



Dallam School

**Key Stage 4
courses**

2022-24

Year 9 Options process

Dear Parent/Carer

This booklet gives information about the process and the individual subjects on offer. It should be used together with information from Options Evenings and conversations with subject teachers.

The [options form](#) on which students will make their choices will be also available on our website from 28 January and should be completed and handed in by Friday 11 February.

Key dates are:

- Years 9 Options Information Evening – Thursday 27 January 2022
- Deadline for options forms to be submitted is Friday 11 February 2022.

During this period subject staff will also be speaking to students about the different subjects on offer, this will take place through lessons and assemblies.

Should you have any queries please contact me in school.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Jim Fuller', with a stylized, cursive script.

Jim Fuller

Deputy Headteacher

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Introduction for students

What is Key Stage 4?

In September you will start Key Stage 4 that will lead to Level 2 qualifications. Many of you will then go on to Level 3 courses at Dallam. Some of you may go to college or start an apprenticeship. Whatever you decide to do the choices you make now are **very** important.

What is in this booklet?

This booklet contains information about the courses that we offer and the choices that you can make. You should read it carefully and discuss your options with as many people as possible before you decide. You should talk, at least, to your parents/carers, subject teachers and form tutor.

Why do I have to choose?

It isn't possible to study all of the subjects you are doing at the moment, at GCSE level. There isn't enough time.

You will get lots of help and advice in school but in the end it is your choice. You should choose subjects you like and, preferably, are good at. Do not choose a subject you do not enjoy just because you like the teacher or because your friend is going to do it. You might not get that teacher or be in your friend's group! You should not choose a subject because you think it will be easy, all the subjects require you to work hard. Make sure you pick subjects you want to do and those that fit in with any early career ideas that you may have.

So can I choose whatever I want?

There are some subjects, called the **Core Subjects**, which everyone needs to study. These include English, Maths and Science. Everyone will also do Personal Development (PDev) and Core PE. Students will pick either a Modern Foreign Language or a Humanities subject (History or Geography) or Computing because this will keep your future options (especially for university) as wide as possible.

We want to offer each of you a curriculum choice which will be best for you and which will help you succeed. The subjects you can choose are your **Options**.

How many subjects can I take?

Most of you can take four subjects in addition to the core. If you opt for Triple Science this counts as one of your options.

Are my choices guaranteed?

We will do our best to give you your first four choices. However, we cannot promise that all the subjects will run, or that there will be enough places in some groups. That is why we ask you to make sure you choose a reserve subject. It is also important that you submit the preference form by **Friday 11 February** so we can take your options into account when we construct the timetable.

The preference form will be available for students to complete online after the Options Information Evening on 27 January 2022.

Introduction for parents and carers

Which subjects should my child choose?

In February your child will need to make some very important decisions about the subjects they want to study over the next two years, leading to Level 2 qualifications. Naturally, you will want to do all you can to help and advise.

This booklet is designed as a guide for you to read through with your child and help them make an informed choice. Please also encourage them to discuss choices with subject teachers and form tutors. We encourage students to study a broad range of subjects at Key Stage 4. Later, they can build on this broad foundation by specialising.

Each student will have the opportunity to study a range of subjects appropriate to his or her strengths, potential, and preferences. This includes the Core Subjects which every student must study: English, Maths and Science. We also provide non-certificated courses in PE, and Personal Development. Among the Options, as you will see in this booklet, are subjects from Languages, Humanities, Arts, Technology, and some vocational subjects which will be new to students.

Some things for students to think about:

- What do I enjoy studying? What are my strengths?
- Am I choosing the best way of working? (For example, some students perform well in examinations and others do well in courses that have a lot of practical work.)
- If I choose this option now, will it keep options open later for further study, training or work?

Some things to consider with students:

- Some students might say that they like a subject but really they believe it is an easier option. In fact, students will have to work hard in all subjects to get a good qualification.
- Some students might try to choose a subject to stay in the same class as friend but the timetable does not allow us to meet these requests and it is not the right reason to choose a subject in any case.
- Some students think they like the subject because they like the teacher, but timetabling (and the possibility of staff changes) can place them with a different teacher. Students should be confident that they will enjoy the subject no matter who teaches it.

Aims of our KS4 curriculum

Dallam School can trace its origins back to the venerable Heversham Grammar School, founded in 1613. The Grammar School counts a founding father of modern science, William Whewell, amongst its faculty alumni. Milnthorpe School was a post-war secondary modern and then from the 1980s the two schools merged as a comprehensive school.

Over the many years of the schools' existence, we have met the changing needs of our students with a flexible and ever-changing curriculum. Dylan William (William, 2013) suggests that the purpose of the curriculum is a multifaceted one with a number of competing priorities. These priorities change over time and interact with each other in a complex relationship. As religious, philosophical, scientific, technological and civic changes occur, successive generations change the purpose of the curriculum. The curriculum at Dallam School is shaped to meet the needs of students in four key areas.

We have adapted Dylan William's thinking on curriculum into a more student and parent friendly acronym to celebrate our traditional heritage and blended them with our vision and values. We have called this curriculum intent "WOLF" in honour of the "last wolf" depicted on our badge.

Workplace preparation

Students who graduate from Dallam will be exposed to the myriad of opportunities that are available to them in the 21st century workplace. All students will follow a curriculum that focuses on employability skills and will undertake qualifications to enable them to achieve in their chosen field. Our links with employers and a carefully designed curriculum will provide opportunities for all students to gain IT skills, to work in groups, complete exciting projects, to practice public speaking to experience job interviews and to gain resilience, confidence and independence.

Outstanding results

Expert subject teachers will stretch and challenge students of all abilities to allow students to gain knowledge and skills that will allow them to succeed in examinations allowing them to be in control of the next stage of their lifelong journey of self-actualisation and self-improvement. Students from all backgrounds and of all ability levels will be supported, challenged and encouraged to make excellent progress through high-quality teaching and superb personal relationships.

Life as a citizen

Students will be exposed to the complexities of real life issues. Our Personal Development curriculum will allow students to engage at a deep and profound level with content such as politics, race, media, charity, democracy and economics. They will gain an understanding of spirituality, gender, sexuality and society. The Personal Development curriculum will challenge thinking, defy stereotypes and produce young people of character who will be able

to navigate the complex modern world in which we live. Students will gain the soft skills of teamwork and management.

Full, rich curriculum

Students will learn powerful knowledge and concepts. Guided by expert teaching colleagues, who love their subject, students will experience the thrill and excitement of discovery and of challenging what they think they know. This will be through rich engagement with a “canon” of knowledge that explains the history and culture of this country and the world. They will experience and learn from a broad academic and extra-curricular programme through five or seven years and in so doing they will gain cultural capital and independence of thought and ideas. Students will be able to learn experientially by engaging in music, drama, sports and learning in the outdoors which will enhance their classroom experiences.

Students who have completed their studies at Dallam will have gained knowledge that will allow them to understand and challenge the world around them.



Dallam School

The “English Baccalaureate”

This is designed to recognise any student who secures good GCSE passes in:

- English,
- Mathematics,
- two Sciences,
- a Modern Foreign Language
- a Humanity: History or Geography

For students who want to keep open the option of university entry and especially to Russell Group universities, it will be important to take the full range of EBacc subjects. We would encourage the majority of students to take subjects which will give them the EBacc. Though called the “Ebacc” it should be noted that this is not a qualification or an award it is a description of a curriculum followed successfully.

Useful things to do to help you decide...

Here are some suggestions you might want to follow in order to help you choose your Option subjects.

Think about yourself...

- What strengths and weaknesses do I have?
- Are there new subjects not studied before? What will they be like?
- What qualifications will I need for where I want to be at 16, and at 18?
- In broad terms, what do I need for my career, as I see it at the moment?

Think about the individual courses...

- What is the content of the course?
- What study methods are used? Do they suit me?
- What special skills does this subject need? (this is especially important in PE, Music and Drama where you will need to perform)

Consider the changes ahead...

- Will my subjects be useful if my career choices change?
- Might my interests change as I get older?
- Which careers am I ruling out by these choices? Is that alright?
- Is there a good range of subjects to hold my interest?

Get help to decide...

- Read this booklet carefully
- Ask advice from your parents, your teachers, and in careers-related PDev lessons.
- Visit the careers’ library and/or speak to Mr Blyth who is in charge of careers.

Glossary

Here is an explanation of some of the words and phrases used in this booklet.

| | |
|------------------------------------|---|
| core subject | a subject which you must study |
| non-examined assessment-NEA | exam work which you do during the course, usually assessed by your teachers |
| EBacc | the English Baccalaureate. To gain the EBacc you need to achieve good passes in English, maths, 2 sciences, a language, history or geography, or computing. This is not a separate certificate. |
| final examination | an assessment which you complete at the end of the course |
| optional subject | a subject which you can choose to study to GCSE level |
| specification | the information you have to know and the things you must be able to do by the end of the course (this is published by the exam board) |
| tier | the level of exam you are entered for - Foundation or Higher |
| BTEC | a vocational (practical course) worth the same as GCSE, fewer exams and more practical assessment |

Qualifications

At Dallam we offer different Level 2 **COURSES**:

- GCSE
- BTEC
- Cambridge National
- Technical Award

Most students at Dallam will study for a total of 9 GCSEs.

Most of our subjects are Single Award GCSEs, which count as one GCSE grade.

GCSE grading

Subjects will be graded 1-9 with 9 being the top grade.

KS4 curriculum at a glance: 2022-2024

All students do the following core subjects:

| Core subject | Qualification | Number of 60mins lessons per fortnight |
|--|---|--|
| English Language and English Literature | 2 GCSEs | 7 |
| Mathematics | GCSE | 7 |
| Science or Science Triple (Biology, Chemistry and Physics) | 2 GCSEs (Science) or 3 GCSEs (Science Triple) | 9 (Science) or 14 (Science Triple) |
| P.E. (Core) | (non-certified) | 3 |
| Personal Development | (non-certified) | 3 |

Students also do **four** subjects from the following:

| Options subject | Qualification | Number of 60mins lessons per fortnight |
|--|---------------|--|
| Art and Design | GCSE | 5 |
| Business | BTEC | 5 |
| Computing | GCSE | 5 |
| Dance | GCSE | 5 |
| Design & Technology: Product Design | GCSE | 5 |
| Design & Technology: Resistant Materials | GCSE | 5 |
| Drama | GCSE | 5 |
| French | GCSE | 5 |
| Geography | GCSE | 5 |
| Health & Social Care | BTEC | 5 |
| History | GCSE | 5 |

| | | |
|---|--------------------|---|
| Food: Hospitality and Catering | Technical Award | 5 |
| Media Studies (Creative Digital Production) | BTEC | 5 |
| Music | GCSE | 5 |
| Religious Studies | GCSE | 5 |
| Spanish | GCSE | 5 |
| Sport | Cambridge National | 5 |

Science

All students will study Science. Most will follow a Combined Science award course worth two GCSEs but some students will be invited to take Science Triple (worth three GCSEs in Biology, Chemistry and Physics). If students choose to take up this invitation they will then choose three further Options.

Auditions for Dance, Drama and Music

Students who opt for Dance, Drama or Music may be expected to perform an audition and will demonstrate a commitment to appropriate extra-curricular or club activities. Students who do not participate in an appropriate range of Music/Drama/Dance do not always achieve good results in these subjects.

Sport

It is expected that students who opt for Cambridge National Sport will have a strong commitment to extra-curricular activities. Students who don't participate in teams and clubs do not always achieve good results in this subject. Students who choose Sport as an Option will continue to do PE as a Core subject.

Core subjects

GCSE English Language (AQA)

Course content and assessment:

Aim: To develop reading, writing and speaking skills in English that will help prepare you for future learning and careers; to inspire creativity and a love of English so that you express yourself in imaginative, engaging and insightful ways.

NEA: Spoken Language Endorsement

- You will be awarded a pass, merit or distinction.
- You will produce a transactional speech about a controversial topic, which will then be delivered to your peers.



Paper 1: Explorations in Creative Reading and Writing

- 1 hour 45 minutes
- 80 marks
- 50% of GCSE result

What is assessed?

Section A:

Reading (40 marks) (25%)

One literature fiction text

- 1 short form question (1 x 4 marks)
- 2 longer form questions (2 x 8 marks)
- 1 extended question (1 x 20 marks)

Section B:

Writing (40 marks) (25%)

Descriptive or narrative writing task

- 1 extended writing question
- 24 marks for content, 16 marks for technical accuracy

Paper 2: Writers' Viewpoints and Perspectives

- 1 hour 45 minutes
- 80 marks
- 50% of GCSE result

What is assessed?

Section A:

Reading (40 marks) (25%)

One non-fiction text and one literary non-fiction text linked by theme

- 1 short form question (1 x 4 marks)
- 2 longer form questions (1 x 8, 1 x 12 marks)
- 1 extended question (1 x 16 marks)

Section B:**Writing (40 marks) (25%)**

Writing to present a viewpoint

- 1 extended writing question
- 24 marks for content, 16 marks for technical accuracy

Progression at 16+:

GCSE English is a highly respected GCSE which is essential for you to access Further Education and many careers. It can lead on to A Level English Language or Literature and is also a core subject at both standard and higher IB. It can also lead to BTEC Media Studies. The essay writing and general communication skills developed in this course are essential life skills. A grade 5 or above in English Language is obligatory to start A Level, IB and most college courses. The ability to express yourself clearly in written and verbal forms will help you achieve in many courses and careers

Mrs K Forsyth, Head of English

GCSE English Literature (Edexcel)

Course content and assessment:

Aim: To develop analytical and evaluative skills in English and foster a deeper understanding and love of literature and reading. All pupils across the year will study the same set texts: *Macbeth*, *An Inspector Calls*, *A Christmas Carol* and the *Power and Conflict* poetry anthology.

Paper 1: Shakespeare and Post-1914 Literature

- 1 hr 45 mins
- 80 marks
- 50% of overall grade
- Closed book

What is assessed?

Section A Shakespeare (*Macbeth*): Students will be given an extract from the play they have studied and be asked to analyse it in detail before exploring how this extract relates to the wider context of the play.

Section B Post 1914 Literature (*An Inspector Calls*): Students will answer one essay question from a choice of two on their studied modern prose or drama text

Paper 2: 19th-century novel and poetry since 1789

- 2 hour 15 minutes
- 80 marks
- 50% of overall grade

What is assessed?

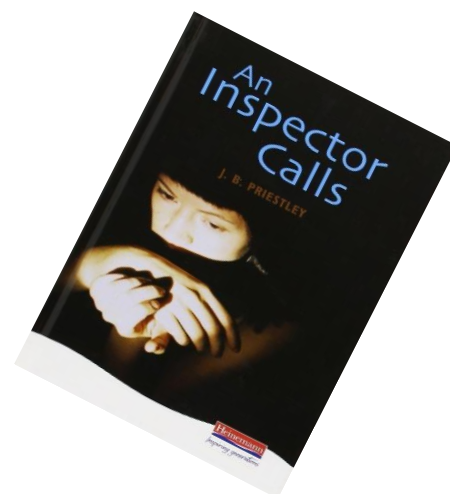
Section A 19th century novel (*A Christmas Carol*): Students will be given an extract from the novel and be asked to analyse it in detail before exploring how this extract relates to the wider context of the novel.

Section B Poetry anthology (*Power and Conflict*): Part 1: ONE question comparing a named poem from the Pearson Poetry Anthology collection to another poem from that collection. The named poem will be shown in the question paper. Part 2: ONE question comparing two unseen contemporary poems.

Progression at 16+:

GCSE English Literature is a highly respected GCSE that can lead on to A Level English Language or Literature. It can also lead to BTEC Media Studies. The analytical essay writing skills developed in this course are beneficial to many college and university courses

Mrs K Forsyth, Head of English



GCSE Mathematics 1MA1 Linear (Edexcel)

Course content and assessment:

- **Higher Tier** is for students set to achieve GCSE Grades 4 to 9.
- **Foundation Tier** is for students set to achieve GCSE Grades 1 to 5.



The course is prescribed by the National Curriculum and through the mathematical content students will be taught to: develop fluency, reason mathematically and solve problems.

Course content and weightings

| Topic | Foundation | Higher |
|--|------------|-----------|
| Number | 22% – 28% | 12% – 18% |
| Algebra | 17% – 23% | 27% – 33% |
| Ratio and Proportion and Rates of Change | 22% – 28% | 17% – 23% |
| Geometry and Measures | 12% – 18% | 17% – 23% |
| Statistics and Probability | 12% – 18% | 12% – 18% |

- Number will require mastery of structure and accuracy of calculation and work will extend the skills in arithmetic, fractions, decimals and percentages.
- Algebra will require mastery of notation, vocabulary and manipulation and work will extend the skills in expressions, identities, formulae and equations.
- **Ratio and proportion work will be embedded across all of the other four strands and is the critical focus of the new and reformed GCSE course.**
- Geometry will require mastery of properties and constructions and work will extend the skills in shape, angles, mensuration, with particular focus on graphs and trigonometry.
- Statistics and probability will require mastery of data and events and work will extend the skills in the statistics cycle and interpret the probability of past and future events.

Examinations:

GCSE Mathematics is solely assessed through external examinations in May/June of Year 11. Students will sit one non-calculator paper and two calculator papers (each 1hr 30minutes).

Each paper will assess students' ability to recall, select and apply their knowledge of mathematics and to interpret, analyse and solve problems. Elements of functional mathematics have been embedded into the specification and assessments.

Progression at 16+:

A Level Mathematics and Further Mathematics is available for students achieving at least a Grade 6, although a Grade 7 is recommended.

Mrs C Rosa, Head of Mathematics

GCSE Combined Science (AQA) Science Pathway A

Overview:

Students will study a science course that embodies Biology, Chemistry, and Physics. The course follows the National Curriculum and covers the essential aspects of the knowledge, methods, processes and uses of science. Practical work is at the heart of science and all students will have opportunities to develop their working scientifically skills in a range of practical and theoretical contexts. Students are taught by three subject specialists. This course leads to a double GCSE qualification with a double grade based on a student's overall mark across the three sciences; they won't get a separate grade for each science.

Course content:



Biology - Cell biology; Organisation; Infection and response; Bioenergetics; Homeostasis and response; Inheritance; Variation and evolution; and Ecology.

Chemistry - Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Energy changes; The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; Using resources.

Physics - Energy; Electricity; Particle model of matter; Atomic structure; Forces; Waves; and Magnetism and electromagnetism.

Assessments:

Students are assessed through a total of six written exams, two for each science subject, taken at the end of Year 11. Each exam contains 70 marks in total and lasts for 1 hour 15 minutes. Exam questions are a mixture of multiple choice, structured, closed short answer and open response. All science examinations are tiered, with foundation tier designed for students aiming for grades 1 to 5 and higher tier for those aiming for grades 4 to 9.

Progression at 16+:

This pathway equips students with the essential scientific knowledge and skills required to understand the uses and implications of science, today and for the future. Students will develop a wide range of transferable skills, valuable on any post-16 qualification or in any field of employment.

Mr A Hoyle, Head of Science

GCSE Biology, GCSE Chemistry and GCSE Physics (AQA) Science Pathway B

Overview:

Students will study all three sciences leading to three GCSE qualifications with a separate grade in Biology, Chemistry and Physics. The course follows the National Curriculum and provides covers the essential aspects of the knowledge, methods, processes and uses of science. Students are taught by three subject specialists. By taking separate sciences at GCSE level, students cover more science content and have further opportunities to develop their working scientifically skills in a wider range of practical and theoretical contexts. This course is suitable for all students with an interest in science and is highly recommended for those who aspire to study science, technology, engineering or maths (STEM) based subjects at post-16 level.

Course content:



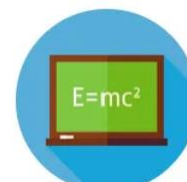
GCSE Biology

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology



GCSE Chemistry

- Atomic structure and the periodic table
- Bonding, structure, and the properties of matter
- Quantitative chemistry
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources



GCSE Physics

- Energy
- Electricity
- Particle model of matter
- Atomic structure
- Forces
- Waves
- Magnetism and electromagnetism
- Space physics

Assessments:

Students are assessed through a total of six written exams, two for each science subject, taken at the end of Year 11. Each exam paper is worth 100 marks and is 1 hour 45 minutes long. Exams questions are a mixture of multiple choice, structured, closed short answer and open response. All science examinations are tiered, with foundation tier designed for students aiming for grades 1 to 5 and higher tier for those aiming for grades 4 to 9.

Progression at 16+:

This pathway provides a seamless transition on to A Levels in Biology, Chemistry, and Physics subjects in the sixth form. Students who are already thinking about university, apprenticeships, or careers in STEM related subjects are highly encouraged to opt for this pathway.

Mr A Hoyle, Head of Science

Physical Education: Core (non-examined)

Course content and assessment:

Students will develop their competence, performance, and decision making within Physical Education through participation in a range of roles, including performer, leader and official. Through Core Physical Education students will be able to personalise their learning by taking more responsibility within lessons.

A wide range of activities are on offer, including: football, netball, hockey, rugby, badminton, cricket, rounders, dance and fitness. There are new activities too, including: volleyball, handball, table tennis and trampolining.

At KS4, similar activities are placed in one group so students are able to select the pathway of activities they wish to take part in. For example, if a student enjoys games they may choose a traditional games pathway that includes activities such as hockey, football, rugby and rounders/cricket. Or other pathways will include net and racket sports such as badminton, table tennis and volleyball.



Mr M Robinson, Head of PE

Options subjects

GCSE Art and Design (AQA)

Course content and assessment:

During the course you will have the opportunity to develop skills in the following: drawing, painting, printmaking, photography, ceramics, textiles, batik, silk painting, 3D construction and mixed media.

Unit 1: coursework worth 60% of the marks. This will run over years 10 and 11.



Content: The coursework unit comprises two projects. The first project is based on portraiture and allows you to select from a range of media and artists to enable you to explore your own identity, hobbies and interests. It will familiarise you with the four GCSE assessment objectives and you will gain skills using a range of media and techniques and record your ideas and investigations in a sketchbook. The second project builds on the skills you have learnt and enables you to select **your own theme** and create art in either 2 or 3 dimensions.

During Year 10 you will have the opportunity to visit one of the North West's major art galleries such as the Tate Liverpool, the Walker Art Gallery, Liverpool or Manchester Art Gallery.

Examination:

Unit 2: external test worth 40% of the marks. Exam papers are issued at the beginning of January in Year 11. Ten-hour exam held over two days, completed by Easter of Year 11.

Content: You will develop a project based on one of seven themes from the exam paper. Over several weeks you will research artists, make observations and develop ideas relating to your theme. Under exam conditions you will have ten hours to create a final piece of work based on your preparatory studies.

Progression at 16+:

GCSE Art and Design is ideal preparation for A Level Art and Design which could lead to many university courses such as architecture, fine art, illustration, photography, textiles, ceramics, 3D design, graphic design, set design and web design. In addition to art-related degrees, students regularly go on to study a wide variety of academic and vocational courses at university including English, History, Law and Business.

Mrs S Peacock, Head of Art

BTEC Business - Enterprise

Level 2 Tech Award in Enterprise (Pearson)

Why Choose Enterprise?



Enterprise is a vibrant, exciting, applied course that fits well with the needs of today's employers. It blends an understanding of core business issues such as starting a new business and written communication, with the practical use of IT to create reports and business plans. It matches well with other course selections including technology subjects. The course gives an opening to the world of enterprise and is strongly orientated towards a real-world business context through exploration of local businesses

and the development of a business idea and business plan. The course is practically orientated with two pieces of coursework and has a demanding workload. The maths content should not put anyone off this subject. Some basic accounting is included. All formulae are given in exams.

Course content:

Year 10 – An introduction to business and enterprise introduces the subject. Then the first coursework completed in autumn/spring term investigating two local companies. In parallel, taught material relating to the exam is covered and links are made to the coursework.

Year 11 – Second piece of coursework is completed in autumn term. There is an external exam in late January. Second exam option early May. In parallel, taught material relating to the exam is covered and links are made to the coursework.

Teaching is a mixture of taught lessons, practical activities. Some teaching will be in an IT suite.

Assessment:

Three themes are assessed: 'Exploring Enterprises', 'Planning for an Enterprise and Promotion' and 'Finance for Enterprise'. The first two modules are assessed through coursework, the last through a 2-hour external exam.

The exam is 40% of the overall grade and the two pieces of coursework are assessed equally at 30% each. The coursework is assessed via a written report, creating a business plan and a presentation of the business plan with speaker's notes.

Internal Mock exams will be set in Years 10 and 11.

Entry tiers and grades available: Level 1 Pass to Level 2 Distinction* (7 grades in all). Only Level 2 passes are GCSE equivalents.

Homework:

Homework will be set on a weekly basis. Homework is designed to reinforce class learning and allow students to demonstrate their full ability. This will include use of online tools and work on coursework.

Progression at 16+:

Students can take college courses or seek apprenticeships directly from this qualification. A Level Business is offered at Dallam Sixth Form. If students continue to sixth form, apprenticeships, jobs or university courses follow. These courses develop management skills for the business environment.

Mr R Blyth, Business

GCSE Computer Science (OCR)

Course content and assessment:

Computer science is all about problem solving, designing a solution, implementing your solution and evaluating your success. You will learn about how and why computers work, data and how it is transferred, programming, designing and developing applications and project management techniques. It is using technology to come up with your own creative and practical answers to questions and problems.



```
def Success (HardWork, Persistence, Discipline):  
    if HardWork == True:  
        if Persistence == True:  
            if Discipline == True:  
                print("You're on the road to success!")  
            else:  
                print("Keep trying in order to succeed!")  
Success (True, True, True)
```



Component 1 - Computer systems

Systems architecture, memory, storage, wired and wireless networks, network topologies, protocols and layers, system security, system software, ethical, legal, cultural and environmental concerns

This is assessed by an external written paper, which has a mixture of short and long answer questions, some of which require you to write program code:

- 90 mins, 80 marks, 50%

Component 2 – Computational thinking, algorithms and programming

Algorithms, programming techniques, producing robust programs, computational logic, translators and facilities of languages, data representation.

This is assessed by an external written paper:

- 90 mins, 80 marks, 50%

Progression at 16+: Students can go on to follow a diverse range of courses including A-level Computing, Vocational IT or Computing qualifications, industry-standard qualifications or degree courses in computing, engineering or the sciences. GCSE Computing is not just for people wanting a career in the IT and computing industry. The skills and techniques you learn can be useful in any workplace and link in well with other STEM subjects. The creative and technical skills you learn are relevant to a host of careers in a range of sectors, from arts and graphics-based roles through to engineering, finance, business, computer games design and app development. With one million computer programming jobs set to go unfilled by the year 2021, a GCSE in Computer Science is a great place to start learning the skills you will need for employment in the digital age. Python is now officially the world's fastest growing programming language and is used for everything from big data to AI and web apps.

If you choose Computer Science at Dallam you will learn the language used to develop Instagram, Google, YouTube and many more programs and web apps. Take your first step to becoming: a programmer, game developer, web designer, cyber security expert or one of many other STEM careers.



Mr S Watson, Head of Technical & Communications

GCSE Dance (AQA 8236)

You may be required to undertake a short audition for this subject.

Course content and assessment:

The study of dance as an art form which contributes to students' aesthetic and social development. As a physical activity it promotes fitness and well-being. Dance also supports learning across a range of subjects.

As performers, students develop confidence and self-esteem. They develop self and body awareness as well as sensitivity to others and team working skills. Effective performance requires physical effort and the determination to succeed and improve. Students will learn the technique of contemporary dance which they can incorporate into their choreography and perform effectively.



As choreographers, students employ the skills of problem-solving and creativity. Effective choreography requires imagination and the ability to create a motif which can then be developed using choreographic devices. In directing others, students develop their interpersonal skills as well as the ability to successfully structure a dance to communicate a message or theme.

As critics, students make informed decisions about the professional works they will study as well as their own choreography. They articulate their knowledge of the movement, costumes, set designs, accompaniment and lighting and explain how all of these components contribute towards the professional work. Viewing professional dances fulfils students' cultural entitlement and broadens their artistic experience.

The practical emphasis of 60% will enable candidates to actively and physically demonstrate their knowledge and experience in all three roles (performance, choreography and critical appreciation).

How will you be assessed?

| | | | |
|--------------------|--|-----|----------|
| Performance | Solo performance: 1 minute (2 set phrases) Duo/Trio performance: 3-5 minutes | 30% | Internal |
| Choreography | Solo choreography (2 minutes – 2 minutes 30 seconds) or group choreography (3 minutes – 3minutes 30 seconds). | 30% | Internal |
| Dance Appreciation | Written paper: 1 Hour 30 minutes | 40% | External |

Progression at 16+: GCSE Dance is a great platform to progress onto higher education in Dance, Performing Arts and PE, individualised professional training and being a part of community activities and projects. In addition, the skills acquired through the study of GCSE Dance such as teamwork, problem-solving, management and motivation of others, communication and expression are transferable to almost any career and further studies.

Mr M Robinson, Head of PE

GCSE Design & Technology: Product Design (AQA)

Please note you cannot take **both** Design & Technology qualifications.

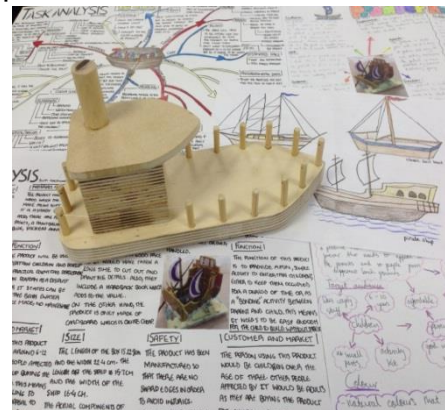
Course content and assessment:

Design & Technology is a practical subject area which requires the application of knowledge and understanding when developing ideas, planning, manufacturing products and evaluating them. This course has been designed to encourage candidates to be able to design and make high quality products with creativity and originality, using a range of materials and techniques. Packaging, labelling and instructions are encouraged as part of the complete design proposal and advertising, points of sale, etc. can be used to supplement the making experience and help create products which can be evaluated for their commercial potential.

Unit 1 (June of Year 11) This is a 2-hour written exam paper based on course theory and is worth 50% of the total GCSE mark.

Taught theory broadly consists of:

- Materials- paper, card and plastic
- Advertising and marketing
- Sustainability and the environment
- Manufacturing processes- including CAD/CAM
- Design and development



Unit 2: (June of Year 10) This is a design and make non-examined assessment task of approximately 35 hours that is worth 50% of the total GCSE mark. It consists of a single design and make activity that is chosen from a range of set contextual challenges by the exam board.

Progression at 16+:

This qualification can lead on to careers in furniture design, product design, industrial design, architecture, engineering and a range of practical trades such as joinery, carpentry and mechanics. It is also a useful pathway for studying A Levels and degrees in the design, technology and engineering sector.

Mrs A Cormack, Second in Technology

GCSE Design & Technology: Resistant Materials (AQA)

Please note you cannot take **both** Design & Technology qualifications.

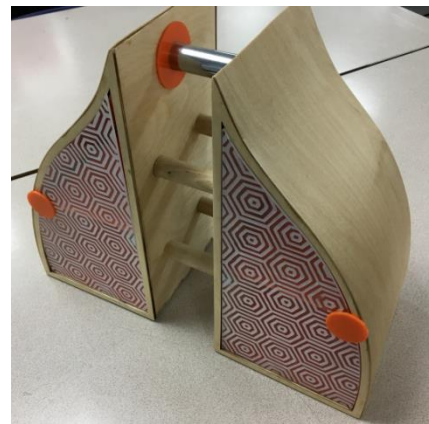
Course content and assessment:

Design & Technology is a practical subject area which requires the application of knowledge and understanding when developing ideas, planning, manufacturing products and evaluating them. This course has been designed to encourage candidates to be able to design and make high quality products with creativity and originality, using a range of manufacturing processes. The Resistant Materials strand of the subject mainly focuses around furniture design and includes a lot of practical activity.

Unit 1 (June of Year 11) This is a 2-hour written exam paper based on course theory and is worth 50% of the total GCSE mark.

Taught theory broadly consists of:

- Materials- wood, metal and plastic
- Joints and construction
- Tools and equipment
- Manufacturing processes - including CAD/CAM
- Design and development



Unit 2 (June of Year 10) This is a design and make non-examined assessment task of approximately 35 hours that is worth 50% of the total GCSE mark. It consists of a single design and make activity that is chosen from a range of set contextual challenges by the exam board.

Progression at 16+:

This qualification can lead on to careers in furniture design, product design, industrial design, architecture, engineering and a range of practical trades such as joinery, carpentry and mechanics. It is also a useful pathway for studying A Levels and degrees in the design and technology field.

Mrs A Cormack, Second in Technology

GCSE Drama (AQA)

You may be required to undertake a short audition for this subject.

Course content and assessment:

Key subject aims

- You will work imaginatively and creatively in collaborative contexts, generating, developing and communicating ideas.
- You will reflect on and evaluate your work and others.
- You will develop and demonstrate competence in a range of practical, creative and performance skills.



What will I learn and how will I be assessed?

Component 1: Understanding Drama

(40 % of GCSE, 80 marks)

- Knowledge and understanding of drama and theatre.
- Study of one set play from: *Blood Brothers*
- Analysis and evaluation of the work of live theatre makers.

Assessment:

Written exam: 1 hour and 45 minutes

Open book (a clean copy of the text is allowed in the exam).

Component 2: Devising Drama: Practical

(40 % of GCSE, 80 marks)

- Process of creating devised drama.
- Performance of devised drama (students may contribute as performer or designer).
- Analysis and evaluation of own work.

Assessment:

- Devising log (60 marks)
- Devised performance (20 marks)

Component 3: Texts in practice

(Practical 20%, 40 marks)

- Performance of two extracts from one play (students may contribute as performer or designer).
- Free choice of play but it must contrast with the set play chosen for Component 1.

Assessment:

Performance of Extract 1 (20 marks) and Extract 2 (20 marks)

What will I learn?

- How drama is created, including all the acting and staging skills that are needed to put a piece of drama onto the stage.
- How to create a character and play this character in a performance
- Life skills including teamwork, risk taking and confidently presenting yourself in public.

Progression at 16+:

After you have completed GCSE Drama you can go on to higher levels of study.

At Dallam we offer GCSE Drama and Theatre Studies at A Level. Doing Drama is not just about performing; previous students have also gone on to study subjects such as Law, Economics, Journalism, Literature, Science etc. and have gone in to a wide range of careers.

Mr C Walkden, Head of Drama

GCSE French (Edexcel)

Do you want to communicate with young people from other countries? Are you interested in working in an international company? Have you ever asked yourself if French kids listen to the same music as you? If you can answer yes to any of these questions, then GCSE French is the subject for you! Throughout the course you will build on the language knowledge and skills you have acquired in KS3 to enable you to communicate effectively in French and learn about life and culture in French speaking countries. Did you know French is the official language in 29 countries worldwide! So “Vive la difference” and join us for GCSE French.

Course content and assessment:

To succeed at GCSE you will develop your ability to speak confidently, enrich your vocabulary and grammar and acquire new knowledge, skills and ideas whilst developing an awareness and understanding of the different cultures in the French-speaking world. Via our links with French schools, you can discover how life is for students abroad which in turn helps you progress with your own learning.

You will study the following three modules:

- Identity & culture: family, leisure, technology
- Home and environment: healthy living, travel and tourism
- Current study and future plans: school, future career choices



All four skills have equal weighting and are 25% of your final grade. The examinations take place at the end of the two years in listening, reading and writing with a speaking exam assessed separately which you complete with your teacher. The new assessments also include translation into and from French. It is a varied course which allows you to really explore your interest in the French language and way of life.

Progression at 16+:

GCSE French is ideal preparation for A Level French or the NEW KS5 French Language for Business qualification both of which could lead to many university courses combining French with any other subject. Studying languages can lead to studying abroad and international careers in this competitive global workplace.

Ms G Cook, Head of Modern Foreign Languages

GCSE Geography (AQA)

Course content and assessment:

GCSE Geography seeks to energise and interest students by giving them an insight into the future. The course studies current issues of local, national and global importance and considers their future management.

Unit 1:

*Living with the physical environment

Written paper 35%.

- *The challenge of natural hazards* - investigates hazard and risk and studies how countries are affected by tectonic hazards
- *Physical landscapes in the UK* - the focus will be on coastal and glaciated landscapes in the UK
- *The living world* – students will study two large scale global ecosystems; tropical rainforests and tundra environments



Unit 2:

*Challenges in the human environment

Written paper 35%.

- *Urban issues and challenges* – students study the challenges of world population growth and urbanisation
- *The changing economic world* – looks at industrial development and the role of trans-national corporations
- *The challenge of resource management* – students will look at the increasing demand for resources such as water, food and energy

*Geographical skills will be integrated into the topics outlined above in both Units 1 & 2.

Unit 3: Geographical applications

Written paper 30%.

- Questions based on students' experience of fieldwork
- Issue evaluation - students will receive pre-release material in March based on a topical issue. They will have time in lessons to prepare for this section of the exam.

Progression at 16+

Geography is seen as a valuable subject by colleges, universities and employers due to the variety of skills acquired. The subject promotes problem solving and explores the issues affecting the wider world. Students who study GCSE Geography should be equipped to handle the changing world in which they live and the breadth of the subject allows it to be a strong subject for any career choice.

Ms A Farrell (Head of Humanities)

BTEC Tech Award in Health & Social Care (Pearson)

Course content and assessment:

This course has been designed to;

- Provide students with an overview of the health and social care sector
- Equip students with the skills they will need in the workplace or in further education or training
- Give students the technical knowledge, skills and understanding associated with Health and Social Care
- Empower students to take charge of their own learning and development
- Provide a range of teaching and learning and assessment styles to motivate students to achieve success.
- Include visits and placements to provide evidence as assessed coursework
- Introduce students to work related learning.



Delivery

- The Pearson BTEC Tech Award in Health and Social Care is taught over 120 guided learning hours (GLH) (equivalent in teaching time to 1 GCSE)
- It has two internally assessed components and one that is externally assessed
- Students will complete a portfolio of evidence using a variety of work related learning and practical activities
- To succeed you will need to be well organised, motivated and committed to this vocationally based course
- BTEC qualifications are graded at Pass, Merit and Distinction.

Core units over KS4

1. Human Lifespan Development (controlled assessment internal project, 33%)
2. Health and Social Care Services and Values (controlled assessment internal project, 33%)
3. Health and Wellbeing (controlled assessment external project, 33%)

Progression at 16+: This qualification will lead onto courses/employment in a wide range of careers such as health, nursing, social work, occupational health, physiotherapy, teaching, Early Years, play, family support work and many other people related careers. The BTEC Tech Award in Health and Social Care at KS4 progresses directly into the Level 3 BTEC National Diploma course that we offer in the Sixth Form.

Mrs J Hicks, Teacher in charge of Health and Social Care

GCSE History (Edexcel)

Course content and assessment:

This GCSE is an exciting course covering a diverse range of topics. The aim is to gain a broad perspective on the past by combining looking at change over a 1000-year period with studies covering different countries and time periods in detail. Our students develop very valuable skills from the course: the ability to analyse and explain why things happen; how to use and evaluate evidence in their writing; and how to reach justified judgements. All of these transferable skills make history a highly valued GCSE.



Paper 1 (exam, worth 30%):

Aim: The aim of this unit is to consider change over time in Britain. The topic focus will be on crime and punishment from 1000 onwards. This means examining why people committed crime during different periods and how society dealt with this.

This unit consists of two parts:

Section A: historic environment

This will involve a study of the famous crimes of Jack the Ripper in the East End of London; trying to understand how and why those crimes happened and how they were dealt with.

Section B: thematic study

This section looks at the big ideas that have affected crime and punishment over time using case studies such as the Norman Conquest, the Gunpowder Plot, Witch Trials and Victorian prisons.

Paper 2 (exam, worth 40%)

Aim: The aim of this unit is to give a wide perspective of the subject by covering one early period of British history and one study covering other countries from our own.

This unit consists of two parts:

Section A: Period study - Superpower relations and the Cold War, 1941-91:

This examines the causes of the conflict between the USA and the USSR that emerged after WWII. It also focuses on the times when the world came closest to nuclear war and how this was avoided. Finally, it looks at how the conflict came to an end.



Section B: British depth study – Anglo-Saxon and Norman England:

This covers the period directly before and after the Norman Invasion. This will look at why William won his victory against the English, how he kept control of the country afterwards, and how far life in England changed as a result.



Paper 3 (exam, worth 30%)

Aim: This aim of this unit is to examine, in depth, one of the key periods in the history of a country that shaped the twentieth century; looking at the causes, events and consequences of these vital developments.

Weimar and Nazi Germany, 1918-39

This topic tries to understand how and why Adolf Hitler was able to have the impact on the events of the twentieth century that he did. This is achieved by considering the following questions: What was the impact of WWI on Germany? How and why was Hitler voted in as leader of Germany? What impact did Hitler and the Nazis have on the German people?



Progression at 16+:

GCSE History is a highly respected GCSE that is especially useful if you are thinking of applying to university, as it is seen as a very strong subject. It can lead on to A Level or IB History, which covers a wider variety of periods than GCSE, and then on to a degree. Only a very small number of people with History degrees become historians or teachers; it is a popular route for people to become lawyers, managers, journalists, researchers, event organisers or to go into business.

Miss K Gribbin, Assistant Head of Humanities

WJEC Level 1 / 2 Vocational Award in Food: Hospitality and Catering

Course content and assessment:

This course will allow learners to gain knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful. There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, learners will also have the opportunity to develop some food preparation and cooking skills as well as transferable skills of problem-solving, organisation and time management, planning and communication. Through the two units, learners will gain an overview of the hospitality and catering industry and the type of job roles that may be available to assist them in making choices about progression.



The course is split into two units:

Unit 1: The Hospitality and Catering Industry

This is a written exam sat in June of Year 11

1 hour 30 mins – Max 90 marks – 40% of overall grade

This area will cover the following content:

- Understand the environment in which hospitality and catering establishments operate in relation to the structure of job roles and their requirements
- Understand how hospitality and catering establishments operate in relation to the kitchen brigade and front of house
- How hospitality and catering establishments meet health and safety requirements and identify personal safety risks and responsibilities.
- How food can cause ill health in relation to food allergies, intolerances, and food poisoning
- How hospitality and catering establishments can meet specific requirements for customers

Unit 2: Non Exam Assessment (NEA)

Internally assessed by the teacher and externally moderated.

This practical exam is to plan, cook and serve two complete dishes (with accompaniments) in Year 11.

The unit will take place over 9 hours, including a 3-hour practical exam.

The outcome will make up 60% of overall grade awarded.

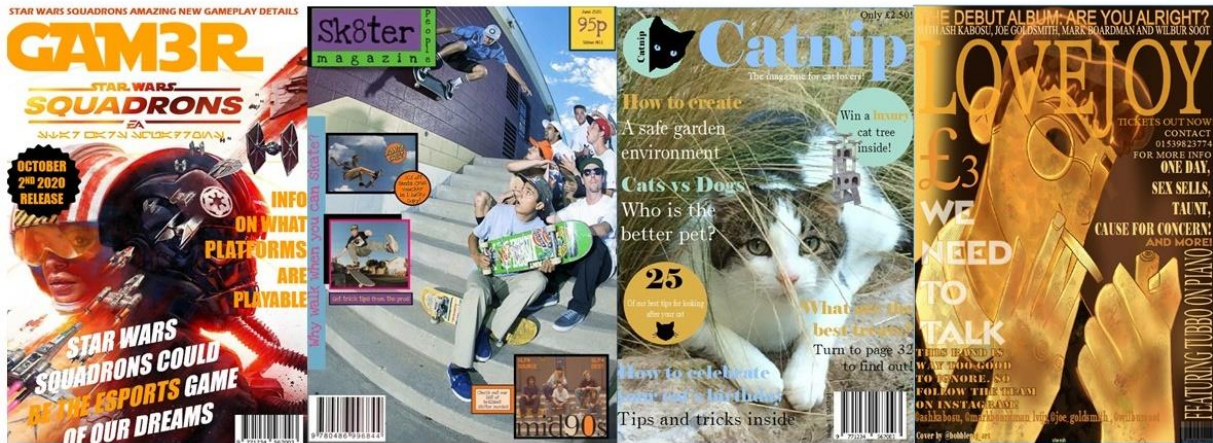
Progression at 16+:

This qualification could be an ideal pathway for careers such as being a chef, food styler, Food Technology teaching Environmental Health, hospitality management, food buyer, recipe developer and food journalist to name just a few.

Miss S Edwards, Teacher of Food Technology

BTEC Level 1/2 Tech Award in Media Studies (Creative Digital Production)

Course content and assessment:



The media surrounds our lives every day and by studying this course you will be able to understand how you are influenced by it, and how to create products that influence others.

Component 1: Exploring media products

- This unit is worth 30% of the final grade and is assessed through a series of internally marked assignments.
- **Aim:** To learn about the sector and investigate media products across a number of sub-sectors, including audio/moving image, publishing and interactive.
- **Content - based on pre-released topic:** You will explore the content and purpose of media products, with a particular focus on digital products. You will learn how to consider the style and use of digital design principles through the production process.

Component 2: Developing digital media production skills

- This unit is worth 30% of the final grade and is assessed through a series of internally marked assignments.
- **Aim:** To develop technical skills and techniques in your chosen discipline. You can choose from audio/moving image, publishing and interactive.
- **Content:** You will learn to experiment with a variety of different media production skills and techniques and be given the opportunity to apply what you have learnt to create a final piece of media. The process will also allow for you to learn about how we reflect on our progress and how reflection can help improvement our production work.

Component 3: Create a media product in response to a brief

- This unit is worth 40% of the final grade and is externally assessed through the completion of tasks which are set by given brief.
- **Aim:** To apply the digital skills and techniques learnt from the previous two units by responding to a digital media brief.

- **Content:** You will learn how to respond to a media brief and from that how to plan and apply your ideas to a production. You will also learn how to justify your chosen process and reflect on the outcomes of the project.

Progression at 16+: The Level 1/2 BTEC Tech Award in Creative Media

Production provides excellent preparation for the Level 3 course which could lead to many university courses such as Media Studies, Communications, Film, Animation, Web or Graphic Design. Studying Media can lead to careers across the vast media industry (at present worth around £977 billion globally) such as web design, journalism, advertising, marketing.

Mrs K Hennessy-Garside, Head of Media Studies

GCSE Music (AQA)

You may be required to undertake a short audition for this subject.

Course content and assessment:

The Music course is accessible to all types of musicians with 30% of the marks being gained from practical performances which are recorded. Music is a good choice for both instrumentalists and singers. Developing and applying the musical knowledge, understanding and skills set out in the specification will ensure students can form a personal and meaningful relationship with music. They will be encouraged to engage critically and creatively with a wide range of music and musical contexts and reflect on how music is used in the expression of personal and collective identities. You will be offered instrumental/vocal lessons as part of the course.

Component 1: Understanding music

(Listening exam, 1 hour 30 minutes, 40% weighting)

Content overview

- Introduction to GCSE: Musical elements, musical contexts and musical language
- Area of Study 1: Western Classical Music 1650-1910
 - The Coronation Anthems and Oratorios of Handel
 - The Orchestra Music of Haydn, Mozart and Beethoven
 - The Piano Music of Chopin and Schumann
 - The Requiem of the Late Romantic Period
- Area of Study 2: Popular Music
 - Rock Music 1960s and 1970s
 - The Music of Broadway 1950s - 1990s
 - Film and Gaming Music 1990s - Present Day
 - The Music of Broadway 1950s - 1990s
- Area of Study 3: Traditional Music
 - Blues Music 1920s - 1950s
 - Fusion Music Incorporating African and/or Caribbean Music
 - Contemporary Latin Music
 - Contemporary Folk Music of the British Isles
- Area of Study 4: Western Classical Music 1910 onwards
 - The Orchestral Music of Aaron Copland
 - The British Music of Arnold, Britten, Maxwell-Davies and Tavener
 - The Orchestral Music of Zoltan Kodály and Béla Bartok
 - The Minimalist Music of John Adams, Steve Reich and Terry Riley

Set works:

- Mozart Clarinet Concerto, *'iii. Rondo'*
- Extracts from Little Shop of Horrors, *'Prologue/Little Shop of Horrors'*, *'Mushnik and Son'*, *'Feed Me'*

Assessment overview

The paper is comprised of two sections:

- Section A: Unfamiliar listening (72 marks) 8 questions based on the areas of study
- Section B: Study pieces (24 marks) 2 questions based on the set work pieces

Component 2: Performing

(Non-examined assessment: internally marked and externally moderated 30% weighting)

Content overview

- Solo performing
- Ensemble performing
- Approaches to performing

Assessment overview

- Students perform for at least four minutes combined duration
- Solo performance: this must be of at least one minute in duration, and may comprise one or more pieces
- Ensemble performance: this must be of at least one minute in duration, and may comprise one or more pieces

Component 3: Composing

(Non-examined assessment: internally marked and externally moderated 30% weighting)

Content overview

- Developing musical ideas
- Compositional techniques and strategies
- Ensuring technical control and coherence
- Methods of notating composition scores

Assessment overview

- Students compose two compositions, of at least three minutes combined duration
- One composition to a brief set by the exam board, of at least one minute in duration.
- One free composition set by the student, of at least one minute in duration.

Progression at 16+:

GCSE Music is ideal preparation for A Level or BTEC Music which will lead to many university or music college courses. It is also suitable for students who wish to further their knowledge of music and have a well-rounded foundation for any future career path.

Careers in music include a vast range of possibilities such as teaching, freelance performing, music therapy and music journalism. There are also many options in of careers in the music industry such as artist management, event administration, and music production.

Mr B Parker, Head of Performing Arts

GCSE Religious Studies (AQA)

Course content and assessment:

Our GCSE covers two religions (Christianity and Islam) and four contemporary ethical themes ensuring you have a diverse choice of intriguing subjects to explore. You will be challenged with questions about belief, values, meaning, purpose and truth, and be encouraged to develop your own attitudes towards religious issues. You will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. You will be encouraged to develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study.

Component 1: Study of religions – beliefs, teachings and practices

- Written exam: 1 hour 45 minutes
- 96 marks plus 5 marks for spelling, punctuation and grammar (SPaG)
- 50% of GCSE

Students will study the beliefs and teachings of both religions and they will learn to refer to scripture and/or sacred texts where appropriate. Students will study the influence of the beliefs and teachings on individuals, communities and societies. They will also look at common and divergent views within both religions in the way beliefs and teachings are understood and expressed.

Component 2: Thematic studies

- Written exam: 1 hour 45 minutes
- 96 marks plus 5 marks for Spelling, punctuation and grammar (SPaG)
- 50% of GCSE

Theme A: Relationships and families - Sex, marriage and divorce - Families and gender equality

Theme B: Religion and life - The origins and value of the universe - The origins and value of human life

Theme D: Religion, peace and conflict - Religion, violence, terrorism and war - Religion and belief in 21st century conflict

Theme E: Religion, crime and punishment - Religion, crime and the causes of crime - Religion and punishment

Progression at 16+:

GCSE Religious Studies is ideal preparation for A Level Philosophy of Religion and Ethics, the Theory of Knowledge component of the IB and any humanities or social science subject. Religious Studies is valued by universities as an academic subject which is very skills based and, therefore, could lead to many university courses such as Religious Studies, Philosophy, Theology and History.

Ms A Farrell, Head of Humanities

GCSE Spanish (Edexcel)

As the fourth most spoken language in the world, Spanish is a fantastic skill to have both personally and professionally. Despacito; churros and nachos; Antonio Banderas (Spy kids and yes, he is Puss in Boots in Shrek); every day we hear the music, eat the food, watch the actors from the Hispanic world that have exploded into our culture and society. If you want to learn the song lyrics, talk to Spanish kids your age, maybe one day work in the global markets, then GCSE Spanish is your way forward.

Course content and assessment:

To succeed at GCSE, you will develop your ability to speak confidently, enrich your vocabulary and grammar and acquire new knowledge, skills and ideas whilst developing an awareness and understanding of the different cultures in the Spanish-speaking world. Studying both Spain and Latin America, you will learn how life compares in other countries. Via our links with Spanish schools, you can discover how life is for students abroad which in turn helps you progress with your own learning.

You will study the following three modules:

- Identity & Culture: family, leisure, technology
- Home and Environment: healthy living, travel and tourism
- Current study and future plans: School, future career choices

All four skills have equal weighting and are 25% of your final grade. The examinations take place at the end of the two years in listening, reading and writing with a speaking exam assessed separately which you complete with your teacher. The new

assessments also include translation into and from Spanish. It is a varied course which allows you to really explore your interest in the Spanish language and way of life.

Progression at 16+:

GCSE Spanish is ideal preparation for A Level Spanish or the NEW KS5 Spanish Language for Business qualification both of which could lead to many university courses combining Spanish with any other subject. Studying languages can lead to studying abroad and international careers in this competitive global workplace.

Ms G Cook, Head of Modern Foreign Languages



Cambridge National Certificate - Level 1/Level 2 in Sport Studies (OCR)

A commitment to extra-curricular sport is required.

Course content and assessment:

Cambridge Nationals in Sport are targeted at 14-16 year olds in a school environment. They're available as an Award and a Certificate, with the Certificate being the same size as a GCSE. They use both internal and external



assessment and meets the Department of Education's requirements for attainment tables and headline performance measures. Additionally, they are popular and effective because they engage learners to take responsibility for their own learning and to develop skills that are essential for the modern-day workplace. These skills include: team work; working from a prescribed brief; working to deadlines; presenting information effectively; and accurately completing administrative tasks and processes. Cambridge Nationals motivate learners, and open doors to progression into further study and responsibility within the workplace.

Course structure

Core units

- Each qualification has core units totalling 60 guided learning hours.
- These compulsory core units cover the body of content that employers and educators within the sector consider essential for 14–19-year-old learners.
- There are usually two contrasting types of core unit. One type focuses on essential knowledge and the other type focuses on applying essential vocational skills.
- One of the core units is externally assessed.

Optional units

The remainder of the qualification consists of specialist units.

Mr M Robinson, Head of Physical Education