

**YEAR 9**  
Curriculum Choices  
for GCSE

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# Message from the **Headteacher**

Dear Year 9,

This year marks a very significant and exciting milestone in your educational journey as you move closer to the crucial time of GCSEs and make important choices about what the next few years will look like for you. Northampton School for Girls continues to be one of the academically highest achieving schools in the county and this does not happen by chance. You are part of a school that is committed to educating you to your fullest potential and to providing you with a wide range of opportunities that will allow you to flourish personally and make a difference to the world around you.

Now is the time for you to begin to consider and confirm the subjects that will make up your GCSE studies. This is the point at which you become, more assertively, the architects of your own destiny based on the choices you make. As such, this is an important life marker and these decisions are not to be taken lightly. This booklet has been created to provide you with the information that you need to make the very

best choices for you. The choices you make now really do shape your future for University, Apprenticeships and employment. Therefore, it is important that you speak to your tutor, subject teachers and your parents or carers about the choices that you are thinking of making. This will support you to make well informed decisions.

It is very clear to me that success is not about the background you are from and should not be. Success is about the confidence that you have and the effort you are willing to put into the work you are doing: it really is about what you are prepared to invest in your future. I can tell you this, without reservation: hard work pays off, effort pays off and persisting, even when it feels really challenging, pays off. With these values and a determined commitment to work ethic you can, and will, control your own destiny.

The next two and a half years will be decisive for you at Northampton School for Girls, there is no doubt

about that. As a school, we are wholeheartedly committed to making these years great ones for you. And, in return, we ask you to make an equal commitment to your success: work hard, invest the effort, stick with it - it will be worth it.

I hope the information contained in this booklet is useful and provides you with everything you need to support you to make important decisions about your future. Most importantly, I wish you every success in the next stage of your time with us at NSG.



**Cristina Taboada-Naya**  
Headteacher

# Introduction

This Key Stage 4 course booklet sets out the subjects available for you to study at Northampton School for Girls. It introduces a range of additional academic and vocational choices for you to select in readiness for the final phase of your compulsory secondary education.

The subjects that Northampton School for Girls students are required to study up to 16 years of age ensure that the doors of opportunity for most careers and vocations will remain open to you. Nevertheless, some choices must be made: what subjects must I definitely prioritise for my career ambitions? Should I select some courses which are more for pleasure than academic purposes? These are examples of the type of questions that you will need to consider.

The opportunities we offer our students during Key Stage 4 will include:

- General Certificate of Secondary Education (GCSE) in a range of subjects
- Vocational qualifications
- A clear progression of courses into the Sixth Form, and then on to Higher Education through academic or vocational routes
- An extensive range of extracurricular activities such as residential experiences, competitive and individual sports, performing arts, academic clubs, social change action groups, music tuition and the Duke of Edinburgh's Award.

Northampton School for Girls' curriculum aims to provide opportunities beyond the minimum National Curriculum requirements.

# Structure

Northampton School for Girls has a two year Key Stage 4, meaning that at the end of Year 9 students will be required to select their options. They will be required to select two options in addition to the range of core subjects on offer. The curriculum offering is detailed opposite:

## Core Subjects (16 lessons per week)

### English (5 lessons)

GCSE English Language with GCSE English Literature. All students will pursue a course leading to two GCSEs in English.

### Mathematics (5 lessons)

GCSE mathematics. All students will pursue a course leading to one GCSE in Mathematics. (Those students aiming for a grade 8 or higher will have the opportunity to pursue a course in 'Further Maths' alongside their mathematics GCSE).

### Science (6 lessons)

All students will study units of Biology, Chemistry and Physics by either following a Combined Science route leading to two GCSEs or a Triple Science route leading to three separate GCSEs.

## Foundation Subjects (Equivalent of 4 lessons per week)

### Personal Health and Fitness (2 lessons)

All students are expected to follow an individualised programme of physical education. This will follow, as a minimum, the National Curriculum. Students will be given the opportunity to participate in a wide range of activities, including team and individual sports, personal fitness training and outdoor educational pursuits.

They will be guided and encouraged to develop into an effective individual performer and team player and will learn the rules and required skills of all games and activities. Each student will develop their ability to evaluate their own and other's performances by means of practice, coaching and refereeing or umpiring. Within all lessons, students will follow aspects of health-related exercise and will develop their understanding of the effects of exercise on the body.

### Personal, Social, Health Education and Citizenship (equivalent of 2 lessons per week)

All students will follow our Key Stage 4 PSHE programme of study. The programme has been designed so that students feel positive about who they are and can enjoy a healthy, safe, responsible and fulfilled life; becoming responsible and active citizens.

## Option Subjects (12 lessons per week)

### Humanities (3 lessons)

Students will be required to select either Geography or History in Year 10 and continue this into Year 11.

### Modern Foreign Languages (3 lessons)

Students will continue studying either French or Spanish as in the previous year.

### Optional Subjects (2x3 lessons)

Students will be able to choose two further options from a broad range of subjects.

# The 9-1 GCSE Grading System

Due to government changes, new GCSEs were introduced in 2015. The new GCSEs have a grading system of 9-1 with grade 9 representing the highest level of attainment and 1 the lowest. The following points and accompanying diagram helps to explain this new approach:

- Broadly the same proportion of students will achieve a grade 4 and above as previously achieved a C and above. A grade 4 is considered a standard pass, whilst a grade 5 is a strong pass.
- Broadly the same proportion of students will achieve a grade 7 and above as previously achieved an A and above.
- For each examination, the top 20% of those who get grade 7 or above will get a grade 9 – the very highest performers.
- The bottom of grade 1 will be aligned with what used to be a grade G.

$$4^* = C^*$$

\*and above

New GCSE grading structure									
9	8	7	6	5	4	3	2	1	U
	A*	A	B	C	D	E	F	G	U
Current GCSE grading structure									



# English Baccalaureate

The Government believes that schools should offer students a broad range of academic subjects to age 16, and the English Baccalaureate (EBacc) is designed to ensure this happens. The EBacc is not a new qualification in itself. It recognises students' achievements across a core of selected academic subjects. The English Baccalaureate will cover achievement in English, Mathematics, Science, a Modern Foreign Language and a Humanities subject.

# Additional Opportunities

## The Duke of Edinburgh's Award

At Northampton School for Girls, we offer the Duke of Edinburgh's Award to anyone in Year 10 and above. It is a programme that is enjoyable, challenging at times and rewarding to all who take part. The Award is tailor-made to reflect a student's abilities, interests and commitment. Each level of the award (Bronze, Silver or Gold) has 4 sections to it (5 at gold).

- **Volunteering** - unpaid work that gives something back to a less fortunate individual or a whole community
- **Skills** - development of a personal interest or social and practical skills
- **Physical recreation** - an activity that improves the level of physical fitness of the individual
- **Expedition** - a camping adventure over 1, 2 or 3 nights
- **Residential project (Gold level only)** - voluntary service in a residential setting to broaden experience through involvement with others

The award, once gained at any level, shows that a person has interests outside formal education. Students develop their self-belief and confidence; they gain independence and a sense of responsibility; and they become aware of their abilities and potential.

All these qualities produce a more rounded individual which is extremely attractive to over-subscribed universities and then, later in life, to future employers.

# GCSEs and University

The grades you achieve at GCSE and the subject choices you make at this point can have a significant impact on whether or not a future application made to University is successful. The following points should be considered:

- Virtually all university courses now stipulate a minimum entry requirement of 5 GCSE subjects at grade 5 or above, including English language and mathematics. Several courses require at least a GCSE grade 6 in English Language or Mathematics and in some cases, both subjects
- For a degree in English Language, universities often look for applicants to have a GCSE grade 5 or above in a Modern Foreign Language
- A grade 6 in GCSE Mathematics, and sometimes a Science subject, is often required for certain degrees such as Psychology and Physiotherapy
- A number of university Medical and Veterinary Science courses require a minimum of 7 GCSE subjects at grade 8/9



# Support in Applying for Highly Competitive Universities

At Northampton School for Girls we recognise that students benefit from additional support in order to put themselves in a strong position to apply to highly competitive universities such as Oxford and Cambridge. This involves both long-term support in being ready to make a strong application and more direct support throughout the application process itself.

## Aiming High

Support begins in Year 9, with the intention of helping students to understand why they can aim to apply to highly competitive universities and what will put them in a position to make strong applications. This involves preparing students to pursue academic interests in greater depth as well as achieving excellence at GCSE and A level. This involves:

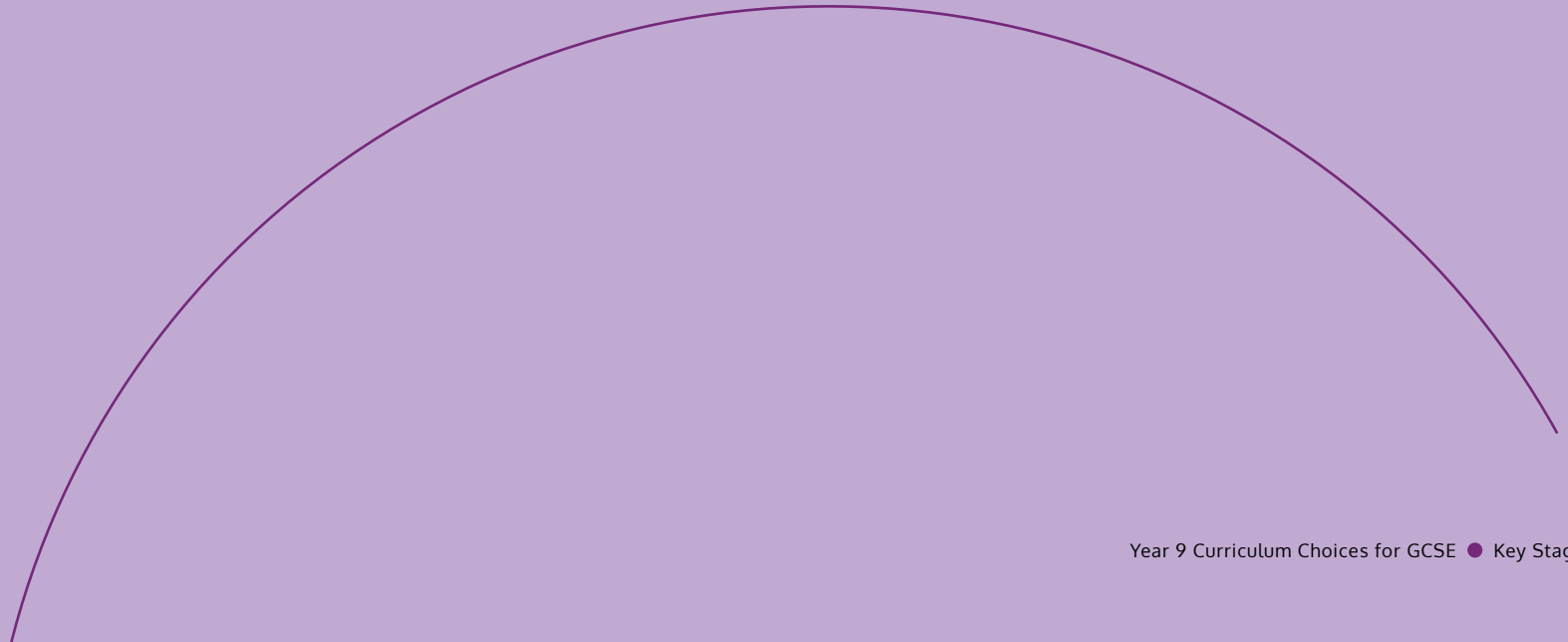
- Meetings with the school's Oxbridge Coordinator
- Trips to Oxford and Cambridge
- Contact with NSG alumni currently or recently studying at universities such as Oxford and Cambridge
- Opportunities for intellectual development, such as academic seminars
- Support in choice of GCSE and A level subjects

## The Application Process

Students receive more targeted and bespoke support during the application process itself, beginning in Year 12. This includes:

- Regular meetings with the Oxbridge Coordinator or teachers responsible for Medicine/Veterinary Science applications
- Close support in writing personal statements
- Guidance in choosing courses and colleges
- Opportunities to speak to NSG alumni with recent experience of successful applications
- A programme of general Oxbridge interview preparation led by an academic
- Subject-specific interview preparation with appropriate subject experts
- Support in preparing for entrance examinations

# Key Stage 4 Courses



# Art, Computer Science, Design and Technology Faculty

## Fine Art

### Course Aims

The course aims to develop the student's practical and critical thinking skills through the process of; developing, recording, exploring and presenting ideas in a creative and increasingly independent way, through a Fine Art course.

### What you will study

Drawing, painting, mixed media, printing and contextual studies. Students are encouraged to use a wide range of media and techniques to develop their ideas based on a variety of starting points. Visual research, observation drawing, analysis and media exploration are all important stages of a project leading to a final outcome.

## Coursework requirements

All students are required to develop sketchbooks or folders of work to record their ideas, explorations, observations and personal responses to a theme. The first coursework project will be a mix of workshops and other exercises to build the student's skills and understanding based on a theme selected by the teacher. The second project will be chosen by the student from a past exam paper, leading to an individual and creative project.

## Exam Requirements

Students will select a starting point from the exam paper. They develop an idea in the same way as their second coursework project, but produce the final piece in an unaided 10 hour exam (over 2 days).

## Fieldwork and visits

Students are encouraged to visit art galleries and exhibitions to support their coursework and their understanding of the work of other artists. Students are also encouraged to find their own visual research, take photos and do sketches. In applied week we aim to run a trip to a gallery, exhibition or have a visiting artist in to run workshops, where possible.

## Overview

<b>Subject</b>	Art
<b>Level</b>	GCSE
<b>Exam Board</b>	AQA
<b>Time Allocation</b>	3 lessons
<b>Assessment</b>	60% Coursework – two projects 40% Examination
<b>Access to grades</b>	9-1

### Further study and future careers

Opportunities exist for students to continue their study of Art at advanced level. The course will complement careers in teaching, exhibition and display work, fashion and textiles, theatre/stage design sets, architecture, make-up, artists/costume, television/film industry, hairdressing, media, publishing, CAD, graphic design, interior design, printing, art therapy, photography, journalism, advertising, illustration, museum and gallery research, restoration work and is well considered in a group of 'A' levels for a wide variety of degrees in a range of subjects.



# Design and Technology

## Textiles, Paper and Board (Graphics), Timbers (Resistant Materials)

### Course Aims

It is the aim of the Design and Technology Department to continue to deliver a high-quality comprehensive experience for students at Key Stage 4 that will provide a sound basis to continue through to A level, university and the world of work. We believe that we are training the 'designers of the future' and our courses will provide an exciting 'jumping off point'. Design and Technology will encourage you to develop design and thinking skills that will open up a world of possibility, giving you the tools to create the future.

### What you will study

You will be studying a brand-new specification that offers exciting opportunities to be both creative and practical. It will involve the development of many transferable skills that can be applied throughout your learning, whether during A level or further education. The course provides a broad depth of experience upon which to draw and enables a full understanding of the iterative design process and industry. You will relate to authentic real-life situations, analyse existing products and design and make a product to solve a problem that you have identified within a selected set context.

### Course requirements

Beneficial attributes: an enquiring mind, creativity, enjoyment of practical tasks and problem solving.

You will study core technical aspects of all design areas including; metals, paper and board, polymers, systems, fibres and textiles, and timbers. You will cover your selected specialist area in more detail and do practical projects in this area too.

### Overview

<b>Specialist Areas ON OFFER. You will choose one of the following areas to specialise in:</b>	Textiles	Paper & Board (Graphics)	Timbers (Resistant Materials)
<b>Level</b>	GCSE Design and Technology		
<b>Exam Board</b>	Edexcel		
<b>Time Allocation</b>	3 lessons		
<b>Assessment</b>	50% Coursework 50% Examination		
<b>Access to grades</b>	9-1		

### Further study and future careers

This GCSE offers great opportunities to follow careers in a wide range of professions such as engineering, architecture, graphic design, product design, interior design, fashion and textile design, as well as many others. If you have a love of science, then there are many opportunities to work in cutting edge industries where new products and technologies are constantly being developed.

Many degree courses value the problem-solving skills embedded in this area of study, as do many varied careers.

# Food Preparation and Nutrition

## Course Aims

This GCSE is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students practical cookery skills to give them a strong understanding of nutrition. Students will learn about a range of ingredients and skills which will be useful in a wide range of jobs and professions. The examination board requires students to understand how to prepare a number of meat and fish dishes which will be taught in the practical lessons. The two coursework practical tasks might require students to work with one or more ingredients which are restricted in a vegan or vegetarian diet.

## What you will study

Skills will be taught through five core topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance.

Practical activities for preparing and cooking sweet and savoury products will be taught covering the following skills: Sauce making including roux, all-in-one, and béchamel. Different cooking methods such as steaming, boiling, blanching and poaching. Dry, shallow and stir frying. Prepare, combine and shape which includes roll, wrap, skewer, coat, layer meat, and fishcakes. Tenderise and marinate.

This includes marinade to add flavour to meat, fish and alternatives. Dough including bread, pasta and pastry. Raising agents including whisked sponges and egg whites for meringues. Setting mixtures used in layered desserts and custard. Knife skills for jointing a whole raw chicken and gutting and filleting a whole fish.

Upon completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship or full time career in the catering or food industries. As with all Design Technology courses there are financial implications. Stock materials are kept but specific materials may need to be purchased independently. Students will be asked to make voluntary contributions when needed. Support will be offered under certain circumstances.

## Coursework requirements

Students are required to produce two Non Exam Assessments (N.E.A.) portfolios. The first N.E.A. task is set by the exam board in September of Year 11 and investigates an aspect of the science of food. For example, investigate the use of ingredients used to thicken sauces and soups. Research, investigation practicals, analysis and evaluation are undertaken and this N.E.A. and this makes up for 15% of the total GCSE marks.

The second N.E.A task is set by the exam board in November of Year 11 and is a Food Preparation task, for example, plan, prepare, cook and present a range of dishes, using a variety of skills, from a Mediterranean culinary tradition. Present three final dishes. Students will research their task, demonstrate their technical skills, plan and make three or four final dishes, then analyse and evaluate their results. Students will prepare, cook and present a final menu of three or four dishes within a single period of no more than three hours. The portfolio of work will record all research, ideas, planning and evaluation of the work. Students will be examined on their knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task and this N.E.A. makes up for 35% of the total GCSE marks.

## Overview

<b>Subject</b>	Food Preparation and Nutrition
<b>Level</b>	GCSE
<b>Exam Board</b>	AQA
<b>Time Allocation</b>	3 lessons
<b>Assessment</b>	50% Coursework 50% Examination
<b>Access to grades</b>	9-1

### Further study and future careers

It is possible to study a range of advanced courses relating to food that lead to degree level, employment or a working apprenticeship. The catering and food industry is one the fastest growing industries in Britain and there are many career opportunities from being a chef to a dietician, to developing recipes for TV advertisements.

# Computer Science

## Course Aims

To provide students with an exciting opportunity to investigate how computers work and how they are used to develop computer programming and problem-solving skills.

## What you will study

### You will complete 2 units:

#### – Paper 1: Principles of Computer Science

This unit involves the study of: computational thinking, system architecture, memory, storage, wired and wireless networks, network security, system software, management of data and data representation and moral, social, legal, cultural and environmental issues.

#### – Paper 2: Application of Computational Thinking

This paper focuses on the understanding of what algorithms are, what they are used for and how they work in relation to creating programs. In addition, you will learn how to decompose and analyse problems then use your ability to read, write and refine programs to create coded solutions.

## Coursework requirements

There is no coursework element for this course but we do provide lots of 'hands on' programming activities to prepare you for paper 2.

## Overview

<b>Subject</b>	Computer Science
<b>Level</b>	GCSE
<b>Exam Board</b>	Edexcel
<b>Time Allocation</b>	3 lessons
<b>Assessment</b>	2 Units of work – <b>Paper 1:</b> 50% – 90-minute written paper – <b>Paper 2:</b> 50% – 120-minute practical onscreen examination
<b>Access to grades</b>	9-1

### Further study and future careers

Computer Science is becoming a fundamental part of all businesses and organisations. The course is an excellent preparation for further study at Post 16 and good grounding for a wide range of careers including; the gaming industry, computer engineer, software engineer, data modeller, systems administrator, network administrator and cyber security. It is a subject seeing massive growth in many areas such as medicine, for diagnostic and treatment systems. In addition, it will benefit any career requiring analytical and problem-solving skills.

# Creative iMedia

## Cambridge National Certificate in Creative iMedia

### Course Aims

To encourage students to understand and apply the fundamental principles and concepts of digital media, including pre-production planning techniques, legal issues and creation/publishing/distribution considerations. To develop learning and practical skills that can be applied to real-life contexts and work situations, think creatively and develop independence and confidence in using skills that would be relevant to the media industry and more widely. To encourage skills used to design, plan and create digital media products that are appropriate for defined target audiences and meet client requirements.

### Course requirements

The course consists of 60% coursework and 40% examination.

The coursework is internally assessed by your teacher and checked by an external moderator.

## What you will study

You will complete 3 units, including;

### Mandatory

Unit R093: Creative iMedia in the media industry (Examined)

In this unit you will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences.

Topics include:

- The media industry
- Factors influencing product design
- Pre-production planning
- Distribution considerations

Unit R094: Visual identity and digital graphics (Coursework)

This is assessed by completing a set assignment.

In this unit you will learn how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences.

Topics include:

- Develop visual identity
- Plan digital graphics for products
- Create visual identity and digital graphics

### Non mandatory

Unit R097: Interactive digital media (Coursework)

This is assessed by completing a set assignment.

In this unit you will learn how to plan, create and review interactive digital media products.

Topics include:

- Plan interactive digital media
- Create interactive digital media
- Review interactive digital media

### Overview

<b>Subject</b>	Cambridge National in iMedia
<b>Level</b>	GCSE
<b>Exam Board</b>	OCR
<b>TimeAllocation</b>	3 lessons
<b>Assessment</b>	3 units of work <ul style="list-style-type: none"> <li>– <b>1 Unit:</b> 40% – 1 ½ hour written paper</li> <li>– <b>2 units:</b> 60% – controlled assessments tasks, to be completed in school</li> </ul>
<b>Access to grades</b>	The course has a grading system equivalent to; <ul style="list-style-type: none"> <li>9-4 (Level 2)</li> <li>3-1 (Level 1)</li> </ul>

# English Faculty

## English Language and Literature

### Course Aims

The course that the students will receive is wide reaching through the two GCSE qualifications. There is a conscious integration of both fictional and non-fiction diverse texts which aim to develop students' appreciation of individuality and community. Furthermore, the core skills aim to develop the student's skills in reading, writing, speaking and listening. Students will read a range of texts – poetry, drama, fiction and non-fiction with different social, historical and cultural contexts. They will be taught to write in a range of styles for a variety of purposes, including formal essays, short stories, letters, blogs, articles and speeches. They will also develop their communication skills primarily through discussion, role play and presentation as well as written responses, either individually or in groups and to use Standard English. These skills are further developed through an appreciation of the wide range of careers that studying English Language and Literature will open up for them.

### What you will study

- Pre and Post 1914 Fiction
- Pre and Post 1914 Poetry
- A Shakespeare play
- Writing fiction and non-fiction

### Overview

Subject	GCSE English Language	GCSE English Literature
Level	GCSE	
Exam Board	AQA	OCR
Time Allocation	5 lessons	
Assessment	100% Examination	
Access to grades	9-1	

#### Further study and future careers

It is very important to gain GCSEs in English as they are essential qualifications for the future, regardless of career choice. The skills acquired form a firm basis on which to build for further and higher education, employment and lifelong learning.

# Film Studies

## Course Aims

The WJEC Eduqas specification in GCSE Film Studies is designed to draw on learners' enthusiasm for film and introduce them to a wide variety of cinematic experiences through films which have been important in the development of film and film technology. Learners will develop their knowledge of film by exploring how genres change, how the contexts in which films are produced affect films and how elements such as cinematography and editing change and develop.

## What you will study

You will explore a broad range of films from around the world as well as developing a historical perspective on film. The US films for example, will include mainstream films from the past – films produced in the 1950s and late 1970s and 80s. More recent US films will be explored through independent productions – films produced outside the mainstream, which have allowed their filmmakers to explore less conventional topics and issues. Although many learners' experience of cinema is likely to be dominated by US films – well over 80% of the films shown in UK mainstream cinemas are American – with this in mind you will also explore films produced outside the US – in Europe, including the UK and Sweden.

## Coursework requirements

- Production Non Exam Assessment (NEA)
- Internally assessed, externally moderated by WJEC
- 30% of qualification (production, 20%, evaluative analysis, 10%) 60 marks

Production is integral to the study of film. As well as developing knowledge and understanding of a range of films, learners will be acquiring a knowledge of filmmaking, which they will be able to apply in a synoptic way to their final production. The production will take the form of an extract from a screenplay for a genre film (800 to 1000 words).

## Overview

<b>Subject</b>	Film studies
<b>Level</b>	GCSE
<b>Exam Board</b>	WJEC
<b>Time Allocation</b>	3 lessons
<b>Assessment</b>	30% coursework / 70% examination <ul style="list-style-type: none"> <li>– Paper 1 (1 hr 30 mins)</li> <li>– Paper 2 (1 hr 30 mins)</li> </ul>
<b>Access to grades</b>	9-1

### Further study and future careers

GCSE Film Studies will be a valuable subject to develop analytical and creative ability. Students will have the knowledge to deconstruct and explore moving image with confidence. Following on from GCSE, A Level Film Studies would develop these skills further and open up many career paths from teaching to jobs within the media industry.

## Geography

### Course Aims

The main aim of this course is to prepare students for their future careers and lives. The course also trains students in skills which they will draw on in other subjects across the curriculum. Research design, data collection/ analysis, making presentations and debating difficult and controversial topics are some of the central skills the course teaches. Though maintaining a focus on the UK, the course will examine global changes in climate, the environment and economics. In certain topics, students' values, beliefs and attitudes will be both challenged and developed.



## What you will study:

### Contemporary questions including...

- How do human communities interact with the natural environment?
- How do weather, climate and other natural processes create hazards for human populations?
- How are rivers and coastal landscapes managed, especially in a densely populated island with a high level of rainfall such as the UK?
- How are the challenges of urban (city) living going to be met in a world of ever growing population?
- How is the global economy changing and how well placed is the UK to maintain its position as one of the world's larger economies?
- Will poverty and conflict ever be brought to an end?
- Can or should the world's resources be shared out equally between people and nations?
- What process should be used to reach decisions about controversial issues, and how should disagreement be 'managed'?
- What sort of jobs can young people expect to do in the future?

As part of the course we will complete an 'Issue Evaluation' in which a topical and controversial subject will be analysed in detail prior to an examination. The subject of this will be different each year.

## Fieldwork and visits

Students are required to conduct fieldwork in the local area. Research will be conducted into human interaction with the physical environment (i.e. Ecosystems) and issues of concern in an urban environment.

## Overview

<b>Subject</b>	Geography
<b>Level</b>	GCSE
<b>Exam Board</b>	AQA
<b>Time Allocation</b>	3 lessons
<b>Assessment</b>	<p>Total of 3 assessed parts</p> <ul style="list-style-type: none"> <li>– Living with the physical environment: written exam comprising 35%</li> <li>– Challenges in the human environment: written exam comprising 35%</li> <li>– Issue Evaluation and Fieldwork: Written examination comprising 30%</li> </ul>
<b>Access to grades</b>	9-1

### Further study and future careers

**Any Higher Education course is supported by Geography GCSE.** Careers where geography could be particularly useful include those in green-technology, travel/tourism, planning, local government, law/policing, energy and any involving dealing with environmental or social issues.

# History

## Course Aims

If you have enjoyed History at Key Stage 3 then it could be a very good choice at GCSE. History is the shared experience of humanity. It involves solving puzzles, telling stories, weighing up evidence, understanding different opinions and developing an argument. History teaches us about who we are and where we come from; it offers challenge and opportunity to all. Studying the past helps to make sense of the world around us and question ideas and beliefs.

## Why should you choose GCSE History?

### Here are a few reasons...

History is a fascinating, fun, dynamic course with meaningful and thought-provoking topics. It is highly valued by universities, both for its own sake and as a complement to other subjects such as English Literature, Ethics and Philosophy, Government and Politics and many others. The Medicine Through Time unit would be particularly useful for students thinking of studying medicine or the sciences in future.

## What you will study

**Paper 1** focuses on British Medicine, 1250 to present: looking at how understanding of causes and treatments of disease have progressed. This includes studying the Black Death, Florence Nightingale, the impact of penicillin and the NHS. We also analyse the historic environment through a case study of medicine in the British Sector of the Western Front during the First World War.

In **Paper 2** we will study the American West and look at how the whole of America was settled in the Nineteenth century and the effect that this had on the Native population. We also look in detail at the problems the various settler groups and the Native Americans faced in the struggle to survive in a hostile environment.

Early Elizabethan England, 1558-1588, is the second unit on Paper 2. We will explore how Elizabeth established herself as a very strong and successful monarch, dealing with threats, rebellions and the issue of marriage. We study the Spanish Armada and the lives of ordinary Elizabethans during an age of exploration.

Finally, **Paper 3**, we explore the USA, 1954-75: Conflict at home and abroad. We investigate the experiences of black Americans, the growth of the civil rights movement, the contrasting approaches of Martin Luther King and Malcolm X, and the actions of the federal government. We then study the Vietnam War, including why the USA became involved, how it was fought, why there was opposition to it and why the USA ultimately withdrew.

## Overview

<b>Subject</b>	History
<b>Level</b>	GCSE
<b>Exam Board</b>	Edexcel
<b>Time Allocation</b>	3 lessons
<b>Assessment</b>	100% Examination <ul style="list-style-type: none"><li>– <b>Paper 1</b> Medicine in Britain 1250-present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches</li><li>– <b>Paper 2</b> The American West, 1835-95 and Early Elizabethan England, 1558-1588</li><li>– <b>Paper 3</b> USA 1964-75: Conflict at home and abroad</li></ul>
<b>Access to grades</b>	9-1

**Further study and future careers**

History is a valuable subject that demonstrates that you can work well academically. Historians can present and write fluently, argue convincingly and undertake independent research. History also opens many doors in terms of career paths from teaching and journalism to law. It is highly regarded by leading universities.

# Religious Studies, Ethics and Philosophy

## Course Aims

To consider a range of beliefs and faiths, with a particular focus on Christianity and Buddhism. Students will examine two religions in depth as well as a range of philosophical and ethical issues across the course.

## What you will study

### Year 10

#### Christian Beliefs

Students will study beliefs and teachings in Christianity and their basis in Christian sources of wisdom and authority. They should be able to refer to scripture and/or sacred texts where appropriate. Students will study the influence of the beliefs, teachings and practices studied on individuals, communities and societies. Common and divergent views within Christianity in the way beliefs and teachings are understood and expressed are included throughout.

#### Buddhist Beliefs

Students study the beliefs, teachings and practices of Buddhism and their basis in Buddhist sources of wisdom and authority. They should be able to refer to scripture and/or sacred texts where appropriate. Students study the influence of the beliefs, teachings and practices studied on individuals, communities and societies. Common and divergent views

within Buddhism in the way beliefs and teachings are understood and expressed are included throughout.

#### Theme A: Relationships and Families

– To include: Sex, marriage and divorce, families and gender equality.

#### Theme E: Religion, Crime and Punishment

– Religion, crime and the causes of crime, religion and the aims behind punishment.

### Year 11

#### Christian Practices

Students will study a variety of Christian practices including worship, sacraments, festivals and the role of the Church in the community.

#### Buddhist Practices

Students will look at Buddhist places of worship, meditation, festivals and key Buddhist teachings on karma and rebirth.

**Theme B: Religion and Life** – The origins and value of the universe and the origins and value of human life.

#### Theme F: Religion, Human Rights and Social Justice

– Human rights and wealth and poverty.

## Overview

<b>Subject</b>	Religious Studies
<b>Level</b>	GCSE
<b>Exam Board</b>	AQA
<b>Time Allocation</b>	3 lessons
<b>Assessment</b>	100% Exam 2 exams
<b>Access to grades</b>	9-1

### Further study and future careers

After the GCSE, EP can support students who go on to study Philosophy, History, English Language or Literature, Geography, Politics, Law, Medicine, professions involving working with others, problem solving and dealing with current issues.

Students develop skills such as an awareness of controversial ethical issues, identifying the value of others ideas and beliefs, compassion & empathy, understanding of others opinions, working positively in a group, structuring an argument and developing conclusions, considering critical evaluation and analysis of issues, how we might answer difficult or challenging questions, developing confidence in your own beliefs and ability.

# Mathematics Faculty

## Mathematics

### Course Aims

The course aims to develop confidence and enjoyment of mathematics.

It provides students with the ability to apply mathematics in other subjects and everyday situations. Employers, colleges and universities regard a student's GCSE Mathematics grade as an important indicator of potential success.

## What you will study

Students started this GCSE course in Year 9 and will continue to study the major areas of Mathematics: Number, Algebra, Geometry and Data Handling.

During the remainder of the three-year course, there is an emphasis on problem solving and applying mathematics to real-life situations.

Students will continue to develop their mathematical skills both with and without the use of a calculator.

To support their learning each student can access an appropriate course text book and interactive resources at home via the school website.

Both written and online homework is set regularly.

We encourage students to develop mathematical ideas creatively and also to apply their knowledge to practical problems.

## Overview

<b>Subject</b>	Mathematics
<b>Level</b>	GCSE
<b>Exam Board</b>	AQA (Course Code 8300)
<b>Time Allocation</b>	5 lessons
<b>Assessment</b>	Examinations: 3 x 1½ hour exams, examining the entire course at the end of Year 11.
<b>Access to grades</b>	Foundation tier 5-1 or Higher tier 9-4

### Further study and future careers

A GCSE in Mathematics is an essential qualification for the future. The skills acquired are a firm basis on which to build for further and higher education, employment and life-long learning.

Access to many further and higher education courses, plus certain career paths (such as teaching) are likely to be dependent on a grade 5 in GCSE Mathematics.

# French

## Course Aims

The course aims to develop students' competency in the French language. They will learn to understand and communicate ideas about a wide range of subjects. In addition, students will learn about customs and festivals in French-speaking countries.

## What you will study

Students will study a wide range of topics, essential grammar and learn how to use different tenses. They will also have the chance to develop research, dictionary and translation skills. The four language skills of listening, speaking, reading and writing will be assessed and each have equal weighting in the final exam.

Students study different sub-topics within the following three broad areas:

- Identity and culture, including relationships, technology, social media, music, cinema, TV, eating out and sport
- Local, national, international and global areas of interest, including home, town and region, charity and voluntary work, healthy and unhealthy living, travel and tourism
- Current and future study and employment, including school life, education and jobs post-16.

## Assessment requirements

Students will be assessed by end-of-course examinations in listening, speaking, reading and writing. Although there is no coursework or controlled assessment, students' progress will be regularly measured by end-of-unit exam-style tasks.

## Overview

<b>Subject</b>	Modern Languages - French
<b>Level</b>	GCSE
<b>Exam Board</b>	AQA
<b>Time Allocation</b>	3 lessons
<b>Assessment</b>	Listening: 25% exam Speaking: 25% exam Reading: 25% exam Writing: 25% exam
<b>Access to grades</b>	9-1

### Further study and future careers

All students will find that the study of a language will be an advantage both in their future careers and in leisure activities. A language is particularly useful in a career in business, tourism, finance and law, and is often a key differentiating factor in university entry.

# Spanish

## Course Aims

The course aims to develop students' competency in the Spanish language. They will learn to understand and communicate ideas about a wide range of subjects. In addition, students will learn about customs and festivals in Spanish-speaking countries.

## What you will study

Students will study a wide range of topics, essential grammar and learn how to use different tenses. They will also have the chance to develop research, dictionary and translation skills. The four language skills of listening, speaking, reading and writing will be assessed and each have equal weighting in the final exam.

Students study different sub-topics within the following three broad areas:

- Identity and culture, including relationships, technology, social media, music, cinema, TV, eating out and sport
- Local, national, international and global areas of interest, including home, town and region, charity and voluntary work, healthy and unhealthy living, travel and tourism
- Current and future study and employment, including school life, education and jobs post-16.

## Assessment requirements

Students will be assessed by end-of-course examinations in listening, speaking, reading and writing. Although there is no coursework or controlled assessment, students' progress will be regularly measured by end-of-unit exam-style tasks.

## Overview

<b>Subject</b>	Modern Languages - <b>Spanish</b>
<b>Level</b>	GCSE
<b>Exam Board</b>	AQA
<b>Time Allocation</b>	3 lessons
<b>Assessment</b>	Listening: 25% exam Speaking: 25% exam Reading: 25% exam Writing: 25% exam
<b>Access to grades</b>	9-1

### Further study and future careers

All students will find that the study of a language will be an advantage both in their future careers and in leisure activities. A language is particularly useful in a career in business, tourism, finance and law, and is often a key differentiating factor in university entry.

# Sport and Performing Faculty

## Sport BTEC

### Course Aims

This course aims to give learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts.



## What you will study

### **Component 1 - Preparing Participants to Take Part in Sport and Physical Activity (Internal – Externally Moderated)**

Learners will explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity. They will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity.

### **Component 2 - Taking Part and Improving Other Participants Sporting Performance (Internal – Externally Moderated)**

Learners will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants' sporting performance.

### **Component 3 - Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity (External - Synoptic Exam)**

Learners will be introduced to and develop an understanding of the importance of fitness and the different types of fitness for performance in sport and physical activity. They will also develop an understanding of the body and fitness testing. The external exam is marked out of 60 and is 1 hour 30 minutes long.

## Overview

<b>Subject</b>	Tech Award in Sport
<b>Level</b>	BTEC Level 1/2 (equivalent to 1 GCSE)
<b>Exam Board</b>	Pearson
<b>Time Allocation</b>	3 lessons
<b>Assessment</b>	Students final qualification grade will be graded on the following scale:  Level 1 Pass = 1.25, Level 1 Merit = 2, Level 1 Distinction = 3, Level 2 Pass = 4, Level 2 Merit = 5.5, Level 2 Distinction = 7, Level 2 Distinction* = 8.5  They will need to complete all 3 components

### Further study and future careers

This course is a good starting point for those students who wish to follow careers related to sport, such as teaching, coaching, umpiring/refereeing, sports development officer, managerial positions in the leisure industry, fitness instructor or physiotherapist, police force, nursing, paramedic, firefighting, armed forces.

# Dance BTEC

## Course Aims

- To study Dance as a performance art
- Encourage creativity and confidence
- Learn about the performing arts industry

## What you will study

- Learn repertoire
- Learn about technique and performance skills
- Create choreography for a group performance piece
- Study professional works and practitioners
- Engage in workshops

## Practical examinations

- Assessment of technical and expressive performance skills in relation to a professional work.
- A response to an external brief.

## Written examinations

Coursework relating to professional works, practitioners and repertoire.

## Fieldwork, residential and visits

Possible trips to see professional works and performances in internal and external dance shows. Parents will be asked to make a voluntary contribution towards the trip.

## Overview

<b>Subject</b>	BTEC Tech Award in Performing Arts (Dance)
<b>Level</b>	Level 1 and 2
<b>Exam Board</b>	Edexcel (NQF Pearson)
<b>Time Allocation</b>	3 lessons
<b>Assessment</b>	<ul style="list-style-type: none"><li>- <b>Component 1</b> - Exploring performing arts</li><li>- <b>Component 2</b> - Developing skills and techniques in performing arts</li><li>- <b>Component 3</b> - Performing to a brief</li></ul>
<b>Access to grades</b>	Students can achieve a Pass, Merit, Distinction and Distinction*

### Further study and future careers

The BTEC leads onto A level and further BTEC dance courses and a variety of degree options.

Future careers include professional dancer, teacher, dance administrator, dance critic, therapist and choreographer.

Teaching dance is also an excellent way of making some extra money on a part time basis whilst training to do something else.

# Drama

## Course Aims

This course helps to develop confidence and aims to encourage students' enjoyment and understanding of drama, direction, live performance and stage design.

## What you will study

**Devised** – drama created without a script using stimuli. Exploration of themes, issues and topics through drama.

**Text** – students will have the opportunity to work with and explore a variety of texts. For example, poems, play scripts, original scripts and other written sources.

**Evaluation** – is an ongoing process and will occur throughout all practical and written work. Students will be offered opportunities to see live performances and review this.

**Performance** – students will act out a variety of roles and learn how to communicate to an audience.

## Coursework requirements

Unit 1 - This is a written examination where you will be asked to study a text and answer questions based on the possible performance of this play. You will also review live theatre. You will be writing from the point of view of an actor, director, designer and reviewer in this unit.

Unit 2 - In this unit you will be devising from a range of starting points. You will complete written coursework based on the performance and your creative journey. You can choose whether to take an acting or design option in this unit.

Unit 3 - In this unit you are asked to take part in a performance showcase using a variety of drama conventions based on extracts of a play text. You can choose whether to take an acting or design option in this unit.

## Fieldwork, residential and visits

There will be opportunities for workshops and visits to theatres. There will be costs for transport and theatre tickets in order for such activities to take place. Parents will be asked to make a voluntary contribution towards trips, students must attend at least one theatre piece in order to complete their written exam.

## Overview

<b>Subject</b>	Drama
<b>Level</b>	GCSE
<b>Exam Board</b>	AQA
<b>Time Allocation</b>	3 lessons
<b>Assessment</b>	<p>The course is split into three units.</p> <ul style="list-style-type: none"> <li>– <b>Unit 1</b> is a written exam worth 40%</li> <li>– <b>Units 2 &amp; 3</b> are non-examined assessments and worth 60%</li> </ul>
<b>Access to grades</b>	9-1

### Further study and future careers

The course is ideally suited to students who enjoy performance, design and/or directing and who may wish to continue to study the Arts leading to University, College and Further Education courses.

Future careers include acting, teaching, therapy, journalism/media and theatre management. Drama is also helpful for any career where you need to present yourself well and communicate with others i.e. law, marketing, human resources, business.

# Music

## Course Aims

The course is designed to inspire students to form a personal and meaningful relationship with music. It is about music making and covers performing, composing and listening. Students will be encouraged to engage critically and creatively with a wide range of music, develop an understanding of the place of music in different cultures and contexts, and reflect on how music is used in the expression of personal and collective identities. The styles covered include music for stage and screen, world music and classical music (instrumental and vocal).

Music can be extremely rewarding as an option if chosen for the right reasons. It allows you to explore new areas of music in a theoretical and practical way.

## What you will study

### Listening and Appraising

You will study eight pieces of music, taken from four different areas of study, which will be assessed in the form of a listening exam taken at the end of the course; the exam is out of 80 marks.

### The areas of study and set works are:

Area of Study	Set Work
Instrumental Music 1700-1820	– J.S. Bach: 3rd Movement from Brandenburg Concerto No. 5 in D major
	– L. van Beethoven: 1st movement from Piano Sonata No. 8 in C minor 'Pathétique'
Vocal Music	– H. Purcell: Music for a While
	– Queen: Killer Queen (from the album 'Sheer Heart Attack')
Music for Stage and Screen	– S. Schwartz: Defying Gravity (from the album of the cast recording of Wicked)
	– J. Williams: Main title/rebel blockade runner (from the soundtrack to Star Wars Episode IV: A New Hope)
Fusions	– Afro Celt Sound Systems: Release (from the album 'Volume 2: Release')
	– Esperanza Spalding: Samba Em Preludio (from the album 'Esperanza')

### Composing

You will compose two pieces for assessment, one in Year 10 and the other in Year 11.

### Coursework requirements

Both compositions combined need to last for a minimum of 3 minutes.

One is to a set brief from Edexcel, the second is a free composition; you will decide on a brief with your teacher. Each composition is worth 30 marks.

### Performing

You will record two performances for assessment, to meet the criteria a performance must last for 1 minute, but the two performances combined must last for a minimum of 4 minutes.

One piece has to be a solo and can be in any style.

The second piece has to be an ensemble (must include three or more musicians in the ensemble) and can be in any style.

### Fieldwork, residential and visits

The school offers a wide range of extracurricular activities. Students are encouraged to participate to increase their individual musical experiences. Students will have the opportunity to experience a live performance related to the course. Parents will be asked to make a voluntary contribution towards the trip.

## Overview

<b>Subject</b>	Music
<b>Level</b>	GCSE
<b>Exam Board</b>	Edexcel
<b>Time Allocation</b>	3 lessons
<b>Assessment</b>	<b>Listening</b> – 40% (80 marks) – Exam based <b>Composing</b> – 30% (60 marks) – Coursework based <b>Performing</b> – 30% (60 marks) – Coursework based
<b>Access to grades</b>	9-1

### Further study and future careers

- A2 Music
- Music Degree
- Music Technology Degree
- Recording engineer courses

Possible careers include:

- Composer
- Performer - music college
- Arts management courses
- Music publishing
- Music teaching
- Music therapy
- Disc-jockey

Music is also helpful for many other careers such as primary and nursery teacher, radio presenter, youth worker, sound technician or theatre technician.

## Combined Science and Triple Science

In Years 10 and 11, students will either follow the Combined Science or Triple Science pathway depending on progress made in Year 9.

### Course Aims

Students will study aspects of Biology, Chemistry and Physics. The course aims to develop scientific literacy and to enable students to engage in the world of science as both consumers and citizens. It prepares students for future careers in science as well as their role within society by answering questions such as how our bodies work, the technology in our pockets, threats to our environment and our place in the universe.

## What you will study

All students will study units of Biology, Chemistry and Physics which lead to two GCSE's in Combined Science in Year 11 or which form part of the three separate science GCSEs. Those students who choose to study Triple Science will have the same number of units but extra content in some units to gain three GCSEs.

### The units are:

**Physics** – Forces, energy, waves, electricity, magnetism and electromagnetism, particle model of matter, atomic structure and space physics (triple only).

**Biology** – Cell biology, organisation, infection and response, bioenergetics, homeostasis and response, inheritance, variation and evolution, ecology.

**Chemistry** – Atomic structure and the periodic table, bonding, structure and the properties of matter,

quantitative chemistry, chemical changes, energy changes, the rate of extent of chemical change, organic chemistry, chemical analysis, chemistry of the atmosphere, using resources.

### Students will learn:

- The fundamental scientific concepts which underpin our understanding of the material world.
- About working scientifically in terms of investigating, observing, experimenting and the use of apparatus and techniques
- Scientific vocabulary, units, symbols and nomenclature

How to analyse scientific data including the application of mathematics as a tool for explanations, applications and evaluations

## Overview

<b>Subject</b>	Combined Science	Biology Chemistry Physics
<b>Level</b>	GCSE	
<b>ExamBoard</b>	AQA (Trilogy)	AQA
<b>Time Allocation</b>	4 lessons per week - Y9 6 lessons per week - Y10 & Y11	
<b>Assessment</b>	<b>Six exams</b> – Two papers each for biology, chemistry and physics. No separate coursework assessment. All papers are 1hr 15 mins	<b>Six exams</b> – Two papers each for biology, chemistry and physics. No separate coursework assessment. All papers are 1hr 45 mins.
<b>Access to grades</b>	Foundation Grades – 5-1 Higher Grades – 9-4	

# Health and Social Care Cambridge National Certificate

## Course Aims

This course introduces students to the specialist knowledge and skills needed to work in various health, social care and early years settings as well as equipping them with valuable skills for everyday life.

It will challenge all learners by introducing them to demanding material and skills; encouraging independence and creativity and providing tasks to ensure students gain a thorough knowledge of key components such as care values and current legislation requirements. This course also enables students to learn about the importance of a range of good communication skills.

Students will develop transferable skills and tools to improve their learning in other subjects with the aim of enhancing their employability when they leave education, contributing to both their personal development and future economic well-being.



## What you will study

You will complete 3 units including:

### Mandatory

- Principles of care in health and social care (examined)
- Supporting individuals through life event

### Optional – 1 unit from:

- Creative and therapeutic activities
- Health promotion campaigns

## Course requirements

The course is 75% coursework and 25% external examination.

The coursework is internally assessed by your teacher and checked by an external moderator.

## Overview

<b>Subject</b>	<b>Health and Social Care</b> Cambridge National Certificate
<b>Level</b>	GSCE
<b>Exam Board</b>	OCR
<b>Time Allocation</b>	3 lessons
<b>Assessment</b>	3 units of work 1 unit (25%) is a 1hr.15 min. written paper. 2 units (75%) are controlled assessments tasks (10 hours per unit) completed within school.
<b>Access to grades</b>	Students can achieve a Pass, Merit, Distinction and Distinction*

### Further study and future careers

- Level 3 Health and Social Care
- Childcare
- Apprenticeships

This course is a good starting point for those students who wish to follow careers related to health and social care such as nursing, paramedic, early years teaching, midwife, social care work, health administration and care management.

# Frequently Asked Questions

## How will the teaching groups be organised?

All subjects are taught in mixed ability groups except for mathematics. Science has two options, students will either study the three sciences separately, or follow the combined route.

Teachers will skilfully scaffold learning where necessary so that all students, regardless of ability, make the progress needed to meet our high academic expectations.

## How many lessons per week will I be taught in each subject?

Subject	Year 10	Year 11
English	5	5
Mathematics	5	5
Science	6	6
Languages	3	3
Humanities	3	3
Options	6	6
PE	2	2
PSHE	2*	2*

\*Equivalent lesson time. PSHE takes place during tutor time.

## How many options can I select?

Options are taught in 3 lessons per week, and therefore you need to select 3 options to fill 9 lessons in Year 10.

## Are there any restrictions?

There are a very small number of restrictions on the combination of subjects that you can select. For example: you must select at least one option as geography or history.

## Who do I consult?

Clearly your parents must be involved. Your Tutor is obviously the first person to talk with. Subject Teachers and Heads of Department are willing to speak with you informally and by appointment. You can also take the opportunity to talk to teachers during lesson time. By appointment, the Careers Advisor will be available to discuss any issues concerning choices and their vocational implications. The final decisions are made by you and your parents.

## What do I need to achieve if I take five GCSEs and want to go on to higher education?

It is normal for those with three A Level passes at grade C or above to gain entrance to higher education. Those students who wish to proceed to the highly competitive courses such as Medicine, Law, Business Studies, Veterinary Science, etc. often need to study four A Levels and achieve at least an A grade in each.

We consider every application to join the 6th form at Northampton School for Girls on its merits. We want to ensure that any student entering our Sixth Form has a full and balanced programme and is capable of achieving success in their chosen subjects.

## General requirements for entry into the NSG Sixth Form

Students must achieve:

- Grade 4 in GCSE English (either Language or Literature. Please note that if a student does not have a grade 4 in English Language, they will be expected to retake the exam in Year 12)
- Grade 4 in GCSE Maths\*

In all cases, the requirements outlined below are a minimum for general entry/pathway entry and subject-specific criteria are required in addition (see our Sixth Form Admissions Policy for details).

Our three pathways enable students to be placed onto programmes of study that allow them to make maximum progress. In addition, students' best 8 GCSE grades (including English and Maths) will be used to denote which pathway is available to them.

Please see our Admissions Policy for an explanation of how to calculate the best 8 score.

### NSG Pathways

1	<ul style="list-style-type: none"> <li>– Best 8 score of 40+</li> <li>– Study 3 A Levels (students with 6+ GCSE grades 8/9 may be eligible to study 4 A Levels)</li> </ul>
2	<ul style="list-style-type: none"> <li>– Best 8 score of 36-39</li> <li>– Study combination of A Level and BTec</li> </ul>
3	<ul style="list-style-type: none"> <li>– Best 8 score of 30-35</li> <li>– Study BTecs only</li> </ul>

## Will all the courses listed in this booklet take place?

We hope to be able to offer all the courses listed. However, if there are insufficient numbers on courses to allow them to run then we will endeavour, where possible, to offer an alternative. There may also be some changes to the curriculum offered as a result of staffing and timetabling constraints. Please note that some courses are subject to change due to the specification releases.

## What after school clubs are available?

There are a wide range of clubs and activities to take part in after school - this is an absolute strength at NSG! As well as a wide range of activities offered by the Performing Arts department, sports clubs and teams, we also offer STEAM clubs. Our social action groups are also very popular and continue to drive forward and embed our NSG values. A full list of current activities can be accessed on our website. This is regularly updated.

## What happens if I am unhappy with my subject choices after a short period of time?

If you decide within the first 4 weeks of the first term of Year 10 that you may have made the wrong choices, you should discuss this initially with your subject teachers and tutor. In some cases, you will be able to change course although, of course, you would need to catch up on work missed from the new course.

\*Students without grade 4 in English/Maths may be admitted onto Pathway 3 only, subject to them retaking GCSE English and/or Maths in Year 12.


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 Northampton School for Girls

 **NORTHAMPTON  
SCHOOL FOR GIRLS**