



Inspiring Futures

Northampton School for Girls
Sixth Form Prospectus 2020



RESPECT FOR SELF • RESPECT FOR OTHERS • RESPECT FOR LEARNING



Welcome

Our Sixth Form is a lively, vibrant environment where all young adults learn and develop in order to fully embrace the exciting opportunities ahead of them.

We offer a wide range of courses which enable successful progression to university, further education, apprenticeships and employment.

The aim of this prospectus is to help students and parents make informed decisions about courses and opportunities available at NSG.

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High Achievement

NSG is extremely proud of the high achievement of our sixth formers. From a range of different starting points, students gain the very highest grades and exceptional progress is made by students of all levels. The mature approach of our students creates a conscientious, studious atmosphere in lessons and in the various study areas. Excellent collaborative working relationships with teachers and tutors ensure that they are able to flourish.

Inclusion

We are equally proud of our inclusive sixth form offering a range of different courses for different abilities, from the traditional route of 3 A-Level subjects to our Level 2 package which enables students to improve on the number of GCSE or equivalent passes.

Individual Case Studies of Achievement

(just a few examples of the grades achieved from different starting points):

NAME	GCSE GRADES	A LEVEL GRADES	DESTINATION	COURSE
India	8A* 3A 1B	2A* 2A	Kings College, London	English & French Law
Bethany	8A* 3A 3B	2A* 1A	Oxford University	History
Oyin	5A* 3A 1B 3C	3A	Manchester	Chemical Engineering
Katy	4A* 6A 2B 1C	2A* 2A	Cambridge University	Modern & Medieval Languages
Emily B	4A* 4A 5B 1C	2A 1B	Kings College, London	Theology
Emily C	3A* 1A 3B 3C 1D 1F	1A* 1A 1B	Loughborough	English
Rosie	3A* 4A 5B	1A* 2A	Exeter	Geography
Cemma	1A* 4A 6B 1D	3A	Bradford	Optometry
Imogen	1A* 1A 4B 2C	1A 2B	Birmingham	International Relations
Elizabeth	1A 4B 1C 1D	3B	Gap year	Applying for Nursing/Midwifery
Megan	6B 5C	1A 2C	De Montfort	Drama

Academic Guidance

How do we monitor student progress?

We work hard to ensure that every student makes progress and achieves at, or above, their individual target grade.

Target Setting

Students regularly set themselves academic targets to help them focus on key areas for improvement.

Target Grade

On entry into Year 12, students will be issued with a minimum target grade. This is based on achievement at GCSE and other performance data. In addition to the students, this grade is shared with parents and carers, teaching staff and tutors.

Learning Indicators and Academic Progress

Progress is monitored regularly when subject teachers enter formal assessment grades as well as learning indicators focusing on a student's learning habits. Students are also given a +, - or = for each of the three specific areas: "Organisation of Learning"; "Meeting Deadlines for Homework and Coursework" and "Effort and Focus". A+ indicates that the student has excellent learning habits in this area, an = indicates that they are good and a - suggests that there is a cause for concern. Students receiving a - in any area are required to complete an action plan in conjunction with their teacher with clear targets about how to improve. This will be reviewed at the next assessment point and monitored by tutors and subject teachers. In this way we ensure that students are given regular feedback and clear advice about how to progress. Students also set themselves specific academic targets in each of their subjects which are monitored by their teachers.

Mentoring

All sixth formers can request a mentoring session with their tutor where they can be supported with academic or personal issues. In addition any students who are falling behind their target grades by 2 or more grades will be mentored in order to support their academic improvement by tutors or senior staff.

Special Educational Needs

As an inclusive sixth form there is continued provision for supporting students with special educational needs where necessary. Our special needs support team advises staff and students about strategies that are useful at Post 16 levels of study. Students with a statement of special educational needs continue to be supported where required. Individual education plans still apply and exam access arrangements continue if students meet the necessary requirements.

The More Able

The provision for the most able students is a central tenet of Post 16 teaching and learning. Teachers plan many opportunities for students to use their higher order thinking skills, develop critical questioning techniques and enrich their learning through access to Higher Education academic courses and other extra-curricular opportunities.

Our Oxbridge facilitator is responsible for ensuring that the most able and mature students have the opportunity to extend themselves and develop their skills beyond the curriculum as well as preparing themselves for applications to competitive universities such as Oxford and Cambridge.

Students are also encouraged to work independently on the topics they are studying and develop original and critical ideas, as well as in depth knowledge and understanding. These strategies place students in a strong position to achieve the A* grade. We also offer opportunities for the more able students to take part in the Extended Project.

As a school community, we take the progress of all students seriously and strive to provide a rigorous and challenging learning environment which equips them for the challenges of life beyond school in a successful and stimulating career.

Oxbridge

In recent years NSG students have been successful in gaining offers from Oxford and Cambridge Universities and we currently have former students studying at both of these prestigious institutions. Students who wish to apply to Oxbridge receive a tailored support programme, ensuring that they are in the best position to make a competitive application. *Oxbridge Facilitator - Louisa Fowler*



Progression

Post 16 students at NSG are thoroughly prepared for progression to higher education, employment and apprenticeships.

University

The university application process begins in year 12 with a focus on student enrichment and research of course options and universities. Students will already have experienced a day at De Montfort University, Leicester in year 11 and are encouraged to visit open days of the universities they are considering.

Students can also apply to universities in a range of different countries. Up to date guidance and advice, including advantages and disadvantages, are available through our links with 'A Star Future', an organisation which specialises in placing students abroad.

The process ensures that the quality of applications is of the best possible standard. Students are supported by their tutor and other Post 16 staff; as well as a rigorous checking system and the opportunity for mock interviews, there is a range of resources offering information and advice.



Apprenticeships and Employment

Students who do not wish to follow the route to higher education are equally supported in planning their future. NSG have close links with a local apprenticeship agency that makes regular visits to school to provide advice and support as well as directing students to specific local apprenticeship vacancies.

Open University courses

As part of academic enrichment, students have the option to study online with the Open University. Each course comes with a statement of completion and is designed to link to future study or employment. Divided into manageable modules, beginning at level 1 and building up to level 3, the courses are free and take approximately 50 hours in total across the school year.

Courses include art history, astronomy, business and management, classics, criminology, engineering, identity studies, law, medicine, religious studies, social work and working in the fitness industry.

Open University courses are an excellent way of developing expertise in an area of interest and can greatly enhance university and job applications.



The Extended Project Qualification

The EPQ is offered to students in November of Year 12 and continues to October of Year 13. It is a Level 3 qualification which is worth 50% of an A-Level in terms of UCAS points and is offered as an extension to the usual curriculum. The aim of the project is to stretch students and give them the opportunity to produce an extended piece of work in an area of particular interest. Undertaking the project will enhance study skills and improve the student's ability to research and work independently.

Students will be mentored by a member of staff and also be required to attend a series of lessons. Topics that students have chosen to study in the past include, the myth or reality surrounding global warming, the extent to which the media may be to blame for eating disorders, career aspiration of ethnic minority women, childhood obesity, fashion trends and the everyday use of maths.

Extended Project Co-ordinator - Steven Gilks

Work Experience

At the end of year 12 all students will have the opportunity to complete a work experience placement. This allows them to explore areas of interest for future careers and university courses as well as enhancing many important transferable skills such as communication, team work and decision making.

Facilities in the Sixth Form Centre

The school has a designated centre for Sixth Form. This centre offers a specialised library and large study centre where you are able to work independently. The centre has its own student services and administration team who are there to help with queries and to support students' individual needs. There is also a Post 16 Study Support Team who are there to assist with decision making and study skills.



Library

The library is a silent working area. Here you will find a large collection of books (fiction, non-fiction and reference) plus a large selection of educational magazines. These are available to take out on loan, as well as for use in the library. Newspapers are also available to ensure access to current information.

Study Centre

Post 16 students have their own large study and social area. It is well appointed with a range of different types of seating and working areas including comfortable sofas and study booths as well as traditional tables and benches housing computers. It includes a small refreshments area with microwaves and kettles for light snacks.

Study Booths

Study booths are strategically placed throughout the centre allowing students to opt for a secluded environment for independent study when required.

The Clare Restaurant

The restaurant is open to Post 16 students throughout the day. It is a place where they can study and chat at the same time.

The Bertha Swirles Science Centre

The Science Centre also houses Post 16 students which means they are able to make use of the open areas within the building at break and lunchtime.

Lockers

Students have access to a personal locker if they wish to use one. These are issued through student services.

Student Support

Whatever their ability, many students find the amount and standard of work required at A-Level a shock. This, and the many normal challenges of developing adulthood, can create pressures and stresses for students. At NSG, we take the well-being and support of our students extremely seriously and have many provisions in place to help them cope.

In addition to the form tutor and Heads of Year who provide regular academic mentoring and well-being advice when required, we have a learning mentor who works with students on organisation and learning habits and a senior tutor who provides support mentoring for those who are having difficulties with the demands of their study.

The counselling service "The Lowdown" also provides an in-school service where students can seek a confidential listening ear if required. In addition, our student services staff help with day-to-day queries about everything from timetable problems to first aid.

At NSG, students always have someone to turn to whatever their worry.



Post 16 Team



Head of Post 16 Learning Community - Jane MacDonald

My role as Head of the Post 16 learning community is to ensure that you experience the best that a sixth form can offer whilst being supported to excel in your studies. Individuals matter to us at NSG and there is no greater reward than seeing our sixth formers develop into young adults who are confident, able and independent. I will be involved in helping you make your decisions regarding your studies in the sixth form and to ensure that the transition from KS4 to Post 16 is as smooth as possible.

It is a really big step starting A levels and we are here to support you make that step even when it feels impossible. I hope to enable you to take responsibility for your own learning and create an atmosphere of trust and co-operation so that any barriers to your learning or well-being, however small, can be overcome thus ensuring your success. I look forward to working with you and welcoming you into our sixth form.



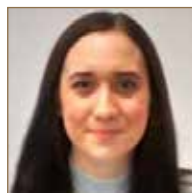
Pastoral Leader - Karen Loughney, Head of Year

My role in the sixth form as Head of Year is to ensure that students are fully prepared for their future lives - be it in the world of work or in future education - and that students get the most out of their experience whilst studying at NSG. I will work with the student presidents and officers to ensure the students in the Sixth Form feel they have a voice and are fully involved in the running of the school, as well as advising students on their future career paths and helping them with their UCAS applications.



Pastoral Leader - Dan Wynn, Head of Year

My role in the sixth form involves creating and maintaining an active learning environment. I am involved in the Enrichment programme which includes the implementation of PSHE. I am here to work with both staff and students to ensure that students get the best sixth form experience possible at NSG.



Senior Tutor - Cara Nicholson

In the sixth form we work to support individual students alongside their tutor, providing additional mentoring, target setting and support with organisational skills when needed. Along with other members of the team, we assist students to develop good learning habits and to take control of their own learning.



Student Services - Bev Moore and Val Mclean

We are here to support you with your every day enquiries or when you're not well or have medical emergencies. We help with the monitoring of attendance, student absences and generally support the smooth running of the sixth form.



Enrichment Co-ordinator and Senior Tutor - Ian Kirby

I am responsible for organising the enrichment programme, ensuring that all students are able to take advantage of activities that will develop important transferable skills that go beyond the normal curriculum. Students have the opportunity to participate in a wide range of activities, from sport and games to supporting in classrooms, as well as taking qualifications such as Teaching English as a Foreign Language.



Learning Mentor and Supervised Study Co-ordinator - Claire Wooton

I am a Learning Mentor and as part of the Post 16 team I am responsible for working with sixth form students using individual, tailored strategies and interventions to identify barriers to learning and to raise potential and academic achievement. My wider role includes encouraging and promoting good study practices and independent learning throughout the Sixth Form, enabling improved academic performance and student well-being, ensuring a study environment that is both welcoming and productive.



Sixth Form Librarian - Beverley Kopecky

My role is to provide a useful and relevant range of resources in the Sixth Form Library and help Post 16 students find the resources needed whilst studying A Levels. These resources might be books, newspaper or magazine articles as we have a variety of periodicals available.



Oxbridge Facilitator - Louisa Fowler

My job is to ensure that access to our top universities is open to all of our more able students. To ensure that your applications in Year 13 will be competitive, I help you to discover what you have to do to go 'above and beyond'. A key part of this is encouraging you in your wider reading, helping you to understand the independent research you can undertake to demonstrate your interest in your chosen subject, instigating discussion in a regular forum and organising trips which enhance your 'Super-Curricular'. I am a passionate advocate of reading quality newspapers and listening to Radio 4, both of which are invaluable resources for students who will need to link their subject to current affairs.



School Presidents

At the end of year 12, students have the opportunity to apply to be part of a select team of presidents who are able to suggest and carry out a range of initiatives for the benefit of the school community. I was fortunate enough to be successful in securing the prestigious position of president. One of our main focuses for his year is improving and protecting the environment, a vital issue if we are to secure our planet for future generations. Our team also aim to raise awareness of mental health charities which we hope to contribute to and start a new school newspaper to communicate with the younger years.

This role has enabled me to develop communication, leadership, independence and organisation which will benefit me in adult life. I am enjoying meeting younger years and hearing their perspectives and opinions and I love working with a team who are enthusiastic to make changes in an already outstanding school. I am eternally grateful for all of the opportunities Northampton School For Girls has given me, helping to prepare me for the world of work and higher education.

Anna Kate Wood, School President 2019-2020

Subject Officers

If students are interested in developing their leadership skills, they have the opportunity to apply to be a subject officer and work alongside teachers in improving the extra curricular experiences of younger students. This can involve running clubs or helping with evening trips. The subject officers are also available to students from all years for help with homework and exam preparation. In this role students work in partnership with members of staff and gain invaluable skills and experience that encourage independence and confidence.

“ I really enjoy being a subject officer as it allows me to be involved with my favourite subject. Whilst being a subject officer, I have developed many skills and have made excellent relations with teachers and students. Furthermore, it has been a very rewarding experience as I have been able to make a positive contribution to the school.” *Maths Officer*

Enrichment Programme

What is it?

The NSG enrichment programme is a compulsory part of the curriculum designed to offer an element of choice and to cater for the needs of all. The aim of enrichment is to enhance students' current and future academic and vocational studies as well as equipping them with additional qualifications and opportunities in preparation for university applications, apprenticeships or employment.

Why is it important?

We are now living in a very competitive world so it's vitally important that our students have something extra to offer alongside their subject courses to ensure that they stand out against other applicants. The enrichment opportunities available develop a wide range of transferable skills that are relevant and beneficial to both present and future education and employment.

What are the expectations?

It is compulsory that students engage in at least two single lessons worth of enrichment but are welcome to participate in as many as six. Students are expected to study during any other lesson that has not been taken up with an enrichment activity.

Some students will automatically meet the criteria for some of the choices on the programme, therefore they are compulsory (E.g. GCSE retakes, Mathematical studies)

What are the options?

There are a wide range of enrichment options that students can choose from. However, as a school we are always open to new ideas and suggestions to ensure that we cater for all. Once students have joined NSG Sixth Form they will receive a booklet which details all of the enrichment opportunities available to them.

Options available

- Level 2 Sports Leaders Award
- Young Enterprise
- Duke of Edinburgh
- EPQ
- Curriculum support (in a wide variety of subjects)
- NSG Magazine
- British sign language
- Charity work
- Mathematical studies (core maths)
- Paired reading
- Fitness programme
- Subject societies
- Teaching English as a foreign language course
- Science technicians
- Well being and mindfulness
- Gardening



Extending Horizons

The emotional and physical well-being of our Post 16 students is paramount. To support this we encourage Post 16 students to participate in a wide range of extra-curricular and enrichment activities. Available clubs include music, sport, dance and drama, although we encourage Post 16 students to set up and run clubs that are of interest to them.

NSG Expeditions - Nicaragua

As part of our desire to enrich the lives of students in 2017 a group of Post 16 students were able to take part in a three week expedition to Nicaragua. This was an exciting, challenging and personally enriching experience which involved working closely with the local community on a project, as well as experiencing the explosive, serene, colourful and ash covered landscapes of intoxicating Nicaragua.

The first part of the expedition was based in the colourful city of Granada, on the shores of Lake Nicaragua. In addition to exploring this exciting city, we also spent a day at the lush forest crater lake, Laguna De Apoyo, where we were able to swim in the water warmed by natural fumaroles and surrounded by trees housing howler monkeys.

From Granada we travelled north to the city of Esteli, which in the late 70s was the scene of heavy fighting during the revolution, but is now more known for its cigar industry and amazing city murals, which we visited during a historical cultural trek.

From Esteli we headed out into the countryside for a 3 day trek and wild camping in some amazing countryside. During the trek we visited, Colocondo, the tallest waterfall in central America and learnt a lot about the local wildlife from our guides.

Nicaragua is on the boundary of two tectonic plates and this is reflected above ground by a string of volcanoes, several of which are still active. From the city of Leon, we headed out to one of these volcanoes, Cerro Negro, to experience ash boarding. It last erupted in 1999 and still is predominantly covered in ash. Having climbed the volcano we were kitted out in boiler suits, masks, gloves and face scarfs before heading down a very steep slope for a quick and dusty trip to the bottom.

Following Leon, we headed out to the Jiquilillo, on the Pacific coast, for a few days R & R. This is a beautiful resort that has thankfully escaped major development. During our time here we visited local families and learnt how to make cheese and tortillas.

Fully rested, we headed back to Granada to take on our project work. We were based at a school on the outskirts of Granada and spent our mornings labouring for local builders in the construction of a new classroom. Afternoons were spent playing with and teaching the local children. Without exception, the students who undertook the expedition returned as more self reliant, confident and thoughtful individuals than those that left.



NSG Cultural Visits

Post-16 students have the opportunity to participate in international cultural visits where they can experience the art, architecture, music and sights of a notable world city. This is a wonderful opportunity to learn about world famous landmarks as well as experience the lifestyle and culture of an exciting city.

New York 2017

25 Sixth form students took part in a school trip to New York in July 2017, packed full of exciting opportunities. The tour enabled us to visit many famous landmarks and included a guided tour that covered the history of downtown Manhattan, visits to Ground Zero, Ellis Island, Brooklyn, Central Park and Times Square. Students experienced their first Broadway show and enjoyed the opportunity to tour such a famous city. Alongside the educational experience, students were able to

experience the cultural side of the city: travelling on the Subway and waving down their own yellow cab for the first time was certainly an exhilarating experience; eating in an American Diner, singing along in Ellen's Diner and of course making time for plenty of shopping. It was agreed by all that the trip was an experience of a lifetime and broadened many horizons with many students wanting to return to New York.



The Duke Of Edinburgh's Award

Students in the sixth form have the opportunity to be involved in the Duke of Edinburgh Award. It is a very successful programme at NSG and is a fantastic opportunity for students to develop vital personal skills. The award is a national scheme, highly regarded by universities and employers. It involves periods of voluntary work, pursuing a physical activity and a skill, as well as participating in an expedition. Students can develop important employability skills such as commitment, responsibility and teamwork as well as increasing their confidence and being able to pursue new or existing interests. The award has three levels, Bronze, Silver and Gold, and all levels are available at NSG. Students can enrol on and participate in the Bronze award if they are new to the Duke of Edinburgh Award or they can continue with their progression through Silver and Gold levels if they have already achieved their Bronze.

Helen Webster (Duke of Edinburgh's Award Organiser)

Young Enterprise

The Young Enterprise (YE) programme offers students in Year 12 the opportunity to run a real company and to learn about aspects of business from first hand experience. Each YE company elects a board of directors, raises money selling shares and then markets and finances the chosen product or service. Companies have the opportunity to participate in local, national and, in some cases, international trade fairs where they can sell their products, market their services and so boost their sales and experience.

Taking part in Young Enterprise will allow you to gain experience of the real world: taking responsibility and being accountable to your shareholders for the running of the business, handling real money (this could potentially be dealing with hundreds or even thousands of pounds!), opening and managing a company bank account, as well as co-operating with peers in a professional manner. In the past NSG Young Enterprise companies have been awarded for their products by the Mayor of Northampton.



You have nothing to lose and everything to gain!



Music

Northampton School for Girls was the first school in the country to achieve Specialist Music College status. As a result the school has outstanding music facilities which include the very latest technology. Twenty one specialist instrumental tutors currently visit the NSG Music College. This instrumental tuition is available free of charge in your first instrument for students who are studying A-Level Music for 33 weeks a year.

Throughout the academic year there will be opportunities for students, parents, friends and members of the public to attend and enjoy the outstanding quality and breadth of music-making at the school. Music experiences include: performances at our The Battle of the Bands competition, participation in the National Festival for Youth, competitions, playing in the community, master classes with visiting professional musicians, informal concerts and concert tours abroad.

Numerous and varied activities of a high standard include: Big Band, Madrigals (vocal group), Concert Band, Rock Pop and Soul Bands, Gospel Choir, Saxophone Quartet, String Orchestra, Brass Ensemble and Grade 5 Theory. Students are encouraged to lead their own ensembles. Some students teach on the Friday Academy programme and are employed as Stewards in Spinney Theatre for internal and external events.

Paul Parker



Performing Arts

The Performing Arts thrive at NSG, and Post 16 students are an integral part of the numerous musical, dance and drama groups. The standard is exceptionally high and students with aspirations in the performing arts will find a suitable outlet at NSG.

Post 16 students have the chance to take roles in all areas of the department, from performing to working backstage and managing events.

There is an opportunity for the students to become Subject Officers which allows them to assist in the day-to-day running of the department including organising practice rooms and students' rehearsals, running extra-curricular clubs and helping to run larger shows such as NSG's Got Talent.

Post 16 students are also often successful in securing major roles in school productions such as those in the vibrant and extravagant musical "Les Miserable", "We will Rock You" as well as in the more serious, literary ventures such as "Woyzeck" and "Hamlet". Other students prefer to develop their technical expertise in areas such as set design, lighting, sound and stage management as well as directing.



Sport

Post 16 students have a wide range of sporting opportunities available to them. There are many inter-school competitions in sports such as netball, basketball and trampolining, where students with expertise and a competitive interest can enjoy competing at local level or even higher.

For the many who simply want to keep fit and have fun, there is the opportunity to participate in sporting activities in school clubs.

Students with an ambition to coach or teach have the chance to gain the Level 2 Award in Sports Leadership. This is a timetabled lesson and the students spend 2 lessons a week working towards their qualification. It involves organising sports sessions for primary school pupils, special needs youngsters and our own NSG pupils in year 7 and 8.

Two students are elected to be Sports Officers and they are key organisers who are responsible for sporting opportunities for Post 16 students.

Our facilities include an up-to-date gym with all the latest fitness equipment, such as rowing machines, cross trainers and running machines. Sixth formers can make use of the gym free of charge.



University destinations



How to apply to study at NSG Post 16

Further information and application forms are available from the school at the Post 16 Evening.

All students who apply will be given a meeting time to discuss their progress towards achieving the necessary grades at GCSE and to ensure that their Post 16 choices meet their needs and potential.

Top Tips

- Think about your future very carefully.
- Find out as much as possible about the courses by talking to teachers and students.
- Remember, choosing the right Post 16 course is an important decision and requires much thought and research.
- Think about your strengths and interests.
- If you have a clear idea about what you wish to study at university, ensure the A -Levels you choose will enable you to apply for your choice of degree.

Art, Level 3

Description of the subject

The study of Art through individual development and theoretical studies provides opportunities for personal expression, imagination, conceptual thinking, developing powers of observation and improving analytical skills. You will be expected to respond to visual stimuli in a range of media and have the opportunity to demonstrate your observation, imagination and creative skills. You will also be given the chance to make a detailed and extended study into an aspect of the visual arts that interests you. This will involve a practical study supported by a written study.

What you will do

The course aims to encourage and develop your ability to:

- Perceive, understand and express concepts and feelings
- Record from observation and personal experience
- Experiment, innovate and use intuition and imagination
- Be critical and analytical as well as research and evaluate the work of other artists
- Use initiative and have a sense of 'adventure'.

Future prospects

- Provides you with a portfolio for entry to the Foundation Course at Northampton College or direct access onto degree courses
- Architecture and Interior Design
- Theatre Design
- Product and Graphic Design
- Fashion and Textile Design
- Interior Design, jewellery design etc.
- Fine Art
- Marketing and advertising.



“ Art A-Level compared to GCSE Art is very different; it's a big step to take. I have learnt that you have to love your work and you also have to be extremely committed to keep up with the demands of the course.”

Biology, Level 3

Description of the subject

Biology is the study of living organisms, which includes their structure (gross and microscopic), function, origin and evolution, classification, interrelationships and distribution.

Your ability to plan and use laboratory apparatus to collect data is developed during practical activities as well as its subsequent analysis and interpretation.

What you will do

- Acquire an understanding of biological principles and how science works
- Develop laboratory based skills
- Improve your ability to interpret data and formulate balanced answers based on evidence
- Visit and study diverse local ecological sites.

Future prospects

- Biologist
- Biochemist
- Biophysicist
- Nursing
- Pharmaceutical/Medical/Industrial research
- Medicine (combined with Chemistry/Maths/Physics at A-Level).



“ Brilliant, interesting, up to date science to investigate, but it is challenging with complex vocabulary, and much to learn.”

“ Very demanding but excellent support.”

Chemistry, Level 3

Description of the subject

In the first year there are three learning units. In Unit 1 you will cover foundation subjects like atomic structure, periodicity and organic chemistry. Then in Unit 2 you'll work up to topics like kinetics, alkenes and analytical techniques. Unit 3 happens throughout the year and is dedicated to investigative and practical skills. It's 'How Science Works.' Year two follows a similar format. Unit 4 introduces you to 17 topics, including equilibria, polymers and aromatic chemistry. Unit 5 covers thermodynamics, energetics and inorganic chemistry. Unit 6 - like Unit 3 - is the practical hands-on part of the second year.

What you will do

Lessons will include some lecture, data interpretation, discussion, research, student presentations and self study. Practical work is usually investigative and fits in with the theory taught that lesson.

Future prospects

Chemistry is a great choice of subject for people who want a career in health and clinical professions, such as medicine, nursing, biochemistry dentistry or forensic science. It will also equip you for a career in industry, for example in the petrochemical or pharmaceutical industries.

“ A level Chemistry is challenging, but worth it. It enables me to have a better look at the world around me”



Computer Science, Level 3

Description of the subject

Computer Science is a practical subject where students can apply the academic principles learned in the classroom to real-world systems. The course enables students to develop computational thinking, helping students to develop the skills to solve problems, design systems and understand the power and limits of human and machine intelligence.

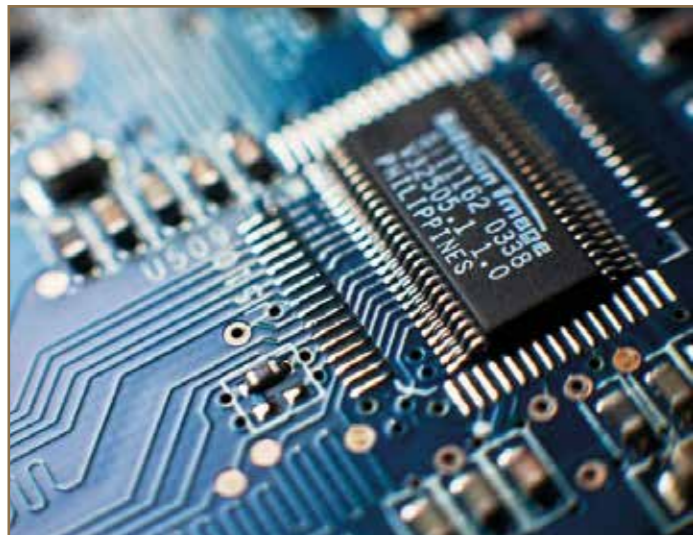
What you will do

- Develop an understanding and ability to apply the fundamental principles and concepts of computer science
- Analyse problems in computational terms through practical experience of solving problems, including writing programs to do so
- Develop the capacity to think creatively, innovatively, analytically, logically and critically.

Future prospects

- The skills you develop are relevant to most careers
- There is a massive growth in the demand for people with expertise in this area, so job prospects are excellent
- An A-Level in Computer Science is highly regarded and shows you are a logical thinker.

“ This is a new course for 2016, introduced to reflect the changing world we live in and meet the growing demand for students in the field of Computer Science.”



Dance, Level 3

Description of the subject

Adequate dance experience - GCSE or BTEC Performing Arts is preferable however some candidates may have grade work or a high level of dance experience from outside the school environment. Candidates must be aware though that much of the practical elements are creative and are more complex than following given steps.

What you will do

- Candidates will have the opportunity to further their experience of performance and choreography and to engage in critical thinking about dance.
- Study professional work in a variety of styles although predominantly contemporary.
- Develop an understanding of the history of Dance in its contexts and specialise in a particular dance style (Ballet, Contemporary or Jazz).

Future prospects

- Jobs related to performing Arts/Theatre
- Dancer/Actor/physical theatre performer/choreographer
- Teacher - school/freelance
- Dance Science



“ Dance has widened my knowledge of a range of different dance styles.”

“ The course has improved my confidence, contact work and my flexibility. It is more intense than GCSE and definitely a ‘step up’. I have enjoyed the smaller classes and the fitness training.”

Drama and Theatre Studies, Level 3

Description of the subject

In this course you will gain a deeper understanding of how theatre works and you will have opportunities to be a performer, a designer, a director and an active workshop and audience member. In all these areas you will gain skills and understanding that will continue to be valuable and rewarding in the future.

What you will do

- Work with four performance texts exploring directorial and performance possibilities
- Devise and perform your own piece of theatre
- Stage your own interpretation of a text
- Study the work of various theatre practitioners
- Attend and review a range of live theatrical performances
- Learn and apply the basics of stage design and tech.



“ In Drama you not only develop performance and analysis skills but also grow as an individual.”

Future prospects

- You will also be able to choose from several university courses e.g. Drama, Drama and English, Acting, Performing Arts and also Technical and Stage Management
- Helps entrance to Drama schools for both academic and theatre training
- Stage management
- Entertainment and arts administration
- Excellent basis for any career needing effective communication, i.e. teaching.

“ I really enjoy this course. It allows you to explore all aspects of performance work and theatre.”

“ It is exciting devising our practical performances and being able to show our own creativity as well as all the techniques we have learned”

“ I love the challenge this course gives me in working with others and approaching new styles of theatre.”

Please note: you do not have to have studied GCSE Drama to apply for this course



English Language, Level 3

Description of the subject

This is an interesting course which enables you to study how language is used in a variety of spoken and written texts. It covers accent and dialect, how texts make meaning, how language is used by different social groups and how it affects our lives. It is a course for anyone interested in language study.

What you will do

- Study a variety of texts, written and spoken
- Communicate insights gained from the study of language, linguistic concepts and language usage
- Develop as an independent and confident learner
- Demonstrate skills in writing for a variety of purposes
- Learn how new technology has affected our language
- Learn the history of English and its globalisation
- Explore the varieties within English
- Understand how English is acquired by children.

Future prospects

- This is an excellent qualification to keep your options open for further study after this course
- English Language is a popular qualification that can lead to a wide range of courses in higher education.

“ I have learnt that there is a lot more to a piece of text; it's almost like the science of English.”



English Literature, Level 3

Description of the subject

English Literature is an engaging course that encourages students to develop important critical skills in reading and writing. These include analysing, planning, drafting, and developing a wider, critical vocabulary. The texts are enjoyable and thought-provoking, drawn from both pre and post 20th century authors, and will include drama, poetry, and prose. Students are required to read widely beyond the texts studied in class.

What you will do

- Study prose, poetry and drama (modern and pre 20th century)
- Explore the significance of cultural, historical and other contextual influences on literary texts
- Express opinions informed by different interpretations of literary texts
- Consider the relationships between literary texts of different types and periods.

Future prospects

- English Literature can be used as a basis for an English degree and/or other fields such as Medicine and Law
- This subject equips you with excellent written and verbal communication skills necessary for any career.

“ English Literature enables you to develop your own views about many things; it incorporates totally different subjects which are brought up in the texts.”



Film Studies, Level 3

Description of the subject

Film Studies is a course which focuses on the understanding, appreciation and enjoyment of film. With particular focus on narrative, genre, financial and global concerns Film Studies will encourage and develop skills of observation, critical analysis, personal reflection, written expression and creativity.

What you will do

- Analyse a range of films
- Study several films in close critical detail
- Discuss different approaches to film production, distribution and exhibition
- Research the background to different Hollywood studios and the UK film industry.

• Future prospects

Film Studies is an excellent choice for anyone to broaden their range of subjects.

Career choices:

Work in the media or Higher Education courses

- Support for any English or History programme of study
- Higher education courses linked to the visual arts and film/television production.



French, Level 3

Description of the subject

French offers the opportunity to take your language skills further. The subject mixes many teaching methods and topics to offer a course that is fun, challenging and interesting. At NSG taking French to A level gives you the opportunity of developing your French whilst focusing on relevant contemporary social issues, French politics and artistic culture.

What you will do

- Work in a variety of ways - in pairs and independently - to develop your speaking, listening, reading and writing skills
- Use online resources to develop your language skills
- Study language, texts and films that are all based on contemporary society in France and French speaking countries
- By engaging critically with intellectually stimulating texts, films and other materials in the original language, you will develop an appreciation of creative uses of the language and develop an understanding of them within their cultural and social context
- Develop independent research skills.

Future prospects

- You may wish to go on and study languages at university or alternatively combine one language with another subject
- You may prefer to use your language skills as part of a business or commercial course as there are many areas in business and tourism where languages are an asset. You may also like the idea of having a year working abroad - perhaps taking on seasonal work in the tourist industry or as an au-pair with a family
- Learning a foreign language gives you confidence and scope for a wide range of challenging opportunities
- It can be very useful for working in international banking or law, teaching, Civil Service and international companies.

“ You can really see progress as you look back over work. However you need to be completely committed as you cover grammar in more depth, the reading activities require more vocabulary and it is more difficult than GCSE. However, I enjoy the content of the course and the grammar (which is an odd thing to say)!”

“ The atmosphere was more of a university than of a school sixth form. ”

Northampton County Council school effectiveness report



Geography, Level 3

Description of the subject

Geography provides an excellent link between Arts and Science subjects. Physical and human units are studied but both have a distinctive people-environment approach. Geographical skills are developed through enquiry work and local fieldwork.

What you will do

- Increase awareness of environmental problems
- Increase awareness of local geographical issues
- Take part in fieldwork
- Look at how decisions are made about the use and management of resources and environments
- Focus on current major global issues
- Examine the strength and political/social implications of people's attachment to 'place'.

Future prospects

- Environmental Management
- Travel and Tourism
- Town and Country Planning
- Geology, Hydrology, Meteorology
- Journalism
- Landscape Architecture
- Cartography.

“ The trip to the farm was brilliant - the best school trip I have been on.”

“ Learning how politics affects my food has been great.”

“ Looking at the flood defences on the River Nene has been interesting and topical.”



Health and Social Care, Level 3 Extended Certificate (equivalent to 1 A-Level)

Description of the subject

Health and Social Care develops an awareness of individuals' needs and development, and how these are aided by a wide range of health and social care professionals in our society. The course is designed to improve knowledge and understanding of the health, social care and early years sectors and the service users they each cater for. The course has a vocational focus, meaning that it also encourages students to develop their professional skills including interpersonal communication, empathy and anti-discriminatory practice. These capabilities are vital to anyone seeking to pursue a career in health and social care services.

What you will learn

- Human Lifespan Development: including theories of how individuals develop physically, intellectually, emotionally and socially throughout their lives, and the factors which affect this development.
- Meeting Individual Care and Support Needs: including detail on how health and social care professionals meet the needs of vulnerable people in society, aiming to support these people to improve their health and wellbeing.
- Working in Health and Social Care: exploring the roles and responsibilities of professionals in health, social care and early years services.
- Sociological Perspectives: discovering the health inequalities experienced by different social groups, and how these can be catered for by health and social care professionals.

Future prospects

As a qualification with a vocational focus, health and social care aims to prepare students for future careers within the sector, such as:

- Nursing
- Midwifery
- Occupational therapy
- Social work
- Early years care
- Teaching



“ This is a good course for anyone who wants to go into teaching or health related work. I am doing Health and Social Care alongside A-Level English and Psychology.”

History, Level 3

Description of the subject

Through the study of early modern British and modern European and World History you will develop skills of independent learning and critical enquiry. This will be achieved through a variety of means, including discussion and debate, extended writing, analysis of historical source materials and classroom presentations. History GCSE is a good preparation for A level study but is not essential.

What you will do

- Deepen your understanding of British history by learning about the Early Tudors. Evaluate Henry VII's establishment of the Tudor dynasty, Henry VIII's break with Rome and the extent of the crisis under Edward VI and Mary.
- Explore Russia's transition from absolute monarchy to fledgling democracy to Communist dictatorship. Consider how war and revolution affected the nature of government and the lives of ordinary Russians between 1855 and 1964.
- Extend your understanding of the 20th century by studying German history from 1919-63. Analyse Germany's democratic experiment in the 1920s, the impact of Nazi tyranny and Germany's subsequent rehabilitation after the Second World War.
- Choose your own coursework topic and complete a 4000 word essay. Excellent preparation for university and an opportunity to pursue any area of historical interest.

Future prospects

- Universities and employers look favourably on students who have studied History, because it leads to the development of strong intellectual and study skills. It is classed as a 'facilitating subject' by the Russell Group of universities, meaning that it increases options available at university
- Possible career prospects include: law, journalism, politics, public and civil services, teaching, archaeology, librarianship, commercial and administrative work
- There are opportunities for work in the European Union if combined with languages and/or law.

“ History facilitates the development of skills that are needed for a lot of A levels. It has helped solidify my exam technique and put my other subjects into context.”



Mathematics, Level 3

Description of the subject

This course extends the knowledge you learnt and skills you gained from GCSE. You will use lots of algebraic work to study new and familiar areas of Mathematics in great depth. The ability to think clearly and produce systematic solutions is important. The work is challenging so you will need to be committed and well organised. There is very little written work so it provides a good contrast to heavily essay based subjects.

What you will do

- Core Mathematics - proof, algebra, functions, trigonometry, coordinate geometry, sequences and series, exponentials and logarithms, differentiation, integration, vectors and numerical methods
- Statistics - mathematical models in probability and statistics, correlation and regression, discrete random variables and the normal distribution
- Mechanics - mathematical modelling in mechanics, vectors in mechanics, kinematics of a particle moving in a straight line, dynamics of a particle moving in a straight line or on a plane, statics of a particle and moments.

Future prospects

- It is a very highly regarded A-Level
- It adds value to your application for almost any course in Higher education
- It is particularly useful for supporting further study in science subjects, geography and economics
- At university there are hundreds of different courses based on Mathematics which you can choose from and many combined degrees, e.g. Mathematics and Philosophy, Mathematics and Psychology, Mathematics and Management
- On average people with an A-Level in Mathematics earn 10% more than those who don't.

“ You should be prepared for a big jump from GCSE. It is not for the faint hearted, but if you are prepared to work hard it is very rewarding. It is challenging, stimulating and introduces you to dynamic and fresh ideas. It makes you feel great when you understand difficult concepts.”



Further Mathematics, Level 3

Description of the subject

AS Further Mathematics is available as an Enrichment Option to invited students. The students must have opted for A-level Mathematics where they will study Core 1, Core 2 and Statistics1. The Further Maths group will also study Further Pure 1, Decision Maths and Numerical Methods. There is the option to continue Further Maths as the full A-Level in year 13.

What you will do

- Pure Mathematics - Harder pure mathematics, extending A-level Mathematics topics such as inequalities, differential equations, and co-ordinate systems, and introducing Further Mathematics topics such as complex numbers, polar co-ordinates, hyperbolic functions, and matrix algebra
- Additional course options include Decision Mathematics, Further Statistics, Further Pure, and Further Mechanics.

Future prospects

- Further Mathematics is a highly regarded course
- It adds value to your application for almost any course in Higher Education and is necessary for some courses in Physics and Engineering
- It is advantageous to have studied Further Maths for any Mathematics relate degree.

“ A perfect complement to A Level Maths. Although the topics are not repeated, certain skills overlap, enhancing your ability to understand real-life problems.”



Music, Level 3

Description of the subject

This is an exciting and challenging course, extending your knowledge in how music is created, performed and appreciated.

A selection of pieces from the instrumental, vocal pieces, film music, popular music, fusions and new directions genres will be studied, composed by J.S. Bach, Mozart, Vaughan Williams, Vivaldi, Clara Schumann, Berlioz, Bernard Herrmann, Rachel Portman, Danny Elfman, The Beatles, Courtney Pine, Kate Bush, Debussy, Anoushkar Shankar, Familia Valera Miranda, Cage, Saariaho and Stravinsky.

What you will do

- Study 18 set works taken from vocal and instrumental music, music for film, popular music and jazz, fusions and new directions. All between 1600-2000
- Compose 1 piece to a set brief provided by Edexcel or to a free brief related to any of the 18 set works
- Perform a recital as a soloist and/or as part of an ensemble
- Develop your understanding of theory and harmony.

Future prospects

- At the end of A Level Music you could go on to further study either at a university, college or music college
- It is useful if you want to work in recording studios or other performance art professions. You could also go on to become a music librarian or music teacher, work in practical music management – orchestral or band.



“ I enjoy my music lessons, especially the relaxed teaching style.”

“ There is an opportunity to demonstrate all musical skills, learned outside of school, in a well-rounded A level course.”

“ A mixture of theory, performance, history and compositional skills.”

Photography, Level 3

Description of the subject

Candidates will produce practical and critical/contextual work in one or more areas including portraiture, landscape photography, still-life photography, documentary photography, photo-journalism, experimental imagery, photographic installation.

What you will do

The course aims to encourage and develop your ability to:

- Learn to trust your creative instincts
- Perceive, understand and express concepts and feelings
- Record from observation and personal experience
- Experiment, innovate and use intuition and imagination
- Be critical and analytical as well as research and evaluate the work of other artists
- Use initiative and have a sense of ‘adventure’.

Future prospects

- Photojournalism
- Freelance photographer
- Artist photographer
- Forensic photography
- Fashion/Portraiture
- Illustration
- Advertising
- Provides you with a portfolio for entry to the Foundation Course at Northampton University and other professional institutes for higher qualifications.



“ Photography A Level is a demanding yet rewarding experience. It allows you to see life from a different viewpoint and that a camera is more than an inanimate object, it is an extension of yourself.”

Physics, Level 3

Description of the subject

Physics will give an excellent foundation in the skills of planning, observation, analysis and evaluation. It will provide an understanding of fundamental physical processes, which are the basis of modern science, technology and engineering. The study of Physics will give opportunities to apply ideas to both familiar and unfamiliar situations, using creative problem solving skills.

What you will do

- Study forces, motion, particles, waves, fields, energy
- Develop experimental skills
- Apply scientific knowledge to plan and carry out experiments
- Analyse and evaluate data
- Develop key skills in problem solving, communication, and application of number
- Carry out projects on related areas of study.

Future prospects

- Medical Sciences
- Engineering
- Information Technology
- Architecture
- Telecommunications

In addition, a Physics degree will allow you to pursue other non-scientific career paths, e.g. in business and commerce, marketing and law.

“ I have enjoyed learning about physical processes and being able to use my maths in a practical way”

“ The practical work was enjoyable and we had lots of support.”

“ There is lots of opportunity for discussion of ideas covered.”



Politics, Level 3

Description of the subject

You will study a range of issues linked to contemporary politics and government mechanisms, placing UK politics within the context of EU and world politics. You will learn about the theories which underpin political processes and government decisions. You will compare the UK and the USA as political systems. There has never been a better time to study politics and, with the widely renowned theories predicting the demise of the nation state now having to be re-written, this course is really at the forefront of knowledge. As such, it stands as excellent preparation for university study.

What you will do

- Study the different areas of national government
- Research various aspects of democracy, government and citizenship
- Make presentations on your findings
- Engage in discussions about various political ideas
- Compare different countries
- Complete projects and reports on world and national events.
- Follow the passage of laws through Parliament
- Develop a deep understanding of why different countries arrange their political systems as they do.

Future prospects

A Level Politics ties in well with many courses but is especially supportive of Higher Education courses in:

- Law
- History
- Social Sciences
- Geography.

It would be useful for careers in:

- Local Government/National Government and research
- Police
- Legal work
- Social Services.

“ This course has taught me that Politics affects every aspect of my life and that what I do influences Government”

“ I used to think political decisions were simple, and that I was always right. Now, nothing is certain”

“ I know more about politics now than my parents!”





Psychology, Level 3

Description of the subject

The mind is something intangible that exists within our brain. An unseen process of enzymes, chemicals and electric current moving within the structure of our neural networks dictates why we feel, think and behave the way we do. But why do some people suffer from stress and mental illness? Psychology looks at questions like these in the study of human mind and behaviour. It is a science with cutting edge research that has real world applications to many issues in everyday life.

Psychology focuses on the science of the mind, behaviour and experience. It looks at how individuals think, what they do and the way they are affected by their biological make up and the wider social group. Psychology offers a unique academic experience. You will learn scientific information such as the aims, procedures and findings of studies but you will also need to be able to evaluate these theories critically and provide relevant evidence. Some answers require you to be concise but there are also longer essay based answers, providing diverse experiences and useful transferable skills, which can be developed through studying fascinating topics on human development.

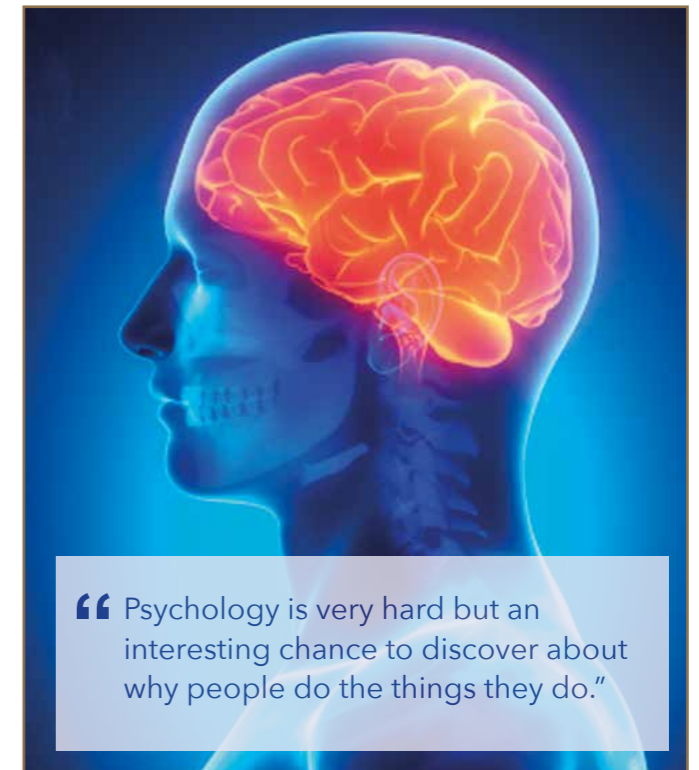
What you will do

- Acquire an understanding of psychological theories
- Study scientific methods of psychological research
- Explore different areas of psychology
- Analyse, interpret and evaluate data
- Design and conduct psychological investigations
- Become aware of issues and debates in psychology.

Future prospects

A degree in Psychology can lead to the following careers:-

- | | |
|--------------------------|-------------------|
| • Neuropsychologist | • Nursing |
| • Educational Psychology | • Criminology |
| • Clinical Psychology | • Social work |
| • Sports Psychologist | • Research |
| • Forensic Psychologist | • Counselling |
| • Teaching | • Human Resources |
| • Social Work | • Management |



“ Psychology is very hard but an interesting chance to discover about why people do the things they do.”

Public Services BTEC, Level 3 BTEC Diploma (equivalent to 2 A-Levels)

Description of the subject

This course, equivalent to two A levels, is a vocational qualification which prepares students with relevant knowledge, skills, experience and expertise to begin to prepare them for future employment in public services such as local government, health services, social services, the probation service, civil service, NHS and emergency services.

What you will do

You will develop the expertise necessary for employment in the public services sector, leaning about law, government and politics; the importance of teamwork and leadership including the personal development of your own leadership style; and you will learn about the diverse nature of Britain today.

Future prospects

- Related HND and university courses
- Careers in the public services sector, such as: local government, civil service, local councils, the NHS, security services or HM Revenue and Customs
- This course also prepares students who aspire for careers in other public services such as the police force, military and fire service.



Science, Level 3 BTEC Subsidiary Diploma (equivalent to 1 A-Level)

Description of the subject

Applied Science takes aspects of all three Sciences and relates them to real life situations. There is a reasonable amount of science theory covered in this subject, and in some sections the theory overlaps Biology, Chemistry and Physics. The main difference between Applied Science and other science courses is that it covers less of each individual subject, and more of how the science is used by people in their everyday life, why and how the science is both important and useful, and most interestingly, how the knowledge we have has allowed progression in technologies and industry.

This course is 67% coursework, it involves a lot of practical work and students must be able to work independently to succeed on this course.

What you will do

- Study science and link it to real life situations
- Learn about How Science Works
- Study how energy is transferred between systems in living organisms in a physical application
- Use equations and interpret results
- Carry out detailed chemical analysis using four methods
- Produce a portfolio of local businesses, evaluate how they use science and how these businesses effect the community.

Future prospects

- A broad understanding of Science
- Access to Science based, and Applied Science courses at University such as:
 - Nursing
 - Midwifery
 - Sports Science
 - Environmental Science
- Access to further training or employment where vocational Science based qualifications can be continued.



Sociology, Level 3

Description of the subject

Sociology is the study of our society. It aims to explore the complex features of our social life which may otherwise go unnoticed. For example, sociologists attempt to explain the reasons for crime and deviance, the diversity of modern family life and the multiple social factors which can affect our achievement in education. The subject encourages us to analyse various themes in our society, such as power, inequality and discrimination and to consider the effects of each. Sociology is a fascinating course for students who question the world and seek to understand their place within it. It aims to uncover why society is structured and works in the way it does, and the impact that this has on all of our lives.

What you will learn

The A level sociology course has six main components, including the study of:

- Sociological theory, developed to explain the social world
- Sociological methods, used by sociologists to study society and collect data
- Families and Households, including how these have changed in recent times
- Beliefs in Society, and the impact of religion, science and ideology in our lives
- Education, and the various factors inside and outside schools which affect attainment
- Crime and Deviance, and explanations for criminal behaviour linked to age, ethnicity, gender and class.

“ The teachers are enthusiastic ... and debates help me and the class really enjoy them, it helps to stick ideas in your head.”

Future prospects

Sociology encourages students to develop a wide range of skills, such as the ability to analyse and evaluate ideas. These skills are transferrable, and can be applied to a number of future career pathways including:

- Law
- Education
- Social Research
- Social Work
- International development
- Government
- Social Care and Youth Work



Spanish, Level 3

Description of the subject

Spanish offers the opportunity to take your language skills further. The subject mixes many teaching methods and topics to offer a course that is fun, challenging and interesting. At NSG taking Spanish to A level gives you the opportunity of developing your Spanish whilst focusing on relevant contemporary social issues, Spanish politics and artistic culture.

What you will do

- Work in a variety of ways - in pairs and independently - to develop your speaking, listening, reading and writing skills
- Use online resources to develop your language skills
- Study language and texts that are all based on contemporary society in Spain and Spanish speaking countries
- By engaging critically with intellectually stimulating texts, films and other materials in the original language, you will develop an appreciation of creative uses of the language and develop an understanding of them within their cultural and social context
- Develop independent research skills.

“ You can really see progress as you look back over work. You need to be completely committed as you cover grammar in more depth, the reading activities require more vocabulary and it is more difficult than GCSE. However, I do enjoy the content of the course and the grammar.”

Future prospects

- You may wish to go on and study languages at university or alternatively combine one language with another subject
- You may prefer to use your language skills as part of a business or commercial course as there are many areas in business and tourism where languages are an asset. You may also like the idea of having a year working abroad - perhaps taking on seasonal work in the tourist industry or as an au-pair with a family
- Learning a foreign language gives you confidence and scope for a wide range of challenging opportunities
- It can be very useful for working in international banking or law, teaching, Civil Service and international companies.





Sport BTEC, Level 3 National Extended Certificate (equivalent to 1 A-Level)

Description of the subject

The study of BTEC Sport expands on the ideas and concepts already encountered during Key Stage 4. BTEC Sport has been designed to provide specialist units in a range of sectors. The course is for those interested in learning the skills and knowledge required to work within the Sports and Recreation industries.

What you will do

The course aims to encourage and develop your ability to:

- Understand the effects of anatomy and physiology on sporting performance
- Develop knowledge, skills and understanding of the factors which influence the quality of performance
- Understand the opportunities for professional development in the sports industry
- Understand the effects of psychology in sport
- Use ICT to support all aspects of work.

Future prospects

- Further study in Sports Science, Sport Medicine, Sport Management and Physiotherapy
- PE Teaching
- Health/lifestyle services
- Professional sport and performance
- Sport and Leisure Industry, coaching, working in health & fitness centres, leisure centres
- Police, Fire Service, Armed Forces.



“ It develops and expands on information from Level 2 BTEC Sport. It is an enjoyable subject and the different ways in which you can present assignments are fun and motivating.”

Textiles, Level 3

Description of the subject

Textiles focuses on experimentation and development of ideas. It is a creative subject allowing you to develop areas of personal interest. Appropriate skills and techniques are taught such as surface pattern, decoration, printing, dyeing, and constructed textiles. It is an Art Textiles syllabus that we study, looking at both 2D and 3D forms. This can include studies in fashion, theatrical costumes, sculptures, artefacts, fabric designs, millinery, decorative pieces and conceptual fine art pieces.

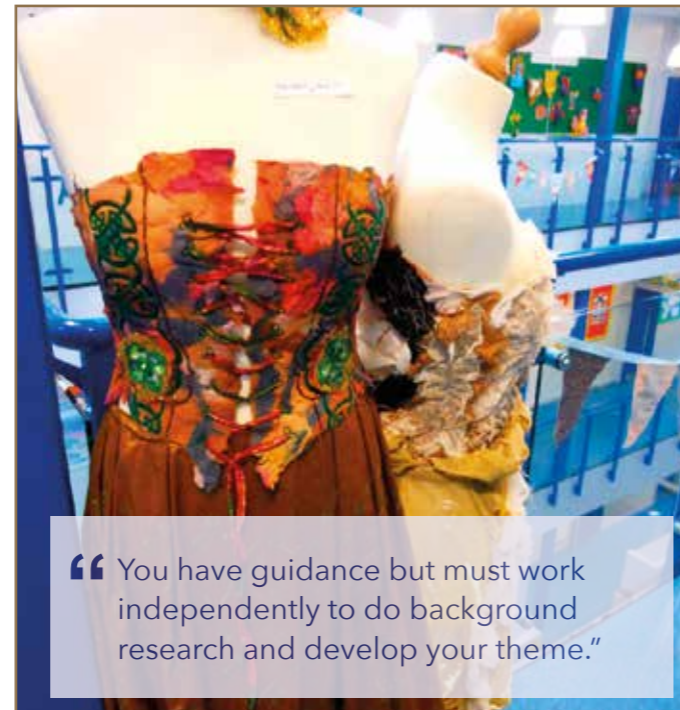
What you will do

- Research into a theme, context of textiles and selected artist, designers and craftsmen which will inspire you to develop a broader understanding of the context you have chosen to work in
- Observe and record ideas, information and insights in visual and other forms, eg photos, drawing, collage, printing and notes
- Experiment with different media and materials e.g. batik, tray dyeing, free machine embroidery, dissolvable fabric, knit weave, tyvek and schibori etc. developing a personal response to the theme
- Ideas will be selected, refined and developed to resolve problems encountered and to reflect a full aesthetic understanding
- Make a final piece.

Future prospects

- Fashion Design
- Surface Pattern Design
- Textile Design & Manufacture
- Costume Design
- Fibre Art
- Fashion Journalism

- Constructed textiles
- Builds creative thinking, useful in a variety of careers
- Many students go on to study an art foundation course before doing a HND or Degree course.



“ You have guidance but must work independently to do background research and develop your theme.”





Through strong relationships and a culture of respect,
we will nurture and develop each of our students
to become independent, confident, academically
successful and responsible individuals who will strive to
achieve their very best in all aspects of life.

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