Gillingham School

FOUNDED 1516











Sixth Form

PROSPECTUS 2026-2027

Welcome

We are immensely proud of our Sixth Form, where academic excellence, personal development and aspiration combine to create an exceptional student experience.

As students prepare for the next stage of their lives, we provide the support, challenge and opportunities needed for them to flourish.

Through a broad range of qualifications and pathways, students choose courses that best match their interests and aspirations.

Sixth Form students are important role models within our school community.

Many give back through mentoring younger students, contributing to the School Council, supporting the library, and leading charitable initiatives.

Wednesday afternoons remain dedicated to personal development and enrichment, with opportunities including sport, public speaking, STEM projects and community engagement.

Each student receives personalised information, advice and guidance to help them make informed decisions about their future. Whether progressing to university, an apprenticeship or employment, we work closely with them to ensure they have the best possible start to adult life.

We have an exceptional school site with superb facilities. Visitors regularly comment on the positive and purposeful atmosphere that characterises our school. Built on strong relationships between staff, students and families, our community ensures that everyone feels valued, supported and inspired to achieve their full potential.



Headteacher
Mr P Nicholson

Our aim is for every student to leave us with outstanding qualifications, strong character and the confidence, skills and independence to succeed in whatever path they choose.

Discover Your Future
Scan the QR code to find out about our Sixth Form courses, enrichment opportunities, and student life.

Gillingham School part of United Learning

United Learning
The best in everyone™



Meet our Sixth Form Team

We look forward to welcoming you to our Sixth Form community and supporting you to achieve your ambitions and fulfil your potential.

At Gillingham School Sixth Form, our experienced and dedicated team will support you in achieving your academic aspirations and personal goals.

Through excellent teaching, expert pastoral care and our Future Routes Programme, where we provide personalised guidance for university, apprenticeships and employment pathways.

As a Sixth Form student, you will play a key role within our school community, acting as positive role model and demonstrating the values of ambition, kindness, respect and responsibility.

We encourage every student to develop independence, confidence and resilience.

Through a wide range of enrichment opportunities, including;

- Leadership roles
- Community outreach
- Sport
- Public speaking
- Personal development activities.



The Committee

As Student Leaders, we are proud to promote Gillingham as a positive, enriching experience where we focus on our studies and building our community.

Through the Heads of School, Sixth Form Committee and Sixth Form Council, students have the opportunity to make a difference, represent their peers and help shape our school community.

From supporting Open Evenings and school events to leading fundraising and raising awareness of important rights, causes and social issues, our student leaders ensure that Sixth Form students have a strong voice.

Working alongside the Senior Leadership Team, Committee members have the opportunity to influence positive change, represent their peers and contribute to a safe, inclusive and supportive school community.



Student leadership is an important part of life in our Sixth Form.



Curriculum at Sixth Form

Your Sixth Form journey should be as individual as you are.

Our curriculum offers choice, challenge and opportunity, allowing you to explore the subjects you enjoy, develop as an independent learner and build strong foundations for your future.



Entry Requirements

Students who wish to study the standard programme of three Level 3 subjects are required to achieve **Five or more GCSE grades at 4 to 9.** This must include a grade 4 or higher in English Language or English Literature.

All students joining us **who have not** achieved at least a grade 4 in Maths or English Language will be required to study and retake this course.

Individual subject requirements must also be met; these are listed on the subject pages.

Should a student wish to study **four Level 3 qualifications,** they will be required to have an average score of **grade 7+.**

Our entry requirements help ensure students are ready to succeed at the next level of study while maintaining a fair and consistent admissions process.

Special consideration will only be made in exceptional circumstances.

Gillingham School Sixth Form reserves the right to withdraw a course if student numbers are insufficient for it to run.

Planning Your Future

Unsure about your plans after Sixth Form? Choosing a balanced combination of subjects that reflects your strengths, abilities and interests is a great place to start.

Advice and guidance are available from teachers and professionals through our; Sixth Form Open Evening, Future Routes Programme and Ongoing support from our expert team.

Whether your next step is university, an apprenticeship or employment, A Levels, BTECs and other Level 3 qualifications provide a strong foundation for future success.

Choosing your course

Our Sixth Form offers a wide range of courses from A Level, BTEC and Level 3 qualifications.

Alongside offering Core Maths and the Extended Project Qualification (EPQ).

Our curriculum is regularly updated to reflect industry developments, ensuring students gain the skills and knowledge needed for future careers.

Your Interests Choose subjects you enjoy and are motivated to study.

Your Strengths Select subjects that match your skills and give you the best opportunity to succeed.

Your GCSE Grades Ensure you are likely to meet the entry requirements for your chosen courses.

Your Future Plans Research subject requirements for university courses, apprenticeships or careers you may be considering.

Additional Qualifications
Core Maths develops valuable real world mathematical skills and works alongside many A Level subjects. Completed in one year, Year 12, allowing students to focus on their main studies during Year 13.

Extended Project Qualification (EPQ)
Students undertake an independent research project on a topic of their interest, equivalent to an AS Level it can strengthen university applications and earn valuable UCAS points.



Our courses have specific GCSE entry requirements to be met before enrolment. Please ensure you are likely to achieve the grades required. Entry requirements are listed on the subject information pages.

Some university courses and career pathways require specific subjects to be studied. We strongly recommend researching possible future study and career requirements before making your subject choices for Sixth Form.

Medicine, Dentistry or Veterinary Science
Typically require Chemistry, Biology and Mathematics.

Engineering or Computer Science
Often require both Mathematics and Physics.

Architecture
A Visual Art or Design subject, and either Mathematics or Physics.

Art, Music, or Geography
Will often require you to have taken these subject courses at A Level.

Mathematics
Some Universities prefer you to have studied both Mathematics and Further Mathematics.

Economics
Preference is for you to have studied Mathematics.

Personal Development

Sixth Form is about more than just academic achievement.

Our Personal Development Curriculum gives students opportunities to build confidence, resilience and essential life skills, while trying new experiences, working with others and building their character. From Wednesday Afternoon Enrichment and PSHE to Community Outreach and Leadership roles, the programme helps prepare students for life beyond Sixth Form.

All Sixth Form students take on a leadership role, helping them build valuable skills and experience for university, future study and employment.

Leadership opportunities help students to:

- Build confidence, resilience and adaptability
- Develop communication and teamwork skills
- Gain valuable experience for CVs and applications
- Take responsibility and make a positive contribution to school life
- Get involved in a subject, year group, club, sport, committee or council
- Develop the skills needed for the modern workplace

In September students select a leadership role and take an active part throughout the year.

Our PSHE programme helps students explore important social, cultural and personal issues.

Through discussion, debate and guest speakers, students explore topics including:

- Inclusion, diversity and protected characteristics
- Healthy and respectful relationships
- Personal safety and wellbeing
- Drug awareness
- Safe driving
- Current social and cultural issues

Our programme is supported by visiting speakers and external organisations, giving students opportunities to hear different perspectives and engage with important real-world topics.



Alongside their Leadership Roles, students can take part in Community Outreach projects, making a positive difference in school and the local community.

- Supporting school charity events
- Taking part in the Rotary Club Christmas Shoebox Appeal
- Visiting and supporting local care homes
- Choosing other volunteering projects

Volunteering helps students build confidence, wellbeing and valuable transferable skills, while giving something back to their community.

Duke of Edinburgh's Award

We encourage students to complete the Duke of Edinburgh Scheme as a means of furthering their confidence, resilience and independence.

It is a highly regarded award, recognised by employers and universities. We offer the bronze and silver levels during lower years.

We encourage Year 12 students to complete the Gold Award. They do not need to have completed a previous award level to participate.

We support student progression by providing opportunities to complete the physical, volunteering and skill section, through our various enrichment and personal development options.

Students complete their expedition element with a team in school, using our selected providers. If preferred, we will assist students in finding an expedition that caters for a wide range of interests and pursuits, such as canoeing, horse riding or cycling.

Support and advice are provided in sourcing a suitable residential, with the main stipulation being that this cannot be part of an organised school trip. There are multiple residential opportunities via the DofE network, many of which can be linked to future university or career choices.

Students who complete their Gold Award are invited to Buckingham Palace for a celebration of their achievement.

Gillingham School are proud of their history with DofE and being represented at this event for many years.

Your Gold DofE Journey: Five Sections, One Award

Volunteering
Make a positive difference by giving your time to support others, your community or a cause that matters to you.

Physical
Challenge yourself to improve your fitness and wellbeing through a physical activity of your choice.

Skills
Develop an existing talent or discover something new, building confidence, creativity and valuable life skills along the way.

Expedition
Work as part of a team to plan, train for and complete an adventurous journey, developing resilience, independence and teamwork.

Residential
Take on a new experience away from home, working and living alongside new people while developing confidence and independence.



Future Routes

Future Routes is a comprehensive programme designed to take each student on a journey. From exploring and gaining an initial understanding of the options available beyond our Sixth Form to support as they make their choices. Equipping them for the future challenges they will face.

There are ten structured sessions.

During Year 12 We look at all options for university study, apprenticeships and degree apprenticeships, gap years and entering the workplace.

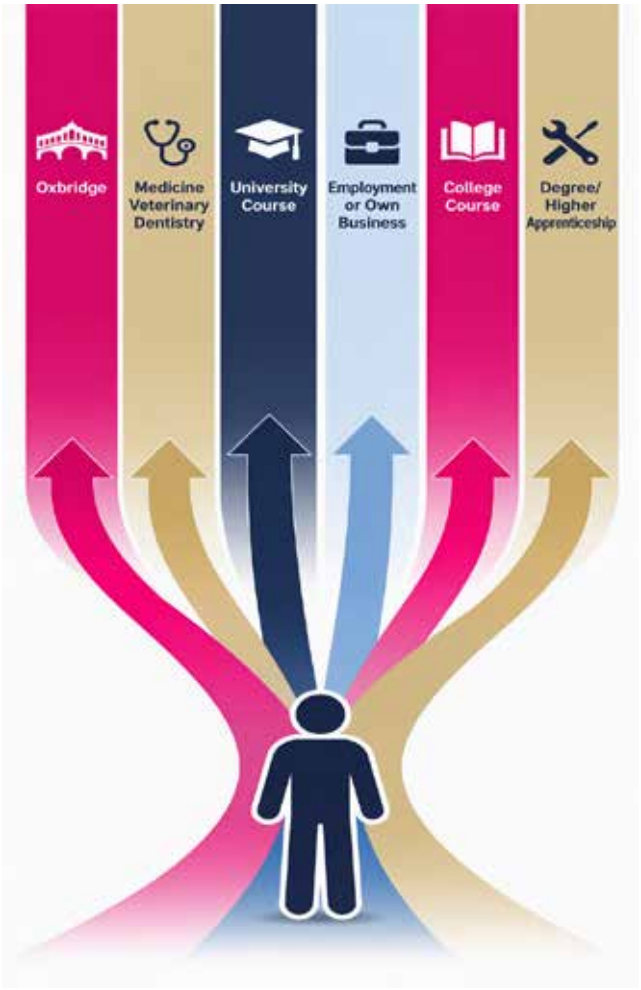
For those choosing university, we support each student to understand what represents the right choice of course for them personally, including exploring the ***Russell Group Universities*** and various types of degree.

We support them to apply through UCAS and to write an effective personal statement.

For those choosing apprenticeships and entering a workplace, we look at letters of application, CVs and interviews. Exploring the options around taking a gap year and encourage students to make this a worthwhile and beneficial experience.

All students take part in sessions designed to prepare them for independent living and adult life. Topics include understanding payslips, budgeting and personal finance, managing credit responsibly, choosing accommodation, and maintaining physical and mental wellbeing.

These practical life skills help students develop the confidence and knowledge needed for life beyond our Sixth Form.





Oxbridge Programme

Comprehensive support is provided throughout the application process. Students will attend introductory meetings, virtual conferences and university events, including a visit to Merton College, Oxford.

Support continues with personal statement workshops, application guidance and advice, preparation for the admissions assessments and external mock interviews.

Students complete their applications ahead of the October deadline, ensuring they are fully prepared for the highly competitive admissions process at Oxford and Cambridge.



Students aspiring to study Medicine, Veterinary Science or Dentistry benefit from a dedicated support programme that runs alongside the Oxbridge Programme.

From January in Year 12 the programme provides guidance on securing relevant work experience, explores local and virtual opportunities, and introduces students to initiatives such as Medic Mentor.

Participants also receive specialist support throughout the early UCAS application process, following the same timeline as the Oxbridge applicants.

Planning Your Future

Year 12

January
Introductory Oxbridge meeting, which will outline the application process and highlight the additional activities on offer.

Spring Term
Attend an Oxford and Cambridge virtual student conferences with participation in introductory talks and events.

May
A visit to Merton College, Oxford for a campus tour and information session.
Attend a personal statement workshop.

June to July
After your examinations, you will begin drafting personal statements and researching courses and colleges.

Summer Holidays
Complete the first draft of the UCAS personal statement.

Year 13

September
Refine the personal statement, after feedback and support from our Sixth Form Team. Complete the UCAS application.

October
Submit applications ahead of the Oxbridge deadline. Preparation for admissions tests and pre-interview assessments.

November to December
Participate in external mock interviews.
Attend Oxford and Cambridge interviews if you have been selected.

Sixth Form Facilities



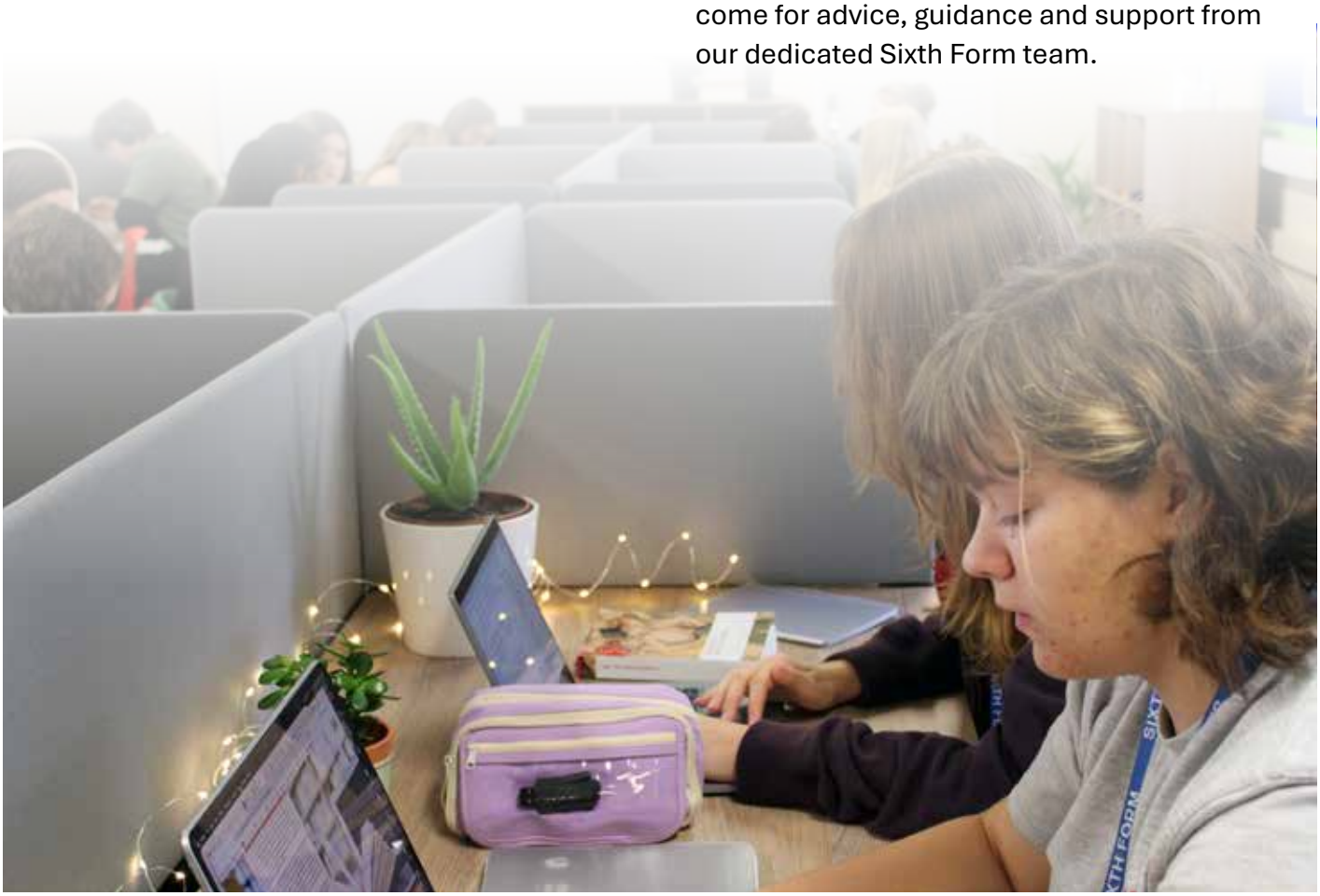
Our excellent facilities support both study and wellbeing, including Learning Centres, dedicated independent study spaces and a Sixth Form canteen.

We place great importance in creating a modern, dynamic working environment for our students. Our Sixth Form facilities are designed to replicate the ethos of university study, building independent study habits and preparing students for the demands of higher education and beyond.

Lodden Suite a clean, bright and airy study area providing Sixth Form students with a calm environment for independent work. Lodden also benefits from a separate media suite, offering additional facilities for digital and creative study.

Stour Suite offers a comfortable and welcoming study environment, including a quiet study room with individual booths where students can focus, work independently and complete coursework.

Shreen Suite a dedicated Sixth Form space providing a focused and relaxed environment where students can work independently or alongside their peers. It is also the place to come for advice, guidance and support from our dedicated Sixth Form team.



Careers Advice

Our careers guidance is tailored to each individual, empowering students to make confident, informed decisions about their future.

Students can:

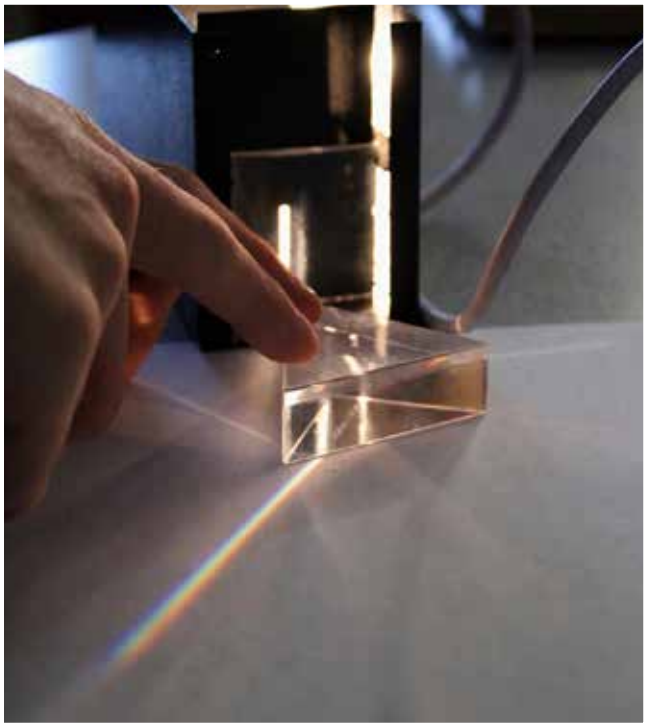
- Explore their interests, ambitions and career goals
- Discuss university, apprenticeships, employment and other pathways
- Receive one-to-one guidance tailored to their aspirations
- Explore the options available after Sixth Form
- Ask questions and receive support with their next steps

Our Careers Adviser is there to help every student find a pathway that is right for them.

High-quality work experience is an important part of Sixth Form, helping students explore career interests and develop valuable workplace skills.

- Students undertake work experience during the summer term of Year 12.
- Opportunities are available through our network of local and national employers.
- Regular work experience can be selected as a Wednesday afternoon enrichment option.
- Virtual work experience opportunities and work-related courses are also available.
- Students develop transferable skills and strengthen their CVs.
- Students gain valuable experience in an area linked to their future aspirations.

Our flexible approach helps students find meaningful, high-quality opportunities that support their future plans.



Students destinations



Information based on leavers from 2026

A Level Art and Design
Fine Art

Entry requirements:
Grade 4 in GCSE Art
Students without the above, portfolio submission
Exam Board: AQA

COURSE DESCRIPTION

The course explores varied ways of drawing, printmaking, painting, creating sculptures and using digital and darkroom photographic techniques. As the course develops, students have increasing independence regarding themes studied and materials they explore. They are encouraged to have a creative curiosity about diverse historical and contemporary artists practices, and the way they can, as individuals, respond to the world that surrounds them. Many students tailor their work to their specific interests, and this results in a rich creative environment.

SKILLS REQUIRED

To be curious, motivated and resilient.

PROGRESSION

Most of our students continue their studies in Creative Art based areas, either on foundation or degree courses, or Fine Art students have gained places on Architecture, Lens Based Media, Fashion, Illustration, Graphics and Fine Art degrees across the country.

TOPICS

Assessment is focused on four areas
Developing work in response to artists, exploring materials, recording ideas and responses, and a personal response.

Year 12 September to May
Wrapped and layered, portraiture, a personal research project essay and presentation based on a personally chosen theme selected from a provided list.

May through to January of Year 13
Students begin Component 1, the 'Personal Investigation'. They may select a theme of their choice. Supported by an essay of up to 3000 words, in Year 13 this runs alongside a practical project.

Year 13 February
Students receive the Component 2 paper from the exam board, as they begin the 'Externally Set Task'. They complete a practical project based on one provided theme. Culminating in a 15-hour practical exam around the middle of May.

METHOD OF ASSESSMENT

Component 1
Coursework
60% of the A Level

Component 2
Practical Project
Completed in class, 15-hour practical exam.
40% of the A Level

A Level Art and Design **Photography**

Entry requirements:
Grade 4 in GCSE Art or Photography
Students without the above, portfolio submission
Exam Board: AQA

COURSE DESCRIPTION

Teaches you how to examine the world through a lens, working with both technical and artistic elements. You will investigating digital and darkroom processes and varied forms of digital and physical editing. Opportunity to use sculpture, textiles or fine art-based techniques in work. As the course develops students have increasing independence regarding themes studied and materials explored. They are encouraged to have a creative curiosity about diverse historical and contemporary photographic practice and the way that art influences Photography. It is possible to encompass film and moving images if there is an interest.

SKILLS REQUIRED

To be curious, motivated and resilient.

PROGRESSION

Many Photography students continue their studies and gain places on foundation courses as well as degrees in Lens Based Media, Film Making or Photography degrees across the country.

TOPICS

Assessment is focused on four areas
Developing work in response to artists or photographers, exploring materials, recording ideas and responses, and a personal response.

Year 12 September to May
Portraiture, a personal research project essay and presentation based on a personally chosen theme selected from a provided list.

May through to January of Year 13
Students begin Component 1, the 'Personal Investigation'. They may select a theme of their choice. Supported by an essay of up to 3000 words, in Year 13 this runs alongside a practical project.

Year 13 February
Students receive the Component 2 paper from the exam board, as they begin the 'Externally Set Task'. They complete a practical project based on one provided theme. Culminating in a 15-hour practical exam around the middle of May.

METHOD OF ASSESSMENT

Component 1
Coursework
60% of the A Level

Component 2
Practical Project
Completed in class, 15-hour practical exam.
40% of the A Level.

A Level Science **Biology**

Entry requirements:
Grade 5 in GCSE Biology or Grade 5/5 in GCSE Combined Science
& Grade 5 in GCSE Mathematics (Higher Tier)
Exam Board: OCR

COURSE DESCRIPTION

Explores the theories and principals involved in living systems in all their sophisticated beauty. Lifestyle, transport, genes and health, development, plants and the environment, the natural environment and species survival, energy, exercise and co-ordination, as well as practical biology and research skills. You will gain a clear understanding of how humanity makes conclusions about scientific issues, as well as some of the ways in which the scientific community contributes to the success of the economy and society.

SKILLS REQUIRED

Challenging, but highly rewarding subject to study. The skills required to be successful are plentiful, strong analysis and problem-solving is a good start. You need to be highly organised, show good time management skills and be able to work effectively independently. Strong mathematical skills are highly recommended due to the increased frequency of numerical questions.

PROGRESSION

With a broad variety of tested skills, and transferable skills, it's a good choice for many degrees and careers. Biology transfers to medical professions, pharmacy, physiotherapy, biomedical engineering, research science (life sciences), microbiology, marine biology, conservation and ecology, environmental management, food science, agricultural engineering and zoology. Other careers can also be found in the fields of engineering, agriculture and sport and fitness.

TOPICS

Content is in six modules

Module 1
Development of practical skills in Biology

Module 2
Foundations in Biology

Module 3
Exchange and transport

Module 4
Biodiversity, evolution and disease

Module 5
Communication, homeostasis and energy

Module 6
Genetics, evolution and ecosystems

METHOD OF ASSESSMENT

Paper 1
Biological processes
Content from Modules 1, 2, 3 and 5
Written exam 2-hours 15 min
37% of A Level

Paper 2
Biological diversity
Content from Modules 1, 2 ,4 and 6
Written exam 2-hours 15 min
37% of A Level

Paper 3
Unified Biology
Content from all Modules
Written exam 1-hour 30 min
26% of A Level

Practical endorsement in Biology
Non-exam assessment

A Level
Business Studies

Entry requirements:
Grade 4 in GCSE Business Studies
& Grade 4 in GCSE Mathematics
Exam Board: Edexcel

COURSE DESCRIPTION We seek to equip students with the skills they will need in whatever organisation they are a part of in the future. These range from team communication and collaboration to financial understanding, marketing and the ability to analyse and dissect different businesses in order to make judgments and recommendations. The Business A level brings the subject up to date, enabling students to engage with, explore and understand business behaviour and develop a critical understanding of what business is and what it does.

SKILLS REQUIRED
A keen interest in Business is integral to studying this course. Many students study Business across the world and, as a popular subject, the competition for exciting and fulfilling jobs is intense. You need to have an outstanding work ethic and work hard to stand out.

PROGRESSION
Business Studies is an Open Option Subject. All industries need business minds and commercial skills. Careers in music, drama, television and sports are available to individuals with a good, sound grasp of commerce. This is alongside other rewarding careers in finance, banking, insurance, industry, travel and education.

TOPICS
Content is across four themes
Year 12
Theme 1
Marketing and People
Theme 2
Managing Business Activities

Year 13
Theme 3
Business Decisions and Strategy
Theme 4
Global Business

A key characteristic of A Level Business is it draws upon evidence and examples from the real world. There is ample opportunity to explore existing businesses and find out what makes them successful or why businesses have failed.

METHOD OF ASSESSMENT
Paper 1
Marketing, People and Global Business
Written exam 2-hour
33.33% of A Level

Paper 2
Business Activities, Decisions and Strategy
Written exam 2-hour
33.33% of A Level

Paper 3
Investigating Business in a Competitive Environment
Written exam 2-hour
33.33% of A Level

BTEC Level 3
Business Studies

Entry requirements:
Grade 4 in GCSE Business Studies
& Grade 4 in GCSE Mathematics
Exam Board: Pearson

COURSE DESCRIPTION

Those who enjoy hands-on, practical work with plenty of real-life situations tend to find engagement and success through studying for a BTEC Level 3 qualification which is equivalent to one A Level. This is for students who are interested in learning about the business sector alongside various fields of study.

SKILLS REQUIRED

Ideal for students who are passionate about or planning on starting up on their own business career. If you prefer coursework to exams and would like the chance to carry out a detailed investigation of varied businesses, this is for you. You will need to be able to cope with constant deadlines, organisation is very important. There is a significant element of reading and writing because of the coursework, but also an expectation that students discuss and question at every opportunity.

PROGRESSION

Business Studies is an Open Option Subject. All industries need business minds and commercial skills. Careers in music, drama, television and sports are available to individuals with a good, sound grasp of commerce. This is alongside other rewarding careers in finance, banking, insurance, industry, travel and education. BTEC Level 3 qualifications are accepted by universities and degree level apprenticeships.

TOPICS

Content is included in four themes
Year 12
Unit 1
Exploring Business
Unit 2
Personal and Business Finance
Year 13
Unit 3
Developing a Marketing Campaign
Unit 4
Customer Service

METHOD OF ASSESSMENT

Year 12
Exploring Business
Internally assessed through coursework
25% of BTEC
Personal and Business Finance
Written external Pearson examination
33% of BTEC

Year 13
Developing a Marketing Campaign
Written external Pearson examination
25% of BTEC
Customer Service
Internally assessed through coursework
17% of BTEC

A Level Science **Chemistry**

Entry requirements:
Grade 5 in GCSE Chemistry or Grade 5/5 in GCSE Combined Science & Grade 5 in GCSE Mathematics (Higher Tier)
Exam Board: AQA

COURSE DESCRIPTION

A comprehensive look at the world around us, which touches every aspect of our lives from the bodily functions within us to the atmosphere. Understand this and the physical universe better.
Through chemistry we can describe and explain questions such as:
"what happens when sugar dissolves in tea?"; *"why is mercury a liquid at room temperature?"*; *"how do we make plastics?"*; *"what can we do about global warming?"*.
Develop independent study skills, familiarise yourself with experimental techniques, and gain an established understanding of Chemistry.

SKILLS REQUIRED

A challenging, highly rewarding subject to study. Logical problem solving and thinking hard. Strong mathematical and numerical skills, analysis and problemsolving. Time management and organisation. Recording and monitoring data and teamwork.

PROGRESSION

A variety of tested and transferable skills, a good choice for many degrees and careers. Chemistry has been described as the *'central science'* and often combined alongside Physics or Biology. A compulsory choice if wishing to pursue Medicine, Dentistry and Veterinary Science, and chemistry based degrees, such as Pharmacy, Pharmacology and Biochemistry. Analytical, formulation, medicinal or process chemist, such as biotechnologist, chemical engineer, environmental, food technologist, geochemical engineer, nanotechnologist, pharmacologist, science writer, laboratory technician, teacher or toxicologist.

TOPICS

Physical Chemistry
Including atomic structure, amount of substance, bonding, energetics, kinetics, chemical equilibria (Kc), thermodynamics, rate equations, Kp, electrode potentials and acids and bases.

Inorganic Chemistry
Including periodicity, Group 2, Group 7, properties of Period 3 elements, transition metals, reactions of ions in aqueous solutions.

Organic Chemistry
Including organic chemistry, alkanes, haloalkanes, alkenes, alcohols, organic analysis, optical isomerism, aldehydes and ketones, carboxylic acids, aromatic chemistry, amines, polymers, amino acids, proteins, organic synthesis. NMR spectroscopy and chromatography.

METHOD OF ASSESSMENT

Paper 1
Relevant Physical Chemistry
Inorganic Chemistry and relevant practical skills.
Written exam 2-hour
35% of A Level

Paper 2
Relevant Physical Chemistry
Organic Chemistry and relevant practical skills.
Written exam 2-hour
35% of A Level

Paper 3
Any content, any practical skills.
Written exam 2-hour
30% of A Level

Practical endorsement in Chemistry
Non-exam assessment

A Level
Computer Science

Entry requirements:
Grade 5 in GCSE Mathematics & if studied
Grade 4 in GCSE Computer Science
Exam Board: Eduqas

COURSE DESCRIPTION

Computer Science encourages students to develop an understanding of, and to apply, the fundamental principles and concepts of computer science. This includes abstraction, decomposition, logic, algorithms and data representation. You will analyse problems in computational terms through practical problem-solving experiences, including writing programs. It builds the capacity to think creatively, innovatively, analytically, logically and critically, alongside seeing the relationships between different aspects of computer science. Students develop mathematical skills and learn to articulate the individual (moral), social (ethical), legal and cultural opportunities and the risks of digital technologies.

SKILLS REQUIRED

To be successful, students need good mathematical skills, an ability to think logically and analytically and have a problem-solving mentality.

PROGRESSION

Computer Science, along with Mathematics, provides the basis for degree level courses in Computer Science. Computers are widely used in all aspects of business, industry, government, education, leisure and the home. In this increasingly technological age, a study of Computer Science, and particularly how computers are used in the solution of a variety of problems, is not only invaluable to the learners themselves but also essential to the future wellbeing of the country.

TOPICS

Component 1
Programming and System Development
Investigates programs, data structures, algorithms, logic, programming methodologies and the impact of computer science on society.

Component 2
Computer Architecture, Data, Communication and Applications
Investigates computer architecture, communication, data representation, organisation and structure of data, programs, algorithms and software applications.

Component 3
Programmed Solution to a Problem
Students discuss, investigate, design, prototype, refine and implement, test and evaluate a computerised solution to a problem chosen by each individual which must be solved using original code (programming). A substantial piece of work, undertaken over an extended period of time.

METHOD OF ASSESSMENT

Two written exams at the end of Year 13

Component 1
Programming and Systems Development
2-hour 45 min
40% of A Level

Component 2
Computer Architecture, Data Communication, and Applications
2-hour 45 min
40% of A Level

Component 3
Project Programmed Solution to Problem

June of Year 12 to February of Year 13
Practical Coursework
20% of A Level

AS Level
Core Mathematics

Entry requirements:
Grade 4 in GCSE Mathematics
Exam Board: AQA

COURSE DESCRIPTION

Diverse, engaging and highly useful in supporting students who need essential problem solving and quantitative skills to support other qualifications for future study and employment. Intended for students who have passed GCSE Mathematics at a grade 4 or higher, but who have not chosen to study A Level Mathematics. Taught across one year with the exam taken towards the end of Year 12. Each paper requires the use of preliminary material, which the students become familiar with prior to the exam.

SKILLS REQUIRED

We recommend that you are fluent in calculating percentages, using the equation of a straight line, finding averages and understanding a range of diagrams. There is little homework set, other than one marked assignment per topic listed below, and revision prior to the exams.

PROGRESSION

AS Level Core Mathematics is strongly recommended as a complementary fourth course for students who are not taking A Level Mathematics, but are taking A Levels in Biology, Business, Chemistry, Computing, Economics, Environmental Science, Geography, Geology, Product Design and/or Psychology. Core Mathematics helps students to develop their quantitative and problem-solving skills, which they will need for many degree courses, particularly subjects such as Psychology, Geography, Business related courses, Sports and Social Sciences, and Natural Sciences courses that do not require A Level Mathematics.

TOPICS

Each paper will contain questions from the compulsory content:

Paper 1
Analysis of data
Maths for personal finance
Estimation
Critical analysis of given data and models

Paper 2
The Normal Distribution
Probabilities and Estimation
Correlation and Regression
Critical analysis of given data and models

METHOD OF ASSESSMENT

Paper 1
Written exam
1-hour 30 min
50% of AS Level

Paper 2
Written exam
1-hour 30 min
50% of AS Level

Level 3 Applied Diploma
Criminology

Entry requirements:
GCSE English, Psychology Grade 4
or Humanities Grade 4, if Psychology not studied
Exam Board: WJEC

COURSE DESCRIPTION

A fascinating and contemporary subject that explores the nature of crime, criminal behaviour, and the workings of the criminal justice system. It combines elements of psycology, law, and sociology to help students understand why people commit crimes, how society responds to crime, and how justice is delivered. For students who are curious about real-world issues and want to critically examine the causes and consequences of criminal activity. It encourages independent thinking, analytical skills, and ethical reflection.

SKILLS REQUIRED

Core Maths is highly recommended for this course.

PROGRESSION

Criminology is a versatile subject that pairs well with a range of humanities and social sciences. It complements disciplines like Psychology, Sociology, Law, Politics, Media Studies, and History, offering students deeper insight into societal structures, behaviour, and justice systems. This qualification provides a strong foundation for further study in Criminology, Criminal Justice, Law, Psychology, or Sociology at university level. It is relevant for careers in policing, probation, social work, forensic psychology, legal services, and youth work.

TOPICS

Students will develop transferable skills in research, evaluation, critical thinking, and structured writing, essential for both academic and professional success.

Students can expect to explore:

- What is crime and how is it defined by society?
- Why do people commit crimes?
- What are the psychological and sociological explanations?
- How is criminal behaviour investigated and evidenced?
- What are the different types of punishment and their effectiveness?
- How do laws change over time and what influences these changes?
- What role do the media and public perception play in shaping our understanding of crime?
- How do agencies such as the police, courts, and prisons operate within the criminal justice system?
- What are the challenges in preventing crime and supporting rehabilitation?

METHOD OF ASSESSMENT

Assessment is a combination of controlled assessment and external examination.

A Level Design & Technology
Fashion & Textiles

Entry requirements:
Grade 4 in GCSE Design and Technology
& Grade 4 in GCSE Mathematics
Exam Board: Eduqas

COURSE DESCRIPTION

Fashion & Textiles is an inspiring, rigorous subject that combines theoretical understanding of fabrics and the fashion industry with creative, practical outcomes. Pupils will have the opportunity to demonstrate creativity, imagination and technical skill to develop and modify designs, aiming to produce products with a unique style. The specification enables learners to identify market needs and opportunities for new products, initiate and develop design solutions, and make and test prototypes. Students should acquire subject knowledge in Fashion & Textiles, including how a product can be developed through the stages of prototyping, realisation and commercial manufacture.

***Please note this course cannot be studied alongside Product Design**

SKILLS REQUIRED

To be organised, have good time management skills and able to meet deadlines for extended pieces of work. Ability to think creatively to solve a range of problems, and able to effectively communicate key design ideas to others. An interest in fashion, textile products and design is essential.

PROGRESSION

Students studying Fashion & Textiles at A Level often choose to study this subject further at university, ultimately leading to a fashion or textiles-based career. Due to the practical nature of the course, other opportunities include employment in industry, fashion marketing, theatre and costume design, shoe design, CAD/CAM occupations and careers in teaching.

TOPICS

Component 1

Design & Technology in the 21st Century

- Design & Innovation
- Materials & Components
- Industrial & Commercial practice
- Product Analysis & Systems
- Human responsibility
- Public interaction, marketing and research

Component 2

Design & Make Project

Students are required to design and make a new, innovative textile product that fulfils a specific requirement for a client or user. Submitted work will be documented in a sketchbook and design portfolio, complete with a fully functioning prototype.

Approximately 80 hours within lesson time.
50% of pupils A Level

METHOD OF ASSESSMENT

Paper 1

Written exam 1 hour and 30 min
50% of AS Level

Paper 2

Written exam
1-hour 30 min
50% of AS Level

A Level Design & Technology
Product Design

Entry requirements:
Grade 4 in GCSE Design and Technology
& Grade 4 in GCSE Mathematics
Exam Board: Eduqas

COURSE DESCRIPTION

An inspiring, rigorous and practical subject. Students will use creativity and imagination when applying iterative design processes to develop and modify designs, and to design and make prototypes that solve real world problems. Enables learners to identify market needs and opportunities for new products, initiate and develop design solutions, and make and test prototypes. Learners should acquire subject knowledge in Design and Technology, including how a product can be developed through the stages of prototyping, realisation and commercial manufacture. Students should take every opportunity to integrate and apply their understanding and knowledge from other subject areas studied during key stage 4, with a particular focus on science and mathematics.

***Please note this course cannot be studied alongside Fashion and Textiles**

SKILLS REQUIRED

To be organised, have good time management skills and able to meet deadlines for extended pieces of work. Ability to think creatively to solve a range of problems, and able to effectively communicate key design ideas to others. An interest in resistant materials and workshop practice, as well as in cross-curricular links such as Mathematics and Science.

PROGRESSION

This qualification opens many doors into the world of industry, engineering, architecture, practical employment opportunities (such as various trades), graphical design (CAD/CAM) and teaching.

TOPICS

Component 1

Design & Technology in the 21st Century

- Design & Innovation
- Materials & Components
- Industrial & Commercial practice
- Product Analysis & Systems
- Human responsibility
- Public interaction, marketing and research

Component 2

Design & Make Project

Students are required to design and make a new, innovative textile product that fulfils a specific requirement for a client or user. Submitted work will be documented in a sketchbook and design portfolio, complete with a fully functioning prototype.

Approximately 80 hours within lesson time.
50% of pupils A Level

METHOD OF ASSESSMENT

Component 1

Written exam 3 hour
50% of A Level

Component 2

Non-Exam Assessment
50% of A Level

A Level
Economics

Entry requirements:
Grade 5 in GCSE Mathematics
Exam Board: Edexcel

COURSE DESCRIPTION
It does not matter if you've not studied Economics before. If you have an interest in economics and want to know about the impact it has on the world or investigate some of the stories you hear in the news; *Why do some economies grow and others do not?*, *Why did economists fail to predict the Global Financial Crisis?*, *What impact does the economy have on the business world?* Economics will help you understand these and more.

SKILLS REQUIRED
Core Maths is highly recommended for this course. Logical thinking, and a command of Mathematics to a high GCSE level. Social awareness, will help you develop the ability to debate, both in class and on paper. There is often no right or wrong answer when it comes to Macroeconomics and you therefore need to be able to present arguments clearly, with support from relevant examples.

PROGRESSION
Economics will help you develop transferable skills, preparing you to study at university or move into the world of work. Data interpretation, essay writing and developing your commercial awareness will assist with applying to higher educational courses; Economics, Applied Economics (Environmental, Labour, Public Sector or Monetary), Business Economics, International Business or a Business and Management degree. Students can follow a wide range of careers in industry, commerce, finance and the Civil Service. Probation, social work, forensic psychology, legal services, and youth work.

TOPICS
Content is included in four themes:

Themes 1 & 2
An introduction to the nature of economics, how markets work and why they fail, consumer choices and enterprise in the economy. You will also consider the role of banks and life in a global economy
Themes 3 & 4
You will explore the impact of globalisation on consumers, firms and the labour market. You will also investigate the role of the government and have an opportunity to consider the role and impact of the financial sector.

METHOD OF ASSESSMENT
Paper 1
Data Response & Essay Questions. Markets, Consumers and Firms, How markets work (Themes 1 & 4)
Written exam 2-hour
35% of A Level

Paper 2
Data Response & Essay Questions. Competitive Advantage and the Global Economy (Themes 2& 3)
Written exam 2-hour
35% of A Level

Pre-Exam Research Task, followed by Data Response and Essay Questions, linked to context researched
Written exam 2-hour
30% of A Level

A Level
English Language

Entry requirements:
Grade 4 in GCSE English Language
Exam Board: Eduqas

COURSE DESCRIPTION

English Language offers a wide-ranging introduction to concepts and methods of the disciplines of English language/linguistics in relation to a diverse range of spoken and written forms of English, including electronic and multimodal forms. The course covers a range of terminology as part of the language levels, and you learn how to apply both your prior and new knowledge to the texts we find in our everyday lives. We consider language from a psychological and social perspective as well as unpicking the 'nuts and bolts' of grammar and spelling.

SKILLS REQUIRED

You need to be interested in language and how it works, how we use it, why we use it the way we do and how it has changed to get the most out of the course. Reading and listening to language all around you is a key part of helping you to understand it. You will be encouraged to develop and apply your understanding of the concepts and methods appropriate for the analysis and study of language. You will explore data and examples of language in use. You will need to engage creatively and critically with a broad range of texts. You will develop your skills as a writer and analyst of language. You will need to independently investigate language in use.

PROGRESSION

English Language is great for developing your communication skills and works particularly well with Humanities and Social Sciences to give you a wide range of transferable skills in evaluation, communication and analysis to prepare you for future study or a career in almost any area.

TOPICS

Component 1
Language Concepts and Issues
Section A: Analysis of Spoken Language
Section B: Language Issues (Standard and Non-Standard English; language and power; language and situation; child language acquisition)
Component 2
Language Change over Time
Section A: Language Change Over Time (study of unseen written texts from different periods, linked by genre) *Section B:* English in the Twenty-First Century
Component 3
Creative and Critical Use of Language
Two original pieces of writing which could be in any genre. A commentary evaluating your own writing in one of these pieces
Component 4
Language and Identity Coursework
2500-3500 word language investigation based on the study and research of a topic related to language and identity: language and self-representation; language and gender; language and culture; or language diversity.

METHOD OF ASSESSMENT

Component 1
2-hour exam
30% of qualification
Component 2
2-hour 15 min exam
30% of qualification
Component 3
1 hour 45 min exam
20% of qualification
Component 4
Non-Examined Assessment (coursework)
20% of qualification

A Level
English Literature

Entry requirements:
Grade 4 in GCSE English Language
or GCSE English Literature
Exam Board: Edexcel

COURSE DESCRIPTION

English Literature is a rich and fascinating course that brings you face to face with some of the most important and amazing literature ever written. It is a highly respected academic course which offers an excellent training for university courses. You will read a wide range of texts and learn to interpret them in different ways, covering topics such as psychology, history, politics, sociology, aesthetics, gender, race, sexuality and many others - anything, in fact, that makes us human.

SKILLS REQUIRED

You will develop sophisticated reading and writing skills and you will need to read and write independently. You will need to research topics outside of the classroom. There is a particular focus on essay writing: you will learn to order your thoughts logically, use evidence effectively and build an argument. These are skills that are invaluable when embarking upon higher level studies or careers.

PROGRESSION

English Literature leads on naturally to any degree course or career that involves clear thinking, research and good language skills: law, politics, journalism, broadcasting, teaching, the civil service, publishing, acting, writing, management, marketing, advertising, public relations, arts administration, archive work, librarianship.

TOPICS

Unit 1
Study of one modern play
Study of one Shakespeare play
Unit 2
Study of one modern novel
Study of one nineteenth century novel
Unit 3
Study of one collection of modern poetry
Study of one pre-1900 collection of poetry
Coursework
An extended essay written on a topic, chosen by the student, comparing two texts

METHOD OF ASSESSMENT

Unit 1 Drama
2-hour written exam (two separate essays)
30% of A Level

Unit 2 Prose
1-hour 15 min written exam (one comparative essay)
20% of A Level

Unit 3 Poetry
2-hour written exam (two comparative essays)
30% of A Level

Coursework
One comparative essay
20% of A Level

Level 3
Extended project qualification

Entry requirements:
High level of commitment
Exam Board: AQA

COURSE DESCRIPTION
An EPQ is worth half the UCAS points of a full A Level and is well regarded and accepted by the majority of universities, apprenticeship providers and employers as it demonstrates an ability to independently take a project from the conceptual stage through to a final product and presentation. It will incorporate and develop many invaluable transferable skills.

The project can take many different forms, from an academic piece of writing looking into an area of interest, to a creative project such as building a guitar, to organising and running a fund-raising event or exhibition. In each case, the way the project is planned and executed is closely monitored and assessed.

SKILLS REQUIRED
Students need, above all, to be enthusiastic and motivated to work independently on their project. Organisational and time management skills are essential, as is attention to detail and an enjoyment of research.

PROGRESSION
The EPQ is a perfect grounding for studying at university and for developing the research, analytical, organisational and presentation skills required in any workplace. Taking an EPQ, alongside three other Level 3 qualifications, can boost UCAS tariff points, often opening up greater opportunities for university courses which accept the qualification, particularly if the chosen project aligns with a student's chosen higher education course.

TOPICS
Students have a Taught Skills element to the course in which they will learn to:
- Plan their time effectively
- Develop organisational strategies
- Conduct primary and secondary research
- Cite, reference and evaluate sources
- Write analytically

Autumn Term of Year 12
Deliver an EPQ presentation.
Students then indicate their interest in undertaking the Extended Project Qualification.

Assignment of
An EPQ Supervisor to support throughout the process; giving feedback and guidance.
Mentor allocated who is knowledgeable about the student's chosen area.

November
Taught Skills lessons are included in students' timetables.

January
Supervisor lessons timetabled.

METHOD OF ASSESSMENT
An EPQ is assessed internally according to clear externally provided guidelines. The final grade will consider all aspects of how the project has been conceived and executed.

A Level **Drama**

Entry requirements:
Grade 4 in GCSE Drama
& Grade 4 in GCSE English Language
Exam Board: AQA

COURSE DESCRIPTION

Emphasises practical creativity alongside research and theoretical understanding. Students learn through experience, seeing theatre and creating theatre. Introduction to a wide range of theatrical styles and contexts as they explore plays practically, and devise and work on performances. Students can choose to develop as a performer, designer (lighting, sound, set, costume, puppets) or director. Whichever option they choose, students gain invaluable skills, both theatrical and transferable, to expand their horizons.

SKILLS REQUIRED

Expected to adapt to working individually, in a pair or as a member of a group, and to be able to support (and work with) those around them, regardless of background. We expect them to be independent and able to plan, monitor and reflect on their work, and the work of others (within school and externally).

PROGRESSION

Students develop valuable transferable skills for higher education and the workplace, building confidence and maturity as they realise their own ideas. They learn to evaluate objectively, understand how social and cultural contexts influence decisions, and develop a strong foundation for their next steps.

Drama students are expected to attend theatre visits and additional rehearsals for performance exams, and to contribute actively to the department through school productions, Creative Arts Awards evenings, Drama Ambassador roles and supporting lower school Drama lessons.

TOPICS

Component 1
Drama and Theatre
Develop knowledge and understanding of Drama and Theatre through the study of two set plays and the analysis and evaluation of live theatre.

Component 2
Creating Original Drama
Develop and perform original devised drama, exploring the creative process from initial ideas to final performance.

Component 3
Listening & Analysing
Practically explore and interpret extracts from three different plays. In Extract 3, Methodology of a prescribed practitioner must be applied.

Extract 3
Perform a final assessed extract and complete a reflective report analysing and evaluating the theatrical interpretation of all three extracts.

METHOD OF ASSESSMENT

Component 1
Written Exam
3-hour
40% of A Level

Component 2
Performance
10% of A Level
Written Assignment
20% of A Level

Component 3
Performance
20% of A Level
Written Assignment
10% of A Level

A Level
Film Studies

Entry requirements:
Grade 4 in GCSE English Language &
Grade 4 in GCSE English Literature
Exam Board: Eduqas

COURSE DESCRIPTION

Film Studies encourages students to develop knowledge and understanding of a broad range of films from different genres, time periods and cultural contexts. Students will explore how films create meaning through cinematography, editing, sound, performance, narrative and visual style. The course develops critical, analytical and evaluative skills through the study of both contemporary and historical films. Students will examine how films reflect the societies in which they are produced, how audiences respond to films, and how film can communicate ideas, values and beliefs.

SKILLS REQUIRED

To be successful, students need strong written communication skills, creativity, an ability to analyse and evaluate texts, and a willingness to engage with a wide range of films. Students should be prepared to discuss ideas thoughtfully, work independently and manage longer-term projects effectively.

PROGRESSION

Film Studies provides an excellent foundation for degree courses in Film, Media, Television, Journalism, Communications and the Creative Industries. The course develops highly transferable skills including analysis, research, interpretation, communication and creative problem-solving. These skills are valued by both universities and employers. Students may progress into careers in film and television production, journalism, advertising, marketing, media, publishing, education and a wide range of other professions where creativity, critical thinking and effective communication are important.

TOPICS

Component 1
Varieties of Film and Filmmaking
Explores the ways in which films generate meaning and provoke responses from audiences. Students study a range of American and British films, considering their form, style, contexts and significance.

Component 2
Global Filmmaking Perspectives
Examines a variety of filmmaking traditions from around the world. Students study documentary film, silent cinema, experimental film and international cinema, developing an appreciation of different cultural and artistic approaches to filmmaking.

Component 3
Production coursework
Plan, create and evaluate their own film production or screenplay. This allows students to apply their knowledge of film language and filmmaking techniques through a practical project completed over an extended period of time during Year 13.

METHOD OF ASSESSMENT

Two written examinations, end of Year 13

Component 1
2-hour 30 min exam
35% of A Level

Component 2
2-hour 30 min exam
35% of A Level

Component 3
Practical project coursework
30% of A Level

A Level
French

Entry requirements:
Grade 5 in GCSE French
Exam Board: AQA

COURSE DESCRIPTION

Introduces how French speaking society has been shaped socially and culturally and how it continues to change. Content is suitable for students who wish to progress to employment or further study, including a Modern Languages degree. Students will study a French film and a novel, to research an area of French culture, society, literature or film which is of personal interest.

SKILLS REQUIRED

A range of transferable skills including communication, critical thinking, research skills and creativity, all of which are invaluable to the individual and society. You need to be focused on developing your language skills in listening, reading, speaking and writing through authentic written and spoken sources in French.

PROGRESSION

Higher education courses in Modern Foreign Languages. Demonstrates that you are a good communicator and can complement further study in other subjects including Law, Business, Journalism and Medicine. Speaking another language opens up travel opportunities, studying abroad, working for international organisation or volunteering in France or French speaking countries such as Canada or Switzerland.

TOPICS

Social Issues and Trends

The changing nature of family
La famille en voie de changement
The 'cyber-society' *La « cyber-société »*
The place of voluntary work
Le rôle du bénévolat
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

Political and 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
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

METHOD OF ASSESSMENT

Paper 1
Listening, Reading and Writing
2-hour 30 min
40% of A Level
Paper 2
Writing
2-hour
30% of A Level
Paper 3
Speaking 21-23 minutes Including 5 minutes supervised preparation time
30% of A Level

A Level
Further Mathematics

Entry requirements:
High level of commitment
Exam Board: AQA

COURSE DESCRIPTION

An added layer to the content covered in A Level Mathematics. You cannot study Further Mathematics without studying A Level Mathematics. Students who choose Further Mathematics are placed in one class, and taught both Mathematics and Further Mathematics A Level together, at an accelerated pace. Students enjoy the challenge of a stimulating learning environment. Emphasis throughout the course is on development of mathematical argument, language and proof, mathematical problem solving and mathematical modelling, with the use of technology present with in teaching and learning.

SKILLS REQUIRED

Build on the skills, knowledge and understanding developed through previous study of A Level Mathematics. Assessments reward students demonstrating the ability to provide a response that draws together different areas of their knowledge, skills and understanding. Problem solving, proof and mathematical modelling.
All A Level Further Mathematics students participate in the annual UKMT Senior Mathematics Challenge. Results can be included in your university application personal statement.

PROGRESSION

Many top universities in Mathematics, the Sciences, Computing, Economics and Engineering highlight the importance Further Mathematics as an entry requirement.
An excellent preparation for a degree in Mathematics, as it introduces the students to a wider range of pure and applied content, such as matrices and complex numbers.

TOPICS

Papers 1 & 2
Pure Mathematics
Content may contain questions on any of these topics.
Proof, Complex Numbers, Matrices, Further Algebra and Functions, Further Calculus, Further Vectors, Polar Coordinates, Hyperbolic Functions, Differential Equations
Paper 3
Further Statistics
One paper
Paper 4
Further Mechanics
One paper

METHOD OF ASSESSMENT

Paper 1
Written exam 1-hour 30 min
25% of A Level
Paper 2
Written exam 1-hour 30 min
25% of A Level
Paper 3
Written exam 1-hour 30 min
25% of A Level
Paper 4
Written exam 1-hour 30 min
25% of A Level

A Level **Geography**

Entry requirements:
Grade 4 in Geography, English and Maths
Exam Board: Edexcel

COURSE DESCRIPTION

A selection of new, interesting topics not covered at GCSE level, allowing students to go into greater depth in these key elements previously studied. It covers both the physical and human environments and the complex interaction of processes that shape our world. It will importantly show the applied side of the subject, how human intervention affects the environment and how people adapt and mitigate the effects of processes on their environment. Plenty of room for discussion and extended research, which will help you to become an independent thinker and learner. You will be able to show your understanding of a range of opinions and be able to illustrate your answers with case studies from local, national and international examples.

SKILLS REQUIRED

You will learn in a wide variety of ways, using maps, GIS skills, data analysis, photos and videos. You will be encouraged to frame your own questions using higher level thinking and evaluative skills and show your grasp of complex issues through essay writing. Fieldwork will be an essential part of your course.

PROGRESSION

Geography is highly valued by universities and combines well with both Arts and Science subjects. It can be a facilitating subject, that is a subject most likely to be required or preferred for entry to degree courses. Geography opens doors to other degrees such as Business and Administrative Studies, Law, Engineering and Technology, and the other Social Physical Sciences.

TOPICS

Paper 1

- Tectonic Processes and Hazards
- Coastal Landscapes and Change
- Water Security
- Energy Security

Paper 2

- Globalisation
- Regenerating Places
- Superpowers
- Migration Identity and Sovereignty

METHOD OF ASSESSMENT

Paper 1
Written exam
2-hour 15 min
30% of A Level

Paper 2
Written exam
2-hour 15 min
30% of A Level

Paper 3
Written exam
2-hour 15 min
20% of A Level

Independent Investigation
Non exam assessment
20% of A Level

A Level **History**

Entry requirements:
Grade 4 in GCSE History
or if not studied Grade 4 in GCSE English
Exam Board: OCR

COURSE DESCRIPTION

History is made up of a diverse range of units providing a broad base of British, European and Russian History which will appeal to any student with an interest in history. Studying History teaches key skills such as developing your own opinions and formulating well-reasoned arguments. Develop skills in independent research, debating, writing and analysis. Make links between the past and current society, and gain an understanding of how political, social and economic developments have informed our lives today. An emphasis on written communication, personal research and discussion, History will help you to develop a range of important skills for the future.

SKILLS REQUIRED

A passion for the subject, a willingness to engage in discussion and debate, as well as questioning accepted historical viewpoints. The ability to organise yourself to meet deadlines and undertake independent research. Reading a range of texts will be essential for success in this subject.

PROGRESSION

The knowledge you gain from this course of political, cultural and social change will help you to make sense of the world you live in. History is one of the 'facilitating subjects' and as such is suitable preparation for a wide range of university degree courses and employment opportunities. The skill set it will provide will also appeal to employers and can open up a range of careers such as law, media, journalism, research, teaching and politics.

TOPICS

Unit 1 Britain 1900-1951

Explore the political changes affecting modern Britain which dramatically changed the lives of ordinary working people, looking at topics such as the introduction of social reform and the impact of world wars on society.

Unit 2 Russia 1894-1941

Understand the reasons why a 300 year old system of monarchy was overthrown to be replaced ultimately by the world's first communist state and the impact this had on Russian society.

Unit 3 The European Witch Craze of the 16th & 17th Centuries

Understand the tumultuous changes affecting religion, society, politics and culture which resulted in the execution of over 25,000 individuals as part of the biggest witch hunt in History.

Unit 4 Non-examined assessment

Complete a 3000 to 4000 word essay focusing on the Suffrage movement and examining the reasons why women gained the vote in 1918.

METHOD OF ASSESSMENT

Unit 1
Written exam 1-hour 30 min
25% of A Level
Unit 2
Written exam 1-hour
15% of A Level
Unit 3
Written exam 2-hour 30 min
40% of A Level
Unit 4
Non exam assessment
3000-4000 word essay
20% of A Level

A Level **Law**

Entry requirements:
Grade 5 in GCSE English Language or Literature
or Grade 4 in GCSE History, Geography or Psychology
Exam Board: Eduqas

COURSE DESCRIPTION

Studying Law aims to give you an understanding of the role of law in today's society and to raise your awareness of the rights and responsibilities of individuals. By learning about legal rules and how any why they apply to real life, you will also develop your skills in critical analysis, decision making and problem-solving. All these skills are highly sought after by higher education establishments and employers.

SKILLS REQUIRED

To study A Level Law, you will need to have a real interest in the subject and a willingness to engage in discussion and debate. You will need to be organised, hard-working and ready to commit key fundamentals of law to memory im order to apply them to case studies.

PROGRESSION

Most subjects go well with Law including Politics, History and/or English Literature A Level. It is for those with an interest in problem solving, and an ability to analyse situations logically. With an A level in Law students can opt for a university degree or work-based apprenticeship in Law. Both routes can lead to the qualifications required to become a Solicitor, Barrister or Legal Executive.

TOPICS

Law Making and the English Legal System
Legal Personnel, Parliamentary Law Making, Delegated Legislation, Judicial Precedent, Statutory Interpretation

Criminal Law
General liabilities, Non-Fatal Offences, Fatal Offences, Property Offences, Defences, Attempts

Tort Law
Negligence, Occupiers' Liability, Nuisance, Vicarious Liability

Human Rights Law
Protection of Rights and Freedoms, Key Provisions of the European Convention on Human Rights Articles 5,6, 8, 10 & 1, Restrictions on Human Rights Law

METHOD OF ASSESSMENT

Paper 1
The Nature of Law and the English Legal System
Written exam
1-hour 30
25% of A Level

Paper 2
Substantive Law in Practice
Written exam
2-hour 15 min
37.5% of A Level

Perspective of Substantive Law
Written exam
2-hour 15 min
37.5% of A Level

A Level
Mathematics

Entry requirements:
Grade 6 in GCSE Mathematics
Exam Board: Eduqas

COURSE DESCRIPTION
Building upon GCSE Mathematics to give you the opportunity to study topics such as geometry, calculus and trigonometry, alongside statistics and mechanics. Emphasis throughout the course is on the development of mathematical argument, language and proof, mathematical problem solving and mathematical modelling. The use of technology present with in teaching and learning.

SKILLS REQUIRED
Prior to starting the course, you need to be fluent in simplifying, expanding, factorising, and rearranging algebraic expressions, as well as in solving both linear and quadratic equations. Sketching is also a very important tool which can help simplify a written mathematical problem. From geometry in pure mathematics to mathematical modelling in mechanics, a sketch will help you to make sense of problems which look challenging in written form and therefore we recommend you also develop this skill prior to starting the course.

All A Level Further Mathematics students participate in the annual UKMT Senior Mathematics Challenge. Results can be included in your university application personal statement.

PROGRESSION
This course teaches fundamental skills underpin a variety of specialist roles, enabling you to apply for higher education courses in Computing, Engineering, Healthcare, Business and Finance. It is essential for the further study of Mathematics at university.

TOPICS
Papers 1 & 2
Pure Mathematics
May contain questions on any of these topics:
Proof, Algebra and Functions,
Coordinate Geometry,
Sequences and Series,
Trigonometry, Exponentials and Logarithms,
Calculus (Differentiation and Integration),
Numerical Methods and Vectors
Paper 3
Statistics and Mechanics
May contain questions on any of these topics:
Statistical Sampling,
Data Presentation and Interpretation,
Probability, Statistical Distributions,
Statistical Hypothesis Testing,
Quantities and Units In Mechanics,
Kinematics, Forces and Newton's Laws and Moments

METHOD OF ASSESSMENT
Paper 1
Written exam
2-hour
33.33% of A Level

Paper 2
Written exam
2-hour
33.33% of A Level

Paper 3
Written exam
2-hour
33.33% of A Level

A Level
Media Studies

Entry requirements:
Grade 4 in GCSE English Language
and GCSE English Literature
Exam Board: Eduqas

COURSE DESCRIPTION

Explore the profound impact media has on society, culture, and communication. Develop your critical thinking skills to analyse and deconstruct various media forms, including film, television, advertising and digital media. Through discussion, essay writing and practical media making, you will learn about Media Language, Audiences, Industries and Representations. The course can be political, as you consider and critique different responses which media might provoke in an audience. Become a discerning media consumer, producer, and scholar.

SKILLS REQUIRED

Critical analysis, communication, and creativity. Students need to analyse media texts, understand their cultural and social implications, and express their ideas effectively in written and oral form. Skills in research, media production and technology may be beneficial. Evaluating media content critically, engage with theory, and demonstrate a nuanced understanding of media industries is essential for success.

PROGRESSION

Leading to various roles in media production, film, television, journalism, marketing, advertising, public relations, social media management. Degrees in Media, Communication, Journalism, Film Studies, or related fields. Critical thinking, research and communication skills are invaluable in all professions. A stepping stone for careers in content creation, digital marketing, market research, or teaching. It equips you to understand and produce complex media, making you a well-rounded candidate for a diverse range of job opportunities.

TOPICS

Component 1

Section A **Analysing Media Language and Representation**

This section examines how the media communicate meanings through their forms, codes, conventions and techniques, and how the media portray events, issues, individuals and social groups.

Section B **Understanding Media Industries and Audiences**

This section examines how the media industries' processes of production, distribution and circulation affect media forms and platforms, and how media forms target, reach and address audiences

Component 2

Each section picks two set texts, which students must study in detail

Section A: Television in the Global Age Peaky Blinders and The Bridge

Section B: Magazines: Mainstream and Alternative Media Woman's Realm and Huck

Section C: Media in the Online Age KSI and Attitude

METHOD OF ASSESSMENT

Component 1

Written exam

2-hour

35% of A Level

Component 2

Written exam

2-hour

35% of A Level

Non-Exam Assessment

Cross media production task and statement

30% of A Level

A Level
Music

Entry requirements:
Grade 5 in GCSE Music
Exam Board: Edexcel

COURSE DESCRIPTION

A world of music through detailed study of a diverse range of pieces and songs. You will study the history of music (from the renaissance period through to the present day) and the principles of composition, along with developing your practical ability. Analysis skills allow you to see how music works and link this to the music which you listen to, compose and perform. As well as those who enjoy being creative with performance and composition, it is also for those who enjoy the intellectual rigour of research and analysis, developing skills in essay writing and critical thinking.

SKILLS REQUIRED

Students are required to be learning an instrument; individual tuition and practising regularly. Take advantage of performing opportunities both in and outside of school. Must be open to exploring different genres of music and expected to have a good knowledge of music theory, time management skills and to show commitment to their musical studies.

PROGRESSION

Music demands dedication and effort, and is continually rewarding, positively affecting your experience of something already important in your life. Students studying Music possess a special blend of academic knowledge, analytical and writing skills, creativity and emotional intelligence. It opens degree level study and a range of future careers, including: music teacher (classroom or instrumental), composer, performer, arranger, working in film, TV, theatre, radio or the arts.

TOPICS

Component 1
Performing
An 8-minute minimum recital in any style, instrument or voice, performed solo or in an ensemble. Grade 7 standard is expected; Grade 8+ gains extra credit, while Grade 6 or below is penalised.

Component 2
Composing
Compose a piece of at least 4 minutes, responding to an Edexcel brief or your own brief, considering the six areas of study, audience and occasion. Research and write the composition, submit a score and recording, either exported from music software or recorded live. Complete an Assessing Technique paper covering Baroque two-part counterpoint, arrangement, remix or Bach-style chorales.

Component 3
Appraising
Study 13 set works across six areas: Vocal Music, Instrumental Music, Film Music, Pop & Jazz, New Directions and Fusions.

METHOD OF ASSESSMENT

Component 1
Coursework *Marked by external examiners.*
Recorded in April-May Year 13.
30% of the A Level

Component 2
Coursework *Marked by external examiners.*
Recorded in March-April Year 13.
30% of the A Level

Component 3
Written Exam 2-hour 10min
40% of the A Level

A Level
Music Technology

Entry requirements:
Pass Grade on the NCFE Music Technology Course
or, if studied, a Grade 4 in GCSE Music.
Exam Board: Edexcel

COURSE DESCRIPTION

For anyone who has a deep affection for music and how it is produced. Consisting of engaging practical content, which will equip students with skills for higher education and beyond. It can be taken alongside A Level Music, as an extremely rewarding creative outlet.

SKILLS REQUIRED

Students will develop cognitive skills such as creativity, problem solving, decision making and analysing, synthesising and reasoning. Are expected to compose and produce their own music both inside and outside of school. Refine their skills and actively listen to a wide range of past and contemporary music to form the foundation for their understanding.

Develop skills to capture and manipulate sounds in corrective and creative ways to create an accomplished final product and to communicate effectively with listeners.

PROGRESSION

Undergraduate study in Music Technology, Sound Production, Sound Engineering, Composition and Song Writing and many others require a similar skill set. Opens the door to potential employment within a field where music technology skills are essential, for example as a Trainee Producer or Engineer.

TOPICS

Component 1
Recording
How to effectively capture, edit and mix sounds to produce an audio recording with increased sensitivity and control.
Component 2
Technology-Based Composition
Create, edit and structure sounds to develop a considered technology-based composition.
Component 3
Listening & Analysing
Explore music production and recording techniques across different eras, developing listening and analytical skills.
Component 4
Producing and Analysing
Use production skills to process and correct provided audio and MIDI materials, demonstrating music technology knowledge through written and practical tasks.

METHOD OF ASSESSMENT

Component 1
Coursework recording non-examined assessment
20% of the A Level
Component 2
Technology-based
Coursework Composition non-examined assessment
20% of the A Level
Component 3
Listening and Analysing
Written exam 1 hour 30 min
50% of the A Level
Component 4
Producing and Analysing
Written & practical exam
2-hour 15 min plus 10 min setting up time
35% of the A Level

A Level
Physical Education

Entry requirements:
Grade 5 in GCSE Biology
Exam Board: AQA

COURSE DESCRIPTION

A well-rounded and full introduction to the world of PE, Sport and Sports Science. Emphasis throughout the course is on the development of knowledge, application of knowledge, competence and confidence in a wide variety of skills. Learn how Physical Education affects and contributes to society and also how to apply your knowledge from this course to any number of different practical situations or career choices.

SKILLS REQUIRED

The ability to demonstrate knowledge and understanding of physical activity, and to apply this to a range of sporting contexts. Analytical and evaluative skills are key through both written and oral responses. An increased amount of scientific study, together with the inclusion of data analysis requiring mathematical skills. Students are expected to be playing sport in and outside of school on a regular basis.

PROGRESSION Sport, nutrition and health are huge topics of discussion today, and as the fight against obesity and sedentary lifestyle issues continues, the knowledge you gain from a course such as this will only grow in importance and relevance. Apply for higher education courses in Sports Science, Sports Management, Healthcare, or Exercise and Health. It can complement further study in subjects such as Biology, Human Biology, Physics, Psychology, Nutrition and Sociology an open career opportunities including sports development, sports coaching, physiotherapy, sports journalism, armed forces, personal training or teaching.

TOPICS

Paper 1

Anatomy and Physiology, Skill Acquisition, Sport and Society

This section focuses on how skill is acquired and the impact of psychological factors on performance.

Paper 2

- Exercise Physiology
- Biomechanical Movement
- Sport Psychology
- Sport and Society and the Role of Technology in Sport

METHOD OF ASSESSMENT

Paper 1

2-hour written exam
35% of A Level

Paper 2

2-hour written exam
35% of A Level

Non examined assessment

Practical assessment as either a performer or coach in one activity
15% of A level

Written assignment

15% of A level

A Level Science **Physics**

Entry requirements:
Grade 6 in GCSE Physics or Grade 6/6 in Combined Science.
You must also be studying A Level Mathematics
Exam Board: AQA

COURSE DESCRIPTION

Chance to explore the wonders of the universe and to look at theories that explain what is observed. As a physical science, there is an emphasis on predicting behaviour and testing through observation and measurement. Combines practical skills with academic ideas to develop descriptions of the physical universe. So, if you want to be able to explain where you are derived from or where you are going then this is the course for you.

SKILLS REQUIRED

A demanding, but highly rewarding subject to study. You will need incredibly strong analytical and problem solving skills. To achieve a good grade, you will also need to possess strong independent working skills as well as good time management and organisation. Physics also relies on strong mathematical skills and, as a result, complements Maths A level. A strong mastery of basic trigonometry, geometry, and algebra is required at the very least.

PROGRESSION

With its broad variety of tested skills, and, due to the transferable skills obtained, it is a good choice for many degrees and careers. A good grade in A Level Physics demonstrates to an employer that you have strong analytical and mathematical skills that you can apply to real life situations. There are many possible career paths that it will create for you, for example engineering, medicine, forensic science, astronomy, cosmology, electronics, power generation, finance and many more.

TOPICS

Core content includes the following topics
Measurements and their errors, Particles and radiation, Waves, Mechanics and Materials, Electricity, Further Mechanics and Thermal Physics, Fields and their consequences, nuclear physics.

Our current choice of optional topic is
Turning points in Physics

METHOD OF ASSESSMENT

Paper 1
Sections 1 to 5 & 6.1 Periodic Motion
Written exam 2-hour
34% of A Level

Paper 2
Sections 6.2, 7 & 8 Thermal Physics
Written exam 2-hour
34% of A Level

Paper 3
Section A:
Compulsory Section
Practical skills and data analysis
Section B:
Turning points in Physics
Written exam 2-hour
32% of A Level

Practical endorsement in Physics
Non-exam assessment

A Level **Politics**

Entry requirements:
Grade 4 in a GCSE Humanities subject
Exam Board: AQA

COURSE DESCRIPTION

Students gain a wider understanding of the structures, institutions and thoughts that underpin contemporary UK Politics. In addition, students learn about US Politics allowing them to make comparisons and draw analytical conclusions. Throughout the course students will be exposed to a wide range of debates and they will develop confidence in demonstrating evidence-based argument.

SKILLS REQUIRED

Students do not require an in-depth knowledge or prior learning with regard to Politics. They must however have an inquisitive nature, a desire to understand the nature of UK Politics and a growing interest in current affairs. Analytical skills are developed through the course, and students increasingly evaluate standpoints, political argument and institutions. The course also lends itself to those who are seeking to develop their oracy, such skills provide an excellent base for Higher Education or into the world of work.

PROGRESSION

Understanding contemporary Politics provides students with the background knowledge to embark on a wide range of study at degree level. The skill set developed means that students are well prepared for careers in diverse areas including government and local administration, journalism, law, non-government organisations (NGOs), and many more. Importantly, the course helps students to develop their own political identity.

TOPICS

Paper 1

The Government and Politics of the UK

Explore the nature and sources of the British Constitution, alongside the roles of Parliament, the Prime Minister and Cabinet, and the Judiciary, plus Devolution, electoral systems, elections and referendums, political parties and pressure groups.

Paper 2

The Government and Politics of the USA and Comparative Politics

Explore the US Constitution, the three branches of government: Congress, the President and Supreme Court, alongside the electoral process, direct democracy, political parties, pressure groups and civil rights. Compare and contrast the systems of government in the UK and USA.

Paper 3

Political Ideas

Liberalism, Conservatism, Socialism and Nationalism. Each Political Idea (Ideology) is examined using a range of key thinkers and looks at the origins of their political thoughts and impact on contemporary politics in the UK and beyond.

METHOD OF ASSESSMENT

A Range of 9 & 25 mark questions

Paper 1

Written exam 2-hour
33.33% of A Level

Paper 2

Written exam 2-hour
33.33% of A Level

Paper 3

Written exam 2-hour
33.33% of A Level

A Level **Psychology**

Entry requirements:
GCSE English, Maths and Psychology Grade 4
If GCSE Psychology not studied, Science GCSE Grade 4/4
Exam Board: AQA

COURSE DESCRIPTION

A broad subject, covering topics that overlap with many other disciplines. At times, studying Psychology looks and feels like a Natural Science, for example when studying the structure and function of the human nervous system or the way neurotransmitters work. It also overlaps with subjects within the Arts, such as Media Studies looking at the process of social learning and the impact of role models. PE by studying the processes involved in conditioning. Business Studies, theories of motivation and English Literature by looking at Freudian concepts or theories of gender.

SKILLS REQUIRED

Willingness to handle data (for example, calculating percentages, drawing graphs and interpreting statistics), and continue your journey with basic mathematics.
To thinking critically about the validity of research studies, think like a scientist about variables, control and reliability.
Psychology lessons require you to be an active participant, with lots of paired and class discussion, games and activities, all designed to help you lay down secure long term memories.

PROGRESSION

It is hard to think of a career where Psychology is not relevant. Progressing to study Psychology at university can facilitate entry into the graduate work force, or mark the first step to becoming a fully qualified Psychologist. Psychologists work in a broad range of areas. Visit the British Psychological Society for further information.

This course will teach you that human behaviour is complex, and it will encourage you to seek to understand, rather than to judge, others.

Written responses can carry up to 16 marks (around 20 minutes of writing), development of concise essay writing skills are essential.

TOPICS

Year One
Social Influence, Memory, Approaches, Attachment, Research Methods 1, Clinical Psychology and Mental Health

Year Two
Issues & Debates, Research Methods 2, Gender, Aggression, Stress, Biopsychology

METHOD OF ASSESSMENT

Paper 1
Social Influence, Memory, Attachment, Clinical Psychology and Mental Health
Written exam 2-hour
33.33% of A Level

Paper 2
Approaches, Biopsychology, Research Methods
Written exam 2-hour
33.33% of A Level

Paper 3
Issues & Debates, Gender, Aggression, Stress
Written exam 2-hour
33.33% of A Level

Level 3 A Level **Sociology**

Entry requirements:
Grade 4 in English and a Humanities subject
Exam Board: AQA

COURSE DESCRIPTION

Focusing on the study of social life and how our environment shapes our futures. Considering how society is organised and how humans experience their lives helps students to understand and think critically about why our world is the way it is. Students will study a range of sociological research methods as part of the course.

SKILLS REQUIRED

Sociology is the study of human social activity, relationships and social structures. You will be required to use critical and analytical thinking skills to explore themes such as cultural competence and self-awareness. Sociology gives you a broad and diverse outlook on the world which is a valuable skill in the modern working world.

PROGRESSION

The following subjects would complement this qualification: Psychology, Geography, Politics, Media Studies, History, Law
This qualification supports progression to degree-level study in Sociology, other Humanities subjects, or related fields such as Psychology, Geography, Politics, Media Studies, History, and Law. It equips students with valuable skills in independent study, critical thinking, and essay writing, while the research methods component offers excellent preparation for university-level research, particularly dissertation work.

TOPICS

Students will explore and question

How are family life, relationships, households and traditional roles changing?
How are different social groups represented in the media?
How is representation of ethnicity, gender, sexuality, social class and age changing?
What are the patterns and trends in crime, and how can this be explained and reduced?
What is the role of education in society, and how can inequality, different experiences and achievement be explained?
What is the role of religion, faith and belief in contemporary society?
What are the main patterns and trends in social inequality and difference (gender, social class, and ethnicity) and how can they be explained?
What are youth subcultures and how do they form?
Why are there inequalities in physical and mental health, and access to health services, globally and in the UK?
What is the relationship between digital communication and globalisation?
Why do countries and regions develop at different rates?
How have aid, trade, industrialisation, the environment and war contributed to this?

METHOD OF ASSESSMENT

Assement by examination
100% of the course

A Level **Spanish**

Entry requirements:
Grade 5 in GCSE Spanish
Exam Board: AQA

COURSE DESCRIPTION

Introduces students to how Spanish speaking society has been shaped socially and culturally and how it continues to change. The content is suitable for students who wish to progress to employment or further study, including a Modern Languages degree. As part of the course, students will also have the opportunity to study a Spanish film and a Spanish novel and to research an area of Spanish culture, society, literature or film which is of personal interest. Students will cultivate their knowledge and understanding of themes relating to the culture and society of countries where Spanish is spoken.

SKILLS REQUIRED

A range of transferable skills including communication, critical thinking, research skills and creativity, all of which are invaluable to the individual and society. You will need to be focused on developing your language skills in listening, reading, speaking and writing through authentic written and spoken sources in Spanish.

PROGRESSION

Apply for higher education courses in Modern Foreign Languages. It demonstrates that you are a good communicator and can complement further study in many other subjects including Law, Business, Journalism and Medicine. Being able to speak another language will open up travel opportunities such as studying abroad, working for an international organisation and volunteering in Spain and Spanish speaking countries such as South America, Central America or Mexico.

TOPICS

Social Issues and Trends

The changing nature of family
Los cambios en la familia
The 'cyber-society'
El ciberespacio
Artistic culture in the Hispanic world
Modelos
Positive features of a diverse society
Los valores tradicionales y modernos
Gender equality
La igualdad de los sexos

Political and Artistic Culture

A culture proud of its heritage
El patrimonio cultural
Contemporary music in Spanish speaking countries
La infuencia de los ídolos
Cinema
Estrellas de televisión y cine
Teenagers, the right to vote and political commitment
Jovenes de hoy, ciudadanos del mañana
Demonstrations, strikes – who holds the power?
Los movimientos populares
Politics and immigration
La inmigración en el mundo hispánico

METHOD OF ASSESSMENT

Paper 1
Listening, Reading and Writing
2-hour 30 min
40% of A Level
Paper 2
Writing
2-hour
30% of A Level
Paper 3
Speaking 21-23 minutes Including 5 minutes supervised preparation time.
30% of A Level

BTEC **Sport**

Entry requirements:
Merit at BTEC Level 2 Sport or Grade 4 in GCSE Physical Education
Exam Board: Pearson

COURSE DESCRIPTION

The BTEC Level 3 National Extended Certificate is equivalent to one A Level. It is designed for learners who are interested in learning about the Sport and Exercise sector.

SKILLS REQUIRED

Analytical and evaluative skills are developed through both written coursework and external exams. Students will need to meet regular deadlines and work well independently on set tasks in order to succeed on the course.

PROGRESSION

Enables you to apply for higher education courses in Sports Science, Sports Management, Healthcare or Exercise and Health. It can also complement further study in subjects such as Biology, Human Biology, Physics, Psychology, Nutrition and Sociology. BTEC Sport can open up a range of career opportunities including: sports development, sports coaching, physiotherapy, sports journalism, armed forces, personal training or teaching.

TOPICS

Unit 1 Year 12

Anatomy and Physiology

Year 12 Explore the skeletal, muscular, cardiovascular, respiratory and energy systems and their impact on sport and exercise performance.

Unit 3

Professional Development in the Sports Industry

Explore sports careers, personal skills and career planning, including further study and apprenticeship pathways.

Unit 2 Year 13

Training and Programming for Health, Sport and Wellbeing

Assess an individual's lifestyle, recommend improvements to their fitness, health and wellbeing, and design and justify a suitable training plan.

Unit 4

Sports Leadership

Develop leadership skills through planning and running an event independently and as part of a team.

METHOD OF ASSESSMENT

Unit 1

External Exam May or June of Year 12

35% of BTEC

Unit 3

Internally marked coursework

15% of BTEC

Unit 2

Externally marked supervised case study exam May or June of Year 13

35% of BTEC

Unit 4

Internally marked coursework

15% of BTEC

How to Apply?

Admissions Officer:
jo.stirk@gillingham-dorset.co.uk

For Current Gillingham School Applicants
Year 11 students will apply and make their choices through **Options Online** with a submission deadline of *Monday 14th December*. Guidance on accessing the system will be provided through tutors, and we encourage students to make their choices at home with the support of parents or carers.

The Process
All applicants will have an interview with a member of the Sixth Form Team. These will take place in January.

Before the May exams, students will receive an email confirming whether they have been offered a provisional Sixth Form place.

For Applicants from Other Schools
We are delighted to welcome students from other schools to our vibrant Sixth Form community.

To apply, simply complete our application form. We will request a reference from your current school within seven days of receiving your application. Once your application and reference have been considered, a formal offer will be made.

Prospective students are also welcome to visit us, tour the school with current students and meet the Sixth Form Team.



Key Dates

Sixth Form Induction Day
Tuesday 29th June 2027

GCSE Results Day
Thursday 19th August 2027

Deadline to make subject choices
Monday 14th December 2027

You can contact the school on or after results day, and a member of the team will respond.

All Sixth Form Enquires:
sixthformenquiries@gillingham-dorset.co.uk

Financial Support

16-19 Sixth Form Bursary provided by the Government's Education and Skills Funding Agency (ESFA). Where the combined household income, including Universal Credit and Salaries, is under £32,000 per annum. Students are able to apply to be considered for an award from the discretionary bursary fund. *All applications must be accompanied by proof of household income.*

The fund is designed to support students with travel to and from school, free school meals, parking, educational materials, school clothing, compulsory school trips and other educational costs.

- Each application is assessed according to each student's individual circumstances.
- The bursary award is confirmed at the beginning of each academic year.
- Payments will be contingent on good attendance and effort.

According to the amount awarded to the school by ESFA, final amounts awarded may vary from year to year.

A separate **Vulnerable Student Bursary** is available to any student who is:

- Looked after by the local authority,
- Who is a care leaver or who receives income support in their own right

Including disabled young people in receipt of both Employment Support Allowance & Disability Living Allowance.

Free School Meals
Under new government legislation, all sixth form students where the household is in receipt of Universal Credit, irrespective of household income, can apply to:
Dorset Council Free School Meals.

Awards & Bursaries

The George Butler and Hodgson Awards can provide financial support towards the cost of books, trips and other Sixth Form expenses.

Students can also request a Financial Support Application from the Finance Office for assistance with trips or other costs.

If you have any financial concerns, please speak to a member of the Sixth Form Team, who will be happy to help.

Dress Code

Our Sixth Form Dress Code requires that students dress appropriately for a school environment. We consider it important that our Sixth Form Students should be sensitive to the rest of the school community and set an example for our younger pupils. Our standard of dress is an important part of the culture of our Sixth Form. We aim for our students to have a smart appearance, which also allows a degree of personal choice.

Sixth Form is place of study and our students' appearance should be reflective of this. *Where there is uncertainty about the dress code being upheld, any decision will be at the discretion of the Heads of Sixth Form.*

Smart Mondays provide an additional opportunity for students to develop a professional mindset and prepare for the expectations of the workplace. On Mondays, students are expected to wear smart, professional attire, reflecting the standards of presentation expected in professional environments and helping to establish a positive, work-ready attitude.

All Sixth Form Enquires:
sixthformenquiries@gillingham-dorset.co.uk

Transport & Parking

Free transport is not provided for Post-16 students. However, spare seats may be available to purchase through the Surplus Seat Travel Scheme. Please visit your local council's website for further information.

Students receiving the 16–19 Bursary may be eligible for assistance with travel costs.

There is no student parking on the school site, but parking is available nearby. Further details, including the termly charges, can be provided.

Our Alumni

We are proud of our alumni community and value the lasting connections we have with former students.

Our annual Alumni Afternoon gives current students the opportunity to meet former students and hear about their experiences, careers and achievements. Alumni also return to share their journeys at key school events, including Speech Day, Founder's Day and our Sports Awards.

When your time at Gillingham School comes to an end, we encourage you to stay in touch and, one day, inspire future students by sharing your own journey.

FAQ

What do I do if my grades are better or worse than I had hoped for?
Please refer to the subject entry requirements and check what study and subjects are available to you with the grades achieved. Appropriate alterations can be made on the first day in September. If you have changed your mind about a subject of study, we can make adjustments at the start of the academic year.

What if I do not achieve the entry requirements for an individual subject?
Normally you would not be able to study that subject. Only Heads of Department can make allowances based on previous subject knowledge.

How do I receive advice on, or after, examinations or Results Day?
We will consider each application on an individual basis; our admissions coordinator will provide further information.

I've recently started at another establishment for Year 12 but would like to move to Gillingham Sixth Form?
We are open to discussion at this early stage, if you selected to go elsewhere and miss our Gillingham Community we can help.

Can I transfer to Gillingham Sixth Form for Year 13 study only?
We will consider each application on an individual basis and only accept students onto a Year 13 programme in exceptional circumstances.

I'm not in the school catchment area; will I get a Sixth Form Place?
Subject to entry requirements, references and appropriate course choices, you are likely to gain a place regardless of catchment.

For information about courses and to discuss whether it is the right choice for you, please speak to subject specialists.

Head of Sixth Form
Mrs O Richards
Head of Year 12
Mr M Lake
Head of Year 13
Mr A Newman
Sixth Form Administrator, DDSL
Mrs J Stirk & Mrs T Whyntie
Sixth Form Administrator
Mrs S Sedgbeer

Art and Design Fine Art and Photography
Heads of Art
Mrs H Gordon and Mrs C Marshall

Biology, Chemistry, Physics
Head of Science
Mr J Stuart

Business Studies, Economics
Head of Business Studies
Mrs R Hopkins

Computer Science
Head of Computer Studies
Mr P Reid

Core and Further Mathematics
Head of Mathematics
Miss A Carr

Criminology
Mrs J Ovendon

Fashion and Textiles, Product Design
Heads of Design
Mrs C Custard and Mr N Hann

Psychology
Head of Psychology
Mrs E Hann
Sociology
Head of PSRE
Ms P Crockett

English Literature and Language
Head of English
Mr A Monaghan

Extended project Qualification EPQ
Ms E Vallender

Drama
Head of Drama
Mrs S Thorpe

Film Studies, Media Studies
Head of Media
Mr D Jones

French and Spanish
Heads of Modern Language
Mrs S Thompson and Miss K Wall

Geography
Head of Geography
Mrs A Willis

History
Head of History
Mrs K MacFie

Law
Mrs N Clark

Politics
Mr M Lake

Music and Music Technology
Head of Music
Miss E Little

Physical Education and Sport
Head of Physical Education
Mr S Yeo

We treat everyone with kindness and dignity

We believe hard work often beats talent

We have the right to feel safe and happy

We take pride in our school and our learning should not be disrupted