination	External examination	Coursework
Breadth study with interpretations	Depth study with sources	Historical enquiry based on interpretations
<u>Paper Code 1H:</u> Tsarist and Communist Russia, 1855-1964	<u>Paper Code 2B:</u> The Wars of the Roses, 1450-1499	'The Golden Age of Spain, 1474-1598'



*Medieval History Weekend Trip at Warwick Castle*





Mathematics is an interesting and richly rewarding subject to study, which can lead to wide ranging careers from engineering and finance to medicine and architecture. Mathematics is also a facilitating subject which means it is highly respected by both universities and employers where it is the discipline of mind developed by studying mathematics which is valued rather than the subject content. You will learn to use your mathematical knowledge to make logical and reasoned decisions to solve problems in a variety of contexts, communicating your solutions in a structured coherent manner. Also, you will learn to understand the need for mathematical rigour as well as being able to apply various techniques within models of real-life situations.

In Pure Mathematics you will learn new methods and techniques which will substantially build on your knowledge of graphs, trigonometry, algebra and vectors learnt at GCSE. You will also study new topics such as calculus, which is a powerful tool for working out, for example, gradients of curves and areas under graphs as well as logarithms and differential equations. In Statistics you will learn to appreciate that it is a practical subject in constant everyday use, whilst at the same time, it has a strong theoretical background.

Further Maths is also open to students taking A level Mathematics (grade 8 at GCSE is required) and is ideal for those who wish to extend their knowledge and skills beyond the mathematics A level, and provides a solid foundation for progression into further study particularly in mathematics, engineering, computer science, the sciences and economics.

In Pure Core you will extend and deepen your knowledge of proof, algebra, functions, calculus, vectors and differential equations studied in A Level Mathematics. You will also broaden your knowledge into other areas of pure mathematics that underpin the further study of mathematics with complex numbers, matrices, polar coordinates and hyperbolic functions.

In Statistics you will explore the theory which underlies the statistics content in A Level Mathematics, as well as extending your tool box of statistical concepts and techniques. This area covers discrete probability distributions, Poisson and binomial distributions, geometric and negative binomial distributions, hypothesis

You will build on to your knowledge of probability and data analysis as you investigate the idea of statistical modelling. Topics includes studying different statistical distributions such as binomial and normal as well as learning how to conduct hypothesis testing.

In Mechanics you will learn how you can model real life situations involving velocity, distance and time using mathematics and how to solve physical problems. Topics include studying the motion of a projectile and Newton's laws of motion.

## Exam Structure

Three two-hour papers are taken at the end of year 13. Paper 1 consists of pure mathematics. Paper 2 consists of pure mathematics. Paper 3 consists of 50% statistics and 50% mechanics. All papers are out of 100 marks and have equal weighting.

testing, central limit theorem, chi-squared tests, probability generating functions and the quality of tests.

In Mechanics you will extend your knowledge of particles, kinematics and forces from A Level Mathematics, using your extended pure mathematical knowledge to explore more complex physical systems. This area covers work, energy, power, impulse, momentum, elastic strings and springs and elastic energy and elastic collisions in one and two dimensions.

Four 1.5 hour exams are taken at the end of Year 13. Papers 1 & 2 consist of pure core only. Paper 3 consists of statistics only. Paper 4 consists of mechanics only. All papers are worth 75 marks and have equal weighting.



**Course:** Edexcel  
9MA0 9FMA0

**Contact:**  
Mr A Heighway

**Course:**  
100% Examination

**Entry:** Maths - Gr 6  
Further Maths - Gr 8





In order to do well in A-Level Music, you must have at least grade 6 standard on one or more instruments (or voice) and a level 6 at GCSE. You will demonstrate a high level of musicianship with a real interest in a range of musical genres and idioms.

You will need to have a real love for both the practical and theoretical elements of music and be able to show commitment and dedication to your wider listening and general studies. Students who are successful musicians ensure they are performing regularly in a range of ensembles and are responding to feedback on a regular basis.

## OPPORTUNITIES AFTER STUDYING MUSIC

After A-Levels, some students follow the practical route and become professional musicians continuing their studies into higher education. Many universities recognise music as a subject which shows the candidate has wider interests and expertise. Music can also offer opportunities to join bands and choirs and forge lasting friendships as well as travel experiences. Other occupations include composing, conducting, examining, production, music technology, teaching and music therapy.

## COURSE OUTLINE

Students will study performing, composing and appraising and will study a range of set works as well as complete wider listening.

### Component 1: Performing 35%

Students will complete a performance in front of an examiner which must be between 10-12 minutes in length. They can combine solo and ensemble performance or perform just as a soloist and one of the pieces must link to one of the areas of study.



### Component 2: Composing 25%

Students will be required to compose two original pieces lasting between 4-6 minutes.

One of the compositions must link to techniques studied within set works and the other is written in response to a brief set by EDUQAS.

### Component 3: Appraising 40%

#### Area of study A: The Western Classical Tradition

- ♫ Symphony no. 104 in D Major 'London' Haydn
- ♫ Symphony no. 4 in A major, 'Italian' Mendelssohn

#### Area of study C: Musical Theatre

#### Area of study E: Into the Twentieth Century

- ♫ Trio for Oboe, Bassoon and piano, Movement III Poulenc.
- ♫ Three Nocturnes, Number 1, Nuages Debussy.

## PERIPATETIC MUSIC LESSONS

The music department at NGHS is also happy to offer all students peripatetic lessons in a range of instruments and voice. If you are joining NGHS6 and would like to take lessons in school, please see Mrs Chapman or feel free to email via [schooloffice@nghs.org.uk](mailto:schooloffice@nghs.org.uk)





# PHILOSOPHY OF RELIGION & ETHICS (RE)

The AQA course provides the opportunity for students to explore ultimate questions about existence and morality. It covers a variety of relevant and contemporary themes that will inspire engaging classroom discussion and help students to develop the independent thinking, critical and evaluative skills sought by higher education and employers. Students will become familiar with the responses philosophers and religions have made to ultimate questions and are encouraged to formulate their own responses to such questions. Throughout the course emphasis is placed on critical analysis and the construction of balanced, informed arguments within the context of religious, philosophical and ethical awareness.

## **COMPONENT 1: PHILOSOPHY OF RELIGION** **(3 HOUR EXAMINATION, 50% OF A-LEVEL)**

### **Section A - two compulsory questions**

In this section students will study a range of philosophical ideas, methods and issues. These include:

- ⇒ Arguments for the existence of God.
- ⇒ Evil and suffering.
- ⇒ Religious Experience.
- ⇒ Religious Language
- ⇒ Miracles
- ⇒ Self, death and the afterlife.

### **Section B - two compulsory questions**

In this section students will explore different approaches to ethical decision making and apply ethical theories to a range of contemporary moral issues. Students will study the following:

- ⇒ Normative ethical theories.
- ⇒ The application of natural moral law, situation ethics and virtue ethics to:
  - ⇒ Issues of human life and death
  - ⇒ Issues of non-human life and death
  - ⇒ The meaning of right and wrong.
- ⇒ Free will and moral responsibility.
- ⇒ Conscience.


## **COMPONENT 2: STUDY OF RELIGION & DIALOGUES** (3 HOUR EXAMINATION, 50%)

### **Section A - two compulsory two-part questions**

In this section students will explore the religious beliefs, teachings, values and practices of Christianity. The content includes:

- ⇒ Sources of wisdom and authority.
- ⇒ Christian beliefs about God.
- ⇒ Beliefs about Self, death and the afterlife.
- ⇒ Beliefs - good conduct/moral principles.

- ⇒ Ways in which Christians express their religious identity.
- ⇒ Christianity, gender & sexuality.
- ⇒ Development in Christian thought, including feminist approaches.
- ⇒ Christianity and Science.
- ⇒ Christianity and secularization.
- ⇒ Christianity, migration and religious pluralism.




**Course:** AQA 7062

**Contact:** Mrs J Barker

**Course:**  
100% Examination

**Entry:** Grade 6 in Humanity Subject & ideally in English



### **Section B: The dialogue between Christianity and philosophy - one unstructured synoptic question from a choice of two**

The content includes how far beliefs are reasonable and how consistent they are with other beliefs as well as the relevance of philosophical enquiry for religious faith. More information can be found in the syllabus

### **Section C: The dialogue between Christianity and ethics. One unstructured synoptic question from a choice of two**

The content includes Christian responses to deontological, teleological and character-based approaches to moral decision making, responses to human life and death and to wealth, tolerance and freedom of religious expression. More information can be found in the syllabus.

## **WHY TAKE PHILOSOPHY & ETHICS?**

During the course students will develop many transferable skills that will be beneficial in further study, be it in Philosophy, Theology or Religion or any academic discipline that requires independent, critical, analytical and evaluative thinking.

It is **not** a requirement that students have studied GCSE Religious Studies. Anyone who is interested in philosophical and ethical ideas and problems, is open minded, enquiring and enjoys discussion and challenge will enjoy this course. The course does involve reading and extended writing.



# PHYSICAL EDUCATION (AS ONLY)

The course is planned to be delivered in two theory lessons per week over two years and is an AS qualification. The practical section of this course will be delivered during a further one hour per week in the enrichment PE lessons that all Year 12 students will undertake.

The course will build on concepts that have been taught in Biology and Science at GCSE, but will allow students to develop wider skills and understanding relating more specifically to:

- Anatomy and physiology (links to Biology)
- Biomechanics (links to Physics)
- Sports Psychology (Links to Psychology)
- Analysis of practical performance (PE)

The practical assessment does count towards 30% of the AS qualification. Therefore, it is helpful if students are undertaking a sport outside of school. This course can be taken in addition to the 3 full A-Levels that students will be completing and will help to support applications for university in a range of subject areas, including: Physiotherapy, Teaching, Sport and Exercise Science, Sports Therapy.

There are three assessment components: 2 exams of 1hr15 minutes duration (each) count for 35% each of the final grade. The NEA (internally assessed, externally moderated coursework) accounts for 30%.

The decision about which units will be delivered in Years 12 and 13 will be made when staffing has been confirmed. See the table below for more information:

Type	Title
01	<b>Physical factors affecting performance</b> There are three topics: <ul style="list-style-type: none"> <li>• Applied anatomy and physiology</li> <li>• Exercise physiology</li> <li>• Biomechanics, including technology in sport</li> </ul>
02	<b>Psychological and socio-cultural themes in physical education</b> There are three topics: Skill acquisition, Sports psychology, Sport and society
03	<b>Performance in physical education</b> Assessment in role of either performer or coach in one practical activity Evaluation and Analysis of Performance for Improvement (EAPI)



**Course:** OCR H155

**Contact:**  
Miss R Saunders

**Course:**  
70% Examination,  
30% Non-Exam  
Assessment

**Entry:** Grade 5 in  
Science & keen on PE





# PSHE & SPORT PROGRAMME

All Year 12 & 13 students take part in the PSHE programme, which is designed to support them as they mature into adulthood. The topics covered include:

## **Study skills**

How to excel as an independent learner

## **Health & well-being**

How to stay safe at festivals & looking after your own finances

## **The Wider World**

Political awareness & jury service

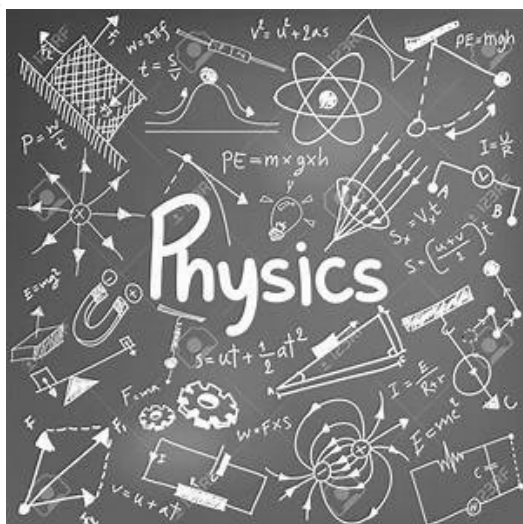
## **Relationships**

Settling in a new environment & managing the ending of relationships safely and respectfully.

In order to support the physical and mental well-being of students, students also engage in 1 hour of sport per week.

A variety of sport options are available throughout the year in order to ensure students make the most of this opportunity.





The A-level course is a two-year linear course, with all assessments taking place at the end of two years.

Year 1 focuses on forces, dynamics, energy, materials, electricity, waves, particles and radiation. In Year 2 we study circular motion, simple harmonic motion, nuclear physics, thermal physics, and explore the concept of force fields in gravitation and electromagnetism. There is also an optional topic, one from Astrophysics, Medical Physics, Engineering Physics, Turning Points in Physics and Electronics. The approach will be to develop good thinking and problem solving skills while gaining a solid understanding of the various topics. There will be numerous opportunities to carry out experiments to link theory to reality. Practical and evaluative skills as well as data analysis will be developed throughout the course and assessed via structured tasks.

## EXAM STRUCTURE

There are three, two hour exams at the end of the second year. All three papers contain short and long answer questions as well as multiple choice questions. At least 40% of the marks in assessments will require the use of mathematical skills which are to the standard of higher tier GCSE mathematics.

The table below shows how the terminal assessments are structured.

In addition, there are a set of practical skills that each candidate must demonstrate through at least 12 required practical activities across the two years. Although grades in practical work will not count

towards the final A-level, candidates must attain a “pass” mark on all these skills to gain the A-level, and Papers 1 and 3 will include questions that assess aspects of these compulsory skills and practical activities.

## OPPORTUNITIES AFTER THE COURSE

Physics A-level is widely regarded as the most mathematical, mentally stimulating and challenging of all the three sciences. For this reason it is highly valued by admissions tutors and employers. It provides an insight into the world around us at all scales, from the inner workings of the atom to the birth and formation of the universe, as well as everything else in between. It is at the heart of all big technological advances in transport, communications, computing, robotics and materials to name but a few.

The course trains students to take a logical, problem-solving approach to whatever situations they may find themselves in. The subject engenders independent thinking and resilience as well as a tenacious approach and the ability to pay attention to detail. Physics students explore concepts and methods of science and gain analytical, thinking and experimental skills that are not only widely applicable in many professional areas but also highly regarded by every sector. A-level Physics is an expected entrance qualification to university degrees in Physics, Geophysics and all Engineering degrees where it pairs well with Maths, Further Maths and Chemistry A-levels. It is also viewed favourably when applying to study a wide range of degrees, from Architecture to Medicine, Food Science and Climatology, or even where its relevance is not immediately obvious such as Philosophy and Law. Physics is a very satisfying (and fun!) subject to study at A-level. If you are curious about the world you live in and you thrive on a challenge then Physics is the subject for you.

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**Course:** AQA 7408

**Contact:** Dr S Catalan

**Course:**  
100% Examination

**Entry:** Grade 6 in  
GCSE Physics or  
Grade 7 in Science



Paper	What's assessed	Max marks and % of A-level
1	Measurements and their errors, Particles and Radiation, Waves, Mechanics and Materials, Electricity and Simple Harmonic Motion.	85 (34% of A-level)
2	Further Mechanics and Thermal Physics, Fields and their consequences, and Nuclear Physics.	85 (34% of A-level)
3	Practical Skills and Data Analysis and Optional Topic	80 (32% of A-level)



Students taking this course are expected to have demonstrated an ability to research widely, analyse evidence and reach balanced conclusions. Students also need an enquiring mind, a passion for current affairs, be willing to engage with debates and have an ability to reason and think independently.

This exciting specification offers considerable breadth for students who are interested in politics, whilst still retaining the level of depth that students achieve currently.

Over the two year course, students will study the political processes and institutions in both the United Kingdom and in the U.S.A. There will also be a comparative section to enable students to synthesise and demonstrate their learning.

In addition the course will include the study of a range of ideological traditions; conservatism, socialism and liberalism as well as a focus on feminism. Students will be expected to read some of the key texts associated with these ideologies and to appreciate the historical context within which they developed.

All units will be examined at the end of the two year course. There are 3 exam papers, each of which are 2 hours long and equally weighted.

**Component 1:** UK Politics. This will cover political participation and the core political ideas of conservatism, liberalism and socialism.

**Component 2:** UK Government. Students will study the constitution, parliament, Prime Minister and executive. They will also study feminism.

**Component 3:** Comparative Politics. Students will study the USA. They will cover the US constitution and federalism, U&S Congress, US Presidency, US Supreme Court and civil rights.



Students will be assessed through a mixture of essays and source based exercises.

Students may have the opportunity to visit Washington during their course.

## OPPORTUNITIES AFTER THE COURSE

Students taking this option have gone on to study a wide variety of subjects including Politics, Economics, Business, History, International Relations and Law at University.

Politics also combines well with all other A level subjects. The study of Politics helps to develop the type of analytical mind, ability to synthesise information and excellent communication skills that are a prerequisite for a wide range of career paths.

Students in this subject have gone on to careers in Law, Finance, General Management including in the Fashion sector, Journalism, Politics and International relations.



**Course:** Edexcel 9PL0

**Contact:** Mrs K Griffin

**Course:**  
100% Examination

**Entry:** Grade 6 in a  
Humanity Subject





This new creative and thought-provoking qualification will give students the practical skills, theoretical knowledge and confidence to succeed in a number of careers, especially those in creative industries. Students will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning in to practice by designing, manufacturing and evaluating products of their choice. Students will develop their intellectual curiosity about design and manufacture of products and systems, and their impact on daily life and the wider world. Students will gain a real insight into the creative, engineering and/or manufacturing industries.

The course will appeal to students who have an enquiring mind. The course encourages innovation, takes account of the varied interests of the student and enables students to learn about design in a design-make-test-evaluate context. The course has clear links with maths and science.


## COURSE OUTLINE

There are three main areas to this course, the non-exam assessment coursework project (in which students are encouraged to be as creative as possible before making their idea as a finished working product), Paper 1 which is a 2 hour 30

minutes examination (core technical, designing and making principles) and Paper 2 which is a 1 hour and 30 minutes examination (specialist knowledge, technical, design and making principles linked to product analysis and manufacturing). Graphic techniques are an integral part of Product Design to enable students to clearly communicate ideas.

## OPPORTUNITIES AFTER THE COURSE

Product Design can be combined with other favourite subjects to create a wide range of possible career paths. For example combining with maths or physics creates opportunities for architecture, civil, aeronautical and mechanical engineering. Product Design with business studies would make a strong application to marketing or advertising courses. Product Design with art lends itself to foundation studies, theatre and fashion design.




**Course:** AQA 7552

**Contact:** Mr Williams

**Course:**  
50% Examination  
50% Project

**Entry:** Grade 6 in a GCSE Technology



Assessment	What's assessed	How it's assessed	Questions or Evidence
<b>Paper 1</b>	Core technical principles and core designing and making principles	Written exam: 2 hrs & 30 minutes 25% of A-level	Mixture of short answer, multiple choice and extended response.
<b>Paper 2</b>	Specialist knowledge, technical, designing and making principles	Written exam: 1 hr & 30 minutes 25% A-level	Mixture of short answer, multiple choice and extended response questions based on product analysis and commercial manufacturing.
<b>Non-Exam Assessment</b>	Practical application of technical principles, designing and making principles and specialist knowledge	Substantial design and make task 45 hours 50% of A-level	Design portfolio, 3d prototype and photographic evidence of 3d final prototype.





# PSYCHOLOGY

The focus is on learning about Psychological theories and studies as well as considering their application to real world situations. Research methods teaching is integrated throughout the two years and there will be some opportunities to carry out small projects.

## FUTURE OPPORTUNITIES

A-level Psychology provides students with a range of transferable skills including critical evaluation and argument construction which are an excellent basis for many university courses. With a degree in Psychology and further postgraduate training there are a wealth of opportunities in clinical, educational, occupational and forensic Psychology, as well as other careers where working with people is central. Many students who take the A-level at this school go on to study undergraduate psychology courses at University or related ones including criminology.

## EXAM STRUCTURE

The A-level will be examined at the end of Year 13 through three equally weighted 2 hour papers.

As most students will not have studied Psychology before, no prior knowledge is expected before choosing this course. However, background reading will be set in the summer holiday to prepare students for the first topic.

## COURSE OUTLINE

### Year 1 – all compulsory units

- ⇒ Social Influences
- ⇒ Memory
- ⇒ Attachment
- ⇒ Psychopathology
- ⇒ Approaches
- ⇒ Biopsychology
- ⇒ Research Methods

### Year 2 – units:

- ⇒ Relationships
- ⇒ Schizophrenia
- ⇒ Forensic Psychology
- ⇒ Debates & Issues

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**Course:** AQA 7182

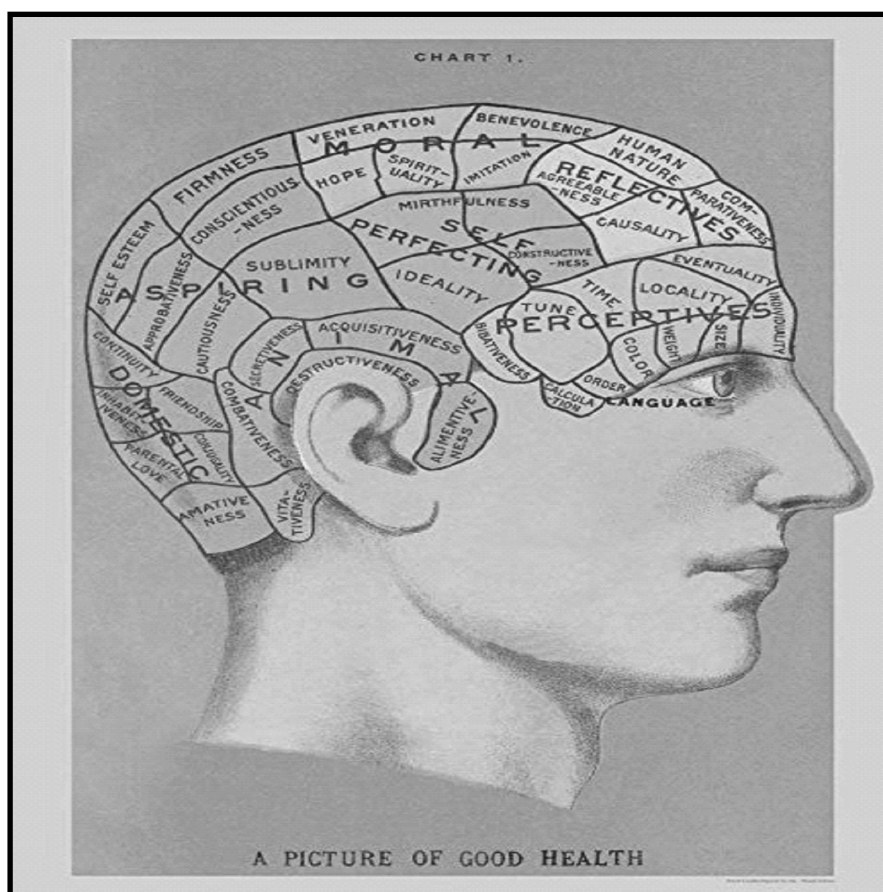
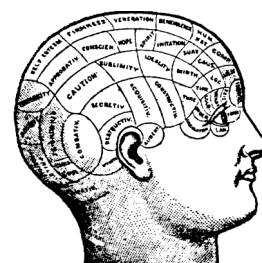
**Contact:**

Mr O Pointon  
Miss E Pritchard

**Course:**

100% Examination

**Entry:** Grade 5 Maths,  
English & Sciences







# EXTENDED PROJECT (EPQ)

## OPPORTUNITIES PROVIDED BY THE EPQ

The Extended Project Qualification is an extremely useful additional qualification and is proving to be an important factor in preparation for university.

The skills developed, such as critically selecting information from a range of sources, analysing data and demonstrating understanding of linkages, connections and complexities of a topic provide ideal preparation for all undergraduate courses and research is suggesting that completion correlates with degree success too. Some universities now offer a reduced offer to students predicted an B, A or A\* grade in EPQ.

## COURSE OUTLINE

Students will develop their own project title. They will then be supported by an individual supervisor and a series of taught sessions to carry out research and produce a project. Taught sessions will include: title choice, research skills, time management, referencing and developing written arguments.

The final outcome will consist of an extended report or artefact as well as a Production Log to record their planning and learning as the report progresses and a presentation to a non-specialist audience using appropriate media. Finally they will also be assessed on their responses to a live question and answer session.

## EXAM STRUCTURE

No examination, the qualification is internally assessed and moderated before being sent for external moderation. It is a level 3 qualification worth half an A-level and can be awarded an A\*.

This course is compulsory for those taking three A-level subjects at NGH56 but optional for those taking four A-levels.

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**Course:** AQA 7993

**Contact:**  
Mr M Scott  
Headteacher

**Course:**  
100% Project.  
Compulsory course  
for those taking 3  
A-levels





# SIXTH FORM CURRICULUM & ASSESSMENT

## Sixth Form Curriculum & Assessment

Our NGHS6 Curriculum is unashamedly academic and allows progression onto virtually any university course or apprenticeship. There are three possible pathways:

1. 3 A levels and EPQ (Extended Project Qualification)
2. 3 A levels and AS PE
3. 4 A levels (if you have an average GCSE score of 7.75 +)

Unlike other sixth form providers, **we run a free-choice options system**; you choose the courses you wish to study and we devise option blocks to fit the maximum number of choices. This allows real flexibility, which we feel best meets students' needs.

At NGHS, we offer a wealth of sixth form courses:

- Art
- Biology
- Business Studies
- Chemistry
- Computer Science
- Drama & Theatre Studies
- Economics
- English Literature
- French
- Further Mathematics
- Geography
- German
- History
- Mathematics
- Music
- Philosophy of Religion & Ethics (RE)
- Physical Education (PE) - AS Level
- Physics
- Politics
- Product Design
- Psychology

After application, all students will be invited to an Individual Advice & Guidance discussion where we will explore the reasons for choosing each subject and any future plans and pathways. Our staff are highly experienced when supporting students to make the right choices of A-level course and we will try to ensure that you are on the right pathway from the start.



After this meeting, any changes to course choices can be made by mutual agreement, but the School reserves the right to cap numbers for certain subjects once the initial deadline for applications has passed.

Year 12 and 13 students also study a programme of compulsory enrichment and PSHE sessions focusing on 'bridging the gap' (transition to A-levels), study skills, health & wellbeing, the wider world and relationships. The programme is enhanced by visiting speakers and a period of sport. The rest of the timetable is given over to vital private study time and our Sixth Form Centre facilitates space for solo or group working according to your needs and tastes.

Students who are demonstrating their ability to keep on top of their workload may elect to spend one afternoon per week engaging with the local community, for example at a local school, surgery, nursing home or charity shop. This not only benefits our town, but also the students themselves and their university applications.

Regular assessments help you keep on track and your families are informed about your progress through forecast grades and written reports, which are all uploaded to our school app.

If you have any questions, please get in touch via [NGHS6@nghs.org.uk](mailto:NGHS6@nghs.org.uk)



## YOUR NOTES

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Don't forget to apply to NGHS6 by 14 February 2024

## FINAL NOTE

This information booklet should be read in conjunction with our Sixth Form Prospectus and our website, where more information about NGHS6 can be found. If you have any questions, please contact Mrs K Griffin (Head of Sixth Form), Miss S Webster (Deputy Head) or Mr M Scott (Headteacher) who will be happy to discuss your plans or queries with you.

Completed application forms for NGHS6 must be returned by **14 FEBRUARY 2024**.

The information in this booklet is correct as of September 2023 for students joining NGHS6 in September 2024. **The School reserves the right to make any changes to courses/syllabuses, to combine groups or not run courses if numbers are not viable.** However, every effort will be made to run each A-level course and students will be kept informed of any changes.


## GET IN TOUCH

It's easy to get in touch with NGHS. If you would like to talk to a sixth former who is taking a particular subject, this can also be arranged.

Please connect with us in one of the following ways:

 NGHS6, Newport Girls' High School  
Wellington Road, Newport, TF10 7HL

 [www.nghs.org.uk](http://www.nghs.org.uk)

 @NGHS62  @nghs6form

 [www.facebook.com/nghs6](https://www.facebook.com/nghs6)

 01952 797550

 [NGHS6@nghs.org.uk](mailto:NGHS6@nghs.org.uk)