

2025 -26



Gillingham School
Sixth Form

Prospectus



Gillingham School



Gillingham School Sixth Form

CONTENTS

3/	Welcome from the Headteacher
5/	Welcome from the Heads of Sixth Form
6/	Sixth Form Committee & Council
7/	OFSTED Report
8/	Sixth Form Curriculum
9/	Choosing your A Level Courses
11/	Independent Learning
12/	Future Routes Programme
14/	Where our Students Go
15/	Personal Development Curriculum
17/	Supporting our Students
18/	Enrichment Programme
22/	Our Courses
23/	Art and Design: Fine Art
24/	Art and Design: Photography
25/	Biology
26/	Business Studies
27/	Business Studies BTEC
28/	Chemistry
29/	Computer Science
30/	Core Mathematics
31/	Criminology
32/	Design and Technology: Fashion and Textiles
33/	Design and Technology: Product Design
34/	Digital Software T Level
35/	Economics
36/	English Language
37/	English Literature
38/	Extended Project Qualification (EPQ)
39/	French
40/	Further Mathematics
41/	Geography
42/	German
43/	History
44/	Law
45/	Mathematics
46/	Media Studies
47/	Music
48/	Music Technology
49/	Physical Education
50/	Physics
51/	Politics
52/	Psychology
53/	Sociology
54/	Spanish
55/	Sport BTEC
56/	Theatre Studies
57/	How to Apply
58/	Further Information
60/	Back Page - School Information

WELCOME FROM THE HEADTEACHER



Thank you for your interest in Gillingham School Sixth Form. I hope you find our prospectus both informative and helpful.

At Gillingham, we are very proud of our Sixth Form. We recognise that, for all our students, it represents the culmination of their formal education. We want it to be a special two years, and we want each student to be prepared and ready to thrive in the next phase of their lives. Visit us on a typical day and you will see students engaged in a wide range of qualifications, including A levels and BTECs. This year, we are also adding T Levels to our suite of offerings.

Between lessons, students are supported by timetabled independent study sessions in designated Sixth Form study areas. The wide range of courses on offer enables us to ensure that students can select the most appropriate pathway to meet their individual needs. All students benefit from outstanding teaching and a well-designed curriculum across all subject areas. As a result, both attainment and progress are consistently strong.

Our Sixth Formers are the lead role models in our school. They are all positive influences on our younger students, and each year it is heartening to see so many of them 'give something back' to the wider school community. Examples include mentoring or coaching younger students, representing the school council, working in the library, or leading the significant amount of charity work that takes place within our school. Wednesday afternoons are a key feature of the week – all students take part in personal development and enrichment opportunities. Activities include a variety of sports, public speaking, STEM projects, and community work.

Each student in our Sixth Form receives bespoke information, advice, and guidance. We recognise how vital this is and are committed to helping every student make the right choice after Year 13. Whether you choose an apprenticeship, university, or employment, we will work with you to ensure you have the best possible start to the next phase of adulthood.

We are fortunate to have a beautiful and spacious campus with many fine buildings, but it is our students who truly make the school what it is. Visitors often comment on the happy and purposeful atmosphere, which I believe stems from the warm relationships between staff, students, and families – creating a community where each person is valued, can flourish, and fulfil their potential.

I look forward to welcoming you to Gillingham School Sixth Form

Paul Nicholson, Headteacher



WELCOME FROM THE HEADS OF SIXTH FORM

We have an experienced and committed team who will support you to reach your academic aspirations and personal goals. Studying in the Sixth Form means taking greater responsibility for your own learning and we will equip you with the skills needed to become independent, successful learners. We have an experienced Tutor Team who will be able to support you on a daily basis in providing guidance, as well as a dedicated Pastoral Team who will take care of your general wellbeing. You will receive high quality advice for life beyond Sixth Form through our Future Routes Programme, providing you with the information needed to apply to University, Careers, or Apprenticeships. Our Future Routes Co-Ordinators will guide you through the application process to the university of your choice, including specialist support for Oxbridge, Medicine/Veterinary/Dentistry degrees.

We take a holistic approach to education encouraging every student's Personal Development through our comprehensive Enrichment Curriculum. You will have a range of opportunities to broaden your knowledge of social issues, and develop your emotional intelligence, through our PSHE Programme, Community Outreach opportunities, Leadership Roles and outside speaker events. The programme will allow you to build communication skills and develop your ability to adapt to new situations. These experiences will teach you to become a more confident and resilient individual. As part of our Enrichment Programme, you will be encouraged to develop personal areas of interest through a range of sports and leisure options, debating and public speaking, literature and Community Outreach sessions. As part of this there are opportunities to compete against other schools, further developing confidence and teamwork skills.

A core expectation for our Sixth Form students is that you will positively influence our school community, taking the lead on social issues and campaigns. You are expected to model the values which are important to our school: ambition and pride in our successes, kindness, tolerance and mutual respect. As a result, our students leave us with a strong sense of self, community and empathy for others, as well as being equipped for success in the wider world.

We look forward to welcoming you to our Sixth Form community and to supporting you to fulfil your potential and prepare you for the next stage of life.



Olivia Worthington-Richards –
Director of Sixth Form



Andy Newman – Head of Year 12
Mat Lake – Head of Year 13

SIXTH FORM STUDENT LEADERS

The Heads of School, Sixth Form Committee and Council are the figureheads of our school community and promote the values of Gillingham School. Some of their responsibilities include presenting at open evenings and school events as well as overseeing the organisation of charity fund raising events, to include our annual Sixth Form Christmas 'Extravaganza' show. In addition to this, they take a lead on projects within the school to raise awareness of Protected Characteristics and other social issues to develop the culture of our school and to ensure that it is a safe and inclusive environment in which all students feel nurtured. As part of this, they work alongside the Senior Leadership Team to bring about positive changes for the school community.



“ As Student Leaders, we are proud to promote Gillingham as a positive, enriching experience where we combine excellent education with a bold sense of community. We are looking to create a foundation of inclusivity and respect through our focused working atmosphere and fun environment.

”

OFSTED REPORT

FROM OUR MAY 2023 INSPECTION



“ Students are extremely positive about life in the Sixth Form. They take an active part in school life. For example, they support younger pupils as ‘red coat’ supervisors at lunchtime. ”

“ Through a well-planned curriculum, pupils learn about and understand the school values. These include treating everyone with kindness and dignity. There are positive relationships between pupils and their teachers. ”

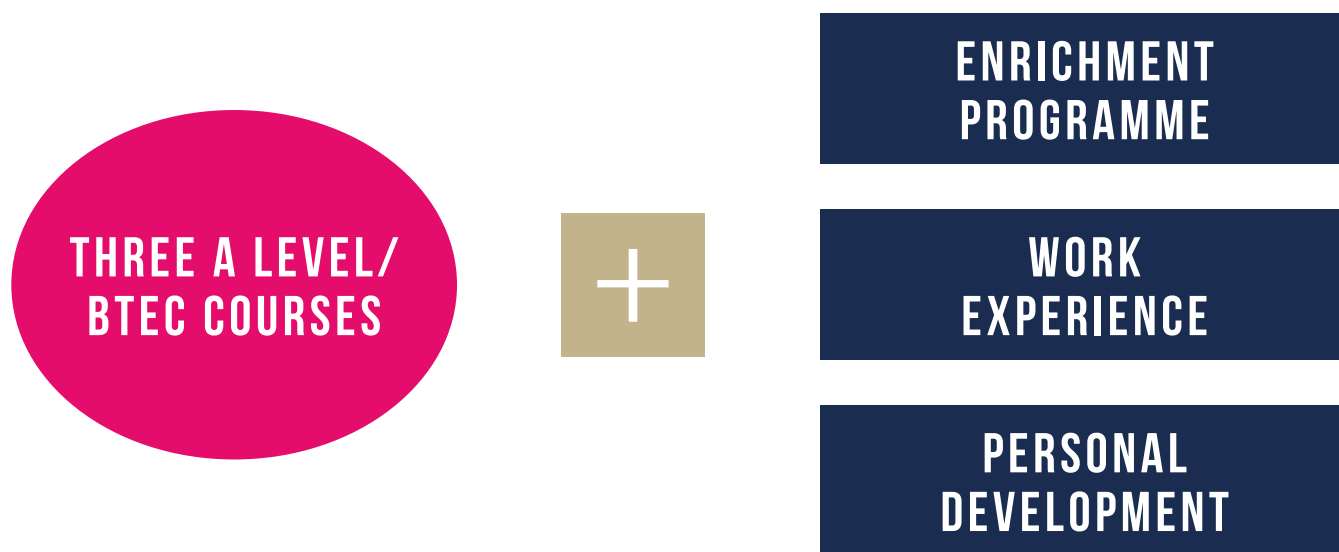
“ The qualifications available to Sixth Form students are well suited to their interests and future plans. ”

“ There is a ‘restless determination’ to create a culture of equality and mutual respect. ”

“ Some Sixth Form students have worked with pupils across the school to raise awareness of those with protected characteristics ”



SIXTH FORM CURRICULUM



ENTRY REQUIREMENTS

LEVEL 3 QUALIFICATIONS

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.

Individual subject requirements must also be met, see subject pages for specific requirements.

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

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

Our entry requirements ensure that students can access the next level of study. We will apply these strictly to ensure a consistent approach.

Special consideration will be made in exceptional circumstances.

***IMPORTANT INFORMATION**

Gillingham Sixth Form reserves the right to withdraw any subject should student numbers not be sufficient to make running the course viable.

CHOOSING YOUR A LEVEL COURSES

We offer a wide range of A Level, BTEC, and T Level courses at Gillingham Sixth Form. In addition we also offer complementary courses in Core Maths and the Extended Project Qualification. When choosing which courses to study, it is important to consider the following:

WHICH SUBJECTS DO YOU ENJOY LEARNING?

It is essential that you enjoy the subjects you choose in Sixth Form. The academic demands of Level 3 study are a significant step up from GCSE and students must be motivated and ready to work hard from the start of the course. Make sure that you have researched the course content thoroughly, particularly for new courses, and ensure that this is an area of study you wish to pursue.

IN WHICH SUBJECTS DO YOUR STRENGTHS LIE?

At Gillingham 'we are ambitious learners', and it is important that you select subjects which are suited to your skill set, providing the best possible chance for success. Choose subjects that you performed well in at GCSE or, if considering new subjects, look for ones which have transferable skills from other subjects you have previously successfully studied.

WHAT ARE YOUR PREDICTED GCSE GRADES?

All A Level, BTEC and T Level courses have GCSE entry requirements which must be met in order to be enrolled. Please check that you are likely to meet the requirements for the courses you wish to study. These can be found at the top of each subject specific page.

WHICH SUBJECTS ARE REQUIRED FOR THE CAREER OR DEGREE YOU WISH TO FOLLOW?

It is important to research the requirements for different careers and degree choices before selecting your A Level, BTEC and T Level options. Some courses have subject specific requirements, for example:

- For **Medicine, Dentistry or Veterinary Science**, you will need to take Chemistry and usually Biology at A Level. Some universities also require Mathematics.
- For **Engineering or Computer Science**, you are likely to need both Mathematics and Physics at A Level.
- For **Architecture**, most universities prefer you to have a Visual Art or Design subject, and either Mathematics or Physics.
- For **Art, or Music, or Geography**, universities will often require you to have taken these subjects at A Level.
- For **Mathematics**, some universities prefer you to have studied both Mathematics and Further Mathematics.
- For **Economics**, many universities prefer you to have studied Mathematics.

WHAT OTHER COURSES ARE ON OFFER?

Alongside our Level 3 courses we also provide an AS in Core Maths and the Extended Project Qualification. We would highly recommend you take one of these options alongside your subject choices.

Core Maths is an excellent qualification to obtain. It has been developed to have real life application, providing you with useful life skills such as personal finance. It is also recommended to support the maths elements in a wide range of A level courses such as: Biology, Business, Chemistry, Computing, Economics, Geography, Product Design, Physical Education, Psychology and Sociology. This course is examined in the summer of Year 12, leaving students to focus on their full A levels in Year 13. The skills gained through Core Maths will enhance exam outcomes in A levels that contain Maths elements. More information can be found on page 30.

An Extended Project Qualification (EPQ) provides students with an opportunity to independently undertake a research project of their choice and provides them with the freedom to explore wider areas of interest. It is equivalent to an AS Level and adds valuable UCAS points to university applications. Some universities will also lower their offer boundaries if a student has gained an A grade in their EPQ. There is no exam for this subject as assessment is based on completion of the required elements of the project. The entire project will be finalised by December of Year 13. More information can be found on page 38.

WHAT TO DO IF YOU ARE UNCERTAIN OF YOUR PLANS AFTER SIXTH FORM

Choosing a broad balance of subjects that reflect your abilities, strengths and interests is a good place to start. Talk to your teachers if you require further advice.

Advice and guidance will also be available at our Sixth Form Open Evening and provided through our Future Routes Programme.

Gillingham Sixth Form has a range of high quality facilities to further benefit your experience with us. This includes two learning centres which enable you to study in a calm and supportive environment, a silent study space for focused independent work, and a Sixth Form canteen which is a large social space where you can relax with friends in your non-directed time.

The Learning Centres provide supervised independent study areas for every learner. Both contain desktop computers and seating areas for group work.

Completing A levels, BTECs or T Levels opens doors to a wide variety of career paths regardless of your final destination. You will also benefit from the wider enrichment programme in building the soft skills sought after by employers.



Media Suite



Canteen

INDEPENDENT LEARNING

Sixth Form Learning Centre



Sixth Form Study Centre

We have recently refurbished the Sixth Form Study Centre to include facilities to allow students to make greater use of their own devices – laptops, tablets or phones in a more effective way. Laptops are also available to use in study periods. This is part of our initiative to use modern technology to create a vibrant and dynamic learning environment which prepares our students for the world of work.

In addition to this, we have a bookable IT Suite with a range of software for all students; this is particularly useful for our Media, Art and Design students.

Every student is allocated, in one of our learning centres, three formal study sessions per subject over the two-week timetable. To support students in their study sessions, subject teachers will provide students with guided learning and wider reading, teaching them the skills they need to be independent learners.

FUTURE ROUTES PROGRAMME

Future Routes is a comprehensive programme designed to take each student on a journey - from exploring and gaining an initial understanding of the different options available to them beyond Sixth Form to supporting them as they make their choices and equipping them for some of the future challenges they will face. Over ten structured sessions beginning 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 as one of their options, we support each student to understand what represents the right choice of university and course for them personally, including exploring the Russell Group universities and different types of degree. We then support them to apply through UCAS and to write an effective personal statement.

For those choosing apprenticeships and the workplace, we look at letters of application, CVs and interviews. We also explore the different options around taking a gap year and encourage students to make this a worthwhile and beneficial experience. Finally we bring all our students together to look at some areas of finance and living that they are likely to encounter, from a brief look at understanding a payslip, to what to look out for when choosing accommodation, to personal finances, credit cards and, most importantly, to looking after their own physical and mental health and wellbeing as they embark upon the next stage of their lives.



OXBRIDGE

The Oxbridge programme begins in the January of Year 12. All students are invited to attend an introductory meeting where the programme for the year is explained along with the range of additional activities they need to be working on. Subsequent meetings are held encouraging students to attend the Oxford and Cambridge Virtual Student Conference, as well as to sign up to other introductory talks. In May, we take the students to Merton College in Oxford for a talk and tour, shortly followed by a personal statement workshop. Post Year 12 exams, students are encouraged to write the first draft of their personal statement before the summer holiday. In the autumn term, students complete their personal statement and application form two weeks prior to the early deadline in October, allowing time for references to be added and for preparation for their pre-interview assessment. Once complete, students participate in external mock interviews and, if successful, will hear about interviews at Oxford and Cambridge shortly afterwards.



MEDICINE, VETERINARY & DENTISTRY

In addition, the programme for aspiring medics, vets and dentists runs alongside the Oxbridge programme from January in Year 12. These meetings focus on the need for work experience and the various opportunities available locally, as well as virtual experiences through programmes such as the medic mentor. These students also follow the early application process at the same time as our Oxbridge candidates.

WHERE DO OUR STUDENTS GO NEXT?

INFORMATION BASED ON OUR 2025 LEAVERS

66%

UNIVERSITY/HIGHER EDUCATION

RUSSELL GROUP

(INCLUDING OXFORD & CAMBRIDGE)

35%

OF UNIVERSITY ENTRANTS

4.2%

APPRENTICESHIPS

EMPLOYMENT

19.4%

24%

GAP YEAR

PERSONAL DEVELOPMENT CURRICULUM

Our Personal Development Curriculum provides our students with the opportunity to develop vital life skills which will prepare them for life beyond Sixth Form. They will have the opportunity to work in different teams, build communication skills, and develop their ability to adapt to new situations. At times they will need to step out of their comfort zone in return for becoming a more confident and resilient person. The Personal Development Curriculum includes our Wednesday Afternoon Enrichment options alongside our PSHE Programme, Community Outreach and Leadership Roles.

LEADERSHIP ROLES

Our Sixth Form Leadership roles are designed to provide our students with a range of transferable skills which will enhance their CVs when applying for higher education or the demands of a modern, dynamic world of work.

Employers are looking for applicants who are adaptable, flexible, have high levels of emotional intelligence and social skills; are resilient, change-orientated and who embrace diversity and equality.

Each of our leadership roles is designed to develop these skills to ensure that our students are given the best start in their futures beyond school. All Sixth Form students are expected to take on a leadership role for at least a term – it might be linked to a favourite subject, a particular year group, club, or sport, or to being part of the school committee or council. This is their chance to shape the direction of our school whilst developing their own leadership skills. When they start in September, students will all be required to select a leadership role to fulfil over the course of the year.



Free and Equal Conference

PSHE

Our PSHE Programme is designed to meet the demands for a broader education. Within these sessions our students will be introduced to a range of social and cultural issues which they will explore through class discussions and debates.

This includes topics such as: Sexual Harassment, Protected Characteristics, Inclusion and Diversity. This is supported by our Outside Speaker Programme which includes talks from Dorset and Wiltshire Fire Safety for our Annual 'Safe Drive' Presentation, opportunities to attend cultural talks such as the Free and Equal Conference and other presentations on a range of topical subjects such as Drugs Awareness.

COMMUNITY OUTREACH



Alongside our Leadership Roles, students have the opportunity to take part in Community Outreach projects.

They will help shape our school and local community through volunteering projects of their choice. This includes in-school charity fundraisers, working alongside our local Rotary Club to support their Christmas 'Shoebox Appeal' and providing company and entertainment to local residences for the elderly. These experiences will teach students the benefits of volunteering, including improving self-esteem, confidence and wellbeing, as well as developing new skills which can be transferred to other contexts.

CAREERS ADVICE

We provide individual careers guidance interviews. The aim is to help students make informed and realistic decisions about their future plans. This involves a one-to-one discussion exploring the student's interests, aspirations and ambitions. Our Careers Adviser is here to make sure that our students are aware of all the relevant routes and pathways available as they pursue their career goals and to answer any questions they may have.



WORK EXPERIENCE

We believe in the importance of high-quality work experience; therefore, we employ a flexible approach to maximise the opportunities available. Most students will complete their work experience between January- April of Year 12 (Christmas and Easter Holidays) however work experience can be undertaken at any time in the spring and summer term of Year 12 subject to class teachers' approval. This will ensure they can complete this at a time that best suits their chosen employer, enabling students to find the highest quality work experience placements for their chosen area of interest.

In addition, students have the opportunity to undertake regular work experience on a Wednesday Afternoon as their Enrichment option. At Gillingham School we have great resources for students to explore these opportunities through a large network of supportive employers on both a local and national scale. We also support students to find suitable virtual work experience placements and work-related courses which will teach them a range of transferrable skills and enhance their CV.

SUPPORTING OUR STUDENTS

LEARNING SUPPORT, SEND AND SCHOOL COUNSELLOR

We aim to provide a continuation of the support offered at Key Stage 4, albeit with a focus on students gaining greater independence in preparation for life beyond school. This can vary and is very much tailored to an individual's needs in Sixth Form; from helping with organisation, providing one-to-one support, advising teachers of the best ways to assist students and the organisation of exams access arrangements. Alongside their tutor and teaching staff, students can, at any time, speak with our Sixth Form Student Support and Safeguarding Lead who is located in the Sixth Form Learning Centre.

Students with additional educational needs and disabilities will be supported by our Sixth Form SENCO, Mrs McDade, who also works closely with our Exams Manager to assess individual requirements for examinations. Support can take many forms, but our aim is to make the transition from Key Stage 4 to 5 as seamless as possible, to encourage independence and help prepare students for life post-mainstream education, be that further study, apprenticeships or employment.

The school has access to an independent counsellor who works closely with our Sixth Form students to support them if they have emotional or pastoral difficulties. We also have visits from local healthcare professionals who provide advice and guidance to our Sixth Form students.

FINANCIAL SUPPORT - 16-19 SIXTH FORM BURSARY

Gillingham Sixth Form administers the 16-19 Sixth Form Bursary Fund which is provided by the Government's Education and Skills Funding Agency (ESFA). Where the household income is under £28,000 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, parking, educational materials, school clothing, compulsory school trips and other educational costs. Each application is assessed according to each student's individual circumstances and the bursary award is then confirmed at the beginning of each academic year. Payments will be contingent on good attendance and effort. Amounts awarded may vary from year to year according to the amount awarded to the school by ESFA. 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.

We also have the George Butler and Hodgson Awards which can offer financial support for Sixth Form Students with the costs of books, trips and more.

All students can request a Financial Support Form from the Finance Office to apply to be considered for financial assistance with trips or other expenses.

STUDENT MONITORING AND PARENTS' EVENING

All Sixth Form students will be regularly monitored at key points throughout the academic year to assess how they are progressing with their learning. This takes place each term in Year 12, and during the Autumn and Spring term in Year 13. A full school report accompanies one of the monitoring sessions in each year. Year 12 and Year 13 students have one Parents' Evening a year to enable parents to meet teachers and discuss their child's academic progress in more detail. Pre-public Exams are sat in most subjects and these take place in June for Year 12 and January for Year 13.

ENRICHMENT PROGRAMME

We are very proud of the extracurricular programme which is on offer to all of our students at Gillingham School. The programme includes some fantastic opportunities in Sport, Performing Arts and Outdoor Education, as well as regular educational visits in this country and beyond.

Our biennial Sixth Form Surf Trip to Northern Spain in October is well established and the school has a fantastic relationship with The Latas Surf House who provide all of our surf lessons and give us sole use of their fantastic Surf House for a week.

Additionally, on a biennial basis, we offer a volunteering trip to Zanzibar, which gives students the opportunity to volunteer in local schools teaching, leading sporting activities or undertaking construction work to improve the buildings and facilities. There are also opportunities to explore Zanzibar culture, including the historic Stone Town, and take part in an Ocean Safari Day, including snorkelling in the Indian Ocean.



Zanzibar Playground



Surf Trip

YEAR 12 ACTIVITY DAY

Always a highlight of the summer, our Year 12 Activities Day rewards students for their hard work during the summer pre-public exams. Students are encouraged to try something new and will select from a list of activities that include; Coasteering & climbing along the Jurassic coast, exploring the wildlife on Brownsea Island; a cultural day out in Bath; learning to surf in Croyde or an exhilarating day with friends at Thorpe Park.



WEDNESDAY AFTERNOONS

As part of the Wednesday afternoon enrichment programme Sixth Formers take part in activities such as public speaking, STEM sessions, relaxing playing board games, undertaking work experience, or more traditional sporting options,

either on a social basis or more competitively if they so wish. The school offers excellent sporting facilities including climbing & bouldering walls, a full size all-weather astro-turf pitch, mountain biking facilities, a multi-use sports hall and gymnasium, netball and tennis courts, a dance/fitness studio, cricket nets and a grass wicket and large number of sports fields. We also make regular use of RiversMeet Leisure Centre, providing our students with access to the sports hall, fitness suites, gym and swimming pool.



CREATIVITY

We offer a whole host of options for those who are more interested in artistic or creative subjects. We have multiple theatre studios, a dark room, a kiln, music rooms for practising and a studio for recording, together with an art gallery which has annual exhibitions for A Level students.



CLUBS

Sixth Formers are encouraged to join our extensive range of clubs, either for fun or to compete and represent the school. We play regular friendly fixtures with many of our local schools as well as entering into County and National competitions. Students are able to represent the school in the Rugby, Hockey, Netball, Football, Cricket, Basketball, Athletics, Cross Country and Tennis teams.

Other clubs on offer include yoga, running, library committee, medical society, vocal club, music theory club, school podcast, archery, creative writing, chess club, concert band, Christian Union club, crochet club, dance club and even a lower school colouring club which was set up and is run by our sixth formers themselves.



Shrek the Musical

EXTRACURRICULAR DRAMA

The Drama department offers Sixth Form students many opportunities outside of the curriculum. We have an annual production which alternates between a musical and drama performances. Students have the opportunity to get involved as either cast or crew members.

For those with a love of the creative arts, our Sixth Formers have the chance to assist in lower school drama classes and to work as Drama Ambassadors helping to promote the subject by attending Open Evenings, organising the props cupboard, working on displays and assisting with our weekly lower school Drama Club. Our students also have access to a wide variety of theatre productions through regular theatre visits and Artsreach events which are held in our drama studio space for the entire Gillingham community.

EXTRACURRICULAR MUSIC



We also offer a wide variety of extracurricular music, with clubs running every lunchtime. You do not need to be studying Music/Music Technology to get involved and students of any ability can join irrespective of how long they have been playing/singing. There are termly concerts within school, with both solo and ensemble performing opportunities, as well as the option to perform in assemblies. There are several trips a year to watch musicals and concerts and a biennial tour abroad – our Music Tour in 2026 will be to Paris, France. Our musicians are encouraged to get involved with school productions, playing both on-stage and in the pit band. We have a large team of peripatetic staff who provide private instrumental lessons across a wide variety of instruments and details of this are available on the school website. These instrumental lessons are open to all members of the sixth form community.

DUKE OF EDINBURGH



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 all levels of the scheme at Gillingham School and encourage students in Year 12 to complete the Gold Award. They do not need to have completed a previous award level to participate in this. There are four main sections of the main DofE programme: Volunteering, Physical, Skills, and Expedition. For Gold, participants will also complete a Residential section.

We can support student progression through the award by providing opportunities to complete the physical, volunteering and skill section, through our various enrichment and personal development options. Students can complete their expedition element with a team in school, using our provider. We can also assist students in finding an expedition catering for a wide range of interests, such as canoeing, horse-riding or cycling, all of which are available through various providers. Support and advice can also be provided in sourcing a suitable residential, with the main stipulation being 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 completed their Gold Award are invited to Buckingham Palace to celebrate their achievement, and we are proud that Gillingham School has been represented at this event for many years.



OUR COURSES

- 23/ Art and Design: Fine Art
- 24/ Art and Design: Photography
- 25/ Biology
- 26/ Business Studies
- 27/ Business Studies BTEC
- 28/ Chemistry
- 29/ Computer Science
- 30/ Core Mathematics
- 31/ Criminology
- 32/ Design and Technology: Fashion and Textiles
- 33/ Design and Technology: Product Design
- 34/ Digital Software T Level
- 35/ Economics
- 36/ English Language
- 37/ English Literature
- 38/ Extended Project Qualification (EPQ)
- 39/ French
- 40/ Further Mathematics
- 41/ Geography
- 42/ German
- 43/ History
- 44/ Law
- 45/ Mathematics
- 46/ Media Studies
- 47/ Music
- 48/ Music Technology
- 49/ Physical Education
- 50/ Physics
- 51/ Politics
- 52/ Psychology
- 53/ Sociology
- 54/ Spanish
- 55/ Sport BTEC
- 56/ Theatre Studies

ART AND DESIGN: FINE ART

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

Level of Study: A Level

See Mrs H Gordon or Mrs R Jenkins for further information

COURSE DESCRIPTION

Art... it should be right there right up in the front because I think art teaches you to deal with the world around you. It is the oxygen.
Alan Parker, filmmaker

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

Students need to be curious, motivated and resilient. Assessment of skills is focused on four areas: developing work in response to artists, exploring materials, recording ideas and responses, and then a personal response.

TOPICS STUDIED

Year 12 - September to May:

- Wrapped and layered
- Portraiture
- A personal research project - essay and presentation based
- A personal theme selected from a provided list

In May of Year 12 students begin Component 1, the 'Personal Investigation'.

This is the coursework element of the A Level and they may select a theme of their choice. This work continues until January of Year 13 and is supported by an essay of up to 3000 words, alongside a practical project.

In February of Year 13 students are given a Component 2 paper from the exam board as they begin the 'Externally Set Task'. They complete a practical project based on one provided theme. This culminates 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), culminating in a 15 hour practical exam - 40% of the A Level

PROGRESSION

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

ART AND DESIGN: PHOTOGRAPHY

Entry Requirements: Grade 4 in GCSE Art or Grade 4 in GCSE Photography

Level of Study: A Level
Exam Board: AQA

See Mrs H Gordon, Mrs R Jenkins, or Mrs O Watkins for further information

COURSE DESCRIPTION

The Photography A Level teaches you how to examine the world through a lens, working with both technical and artistic elements. Students investigate digital and darkroom processes and varied forms of digital and physical editing. They also have the opportunity to use sculpture, textiles or fine art based techniques in their work. As the course develops students have increasing independence regarding themes studied and the materials they explore. They are encouraged to have a creative curiosity about diverse historical and contemporary photographic practice and the way that art influences Photography. Photography A Level can also encompass film and moving images if students have an interest in these areas.

SKILLS REQUIRED

Students need to be curious, motivated and resilient. Assessment of skills is focused on four areas: developing work in response to artists and photographers, exploring materials, recording ideas and responses, and then a personal response.

TOPICS STUDIED

Year 12 - September to May:

- Portraiture
- A personal research project - essay and presentation based
- A personal theme selected from a provided list

In May of Year 12 students begin Component 1, the 'Personal Investigation'.

This is the coursework element of the A Level and they may select a theme of their choice. This work continues until January of Year 13 and is supported by an essay of up to 3000 words, alongside a practical project.

In February of Year 13 students are given a Component 2 paper from the exam board as they begin the 'Externally Set Task'. They complete a practical project based on one provided theme. This culminates 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), culminating in a 15 hour practical exam - 40% of the A Level

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.

BIOLOGY

Entry Requirements: Grade 5 in GCSE Biology OR Grade 5/5 in GCSE Combined Science AND Grade 5 in GCSE Mathematics (Higher Tier)

Level of Study: A Level
Exam Board: OCR

See Mr J Stuart for further information
Core Maths is highly recommended for this course.

COURSE DESCRIPTION

A level Biology explores the theories and principles involved in living systems in all their sophisticated beauty. You will learn about 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

A Level Biology is a challenging, but highly rewarding subject to study. The skills required to be successful are plentiful, but having strong skills in analysis and problem-solving is a good start. You will also need to be highly organised, show good time management skills and be able to work effectively independently. Strong mathematical skills are also highly recommended for those who study A Level Biology due to the increased frequency of numerical questions.

TOPICS STUDIED

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\:
(Written exam 2 hours 15 min - 37% of A Level)

Paper 2: Biological diversity - Assesses content from Modules 1, 2 ,4 and 6
(Written exam 2 hours 15 min - 37% of A Level)

Paper 3:
(Written exam 1 hour 30 min - 26% of A Level)

Practical endorsement in Biology - Non-exam assessment

PROGRESSION

Biology A level is a highly respected A level, with its broad variety of tested skills, and, due to the transferable skills obtained, it is a good choice for many degrees and careers. Careers directly related to Biology include 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 be found in the fields of engineering, agriculture and sport and fitness – however the list is endless!

BUSINESS STUDIES

Entry Requirements: Grade 4 in GCSE Business Studies and Grade 4 in GCSE Mathematics

Level of Study: A Level
Exam Board: Edexcel

See Mrs R Hopkins for further information
Core Maths is highly recommended for this course.

COURSE DESCRIPTION

The Business department seeks 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

Having 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 will need to have an outstanding work ethic and work hard to stand out.

TOPICS STUDIED

Content is included in four themes:

- Theme 1: Marketing and People (Year 12)
- Theme 2: Managing Business Activities (Year 12)
- Theme 3: Business Decisions and Strategy (Year 13)
- Theme 4: Global Business (Year 13)

A key characteristic of A Level Business is that 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. Students also learn 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)

PROGRESSION

Business Studies is essentially 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.

BUSINESS STUDIES BTEC

Entry Requirements: Grade 4 in GCSE Business Studies and Grade 4 in GCSE Mathematics

Level of Study: BTEC Level 3
Exam Board: Pearson

See Mrs R Hopkins for further information
Core Maths is highly recommended for this course.

COURSE DESCRIPTION

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

SKILLS REQUIRED

This course is ideal for students who are passionate about business and are either planning on starting up their own business or pursuing a career in business. The course will suit you if you prefer coursework to exams and want the chance to carry out a detailed investigation of different businesses. You do need to be able to cope with constant and tight deadlines, so 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.

TOPICS STUDIED

Year 12:

Unit 1 - Exploring Business

Unit 3 - Personal and Business Finance

Year 13:

Unit 2 - Developing a Marketing Campaign

Unit 14 - Customer Service

METHOD OF ASSESSMENT

Year 12:

Exploring Business:
Personal and Business Finance

Internally assessed through coursework (25% of BTEC)
Written external Pearson examination (33% of BTEC)

Year 13:

Developing a Marketing Campaign:
Customer Service:

Written external Pearson examination (25% of BTEC)
Internally assessed through coursework (17% of BTEC)

PROGRESSION

Business Studies is essentially 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. The BTEC Level 3 qualification is accepted by universities and degree level apprenticeships.

CHEMISTRY

Entry Requirements: Grade 5 in GCSE Chemistry OR Grade 5/5 in GCSE Combined Science AND Grade 5 in GCSE Mathematics (Higher Tier)

Level of Study: A Level
Exam Board: AQA

See Mr J Stuart for further information
Core Maths is highly recommended for this course.

COURSE DESCRIPTION

A Level Chemistry delivers a comprehensive look at the world around us. It touches every aspect of our lives from the bodily functions within us to the atmosphere. This course is for students who want to 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?”. The course will also ensure that you develop independent study skills, familiarise yourself with experimental techniques, and will provide you with an established understanding of Chemistry if you wish to continue studying it beyond A Level.

SKILLS REQUIRED

A Level Chemistry is a challenging, but highly rewarding subject to study. If you like logical problems and thinking hard, then Chemistry is for you. You will need strong mathematical and numerical skills. You will also need skills in analysis and problem-solving, time management and organisation, recording and monitoring data and teamwork.

TOPICS STUDIED

Physical Chemistry - including atomic structure, amount of substance, bonding, energetics, kinetics, chemical equilibria (K_c), thermodynamics, rate equations, K_p , 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 topics Inorganic Chemistry and relevant practical skills. (Written exam 2 hour - (35% of A Level)
Paper 2:	Relevant Physical Chemistry topics 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	

PROGRESSION

Chemistry A level is a highly respected A level, with its broad variety of tested skills. With its transferable skills, it is a good choice for many degrees and careers. Chemistry has been described as the ‘central science’ and is often combined with either Physics or Biology. It is a compulsory choice for anyone wishing to pursue Medicine, Dentistry and Veterinary Science, as well as chemistry based degrees, such as Pharmacy, Pharmacology and Biochemistry. Other careers include: analytical, formulation, medicinal or process chemist, biotechnologist, chemical engineer, environmental, food technologist, geochemical engineer, nanotechnologist, pharmacologist, science writer, scientific laboratory technician, teacher and toxicologist.

COMPUTER SCIENCE

Entry Requirements: Grade 5 in GCSE Mathematics and Grade 4 in GCSE Computer Science (if studied)

Level of Study: A Level
Exam Board: Eduqas

See Mr P Reid for further information
Core Maths is highly recommended for this course.

COURSE DESCRIPTION

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

SKILLS REQUIRED

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

TOPICS STUDIED

Component 1: Programming and System Development

This component investigates programs, data structures, algorithms, logic, programming methodologies and the impact of computer science on society.

Component 2: Computer Architecture, Data, Communication and Applications

This component 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). This is a substantial piece of work, undertaken over an extended period of time.

METHOD OF ASSESSMENT

Two written examinations taken at the end of Year 13:

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

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

Component 3: Practical Coursework Project - Programmed Solution to a Problem
From June Year 12 to February Y13 - 20% of A Level

PROGRESSION

A Level Computer Science, along with Mathematics, provides the basis for degree level courses in Computer Science at university. 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.

CORE MATHEMATICS

Recommended complementary course for multiple subjects
Entry Requirements: Grade 4 in GCSE Mathematics

Level of Study: AS Level
Exam Board: AQA

See Mrs A Carr for further information

COURSE DESCRIPTION

AS Level Core Mathematics is diverse, engaging and highly useful in supporting students who need essential problem solving and quantitative skills to support their other qualifications, or for future study and employment. The course is intended for students who have passed GCSE Mathematics at a grade 4 or higher, but who have not chosen to study A Level Mathematics. It is 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

To aid the transition from GCSE to AS Level Core Mathematics, we recommend that you are fluent in calculating percentages, using the equation of a straight line, finding averages and understanding a range of diagrams. The course is delivered so that there is little homework set, other than one marked assignment per topic listed below, and revision prior to the exams.

See Mrs Carr for material to complete prior to starting the AS Level Core Mathematics course, if required.

TOPICS STUDIED

Paper 1 - will contain questions from the Compulsory content:

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

Paper 2 - will contain questions from the Statistical Techniques content:

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

PROGRESSION

Studying 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. Furthermore, AS Level 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.

CRIMINOLOGY

Entry Requirements: GCSE English, Maths and Psychology Grade 4
If GCSE Psychology not studied, a Humanities GCSE Grade 4

See Mrs M Marshall for further information
Core Maths is highly recommended for this course.

Level of Study: Level 3
Applied Diploma
Exam Board: WJEC

COURSE DESCRIPTION

Criminology is 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 psychology, law, and sociology to help students understand why people commit crimes, how society responds to crime, and how justice is delivered.

This qualification is ideal 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.

TOPICS STUDIED

Topics students can expect to explore include:

- 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:

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 also relevant for careers in policing, probation, social work, forensic psychology, legal services, and youth work.

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



DESIGN AND TECHNOLOGY FASHION AND TEXTILES

Entry Requirements: Grade 4 in GCSE Design & Technology and
Grade 4 in GCSE Mathematics

Level of Study: A Level
Exam Board: Eduqas

See Mrs C Custard or Mr N Hann for further information. Core Maths is highly recommended for this course.

COURSE DESCRIPTION

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

Fashion & Textiles is an inspiring, rigorous and practical subject. Pupils will combine 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. The course provides an opportunity for students to integrate and apply their understanding and knowledge of other subject areas studied during key stage 4, with a particular focus on Science and Mathematics.

SKILLS REQUIRED

Students are required to be organised, have good time management skills and be able to meet deadlines for extended pieces of work. Alongside having an ability to think creatively to solve a range of problems, they should be able to effectively communicate key design ideas to others. A real interest in fashion, textile products and design in general is essential.

TOPICS STUDIED

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 will be required to design and make a new, innovative textile product that fulfils a specific requirement for a client or user. The project will last for approximately 80 hours within lesson time and make-up 50% of pupils A Level grade. Submitted work will be documented in a sketchbook and design portfolio, complete with a fully functioning prototype.

METHOD OF ASSESSMENT

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

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.

DESIGN AND TECHNOLOGY PRODUCT DESIGN

Entry Requirements: Grade 4 in GCSE Design & Technology and
Grade 4 in GCSE Mathematics

Level of Study: A Level
Exam Board: Eduqas

See Mrs C Custard or Mr N Hann for further information. Core Maths is highly recommended for this course.

COURSE DESCRIPTION

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

Design and Technology is 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. The specification 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.

SKILLS REQUIRED

Students are required to be organised, have good time management skills and be able to meet key deadlines for extended pieces of work. You will need to be able to think creatively to solve a range of problems and be able to communicate key design ideas with others. You should have an interest in resistant materials and workshop practice, as well as in cross-curricular links such as Mathematics and Science.

TOPICS STUDIED

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 will be required to design and make a new, innovative textiles product that fulfils a specific requirement for a client or user. The project will last for approximately 80 hours within lesson time and make-up 50% of pupils A Level grade. Submitted work will be documented in a sketchbook and design portfolio, complete with a fully functioning prototype.

METHOD OF ASSESSMENT

Component 1 - Written exam 3 hour - 50% of A Level
Component 2 - Non Exam Assessment - 50% of A Level

PROGRESSION

We are really proud that a number of our students choose to continue their study of Design & Technology in further education. Alternatively 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.

DIGITAL SOFTWARE T LEVEL

Entry Requirements: A minimum of five GCSEs at grade 4 or above, including English and Maths. Applicants should demonstrate a strong interest in digital technology or computing. While a GCSE in Computer Science is beneficial, it is not essential. Entry is subject to a successful interview. See Mr P Reid for further information

Level 3 T Level
(equivalent to
three A Levels)
Exam Board: Pearson

COURSE DESCRIPTION

The Digital Software T Level is a cutting-edge qualification designed for students aged 16–19 who are passionate about technology and eager to pursue a career in the digital sector. Developed in collaboration with leading employers, this course blends academic study with real-world experience to ensure students gain the skills and knowledge that the industry demands.

Students will spend approximately 80% of their time in the classroom learning the theoretical and practical foundations of digital technologies, and 20% on a structured 45-day industry placement—half of which may be completed remotely. This placement takes place in the first term of Year 13 and provides invaluable insight into the professional digital environment.

SKILLS REQUIRED

Students will need to demonstrate strong problem-solving abilities, attention to detail, and logical thinking. Effective communication, teamwork, and adaptability are also essential for success in both the classroom and the workplace. They must also be proficient in and enthusiastic about the use of IT.

TOPICS STUDIED

- Software development lifecycle and agile methodologies
- Programming languages and coding principles
- Cybersecurity and data protection
- IT support and infrastructure
- Digital project management
- Business analysis and digital transformation
- Emerging technologies and innovation

METHOD OF ASSESSMENT

Assessment is a combination of:

- Core knowledge exams
- Employer-set project
- Occupational specialism assessments
- Completion of the industry placement

PROGRESSION

The Digital T Level carries the same UCAS points as three A Levels and is recognised by universities and employers alike. It equips students with technical skills, problem-solving abilities, and workplace experience that are highly valued in the digital economy.

This qualification can open pathways to higher-level apprenticeships in digital roles; direct employment in skilled positions such as software developer, systems engineer, IT technician, or digital analyst; and a variety of university degrees.



ECONOMICS

Entry Requirements: Grade 5 in GCSE Mathematics

Level of Study: A Level
Exam Board: Edexcel

See Mrs R Hopkins for further information
Core Maths is highly recommended for this course.

COURSE DESCRIPTION

It does not matter if you have not studied Economics before. You might have an interest in economics and want to know more about the impact it has on the world around you. You might want to 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? This course will help you to understand all this and more.

SKILLS REQUIRED

A level Economics requires logical thinking, and a command of Mathematics to a good GCSE level. It is also a subject which requires social awareness and which develops 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, supported by relevant examples.

TOPICS STUDIED

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 and Essay Questions - Markets, Consumers and Firms and how markets work
(Themes 1 & 4) (Written exam 2 hour - 35% of A Level)

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

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

PROGRESSION

Studying Economics will help you develop transferable skills that will prepare you for studying at university or moving into the world of work, including data interpretation and essay writing and will develop your commercial awareness. Suitable higher education courses include Economics or Applied Economics (Environmental, Labour, Public Sector or Monetary). You might choose to study Business Economics, International Business or a Business and Management degree. Economics students can follow a wide range of careers in industry, commerce, finance and the Civil Service.

ENGLISH LANGUAGE

Entry Requirements: Grade 4 in GCSE English Language

Level of Study: A Level
Exam Board: Eduqas

See Ms H Coates for further information

COURSE DESCRIPTION

A Level 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.

TOPICS STUDIED

- 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

PROGRESSION

English Language is a great choice 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.

ENGLISH LITERATURE

Entry Requirements: Grade 4 in GCSE English Language or GCSE English Literature

Level of Study: A Level
Exam Board: Edexcel

See Mr J Stewart or Mr A Monaghan for further information

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.

TOPICS STUDIED

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

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.

EXTENDED PROJECT QUALIFICATION

Entry Requirements: A high level of commitment

Level of Study: Level 3

Exam Board: AQA

See Ms E Vallender for further information

COURSE DESCRIPTION

Following an EPQ presentation in the Autumn Term of Year 12, students will be able to indicate their interest in undertaking an Extended Project Qualification. They will have dedicated Taught Skills lessons and work with an EPQ Supervisor who will support them throughout the process giving feedback and guidance and can have additional assistance from a Mentor who is knowledgeable about the student's chosen area. Taught Skills lessons will be included in students' timetables from November and Supervisor lessons will be timetabled from January.

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. As such, 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

To carry out an EPQ, students need, above all, to be enthusiastic and motivated to work independently on their project. Good organisational and time management skills are essential, as is attention to detail and an enjoyment of research.

TOPICS STUDIED

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

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.

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.

FRENCH

Entry Requirements: Grade 5 in GCSE French

Level of Study: A Level
Exam Board: AQA

See Mrs S Thompson for more information

COURSE DESCRIPTION

A level French introduces students to how French 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 French film and a French novel and to research an area of French 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 French is spoken.

SKILLS REQUIRED

The A Level course will build on the knowledge and abilities gained at GCSE and requires 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 French.

TOPICS STUDIED

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)
- Film (L'Auberge espagnole)
- Literature (Un sac de billes de Joseph Joffo)

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 to 23 minutes (including 5 minutes supervised preparation time– 30% of A Level

PROGRESSION

A level French enables you to 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 at university, working for an international organisation and volunteering in France or French speaking countries such as Canada or Switzerland.

FURTHER MATHEMATICS

Entry Requirements: Grade 7 in GCSE Mathematics
AND you must also be studying A Level Mathematics

Level of Study: A Level
Exam Board: AQA

See Mrs A Carr for further information

COURSE DESCRIPTION

A Level Further Mathematics is an added layer to the content covered in A Level Mathematics. You cannot study A Level Further Mathematics without studying A Level Mathematics first. At Gillingham School, all the students who choose to study A Level Further Mathematics are placed in one class, and taught both A Level Mathematics and A Level Further Mathematics together at an accelerated pace. Previous students have enjoyed the challenge of such a stimulating learning environment. The emphasis throughout the course is again on the development of mathematical argument, language and proof, mathematical problem solving and mathematical modelling, with the use of technology permeating the teaching and learning.

SKILLS REQUIRED

A Level Further Mathematics builds on the skills, knowledge and understanding developed through previously studying A Level Mathematics. Assessments will be designed to reward students for demonstrating the ability to provide responses that draw together different areas of their knowledge, skills and understanding from across the Mathematics and Further Mathematics courses. Problem solving, proof and mathematical modelling will be assessed in the context of the wider experience gained from studying Further Mathematics.

TOPICS STUDIED

Papers 1 & 2 - may contain questions on any topics from the Pure Mathematics content:

- Proof
- Complex Numbers
- Matrices
- Further Algebra and Functions
- Further Calculus
- Further Vectors
- Polar Coordinates
- Hyperbolic Functions
- Differential Equations

Paper 3 - Further Statistics 1 paper

Paper 4 - Further Mechanics 1 paper

METHOD OF ASSESSMENT

Paper 1 - Written exam 1 hour and 30 min - 25% of A Level

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

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

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

PROGRESSION

A Level Further Mathematics is for students who enjoy studying Mathematics and have a very strong aptitude for the subject. Many top universities in Mathematics, the Sciences, Computing, Economics and Engineering highlight the importance of A Level Further Mathematics by encouraging it as an entry requirement. Studying A Level Further Mathematics is 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, prior to starting the degree. We expect all A Level Further Mathematics students to participate in the annual UKMT Senior Mathematics Challenge -the result can be included in university application personal statements.

GEOGRAPHY

Entry Requirements: Grade 4 in GCSE Geography,
GCSE English and GCSE Mathematics

Level of Study: A Level
Exam Board: Edexcel

See Mrs A Willis for further information
Core Maths is highly recommended for this course.

COURSE DESCRIPTION

A Level Geography offers a selection of new, interesting topics not covered at GCSE level, and allows students to go into greater depth in some key elements previously studied. It covers both the physical and human environments and the complex interaction of processes that shape our world. It will also, 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. There is plenty of room for discussion and extended research, which will help you to become an independent thinker and learner. By the time you get to your exams, 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 A Level course.

TOPICS STUDIED

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

PROGRESSION

Geography is highly valued by universities as an A Level choice, 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.

GERMAN

Entry Requirements: Grade 5 in GCSE German

Level of Study: A Level
Exam Board: AQA

See Miss K Wall for more information

COURSE DESCRIPTION

A level German introduces students to how German 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 German film and a German novel and to research an area of German 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 German is spoken.

SKILLS REQUIRED

The A Level course will build on the knowledge and abilities gained at GCSE and requires 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 German.

TOPICS STUDIED

Aspects of German speaking Society:

The changing nature of family (Familie im Wandel)
The digital world (Die digitale Welt)
Youth culture: fashion, music and TV (Jugendkultur: Mode, Musik und Fernsehen)
Festivals and traditions (Feste und Traditionen)
Art and architecture (Kunst und Architektur)
The cultural life of Berlin (Das Berliner Kulturleben)

Multiculturalism and Political Life in German-speaking Society:

Immigration (Einwanderung)
Integration (Integration)
Racism (Rassismus)
Germany and the European Union (Deutschland und die EU)
Youth politics (Die Politik und die Jugend)
Re-unification (Die Wiedervereinigung)

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 to 23 min (including 5 minutes supervised preparation time)– 30% of A Level

PROGRESSION

A level German enables you to 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 at university, working for an international organisation and volunteering in Germany or German speaking countries such as Austria or Switzerland.

HISTORY

Entry Requirements: Grade 4 in GCSE History or
Grade 4 in GCSE English if History not studied

Level of Study: A Level
Exam Board: OCR

See Mrs K MacFie for further information

COURSE DESCRIPTION

A level History is made up of a diverse range of units providing a broad base of British, European and Russian History which should appeal to any student with an interest in this subject. Studying History teaches key skills such as developing your own opinions and formulating well-reasoned arguments. You will also develop skills in independent research, debating, writing and analysis. You will be able to make links between the past and current society, and gain an understanding of how political, social and economic developments have informed our lives today. With an emphasis on written communication, personal research and discussion, History A Level 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.

TOPICS STUDIED

- 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

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.

LAW

Entry Requirements: Grade 5 in GCSE English Language or Literature or Grade 4 in GCSE History, GCSE Geography or GCSE Psychology

Level of Study: A Level
Exam Board: Eduqas

See Mrs N Cross or Mrs T Crutcher for further information

COURSE DESCRIPTION

Studying A Level 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 and 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 in order to apply them to case studies.

TOPICS STUDIED

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 and 11
- Restrictions on Human Rights Law

METHOD OF ASSESSMENT

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

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

Paper 2: Perspective of Substantive Law
(Written exam 2 hour 15 min - 37.5% of A Level)

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.

MATHEMATICS

Entry Requirements: Grade 6 in GCSE Mathematics

Level of Study: A Level
Exam Board: Edexcel

See Mrs A Carr for further information

COURSE DESCRIPTION

A Level Mathematics builds upon GCSE Mathematics to give you the opportunity to study topics such as geometry, calculus and trigonometry, alongside statistics and mechanics, and represents a strong base from which to study Mathematics or a mathematically related degree at university. The emphasis throughout the course is on the development of mathematical argument, language and proof, mathematical problem solving and mathematical modelling, with the use of technology permeating the teaching and learning.

SKILLS REQUIRED

To aid the transition from GCSE to A Level Mathematics, we recommend that, prior to starting the course, you are fluent in simplifying, expanding, factorising, and rearranging algebraic expressions, as well as in solving both linear and quadratic equations. The use of 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.

See Mrs Carr for material to complete prior to starting the A Level Mathematics course, if required, in order to apply them to case studies.

TOPICS STUDIED

Papers 1 & 2 - may contain questions on any topics from the Pure Mathematics content:

Proof, Algebra and Functions, Coordinate Geometry, Sequences and Series, Trigonometry, Exponentials and Logarithms, Calculus (Differentiation and Integration), Numerical Methods and Vectors

Paper 3 - will contain questions on topics from both the Statistics and Mechanics content:

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

PROGRESSION

Mathematics is a fundamental skill that underpins a variety of specialist roles. The study of A Level Mathematics enables you to apply for higher education courses in Computing, Engineering, Healthcare, Business and Finance. It is also essential for the further study of Mathematics at university. We expect all A Level Mathematics students to participate in the annual UKMT Senior Mathematics Challenge - the result can be included in personal statements when students apply for university.

MEDIA STUDIES

Entry Requirements: Grade 4 in GCSE English Language and GCSE English Literature

Level of Study: A Level
Exam Board: Eduqas

See Mr D Jones for further information

COURSE DESCRIPTION

A Level Media Studies will help you to explore the profound impact media has on society, culture, and communication. The course will 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 quite political, as you consider and critique the different responses which media might provoke in an audience. A Level Media Studies empowers you to become a discerning media consumer, producer, and scholar, preparing you for a future in media-related fields, or for life as a well-equipped citizen in a media-saturated world.

SKILLS REQUIRED

A Level Media Studies requires skills in 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. Additionally, skills in research, media production and technology may be beneficial. Being able to evaluate media content critically, engage with theory, and demonstrate a nuanced understanding of media industries is also essential for success in this subject.

TOPICS STUDIED

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

PROGRESSION

A Media Studies A Level opens various career and academic paths. It can lead to roles in media production, film, television, journalism, marketing, advertising, public relations and social media management. A Level Media may lead to degrees in Media, Communication, Journalism, Film Studies, or related fields at universities. Media Studies enhances critical thinking, research and communication skills which are invaluable in almost any profession. It can be a stepping stone for careers in content creation, digital marketing, market research, or teaching. Ultimately, it equips you to understand and produce complex media, making you a well-rounded candidate for a diverse range of job opportunities.

MUSIC

Entry Requirements: Grade 5 in GCSE Music

Level of Study: A Level
Exam Board: Edexcel

See Mr L Carey for further information

COURSE DESCRIPTION

A Level Music opens up a world of music through the 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. You will develop analysis skills that 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, whilst also developing skills in essay writing and critical thinking.

SKILLS REQUIRED

All students are required to be learning an instrument; individual tuition and practising regularly at home is recommended, as well as taking advantage of performing opportunities both in and outside of school. Students must be open to exploring different genres of music. As well as meeting the entry requirement, we would expect students to have a good knowledge of music theory, excellent time management skills and to show commitment to their musical studies.

TOPICS STUDIED

Component 1: Performing

A balanced recital (minimum 8 min) of music in any style on any instrument/voice and of Grade 7 standard, as either a soloist or as part of an ensemble.

Performing at Grade 8 Level or above receives extra credit. Performing at Grade 6 or below is penalised.

Component 2: Composing

One composition of at least 4 min duration, either to a brief issued by Edexcel (set in Year 13) or a free composition to a brief that you devise (which can be started at any point of the course).

The briefs, based on the six areas of study, each require you to consider the intended audience and occasion. You can spend as long as you wish researching and writing the composition and submit a score and recording (which may be exported from music software or recorded live).

As well as your composition, you will also complete a Brief Assessing Technique paper. This is either in the style of: Baroque two-part counterpoint, an arrangement, a remix, or two chorales harmonised in the style of JS Bach.

Component 3: Appraising

You study thirteen set works across the six areas of study. These areas are: Vocal Music, Instrumental Music, Film Music, Pop & Jazz Music, New Directions and Fusions.

METHOD OF ASSESSMENT

- | | |
|--------------|---|
| Component 1: | Coursework - 30% of the A Level, marked by external examiners and recorded in April/May Year 13 |
| Component 2: | Coursework - 30% of the A Level, marked by external examiners and recorded in March/April Year 13 |
| Component 3: | Written Exam - 40% of the A Level - 2 hour 10 min |

PROGRESSION

Music is one of the most diverse and well respected A Levels; one which demands much dedication and effort, but will continually reward you because it will positively affect your experience of something that is already so important in your life. Universities and employers love Music A Level because they know that students who study it possess something rather unique; a special blend of academic knowledge, analytical and writing skills, creativity and emotional intelligence. A Level Music opens up degree level study of Music as well as a range of possible future career opportunities, including: music teacher (classroom or instrumental), composer, performer, arranger, working in film, TV, theatre, radio or the arts.

MUSIC TECHNOLOGY

Entry Requirements: Pass Grade on the NCFE Music Technology Course or a Grade 4 in GCSE Music (if studied).
Departmental Interview if not studied previously.

Level of Study: A Level
Exam Board: Edexcel

See Miss L Osbourne for further information

COURSE DESCRIPTION

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

SKILLS REQUIRED

Over the duration of the two year course A Level Music Technology students will develop cognitive skills such as creativity, problem solving, decision making and analysing, synthesising and reasoning. Students are expected to compose and produce their own music inside and outside of school to help refine their skills and actively listen to a wide range of past and contemporary music to form the foundation for their understanding.

TOPICS STUDIED

Component 1: Recording

Students will study how to effectively capture, edit and mix sounds to produce an audio recording with increased sensitivity and control. Students will develop the skills to capture and manipulate sounds in corrective and creative ways in order to create an accomplished final product.

Component 2: Technology-Based Composition

Students will study how to create, edit and structure sounds with consideration and care to develop a technology-based composition. Students will develop the skills to create and manipulate sounds in imaginative and creative ways in order to communicate effectively with listeners.

Component 3: Listening & Analysing

The purpose of this component is for students to develop listening and analysing skills through the study of a range of music production techniques used in commercial recording and production practices associated with a number of historical eras.

Component 4: Producing and Analysing

This component assesses students' knowledge of the techniques and principles of music technology through a series of written and practical tasks, in the context of audio and MIDI materials provided by the awarding body. The examination will also assess the student's ability to process and correct these materials using a range of production skills to form a convincing final product.

METHOD OF ASSESSMENT

- | | |
|--------------|--|
| Component 1: | Recording (20%) - non-examined assessment (coursework) |
| Component 2: | Technology-based Composition (20%)- non-examined assessment (coursework) |
| Component 3: | Listening and Analysing (25%) - written exam 1 hour 30 min |
| Component 4: | Producing and Analysing (35%) - written & practical exam 2 hour 15 min (plus 10 min setting up time) |

PROGRESSION

Students will be able to progress to undergraduate study in Music Technology, Sound Production, Sound Engineering, Composition and Song Writing and many other courses requiring a similar skill set. This A Level also opens the door to potential employment within a field where music technology skills are essential, for example as a Trainee Producer or Engineer.

PHYSICAL EDUCATION

Entry Requirements: Grade 4 in GCSE PE and Grade 4/4 in GCSE Combined Science or Merit at BTEC Level 2 Sport

Level of Study: A Level
Exam Board: AQA

See Mr S Yeo for further information, particularly if you have not studied PE at GCSE
Core Maths is highly recommended for this course.

COURSE DESCRIPTION

A Level Physical Education delivers a well-rounded and full introduction to the world of PE, Sport and Sports Science, providing a strong base from which to move on to higher education, employment or further training. The emphasis throughout the course is on the development of knowledge, application of knowledge, competence and confidence in a wide variety of skills. You will 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

A Level PE students develop 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 developed through both written and oral responses. There is also an increase in the 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.

TOPICS STUDIED

Paper 1:

Anatomy and Physiology

Skill Acquisition

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

Sport and Society

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)

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. A Level PE 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. A Level PE can open up a range of career opportunities including: sports development, sports coaching, physiotherapy, sports journalism, armed forces, personal training or teaching.

PHYSICS

Entry Requirements: Grade 6 in GCSE Physics OR Grade 6/6 in GCSE Combined Science AND you must also be studying A Level Mathematics

Level of Study: A Level
Exam Board: AQA

See Mr J Stuart for further information

COURSE DESCRIPTION

A level Physics gives you the 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. The course combines practical skills with academic ideas to develop descriptions of the physical universe. So, if you want to be able to explain where you derived from or where you are going then this is the course for you. Many employers list Physics as one of the most esteemed A Levels available.

SKILLS REQUIRED

A Level Physics is 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 very well. A strong mastery of basic trigonometry, geometry, and algebra is required at the very least.

TOPICS STUDIED

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 and 6.1 (Periodic Motion)
(Written exam 2 hour - 34% of A Level)
Paper 2: Sections 6.2 (Thermal Physics), 7 & 8
(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

PROGRESSION

Physics A level is a highly respected A level, 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.

POLITICS

Entry Requirements: Grade 4 in a GCSE Humanities subject

Level of Study: A Level
Exam Board: AQA

See Mr M Lake for further information

COURSE DESCRIPTION

A Level Politics helps students to 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 those going on to Higher Education or into the world of work.

TOPICS STUDIED

Paper 1 - The Government and Politics of the UK

The nature and sources of the British Constitution, the structure and role of Parliament, the responsibilities of the Prime Minister and Cabinet, the role of the Judiciary, the impact of Devolution, the Electoral System, Elections and Referendums, Political Parties and Pressure Groups.

Paper 2 - The Government and Politics of the USA and Comparative Politics

The constitutional framework of US Government, the Branches of US Government: legislative (Congress), executive (President) and judicial (Supreme Court), the Electoral Process, Direct Democracy, Political Parties, Pressure Groups and civil rights in modern-day USA. Paper 2 also features a 'Comparative' unit which encourages students to compare and contrast between 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

Paper 1 - Written exam 2 hour - 33.33% of A Level (range of 9 and 25 mark questions)

Paper 2 - Written exam 2 hour - 33.33% of A Level (range of 9 and 25 mark questions)

Paper 3 - Written exam 2 hour - 33.33% of A Level (range of 9 and 25 mark questions)

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.

PSYCHOLOGY

Entry Requirements: GCSE English, Maths and Psychology Grade 4
If GCSE Psychology not studied, Science GCSE Grade 4/4

Level of Study: A Level
Exam Board: AQA

See Mrs E Hann, Mrs J Ovenden, Miss M Widginton or Miss N Carey
Core Maths is highly recommended for this course.

COURSE DESCRIPTION

Psychology is 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. At other times it overlaps with subjects within the Arts, such as Media Studies (for example, looking at the process of social learning and the impact of role models), PE (for example, studying the processes involved in conditioning), Business Studies (for example theories of motivation) and even English Literature (for example, looking at Freudian concepts or theories of gender). This course will teach you that human behaviour is complex and it will encourage you to seek to understand, rather than to judge, others.

SKILLS REQUIRED

A level Psychology suits people who are all-rounders. You will need to express yourself in written responses that could carry up to 16 marks (around 20 minutes of writing), so you will develop concise essay writing skills. You will need to be willing to handle data (for example, calculating percentages, drawing graphs and interpreting statistics), so you need to be willing to continue your journey with basic mathematics. You will also be thinking critically about the validity of research studies, so you will be thinking like a scientist about variables, control and reliability. Above all, Psychology lessons require you to be an active participant. There will be lots of paired and class discussion, games and activities, all designed to help you lay down secure long term memories.

TOPICS STUDIED

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)

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. For more information visit the British Psychological Society online for careers resources (bps.org.uk).

SOCIOLOGY

Entry requirements: Grade 4 in English and a Humanities subject

Level of Study: Level 3 A Level
Exam Board: AQA

See Miss P Crockett or Mr M Lake for further information

COURSE DESCRIPTION

Sociology is an exciting and relevant A Level subject which focuses 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. All students will study a range of sociological research methods as part of the course. Students will explore questions and areas of study such as:

- 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?

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.

METHOD OF ASSESSMENT

100% of the course is assessed by examination.

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.

SPANISH

Entry Requirements: Grade 5 in GCSE Spanish

Level of Study: A Level
Exam Board: AQA

See Mrs M Stevenson for more information

COURSE DESCRIPTION

A level Spanish 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

The A Level course will build on the knowledge and abilities gained at GCSE and requires 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.

TOPICS STUDIED

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 influencia 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)

Film (Volver)

Literature (La casa de Bernarda Alba - Federico Garcia Lorca)

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 to 23 minutes (including 5 minutes supervised preparation time– 30% of A Level

PROGRESSION

A level Spanish enables you to 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 at university, working for an international organisation and volunteering in Spain and Spanish speaking countries such as South America, Central America or Mexico.

SPORT BTEC

Entry Requirements: Merit at BTEC Level 2 Sport or Grade 4 in GCSE Physical Education

Level of Study: BTEC Level 3
Exam Board: Pearson

See Mr J Harris for further information
Core Maths is highly recommended for this course.

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.

TOPICS STUDIED

Year 12:

Unit 1: Anatomy and Physiology

Students will explore the structure of the skeletal, muscular, cardiovascular, respiratory and energy systems as well as additional factors which affect sport and exercise performance.

Unit 3: Professional Development in the Sports Industry

Different possible careers and the associated job roles in the sports industry will be researched. Students will analyse their own skills and identify how to develop them into a career through the use of a career plan. This is an excellent opportunity for students to explore future career paths in the sport industry and inform themselves about what is required for further study or apprenticeships.

Year 13:

Unit 2: Training and Programming for Health, Sport and Wellbeing

Students will explore how to make judgements on a specific individual's current lifestyle, suggesting modifications to help improve the individual's fitness, health and overall wellbeing. A training plan will be designed and justified as part of this.

Unit 4: Sports Leadership

Students will learn the requirements of effective leadership and will be required to take on the role of a leader, both independently and as part of a team, when planning and running an event.

METHOD OF ASSESSMENT

Unit 1:	External Exam to take place May/June of Year 12 (35% of BTEC)
Unit 3:	Internally marked coursework (15% of BTEC)
Unit 2:	Externally marked supervised case study exam to take place in May/June of Year 13 (35% of BTEC)
Unit 4:	Internally marked coursework (15% of BTEC)

PROGRESSION

BTEC Level 3 Sport 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.

THEATRE STUDIES

Entry Requirements: Grade 4 in GCSE Drama and Grade 4 in GCSE English Language

Level of Study: A Level
Exam Board: AQA

See Mrs S Thorpe if you have not studied Drama at GCSE or for further information

COURSE DESCRIPTION

The qualification emphasises practical creativity alongside research and theoretical understanding. Students learn through experience, seeing theatre and making theatre for themselves. They are introduced 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 will gain many invaluable skills, both theatrical and transferable, to expand their horizons.

SKILLS REQUIRED

Drama students are expected to be able 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 will also expect them to be increasingly independent and able to plan, monitor and reflect on their work, and the work of others (both within school and externally). Our Drama students are expected to give of their time generously through their attendance of theatre visits and extra scheduled rehearsals for performance exam work. We would also expect our students to want to get actively involved in the extracurricular life of the department through, for example, school productions, Creative Arts Awards evenings, acting as Drama Ambassadors and assisting with lower school Drama lessons.

TOPICS STUDIED

Component 1: Drama and Theatre

Knowledge and understanding of Drama and Theatre

Study of two set plays

Analysis and evaluation of the work of live theatre makers

Component 2: Creating Original Drama

Process of creating devised drama

Performance of devised drama

Component 3: Listening & Analysing

Practical Exploration and interpretation of three extracts each taken from a different play (methodology of a prescribed practitioner must be applied to Extract 3)

Extract 3 is to be performed as a final assessment piece

Reflective report analysing and evaluating 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) and Written Assignment (20% of A Level)

Component 3: Performance (20% of A Level) and Written Assignment (10% of A Level)

PROGRESSION

Students develop skills that are not just essential for drama but applicable to a wide range of higher education subjects and to the workplace. Students grow in confidence and maturity as they successfully realise their own ideas. They learn to evaluate objectively and develop a sound appreciation of the influences that social and cultural contexts can have on decision making. Whatever the future holds, students of A Level Drama and Theatre emerge with a toolkit of transferable skills preparing them for their next steps.

HOW TO APPLY TO GILLINGHAM SIXTH FORM

CURRENT GILLINGHAM SCHOOL APPLICANTS

Year 11 will be using Options Online to apply to Gillingham Sixth Form and make their choices.

Information and support on how to access this will be shared with our Year 11 students via their tutors. We would encourage students to make their choices online at home with the support of Parents/Guardians.

The deadline for Year 11 students to make their subject choices is Friday 23rd January 2026.

All Year 11 students will be scheduled an interview with a member of the Sixth Form Team the week before February half term. At this stage, students can discuss their plans and change their option choices. Before the Year 11 exams in May, an email will be sent to students to confirm whether they have a provisional place in Sixth Form.

APPLICANTS APPLYING FROM EXTERNAL SCHOOLS

We are always delighted to welcome students from external schools to our vibrant sixth form community.

If you are interested in joining us, please complete the application form available in the Admissions section of the Sixth Form area on our school website, or access it here via the QR code:

Alternatively, you can email our Admissions Officer at:
jstirk@gillingham-dorset.co.uk

Within seven days of receiving your application, a reference will be requested from your current school.

A formal offer of a place in our Sixth Form will be made to all external applicants after individual applications have been assessed and a reference received.

If you are interested in joining our school, we can arrange for you to visit and have a tour with some of our students and meet the Sixth Form Team.

We look forward to receiving your application.



KEY DATES

Friday 26th June 2026: Sixth Form Induction Day

Thursday 20th August 2026: GCSE Results Day

If you need to contact the school on or after results day, please email sixthformenquiries@gillingham-dorset.co.uk and a member of the Sixth Form Team will respond.

FURTHER INFORMATION

TRANSPORT

Free transport is not provided for Post 16 Pupils attending Sixth Form. Spare seats are available to purchase through the surplus seat travel scheme. Visit your local council's website for more details or contact Lynn Dimmock on 01747 822222 or email ldimmock@gillingham-dorset.co.uk, who can assist you with your school transport enquiries. For those students in receipt of the 16-19 Sixth Form Bursary, some assistance will be provided with travelling costs.

PARKING

Whilst there is no parking available on the school site, places are available near to the school. Details of these and the termly charge can be obtained from Mrs Stirk in the Sixth Form Learning Centre.

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 and our standard of dress is an important part of the culture of our Sixth Form. The aim is for our students to have a smart appearance, which also allows a degree of personal choice. The school is a place of study and our students' appearance should reflect this. Where there is uncertainty about whether the dress code is being upheld, any decision will be at the discretion of the Heads of Sixth Form. Students who attend school in inappropriate attire may be requested to return home to change.

FREQUENTLY ASKED QUESTIONS

Q: What do I do if my grades are better or worse than I had hoped for?

A: Please refer to the entry requirements page and check to see what study and subjects are available to you. Any appropriate alterations can be made on the first day in September. If you have changed your mind about a subject you wish to study, this can also be amended at the start of the academic year.

Q: What if I do not achieve the entry requirements for an individual subject?

A: Normally you would not be able to study that subject. Only Heads of Department can make allowances.

Q: How can I seek help and advice on, or after, Exams Results Day?

A: We will consider each application on an individual basis, for more information contact our admissions coordinator at: sixthformenquiries@gillingham-dorset.co.uk

Q: Can I move to Gillingham Sixth Form for Year 13?

A: We will consider each application on an individual basis and only accept students onto a Year 13 programme in very exceptional circumstances.

Q: If I am not in the school catchment area, will I get a Sixth Form Place?

A: Subject to entry requirements, references and appropriate course choices, you are likely to gain a place regardless of catchment area.

GILLINGHAM ALUMNI

At Gillingham we are proud of our community and continue to stay in contact with our Alumni Members through termly newsletters and events. We host an annual Alumni afternoon in the summer term which enables our current students to meet a range of alumni members who have gone on to lead successful lives in a variety of careers. In addition to this our alumni members share their journeys with our students by speaking at key school events such as Speech Day, Founder's Day, and our Sport's Awards celebration.

To find out more about the goings on in Gillingham Sixth Form follow us on Instagram: @gillinghamschoolsixthform

NOTES

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GILLINGHAM SIXTH FORM



We believe hard work beats talent.

We treat everyone with kindness and dignity.

We have the right to feel safe and happy.

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

