



NORWICH HIGH SCHOOL FOR GIRLS

SIXTH FORM PROSPECTUS



NORWICH
HIGH SCHOOL
FOR GIRLS

GDST
GIRLS' DAY SCHOOL TRUST



REFLECTIONS FROM OUR HEAD GIRL TEAM 2019-20

AMELIA

The first thing to strike me upon joining Norwich High in Upper 3 was the fantastic sense of family and community. Being part of Norwich High, as well as the wider GDST community, gives a warm sense of belonging and support which is uncommon for many other schools, and allows for personal development and growth in an extremely welcoming and friendly atmosphere.

I personally find that what makes Norwich High so brilliant, alongside the quality education and stellar grades, is the unique culture of the place itself: nowhere else is there such a bond between students as well as staff, who not only take pride in their work in the classroom, but also take great pleasure in having fun outside of it as well. All girls are encouraged to pursue their dreams; whether her passion lies in performing arts, design, medicine or sport, Norwich High is the perfect springboard for her.

HANNAH

Having moved to this school for Sixth Form, I have been overwhelmed by the opportunities all girls are given to discover, nurture and pursue their passions in the classroom and beyond. With Norwich High's strong community behind me, I feel ready to take on the world beyond Sixth Form and pursue my own passions without doubting myself or my abilities.

LAURA

Since beginning in Upper 1, I have seen Norwich High undergo many changes and watch it grow from strength to strength. It has always helped me to pursue my aspirations and dreams no matter how big or small they might be. The passionate, dedicated and friendly staff make time for every single girl and helps and supports them in everything they do, from writing the perfect personal statement to playing in the sports teams. Norwich High gives us the skill set to thrive, not only at school but in anything we do. I am so proud to be a part of this amazing family and be a Norwich High girl for life.

AMY

The ambitious and supportive nature of our community helps shape every girl at Norwich High to be the best version of herself. As Head Girls, we have been able to watch students thrive and find their own voices through the great array of programmes which are offered to us. These opportunities enable girls to collaborate, find their strengths and become confident in themselves.

NETRA

Norwich High School has led me through the majority of my education from Lower 2 up until Sixth Form and it has never failed to stretch, challenge and inspire me every single day. The spirit here is truly like no other and this is clearly shown through the hard working, kind and unique girls and staff that we have here.

Every opportunity is utilised to the fullest; whether that means participating in a Model United Nations or playing in a sports match, Norwich High provides every girl with the core foundation to allow herself to achieve anything she wants to.

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WELCOME FROM OUR HEAD

The Sixth Form at Norwich High School is our jewel in the crown and we are incredibly proud of all our Sixth Formers' academic achievements, as well as their bold ambitions and successes beyond the classroom.

The Norwich High School community is centred on the girls. We are large enough to offer rich opportunities for all our girls, whilst being small enough to guarantee individual support and guidance. Having a dedicated Sixth Form centre onsite gives our girls the opportunity to be part of the whole school community, but also to have their own learning environment.

Our SIX+ programme is so-called because we prepare girls exceptionally well for whatever their desired next steps are. Our support for individuals with their university preparation is, we are often told, the best in the region.

The Limitless Learning programme provides direct access to three things that only GDST schools can offer:

- Regular contact with a huge network of expert teachers who are leaders in their subject.
- Direct collaboration and connection with over 18,000 GDST students across the UK.
- At-your-fingertips-access to 70,000 illustrious alumnae via GDST Life to ask any question under the sun from 'What were the Oxbridge interviews really like?' to 'Top tips to becoming an Architect?'

In an all-girls Sixth Form, all the leadership posts are taken by girls; with so many opportunities to lead or create groups, you will grow and thrive in our Sixth Form, and have the opportunity to make an impact on the whole school whilst shaping your future.

I look forward to sharing how special our Sixth Form is with you!

Alison Sefton
Head



WELCOME TO THE GDST

The GDST (Girls' Day School Trust) is a family of 23 independent schools and two academies across the UK, uniquely placed to help girls make the most of today's opportunities.

We don't just provide a first class education. We develop character. We help girls to be confident, resilient and fearless. In our schools, girls learn without limits: nothing holds them back.

As experts in education, we recognise that girls learn differently for a variety of reasons. So we have created environments in which every girl is able to thrive, whatever her disposition and direction.

We are committed to helping every girl fulfil her potential and her dreams, equipping her with the knowledge and social skills to thrive.

Our bursaries programme allows us to give gifted girls a GDST education, regardless of a family's financial circumstances. Currently we provide 1,100 of these life changing bursaries nationwide.

GDST girls will make their mark on the world, in their own way, and on their own terms.

But don't take it from us. GDST girls speak for themselves. Happy. Healthy. Confident. Balanced.

And the best way to find out, is to visit one of our schools.

Cheryl Giovannoni
Chief Executive of the GDST

GDST
GIRLS' DAY SCHOOL TRUST





WELCOME FROM OUR DIRECTOR OF SIXTH FORM

Welcome to Norwich High School Sixth Form. Our goal is simple: to enable you to fulfil your potential.

To achieve this, you need plenty of opportunities coupled with effective support.

Our SIX+ programme is designed to support your success and equip you with the skills needed not only at A Level, but well beyond. Our Sixth Form centre is a place of creativity and intellectual buzz. A bright and beautiful environment in which to learn, study and master. We would like to invite you to look around the classrooms, study areas and social spaces and to ask lots of questions.

A typical Norwich High School Sixth Former takes three A Levels and an EPQ. However, the reality is that there is no typical Norwich High School Sixth Former: each is unique, with timetables which are carefully crafted to suit their needs. We would invite you to read the pages of this prospectus keeping an open mind on your subject choices and with a readiness to explore new activities and opportunities.

Please do stop by to say hello and, if you need to discuss things further, please arrange a meeting with me to chat through your thoughts.

Mrs Hazel Packer
Director of Sixth Form

SIX+



ACADEMICS

Norwich High School Sixth Form is ambitious for every student. This means that we encourage our students to be critical thinkers, going well beyond the confines of the curriculum.

Our students are exposed to different academic view points and experiences which are often reserved for undergraduates. Our students develop a life-long love of learning and a go-getting attitude. We will help them to access the best-fit university, apprenticeship or higher education course.

They don't just 'get-in' – they 'get on'. Our students excel, they innovate; they are the architects of their own future.

“Excel and innovate – become the architects of your own future.”



PERSPECTIVES

Norwich High School Sixth Form is outward looking, collaborating with other schools, university students and an unrivalled network of over 75,000 GDST alumnae.

At Norwich High School, we recognise that we are all part of a local and global community and that we each have a role to play. Our students gain insight into the world of work and are inspired by their many opportunities to interact with talented role models and experts in their field.

We seek to nurture their skills in networking, communication and leadership, pushing them beyond their comfort zones. As a result, their comfort zones shift and their confidence blossoms. Our students are well-supported by a caring, dedicated staff body who encourage them to be the best version of themselves, to be kind, to give back to the school and the wider society; they leave a legacy. Our students enjoy making a difference, resulting in a caring, supportive, vibrant community.

“Get connected – collaborate to make a difference.”



ELECTIVES

At Norwich High School Sixth Form we believe in a rounded educational experience.

We place importance on creativity, fun, resilience and team-work. Our students have many opportunities to make lasting memories, to lead, to be intrepid, to push themselves in different fields and to build life-long friendships.

“Push the boundaries – make it happen.”

9 reasons to study A Levels at Norwich High School for Girls

1. Small class sizes with a large choice of subjects.

Our wide choice of A Level subjects and small class sizes allows each girl to be ambitious in her studies while receiving outstanding support and gaining the confidence to excel. Our 25 A Levels include subjects which are not available at many other Sixth Form such as Computing, Classical Civilisation, Fine Art and Spanish.

2. Gaining first choice university places.

We have an excellent track record of girls gaining first choice places at their chosen University, underpinned by extensive careers advice, a wealth of educational trips, and a comprehensive programme of guidance. The majority of our girls progress to prestigious Oxbridge and Russell Group institutions.

3. Opportunities to lead and contribute.

Every girl has the chance to contribute to the wider school community, with an abundance of leadership and mentoring roles. Opportunities include becoming a school captain for areas such as Music, Sport, Drama or Charity, joining the Head Girl team or leading a steering group.

4. Space to study and socialise.

With an airy and spacious common room with kitchen and balcony, Sixth Formers are able to enjoy their own space and a high level of independence. The girls also have their own café, careers suite and private garden, and are encouraged to create their own clubs and groups to enjoy in these spaces.

5. The best enrichment opportunities.

An extensive selection of Music, Drama and Sport opportunities is available to all girls, as well as our outstanding Societies programme which offers diverse and challenging content. We also offer a full Activities programme which enables girls to engage in rewarding active, creative, community and wellbeing projects.

6. A perfect setting for learning.

Girls are based in a superb, modern environment, designed to maximise space and light, creating a stimulating working environment for all. Modern teaching areas with a variety of technologies and formats enhance lessons and study time. The Sixth Form Centre also provides a variety of areas for informal study groups to meet, including a dedicated lecture theatre.

7. Outstanding facilities for all to use.

Our single 14 acre site allows all girls to have access to a diverse range of excellent facilities including:

- a 25m indoor pool
- several tennis courts
- a spacious sports hall, fitness suite and a new rowing gym
- a newly-renovated school library
- a dedicated Music School
- a state-of-the-art performing arts centre
- lots of beautiful green space and a Zen garden.

8. A pioneering education.

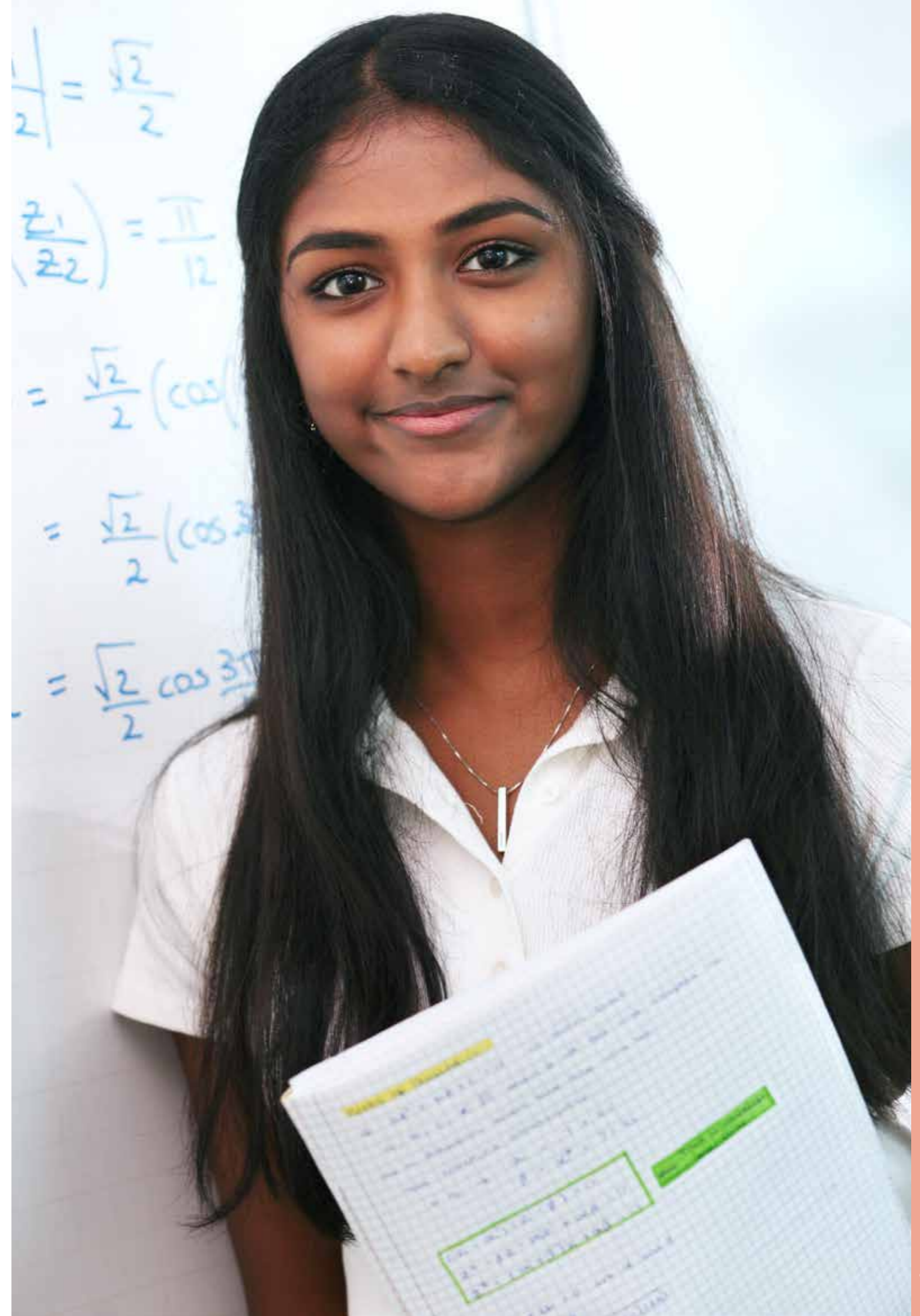
Since its foundation over a century ago, Norwich High School has been committed to pioneering girls' education. Our school continues to deliver innovative and forward-thinking approaches to the education which we provide to all girls. For example, all of our Sixth Formers are provided with their own iPad and full technical support. Not only are these used considerably within the classroom, but also enable each girl to continue this work independently and efficiently. This year, we are proud to have been awarded Apple Distinguished School status, recognising our excellent work using iPads throughout the whole school.

9. Dedicated GDST support.

Our alumnae span the world and every professional sector. With over 70,000 members across the GDST, the network could almost fill Wembley stadium. Being a GDST alumna offers endless opportunities.

There are also many mentoring opportunities, including via the brand new GDST Life website, giving Sixth Formers the opportunity to connect with others across the GDST family of schools. For alumnae, it opens the door to a host of new networking opportunities, unrivalled personal and professional connections, mentoring support, events, news and resources, groups and societies, and much, much more – for life.

L I F E
STAY PART OF IT.



World Class Universities (WCU) programme

At Norwich High School we believe that it's good to aim high. If you are intending to apply to Oxbridge, one of the other top seven UK World Class Universities, or a prestigious overseas institution, then we can provide you with tailored help and guidance.

University admissions tutors are looking for students who will excite them intellectually.

You will have plenty of opportunities to do this through the UCAS personal statement, the interview process and accompanying written tasks.

We can help you with this by offering the following support:

- The school's Oxbridge Information Evening, scheduled for April of each year – an insight into applying to and studying at Oxford and Cambridge.

- The Oxbridge Conference run by the GDST. This takes place at an Oxford or Cambridge college in April and is aimed at Lower Sixth students.
- The opportunity to link students with individual staff mentors who can provide guidance with further reading and other extension opportunities.
- Advice from Heads of Department on preparation in your subject and on constructing your personal statement.
- Individual advice and support from dedicated staff.
- Interview and test preparation

- sessions for Upper Sixth applicants in the Autumn term.
- Practice interviews with our network of university academics.
- Applicants are also encouraged to attend SIX+ lectures, contribute fully to our academic societies, enter external competitions such as the Cambridge Chemistry Challenge and the various Olympiad competitions on offer. We suggest that candidates take part in all aspects of this programme to ensure that they are as well prepared as possible for their university application.

The pupils of Norwich High School are the women of the future. Whether they go on to be leaders in their field or contributors to their community, they all leave the Sixth Form as confident, talented and go-getting individuals.

Aarushi Ail
Head Girl 2018



Sophie Windsor

Now studying
Computer Science and Philosophy,
University of Oxford

A Level results
Mathematics – A*
Further Mathematics – A*
Physics – A*
Psychology – A*

Sophie also secured the Palgrave Brown UK Scholarship from the University of Oxford. This prestigious Scholarship is awarded to only one undergraduate in Norfolk and Suffolk each year, and as a part of this Scholarship, will have access to £5,500 each year to support any living expenses.

Palgrave
and Brown
Oxford
Scholarship
winner

Exceptional Pastoral Support

We appreciate that in many ways Sixth Form is a dynamic time of change, from girlhood to adulthood, a time to make decisions about the direction life is going to take. It is an exciting time where our students are gaining more agency in their personal lives and a greater degree of specialism in their academic lives, but it can also be daunting too.

We are here to support them to navigate this journey successfully and avoid as many of the teenage pitfalls as is possible.

Lower Sixth (Year 12) and Upper Sixth (Year 13) students are placed together in small tutor groups, enabling them to socialise and share ideas and experience with their peers. Tutors get to know each tutee well, providing coaching and mentoring on a one-to-one basis. Small tutor groups ensure that the tutor can support each girl as an individual which assists greatly with the university application process when one-to-one tutorials are crucial.

We use the A Level Mindset coaching method which prompts each student to reflect on their own progress and encourages them to effect change where it is needed. Additionally, pastoral mentors can be on hand to offer extra support to those it would benefit, either in the short or long term.

All Sixth Formers are encouraged to take on roles of responsibility within the school – enabling them to develop their interpersonal,

problem-solving and communication skills, as well as giving them an opportunity to work collaboratively and help shape their own Sixth Form experience.

Students may take on leadership roles by joining the GDST Sixth Form Council, running a society, becoming a Company Captain or Head Girl, taking part in the Inspiring Females Collective or joining the Big Sister programme. This is just a taste of the many opportunities on offer.

We offer PSHE to both Lower and Upper Sixth, exploring a wide range of issues including fake news, personal finance, health and world affairs. This is a key opportunity for girls to consider the world around them and is an important part of preparing for life after school.

Norwich High Sixth Formers additionally gain access to the unrivalled GDST Alumnae network of more than 70,000 women.

Students can link up with contacts in their chosen field of study or career and develop key networking skills to stand them in good stead for the future. GDST Life is a platform through which students can meaningfully interact with and work with peers from across the GDST, for example through the Eco-Society, Book Club or Oxbridge Group. They can also ask for advice on the bespoke GDST Rungway app, a closed well-monitored group of current sixth formers and alumnae all over the world. GDST Skills also offer work placements, insight days and other exciting careers and skills-based opportunities.

This network continues to support students as they take the next steps on to university, apprenticeships and work; they will have access to this network for the rest of their lives.





My highlights are all related to the wealth of extra-curricular opportunities available here – from big rowing races to memorable school trips and things such as DofE.

One of our current Sixth Formers

Enrichment and opportunities

Being a Sixth Former at Norwich High is about much more than just exams. We offer a superb Enrichment programme that gives girls an opportunity to pursue sporting interests, learn life skills, undertake work in the community and take on leadership roles.



Our Activities programme offers girls the chance to try something new: be it yoga, conservation work, working in the community or gaining a TEFL (Teaching English as a Foreign Language) qualification.

Lunchtime societies expand on learning in the classroom and encourage deeper understanding of subjects. Sixth Formers also have the opportunity to run their own lunchtime clubs for younger girls.

We also invite girls to explore the power of performing arts – as a member of the cast, or by directing, producing and choreographing.

Last year's production was Miss Saigon. Visiting music teachers provide an extensive range of one-to-one lessons, and girls are able to join the school's musical groups and perform in a number of local, national and international venues.

Sport is an integral part of Sixth Form life. Games afternoons offer swimming, hockey, rowing, self-defence classes and time in our superb Fitness Centre, to name just a few.

Girls can embrace new challenges and adventures, perhaps by taking part in Duke of Edinburgh, or joining a school trip. Future trips will see Norwich High students visit exciting destinations such as Greece, Iceland and Nepal.

Inspiring Females is a unique programme that aims to inspire, educate and empower young women. Events take place throughout the year, including an annual Summit. There are opportunities for Sixth Form girls to join the Collective, with last year's group being instrumental in shaping our amazing Inspiring Females Summit 2019 held at Chelsea Football Club, and our first online Summit which reached over 26,000 young women.

All Sixth Form girls are encouraged to take on a leadership role of some kind, ranging from working with younger girls in the school to leading key areas of school life such as the Charities Captain or Company Captain roles.

Choosing your A Levels

We recommend you choose three subjects. You have a free choice of subjects and should begin by thinking about those you enjoy studying at the moment. If you have a career or degree course in mind, you should check the requirements, as it is normal for universities to specify two subjects at most. For example, if you are wanting to study medicine, the majority of Medical Schools require you to have studied Chemistry and/or Biology, Maths or Physics with another subject.

Whilst recommending that you should study three subjects you will, in exceptional circumstances, be able to study four subjects. The fourth subject could be Further Maths, in which case you should talk to Mr Shepherd (Head of Mathematics), or another subject, in which case you should seek advice before choosing your subjects.

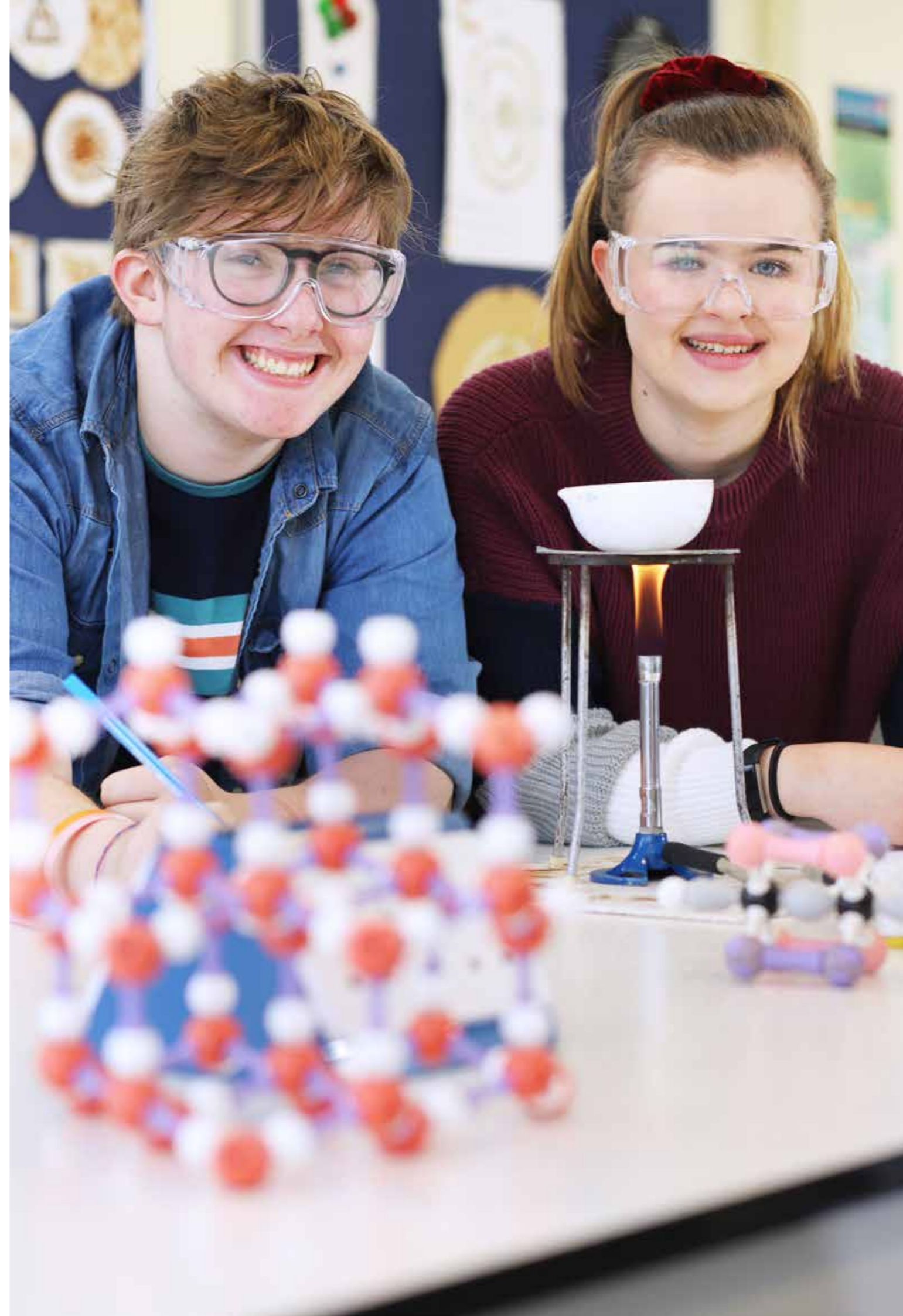
Alongside your A Levels you have the opportunity to complete an Extended Project Qualification (EPQ). We recommend that everyone studying three A Levels should also do an EPQ. This project is a chance for you to choose your own area of study, to investigate and research something outside your A Levels that interests you. You can read more about the EPQ on page 39.

Joining our Sixth Form

We admit girls directly to the Sixth Form on the basis of a minimum of six Grade 6s (approximately the equivalent of a B) at GCSE, an interview and a report from their current school.

The best way to find out more about joining our outstanding Sixth Form is to attend one of our Open Events or join us for a tour. These will give you the opportunity to see how exceptional our Sixth Form is and experience our lively and welcoming community.

To find out more about visiting Norwich High School for Girls or the application process, please contact Miss Ali Ready, our Registrar, by calling **01603 453 265** or emailing admissions@nor.gdst.net



Art & Design

The Art Department provides students with the opportunity to study A Level Fine Art and A Level Textile Design. The Department's facilities are housed in two well-equipped studio classrooms based in Lanchester House and provide a wide range of opportunities for multi-media work in two and three dimensions.



100%
A*–C grades
in Art

A Level Results 2019

Why study Art and Design?

The ethos of the Art and Design Department is to encourage you to develop your skill set and understanding in the areas of art, craft and design, in an environment that stimulates creativity. The courses in Fine Art and Textiles are designed to encourage you to think independently and give you the confidence and determination to problem solve effectively. These are skills that you will be able to take with you into your future careers.

Throughout the two-year course, you will be able to develop your intellectual curiosity of the subject through the implementation of challenging project briefs. This is supported by the interpretation of the work of a number of historical and contemporary artists and designers. An integral part of the course will also involve inspirational visits to museums, galleries and places of interest.

Your work will be celebrated at several events or exhibitions including the formal End of Year Exhibition and the annual Fashion Show that takes place in Eaton Grove Hall.

Art & Design

Fine Art



Students are entered for AQA Art & Design (Fine Art). The course begins from the outset by immersing you in a variety of techniques and approaches, in the form of a theme-based introductory project.

You will be given the opportunity to investigate independently and explore such disciplines as drawing, painting, print-making, sculpture, digital photography and film-making as part of your project work. The course also requires that you critically study works of art and gain a knowledge and understanding of the influences of different artists, styles and periods of history.

Importantly, studying Fine Art fosters creative thinking and encourages the development of independent study skills. Throughout the two years you will be provided with regular feedback in relation to the assessment objectives outlined by the examination board. It is important that you analyse and evaluate your work as it progresses. The course is widely acknowledged as being a stepping stone towards a career in a broad range of disciplines from professional artist, architectural design, Illustrator, curator and designer.

Assessment

There are two assessed components during the course.

Personal Investigation (60% of the A Level grade)

The coursework components consist of a practical portfolio and a written related study. The portfolio element will have no restrictions on the scale of work produced and will be based on a sustained line of enquiry that is supported by contextual research.

Externally Set Task (40% of the A Level grade)

AQA will issue an exam paper that is based around five themes, each with a choice of written and/or visual starting points, briefs or stimuli. From this you will need to choose one option for which you will need to generate a personal response. The conclusion of this course is a 15 hour exam which will take place in the summer term.

Both of these units will be internally assessed and externally moderated.

Entry Requirements

A passion for Fine Art is an essential requirement along with an eagerness to expand your creative thinking.

Students are required to achieve a 6 grade or above in GCSE Fine Art or another art related subject.

Additional information

Over the past few years, students from Norwich High School have gained places at top university art departments and internationally renowned colleges of art including Ruskin School, Glasgow School of Art, Edinburgh University, Chelsea and Central St. Martin's College of Art & Design.



100%
A*-A grades
in Textiles
A Level Results 2019



Hannah Dye

Now studying
Fashion Design at
London College of Fashion

A Level results
Business Studies – A*
Psychology – A*
Textiles – A*

Art & Design

Textile Design



Students are entered for AQA Art & Design (Textile Design). Textile Design consists of the exploration of a variety of materials, techniques and processes in a structured format that will encourage you to be both expressive and ambitious in the production of your work.

Throughout the course you will have the opportunity to explore such disciplines as drawing, printing, embroidery, pattern cutting and garment construction. Often projects reflect and draw inspiration from current trends seen within the fashion industry. All projects have a strong contextual reference to historical and contemporary textile practice.

Throughout the two years you will be provided with regular feedback in relation to the assessment objectives outlined by the examination board. It is important that you analyse and evaluate your work as it progresses.

This course is widely acknowledged as being a stepping stone towards a career in a wide variety of design disciplines which range from fashion, textiles, interior design, photography and costume.

Assessment

There are two assessed components during the course.

Personal Investigation (60% of the A Level grade)

The coursework component will require you to conduct a practical investigation into an issue, concept or theme. This investigation must show clear development from initial intentions to the final outcomes. You will need to demonstrate a sustained line of reasoning which is supported by contextual research.

Externally Set Task (40% of the A Level grade)

AQA will issue an exam paper that is based around five questions to be used as possible starting points. From this you will need to choose one option from which you are required to generate a personal response. The conclusion of this course is a 15 hour exam which will take place in the summer term. Both of these units will be internally assessed and externally moderated.

Entry Requirements

A passion for Textiles and Fashion is an essential requirement of the course. You will need the ability to explore design concepts and trends and to interpret them in outcomes that reflect individuality.

Students are required to achieve a 6 grade or above in GCSE Textiles or another art related subject.

Additional information

Over the past few years students from Norwich High School have gained places at top university art departments including Central St. Martin's College of Art & Design, University of Brighton, University of Leeds and Norwich University of the Arts.



Biology

Biology is a popular choice for those students who are considering a career in the sciences – such as Biomedical Science, Ecology, Physiotherapy, Environmental Biology, Neuroscience, Biological Sciences, Zoology, Dental Hygiene, Primary Education, Veterinary Medicine, Dentistry or Medicine. It is also a fantastic option for those who enjoy the subject and would like to devote more time to the study of biology and develop a deeper knowledge of the subject.

Why study Biology?

During this course you will cover an expansive range of both human and plant topics. Complex subjects such as genetics and gene cloning techniques are also studied in depth. Practical skills make up a significant proportion of the course material and a variety of activities are undertaken to achieve this.

- **Energy transfers in and between organisms** – how life depends on continuous transfers of energy, photosynthesis and respiration.
- **How organisms respond to changes in their internal and external environments** – stimulus, receptors, effectors and coordinators.
- **Genetics, populations, evolution and ecosystems** – how the theory of evolution underpins modern Biology; that all new species arise from an existing species.
- **The control of gene expression** – understanding that cells are able to control their metabolic activities by regulating the transcription and translation of their genome.

Prior knowledge and relevant subject combinations

A Level Biology students need to be very confident Biologists, Chemists and Mathematicians.

A 6 grade in all of these subjects at GCSE should be considered a minimum requirement for starting this course. At least 10% of the Biology assessments will require the use of mathematical skills at the minimum standard of higher tier GCSE Mathematics.

Examples of Topics Covered

- **Biological molecules** – how all life on Earth shares a common chemistry, providing indirect evidence for evolution.
- **Cells** – How cells are studied, the basic common features of cells and the differences formed by the addition of extra features.
- **How organisms exchange substances with their environment** – understanding difference between the internal and external environment of a cell or organism, how materials are exchanged between the cells and their environment.
- **Genetic information, variation and relationships between organisms** – how biodiversity is reflected in the vast number of species of organisms, in the variation of individual characteristics within a single species and in the variation of cell types within a single multicellular organism.



Aarushi Ail

Now studying
Medicine at
University of Cambridge,
Murray Edwards College

A Level results
Biology – A*
Chemistry – A
Further Mathematics – A
Mathematics – A*

The thing I love most about the school is the fact that the teachers really care about how you are doing, both academically and pastorally. They do so much to support you in everything you want to do and are always willing to give up their time to offer help or advice!

One of our current Sixth Formers

SUBWAY



Winners of the 2018 Subway Marketing Challenge

Business

Do you see yourself running your own business? An A Level in Business could help you get there, exploring topics relevant to today's society, such as the business environment, marketing, operations and ethics and developing your skills in decision-making and problem-solving.

Why study Business Studies?

A Level Business Studies retains its place as one of the most popular Business related course choices amongst UK undergraduates. A recent study reported in The Independent had Business in the top three subjects likely to create a billionaire.

Of course this is no guarantee of success, but you have to start somewhere if you want to make it in business and with an unlimited earning potential, you should consider this as an option.

The study of Business can help you on a variety of career paths, such as marketing, human resources or management. It can also lead to careers in almost any sector of industry, from banking to fashion – every company needs business-minded individuals.

Fieldwork and industrial visits form an important component of the course, with visits over the last few years including Coca Cola Enterprises, Jaguar Land Rover, Cadbury, Harry Potter Studios, The Bank of England and the Museum of Brands.

Examples of Topics Covered

- What is business?
- Managers, leadership and decision making
- Decision making to improve marketing performance
- Decision making to improve operational performance
- Decision making to improve financial performance
- Decision making to improve human resource performance
- Analysing the strategic position of a business
- Choosing strategic direction
- Strategic methods: how to pursue strategies
- Managing strategic change

Assessment

The programme is entirely examination based and is assessed by three examination papers which are taken at the end of year 2. Question papers use a variety of assessment styles

including multiple choice, short answer, data response, essay and case studies so that students feel more confident and can engage with questions. Real life case studies are used wherever possible throughout the course, in order to equip you with the ability to apply your new skills and knowledge to real situations.

Entry Requirements

The most important thing you need is a lively and enquiring mind, an interest in business, a willingness to explore new ideas and an ability to communicate your ideas effectively.

It is not a requirement that you have studied Business before. Several topics covered in the course are developments of work covered in a range of other GCSE programmes.



Evie O'Neill

Now studying
Fashion Marketing,
University of Leeds

A Level results
Art & Design – A*
Business Studies – A*
Geography – A*

Evie was also the school Charities Captain, supporting many fantastic fundraising events across the school, including a Children in Need Bake Sale which was attended by Norwich High alumna and GBBO contestant, Kate Barmby.



I wanted to tell you how grateful I am for the quality of the teaching I received in Sixth Form. I really feel that it held me in very good stead.

One of our previous Sixth Formers

Chemistry

Chemistry is a very popular A Level choice. Chemistry and the chemical sciences can open up a world of possibilities and expand your choices for the future. No matter how the world continues to change, Chemistry will always be at the centre of science and at the heart of life. An education in Chemistry gives you the skills needed for a wide range of careers.

Why study Chemistry?

You will need to study Chemistry if you are intending to go to university to study Medicine, Pharmacy or Veterinary Science. It is also the gateway to other exciting careers such as Chemical Engineering, Forensic Science, Oceanography and Environmental Science. You could end up doing anything from analysing the light from distant stars to developing new fuels for the future. The possibilities are endless!

Through studying these modules you will learn in detail about the modern model of the atom, gain a greater understanding of the processes involved in chemical bonding, learn how complex chemicals can be synthesised from simpler molecules, and gain an in-depth appreciation of key aspects of Chemistry such as equilibrium and rates of reaction. Organic (carbon) chemistry and analytical techniques are explored in considerable detail and there will be plenty of opportunities to practise practical skills.

More formal examinations takes place at the end of the Upper Sixth year when you will sit three papers:

- Periodic Table, Elements and Physical Chemistry (two hours 15 minutes)
- Synthesis and Analytical Techniques (two hours 15 minutes)
- Unified Chemistry (one hour 30 minutes)

What will I cover?

Over the two year course you will study a total of six modules, organised into key themes: Practical Skills; Foundations in Chemistry; The Periodic Table and Energy; Core Organic Chemistry; Physical Chemistry and Transition Elements; and Organic Chemistry and Synthesis.

Assessment

You will have regular tests throughout the year to assess your understanding of each topic. These tests are written and marked by the Chemistry Department to provide you with regular feedback on your progress, and include a number of timed past papers.

Entry Requirements

Like all sciences, Chemistry is challenging and represents a very significant step-up from IGCSE, even if you have studied the Triple Award. It is advisable to have at least a 7 grade in both IGCSE Chemistry and IGCSE Mathematics if you want to do Chemistry at A Level.



Nikki Kerdegari

Now studying
Medicine, King's College London,
University of London

A Level results
Biology – A*
Chemistry – A*
Mathematics – A*



100%
A grades
in Classical
Civilisation
A Level Results 2019

Classical Civilisation

If you are inspired by the cultures of Greece and Rome, you will love this A Level course. The breadth of Classical Civilisation enables you to investigate literature, history, art history and archaeology within the same subject and gives you a wide range of skills which can be applied within and beyond many higher education courses.

Why study Classical Civilisation?

Whether you enjoyed studying the subject at GCSE or have never had the chance to study the subject before, Classical Civilisation is held in the same regard as any other humanities subject, and universities are impressed by students who achieve well in such a challenging course of study.

Through a mixture of visual and source-based topics, as well as studying literature in translation, you will investigate some fascinating topics in great detail.

You will further your understanding of the foundations of our society and learn more about the influence of ancient civilisations on our modern world.

Many of our students have gone on to study Classics at Oxford, Durham, Cambridge and St Andrew's University. We have a strong track record of students winning the GDST Pearson and Silver prize, which is awarded for academic achievement and passion for classical subjects.

Examples of Topics Covered

- We study three modules in the course of two years:
- The World of the Hero: a module focused on the study of literature in translation. We read Homer's *Odyssey* and Virgil's *Aeneid*.
 - Culture and the Arts: a module focused on the study of visual and material culture. We study Greek Art or Greek Theatre.
 - Beliefs and Ideas: a module focused on classical thought and philosophy. We study Greek Religion.

Assessment

- We follow the OCR examination board (H408). There are three examination papers at the end of Year 13:
- The World of the Hero: 2 hours 20 minutes (40%)
 - Culture and the Arts: 1 hour 45 minutes (30%)
 - Belief and Ideas: 1 hour 45 minutes (30%)

Entry Requirements

If you appreciate subjects such as English, History, Philosophy, RS or Art you will relish the challenge of Classical Civilisation. You do not need to have studied Classical Civilisation at GCSE and it does not matter if you have not studied Latin or Greek; this course does not involve linguistic work.



Eloise Richmond

Now studying
Archaeology and Ancient Civilisations at Durham University

A Level results
Classical Civilisation – A
Religious Studies – A
Drama and Theatre – B



Computer Science

Computer Science is a field in which there is a high demand for graduates, with many companies actively recruiting females with an appropriate degree. If you are wishing to pursue the subject at university, this A Level is a sound introduction and is welcomed by many top universities.

Why study Computer Science in the Sixth Form?

An A Level in Computer Science is beneficial for those wishing to study Mathematics, Engineering or other scientific subjects. Programming usually forms an essential part of these courses at top level universities. If you are interested in careers in other subjects, you can still benefit from this course as technology pervades the modern workplace, and those who understand how these systems work will have the edge.

What will I learn about?

The course will have a strong emphasis on abstract thinking, problem-solving, algorithmic and mathematical reasoning, scientific and engineering-based thinking. The skills and strategies acquired whilst learning to programme at this level are themselves a good foundation for working in many disciplines. The other focus of the course will be on the theory of computer architecture, software development and data.

In addition, there will be a practical programming project where you can demonstrate the skills you have learnt by creating a system from start to finish, including planning, designing, programming, testing and documentation.

The course will provide you with the opportunity to explore the machines we use every day and take for granted – from the ‘cloud’ to the smartphone in your pocket. Topics covered will include understanding how computers are networked to exchange data

over wide areas such as the internet, learning how to create databases which are the backbone of many popular applications like Facebook, and scripting web pages in HTML, CSS and JavaScript.

This course does not have any pre-requisites and can be successfully studied by anyone with an interest in the subject who has some experience of programming using a code-based language.

Assessment

At Norwich High School you will study the OCR Computer Science (H446) course which will be assessed by two papers and an independent programming project as below:

Component 1: Computer Systems (40%)

- The characteristics of contemporary processors, input, output and storage devices

- Software and software development
- Exchanging data
- Data types, data structures and algorithms
- Legal, moral, cultural and ethical issues

Component 2: Algorithms and Programming (40%)

- Elements of computational thinking
- Problem solving and programming
- Algorithms to solve problems and standard algorithms

Component 3: Programming Project (20%)

You will choose your own computing problem to work through and the project will involve:

- Analysis of the problem
- Design of the solution
- Developing the solution
- Evaluation

Students often help each other academically around the school. If a girl is struggling, there are many teachers they can turn to for help, or they could get an older girl to tutor them if they prefer a student’s perspective.

One of our previous Sixth Formers



Chelsea Crawford

Now studying

Computer Science at University of Oxford, Jesus College

A Level results

Chemistry – A
 Computer Science – A*
 History – A*
 Mathematics – A*
 Further Mathematics – A



Drama & Theatre Studies

An A Level in Drama and Theatre Studies inspires students to become independent practitioners with the skills they need to go on to higher education. The course emphasises practical creativity alongside research and theoretical understanding. Students learn through experience – seeing theatre and making theatre for themselves.

Why study Drama & Theatre Studies at A Level?

A Level Drama & Theatre Studies offers you the chance to work creatively and practically, to marry theory with practice, to realise your own ideas with a sense of maturity and to contribute as part of a team. Evaluating objectively the influences that cultural and social contexts have on decision making are key aspects of this course.

You will develop skills that are not just essential for Drama, but applicable to a wide range of higher education subjects and in the workplace. This course refines your collaborative skills, improves your analytical thinking and your approach to research.

The excellent facilities in the Dorothy Bartholomew Studio enable us to facilitate an extensive range of methods for completing practical coursework. This approach has helped previous students to achieve top grades in acting, directing, costume design, set design and lighting.

There are many other opportunities available to you including auditioning for a production or becoming the school Drama Captain, playing a key role in running the co-curricular Drama provision and supporting the department in general.

Many students have gone on to study Drama at their first choice University or Drama School, with several setting up their own drama groups. Currently, there are former Norwich High School students working as actors and directors in

theatres across the country, with one even creating the 'Norwich Young People's Theatre', an award-winning local theatre company.

Assessment

A Level Drama & Theatre Studies develops practical creativity alongside research and theoretical understanding.

You will learn primarily through experience – seeing theatre and making theatre for yourself. By being introduced to and exploring a wide range of theatrical styles and contexts, you will devise and work on your own unique performances.

This A Level is made up of three main components:

Component 1: A three hour written examination (worth 40%)

In preparation for this exam, you will study and explore two set plays; Shakespeare's *Much Ado About Nothing* and Wertebaker's *Our Country's Good*. Study will be targeted at developing ideas for how the plays may be interpreted and performed. You will also learn how to analyse and evaluate the work of live theatre makers.

Our previous students have been inspired by theatre visits to see performances of the highest quality, such as *Our Country's Good* at the National Theatre, *Hedda Gabler* at Norwich Theatre Royal, *A Midsummer Night's Dream* at the Globe, *Electra* at the Old Vic, and *The Cherry Orchard* at the Young Vic.

Component 2: Creating original drama (30%)

You will go through the process of creating devised drama. This will culminate in a performance, in which you may contribute as a performer, designer or director. The devised piece must be influenced by the work and methodologies of one prescribed practitioner. In the past, students have been influenced by Brecht, Complicite, Artaud and Emma Rice. A working notebook of the creation process will need to be submitted as well.

Component 3: Making theatre (30%)

This component involves practically exploring and interpreting three extracts from three different plays. Methodology of a prescribed practitioner will be applied to all. The third extract is to be performed as a final assessed piece, in which you may contribute as a performer, designer or director. A reflective report analysing and evaluating the original theatrical interpretation of all three extracts will also need to be completed.

Entry requirements

While GCSE Drama will prepare you excellently for this A Level, students who have taken part in co-curricular drama or individual drama examinations are also well prepared for this course. Drama and Theatre Studies is offered to girls who have achieved grade 6 or above in GCSE Drama, or a grade 6 or above in English if this hasn't been studied at GCSE.



Our 2018/19 Young Enterprise Team were amazing National Finalists.

Their product, the Serenotey Bullet Journal, has been adapted for use as the annual School Diary!

Economics

Considering how volatile the economy has been in recent years, you might be interested in developing a good understanding of how the effects of certain actions by governments and individual firms can be felt globally. Studying Economics can help to satisfy your curiosity for the world around you. The subject is current, always changing, always interesting.



Why study Economics?

Students with A Level Economics have access to a wide range of possible career and higher education opportunities. You learn and use a variety of transferable skills throughout the course. These include collecting and analysing economic information from different sources, development of written communication, problem-solving and evaluation skills.

These skills are in great demand and are recognised by employers, universities and colleges as being of great value. Economics combines well with a range of social science and humanities subjects which lead to university courses in areas such as law, business, accounting, politics and of course, Economics.

It is also worth noting that salaries for Economics graduates are among the highest of any discipline. The Institute for Fiscal Studies found that economics is the second most lucrative degree subject after using anonymised tax data and student loan records for 260,000 students up to ten years after graduation.

Examples of topics covered

Individuals, firms, markets and market failure

- Economic methodology and the economic problem
- Individual economic decision making
- Price determination in a competitive market
- Production, costs and revenue
- Perfect competition, imperfectly competitive markets and monopoly
- The labour market
- The distribution of income and wealth: poverty and inequality
- The market mechanism, market failure and government intervention in markets.

The national and international economy

- The measurement of macro-economic performance
- Financial markets and monetary policy
- How the macro-economy works: the circular flow of income.

AD/AS analysis, and related concepts

- Economic performance
- Fiscal policy and supply-side policies
- The international economy.

Assessment

The programme is entirely examination based and is assessed by three examination papers which are taken at the end of year 2. Question papers use a variety of assessment styles including multiple choice questions, data response and essay questions which are based upon real-life economic events. Students will be expected to select and use data and apply their knowledge to analyse and evaluate various economic problems.

Entry Requirements

You do not need to have studied Economics at GCSE in order to take an A Level course in this subject. It is important that you have an interest in economic affairs and a desire to explore why and how the study of Economics contributes to an understanding of the modern world.

This course is suitable for any student who wants to pursue a career in an economics-related profession, or who will enjoy studying a subject that affects her own everyday life.



Jasmine Mansfield

Now studying
Economics, University of Durham

A Level results
Economics – A*
Chemistry – A
Mathematics – A



English Literature

“Immersing yourself in a huge variety of texts, de-coding language and debating character traits... English Literature at A Level is simply fantastic!”

A current A Level student

Why study English Literature at A Level?

Do you enjoy reading, writing and discussion? Do you have an interest in the theatre and cinema? Are you an imaginative person who is interested in exploring ideas? Do you want to develop your analytical skills and become an independent thinker? Then English Literature is perfect for you.

What happens in lessons?

A seminar approach predominates, stimulating genuine discussion within a relaxed and supportive environment. There is a free and lively exchange of ideas, where every voice is heard and respected.

Text choices are high-quality, challenging and student-friendly. Class papers, student presentations and viewings of relevant film adaptations or arts programmes supplement these general group discussions. Most A Level lessons take place in L33, a beautiful and spacious room in Lanchester House.

Theatre trips, workshops and competitions

Where possible, you will attend productions or lectures about set texts. In recent years we have seen performances of Marlowe’s Dr Faustus (London), Othello (Norwich), The Tempest (Stratford-upon-Avon), The Duchess of Malfi (Bury St Edmunds, Stratford-upon-Avon and London), Lady Chatterley’s Lover (Cambridge) and A Doll’s House (London).

You will have the opportunity to participate in a range of competitions including The Annandale Reading Competition where you will read two short texts in a lively and expressive style and The Pamela Homer Prize for Creative Writing. English Literature complements most other A Levels and combines particularly well with arts subjects. English Literature is held in very high regard by universities and enables students to gain transferable skills in written and spoken communication.

Course structure and assessment

A Level

Exam: Drama and Poetry Pre-1900

Section 1 – Shakespeare:
• The Tempest

Section 2 – Drama & Poetry Pre-1900:

- Ibsen – A Doll’s House
- Rossetti – Selected Poems

Exam: Comparative and Contextual Study

American Literature 1880-1940:

- F Scott Fitzgerald: The Great Gatsby
- Willa Cather: My Antonia
- Unseen Prose extracts

Coursework:

- Literature Post 1900
- 20th Century Irish Literature **or**
- Modernism



Freya Irving

Now studying

English, University of St Andrews

A Level results

Art and Design – A*
English Literature – A*
Geography – A*



The Extended Project Qualification is a Level 3 course girls take alongside their A Levels. They are required to complete a project based on a research topic of their choice. This can be related to a subject outside their current areas of study. The project can be in the form of a 5000 word report or an artefact supported by a written report.

100%
A*-B grades
in EPQ
A Level Results 2019

EPQ

What do students need to do?

- Identify, design, plan and complete a project applying a range of organisational skills and strategies.
- Select and use and analyse information from a wide range of sources.
- Use a range of skills, solve problems and take decisions to achieve their planned outcomes.
- Evaluate their outcomes in relation to their agreed objectives and their own learning and performance.
- Provide evidence of all stages of their project.
- Produce a written report of 5000 words/written report of 1500+ words with an artefact and complete a project log.
- Present their outcomes and conclusions to a non-specialist audience.
- Carry out research, and develop their project independently with guidance from their supervisor.

Outline plan for the year

- **July and August:** Carry out some research and choose a topic.
- **September:** Discussions with supervisor to refine their title. Title approval by the coordinator. Continue with research.
- **December to January:** Completion of the mid-project review and bulk of the research.
- **January to February:** Completion of project artefact and/or report.
- **March:** Presentations to an audience of peers and supervisors and our introduction and presentation event.
- **Summer term:** Deadline for completion of project and EPQ.

Benefits to students

Research

Recent AQA research (Jones, 2015) asked: '... are the skills required of the EPQ transferable to more curriculum-embedded qualifications?' ... (the) results indicate that, after controlling for other available explanatory variables – of which mean GCSE prior attainment score is the most critical – taking the EPQ enhances the odds of achieving a higher grade A level (A*-B) by 29%. For each incremental grade achieved in the EPQ

the chances of being awarded a higher grade A Level increased by 7%.

Jones, B. (2015) 'Does the Extended Project Qualification enhance students' GCE A Level performance?'. Centre for Education Research and Practice.

Student confidence and independence

Because students are able to choose their own topic to research, their passion and enthusiasm can be boundless – this means their potential to achieve well is greatly increased. As students become experts in their own field of study, their self-confidence improves along with their communication and presentation skills. This confidence in their subject material and the skills they acquire in the taught skills sessions, enables them to really think critically about their points for discussion. The confidence to think critically and communicate clearly to a wide audience is not only important at A Level and University but also beyond.

Students are encouraged to carry out their research and develop their projects independently from the start of the course. The skills sessions are delivered by the EPQ coordinator and students are given guidance by their supervisors but ultimately the project is their own work, carried out in their own time.

Examples of past EPQ titles

- To what extent is it ethical to use neuroscience to understand criminal responsibility in psychopaths in the US?
- To what extent is conceptual art, art?
- To what extent has the economic gap between male and female golfers changed?
- To what extent did the ideology of Friedrich Nietzsche and the Spartans influence the National Socialist Party?
- What factors have affected the British film industry over the last 50 years and what is their significance on the films produced?
- Are we heading towards the pre-penicillin era due to antibiotic resistant bacteria?
- Is space exploration beneficial to society?

Assessment

Marking takes place in April. A sample is then sent to the examination board for external moderation in May. The EPQ is worth half an A Level in terms of UCAS tariff points.

Entry Requirements

All sixth form students undertake the EPQ starting in September of their first year in the Sixth Form.

University Offers (From the Russell Group 'Informed Choices' booklet)

Undertaking this kind of work considerably improves students' skills in time management, academic writing, referencing and critical analysis amongst others.

For this reason the EPQ is valued by Russell Group universities and some may include it as part of an offer made to a student.

You should check university websites for degree entry requirements.

University admission statements relating to the EPQ

University of Bristol

The University (of Bristol) is supportive of the requirement for Diploma students to undertake an Extended Project as part of their Diploma programme. The University recognises that some A Level students may also choose to offer the Extended Project. In some cases we may make two alternative offers, one of which involves success in the Extended Project (e.g. either AAA at A Level or AAB at A Level plus Extended Project).

Durham University

The Extended Project does not form part of the entry requirements for undergraduate degree programmes at Durham University. Nonetheless a high predicted or actual grade in this award will be considered a positive attribute when selecting amongst applicants with similar levels of overall achievement.

University of York

The University recognises the benefits of the Extended Project Qualification (EPQ) and the opportunities it provides for applicants to develop independent study and research skills. The Extended Project is not a compulsory element of post-16 study and as a result, the University will not include it in the conditions of any offer made to you. However, if you choose to undertake the EPQ we would strongly encourage you to draw upon this experience within your personal statement as it may be taken into account when we consider your application.

University of Cambridge

We welcome the Extended Project and would encourage applicants to

undertake one as it will help to develop independent study and research skills valuable for higher education. However, completion of an Extended Project won't be a requirement of any offer made.

University of East Anglia

At UEA, for some of our courses, an EPQ is taken into consideration when making a decision on your application and can reduce your A level offer for entry. We also have a scholarship that takes the EPQ into account. The eligibility criteria for which could include an excellent result for the EPQ and requires BBB at A-level.

University of Southampton

The University of Southampton was the first to introduce an alternative offer scheme for applicants who excel in the EPQ.

Under this scheme, eligible applicants to subjects across our humanities, business, law, social sciences and related programmes may receive two offers – our usual offer plus an offer of an A in the EPQ and one grade lower in their A level subjects (e.g. AAA at A level; or AAB at A level AND an A grade in EPQ).

This additional offer reflects our confidence in the EPQ as an excellent preparation for the kinds of independent study necessary for students to succeed at a research intensive university such as Southampton.


University of Nottingham

The University welcomes the added challenge provided by the Extended Project but will not normally specify achievement as part of the offer. However, for a degree in Natural Sciences there is a standard offer of A*AA (or equivalent) across three subjects and an alternative offer of AAA (or equivalent) across three subjects plus an A in the EPQ.

University of Manchester

We strongly encourage prospective students to provide information about the EPQ in their personal statement and, if invited, at interview. This is because a number of our academic Schools may also choose to take your performance in the EPQ into account should places be available in August for applicants who narrowly miss the entry grades for their chosen course.

In some cases, admissions tutors may wish to make an alternative offer to applicants, one of which involves successful completion of the EPQ (eg AAA at A-level or AAB plus the Extended Project at Grade A). Where this is the case, it will clearly be stated in the academic School's entry requirements.



One thing that is really unique about the Sixth Form is the real sense of community that is a large part of the school's ethos. It fosters a unique sense of belonging that makes it a brilliant environment to grow and learn in.

One of our current Sixth Formers

Choosing to study at Norwich High Sixth Form was one of the best decisions I ever made. The friendly and open environment always makes you feel at home.

One of our current Sixth Formers

Geography

The OCR A Level in Geography has been designed to give learners the knowledge, understanding and skills necessary to become engaged global citizens. Through the study of dynamic and contemporary content, learners can understand and interact with issues which affect people and places at a range of scales from local to global.

Examples of Topics Covered

Topics include Hazards and Urban Environments, as well as new subjects such as the Carbon and Water Cycles, Glaciated Environments and Food Supply. With three academic staff members in the department, we are able to offer focussed teaching and personal supervision, supported by state-of-the-art fieldwork equipment and interactive whiteboards in all Geography rooms.

Snowdonia to study glaciation and then to Aberystwyth to examine drainage basin hydrology. This is a compulsory requirement of the course and the cost of this six day field trip is in the region of £400. The investigation paper is approximately 3,000 words long and comprises 20% of the final A Level grade. You will leave the school with fun and happy memories of this week away, inspiring a love of Geography for lifelong learning.

All three examination papers include a range of short and medium responses, essay style questions and geographical skills.

An independent investigation at A Level provides learners with the opportunity to develop a wide range of skills and abilities which are applicable not only to study in Higher Education but also within the world of work and life – this accounts for 20% of the A Level.

Fieldwork in A Level Geography

The full A Level includes a personal geographical investigation based on fieldwork, carried out during a six-day field trip to Wales in March. The fieldtrip will take you to Cardiff to look at contemporary urban change and inequality, to

Exams and Assessment

The A Level comprises of:

- two 1 hour 30 mins examination papers – one on physical geography and one on human geography – 22% each paper (44%)
- one 2 hour 30 mins examination paper – focusing on geographical debates at the end of the two year course – 36% of the overall A Level

International fieldwork to Iceland

During this A Level, you will have the opportunity to visit Iceland to explore this country's fascinating physical geography, a truly amazing opportunity to enrich your Geography studies further.

The five-day itinerary includes the Golden Circle tour which allows you to visit some of Iceland's most stunning sights, such as the Geysir Geothermal Area, Gullfoss (also known as Golden Falls) and Thingvellir National Park, where the American and Eurasian tectonic plates are diverging. The Reykjanes Peninsula is home to several high-temperature geothermal areas, the Blue Lagoon and many recreational activities. The South Shore Tour visits Seljalandsfoss waterfall, Solheimajokull Glacier, coastal cliffs and spectacular basalt column rock formations. The cost of this optional fieldtrip is in the region of £1,400.



Isobel Napier

Now studying
Geography,
University of Edinburgh

A Level results
Economics – A
English Literature – A
Geography – A*



Our community enables us to strive in our academic studies - feeling comfortable within our environment allows everyone to reach their full potential.

One of our previous Sixth Formers

History

“Understanding history will make you a better citizen and more appreciative of the law and of freedom... but it is also an immense pleasure – the way art is, or music is, or poetry is. And it’s never boring!”

David McCullough – (US Historian)

Why choose History at A Level?

An understanding of the past is essential to understanding the world in which we live, as individuals, as communities and as nations. History is vital to our sense of identity and purpose.

But there is more to History than this. History is the study of the interactions between fascinating people and peoples.

What makes History great at A Level is the opportunity to discuss, question, challenge and create new arguments about historic events and decisions. In the process we learn more about the past and often even more about ourselves.

Examples of Topics Covered

At A Level we follow a programme of breadth, looking at late nineteenth and twentieth century America, considering the formative political, social and economic forces which led to the making of a Superpower. We combine this with a depth study on the politically turbulent excitement of The Wars of the Roses (1450-1499).

In the second year this will be further developed by an Independent Investigation which will develop the research skills necessary for further independent study in a variety of disciplines at University.

In both topics you will develop your ability to assess evidence, develop creative arguments and think and reason logically.

You will also be exposed to the views of other historians, encouraged to think critically about the views of others, and develop informed and creative arguments of your own.

These topics will be assessed by two examinations at the end of second year, with the submission of an Independent Study. History is a highly regarded academic subject with both universities and employers appreciating the skills of lucid communication, intelligent argument, purposeful research and independent thinking which the discipline cultivates.

We will also be taking trips to New York and Washington during the course and other short trips within the UK, engaging with relevant conferences and speakers.



Emily Green

Now studying
History, University of Cambridge

A Level results
Biology – A
History – A*
Mathematics – A
Politics – A*



GDST
GIRLS' DAY SCHOOL TRUST
Pearson and Silver Award Winner



Chloe Lansley

Now studying
Classics, University of Cambridge

A Level results
Drama – A
French – A*
Latin – A*

Chloe was our fantastic Head Girl for 2016/17, and also one of two girls in the school who won a prestigious Pearson and Silver Award for showing academic excellence and sheer passion for subjects with classical content, and took first prize in the Eastern Section of the Cranmer Awards.

Latin

If you are inspired by the language and culture of Ancient Rome and you have a strong GCSE in Latin, you will relish this A Level course. Latin lessons are taught by at least two members of the department, each of whom brings experience as well as their own specialisms to the study of Latin. Your teachers will pass on their own expertise in Latin grammar as well as their enthusiasm for the stories and genres of the different literary texts.

Why study Latin?

Studying Latin at A Level will enable you to become a confident linguist as well as a critical analyst of Latin literature. You might be considering reading Classics or a related subject at university. It is a subject that is highly-regarded by universities and employers as providing an intellectually demanding training that values attention to detail.

You will develop transferable skills and improve your powers of analysis and evaluation. Many of our students have gone on to study Classics at Oxford,

Durham, Cambridge and University of St Andrews. We have a strong track record of students winning the GDST Pearson and Silver prize, which is awarded for academic achievement and passion for classical subjects.

and literary perspective and become immersed in the myths and legends of the Roman world as well as its gritty political realities.

Examples of Topics Covered

During this course, you will enjoy reading prose and verse texts written by famous Roman authors such as Virgil, Ovid, Cicero, Horace, Catullus and Tacitus.

You will translate and analyse these texts from a historical, social

Assessment

We follow the OCR examination board (H443). There are four examination papers at the end of Year 13:

- Unseen Translation: 1 hour 45 minutes (33%)
- Comprehension: 1 hour 15 minutes (17%)
- Prose literature: 2 hours (25%)
- Verse literature: 2 hours (25%)

Entry Requirements

Achieving a grade 9, 8 or 7 in GCSE Latin will stand you in good stead for success at A Level. Having studied for your GCSE in Latin, you will be well-equipped with the skills which you need to tackle A Level Latin.



Maddie Hazelden

Now studying
Modern and Medieval Languages at Cambridge

A Level results
English – A*
German – A*
Latin – A*

100%
A*-C grades
in Further
Mathematics

A Level Results 2019

Mathematics and Further Mathematics

Mathematics and Further Mathematics are versatile qualifications that are well respected by universities and employers alike. Careers for women with good mathematical skills and qualifications are frequently well paid, interesting and rewarding. Whilst the number of young people studying A Level Mathematics is increasing, there is still a huge demand from science, engineering and manufacturing employers.

Why Study A Level Mathematics and Further Mathematics?

Many employers value A Level Mathematics qualifications as they demonstrate an ability to think logically and analytically. Through solving problems you develop resilience and are able to think creatively and strategically.

The writing of structured solutions, proof and justification of results help you to formulate reasoned arguments. You will have demonstrated excellent numeracy skills and the ability to process and interpret data. For progression to many courses at university it is important to have strong mathematical skills – and it is an essential requirement for many courses in science, technology, engineering and, of course, mathematics. The skills you learn in A Level Mathematics are of great benefit in other A Level subjects such as Physics, Chemistry, Biology, Computing,

Geography, Psychology, Economics and Business Studies. A Level Mathematics is an interesting and challenging course which extends the methods you have learnt at GCSE and is made up of 'Applied Mathematics' and 'Core Mathematics'.

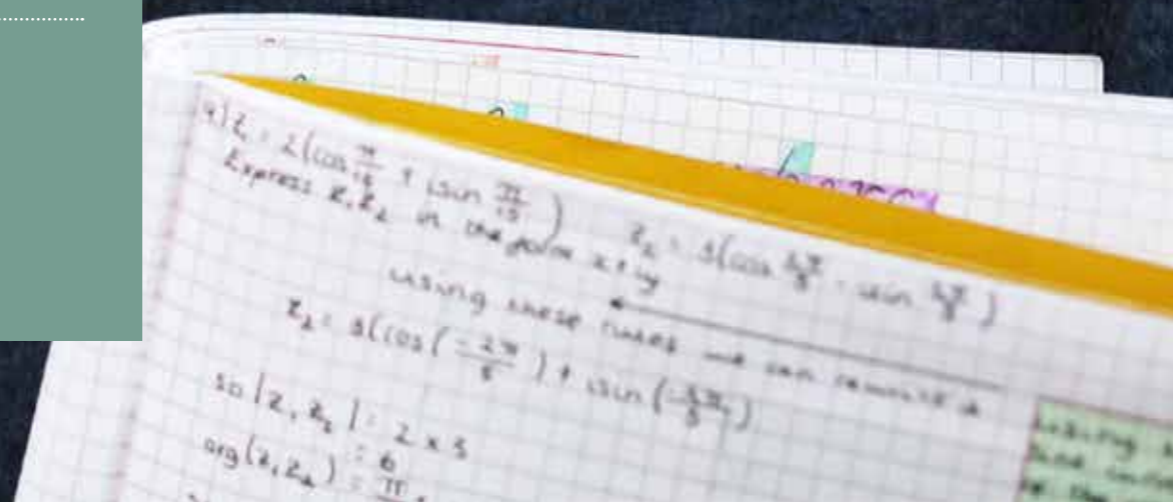
The department is immensely proud of its continued outstanding success at A Level. We are one of the subjects with the highest number of students in the Sixth Form and a significant proportion go on to study Mathematics or a related STEM subject each year. We encourage students to prepare for World Class Universities and provide the support required to meet these particular requirements. Recent students have gone on to study Mathematics at Oxford, Warwick and Durham, amongst others.



Mary Pinching

Now studying
Mathematics,
University of Warwick

A Level results
Chemistry – A*
History – A
Further Mathematics – A*
Mathematics – A*



Applied Mathematics

This is the mathematics which is used to describe or to solve 'real world' situations and problems. Within this section there are three main areas: Statistics, Mechanics and Decision Mathematics (Decision Mathematics is only available to Further Mathematicians).

Statistics

Collecting and analysing data and using this to make predictions about future events. Many subjects make use of statistical information and techniques. An understanding of probability and risk is important in many careers including insurance, medicine, engineering and sciences.

Mechanics

Modelling and analysing the physical world around us, including the study of forces and motion. Mechanics is particularly useful to students studying physics and engineering.

Decision Mathematics

Using algorithms and other methods to find efficient solutions to real life problems, such as finding the shortest route between two points in a network. Decision is particularly useful for business, computing and economics careers.

Core Mathematics

The easiest way to think of Core Mathematics is that it is mathematics done for its own sake. In fact, it is not that simple, because even the most abstract mathematics will almost always have applications. For example, 'Number Theory' is now considered vital in computer encryption systems despite originally being studied for its own sake.

Further Mathematics

A Level Further Mathematics is a separate qualification from A Level Mathematics and is both fun and rewarding. It broadens your skills and promotes deeper mathematical thinking. The course extends many of the topics that are covered in A Level and also introduces brand new concepts, such as complex numbers, hyperbolic functions and modelling with differential equations. Further Mathematics students study the course separately from those who take single Mathematics and so will have a greater number of lessons devoted to these two subjects.

Assessment

The Edexcel A Level Mathematics qualification consists of three externally-examined papers which are taken in the Summer Term of Upper 6.

- Paper 1: Pure Mathematics 1 (Paper code 9MA0/01)
- Paper 2: Pure Mathematics 2 (Paper code 9MA0/02)
- Paper 3: Statistics and Mechanics (Paper code 9MA0/03)

The Edexcel A Level Further Mathematics qualification consists of four externally-examined papers which are taken in the Summer Term of Upper 6.

Two of the papers are compulsory whilst two can be selected from a number of options (Further Pure Mathematics, Further Statistics, Further Mechanics and Decision Mathematics)

- Paper 1: Core Pure Mathematics 1 (Paper code 9FM0/01)
- Paper 2: Core Pure Mathematics 2 (Paper code 9FM0/02)
- Paper 3: Further Mathematics Option 1
- Paper 4: Further Mathematics Option 2

Entry Requirements

For A Level Mathematics you should have as high a grade as possible at IGCSE, such as grade 7, 8 or 9.

For A Level Further Mathematics you should have a grade 8 or 9. You do not need to have taken Additional Mathematics to be eligible for either course, although it would be regarded as an advantage if you have seen this course prior to starting the Sixth Form.

Modern Foreign Languages

French, German and Spanish

Choosing to study a Modern Foreign Language at A Level will enable you to develop and build on your skills and knowledge acquired at GCSE.

It will also enhance your employment prospects and facilitate foreign travel.

Finally, it will provide an insight into another culture and society as well as providing you with a sound basis for further study.

The A Level in Modern Foreign Languages (MFL) covers Social issues and trends, Artistic culture, Grammar, and one film and literary text for each language.

All of our lessons are supported by a language assistant, who will work closely with you one-to-one on your speaking skills.

100%
A*-A grades
in German

A Level Results 2019



Lota Ugochukwu

Now studying
Mathematics,
University of Warwick

A Level results
Chemistry – A
Mathematics – A*
Further Mathematics – A
Physics – A

Lota was awarded the GDST Minerva Prize, a prestigious prize which recognises the enormous contribution a student has made to one of the Trust schools. She was also the first Norwich High student to speak on the panel at our Inspiring Females Summit.



Anna Wasse

Going on to study
Mathematics (with French),
Edinburgh

A Level results
French – A*
Further Mathematics – A*
Latin – A*
Maths – A*





French

Year 1

1. Social issues and trends:

- The changing nature of the family (La famille en voie de changement)
- The 'cyber-society' (La cyber-société)
- The place of voluntary work (Le rôle du bénévolat)

2. Artistic culture:

- A culture proud of its heritage (Une culture fière de son patrimoine)
- Contemporary francophone music (La musique francophone contemporaine)
- Cinema: the 7th art form (Cinéma: le septième art)

3. Grammar

4. Works:

- Literary text: Delphine de Vigan – 'No et moi'
- Film: La Haine

Year 2

1. Social issues and trends: Aspects of French-speaking society: current issues

- Positive features of a diverse society (Les aspects positifs d'une société diverse)
- Life for the marginalised (Quelle vie pour les marginalisés?)
- How criminals are treated (Comment on traite les criminels)

2. Political and artistic culture: Aspects of political life in the French-speaking world

- Teenagers, the right to vote and political commitment (Les ados, le droit de vote et l'engagement politique)
- Demonstrations, strikes – who holds the power? (Manifestations, grèves – à qui le pouvoir?)
- Politics and immigration (La politique et l'immigration)

3. Individual Research Project (SEE PAGE 51)

Spanish

Year 1

1. Social issues and trends:

- Modern and traditional values (Los valores tradicionales y modernos)
- Cyberspace (El ciberespacio)
- Equal rights (La igualdad de los sexos)

2. Artistic culture:

- Modern day idols (La influencia de los ídolos)
- Spanish regional identity (La identidad regional en España)
- Cultural heritage or cultural landscape (El patrimonio cultural)

3. Grammar

4. Works:

- Literary text: Gabriel García – 'El Coronel no tiene quien le escriba'
- Film: El laberinto del Fauno (Guillermo del Toro)

Year 2

1. Social issues and trends: Multiculturalism in Hispanic society

- Immigration (La Inmigración)
- Racism (El Racismo)
- Integration (La Convivencia)

2. Political and artistic culture: Aspects of political life in the Hispanic world

- Today's youth, tomorrow's citizens (Jóvenes de hoy, ciudadanos de mañana)
- Monarchies, republics and dictatorships (Monarquías, repúblicas y dictaduras)
- Popular movements (Movimientos populares)

3. Individual Research Project (SEE PAGE 51)



Helena Nieto

Now studying French and Management (with a year abroad), King's College London

A Level results
French – A*
German – A
Spanish – A*



German

Year 1

1. Social issues and trends:

- The changing state of the family (Familie im Wandel)
- The digital world (Die digitale Welt)
- Youth culture: fashion and trends, music, television (Jugendkultur: Mode, Musik und Fernsehen)

2. Artistic culture:

- Festivals and traditions (Feste und Traditionen)
- Art and architecture (Kunst und Architektur)
- Cultural life in Berlin, past and present (Das Berliner Kulturleben damals und heute)

3. Grammar

4. Works:

- Literary text: Schlink – 'Der Vorleser'
- Film: Good bye, Lenin!

Year 2

1. Social issues and trends:

- Multiculturalism in German-speaking society
- Immigration (Einwanderung)
- Integration (Integration)
- Racism (Rassismus)

2. Political and artistic culture:

- Aspects of political life in the German-speaking world
- Germany and the European Union (Deutschland und die Europäische Union)
- Politics and youth (Die Politik und die Jugend)
- German re-unification and its consequences (Die Wiedervereinigung und ihre Folgen)

3. Individual Research Project (SEE PAGE 51)

Individual Research Project

- Students must identify a subject or a key question which is of interest to them and which relates to a country or countries where the target language is spoken. They must select relevant information in the target language from a range of sources including the internet. The aim of the research project is to develop research skills. Students will demonstrate their ability to initiate and conduct individual research by analysing and summarising their findings, in order to present and discuss them in a speaking assessment.
- Students may choose a subject linked to one of the themes or sub-themes or to one of the works. However, students must not base their research on the same literary text or film that they refer to in their written assessment.
- Students should each choose a different subject for their research. However, if more than one student selects the same general subject area, the title of their research and their approach must be different.



Sixth Form language immersion cultural trip to Paris

Last year, A Level French students enjoyed a superb trip to Paris, to immerse themselves in the city's language and culture.

As part of their visit, the girls took in many of the city's sights and met with a Norwich High Alumna for a tour of the University of London Institute in Paris.

The trip proved a challenge linguistically for the students, as they attended a university lecture entirely spoken in French. The trip provided the perfect opportunity to practice and prepare themselves for their French oral exams.

100%
A* grades
in Music

A Level Results 2019
(single candidate)



Music

Our A Level in Music is ideal for any budding performer, fully supported by a plethora of additional opportunities only available from the Norwich High School Music department.

An A Level in Music comprises three main areas of study: Performance, Composition and Historical and Analytical Studies.

Performance is worth 35% of the course and favours confident and experienced performers. You will prepare and record a ten minute programme of music on one or more instruments. The standard required equates to Grade VIII ABRSM.

The study of Composition is divided into two areas: harmonic techniques through the study of Bach chorale harmonisation (writing for soprano, alto, tenor and bass voices) and free composition (where you are required to write a piece in a style of your own choosing). This area is worth 25% of the overall grade.

Historical and Analytical Studies (worth 40%) involves the study

of particular styles of music from the Western Classical Tradition to Music Theatre, Jazz or Popular styles. This is assessed through a listening exam at the end of the two-year course where you are required to answer questions on extracts of music, which are both familiar and unfamiliar.

If you wish to sit an additional performance examination, our school is a centre for termly ABRSM grade exams.

We have a busy and vibrant programme of extra-curricular music comprising large ensembles such as Senior, Chamber and Pop Choirs, Senior Orchestra, Concert and Jazz Bands, as well as a number of smaller chamber ensembles from Percussion Ensembles to String Quartets.

Our musicians have a range of exciting opportunities that include regular concerts, masterclasses

and workshops and we perform in school, in and around Norwich and Norfolk, and all across Europe.

These include our annual Carol Service and Choral Concert which take place in the wonderful surroundings of Norwich Cathedral and the much anticipated climax to our Winter Arts Festival, 'Finale' – a sell-out extravaganza of music, dance and drama at Norwich Playhouse.

The Music Department runs an annual music tour abroad and recent venues have included Tuscany, Venice, Lake Garda, Prague and the Costa Brava. This year, we are hoping to run an exciting tour to Salzburgerland in Austria for July 2021, which will see Norwich High girls perform across a number of beautiful venues in the region, including Salzburg Cathedral.



Lucy Thalange

Now studying
Vocal Studies,
Royal Academy of Music

A Level results
Music – A
English Literature – B
History – C

As well as being Music Captain for the school, Lucy won the Norfolk Young Musician of the Year award, performed at prestigious venues such as the Royal Albert Hall and even had her own billed concert during her time in the Sixth Form.



100%
A*-C grades
in PE

A Level Results 2019

PE

Why study PE at A Level?

Sport is one of the largest growing industries. There is an ever growing list of degree courses available at many universities to allow you to access a career in sport.

PE is a broad subject which covers lots of different topics. This subject relates well with other subjects such as Biology, History, Psychology and Chemistry. You will get the opportunity to study your chosen sport in greater depth, and analyse your technique.

Our current A Level students have been able to attend a sports science trip to Loughborough University and lectures and coaching sessions with Olympic athletes at the GSA's Girls Go Gold Sports Conference, held in Wimbledon.

Prior knowledge and relevant subject combinations:

Studying GCSE PE is an advantage, but not a necessity. It is important that you participate in at least one sport regularly outside of school. This should be at least at club level. Most subjects complement A Level Physical Education well. This is particularly the case with the sciences and Psychology as some of the basic content overlaps. Subjects which require essay style answers also go well, such as Geography.

Higher Education and career choices suitable with an A Level in PE include:

- Sports Science
- Physiotherapy
- Sports Psychology
- Recreational Management
- Injury Rehabilitation
- Armed Forces
- Coaching/Teaching

Assessment

We are following a specification with the following weighting:

Theory – 70%

- Five theory topics covered:

Paper 1: (Scientific Principles)

- Applied Anatomy and Physiology
- Physiology and Biomechanics

Paper 2: (Psychological and Social Principles)

- Sports Psychology
- Skill Acquisition
- Sport in Society

Practical/Coursework – 30%

Two coursework topics (15%)

- Performance analysis and Personal Development Plan

Practical performance in one sport as a player/performer or a coach (15%)

How is PE examined at A Level?

Written exam paper(s)

- Paper 1: Scientific principles of PE – 2 hours and 30 minutes 40%
- Paper 2: Psychological and social principles of PE – 2 hours – 30%
- Coursework: Performance Analysis + Personal Development Programme (PDP) 15%
- Practical exam (15%)

BTEC Sport

Pearson BTEC Level 3 National Extended Certificate in Sport 360 | GLH (445 TQT) (Equivalent in size to one A Level)

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure and knowledge applied in project-based assessments. They focus on the holistic development of the practical, interpersonal and thinking skills required to be able to succeed in employment and higher education.

The course:

Unit 1: Anatomy and Physiology (an externally assessed written exam)

Unit 2: Fitness Training and Programming for Health, Sport and Well-being (an externally assessed written exam)

Unit 3: Professional Development in the Sports Industry (internally assessed)

Unit 7: Practical Sports Performance (internally assessed) Mandatory content (83%). External assessment (67%).

This qualification is designed to support progression to higher education when taken as part of a programme of study that includes other appropriate A Levels.

BTEC Sport provides transferable knowledge and skills that prepare learners for progression to university. The transferable skills that universities value include:

- the ability to learn independently
- the ability to research actively and methodically
- being able to give presentations and being active group members.
- reading technical texts
- effective writing
- analytical skills
- creative development
- preparation for assessment methods used in degrees.

Study of sport particularly encourages the development of skills and behaviours such as teamwork, leadership, performance analysis, resilience, evaluation, analysis and synthesising concepts. These skills are developed through the variety of approaches to teaching and learning enabled by the specification.

Learners that follow a BTEC Sport course normally go on to university to study Physiotherapy, Armed services, Teaching, Sports Coaching, Sports Management, Sports Analyst and Sports Psychology.



Amelia Williamson

Now studying Golf Scholarship at Florida State University

A Level results
PE – A
Geography – B

Norwich High Sixth Form Student Amelia Williamson enjoyed extensive golfing success in her sporting career whilst at school. In 2017, she was elected to represent England in a number of golfing tournaments including

the European Girls' Team Championship in Finland and in the Girls' British Open Amateur Championship.

She began her career in 2014 as a member of the Region U16 Girls East Squad.



Choosing to study at Norwich High Sixth Form was one of the best decisions I ever made. The friendly and open environment always makes you feel at home.

One of our current Sixth Formers

Physics

Physics can be regarded as the study of matter, energy, fields and waves. It can investigate the laws of nature on all scales, from the interaction of subatomic particles to the behaviour of black holes at the edge of the observable universe. Physics is essential in a wide variety of occupations including agriculture, medicine, design, broadcasting and all types of engineering.

Why study Physics at A Level?

Physics trains you to think logically and to work from first principles to develop an argument, enabling you to reduce difficult problems to manageable proportions. It teaches you that the 'obvious' explanation is not always true – sometimes the 'truth' is what we might first consider to be nonsense. You can use models to understand abstract concepts, and to make predictions. It gives you an insight into the way the natural world works and provides a background that lets you follow future developments in science.

Topics covered

Each class will be taught by two subject specialists, in Year 1 there are four topic areas:

1. Development of Practical Skills
2. Foundations of Physics
3. Forces and Motion
4. Electrons, Waves and Photons

In Year 2 there are two more topic areas to complete the A Level course.

5. The Newtonian World and Astrophysics
6. Particles and Medical Physics

Assessment

The full examination at the end of Upper 6 assesses all of the topics in three examination papers – 'Modelling Physics', 'Exploring Physics' and 'Unified Physics'. There is also a practical element throughout the course that

is assessed by teachers and moderated by the examination board. This 'Practical Endorsement' is not part of the overall grade.

Entry Requirements

Our entry requirements for Physics A Level are a grade 7 in Physics and Maths. It is recommended that you study Physics with Maths at A Level.

Who can study Physics at A Level?

You do not have to be considering a career in Physics to study it at A Level; it is a valuable course for any career. Girls who do Physics A Level can go on to do degrees in a wide variety of subjects like Dentistry, Veterinary Science, Geography, Biology, Mathematics, Optical and Clinical Engineering as well as in Physics and other traditional engineering subjects.

We are delighted that in recent years many of our Physics A Level students are demonstrating this variety by studying a vast array of courses at University from Engineering and Maths to Medicine.

Our Sixth Formers will have many opportunities to take part in lots of unique and exciting experiences, including a trip to CERN in Geneva, visiting the LHC in Switzerland, and attending a masterclass by the National Space Centre.



Connie Trojan

Now studying
Mathematics,
University of Durham

A Level results
French – A*
Mathematics – A*
Further Mathematics – A*
Chemistry – A*
Physics – A*



100%
A*-B grades
in Politics
A Level Results 2019

Politics

Politics is a social science. It is all about people and how they interact and organise their society. It is very useful for a range of university courses and professions including law, the civil service, politics, journalism, diplomacy, international aid, environmental careers, economics and business.

Why study Politics at A Level?

Politics complements subjects such as Geography, History, Economics and Modern Foreign Languages. You may wish to choose it as a subject that demonstrates your broad-minded interest in life and the shape of the world around you.

We also engage in the wider world with trips, visits and experiences. Recent examples include visiting the Houses of Parliament, representing the school at the European Youth Parliament debates at Newnham College, Cambridge, presenting at a UEA politics conference on Counter-Terrorism, enjoying SIX+ Lectures such as using drones as weapons of war and delivering an active democracy assembly to our Prep School.

What will you gain from studying Politics?

- An improved political awareness of the world around you
- An enhanced understanding of how the British Political System works
- A unique insight into International Political Studies
- An ideological understanding of key political ideas and their development
- The ability to construct logical and informed arguments
- The experience of open minded and challenging discussions
- Your ability to analyse, evaluate, interpret and synthesise information will be improved

- You will also develop wider study skills, such as presenting to others, listening, debating ideas, constructing oral and written arguments and detailed research techniques

We expect no prior knowledge before embarking on this A Level, but would hope that students considering it as an option are already interested in current affairs and the political world.

Assessment

For A Level we follow the Edexcel specification which is made up of the following:

- Component 1: UK Politics and Core Political Ideas**
- Democracy and Participation
 - Political Parties
 - Electoral systems
 - Voting behaviour and the media
 - Conservatism
 - Liberalism
 - Socialism

- Component 2: UK Government and Non-core Political Ideas**
- The Constitution
 - Parliament
 - The Prime Minister and Executive
- Optional Ideology: Feminism**

- Component 3: Global Politics**
- Theories of global politics (Realism, Liberalism, Anarchism, Environmentalism, Nationalism)
 - Sovereignty and globalisation
 - Global governance: political and economic (eg. UN, NATO, the World Bank, WTO)
 - Global governance: human rights and environmental (eg. International law, ICC, humanitarian intervention)
 - Power and developments (eg. Polarity and the Balance of Power)
 - Regionalism and the EU (Arab League, African Union)

Component 3 also includes studying current global events, trends and challenges.



Fleur Curson

Now studying
European Politics,
King's College London

A Level results
Politics – A
Economics – B
Classics – B

In March 2016, Fleur was elected as the UK Youth Parliament Representative for Norwich South with a record number of votes.



Laura Sillitoe

Now studying
Textile Design at
Leeds University

A Level results
Geography – A*
Product Design – A*
Textiles – A*

Product Design

In product design our core mantra is Problem, design, make and evaluate. We strive to empower young girls to become the new female technologists, designers, architects and engineers of the future. Through making, creating, testing and exploring, girls will learn new smart skills combining old and new technologies, and bring life to their creations. We encourage creativity, passion and want students to think out side the box to solve the problems of the future.



Why study Product Design in the Sixth Form?

Practically everything you use, see and touch in a day is designed by someone. So design is key to everything out there, be it architecture, furniture design, electrical products, toys, fashion, packaging, graphics, jewellery and so on.

Designers hold a pivotal position in society as they determine the success or failure of every product and how it impacts on the consumers who use them.

In today's society designers also have a great responsibility to meet the demands of the new millennium and consider ethical issues such as the environment, designing for need and providing for the developing world. If you love innovation and think 'why not!' then this is the course for you



What will I learn about?

- You will initiate design solutions and develop, test and trial models and prototype designs.
- You will develop your imagination and flair when working with resistant materials.
- You will develop an understanding of contemporary design including new technologies and modern or 'smart' materials.

Assessment

Edexcel Design and Technology: Product Design (9DT0)

There are two significant components to the A level course.

The first is a written examination where you must demonstrate a thorough understanding of



resistant materials, performance characteristics of materials, processing and techniques, manufacturing, legislation, health and safety and risk assessment.

There is also a requirement to analyse and evaluate wider issues including social, moral, ethical and the environmental impact of design and technological activity.

The second section is the design process through a coursework component. This will predominantly consist of research, designing, manufacturing of a bespoke prototype and evaluation. Both sections are equally weighted at 50% of the A Level qualification.



Georgina Nicholls

Now studying
Zoology with
Study Abroad,
University of Exeter

A Level results
Geography – A*
Psychology – A
Biology – B

Psychology

Psychology is the study of people, behaviour and the mind. It is a broad subject, with many different areas and approaches towards explaining behaviour. Psychologists observe human behaviour, create theories to explain the behaviour, and then carry out research to test these theories.

The most important quality for anyone wanting to study psychology is to find people fascinating. Are you intrigued by why people act in the way they do? If so, then psychology will capture your imagination.

You do not need any knowledge of psychology to undertake this course. However, the nature of the course means that having at least a grade 5 or better in GCSE Maths and Science are strongly advisable. The course involves some essay writing, collection of data, analysis of data using statistics, and interpretation of evidence. Psychology is a science, so a scientific way of looking at things can be an advantage.

What will I learn?

Year One – Foundations of Psychology (Paper 1) four topic areas.

Social psychology covers obedience to those in authority, and why someone might not obey, as well as whether our personality makes us obey in the situation we are in. You will cover prejudice too, looking at factors that lead us to become prejudiced and to discriminate, such as against those in other groups.

Cognitive psychology is about how we process information, such as using language, using memory and problem solving. In your course the focus is on memory, including, for example, how we use short-term memory and how we form long-term memories.

Biological psychology is about the brain as well as aspects of our physical make up such as genes, the idea of survival of the fittest, and hormones. Your course will focus on aggression, looking at what parts of the brain relate to aggression.

Learning theories involve looking at our behaviour and what leads to specific behaviours, including how we develop a phobia, and how we respond to praise and react to punishment. You will see that we learn a lot by imitating our role models, for example.

Year Two Psychology – Applications of Psychology (Paper 2)

The first topic studied is Clinical psychology, which looks at mental health and mental disorders. For example, you will look at biological explanations for schizophrenia (features, causes and treatments), and for depression (again looking at features, causes and treatments). You will also look at how mental illness is viewed in different cultures.

The second application studied is Criminological psychology. This focuses on different aspects of crime including offender behaviour, jury decision-making and issues affecting sentencing such as the unreliability of eyewitness testimony and issues around interviewing suspects. Causes of crime are also considered as well as treatments of offenders.


Year Two Psychology – Psychological Skills (Paper 3)

The final paper is 'Psychological Skills' and is a revision section, where you can pull all your learning together before doing the A Level exams. There are also issues and debates that will be introduced. For example, the nature-nurture debate, how psychology can contribute to social control, and how psychology researches in socially sensitive areas.

What can I do after I have completed my course?

Psychology is recognised as a science subject and is suitable for degrees in Medicine, Physiotherapy, Law, and Nursing.

It is a useful subject for any career where you interact with people. Occupations such as journalism and marketing all welcome trainees who have studied psychology. If you are considering Higher Education, psychology can be an invaluable subject. Although psychology is a science, it sits on the boundary of Science and Arts subjects and combines elements of both. If you choose the Arts route, psychology shows a competence in scientific thinking and numeracy that will add breadth to your skills.



It has been one of my most enjoyable subjects, mainly because it is entirely different from any subject I have studied before. Due to taking this subject, I have become interested in other areas outside the syllabus and hope to study it at University.

Religious Studies: Philosophy and Ethics

Philosophy literally means 'I love wisdom!'

You will have heard people wondering: 'What is the edge of the universe?' or 'What is the responsible thing to do?'

This type of thinking is philosophical and moral reasoning. It is the science of critical reasoning. The philosopher puts into question what is assumed to be the case and seeks truth and understanding. This makes the subject one of the most essential of all disciplines. The skill of thinking clearly and coherently is 'THE SKILL' to have in whatever profession. Key questions it pursues are: 'What can we know?' (Philosophy) and 'What should we do?' (Ethics).

In Philosophy, we will study the Greek philosophers Plato and Aristotle in comparison to Judaeo-Christian scholars; concepts of ultimate reality (God); the nature of the mind and responses from modern science, psychology and sociology; religious language and experience and the developments of current schools of thought such as secularism and pluralism.

Ethics is moral reasoning!

Ethics is an extremely relevant subject. It underpins decisions in Law, Business, Finance and Medicine and is fundamental in Retailing, the Media and Education. The questions on ethical issues include:

- What do we mean by 'good'?
- Are we born with natural rights?
- Is it responsible to kill a person?
- How free are we?
- Conscience?
- Justified War?

We will study Ethical Language and Theories, Religious and Practical Ethics focusing on issues such as Medicine, Business, the Environment, Human Relationships, War & Peace and Gender Issues.

The course

The A Level course (Philosophy & Ethics) is a stand-alone qualification and does not require GCSE RS. All examinations are at the end of the two year course. There are three units with a written examination for each. Homework consists of reading, research and independent study. You should enjoy reading and take an interest in current affairs.

Is Philosophy and Ethics useful?

Philosophy and moral reasoning are classic traditional academic disciplines. Together with Theology, Philosophy has been considered to be the Queen of all subjects since antiquity. In fact it is due to Aristotle that your studies have been divided into different categories. Isaac Newton published his most acclaimed work under the title 'Philosophiae Naturalis Principia Mathematica' (Mathematical Principles of Natural Philosophy). The subject forms the basis for any academic enterprise, whether it is Law or Medicine, Politics or Business, Journalism, Teaching or Social Work, Theology or Philosophy.

The skills that are developed include logical and critical thinking, critical evaluation, structuring and negotiating arguments, research and problem solving. Philosophy graduates frequently find employment in:

- Business and Research
- Retail
- Finance
- Health & Social Work
- Education and Teaching.

Rigorous thinking and communication skills are highly sought after and are essential to any career.

Scholarships and Bursaries

For girls entering the Sixth Form at Norwich High School there are possibilities for financial assistance with Sixth Form fees. Scholarships and bursaries held by existing students in the Senior School can be carried over to the Sixth Form.

Sixth Form Scholarships

The Trust offers scholarships representing a percentage remission of fees to girls for their two years in the Sixth Form. The Sixth Form Scholarships are competitive and are awarded on the basis of academic ability regardless of income and are open to our own girls as well as candidates from other schools wishing to enter the Sixth Form here.

Bursaries

For girls entering the Sixth Form, there is the possibility of financial help from a Trust Bursary. These bursaries are designed to help families on a low income with all or some of their daughter's fees. Further details and an online application will be emailed to you, if you indicate that you would like to apply for assistance on the school registration form.

Subject Scholarships

A small number of scholarships may be awarded to girls with a particular aptitude in the following areas:

- Art and Design (Art, Textiles and Design Technology)
- Drama
- Music
- Sport

Award holders would be expected to make a significant contribution to these activities within the school and to lead or inspire others. Scholarships will be reviewed annually and can be withdrawn if requirements are not met



Sixth Form Academic Scholarship

Criteria and details of the award

The scholarship examination is set by the school. This competitive scholarship seeks to identify an outstanding student. Applicants sit one paper, in which they are required to write an essay in continuous prose. The process will also involve a short interview with the Headmistress, who will discuss areas of academic interest and may draw out ideas expressed in the scholarship paper.

A GDST Sixth Form Scholarship is awarded on academic merit and is regardless of parental income. The award is highly prestigious and can be combined with a bursary where eligible.

Sixth Form Head's Scholarship

These internal Scholarships will be awarded at the discretion of the Head. The selection will take place at the start of the Upper Fifth year for the two years in the Sixth Form and will be awarded at Prizegiving in November.

A girl who receives a Head's Scholarship will not be required to enter for the Academic Scholarship as the reward will be commensurate with that of the Academic Scholarship.

Students will know in good time before the Academic Scholarship examinations if they have been awarded a Head's Scholarship.

Sixth Form Art Scholarship

Criteria and details of the award

Qualities

We are looking for a student who will show:

- Excellent skills and talent in one or more forms of Art.
- Very good leadership skills and the ability to motivate others.
- Passion and a commitment to the subject.

Assessment

Candidates must include a short letter of approximately 250 words explaining why they think they would make an excellent Art Scholar and how they would promote Art and Textiles within the school.

For Art, candidates will also be required to bring a portfolio of their artwork containing:

- 5 A1 or smaller drawings / paintings*, or
- 5 photographs of sculptural work*, or
- A sketchbook*

For Textiles, candidates will be required to bring a detailed sketchbook of work containing:

- Observation studies
- Contextual research
- Experimentation (a series of fabric samples)
- Final outcome(s)

Sixth Form Design Technology Scholarship

Criteria and details of the award

Qualities

We are looking for a student who are

- Creative problem solvers.
- Embrace new technologies and different approaches to outcome.
- Inspire others with their passion for design.
- Have an active involvement and interest in STEM style subjects.

Assessment

Candidates must include a short letter of approximately 250 words explaining why they think they would make an excellent Product Design Scholar and how they would promote Product Design within the school.

For Product Design, candidates will be required to choose a commercially available, mass-produced, 'home-based' product and to produce a portfolio consisting of at least four sheets of A3 including:

- Photographs with detailed analysis and drawings of an exemplary product of their choice.
- Research and analysis of a range of similar existing products.
- A written commentary including sustainable, environmental, moral and social issues.

There will also be a formal examination of two hours (subject set by Norwich High School). Candidates will also be given a short interview to discuss their achievements and potential in Product Design.

Expectations

- It is expected that candidates will be studying or have studied GCSE Product Design, although this is not essential.
- Students will be expected to study Product Design at A Level if awarded a Product Design Scholarship.

Sixth Form Drama Scholarship

Criteria and details of the award

Qualities

We are looking for a student who will show:

- Excellent skills and talent as a performer and / or a theatre practitioner.
- Very good leadership skills and the ability to motivate others.
- Passion and a commitment to the subject.

Assessment

This will take the form of:

- A one to two minute monologue of their own choice, which candidates will be required to have prepared beforehand.
- A short interview to discuss the applicant's level of experience, interest and commitment to different areas of Drama, both in school and out of school. Applicants should



Further enquiries and applications for a scholarship or bursary should be made to Miss Ali Ready, our Registrar. Please call 01603 453 265 or email admissions@nor.gdst.net

bring a concise Curriculum Vitae of their drama experience with them to the interview.

Expectations

The successful candidate:

- May or may not have taken GCSE Drama, or be intending to take A Level Drama and Theatre Studies.
- Would make a major contribution to extra-curricular drama in the school.

Sixth Form Music Scholarship

Criteria and details of the award

Qualities

We are looking for a student who will show:

- Advanced ability on at least one instrument / voice.
- Very good leadership skills and the ability to motivate others.
- Passion and a commitment to the subject.

Assessment

The audition will take place in the Music School and will last approximately 45 minutes. They will be required to play two contrasting pieces of music, on a preferred instrument. They will also be required to sight read a piece of music, undertake some aural tests and perform a viva voce.

Expectations

The successful candidate:

- Need not necessarily take A Level Music, but;
- Would make a major contribution to extra-curricular music in the school.

Sixth Form Sports Scholarship

Criteria and details of the award

Qualities

We are looking for talented students who show:

- Excellent skills in a range of sporting activities.
- Very good leadership skills and the ability to motivate others.
- The ability to work in a team.
- Passion and commitment to the subject.

Criteria

Candidates should demonstrate:

- A wide range of sporting interest and involvement.
- The ability to reach county standard or equivalent in at least one of the sports offered in school.
- Commitment to school teams through regular attendance at practises and matches.
- A good level of personal fitness.
- Willingness to develop ability through membership of external clubs, training schemes etc.
- Video evidence of sporting performance is also required

Selection Process

Each girl is required to complete the an application to provide details of any sporting achievements, both inside and outside of school, along with a reference from their sports coach. Video evidence of their chosen sport is also recommended. This should be no longer than 20 minutes and should be provided on a USB stick. The closing date to receive this information is Sunday 1st November 2020.

Our Director of Sport will contact you to confirm if you have been successful to proceed to stage two of the scholarship process.

If your daughter is invited back to the second stage of the scholarship process, she will be required to take part in a practical assessment followed by an interview with Mrs Smith, Director of Sport.

Expectations

- Giving their time generously to school matches/fixtures
- Participation in at least one school sport each season. (Winter/Summer)
- A willingness to strive to improve their sports skills and level of performance whilst in the Sixth Form.
- A willingness to help with team practices and matches.
- A willingness to coach younger pupils.



NORWICH
HIGH SCHOOL
FOR GIRLS

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