



North Bridge House
Senior Canonbury

FIND YOUR
TRUE NORTH.

Sixth Form Options Guide ▶

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At North Bridge House, we are on a constant journey of getting to know every student as an individual – understanding that success is not just about academic achievement, but also about every student finding and realising their true personal potential. It is our specialist A-Level teaching, expert UCAS and careers guidance and one-to-one support that ensures our students find their True North at Sixth Form and beyond.

About North Bridge House Sixth Form

Our Sixth Form, a leafy retreat just minutes from Islington's bustling Upper Street, bridges the gap between school and adulthood. The historic Tudor building lends itself to the mature environment in which students appreciate greater independence, whilst we continue to recognise and support your teen needs. As part of a small Sixth Form community, you will take greater responsibility for your learning while benefitting from one-to-one support across the curriculum, together with individualised UCAS, university and career preparation.

With expert guidance throughout your Sixth Form journey, you will have every opportunity to exceed expectations and like our successful alumni, turn a B grade into an A grade, or simply gain that additional support that sees you make above expected levels of progress.

We, like you, strive to be the best at getting better through continuing professional development. Our teachers harness the latest and sophisticated use of tech to create forward-thinking and engaging lessons, while our research-informed methodology and work with the likes of UCL's Institute of Education ensures teaching is tailored to your personal style of learning, allowing you to understand your own metacognitive processes.

From your own 1-2-1 device to later starts on Wednesday, we smooth the journey from teenager to young adult, removing barriers to teaching and learning and providing you with more than simply an academic education.

The Sixth Form here at North Bridge House is an opportunity to immerse yourself in a range of extra-curricular interests, leadership roles, or enrichment programmes. Head Boy, Head Girl and Prefect positions cultivate character alongside the Duke of Edinburgh and Sports Leaders Awards. From fine art and LAMDA (London Academy of Music and Dramatic Arts) to debating and politics, our broad co-curricular offering develops Sixth Formers into confident, well-rounded young adults, with a wide skill set to enhance university applications and for the ever-changing global job market.



Facilities

Click here to play



3D TOUR

Take a 3D tour of the building to see the specialist facilities and classrooms in which our Sixth Formers study, as well as the impressive library and King Edward's Hall.

COMMON ROOM & LIBRARY

Year 12 and 13 students respectfully enjoy free use of the Sixth Form Common Room, which leads out into their own exclusive Sixth Form garden, for both study and leisure. Students also benefit from extensive use of the library during free study periods, where both academic resources and a full-time librarian are on hand.



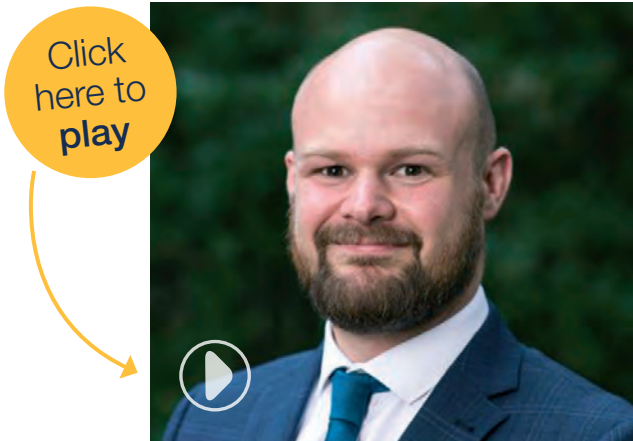
Introduction

I am delighted to introduce you to the Sixth Form here at North Bridge House Senior Canonbury. Your two years in the Sixth Form are the culmination of your school career and a hugely important transitional step as you prepare for life beyond school.

The Sixth Form at North Bridge House is an academically stimulating and friendly environment. You are here because you choose to be, studying subjects that you have selected. You will be studying these subjects in much more depth, and you will be required to work much more independently than you will have done previously. While you are responsible for your own learning, we are very much here to support you and our aim is to ensure that every student leaves us with the highest possible outcomes. We work closely with you in small class sizes, taking an individual approach to your teaching and learning.

As well as striving for the best possible A-Level grades, we want you to develop a much wider set of skills. To this end, we encourage all Sixth Formers to engage with our enrichment programme and activities outside of the classroom. You will find plenty of opportunity to develop as a person, pursue new or existing areas of interest and take on leadership roles – all of which will help set you on a clear journey, to find and achieve your academic goals, that will be fulfilled throughout your time at North Bridge House and beyond.

Mr Alex Margerison
Assistant Headteacher and Head of Sixth Form



A-Level
Results
68% A*/A
2020



Choosing your subjects

Typically, pupils will study three A-Levels and the Extended Project Qualification (EPQ). You will need to choose three subjects from the list below.

Art	English Literature	Modern Foreign Languages: Italian
Biology	Further Mathematics	Modern Foreign Languages: Mandarin
Chemistry	Geography	Modern Foreign Languages: Spanish
Classics	Government and Politics	Music
Computer Science	History	Photography
Drama	Mathematics	Physics
Economics	Modern Foreign Languages: French	Psychology

**Subject offering is dependent on sufficient student interest*

Other subjects, such as Classics, Sociology, Philosophy and Ethics may be considered subject to demand.

The Extended Project Qualification is an open-ended project which is equivalent to an AS-Level. It is an excellent opportunity for students to learn new study and research skills as well as investigate a topic area which fascinates them. You can find out more about the EPQ later in this guide.

As well as your three A-Level subjects and EPQ, you will also do:

- Games (Physical Education): two lessons per week
- PSHE: one lesson per fortnight
- Enrichment (typical choices include: Football, Mandarin, Gold DofE, Sports Leaders Award, LAMDA, Music Band): one double lesson per week. You will also meet with your tutor three times per week. S/he will be your first point of call if there are any problems. Your tutor will also monitor your academic progress. The information contained in this booklet will give you more information about the subjects available. Please read this information carefully and do get in touch with us if you would like additional advice on subject options.

HOW DO I DECIDE WHAT TO STUDY?

The choice of subjects to be taken in Year 12 should be determined by your academic potential to succeed and a real enthusiasm to study that subject. If both are present it is entirely possible for you to do well in that subject. If either is absent it is unlikely that you will enjoy the course or make a success of it. Option blocks are prepared after students have provided their initial interests in subjects and these can help you build your desired portfolio of subjects.

Mr Margerison is more than happy to meet with prospective pupils and parents to discuss options.





ENGLISH



English Literature

Exam Board: OCR



INTRODUCTION

A-Level English Literature is an interesting, challenging and popular course at North Bridge House Canonbury, which will enable you to read and study a variety of texts ranging from Shakespeare's timeless tragedies to the global literature of the 21st century. The coursework unit is completed in Year 12; in this unit, you will have the opportunity to explore 20th century and contemporary poetry, drama and prose, developing your own perspective on literature and directing your own critical or creative work. Year 12 also introduces you to Gothic fiction; we will explore how writers as diverse as Bram Stoker and Toni Morrison use the Gothic to address the fears, taboos or politics of their time. Year 13 is dedicated to drama and poetry; we will read Shakespeare's 'Hamlet,' discussing how actors have interpreted this enigmatic figure and how this tragedy can help us think about questions of power,

gender, love and revenge. Ibsen's 'A Doll's House' and Christina Rossetti's poetry are our touchpoints for exploring how writers in the 19th century sparked controversies and responded to social change. The English Department organise a number of trips for A-Level students, including cinema and theatre outings, which support our study and work as a team. An outline of the course is provided below.

OPPORTUNITIES FOR INDEPENDENT LEARNING

Students may select their own focus for the close reading part of the coursework section, and can choose which additional texts they focus most closely on for the comparative and contextual study unit. In lessons, students deliver presentations, work in groups and go on several trips over the course to enable independent learning opportunities.

COURSE OUTLINE

Year 12

Literature Post-1900 (coursework) – 20% of total A-Level

- Comparative essay – *A Streetcar Named Desire* (Tennessee Williams) and *Purple Hibiscus* (Chimamanda Ngozi Adichie)
- Close reading – Poetry by Carol Ann Duffy

Comparative and Contextual Study (exam) – 40% of total A-Level

- The Gothic set texts: *The Bloody Chamber*, *The Bluest Eye*, *Dracula* and a selection of unseen gothic extracts

Year 13

Exam – 40% of total A-Level Drama and Poetry pre-1900

- *A Doll's House* (Ibsen) and Selected Poems (Christina Rossetti)

Shakespeare (exam)

- *Hamlet*



Extended Project Qualification

Exam Board: AQA



INTRODUCTION

The Extended Project Qualification (EPQ) is a new and exciting qualification which offers pupils the opportunity to produce a single piece of work of their own choosing, showing evidence of planning, preparation, research and independent working. The EPQ offers unrivalled opportunities for academic extension as well as providing evidence of a pupil's readiness for university. It should also be a highly rewarding experience!

OTHER USEFUL INFORMATION

Because the EPQ requires students to identify and design their own project, adopt a strategic approach to its management, and work independently it is an ideal vehicle for curriculum enrichment and academic extension. All Sixth Form students, but most especially those aspiring to apply to the more competitive universities, should give serious consideration to undertaking an EPQ.

COURSE OUTLINE

An EPQ can take several forms:

- an extended essay
- an artefact, model or construction
- a journal of activities or events

A project which consists solely of written work will be approximately 5,000 words, for example an investigation, exploration of a hypothesis or extended essay or academic report. Projects where the majority of the evidence is provided in other formats will include a report or record of work undertaken which is at least 1,000 words. All projects must include a substantial research element.

In the first term of the Sixth Form you will have a number of lessons teaching you the necessary research and presentation skills. After Christmas you will begin working on your projects. Projects are undertaken with the assistance of a supervisor (a member of staff) who guides the student at every level, although they are not allowed to contribute directly to its content.



MATHEMATICS

A-Level
Results
100% A/A*
Mathematics
2020



Mathematics

Exam Board: Edexcel



INTRODUCTION

Mathematics is an A-Level which is highly respected and demanded by universities and employers. This is due to its level of detail, rigour and challenge. Although some of the content may be familiar in Core 1 and Statistics 1, there is a big step up in the pace in which concepts must be taught, practised and mastered. To keep up with the course you should expect to do an hour of homework for every hour in class.

WHAT SKILLS DO I NEED?

You need to be able to think logically and analytically and use abstract ideas. You will need at least a grade 7 at GCSE with strong algebraic skills.

POPULAR CAREER PATHS FOR MATHEMATICIANS

- Engineering
- Finance
- Understanding quantitative research in many fields, including Medicine
- Also refer to Further Mathematics section

OTHER USEFUL INFORMATION

Many top universities require A-Level Maths in order to study other subjects at university. The concepts are applicable in many areas, from computer programming to product design and choosing a mortgage.

COURSE OUTLINE

Two thirds of the course is pure mathematics. Topics will be familiar from GCSE including: algebra, surds, quadratics, and graphs of functions. However the A-Level material will be studied in much greater depth.

The major new topic is calculus; differentiation and integration. Calculus is the study of how quantities change.

The final third is made up of Statistics and Mechanics. In Statistics you will study different distributions which predict how often random events occur. You will learn about the Normal Distribution which is important in many fields of research, including clinical trials. Probability is essential for many industries from Insurance to gaming.

In Mechanics you will apply Newton's laws and pure maths to model how objects move. This part of the course has many cross-overs with Physics and is excellent preparation for Engineering.



Further Mathematics

Exam Board: Pearson



INTRODUCTION

This course must be studied alongside the initial Mathematics course. Further Mathematics is exceptionally challenging and should only be considered if you have excellent algebraic skills and enjoy solving mathematical problems.

WHAT SKILLS DO I NEED?

You need to be able to think logically and be able to use abstract ideas. An 8 or 9 grade at GCSE is needed.

POPULAR CAREER PATHS FOR MATHEMATICIANS

An understanding of quantitative research is useful in many fields, such as: Advertising & Marketing, Business & Operational Research, Civil Service, Data Science, Education, Engineering, Finance & Banking, Insurance & Risk, Medicine and Health, the Natural and Life Sciences.

OTHER USEFUL INFORMATION

Further Maths A-Level requires dedication to analyse complex information and great attention to detail. It requires the candidate to think logically but also requires a high level of abstract thought. These different skills are highly prized by universities and employers.

COURSE OUTLINE

Two thirds of the course is pure mathematics. You will study new topics including: imaginary and complex number; matrix algebra and proof by induction. Other areas are an extension to the mathematics A-Level, which means you must excel within your mathematics A-Level class alongside studying further maths as an extra class on your timetable.

The remaining third of the course is made up of two applied modules, which are options for the class to decide upon.

For the optional content, there will be eight papers assessing the optional content as shown in the table below and candidates choose two papers, either: any two from column A, or a matching pair from columns A and B.

Column A

Further Pure Mathematics 1

Further Statistics 1

Further Mechanics 1

Decision Mathematics 1

Column B

Further Pure Mathematics 2

Further Statistics 2

Further Mechanics 2

Decision Mathematics 2



THE ARTS

A-Level
Results
100% A*
Art
2020



Art and Design

Exam Board: AQA



INTRODUCTION

This course is designed to build on skills and knowledge from GCSE and encourage an adventurous and enquiring approach to Art and Design. Successful students should be able to demonstrate an understanding of past and contemporary Art and Design practice and be able to produce artwork that embraces a wide range of ideas and materials.

METHODS OF ASSESSMENT

Your work will be judged against four criteria: Planning (developing ideas through sustained and focused investigations), Experimenting (selecting appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops), Recording (Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress) and Presenting (Present a personal, and meaningful response that realises intentions and, where appropriate, making connections between visual, and other elements).

WHAT SKILLS DO I NEED?

You will need to display investigative, analytical and experimental skills. You will also need an understanding of the interrelationships between art and design and an awareness of the contexts in which they operate.

WHERE COULD THIS COURSE LEAD?

Many pupils go on to do a Foundation or a Degree, which can lead to careers in design, advertising, fashion, film and television.

COURSE OUTLINE

Year 12 (Component 1 – 60%)

This component allows you to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcome(s). Final piece(s) will be presented for an end of year exhibition.

Year 13

You will continue with your coursework based on themes and subject matter developed from personal starting points that require you to communicate your understanding through integrated images and texts that includes a written element of no less than 1000 words.

The Exam Project comprises an externally set assignment.





INTRODUCTION

We are delighted to be offering this new and exciting A-Level, and believe it is the best course of its kind in this subject, with 50% of the marks allocated for practical work. Judith Parks, the NBH Canonbury Head of Drama, has been involved with the creation of both the new syllabus and the supporting text book to be published next year.

The course provides opportunities for learners to develop their skills as theatre practitioners, engaging with theatre and performance in ways that are practical and creative but also scholarly. You will study a wide range of theatrical genres, styles and texts, and over the course will become skilled, well-informed, reflective and confident. You will work

with others to understand the power of drama to engage, influence and persuade, creating original drama and developing imaginative responses to well-known plays. It is useful to have completed GCSE Drama, but not essential. What matters is that you have a passion for live theatre, both as participant and as spectator.

METHODS OF ASSESSMENT

Your work will be judged against four criteria: knowledge and understanding; devising; performing; analysing and evaluating.

Component 1 will be assessed in a 2 hour written examination. Externally assessed.

Component 2 is performance based: it is internally assessed and externally moderated.

Component 3 is performance based: it is internally assessed and externally moderated.

For Component 4, you will write a 2500-3000 word research essay. This is externally assessed.

WHAT SKILLS DO I NEED?

Performance is a compulsory part of the course, so some experience of performing is highly desirable. Because the course involves writing, you will also need to have achieved at least a 6 in English Language and Literature. Other than that, you simply need a love of theatre, an enquiring mind and a determination to learn, work with others, and develop as a person.

WHERE COULD THIS COURSE LEAD?

Skills developed through drama are all highly transferable, and can help you in all your other subject areas. However, this course is of particular relevance to those wishing to study literature, humanities or the arts.

COURSE OUTLINE

Year 12 (Components 1 and 2 – 50%)

For Component 1, you will study two plays from a performance perspective. These plays are chosen from a range of historical periods, including contemporary, and from a range of theatrical traditions across the world. You will learn how actors, directors and designers interpret and present a play, and how artistic choices affect an audience. You will also learn about the genre and tradition of theatre from which a play comes, and its historical context.

Component 2 is about performance. You will work in a group to devise and perform a piece of original drama in response to a stimulus. The stimulus can be literary, artistic, historic, or based on current events. This piece will be performed to a live audience. You will also work in a group to perform a piece of scripted drama to a live audience. This can be taken from any play that suits your strengths as individuals and as an ensemble.

Year 13 (Components 3 and 4 – 50%)

Component 3 is about making theatre. You will work in a group to devise a second piece of original drama, this time taking its inspiration from a theatre practitioner, tradition or style. Examples of these might be: Bertolt Brecht (theatre practitioner), Commedia dell'Arte (theatre tradition) or Theatre of the Absurd (theatre style). For this piece, you may work as either performer or designer.

For Component 4 you will research an area of theatre of your own choice, gaining the research and written skills needed to write a research essay.





INTRODUCTION

Students gain an understanding of the historical periods and styles of music from different parts of the world. They are introduced to free creative composition work and are given an opportunity to write music in a style of their choosing, using software such as Logic Pro and Sibelius. Students also have the chance to develop their performance skills on their chosen instrument, as well as participate in group music making.

METHODS OF ASSESSMENT

Component 1: Understanding Music 40% – Externally marked assessment consisting of two sections, listening and contextual understanding

Component 2: Performing Music 30% – Internally assessed

Component 3: Composing Music 30% – Internally assessed through two student composed pieces

WHY STUDY THIS SUBJECT?

Studying GCSE Music allows students to gain a qualification at the same time as allowing them to study something they are passionate about and love to do. Music develops students' creative, interpretive and communicative skills, skills which can be transferred to all areas of their lives.

COURSE OUTLINE

Component 1: Understanding Music, consisting of two sections, listening and contextual understanding

Component 2: Performing Music

Component 3: Composing Music

A woman with blonde hair, smiling and looking to the right, is shown in profile. The image is overlaid with a semi-transparent blue filter. The word "HUMANITIES" is written in white, bold, uppercase letters in the upper right quadrant.

HUMANITIES





INTRODUCTION

Are you interested in studying the ancient cultures of Greece and Rome and the impact they have on the world we live in today? If you are inspired by the ancient past of Greece and Rome, then you will be fascinated by A-Level Classical Civilisation. By studying this subject, you will acquire an excellent understanding and knowledge of all social, political and literary areas of the classical period. This course, which is a blend of history, literature and drama, will take you on the exciting adventures of Odysseus and Aeneas to the court rooms and the assembly in Classical Athens, from the glory of Augustus' regime to the genesis of Greek theatre and democracy, from the political satire of Greek comedy, to the tragic stories of Oedipus and Medea.

WHAT SKILLS DO I NEED?

The course is open to everyone. You do not need to have studied any Classics (either Classical Civilisation or Latin/Greek) before. All ancient literature is studied in English. What is most important is that you should have an interest in the classical world and an enquiring mind.

POPULAR CAREER PATHS FOR CLASSICISTS

With a Classics degree you can pursue the following career paths: academic researcher, museum/gallery curator, barrister, heritage manager, higher education lecturer, market researcher, newspaper journalist, secondary school teacher, solicitor ... Prime Minister.

OTHER USEFUL INFORMATION

Classics qualifications are naturally particularly valued by Classics departments in UK universities, but it is not just Classics departments who value these subjects. The study of A-Level Classics qualifications can often lead to the university-level study of Classics, Drama, English, History, History of Art, Philosophy and Politics, however, information from UCAS shows that students who studied Classical Civilisation went on to study in such diverse disciplines as Medicine, Veterinary Science and Chemistry! Classical Civilisation is listed on UCL's list of preferred A Level subjects and it is also listed on Trinity College, Cambridge's list of Generally Suitable Arts A-Levels. It is also listed as a useful subject for degrees in Classical Studies and Philosophy in the Russell Group 'Informed Choices' document with ancient languages being mentioned as helpful for those wishing to study History.

COURSE OUTLINE

The World of the Hero

This is a compulsory component consisting of an in-depth study of:

- one of Homer's Iliad or Odyssey and Virgil's Aeneid

Component Group 2:

Culture and the Arts

Learners must study one component in this component group, chosen from:

- Greek Theatre
- Imperial Image
- Invention of the Barbarian
- Greek Art

Component Group 3:

Beliefs and Ideas

Learners must study one component in this component group, chosen from:

- Greek Religion
- Love and Relationships
- Politics of the Late Republic
- Democracy and the Athenians





‘Sixth form students are well prepared for their future. Highly effective teaching and support from dedicated staff ensure that students’ academic and personal development is outstanding.’

School Inspection Report, Ofsted





INTRODUCTION

Money. Banking. Finance. You may think you've already got a good understanding of what Economics covers. You may be right. But it is important to note from the outset that Economics is not simply the study of the economy.

So what is Economics? Well, let's come up with some other words. Human behaviour. Sustainable development. Monopoly. In essence, there is no easy 'concise' definition. Textbooks will try defining it as the 'study of the allocation of scarce resources to meet unlimited wants', but this certainly doesn't do the subject justice. Ever wondered why countries continue to spend trillions of pounds on developing nuclear weapons when no country is ever likely to use them? That's economics. Ever wondered why much of Africa is still poor despite decades of aid being donated? That's economics. Ever wondered why corruption exists in organisations such as FIFA? That is economics too.

WHAT SKILLS DO I NEED?

Economists need the ability to think logically and analytically with an interest in current affairs.

POPULAR CAREER PATHS FOR ECONOMISTS

Economics graduates often go on to work in Government, investment banking and finance.

OTHER USEFUL INFORMATION

Many top universities require A-Level Maths in order to study Economics at university. Try and soak up as much economics as possible, either by reading newspapers, periodicals such as *The Economist* or watching the news!

COURSE OUTLINE

Economics is split into two main sections: microeconomics and macroeconomics. Whereas macro looks at the big issues affecting the economy as a whole (unemployment, inflation, GDP), micro looks at a smaller scale such as the pricing of individual products like oil or gold and the salaries paid to different people.

Year 12

In Theme 1 (Introduction to Markets and Market Failure) you will study the nature of economics, how markets work and why they fail. In Theme 2 (The UK Economy) you will study the different measures of economic performance, aggregate demand and supply and macroeconomic policy objectives.

Year 13

In Theme 3 (Business behaviour and the Labour Market) you will study topics such as how businesses grow, costs and revenues and government intervention in the labour market. In Theme 4 (A Global Perspective) you will look at international economics such as poverty and inequality and emerging markets.



INTRODUCTION

Geography is the subject which explicitly engages with the relationship of human populations to each other over space and time, and their relationship with their environment at a variety of scales. Interpreting the world from a geographical stance involves challenging assumptions and critiquing evidence from a diverse range of stakeholders and sources. Geography at A-Level incorporates classic units of study including hazards and coastal environments, as well as ideas and themes influenced more by undergraduate study including global governance and changing places. The course includes a varied mix of content and skills, including observation, measurement, geospatial mapping skills, data manipulation and statistical tests, and fieldwork skills. The transferrable skills acquired, including technical and interpersonal, are highly desirable and sought after by future employers.

POPULAR CAREER PATHS FOR GEOGRAPHERS

Geography is a broad-based subject which provides lots of opportunities for future progression. For example, geography is an obvious choice for careers in sustainability and green issues, urban regeneration, energy supply, retail location, managing the effects of hazards and climate change. For careers in the world of business, an understanding of global economics forms an important part of geography. If you are thinking of a career in law, human rights, international relations or welfare, then geography gives you the opportunity to consider relevant issues such as; How do we measure development? What are the consequences of migration on societies? If you are working towards a future course in medicine or veterinary medicine, then geography is a good choice to give your A-Level options the breadth that universities seek, as you will gain a clear understanding of how the environment affects health and survival of people, animals and ecosystems as well as enhancing your skills of writing essays and extended reports.

Of course, many A-Level students do not yet have a clear idea of what kind of career they might want to pursue. If you are in this position, remember that geography as an A level gives you the chance to keep your options open, as it covers both arts and science components. It is quite likely that when you choose geography your classmates will all be doing different combinations of A-Level subjects – this adds to the interest when it comes to discussions on issues as everyone will have very different ways of thinking and expressing their opinions.

COURSE OUTLINE

Component 1:

Physical Geography

Section A: Water and carbon cycles

Section B: Coastal systems and landscapes

Section C: Hazards

Component 2:

Human Geography

Section A: Global systems and global governance

Section B: Changing places

Section C: Resource security

Component 3:

Geographical Investigation

Students complete an individual investigation which must include data collected in the field. The individual investigation must be based on a question or issue defined and developed by the student relating to any part of the specification content. 3,000–4,000 words, 20% of A-Level.



“The quality of attention is really enabling my son’s academic progress and increasing his levels of confidence and maturity.”

Year 12 Parent





INTRODUCTION

Politics is the study of power: how power is used and abused by our leaders, how power is distributed and amassed, and how decisions by those in power affect our lives. In A-Level Government and Politics, you will study the politics of Westminster and Washington as well as developing your own ideas of how society should be run.

To be a successful Politics student:

- You should have a strong interest in current affairs
- You should be keen to participate in active debate
- You should be able to articulate logical arguments, both when writing and speaking
- You should have the ability to analyse and evaluate both sides of an argument

COURSE OUTLINE

Unit 1: People and Politics will introduce you to an understanding of the concept of democracy before exploring the policies and ideologies of our political parties, examining the electoral systems used in the UK, and investigating the burgeoning role of pressure groups.

Unit 2: Governing the UK focuses on the institutions of British Government: The Prime Minister and Cabinet, the Judiciary, the Civil Service, and Parliament.

Unit 3: Comparative Politics: USA. Students compare what they have learnt in Units 1 and 2 to the American system, covering topics such as Race Relations, Presidential Elections, the Supreme Court, and Political Parties. Politics lessons will, however, extend beyond these two countries and focus on wider international perspectives wherever possible. For example, current issues such as Brexit, the migration crisis, and the threats posed by ISIS have naturally formed part of our class discussion and analysis. Politics A-Level will not only add considerably to your knowledge of current affairs, but it will also develop your skills of analysis and evaluation, your ability to write well-structured essays, and your capacity to present your arguments in a logical and persuasive fashion.

History

Exam Board: Pearson



INTRODUCTION

Our A-Level History qualification has been designed to help students understand the significance of historical events, the role of individuals in history and the nature of change over time. The qualification will help students to gain a deeper understanding of the past through political, social, economic and cultural perspectives. The engaging topics available to them throughout the course will provide them with the knowledge and skills they require to succeed as A-Level historians.

METHOD OF ASSESSMENT

The examination for Papers 1 and 3 involves students to complete 3 essays in 2 hours and 15 minutes. The examination for Paper 2 involves students to complete 2 essays in 1 hour and 30 minutes. The Controlled Assessment is completed prior to the exam and is 3000-4000 words. The question focus of the coursework is of the students' own choosing and must not overlap with other content studied.

Paper 1 is worth 30% of your total A-Level (Exam 2hr 15mins/60 marks).

Paper 2 is worth 20% of your total A-Level (Exam 1hr 30mins/40 marks).

Paper 3 is worth 30% of your total A-Level (Exam 2hr 15mins/60 marks).

Coursework is worth 20% of your total A-Level (3000 - 4000 words).

OPPORTUNITIES FOR INDEPENDENT LEARNING

Historical investigation, visiting lecture programme, Historical Association essay competition.

WHAT SKILLS DO I NEED?

Historians need to display powers of analysis and evaluation. They also need effective written communication and research skills.

POPULAR CAREER PATHS FOR HISTORIANS

Journalism, Law, Politics, Archaeology, and the Civil Service.

OTHER USEFUL INFORMATION

History incorporates and complements a range of other subjects particularly Economics and Politics.

COURSE OUTLINE

The A-Level course is comprised of three components. The exam board provides a range of options for each component (the NBH Canonbury options are shown below):

- **Paper 1:** Option 1E: Breadth Study with interpretations, Russia 1917-91: From Lenin to Yeltsin
- **Paper 2:** Option 2E.1: Depth Study, Mao's China, 1949-76
- **Paper 3:** Rebellion and disorder under the Tudors, 1485-1603
- **Controlled Assessment:** Civil Rights in the USA

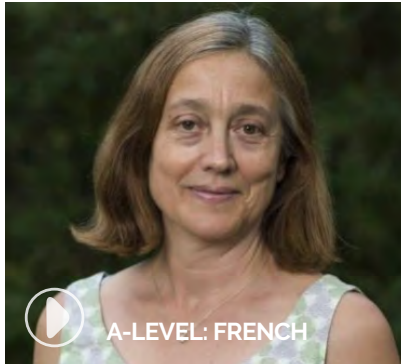


MODERN FOREIGN LANGUAGES



Modern Foreign Languages

Exam Board: AQA for French and Spanish / Edexcel for Italian



INTRODUCTION

Not only does advanced study of a Modern Language equip you with a life-long skill, you will further come to appreciate the history, culture and customs of the target language culture. The A-Level MFL course helps you to consolidate key grammatical structures learnt at GCSE and then apply them in increasingly authentic contexts. The course is delivered through a mixture of debate, contemporary music, literature and film, with the aim of unpicking French, Italian and Spanish culture. You will also have the opportunity to explore areas of personal interest through an independent research project in Year 13. An A-Level in a Modern Language is highly regarded by the best universities and opens doors to an elite group of native English speakers with proficiency in a second language. Students with an A-Level in a Modern Language go on to study a range of subjects at university, and this subject complements art, humanities and science subjects equally.

OPPORTUNITIES FOR INDEPENDENT LEARNING

All sixth formers attend the annual Language Show Live, where they discover the many employment, travel and study opportunities for linguists. Trips to France and Spain are organised annually for the whole school, during which sixth form students have specific work to complete. You will be expected to read and listen to Italian streamed news broadcasts. Visits to Italy are highly recommended.

WHAT SKILLS DO I NEED?

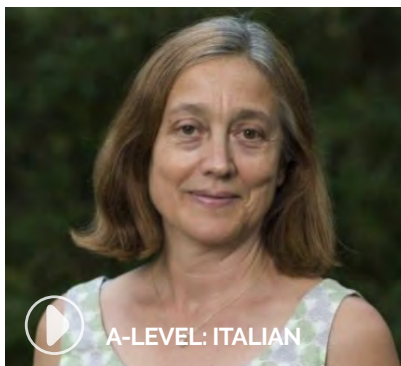
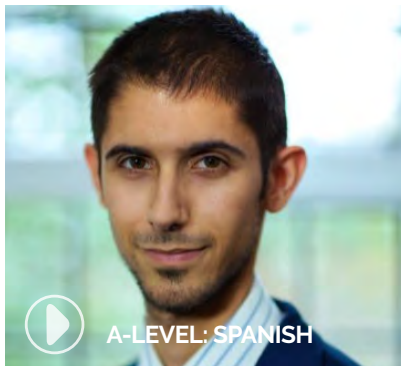
You need to have the confidence in speaking and discussing controversial issues and the ability to form and articulate an opinion in English.

POPULAR CAREER PATHS FOR LINGUISTS

Law, Civil Service, Business Consultancy, Journalism and Translation.

OTHER USEFUL INFORMATION

The ability to speak another language is one of the most employable skills you learn at schools. Universities look upon students with an A-Level in a modern language most favourably.



Course outlines on following page



COURSE OUTLINE

FRENCH

1 Social issues and trends

- The changing nature of family
- The 'cyber-society'
- The place of voluntary work
- Positive features of a diverse society
- Life for the marginalised

2 Contemporary culture

- Contemporary francophone music
- French cinema: the 7th Art Form
- Teenagers, the right to vote and political commitment
- Demonstrations, strikes – who holds the power?
- Politics and immigration

3 Literature and film

- Choice of literary text from a set list, currently *No et Moi* (Delphine de Vigan)
- Choice of film from a set list, currently *La Haine* (Mathieu Kassowitz)

Independent Research Project

In Year 13, students research an area of interest linked to the target language culture and present their findings during the final speaking exam.

SPANISH

1 Social issues and trends

- Modern and traditional values
- Cyberspace
- Equal rights
- Immigration
- Racism
- Integration

2 Contemporary culture

- Modern day idols
- Spanish regional identity
- Cultural heritage and landscape
- Today's youth, tomorrow's citizens
- Monarchies, republics and dictatorships
- Popular movements

3 Literature and film

- Choice of a text from a list. Current text studied *El coronel no tiene a quien le escriba* (Gabriel Garcia Marquez)
- Choice of a film from a set list. Current text studied *El Laberinto del fauno*

ITALIAN

1 Changes in Italian society

- The changing nature of family
- School and education
- The workplace; gender equality

2 Political and artistic culture in Italian-speaking countries

- Music and popular culture
- The media; freedom of speech
- National Heritage; festivals, customs and traditions

3 Italy – a country in evolution

- The positive impact of immigration
- The problem of migration
- The North-South divide

4 From Fascism to the present day

- Mussolini's rise to power
- Fascism during World War II
- From dictatorship to democracy

5 Literature and film

- Currently being studied *La Vita è Bella* (Roberto Benigni) and *Io Non Ho Paura* (Niccolò Ammaniti)

Mandarin

Exam Board: Pearson/Cambridge Pre U



INTRODUCTION

Chinese language is not only one of the most widely spoken languages in the world, but also the oldest written language worldwide with thousands of years of history. Our A-Level Mandarin course, thus, enables the learners to discover its historical events and to appreciate the great diversity of a very different culture for their future development. The course also provides those learning Mandarin as a foreign language with the skills to operate in a real Chinese environment. Learners will also be trained to think critically and learn the examination strategies to develop their ability to communicate effectively and confidently in target language, and consider the study of the language in a broader context. In addition, learners will learn about the culture, society and policies of countries where Chinese is spoken, including China, Taiwan, Singapore and etc. An A-Level in a Modern Language is highly regarded by the best universities and opens doors to an elite group of native English speakers with proficiency in a second language.

OPPORTUNITIES FOR INDEPENDENT LEARNING

All sixth form linguists attend the annual Language Show Live, where they discover the many employment, travel and study opportunities for linguists. Students will have the opportunity to attend the annual 'Chinese Bridge' event which will give them the opportunity to apply for internship/jobs where they can use their Chinese language ability. In 2018 students studying Mandarin visited China, where they were able to practice their Mandarin with locals.

WHAT SKILLS DO I NEED?

You need to pass Chinese GCSE with A – A* or an equivalent certificate. You must have the confidence in speaking and discussing controversial issues and the ability to form and articulate an opinion in English.

POPULAR CAREER PATHS FOR LINGUISTS

Law, civil service, business consultancy, journalism, translation.

COURSE OUTLINE

Some of the topics you will learn about include: Food, diet and health (how balanced is our diet? How does the Chinese diet compare to western habits?), transport, travel and tourism (do we use our cars too much? Where do Chinese people go on holiday? What's the future of the tourism industry?), education and employment (what is it like to study in China? Are Chinese teenagers optimistic about their future careers?), leisure, youth interests and Chinese festivals (how do Chinese people celebrate Dragon Boat Festival? What is Qing Ming and how do Chinese teenagers spend their time?). The environment (Energy, pollution and environmental campaign) and a literature and film component.



SCIENCES

A-Level
Results
100% A/A*
Chemistry
2020



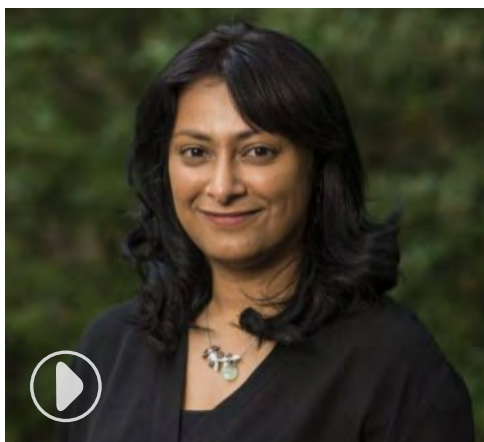


Introduction to the Science Department

Science is the largest faculty within the Sixth Form at North Bridge House and is comprised of Biology, Chemistry and Physics as well as Computer Science and Psychology. We see significant interest in the study of science at A-Level and many of our students develop an interest in and are prepared for careers in STEM.

Biology

Exam Board: AQA



INTRODUCTION

Studying Biology helps to satisfy one's natural curiosity for the human body and the natural world. Biology plays an ever increasing and relevant part in a wide range of agricultural, environmental, medical and industrial problems. A-Level Biology covers a wide array of topics, ranging from global ecological and environmental issues to anatomy and physiology. Students are encouraged to relate what they are taught to current biological issues and also to the other sciences.

Biology is taught in a well-equipped laboratory and a large proportion of the course is taught through experimental work. ICT is used widely for tasks such as data-logging and analysis. The department encourages fieldwork, visiting various ecosystems as well as utilising the natural environment of North Bridge House Canonbury and the local surroundings.

WHAT SKILLS DO I NEED?

You need an ability to think logically and analytically and demonstrate strong literacy and numeracy skills.

POPULAR CAREER PATHS FOR BIOLOGISTS

Students should be able to use the knowledge and skills learnt through their study of Biology in the many careers this subject supports such as agriculture, dentistry, medicine, pharmacy, sport sciences and veterinary sciences.

OTHER USEFUL INFORMATION

Students should read widely across the subject area. Science periodicals, such as *Science* and *New Scientist* are excellent resources.

COURSE OUTLINE

Module 1:

Biological molecules

Module 2:

Cells

Module 3:

Organisms exchange substances with their environment

Module 4:

Genetic information, variation, and relationships between organisms

Module 5:

Energy transfers in and between organisms

Module 6:

Organisms respond to changes in their environments

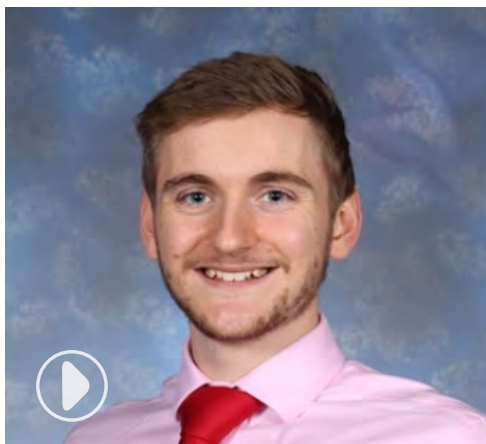
Module 7:

Genetics, populations, evolution, and ecosystems

Module 8:

The control of gene expression





INTRODUCTION

Chemistry takes central stage amongst the sciences. It is fundamentally linked with biological and medical sciences and forms pivotal connections with engineering. Chemistry tends to focus on the materials and substances that make up the living and non-living things in our world from the study of the elements and their compounds. Everything we see or touch is made up of chemicals. Understanding the patterns and behaviours of these substances and materials has allowed us to make remarkable transformations in the way we live and will continue to do so in our near and distant future. Students are encouraged to develop an appreciation about how society makes decisions related to Chemistry from climate change, green chemistry and pharmaceuticals. Moreover, students are encouraged to relate what they are taught to the other sciences of Biology and Physics. In this way,

students develop an appreciation of the interdisciplinary nature of science and the relevance it has to our everyday life. Chemistry is a practical subject and a large proportion of the course is taught through experimental work. This helps students develop an understanding of the scientific method, bringing with it skills which are transferable to many other situations. ICT is used widely in Chemistry for tasks such as data logging, data analysis and for the delivery of lessons. The department encourages learning beyond the classroom, and this will be fostered through guest lecturers, trips and extracurricular activities.

WHAT SKILLS DO I NEED?

You need an ability to think logically and analytically and demonstrate strong literacy and numeracy skills.

POPULAR CAREER PATHS FOR CHEMISTS

Students should be able to use the knowledge and skills learned through their study of Chemistry in the many careers this subject supports such as dentistry, engineering, forensic science, medicine, and pharmacy.

OTHER USEFUL INFORMATION

Students should read widely across the subject area. Science periodicals, such as *Science* and *New Scientist* are excellent resources.

COURSE OUTLINE

Module 1: (Development of Practical Skills):

planning, implementing, analysis and evaluation

Module 2: (Foundations in Chemistry):

Atoms, compounds, molecules and equations, acid-base and redox reactions, electrons, bonding and structure

Module 3: (Periodic Table and Energy):

Group 2 and the Halogens, Qualitative analysis, enthalpy changes and reaction rates

Module 4: (Core Organic Chemistry):

Basic concepts, hydrocarbons, alcohols and haloalkanes, organic synthesis

Module 5: (Physical Chemistry and Transition):

Reaction rates, pH and buffers, enthalpy, entropy and free energy and transition elements

Module 6: (Organic Chemistry and Analysis):

Aromatic and carbonyl compounds, polymers and organic Synthesis



INTRODUCTION

Computer Science, globally, is a leading subject of the 21st century - ignore it, and we will be left behind. The opportunities to make a real meaningful contribution to the growth of humanity in the future, the growth of the economy, through this subject, are enormous. Computers and technology are used in all aspects of human life - medicine, space research, the arts, the sciences, business, e-commerce, climate change predictions, etc. Indeed if the computing giants FAANGs' (Facebook, Apple, Amazon, Netflix, Google) were a nation, it would be the 3rd richest nation in the world and be eligible for a seat in the G20!

We are in the midst of a knowledge revolution - the 4th industrial revolution. It is a fitting subject for any conscientious, aspiring, ambitious, young person in this modern global society.

Opportunities in all industrial, commercial and public sector in the various hot fields of Computer Science such as Artificial Intelligence, Virtual Reality, Augmented Reality, BlockChain, Cloud Computing and Data Science, are enormous. Indeed, a well kept secret, is that, the UK has always been a leading actor in this sphere starting with Charles Babbage (1832) - the inventor of the Computer; Ada Lovelace (1842), the first Computer Programmer; George Boole (1849) who invented Boolean algebra which is basic to the design of digital computers; Alan Turing (~1950) - the Father of Modern Computing & Artificial Intelligence and more latterly Tim Berners-Lee (1989) - the inventor of the World Wide Web.

Follow these leaders, study Computer Science and get a head-start to take advantage of future interesting, exciting and lucrative opportunities.

WHAT SKILLS DO I NEED?

A pre-requisite of the course is that students should be able to program well and enjoy it as a hobby. This programming may be learnt either through the GCSE Computer Science course or via the candidate's own efforts.

OTHER USEFUL INFORMATION

Students should also read widely around the subject - daily broadsheets such as *The Times*, *The Guardian*, *The Financial Times*, *The Daily Mail* and journals such as *Which Computing* and *IET* (Institute of Engineering and Technology) - all produce good articles about the use of technology in real-life. The weekly BBC TV Programme, CLICK, also provides good information about up-to-date news on technological developments.

COURSE OUTLINE

1. Programming techniques:

This involves learning about data structures; various algorithms; databases and SQL; object-orientated techniques; Python Programming language.

2. Computer Programming Project:

The opportunity to develop an useful piece of software of your choosing such as games; stock prediction algorithms; a working Test&Trace app. This is a substantial piece of work which candidates complete over a number of months. It could be said that this is where the real educational and financial values of the course lie.

3. Other Aspects of Computing:

hardware components of a computer; the applications of computers in real-life context and the accompanying legal, ethical and cultural issues; the structure of the Internet.



Teachers' knowledge of their subject area is excellent. Teaching is highly effective in planning for students' learning and inspires them to work independently when required.

School Inspection Report, Ofsted





INTRODUCTION

Physics offers you an opportunity to deepen your understanding of the rules that govern the universe and an insight into how the physical world works. The subject is taught through experimentation and application of basic ideas, ranging from the very small, atoms, to the very large, cosmology. The course develops your critical thinking, creative, analytical and practical skills and provides a firm basis for further study in a wide range of disciplines. Physics is an intellectually stimulating and challenging subject which is extremely rewarding to study.

We endeavour to intellectually challenge you in a supportive and developmental way to build your confidence and enjoyment of Physics. You will be encouraged to relate what you are taught in the other Sciences. In this way, students develop an appreciation of the

interdisciplinary nature of science and the relevance it has to our everyday life. Physics is a practical subject and a large proportion of the course is taught through experimental work. This helps you develop an understanding of the scientific method, bringing with it skills which are transferable to many other situations. ICT is used widely in Physics for tasks such as data logging, data analysis and for the delivery of lessons. The department encourages learning beyond the classroom, and this will be fostered through guest lecturers, trips and extracurricular activities.

WHAT SKILLS DO I NEED?

You need to be able to think logically and analytically and demonstrate advanced numeracy skills.

POPULAR CAREER PATHS FOR PHYSICISTS

Many students will go on to study further and higher studies, as the courses support careers such as engineering, geosciences, meteorology and space sciences.

OTHER USEFUL INFORMATION

Students should read widely across the subject area. Science periodicals, such as Science and New Scientists are excellent resources.

COURSE OUTLINE

Advanced Physics 1:

Topics include mechanics, electrical circuits, magnetic fields and nuclear and particle physics.

Advanced Physics 2:

Waves and the particle nature of light, thermodynamics, space, nuclear radiation and oscillations.



INTRODUCTION

Psychology is the systematic study of human behaviour. It is a fascinating subject where rigorous scientific processes are used in tandem with philosophy and medicine to explain a wide range of behavioural phenomena, from who are the people most likely to stand in a queue without complaining to jealousy, warfare and crime. Essay writing skills are essential as composing arguments using contradictory scientific evidence or theoretical viewpoints are required. Studying Psychology guarantees excellent transferable skills.

WHAT SKILLS DO I NEED?

You need to be able to think like a scientist – psychology is not 'touchy-feely'. You also need an interest in human behaviour and the ability to interpret data.

OTHER USEFUL INFORMATION

Many top companies and organisations require the so-called 'soft' skills such as ability to empathize, ability to resolve conflict and offer creative, innovative solutions. Try and soak up as much psychology as possible by reading *The Psychologist*, *The Scientific American MIND* or visiting www.psychologytoday.com

COURSE OUTLINE

Year 1

Approaches in Psychology, Cognitive, Developmental, Social, Biological Psychology and Individual Differences: These units provide an introduction to how human behaviour is explained, the role of personality, how memory works, how we become emotionally attached, how groups of people interact, how our body and brain regulate mood, how mental illnesses are defined, why they develop and ways they are treated.

Research Methods: Terms such as 'independent and dependent variable', 'observational study' and 'stratified sampling' may sound unfamiliar but they are central to how humans are systematically studied, away from anecdotes and armchair intuition. This unit enables students to acquire knowledge of how the science of human behaviour works.

Year 2

Issues and debates in psychology: this chapter presents ongoing debates about human nature and the nature of existence. Are we free to act as we please or are we complex automated machines? Are all individuals different or are they subjected to universal laws that apply to all humans and all cultures? Can everything be explained in terms of our biology?

Biopsychology, Relationships and Aggression: These units examine the types and patterns of sleeping and dreaming, the structure of the brain and how certain behaviours correspond to different brain areas, mating behaviour and interpersonal attraction, why aggression escalates and how to reduce its impact. Psychopathology, Psychology in action and Research methods: This unit explores the aetiology and treatment of depression and schizophrenia, examines how psychology is applied in everyday life and develops further issues in research methodology which were first encountered in the year 1 curriculum.



A-Level
Results
40% A*
2020



Results and destinations

We have an impressive A-Level track record, celebrating outstanding results across a broad and varied curriculum and providing students with a firm foundation for university and employment.

From Oxbridge mentoring to interview preparation, we support and advise each individual student on life beyond North Bridge House.

TOP RESULTS

In summer 2020, Sixth Form students celebrated their highest A-Level results to date with 68% A*/A grades.

North Bridge House recorded 40% A* grades overall, with half of all students scoring straight As or higher.

Degree programmes ranged from Aerospace Engineering and Dentistry to Law and Philosophy.

UNIVERSITY PLACEMENT

Our students gain places to study at their first-choice universities, which include top Russell Group, design and overseas institutions:

- University of Cambridge
- University of Oxford
- University of Bristol
- Cardiff University
- University of Edinburgh
- Haverford College
- King's College London
- University of Leeds
- Loyola Marymount University
- Queen Mary University of London
- UAL: Camberwell College of Arts
- University College London (UCL)
- University of York



Careers support

The Sixth Form at North Bridge House Senior Canonbury prides itself on providing bespoke, individualised careers support. Students receive 1:1 support from both their form tutor and the Head of Sixth Form throughout their Sixth Form years. In addition, the school invests in the Xello careers platform, which is utilised during the Spring Term of Year 12 as students plan for their future pathway and the world of work. Students are able to reflect on their post 18 options, research apprenticeships, universities and their courses and gap year opportunities to ensure they are well informed in their decision making. Specialist interview support is provided and all students have the opportunity to meet with an external careers advisor. An annual careers fair in the Summer Term sees speakers from a wide range of industries, many in our parent body, hold presentations and Q&A sessions with our students.

Alumni



Many of our alumni stay in touch with us after graduating from North Bridge House and we love to welcome alumni back for special events, or simply hear about their progression and achievement.

From speaking at North Bridge House higher education fairs to enjoying awards evenings, or even returning to teach here at North Bridge House, we are proud to instil a strong sense of community in our graduates and are always looking to develop our alumni programme.

MEET OUR ALUMNI

Hear from Hizzer, a founding member of our Sixth Form cohort at North Bridge House who is now working in European private equity.

“North Bridge House is a small school with excellent teachers allowing lots of 1-2-1 education.”

Hugo Harrabin, former student and Teacher of Chemistry at NBH Senior Canonbury

Apply now

FOR SEPTEMBER 2022 ADMISSIONS

Please submit your application form online at: www.northbridgehouse.com/senior-canonbury/admissions/register-place/

Deadline to Apply: Friday 26th November 2021

INTERVIEW AND OFFER PROCESS

Applicants will be invited to interview with the Heads of Department relevant to their A-Level subject choices.

Successful applicants will have a minimum of five Grade '6's including English Language or Mathematics.

Sixth Form interviews will take place in December 2021 for September 2022 entry.

Offers will be made in February 2022.

Places will be offered subject to the receipt of a successful reference at the Head Teacher of the Senior School's discretion.

Priority places will be awarded to existing North Bridge House pupils and siblings of existing North Bridge House pupils.

OCCASIONAL PLACES

During the academic year we do have occasional places and we would urge you to contact our Admissions team in the first instance.

Contact: admissionsenquiries@northbridgehouse.com



