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# Dallam Sixth Form

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## Curriculum options and guidance

For students starting courses in  
Sept 2024



Dallam  
School

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## An Introduction by the Sixth Form leadership team

*“Our aim is to develop confident young people, capable of independent learning, ready and willing to operate as responsible and effective members of the community and equipped for the challenges of life after Sixth Form.”*

Life in the Sixth Form at Dallam will provide an exciting and hugely rewarding experience, that will not only prepare you for the rigours of A-level and/or BTEC study, but will equip you with the life skills that will enable you to flourish whatever your chosen career path may be. The Sixth Form is a time to develop your personal talents and interests, your independent approach to study, and your skills of leadership and teamwork so that you are ready to take on the challenges of life beyond the school gates. The two years in the Sixth Form act as a bridge between the relatively ordered style of GCSE courses and the much freer life at university and beyond.

Dallam Sixth Form is committed to provide the highest quality of education and to offer opportunities to students who have the ambition, motivation and desire to live life to the full. The student working together with their friends, parents/carers and teachers will be key to success. Please visit our website, [www.dallamschool.co.uk/sixth-form/](http://www.dallamschool.co.uk/sixth-form/), to watch our video and find out all about our Sixth Form.

### Outline of the Post-16 Curriculum

In Year 12, students study three subjects plus either the volunteering award or one of the academic enrichment options detailed below. For more details on these options, please see [pages 34-39](#). Note; four subjects is also possible, following discussion and agreement with the Head of Sixth Form.

<b>Core Mathematics</b>	<b>Extended Project Qualification</b>	<b>Languages for Business</b>	<b>Sports Leadership Award</b>
The new Core Maths Level 3 qualification is for students who have passed GCSE at grade 5 or above but have decided not to study A-level Mathematics.  It supports the content in other subjects, notably the sciences, Geography, Psychology and Business.  By studying Core Mathematics, students will have a wider choice of careers pathways and be better equipped for many university courses.	The EPQ is a standalone qualification designed to stretch and challenge students and introduce them to independent project management.  It helps to develop critical, reflective and independent students. In this qualification; planning, research, critical thinking, analysis, synthesis, evaluation and presentation skills are developed.  The qualification is worth the equivalent of an AS-level and is highly regarded by universities and employers.	A fantastic opportunity to get involved in a new and innovative Ofqual approved qualification.  The course is practical and meaningful, promotes independent, confident and effective linguists and encourages learners to use language skills for career enhancement and economic benefit.  The qualification is graded at Pass, Merit or Distinction combining six end of module assessments and a final exam.	This course gives students the opportunity to learn the skills needed to plan and deliver sessions for specialist community groups and schools and to develop student knowledge on coaching/leading on different sports.  The Sports Leaders UK Level 3 Award in Higher Sports Leadership can be undertaken in Year 13 and is a nationally recognised qualification, worth 16 UCAS points.

As part of the curriculum, there is an opportunity for students to focus on and develop other skills and attributes that will have a considerable impact on personal growth. To that end, we expect all our Sixth Form students to undertake aspects the following areas of personal development during their time with us:

- Personal wellbeing (including transition)
- Careers and finance
- Healthy living
- Relationships and sex education
- Citizenship and ethics
- Personal safety

## **Leadership**

All students at Dallam Sixth Form are given the opportunity to develop their leadership and personal skills to help them to be incredibly successful young adults. We firmly believe that leadership and character development are intertwined; good leaders are people of good character, and people of good character make good leaders.

At Dallam, we have a specific set of values that are at the core of all features of school life. We encourage our students to demonstrate these values in all aspects of their work and behaviour.

Our values:

- Courage (be brave)
- Respect (others, self and environment)
- Compassion (be kind)
- Endeavour (strive for excellence)
- Integrity (be honest)

All our student leadership activities are designed to develop:

- self-confidence
- self-esteem
- personal responsibility.

Dallam Sixth Form student leadership promotes democracy and autonomous decision making across the school. Within the school students apply for specific leadership roles and are selected via a democratic process by staff or their peers depending on the role. Student leaders work closely with staff to prioritise issues and projects related to the school. Doing this ensures that the school community focusses its efforts around issues that are important to everyone in school. There are many personal development benefits to Dallam's student leadership opportunities. Through Dallam's student leadership opportunities our students benefit by learning:

- to lead others with respect, care and integrity
- to be an effective communicator
- to advocate on behalf of others
- important transferrable skills in preparation for working life
- how to be an active citizen
- to understand what it means to have a position of responsibility
- the importance of compassionate leaders.

Student leadership roles at Dallam:

- Head Students
- Student Leadership Team
- Subject Ambassadors
- Senior Prefects

Additional leadership opportunities:

- Sports Leadership programmes
- Duke of Edinburgh scheme
- Languages for Business course
- Work experience (both face to face and virtually)
- LinkedIn champions
- Aim High higher education programmes

All our initiatives around leadership help students to find themselves, their voice and to learn how to work with other people. We want our students to believe in themselves and go on to be the future leaders of business, charities, Secretary of States and/or the Prime Minister!

### **Get Involved**

Participation in the wide range of societies, sports and activities outside of the classroom is an essential part of being a Sixth Form student. These areas will enrich your experience immensely; they will help you to enjoy life and support your academic studies; and they will also help you to develop vital skills, in leadership, in team-work and collaborative learning that are highly valued in later life. All these skills are sought after by both universities and employers and so being able to evidence them is key.

We hope that anyone joining Dallam Sixth Form will look for the opportunity to learn new skills and contribute to the school community. The aim for each student is to leave Sixth Form with the utmost preparation, not only for the continuation of their academic career at university or in the workplace, but also as mature, confident and responsible members of society ready to take on the world.



Abbie Wilcock  
Assistant Headteacher & Head of Sixth Form



Sophie Edwards  
Deputy Head of Sixth Form

## Curriculum pathways: A-level vs. BTEC courses

Explore the differences between A-level and BTEC qualifications, which would suit you best, where they could take you and how universities view each of them.

### What's the difference between BTECs and A levels?

Broadly speaking, BTEC qualifications start to prepare you for a specific career, whereas A-levels aim to give you a solid academic grounding in a given subject. However, some BTECs can be quite academic too, depending upon the subject and the specific modules taught. BTECs revolve around coursework and – often – work experience, whereas A-levels are much more classroom-based and tend to be assessed largely via final exams.

### Are BTECs easier than A-levels?

Don't choose a BTEC expecting an easy life. The top grade – D\* – is treated as equivalent to an A\* at A-level and the lowest grade – P – is equivalent to an E (a pass at A level). You'll also have to work very steadily throughout your course due to the continuous assessment methods. BTECs certainly aren't the lazy way to an equivalent grade in the same subject.

Of course, there may be a subject that you personally would be very good at that is available as a BTEC but not as an A-level. If this is the case, you might find a BTEC easier due to the good match between you and your subject.

To figure out whether you'd find a BTEC easier than A-levels, think about what works for you personally in terms of teaching and assessment style, and what motivates you. These are likely to have a significant effect on the grades you get.

### What is the teaching and assessment like?

Are you happy learning about new topics as abstract concepts, or do you find them easier to get your head around if you have hands-on examples and experiences? A-levels tend to be more abstract and BTECs more hands-on. If you score much more highly in coursework than exams, a BTEC may suit you better but if you get your highest marks in exams, A-levels are a good bet.

### What motivates you to work hard and push yourself?

If a love of learning for its own sake motivates you to work hard and push yourself then consider A-levels. However if you would like to develop skills and knowledge that are directly relevant to working life, then a BTEC would be better suited to you.

### Where can a BTEC take me?

After completing a BTEC Level 3 course, you can either look for work immediately (whether as an apprentice or in an entry-level job) or go to university before starting your career. BTECs are more practical than A-levels and can include elements of work experience, which should help give you the skills and knowledge that employers in the relevant career area look for.

If you choose to go to university, and haven't taken A-levels as well as a BTEC, it will probably be to study a subject that relates to your BTEC and is vocational (focused on a specific career – e.g. nursing or business studies) rather than academic.

### A-levels vs BTEC – are you ready to specialise?

One key difference between BTECs and A levels is that BTECs are very focused on a particular career area, whereas A-levels are broader qualifications that could lead in a number of different

directions. Are you comfortable deciding on your future career now, or would you prefer to keep your options open?

For university entry, A-levels in academic subjects tend to be the best at keeping doors open to studying a range of different subjects at degree level. Taking a BTEC Extended Certificate plus two A-levels might suit you better if you're attracted to the idea of a BTEC but don't want to make a firm career commitment at this stage.

If you're ready to specialise and choose a BTEC, it's worth researching whether there will be many relevant jobs available locally – even if you plan to go to university first. If not, are you happy to move to another part of the country?

### **Do universities accept BTEC qualifications?**

Many universities are in theory happy to accept BTECs for entry onto undergraduate courses. However, for courses that are academically focused and/or place a lot of weight on exams, BTECs may not be regarded as the best preparation.

Just because a university says that it accepts BTEC qualifications, it doesn't necessarily mean that all staff regard them as highly as A-levels. In practice, when choosing between applicants, some admissions tutors may favour those with more traditional academic qualifications, particularly for more traditional academic courses.

Many university courses specify that you must have A-levels in particular subjects in order to apply. Even if you've studied relevant topics in your BTEC, these won't always be accepted as an alternative. In other cases universities may ask you to list which specific modules you've taken, as different schools teach different ones.

### **In summary...**

If you're ready to decide your career direction, prefer practical learning to lots of theory and perform better in continual assessment than exams, then a BTEC could be a good fit for you. However, if you want to keep your options for careers and/or university study as open as possible, A-levels may be your best bet. If you have any further questions to help you decide on your options, please speak with your current subject teachers, form tutor or contact any member of the Sixth Form team.

## Higher Education and Careers Advice

If you have a particular career or course in mind it is important that you research carefully what qualifications are required. Details of all courses in UK universities and colleges of higher and further education are available on the UCAS (University and Colleges Admission Service) website ([www.ucas.com/search](http://www.ucas.com/search)). The Heads of Department and teachers of relevant subjects will also be happy to help and advise.

The table below gives guidance on the A-Level subjects necessary (or often preferred) for a range of degree choices. The table is not meant to replace use of the website noted above; institutions differ in their entry requirements, so individual research is still recommended. Another good place to start your research is the Informed Choices website ([www.informedchoices.ac.uk](http://www.informedchoices.ac.uk)).

Archaeology	No specific A-level requirements
Architecture	Art usually required & portfolio; Maths preferred; Physics sometimes preferred, or Product Design solely
Art	Foundation Art necessary & portfolio
Biochemistry	Chemistry required; Biology usually preferred;
Biological Sciences	Chemistry required; Biology preferred; Maths sometimes preferred
Biology	Biology required; Chemistry usually required
Business / Management	Maths often preferred
Chemistry	Chemistry required and another science, often Biology; Maths often preferred
Classical Studies	Neither Latin nor Greek required
Dentistry	Chemistry and Biology nearly always required
Economics	Maths preferred (some prefer Further Maths); Economics not always necessary,
Engineering	Maths & Physics required; some prefer Further Maths
English	English required
Interior Design	Product Design or Art
Modern Languages	French required for a French degree; German and Spanish almost always required for a degree in those languages; all others can be ab initio (& combined) but a language at A-level is required
Game Designer	Computing, Maths
Geography	Geography usually required
History	History usually required
Law	No specific A-level requirements; breadth often welcomed; English sometimes preferred
Mathematics	Mathematics required; Further Maths preferred
Medicine	Chemistry required; Biology usually required; a third Science (Maths or Physics) sometimes preferred
Pharmacy	Chemistry required and usually another science
Physics	Physics and Maths required; some prefer Further Maths
Psychology	A Science often required; Maths sometimes preferred
Sports Science	A Science usually required; PE sometimes preferred
Teaching	Subject of what you want to teach is needed, or a variety for Primary
Theology / Philosophy	No specific A-level requirements
Veterinary Medicine	Biology, Chemistry required; a third Science (Maths or Physics) sometimes preferred



## Which Subjects Should I Choose?

This is an important decision so there are factors which should be carefully considered before students make this choice.

**Career pathway:** Students should do their research and ensure that subject combinations do not restrict future ambitions ([www.prospects.ac.uk](http://www.prospects.ac.uk))

**Degree requirements:** Some degrees require specific subject choices post-16 and it is important that students have considered this in their choices ([www.informedchoices.ac.uk](http://www.informedchoices.ac.uk))

**InGepgraphyterest:** Studying at this level will require students to immerse themselves in wider reading and independent study. It is very important that students enjoy the subject above all else.

**Viability:** You will need to choose three A-level and/or BTEC subjects, each from a *different subject block*. The subjects in an option block are taught at the same time, meaning your selection of three courses must come from different blocks.

A	B	C	D	E
Mathematics	Art	Chemistry	<b>Criminology</b>	<b>Biology</b>
Music	<b>Biology</b>	English Language	French	Business
Photography	Computing	Further Maths	History	Drama
Sociology	<b>Criminology</b>	Product Design	Media Studies	Geography
Spanish	Dance	<b>Psychology</b>	P.E.	Health and Social Care
	English Literature	Travel and Tourism	Physics	<b>Psychology</b>

NOTE: Subjects in blue appear in more than one option block, subjects in grey are our vocational courses.

## Information by Subject (including entry requirements)

The minimum academic requirements to study a full programme (three (or four) main subjects plus an enrichment option) at Dallam Sixth Form are:

1. A minimum of five GCSE grades 9-4, with at least a grade 4 in English and Mathematics
2. The 'essential' GCSE grade(s) described for each subject in the subject information below.  
Students with the 'preferred' GCSE grade(s) will find the transition into A-level and/or BTEC study much smoother.

Once you are ready to submit your options for Year 12, please complete the options form, available here: <https://tinyurl.com/dallamsixthapply2024>

# ART AND DESIGN

## HEAD OF DEPARTMENT

Mrs S Peacock

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## TYPE OF QUALIFICATION

A-level

## EXAM BOARD

AQA

## SPECIFICATION

[Click here](#)

## ENTRY REQUIREMENTS

*Preferred:* GCSE Art grade 6

*Essential:* GCSE Art grade 5



## AIMS OF THE COURSE

The aims of this course are to:

- introduce students to a range of practical skills in 2 and 3 dimensions
- understand the process of creating art from initial idea to final outcome
- gain knowledge and understanding of the work of artists and designers both past and present and to use this knowledge to inform their own work
- develop confidence and independence when making decisions and creating art.

## COURSE OUTLINE & ASSESSMENT

Component 1 : Personal Investigation (60% of A-level marks)

Practical work supported by a 1000-3000 word essay

Component 2 : Externally set assignment (40% of A-level marks)

Preparatory period and 15 hours supervised time

## CAREER PROSPECTS

The A level Art, Craft and Design course is accepted for a wide range of university courses.

Students have gone on to study for Art related courses such as the pre-degree Foundation Course in Art and Design and degree courses including Fine Art, Architecture, Graphic Design, Illustration, Textiles, 3D design, Photography, Product Design and Digital Media. A level Art is also widely accepted for academic subjects such as English, History and Law.

## SUBJECT ENRICHMENT



### Something to think about...

What is the importance of art in society today?



### Something to listen to...

Art Matters podcasts ([www.artuk.org](http://www.artuk.org)) created by Ferren Gibson exploring the interesting ways art meets popular culture and non-traditional art topics. Recent podcasts include: Art and Tattoos, Art References in Recent Hip Hop, Hair Trends Throughout Art History.



### Something to read...

Tate Galleries: Tate Modern, Tate Britain, Tate Liverpool, Tate St Ives ([www.tate.org.uk](http://www.tate.org.uk)), The Yorkshire Sculpture Park (<https://ysp.org.uk/>) and The Royal Academy of Arts ([www.royalacademy.org.uk](http://www.royalacademy.org.uk)).



Find out more

Skills and qualities

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# BIOLOGY

## HEAD OF DEPARTMENT

Mr A Hoyle

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## TYPE OF QUALIFICATION

A-level

## EXAM BOARD

OCR

## SPECIFICATION

[Click here](#)

## ENTRY REQUIREMENTS

*Preferred:* GCSE Biology grade 6 or combined science grade 65

*Essential:* GCSE Biology grade 5 or combined science grade 54



## AIMS OF THE COURSE

The aims of this course are to:

- encourage candidates to develop their interest in an enthusiasm for Biology, including developing an interest in further study and careers in Biology
- appreciate how society makes decisions on scientific matters, and will understand how Biology contributes to the economy and wider society
- develop skills and knowledge relating to “How Biology works” and how different areas of Biology relate to each other
- develop potential to go on and study Biology at university level.

## COURSE OUTLINE & ASSESSMENT

The A Level Biology course consists of:

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

Students will sit 3 exams at the end of Year 13. Practical skills are assessed separately with a “pass” or “fail” recorded on the certificate.

## CAREER PROSPECTS

The A level Biology is accepted for a wide range of university courses. Biology students have gone on to study many different science related courses including Medicine, Biomedical Sciences, Neurobiology, Microbiology, Zoology, Veterinary Science, Radiography and Physiotherapy. Some students have followed a non-science path to study subjects such as Law, Management, Art, Business and many more. Note; some university Biology courses expect students to have an A-level in Chemistry as well as Biology.

## SUBJECT ENRICHMENT



### Something to think about...

What does it mean to be alive? Should we take more action to protect the Biodiversity on our planet? How far should Biologists go in the manipulation of an organism's genome?



### Something to listen to...

[The Natural Selection](#) podcast

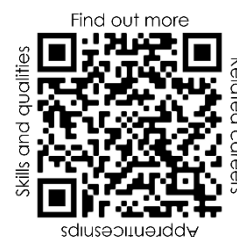
[Infinite Monkey Cage](#) podcast

[Horizon documentaries](#) available on the BBC iPlayer



### Something to read...

Oxford University Press [transition pack](#), [@AngiePeahen booklet](#), [PiXL booklet](#), Open University Press Science [skills pack](#), and Shelley Parry's [enrichment](#) from Y11 to Y12.



# BUSINESS

## HEAD OF DEPARTMENT

Mr R Blyth

[r.blyth@dallamschool.co.uk](mailto:r.blyth@dallamschool.co.uk)

## TYPE OF QUALIFICATION

A-level

## EXAM BOARD

Edexcel

## SPECIFICATION

[Click here](#)

## ENTRY REQUIREMENTS

*Preferred:* GCSE English and Maths grade 5

*Essential:* GCSE English and Maths grade 4



## AIMS OF THE COURSE

The aims of this course are to:

- excite your interest in international business, world affairs and economics
- link to events going on in the world today
- develop your skills of understanding, analysis, your written communication
- improve your longer essay style responses
- develop presentation skills, especially important for all areas of work

## COURSE OUTLINE & ASSESSMENT

Theme 1: Markets and People - supply and demand, recruitment and motivation

Theme 2: Managing the Business - including finance and external influences

Theme 3: Business Decisions and Strategy – including objective growth

Theme 4: Global Business – including global market and business expansion

The exams are based on real companies as examples and relate to real world business problems and issues.

## CAREER PROSPECTS

A-level Business is accepted as a qualification for courses in all subjects by all universities. If you choose to specialise in Economics or Business related subjects at university, it will lead to a wide range of career opportunities. It is one of the most competitive subject areas for applications at present and tends to lead to good graduate salaries. A degree in this subject area can lead onto careers in

management, business, engineering, journalism, the law, the media, politics, the police force, the Civil Service, advertising, teaching. Past Dallam students of Business are making successful careers in all of these areas.

## SUBJECT ENRICHMENT



### Something to think about...

Do businesses have a moral obligation to a wider group of people than just their shareholders/owners? To what extent does globalisation take wealth from the middle class of the western countries and transfer it to the middle classes of newly industrialising countries?



### Something to listen to...

In Business links - [Making fashion sustainable](#) , [Is the UK up for sale?](#) and [Could Carbon offsetting save the world's forests?](#)

And of course DRAGON'S DEN and THE APPRENTICE (although both are more a TV show than a business really!)



### Something to read...

[www.bbc.co.uk/news/business](http://www.bbc.co.uk/news/business) constantly updates. Pick any stories that interest you, just read and do it often.

'The Undercover Economist' by Tim Harford is an easy read. The book (or audiobook) is broken into chapters and you don't need to read the lot in one go.



# CHEMISTRY

## HEAD OF DEPARTMENT

Mr A Hoyle

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## TYPE OF QUALIFICATION

A-level

## EXAM BOARD

OCR

## SPECIFICATION

[Click here](#)

## ENTRY REQUIREMENTS

*Preferred:* GCSE Chemistry grade 6 or combined science grade 65

*Essential:* GCSE Chemistry grade 6 or combined science grade 55



## AIMS OF THE COURSE

The aims of this course are to:

- encourage your interest in Chemistry
- develop potential to study Chemistry related subjects at university
- extend your knowledge
- develop your skills of problem solving, handling data, and your practical techniques
- ensure you achieve the best A level grade you can

## COURSE OUTLINE & ASSESSMENT

Module 1 – Development of practical skills in chemistry

Module 2 – Foundations in chemistry

Module 3 – Periodic table and energy

Module 4 – Core organic chemistry

Module 5 – Physical chemistry and transition elements

Module 6 – Organic chemistry and analysis

Practical work is embedded throughout the course and assessed separately through the practical endorsement award recorded on the A Level certificate.

## CAREER PROSPECTS

As well as studying pure Chemistry at degree level there are a range of chemistry-based subjects such as environmental chemistry, biochemistry and medicinal chemistry. A number of university courses either specifically require or find it desirable to have an A level in Chemistry; these include medicine, veterinary medicine, dentistry, pharmacy, chemical engineering and biological sciences. Chemistry is also appreciated by admissions tutors in many other subjects, for example Law, due to its logical discipline.

## SUBJECT ENRICHMENT



### Something to think about...

Will humans ever be able to synthesise chemicals in the same way nature can? How should Chemistry shape the sustainable development of our planet? Will we ever design the perfect drug? How would life be different without Chemistry?



### Something to listen to...

Royal Society for Chemistry Podcast ([click here](#))

Periodic table podcast ([click here](#))

Entropy (Order and Disorder) Energy ([click here](#))

Secrets of the Super Elements ([click here](#))



### Something to read...

Royal Society of Chemistry [website](#)

New Scientist [magazine](#)

SENECA Learning - [enrol](#) on the OCR A-level Chemistry course

A-level Chemistry Revision [site](#)



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Skills and qualities

Related careers

Apprenticeships

# COMPUTING

## HEAD OF DEPARTMENT

Mrs N Oliver

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## TYPE OF QUALIFICATION

BTEC Extended Certificate

## EXAM BOARD

Pearson

## SPECIFICATION

[Click here](#)

## ENTRY REQUIREMENTS

*Preferred:* GCSE Computer Science grade 6

*Essential:* GCSE Computer Science grade 5



## AIMS OF THE COURSE

BTEC's offer a practical approach, by applying learning to real-life situations. Students have to undertake a number of units for which they present evidence, based on actual work and studies. This allows them to demonstrate their skill and knowledge.

## COURSE OUTLINE & ASSESSMENT

The qualification consists of four units and includes three mandatory units and one optional unit.

Mandatory Units:

- \* Principles of Computer Science
- \* Fundamentals of Computer systems
- \* IT systems Security and Encryption

Optional Units; students will do one from the following:

- \* Human Computer interaction
- \* Digital Graphics and animation
- \* Computer Games development
- \* Website development
- \* Mobile App Development
- \* System Analysis and design
- \* Managing and supporting systems

Assessment

2 assignments - set and marked by Dallam - Students complete a series of tasks set in a work-related scenario. 2 written exams - set and marked by Edexcel - Students draw on essential information to create written answers to practical questions in exam conditions.

## CAREER PROSPECTS

University courses include BSc Computing Science, BA Computer Arts, BSc Computer Games Technology, BSc Computer Graphics, Vision and Games and BA Business. Jobs in the ICT sector include: Computer games developer, Computer games tester, E-learning developer, Forensic Computer analysts, IT Project Manager, Media Researcher, Web Developer.

## SUBJECT ENRICHMENT



### Something to think about...

Is it possible to create a program that can look at the code of any other program and decide if that other program will ever stop running?



### Something to listen to...

The 'Infinite Monkey Cage' has lots of fascinating insights on Tech topics from AI to big data. Available on iTunes.



### Something to read...

'Brown Dogs & Barbers: What's Computer Science All About?' A great introduction to lots of Computer Science concepts or try YouTube Computer Science crash course.





# CRIMINOLOGY

## TEACHER IN CHARGE

Miss S Wootton

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## TYPE OF QUALIFICATION

WJEC Applied Diploma

## EXAM BOARD

WJEC

## SPECIFICATION

[Click here](#)

## ENTRY REQUIREMENTS

*Preferred:* GCSE English and Maths grade 5

*Essential:* GCSE English and Maths grade 4



## AIMS OF THE COURSE

The Criminology course is designed to introduce you to theories of crime and the criminal justice system. The Diploma includes elements of psychology, law and sociology, and it fits well with other humanities and social science subjects.

It has the same UCAS points as an A-level subject.

## COURSE OUTLINE & ASSESSMENT

Students study four units:

1. Changing Awareness of Crime - will enable the learner to demonstrate understanding of different types of crime, influences on perceptions of crime and why some crimes are unreported.
2. Criminological Theories - will allow learners to gain an understanding of why people commit crime.
3. Crime Scene to Courtroom - will provide an understanding of the criminal justice system from the moment a crime has been identified to the verdict. Learners will develop the understanding and skills needed to examine information in order to review the justice of verdicts in criminal cases.
4. Crime and Punishment - the focus of the course is on students developing their skills and applying their learning in vocational contexts. Learners will apply their understanding of the awareness of criminality, criminological theories and the process of bringing an accused to court in order to evaluate the effectiveness of social control to deliver criminal justice policy.

Units 1 and 3 are internally assessed via controlled assessments. Units 2 and 4 are assessed by external exam

## CAREER PROSPECTS

Criminology complements many other subjects including Psychology. The qualification supports access to higher education degree courses and allows learners to gain the required understanding and skills to be able to consider employment within some aspects of the criminal justice system, e.g. the National Probation Service, the Courts and Tribunals Service or the National Offender Management Service.

## SUBJECT ENRICHMENT



### Something to think about...

What different types of crime take place in our society? What kinds of crime exist about which we know very little, or which are simply not reported to the police? How do we explain why people commit crime? What makes someone a serial killer?



### Something to listen to...

BBC Sounds have several podcasts that explore real-life crimes. This can be found on their true crime page ([click here](#))



### Something to read...

Whether it's learning more about how criminal evidence is collected or finding out how the legal system uses the information, this is a great place to start exploring forensics and how crimes are solved: [www.exploreforensics.co.uk](http://www.exploreforensics.co.uk)



# DANCE

## HEAD OF DEPARTMENT

Mr C Kendrick

[c.kendrick@dallamschool.co.uk](mailto:c.kendrick@dallamschool.co.uk)

## TYPE OF QUALIFICATION

A-Level

## EXAM BOARD

AQA

## SPECIFICATION

[AQA | A-level | Dance | Specification at a glance](#)

## ENTRY REQUIREMENTS

At least five 4s at GCSE, including at least a 5 in English Language or English Literature. Some previous dance training is advisable (please speak to Mrs Brown for guidance).

**You will be asked to take part in an audition/workshop prior to confirmation of your place on the course.**



## AIMS OF THE COURSE

A-level Dance is a dynamic qualification which encourages students to develop their creative and intellectual capacity, alongside transferable skills such as team working, communication and problem solving. All of these are sought after skills by higher education and employers and will help them stand out in the workplace whatever their choice of career.

This specification reflects both historical and current dance practices, making it more relevant, and inspires a lifelong passion and appreciation for dance.

We recognise the role of dance in young people's lives and your students will be able to study a range of dance styles. We've set relevant and exciting sources for all choreography and broadened our areas of study. Students can perform and choreograph in a style of their choice for the group work, providing it meets the assessment criteria.

We've also taken care to ensure the assessment structure will give students of all abilities the chance to excel.

## COURSE OUTLINE & ASSESSMENT

[3.1 Performance](#)

[3.2 Choreography](#)

[3.3 Critical engagement](#)

## CAREER PROSPECTS

[10 Dance Based Career Options & Required Skills | Beyond the Barre \(beyondthebarreusa.com\)](#)

## SUBJECT ENRICHMENT

### Something to think about...



Dance improves more than your flexibility, your social life or even your muscle strength. Growing up a dancer I was not merely taught just how to pick up choreography, but how to apply multiple lessons from class into real-life situations. Think about it, the qualities you take on as a dancer do not confine purely in a studio. From self confidence to teamwork, motivation to time management the discipline from Dance will take you far in life.

### Something to watch/listen to



[Ruby Tuesday - Christopher Bruce - YouTube](#)

[Christopher Bruce's Ghost Dances - Queensland Ballet's Raw 2017 - YouTube](#)

[The Bob Fosse Master Class Series - YouTube](#)

[Royal Opera House-The Royal Ballet performing Elite Syncopations - 'The Royal Ballet: Back on Stage' - YouTube](#)



### Something to read...

[A-Level Dance Guides – Supporting A-Level Dance Teachers and Students \(wordpress.com\)](#)



# DRAMA AND THEATRE STUDIES

## HEAD OF DEPARTMENT

Mr E Johnson

[e.johnson@dallamschool.co.uk](mailto:e.johnson@dallamschool.co.uk)

## TYPE OF QUALIFICATION

A-level

## EXAM BOARD

AQA

## SPECIFICATION

[Click here](#)

## ENTRY REQUIREMENTS

*Preferred:* GCSE English and Maths grade 5, and Drama grade 6 if taken

*Essential:* GCSE English and Maths grade 4, and Drama grade 5 if taken



## AIMS OF THE COURSE

The aims of this course are to:

- challenge students to achieve their full potential as lifelong learners in the Arts by engaging them in workshops and activities that will equip them with knowledge and skills to individually explore the wider arts
- extend students' knowledge of theatre, practitioners, and technical theatre arts
- develop students' performance skills as well as their ability to analyse texts and live performances.

## COURSE OUTLINE & ASSESSMENT

- Taster workshops in specific theatrical styles and research into appropriate content, leading to a group devised theatre project
- Practical study of two set texts: 'Yerma' by Federico García Lorca and 'Antigone' by Sophocles
- Preparation for practical exploration and performance of three scripts (decided by the teachers with the students input)

## CAREER PROSPECTS

The A-level qualification is accepted as a strong qualification for university courses in all subjects. Some of our past students are making successful careers in all of the following areas: Law, Economics, Journalism, Media and Advertising, Film and TV, Market Research, Drama Therapy, Broadcasting, the Police Force, Events Management, the Civil Services, the Military, Business, Social Work, Nursing, Teaching, School Support Staff and Theatre in Education. As well as Professional Actors, Dancers, Musicians, Directors, Technicians and Designers.

## SUBJECT ENRICHMENT



### Something to think about...

Why are some people confident and others not? Why has performance been one of the most popular forms of entertainment since records began? Why do we still congregate in theatres like the Ancient Greeks did? Where did all good performers start their training?



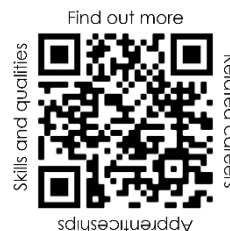
### Something to listen to...

[Frantic Assembly's](#) digital library; arguably the best theatre company in the world! Watch Shakespeare's chilling Scottish tragedy [Macbeth](#) realised by Emmy-winning magician Teller (of Penn & Teller); a startling, supernatural show brimming with magic, mayhem, and madness.



### Something to read...

Any play ever written! The more knowledge the better. Try to vary the styles/genres and playwrights that you explore. Some favourites of mine are [Simon Stephens](#), [Mark Ravenhill](#), and [Shelagh Stephenson](#) (please be warned there is some very mature content in some of these plays) Oh and of course Shakespeare!



# ENGLISH LANGUAGE

## HEAD OF DEPARTMENT

Mrs K Forsyth

[k.forsyth@dallamschool.co.uk](mailto:k.forsyth@dallamschool.co.uk)

## Post 16 Coordinator

Mr L Stephenson

[l.stephenson@dallamschool.co.uk](mailto:l.stephenson@dallamschool.co.uk)

## TYPE OF QUALIFICATION

A-level

## EXAM BOARD

AQA

## SPECIFICATION

[Click here](#)

## ENTRY REQUIREMENTS

*Preferred:* GCSE English Language grade 6

*Essential:* GCSE English Language grade 5



## AIMS OF THE COURSE

The aims of this course are to:

- Develop and apply understanding of the concepts and methods appropriate for the analysis and study of language.
- Explore data and examples of language in use.
- Engage creatively and critically with a varied programme for the study of English.
- Develop student skills as producers and interpreters of language.
- Independently investigate language in use.

## COURSE OUTLINE & ASSESSMENT

- Component One: Language Variation.
- Component Two: Child Language.
- Component Three: Investigating Language.
- Component Four: Non-examination Assessment (Crafting Language). Two assignments, totalling 2500-3000 words.

## CAREER PROSPECTS

The A-level qualification is accepted as a strong qualification for university courses in all subjects. An A-level in English Language could lead you towards a career in marketing, copywriting, journalism, teaching, child care, public relations, advertising, social media management, publishing, translation, music industry and many, many other fields, too.

## SUBJECT ENRICHMENT



### Something to think about...

How do children acquire language? How do we use language in different contexts? How do our language choices shape our personal identities? How does language function, as a grammatical system?



### Something to listen to...

The World in Words is a podcast is all about language – everything from bilingual education to the globalisation of English to Icelandic insults.

<https://www.pri.org/programs/world-words>



### Something to read...

EngLangBlog

Very good resource for A-Level English Language students, with a range of posts and topics from across the course and many links to other interesting language-related blogs and websites!



# ENGLISH LITERATURE

## HEAD OF DEPARTMENT

Mrs K Forsyth

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## Post 16 Coordinator

Mr L Stephenson

[l.stephenson@dallamschool.co.uk](mailto:l.stephenson@dallamschool.co.uk)

## TYPE OF QUALIFICATION

A-level

## EXAM BOARD

Edexcel

## SPECIFICATION

[Click here](#)

## ENTRY REQUIREMENTS

*Preferred:* GCSE English Literature grade 6

*Essential:* GCSE English Literature grade 5



## AIMS OF THE COURSE

The aims of the course are to encourage students to read widely and engage critically and creatively with a substantial body of texts. Students will develop and effectively apply their knowledge of literary analysis and evaluation and explore the contexts of the texts they are reading and others' interpretations of them.

They will undertake independent and sustained studies to deepen their appreciation and understanding of English Literature, including its changing traditions.

## COURSE OUTLINE & ASSESSMENT

Paper 1: Drama. One open-book exam, 2 hours 15 minutes. Section A: Shakespeare, Section B: Other drama.

Paper 2: Prose. One open-book exam, comparing two books. 1 hour. Two prose texts from a chosen theme. At least one of the prose texts must be pre-1900.

Paper 3: Poetry. One open-book exam, 2 hours 15 minutes. Section A: Post-2000 Specified Poetry: one comparative essay question on an unseen modern poem written post-2000 and one named poem from the studied contemporary text. Section B: Specified Poetry Pre- or Post-1900: one essay question.

Non-exam: Comparative essay of 2500-3000 words. Students have a free choice of two texts to study. Must be complete texts and may be linked by theme, movement, author or period. These may be selected from poetry, drama, prose or literary non-fiction.

## CAREER PROSPECTS

The A Level qualification is accepted as a qualification for university courses in all subjects. An English Literature degree can lead onto careers in journalism, the law, the media, the armed services, the Police Force, management, the Civil Service, advertising, business and teaching. Past students are making successful careers in all of these areas.

## SUBJECT ENRICHMENT



### Something to think about...

Why do different writers use different forms, such as poetry, novels and drama? How might our reaction to a text differ from that of the audience at the time when it was written? (context of production vs reception).



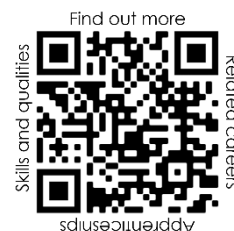
### Something to listen to...

BBC's 'The Verb' podcast hosted by poet Ian McMillan, with guests including poets, authors, dramatists, comedians, journalists and artists. Radio 4's 'In Our Time' with Melvyn Bragg where he covers many topics with a group of expert guests each week.



### Something to read...

'Poems of the Decade: An Anthology of the Forward Books of Poetry' is a set exam text and is full of very good contemporary poets - it would be a good idea to get a copy of this ahead of time and start enjoying it now. For a full recommended reading list, please email



Skills and qualifications

Find out more

Related careers

Apprenticeships

# FRENCH

## HEAD OF DEPARTMENT

Ms G Cook

[g.cook@dallamschool.co.uk](mailto:g.cook@dallamschool.co.uk)

## TYPE OF QUALIFICATION

A-level

## EXAM BOARD

Edexcel

## SPECIFICATION

[Click here](#)

## ENTRY REQUIREMENTS

*Preferred:* GCSE French grade 6

*Essential:* GCSE French grade 5



## AIMS OF THE COURSE

When you study A Level French, you will further develop the four key skills of Listening, Speaking, Reading and Writing whilst studying through media such as podcasts, videos, songs and presentations with film and literature studies also included. We look at topics relevant to the youth of today.

## COURSE OUTLINE & ASSESSMENT

Year 1:

- Theme 1: Family and changing relationships, the French education system, jobs and careers in France.
- Theme 2: Music, media studies, festivals and traditions in France + Film study

Year 2:

- Theme 3: Life as an immigrant, acceptance or marginalization, French nationalism
- Theme 4: Life in France during the Second World War + literature study

Assessment:

- Paper 1 – Listening/Reading/Translation into English – 40%
- Paper 2 – Written response to Works/Translation into French – 30%
- Paper 3 – Speaking: discussion based on one curriculum area and on a topic of your choice – 30%

## CAREER PROSPECTS

49% of UK businesses look for employees who can speak French, meaning studying the language will be a huge asset to your career. If you want to actively use languages in your work, you could consider: Travel & tourism (working as a travel agent, part of airline crew or holiday representative), Marketing (many marketing and PR jobs require you to be able to speak a second language, and therefore French can be a huge asset), translation, teaching. However, the soft skills learned during the course will support you in most careers.

## SUBJECT ENRICHMENT



### Something to think about...

What is life like for a teenager in Paris? How many people in the world use skills such as communication, presentation, reading and writing in their jobs? Where could you go on a gap year using French?



### Something to listen to...

[https://www.youtube.com/watch?v=6bqe\\_QJ0yls&feature=emb\\_logo](https://www.youtube.com/watch?v=6bqe_QJ0yls&feature=emb_logo)



### Something to read...

You will find some great articles for young adults in the magazine Phosphore. You can follow on Instagram #magphosphore or on Twitter @phosphoremag. Le Point also has some great content to develop your vocabulary and knowledge of Francophone issues. You can also find those on social media: #lepointfr and @lepoint.



Find out more

Skills and qualities

Related careers

Apprenticeships

# GEOGRAPHY

## HEAD OF DEPARTMENT

Ms A Farrell

[a.farrell@dallamschool.co.uk](mailto:a.farrell@dallamschool.co.uk)

## TYPE OF QUALIFICATION

A-level

## EXAM BOARD

Edexcel

## SPECIFICATION

[Click here](#)

## ENTRY REQUIREMENTS

*Preferred:* GCSE Geography grade 6

*Essential:* GCSE Geography grade 5



## AIMS OF THE COURSE

The aims of this course are to:

- encourage your interest in Geography
- extend your knowledge, develop your skills of understanding, analysis and your written communication.

## COURSE OUTLINE & ASSESSMENT

Unit 1: Tectonic Processes and Hazards, Water Cycle and Water Insecurity, Carbon Cycle and Energy Security, Glaciation or Coasts

Unit 2: Globalisation, Superpowers, Regeneration or Diverse Places Health or Migration

Unit 3: Synoptic investigations based on a geographical issue

Unit 4: Non-examined assessment: students to produce a 3000-4000 word written report based on an independent investigation.

## CAREER PROSPECTS

The A-level qualification is accepted as a qualification for university courses in all subjects. A Geography degree can lead onto careers in journalism, the Met Office, engineering, mapping, the armed services, the police force, management, architecture, advertising, business, teaching.

## SUBJECT ENRICHMENT



### Something to think about...

What will our future world look like? Is sustainable development achievable? How can we manage the risk and impacts of future global pandemics?



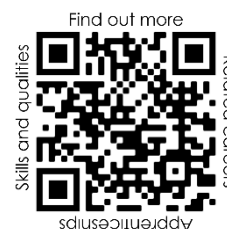
### Something to listen to...

Royal Geographical Society; Ask the Experts podcast ([here](#)) The Ignorance Project TED talk ([here](#)) Climate change TED talks ([here](#))



### Something to read...

Published in the UK since 1935, [Geographical](#) is the official magazine of the Royal Geographical Society. Wider Reading in Geography ([here](#))



# HEALTH AND SOCIAL CARE

## TEACHER IN CHARGE

Mrs J Hicks

[j.hicks@dallamschool.co.uk](mailto:j.hicks@dallamschool.co.uk)

## TYPE OF QUALIFICATION

BTEC Extended Certificate

## EXAM BOARD

Pearson

## SPECIFICATION

[Click here](#)

## ENTRY REQUIREMENTS

*Preferred:* GCSE English and Maths grade 5

*Essential:* GCSE English and Maths grade 4



## AIMS OF THE COURSE

Are you a caring person? Would you like to follow a career in the caring professions? BTEC Health and Social Care could be for you.

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 FE or training
- impart technical knowledge & understanding associated with Health and Social Care
- empower students to take charge of their own learning and development
- provide teaching, learning and assessment styles to motivate students to achieve success
- include visits and placements to provide evidence in this coursework/exam assessed course
- introduce students to work-related learning.

## COURSE OUTLINE & ASSESSMENT

Three mandatory units include:

- \* Human Lifespan Development
- \* Working in Health and Social Care
- \* Meeting individual care and support needs

The Extended Certificate also includes an optional unit on physiological disorders.

Assessment:

2 project assignments are set and marked internally, There are two written exams set and marked externally,

## CAREER PROSPECTS

This qualification will lead to degree courses in health, nursing, social work, occupational health, physiotherapy, teaching, Early Years, play, family support work and other related careers. The course puts students in a very strong position when applying for all Health and Social Care-based courses.

## SUBJECT ENRICHMENT



### Something to think about...

Is it ever acceptable to discuss a patient's medical history in a situation that didn't fully protect their privacy? Should it be legal for people to buy organs for transplant, if they would not be able to receive an organ by waiting their turn through the NHS?



### Something to listen to...

The [National Elf Service](#) and [The Kings Fund](#) podcasts  
[In Sickness and in Social Care](#) podcast

YouTube: [Department of Health and Social Care](#),  
[World Health Organisation](#), [Public Health England](#).



### Something to read...

The [Health Foundation](#) blog, the [Care Quality Commission](#), [Department of Health and Social Care](#), [NHS Improvement](#), [NHS Confederation](#), [ONS H&SC](#), and [Health & Care Professionals](#)

BTEC National Health and Social Care Student Book 1 and 2





# HISTORY

## HEAD OF DEPARTMENT

Ms A Farrell

[a.farrell@dallamschool.co.uk](mailto:a.farrell@dallamschool.co.uk)

## TYPE OF QUALIFICATION

A-level

## EXAM BOARD

Edexcel

## SPECIFICATION

[Click here](#)

## ENTRY REQUIREMENTS

*Preferred:* GCSE History grade 6

*Essential:* GCSE History grade 5



## AIMS OF THE COURSE

Our aim is to encourage your interest in History. People who study history are fearless explorers of the past. Investigating past politics, societies, cultures, languages, health, art, education, money, conflicts and more, look at how things have developed over time and connect the dots to understand how we got where we are today.

History teaches us to ask two very important questions: why and how. This is key to sharpening your critical thinking abilities, which combine analysis, research, essay writing and communication skills to help you to solve problems and form arguments for debate.

## COURSE OUTLINE & ASSESSMENT

Unit 1: Britain, 1625—1701: conflict, revolution and settlement.

Unit 2: Russia in Revolution, 1894—1924

Unit 3: The Witchcraze in Britain, Europe and North America c1580—c1750

Unit 4: Coursework: Student choice of topic

## CAREER PROSPECTS

The A Level qualification is accepted as a qualification for university courses in all subjects. If you choose to specialise in history at university, you don't have to be an historian! With your ace analytical, writing, debate and detective skills, you'll be primed for a huge range of careers in law, politics, public sector, business, marketing, journalism, economics, teaching, academia, insurance, social research, archaeology and curation (museums, galleries, archives and libraries).

## SUBJECT ENRICHMENT



### Something to think about...

Is knowledge of the past ever certain? Why do accounts of the same historical event differ? What determines how historians select evidence and interpret events? What problems are posed for the study of history by changes in language and culture over time?



### Something to listen to...

If 'Ye Newe Dallam History Podcast' is not your thing, 'You're Dead To Me' is the history podcast for people who don't like history... and those who do. Greg Jenner brings together the best names in comedy and history to learn and laugh about the past on BBC Sounds.



### Something to read...

A great starting point is History Today's website. There are articles on EVERYTHING historical – just email us and ask! If there is an article you would like more of! Also, check out [www.historyextra.com](http://www.historyextra.com) for lots of interesting articles.



# MATHEMATICS

## HEAD OF DEPARTMENT

Mrs A Sandham

[a.sandham@dallamschool.co.uk](mailto:a.sandham@dallamschool.co.uk)

## TYPE OF QUALIFICATION

A-level

## EXAM BOARD

Edexcel

## SPECIFICATION

[Click here](#)

## ENTRY REQUIREMENTS

*Preferred:* GCSE Maths grade 8

*Essential:* GCSE Maths grade 7



## AIMS OF THE COURSE

A-level Mathematics provides students with a thorough grounding in the mathematical tools and techniques often needed in the workplace. Students will be expected to use and apply standard techniques, to reason, interpret and communicate mathematically and to solve problems within mathematics and other contexts.

The logic and reasoning skills developed by studying A Level Mathematics make sure the qualification is widely respected even in non-mathematical arenas.

## COURSE OUTLINE & ASSESSMENT

Pure Mathematics (Two 2 hour papers):

Proof, Algebra and functions, Coordinate geometry in the (x,y) plane, Sequences and series, Trigonometry, Exponentials and logarithms, Differentiation, Vectors and Numerical methods.

Statistics and Mechanics (One 2 hour paper):

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.

## CAREER PROSPECTS

Students will be likely to include mathematics as a major or minor component of university studies - either in its own right or within courses such as physics, engineering or technology. Component Mathematicians have well developed numerical skills, are good at logical thinking and have an ability to analyse difficult problems. These qualities are highly sought after and would put candidates at an advantage over similar candidates without this qualification.

## SUBJECT ENRICHMENT



### Something to think about...

Does mathematics need language to be understood? Is mathematics in fact its own language? Did the human race invent mathematics or was it present in nature waiting to be discovered?



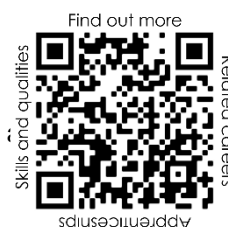
### Something to listen to...

'The Secrets of Mathematics' is a series of podcasts from Oxford lecturers exploring the applications of mathematics, from medicine to economics beyond. Available on iTunes.



### Something to read...

Simon Singh is an author, journalist and TV producer, specialising in science and mathematics. Visit his website ([www.simonsingh.net](http://www.simonsingh.net)) and read his blog covering everything from The Simpsons to moonwalking with Einstein.





# FURTHER MATHEMATICS

## HEAD OF DEPARTMENT

Mrs A Sandham

[a.sandham@dallamschool.co.uk](mailto:a.sandham@dallamschool.co.uk)

## TYPE OF QUALIFICATION

A Level

## EXAM BOARD

Edexcel

## SPECIFICATION

[Click here](#)

## ENTRY REQUIREMENTS

*Preferred:* GCSE Maths grade 9/8

*Essential:* GCSE Maths grade 8/7



## AIMS OF THE COURSE

Further Mathematics provides students with a thorough understanding of mathematics and mathematical processes in ways that promote confidence, foster enjoyment and provide a strong foundation for progress to further study. Students are encouraged to use their mathematical knowledge to make logical and reasoned decisions in solving problems both within pure mathematics and in a variety of contexts, and communicate the mathematical rationale for these decisions clearly. Through this deeper study students will be able to apply mathematics in other fields of study and become aware of the relevance of mathematics in the world of work and to situations in society in general.

## COURSE OUTLINE & ASSESSMENT

Core Pure – 2 papers

Decision Maths – 1 paper

Further Mechanics/Statistics – 1 paper (dependent on the cohort).

You will be able to study interesting topics such as Complex Numbers, Matrices, Algorithms, Hyperbolic Functions, Differential Equations, Further Advanced Calculus and much more!

## CAREER PROSPECTS

Students who have studied Maths/ Further Maths have an excellent choice of careers, many of which involve very well-paid professions. Maths and Further Maths are two of the Russell Group universities' 'facilitating' subjects — so-called because choosing them at A-level allows a wide range of options for degree study. Sciences such as Biology, Chemistry and Physics use many mathematical techniques, and subjects such as Geography, Psychology and Sociology are also likely to have components which will be far more easily mastered by those with prior study of Mathematics. Further Maths is also highly desirable, if not required, by many top universities for Mathematics, Science and Engineering courses, as well as Computing and Economics.

## SUBJECT ENRICHMENT



### Something to think about...

Does mathematics need language to be understood? Is mathematics in fact its own language? Did the human race invent mathematics or was it present in nature waiting to be discovered?



### Something to listen to...

'The Secrets of Mathematics' is a series of podcasts from Oxford lecturers exploring the applications of mathematics, from medicine to economics & beyond. Available on iTunes.



### Something to read...

Simon Singh is an author, journalist and TV producer, specialising in science and mathematics. Visit his website ([www.simon Singh.net](http://www.simon Singh.net)) and read his blog covering everything from The Simpsons to moonwalking with Einstein.



# MEDIA STUDIES

## TEACHER IN CHARGE

Mrs K Hennessy-Garside  
k.hennessy-garside  
@dallamschool.co.uk

## TYPE OF QUALIFICATION

BTEC

## EXAM BOARD

Pearson

## SPECIFICATION

[Click here](#)

## ENTRY REQUIREMENTS

*Preferred:* GCSE English and  
Maths grade 5

*Essential:* GCSE English and  
Maths grade 4



## AIMS OF THE COURSE

The Creative Digital Media course is designed to:

- to learn a passion and appreciation for the planning and creation of new digital media within the contexts of the industry
- provide cognitive and problem-solving skills: use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology
- adapt intrapersonal skills: communicating, working collaboratively, negotiating and influencing, self-presentation
- adapt interpersonal skills: self-management, adaptability and resilience, self-monitoring and development.

## COURSE OUTLINE & ASSESSMENT

The first year of the course consists of three modules:

Autumn Term: Unit 10 Film Production - Fiction

Spring Term: Unit 1 Media Representations

The second year of the course consists of two modules:

Autumn Term: Unit 4 Pre-Production Portfolio

Spring Term: Unit 8 Responding to a Commission

Ongoing Unit: Unit 1 Media Representations

## CAREER PROSPECTS

The qualification is intended to carry UCAS points and is recognised by Higher Education provider as contributing to meeting admission requirements for many courses if taken alongside other qualifications as part of a two year programme of learning, and it combines well with a large number of subjects. It will support entry to HE courses in a very wide range of disciplines, depending on the subjects taken alongside. Students who have studied this course have gone onto university courses in subjects such as Media Studies, Performing Arts, Music Production, Primary Education and English.

## SUBJECT ENRICHMENT



### Something to think about...

What do we class as media? Why is it important to understand the role of the media on modern day society? How can media be used to change the thoughts and opinions of those around us?



### Something to listen to...

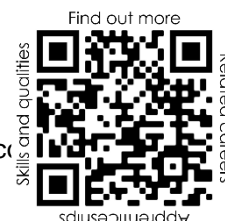
BBC iPlayer has two excellent set of resources;

[Inside Cinema: For Movie Fans](#); 35 short episodes, each focusing on a different clip or convention and [Mark Kermode's Secrets of Cinema](#).



### Something to read...

Read the news; what is going on in the world around us and how is the information being portrayed to the public? The Guardian media news page and blog are a great resource. You can also look at more subject specific content at the [MediaKnowAll](#) blog.



# MUSIC A-level

## HEAD OF DEPARTMENT

Mr. C. Kendrick

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## TYPE OF QUALIFICATION

A-Level

## EXAM BOARD

EDUQAS

## SPECIFICATION

[Click here](#)

## ENTRY REQUIREMENTS

*Preferred:* GCSE Music Grade 6

*Essential:* GCSE Music Grade 5

Students who have not completed any formal Music qualifications will be required to audition and to submit a composition to establish their suitability for the course.



## AIMS OF THE COURSE

This course aims to develop skills in the following areas:

- Performance as a soloist
- Composing music to a brief and composing “free” pieces of music inspired by course study
- Use analytical and appraising skills to make evaluative and critical judgements about music

## COURSE OUTLINE & ASSESSMENT

The course is made up of 3 parts; theory & analysis, performance and composition. Students have a choice to major in either performance or composition, but will still have to complete both disciplines.

Students will also learn about The Western Classical Tradition, Jazz and 20<sup>th</sup> Century Music and will study a number of set works.

40% of the assessment is a written exam with questions about the music you have studied, theory and harmony.

The remaining 60% is composition and performance, with the split weighted 25%+35% in favour of *either* performance or composition. This will be decided by the student.

## CAREER PROSPECTS

**This course is ideally suited to musicians who are considering further study at music college/conservatoire.**

Future career progressions may include degree courses in Music, Music Technology, Music Performance or Musical Theatre. Following this, there are a variety of career paths available including performance, composing, music administration and/or event managing, marketing and promotion, DJ, studio engineering or teaching. The course also complements a huge variety of more academic career paths - being a musician develops skills in problem solving, time management, working as part of a team, creative thinking and working to tight deadlines.

## SUBJECT ENRICHMENT



### Something to think about...

In what ways do the role of more traditional instruments and orchestras have a place in a modern world? Do you need to be a professional musician in order to have a career in the music industry?



### Something to listen to...

Classical Music: 'Classic FM Hall of Fame Short Stories' is a series of podcasts that delve into the stories of classical pieces, chart-toppers and composers  
Popular Music: 'BBC Sounds: Gary Barlow - We Write The Songs' is a series of podcasts where Gary Barlow interviews famous songwriters to determine what makes a great song?



### Something to read...

The website [musictheory.net](http://musictheory.net) is a good starting point for music theory (top tips include 'rhythm and meter', 'scales and key signatures' and 'chords')  
Magazines include 'BBC Music Magazine', 'Pianist', 'Classic Rock' or 'Guitarist'.  
Accessing the school's 'account is also recommended.



# MUSIC BTEC

## HEAD OF DEPARTMENT

Mr. C. Kendrick

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## TYPE OF QUALIFICATION

A-Level

## EXAM BOARD

Pearson

## SPECIFICATION

[Click here](#)

## ENTRY REQUIREMENTS

*Preferred:* GCSE/ABRSM Music grade 6

*Essential:* GCSE/ABRSM Music grade 4/5

If students have not met these requirements formally, they will be required to perform to the head of department to demonstrate that they meet these practical requirements.



## AIMS OF THE COURSE

This course aims to develop skills in the following areas:

- Performance as a soloist and as part of an ensemble
- Music theory and harmony
- Preparing for a life in the music industry

## COURSE OUTLINE & ASSESSMENT

This BTEC Level 3 course in Music is designed to give a broad overview of the sector and will develop the key knowledge and practical skills required to become a professional musician. Students will study four topic areas: Practical Music Theory and Harmony, Professional Practice in the Music Industry, Ensemble Music Performance and Solo Performance\*. These four topic areas will work to enhance a musical understanding of how to perform or record songs in a variety of scenarios and/or combinations, musical skills development and professional practice. Students will be in receipt of 1:1 tuition on an instrument of their choice. Students will ideally be Grade 4 standard on their instrument when they begin the course (this may be negotiated if supported with an audition). The work is coursework based and either internally or externally assessed through a variety of scenarios. Submissions of work may include practical performance, presentations and/or timed tasks.

## CAREER PROSPECTS

Future career progressions may include degree courses in Music, Music Technology, Music Performance or Musical Theatre. Following this, there are a variety of career paths available including performance, composing, music administration and/or event managing, marketing and promotion, DJ, studio engineering or teaching. The course also complements a huge variety of more academic career paths - being a musician develops skills in problem solving, time management, working as part of a team, creative thinking and working to tight deadlines.

*\*depending on the nature of the cohort, we may decide to pursue an A-Level programme of study.*

## SUBJECT ENRICHMENT



### Something to think about...

In what ways do the role of more traditional instruments and orchestras have a place in a modern world? Do you need to be a professional musician in order to have a career in the music industry?



### Something to listen to...

Classical Music: 'Classic FM Hall of Fame Short Stories' is a series of podcasts that delve into the stories of classical pieces, chart-toppers and composers

Popular Music: 'BBC Sounds: Gary Barlow - We Write The Songs' is a series of podcasts where Gary Barlow interviews famous songwriters to determine what makes a great song?



### Something to read...

The website [musictheory.net](http://musictheory.net) is a good starting point for music theory (top tips include 'rhythm and meter', 'scales and key signatures' and 'chords')

Magazines include 'BBC Music Magazine', 'Pianist', 'Classic Rock' or 'Guitarist'. Accessing the school's 'account is also recommended.

Find out more



Skills and qualifications

Related careers

Apprenticeships

# PHOTOGRAPHY

## HEAD OF DEPARTMENT

Mrs. K. Henessy-Garside

## TYPE OF QUALIFICATION

A-Level

## EXAM BOARD

AQA

## SPECIFICATION

[Click here](#)

## ENTRY REQUIREMENTS

*Preferred:* GCSE Art Grade 5

*Essential:* GCSE Art Grade 6



## AIMS OF THE COURSE

This course aims to develop skills in the following areas:

- Critical Analysis
- Development and application of practical photography skills
- Digital editing in the Adobe Creative Suite (Photoshop and Lightroom)
- Developing a coherent portfolio in a variety of photographic genres.

## COURSE OUTLINE & ASSESSMENT

Students will produce practical and critical/contextual work in one or more areas of study, for example, portraiture, landscape photography, still life photography, documentary photography, photojournalism, fashion photography, experimental imagery, multimedia, photographic installation and moving image (video, film, animation)

The course is designed to give a broad understanding of photography (digital and analogue), digital image manipulation and developing an idea from concept to delivery.

There is some flexibility for students in the type of imagery that they create, though it is expected that they will work in a number of different photographic genres and use art and design-based skills to present their work.

## CAREER PROSPECTS

Future career opportunities could include wedding and events photography, corporate photography, food photography, portraiture and commercial photography.

Alongside the above, a qualification in photography would benefit careers and further study in fine art photography, digital, print and broadcast media, social media management and journalism.

The world of photography offers countless opportunities for those with a keen eye and a passion for storytelling. As you explore these options, remember that it's a rapidly evolving field, so stay open to learning and adapting to new trends and technologies. Your journey in photography can be both creatively fulfilling and financially rewarding.

## SUBJECT ENRICHMENT



### Something to think about...

How is the role of the photographer changing in light of the advent of AI (artificial intelligence) based imagery and what must photographers do to be able to adapt to the constantly evolving creative landscape?



### Something to watch/listen to

Jamie Windsor's [video essay on long exposure photography](#)

Mark McGee's [video tutorial about creating composite images](#)

Sean Tucker's [video about the importance of learning new things](#)

B&H Photo's [Photography Podcast](#)



### Something to read...

Henri Cartier Bresson's book "The Decisive Moment" detailing how to tell stories in a single image.

Susan Sonntag's book "On Photography"

Magnum Photo Agency "Contact Sheets"

Blogs on the [FStoppers website](#).

# PHYSICAL EDUCATION

## HEAD OF DEPARTMENT

Mr M Robinson

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## TYPE OF QUALIFICATION

A-level

## EXAM BOARD

OCR

## SPECIFICATION

[Click here](#)

## ENTRY REQUIREMENTS

*Preferred:* GCSE Biology and P.E. grade 6

*Essential:* GCSE Biology and P.E. grade 5



## AIMS OF THE COURSE

The aims of this course are to:

- give students an understanding of the physiological and mechanical basis of performance in sport and PE
- understand the Psychological factors influencing behaviour in sport and the historical and cultural aspects of participation in sports
- understand the prominent role sport has played as a political tool in the past and as a marketable commodity in the present

## COURSE OUTLINE & ASSESSMENT

The course consists of 7 components: 70% theory and 30% practical

Unit One: Applied anatomy and physiology

Unit Two: Exercise physiology

Unit Three: Biomechanics

Unit Four: Skill acquisition

Unit Five: Sports psychology

Unit Six: Sport, Society and contemporary studies

Unit Seven: Performance or coaching practical - one sport to be assessed - performance, evaluating and planning of performance

## CAREER PROSPECTS

The A-level qualification is accepted as a qualification for university courses in all subjects. If you choose to specialise in Physical Education at university, these are some of the careers you may wish to pursue: Sports Science, Physiotherapy, Leisure and Tourism, Recreation and Tourism, Teaching and Sports Nutrition.

## SUBJECT ENRICHMENT



### Something to think about...

Technology in Sport; cheating or evolution? Should a performer use dynamic or static stretching before competition? Should global events such as the Olympics include all countries regardless of political issues?



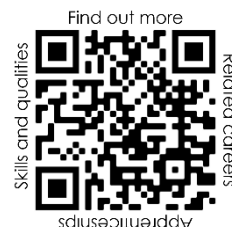
### Something to listen to...

Podcasts discussing topical sports talking points. 'Sportsworld' and 'Flintoff, Savage and the Ping Pong Guy', both available on BBC Sounds.



### Something to read...

[YouGov](#) is a Sports Research company with lots of interesting articles. Also check out [UK Sport](#) for everything Team GB. Good Books: 'How Bad Do You Want It?: Mastering the Psychology of Mind Over Muscle' by Matt Fitzgerald and 'Bounce: the Science of Success' by Matthew Syed.





# PHYSICS

## HEAD OF DEPARTMENT

Mr A Hoyle

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## TYPE OF QUALIFICATION

A-level

## EXAM BOARD

AQA

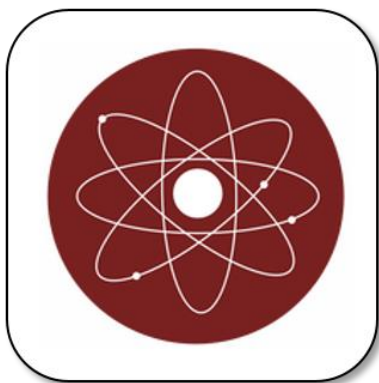
## SPECIFICATION

[Click here](#)

## ENTRY REQUIREMENTS

*Preferred:* GCSE Physics grade 7, or combined science grade 77 and Maths grade 7

*Essential:* GCSE Physics grade 6 or combined science grade 66 and Maths grade 6



## AIMS OF THE COURSE

The aims of this course are to:

- nurture students' passion for Physics and lay the groundwork for further study in science or engineering
- develop students' theoretical understanding of the Physics world
- equip students with the essential practical skills they need to link theory to reality

## COURSE OUTLINE & ASSESSMENT

The A-Level Physics course consists of 9 topics:

Topic 1: Measurements and their errors

Topic 2: Particles and radiation

Topic 3: Waves

Topic 4: Mechanics and materials

Topic 5: Electricity

Topic 6: Further mechanics and thermal physics

Topic 7: Fields and their consequences

Topic 8: Nuclear physics

Topic 9: Turning points in physics

Practical work is embedded throughout the course and assessed separately through the practical endorsement award recorded on the A Level certificate

## CAREER PROSPECTS

A-level Physics is accepted for a wide range of university courses. Physics is a traditional subject and is identified as a key facilitating subject by the Russell Group of elite Universities. Physics is a sensible choice for students considering a career in Physics, Medicine, Veterinary Science, Dentistry, Computing, Chemistry, Biology, Mathematics and Environmental Science. Physics will also prepare students for industry careers, such as those within the engineering or electronics sectors.

## SUBJECT ENRICHMENT



### Something to think about...

Is our universe infinite? If it is already infinite, how can it be getting any bigger? And is there really only one?



### Something to listen to...

'The Infinite Monkey Cage' is a light-hearted podcast available on BBC Sounds covering all things physics ([click here](#)). 'Sixty Symbols' is a great series of videos on the symbols of physics and astronomy ([click here](#)).



### Something to read...

A great starting point is the [Physics Review magazine](#). Lots of articles on the application of physics from [Mapping Earth's Gravity](#) to the [physics of measurements and building film props](#). If you want to try out some of the challenges real physicists tackle using the physics you'll learn in Y12 & Y13, look at the [NASA  \$\pi\$  day challenges](#).



# PRODUCT DESIGN

## HEAD OF DEPARTMENT

Mrs N. Oliver

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## TYPE OF QUALIFICATION

A-level

## EXAM BOARD

AQA

## SPECIFICATION

[Click here](#)

## ENTRY REQUIREMENTS

*Preferred:* GCSE Technology grade 6, GCSE Maths 5

*Essential:* GCSE Technology grade 5, GCSE Maths 4



## AIMS OF THE COURSE

This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers. Especially those in the creative industries.

They will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning in to practice by producing prototypes of their choice. Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.

## COURSE OUTLINE & ASSESSMENT

Year 1: Technical principles and design and making principles

Year 2: Exams

Paper 1 - 30% of A-level

Technical principles (TP) - 2.5 hours, 120 marks

Paper 2 - 20% of A-level

Design and making principles (DMP) - 1.5 hours, 80 marks

Combined written paper weighting - 50% of the A-level

NEA

Assesses practical application of technical principles and designing and making principles. Substantial design and make project. Written or digital portfolio not exceeding 45 pages. 50% of the A-level qualification.

## CAREER PROSPECTS

This A Level qualification has been designed for students who wish to study design or engineering at a higher level. The types of design degrees available vary greatly, with options to work in various media.

If visual communication interests you, you could study in graphic design or illustration. If you'd like to create real, physical objects you could study product design, jewellery design, fashion or interactive design. If you prefer to work with spaces, you could consider an interior design degree, exhibition work or set design.

## SUBJECT ENRICHMENT



### Something to think about...

As product designers, we play an important role in shaping our future. The products we create have the power to transform how societies think, feel and behave. We must be conscious of the social and ethical responsibility that we have; we can proactively drive positive change within our communities.



### Something to listen to...

Could things be better? How? In this funny, breezy talk ([here](#)), the man behind the iPod and the Nest thermostat shares some of his tips for noticing and driving change. Also, Philippe Starck [here](#) reaches for the very roots of the question "Why design?"



### Something to read...

We rarely think about the design of the objects we use every day. The fact is you're not supposed to; these everyday objects have been meticulously designed to work so well that you never have to notice them - that's what good design is all about. Take a look at 'The 50 Most Iconic Designs of Everyday Objects' ([click here](#))





# PSYCHOLOGY

## TEACHER IN CHARGE

Miss H Buck

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## TYPE OF QUALIFICATION

A-level

## EXAM BOARD

AQA

## SPECIFICATION

[Click here](#)

## ENTRY REQUIREMENTS

Preferred: GCSE English, Maths & Biology or Combined Science grade 6

*Essential:* GCSE English, Maths & Biology or Combined Science grade 5



## AIMS OF THE COURSE

The Psychology course is designed to introduce you to the fascinating area of human behaviour and mental processes.

- You will develop skills in analysis, evaluation and written communication
- Learn to explain a range of complex behaviours from differing perspectives
- Enjoy learning while achieving a grade which reflects your true potential.

## COURSE OUTLINE & ASSESSMENT

Paper 1: Introductory topics in Psychology:

\* Social influence \* Memory \* Attachment \* Psychopathology

Paper 2: Psychology in context:

\* Approaches in Psychology \* Research Methods \* Biopsychology

Paper 3: Issues & Options in Psychology

\* ONE from schizophrenia, stress and eating disorders.

\* ONE from gender, relationships and cognition & development

\* ONE from aggression, addiction and forensic psychology

## CAREER PROSPECTS

Psychology complements many other subjects and is accepted as an entry qualification for all university courses. It is not essential to take A-level Psychology to be able to study Psychology at university.

A Psychology degree can lead to a wide range of career opportunities, as it is the study of human and animal behaviour. Careers in medicine and nursing, business, the media, the armed services, the Police, the Civil Service, advertising, teaching are just a few examples. Many former students have gone on to successfully pursue these careers and some have chosen to specialise further in Psychology, becoming forensic and clinical psychologists.

## SUBJECT ENRICHMENT



### Something to think about...

Is free will a myth? Would you be a good eyewitness to a crime?



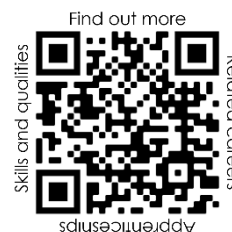
### Something to listen to...

'PsychCrunch' The British Psychological Society research digest podcast  
([click here](#))



### Something to read...

[Simply Psychology](#), [Research digest](#) and Psychology Review magazines available via Hodder Education



# SOCIOLOGY

## HEAD OF DEPARTMENT

Ms A Farrell

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## TYPE OF QUALIFICATION

A-level

## EXAM BOARD

AQA

## SPECIFICATION

[Click here](#)

## ENTRY REQUIREMENTS

*Preferred:* GCSE English grade 5

*Essential:* GCSE English grade 4



## AIMS OF THE COURSE

The study of Sociology focuses on our contemporary society and offers the development of a critical and reflective mind with a respect for social diversity. The course provides students with an awareness of how important social structure, action and identity in our modern world can impact how we live.

In addition to acquiring a lifelong interest in social issues, you will also have the opportunity to develop:

- A critical understanding of contemporary social processes and changes
- An understanding of sociological methodology and a range of research methods
- The skills that will enable you to understand an individual's personal identity, roles and responsibilities within society

## COURSE OUTLINE & ASSESSMENT

Paper 1: Education with Theory and Methods

Paper 2: Topics in Sociology – Culture and Identity, Families and households, Health, Work, Poverty and Welfare and Beliefs in Society

Paper 3: Crime and Deviance

## CAREER PROSPECTS

A-Level Sociology is accepted as a qualification for all university courses and compliments many other subjects. A qualification in Sociology can lead to a wide range of career opportunities especially those which involve working with other people. These include working in charitable organisations, social work, community services, teaching and education, human resources, the police, politics and the media.

## SUBJECT ENRICHMENT



### Something to think about...

How much does our gender, ethnicity and social class affect our life chances and our role in the world? Does society exist or is it nothing more than a figment of our imaginations?



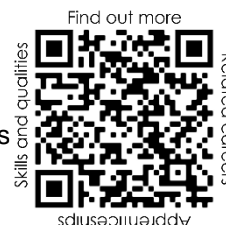
### Something to listen to...

This BBC podcast explores the latest research into how society works and discusses current ideas on how we live today [Thinking Allowed Podcast](#)



### Something to read...

[Revise Sociology](#) and [Discover Sociology](#) are both great to learn about the social world you live in and are excellent websites to gain an understanding of the topics you will study on the course.



Find out more

Skills and qualities

Related careers

Apprenticeships

# SPANISH

## HEAD OF DEPARTMENT

Mrs G Cook

[g.cook@dallamschool.co.uk](mailto:g.cook@dallamschool.co.uk)

## TYPE OF QUALIFICATION

A-level

## EXAM BOARD

Edexcel

## SPECIFICATION

[Click here](#)

## ENTRY REQUIREMENTS

*Preferred:* GCSE Spanish grade 6

*Essential:* GCSE Spanish grade 5



## AIMS OF THE COURSE

When you study A-level Spanish, you will further develop the four key skills of Listening, Speaking, Reading and Writing whilst studying through media such as podcasts, videos, songs and presentations with Film and/or Literature studies also included. We look at topics relevant to you.

## COURSE OUTLINE & ASSESSMENT

Year 1:

- Theme 1: Family and changing relationships, jobs and careers in Spain, the tourist industry.
- Theme 2: Music, media studies, festivals and traditions in Spain+ Film or literature study

Year 2:

- Theme 3: Life as an immigrant, acceptance or marginalization, benefits of multicultural society
- Theme 4: From dictatorship to democracy – Spain's 20th century history + Film or literature study

Assessment:

- Paper 1 – Listening/Reading/Translation into English – 40%
- Paper 2 – Written response to Works/Translation into French – 30%
- Paper 3 – Speaking: discussion based on one curriculum area and on a topic of your choice – 30%

## CAREER PROSPECTS

Spanish is the second most widely spoken language in the world with over 400 million speakers. Being able to speak Spanish can provide you with numerous academic and career opportunities with the chance to work and travel all over the world.

Language skills alone are already an advantage in potential employers' eyes, but Spanish even more so, as it's so widely spoken. Being able to speak Spanish could open up opportunities to work for global export companies. Similarly, in Spain, the manufacturing and textile industries are strong, providing further opportunities.

## SUBJECT ENRICHMENT



### Something to think about...

What is life like for teenagers in Madrid or Mexico? Do I need to have a degree in a language to be able to use it in the future or is A-level sufficient? (Of course it is!)



### Something to listen to...

Listen to a Spanish radio station Cadena Dial

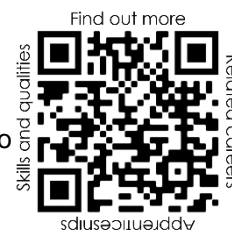
(<https://play.cadenadial.com>). This station plays only Spanish music with plenty of current pop songs.



### Something to read...

Try looking at the [www.bbc.com/mundo](http://www.bbc.com/mundo) for BBC reporting in Spanish and click on videos for clips and reports in Spanish.

[https://www.youtube.com/watch?v=GVcTr4OMKEU&feature=emb\\_logo](https://www.youtube.com/watch?v=GVcTr4OMKEU&feature=emb_logo)



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# Enrichment options

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# CORE MATHEMATICS

## HEAD OF DEPARTMENT

Mrs A Sandham

[a.sandham@dallamschool.co.uk](mailto:a.sandham@dallamschool.co.uk)

## TYPE OF QUALIFICATION

Level 3 Core Maths

## EXAM BOARD

AQA

## SPECIFICATION

[Click here](#)

## ENTRY REQUIREMENTS

*Preferred:* GCSE Maths grade 5

*Essential:* GCSE Maths grade 4



## AIMS OF THE COURSE

The aims of this course are to:

- study a mathematics curriculum that is integrated with other areas of your study, work or interest leading to the application of mathematics in these areas
- develop mathematical modelling, evaluating and reasoning skills
- solve problems some of which will not be well defined and may not have a unique solution
- solve substantial and real life problems encountered by adults
- use ICT as an exploratory tool for developing mathematical understanding and when solving problems
- develop skills in the communication, selection, use and interpretation of your mathematics
- enjoy mathematics and develop confidence in using mathematics

## COURSE OUTLINE & ASSESSMENT

You will sit two exams at the end of the one year course. Paper 1 (1h30m, 60 marks) covers the analysis of data, maths for personal finance, and estimation techniques. Paper 2 (1h30m, 60 marks) covers the critical analysis of given data and models, the normal distribution, probabilities, correlation and regression.

## CAREER PROSPECTS

This Level 3 qualification will introduce you to new techniques and concepts that will prepare you for further study and future employment within a broad range of academic, professional and technical fields. It supports the content in other subjects, notably the sciences, Geography, Psychology and Business.

By studying Core Mathematics, students will have a wider choice of careers pathways and be better equipped for many university courses.

## SUBJECT ENRICHMENT



### Something to think about...

How many breaths do you take in a year? How does your employer calculate National Insurance payments? How do exam boards decide upon your grade boundaries?



### Something to listen to...

There are some really useful YouTube clips on the Core Maths content [here](#) and an interesting podcast from NCETM [here](#).



### Something to read...

Studying Core Maths develops quantitative skills that will support your other courses. [Click here](#) to read through how they may help the subjects you've chosen to study.

# EXTENDED PROJECT QUALIFICATION

## TEACHER IN CHARGE

Miss S Edwards

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## TYPE OF QUALIFICATION

Level 3 EPQ

## EXAM BOARD

AQA

## SPECIFICATION

[Click here](#)

## ENTRY REQUIREMENTS

*Preferred:* GCSE English and Maths grade 5

*Essential:* GCSE English and Maths grade 4



## AIMS OF THE COURSE

The EPQ allows students to embark on largely self-directed projects. By taking responsibility for the choice and design of an individual project, or an individual role in a group project, the Extended Project will develop and extend from one or more of the student's study areas and/or from an area of personal interest or activity outside their main programme of study. It will be based on a topic chosen by the student(s) and agreed as appropriate by the centre.

You will...

- become more critical, reflective and independent learners
- develop and apply decision-making and problem-solving skills
- increase your planning, research, analysis, synthesis, evaluation and presentation skills
- learn to apply new technologies confidently
- demonstrate creativity, initiative and enterprise

## COURSE OUTLINE & ASSESSMENT

Students are required, with appropriate supervision, to:

- choose an area of interest
- draft a title and aims of the project for formal approval by the centre
- plan, research and carry out the project
- deliver a presentation to a non-specialist audience
- provide evidence of all stages of project development and production for assessment.

This course is equivalent to half an A-level in UCAS points and is accepted by most universities.

## CAREER PROSPECTS

The world of work will be enthusiastic about your Extended Project. Presentation skills, time management, showing an initiative when it comes to personal development, all of these things matter to employers.

## SUBJECT ENRICHMENT



### Something to think about...

What passions or interests do I have that I would like to explore further? Which subjects have I chosen not to take at Sixth Form but would still like to find out more about?



### Something to listen to...

Try this video link on the EPQ course <https://www.youtube.com/watch?v=U-ZQeWz5Ssk>



### Something to read...

Read this blog on the benefits of taking the EPQ course  
<https://www.superprof.co.uk/blog/benefits-of-the-extended-project/>

# LANGUAGES FOR BUSINESS

## HEAD OF DEPARTMENT

Ms G Cook

[g.cook@dallamschool.co.uk](mailto:g.cook@dallamschool.co.uk)

## TYPE OF QUALIFICATION

Level 2

## EXAM BOARD

Language Alliance

## SPECIFICATION

[Click here](#)

## ENTRY REQUIREMENTS

*Essential:* KS3 MFL



## AIMS OF THE COURSE

- To enable students to continue to develop their language skills and widen career opportunities
- To apply their knowledge of foreign languages to the world of business and increase employability
- To acquire the necessary business and language skills to be able to communicate with companies and organisations in areas such as sales and marketing, customer service, health and safety, international travel.

## COURSE OUTLINE & ASSESSMENT

The Certificate in Languages for Business:

- Delivers a qualification which reflects practical and authentic application of foreign languages in the work place
- Promotes independent, confident and effective linguists with the language skills required to make a positive and effective contribution to international economic activity;
- Gives access to a language qualification for learners of varying abilities
- The course is offered in French or Spanish with 6 modules covering companies and organisations; correspondence and communication; rules and regulations; travel and announcement; sales and marketing; customer service.
- The course combines ongoing assessed modules and end of year exams:
- Unit 1: Speaking and Listening (3 assessed tasks)
- Unit 2: Reading and Writing (3 assessed tasks)

This is a one-year course with students able to continue into Y13 by moving on to the Level 3 course and qualification. The level 3 qualification can also be undertaken in Year 13 and is a nationally recognised qualification, worth 16 UCAS points.

## CAREER PROSPECTS

The business skills you will learn during the course will help you in almost any career, be that in an office environment, dealing with customers, anywhere where business interaction takes place.

## SUBJECT ENRICHMENT



### Something to think about...

Not everyone speaks English. How can you use your languages to get a better job in the future?



### Something to listen to...

Try this video link for Languages for Business on YouTube  
<https://www.youtube.com/watch?v=knI3apFY9B4>



### Something to read...

The best languages to learn if you want to earn a lot of money | The Independent



# SPORTS LEADERSHIP AWARD

## HEAD OF DEPARTMENT

Mr M Robinson

[m.robinson@dallamschool.co.uk](mailto:m.robinson@dallamschool.co.uk)

## TYPE OF QUALIFICATION

Level 2/3

## EXAM BOARD

Sports Leaders

## SPECIFICATION

[Click here](#)

## ENTRY REQUIREMENTS

Energy, enthusiasm and teamwork



## AIMS OF THE COURSE

- Lead safe, purposeful and enjoyable sport/physical activity, under supervision.
- Develop character and employability skills
- Develop these skills through involvement in sport and physical activity in different contexts and roles
- Develop their ability to apply theoretical knowledge to practical situations

## COURSE OUTLINE & ASSESSMENT

The course uses sport to deliver fun and engaging physical activities with other students and within the community. Students will plan, lead and evaluate sports/physical activity sessions over a number of tutored hours and then demonstrate their leadership skills as part of their assessment, in the following units:

- Unit 1 – Building leadership skills
- Unit 2 – Plan, lead and evaluate sport/physical activity sessions
- Unit 3 – Assist in planning and leading a sports/physical activity event
- Unit 4 – Lead sport/physical activity sessions in your community

## CAREER PROSPECTS

This qualification has a progression pathway to the next level of Sports Leadership qualification. This qualification is the Level 3 Qualification in Sports Leadership and even carries with it 16 UCAS points.

This provides a great starting point for a potential career in Sports Coaching or PE teaching as well as developing skills used in all careers such as teamwork, leadership, communication skills, confidence and resilience.

## SUBJECT ENRICHMENT



### Something to think about...

How do we run a sports event for multiple Primary schools and hundreds of pupils?  
How do we ensure sports sessions are safe? What skills do we need to lead effectively?



### Something to listen to think about...

Podcasts discussing topical sports talking points. 'Sportsworld' and 'Flintoff, Savage and the Ping Pong Guy', both available on BBC Sounds.



### Something to read...

Lots of coaching articles on UK Sport website, SportsCoachUK and books such as, Coach to Coach by Martin Rooney, and Sports Leadership in the 21st Century by Burton, Kane & Borland



# VOLUNTEERING AWARD

## TEACHER IN CHARGE

Miss S Edwards

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## TYPE OF QUALIFICATION

N/A – work experience and community engagement

## EXAM BOARD

N/A

## SPECIFICATION

N/A

## ENTRY REQUIREMENTS

Energy, enthusiasm and teamwork!



## AIMS OF THE AWARD

- Gain confidence. Volunteering can help you gain confidence by giving you the chance to try something new and build a real sense of achievement.
- Make a difference.
- Meet people outside of your age group.
- Be part of a community.
- Learn new, transferable skills.
- Take on a challenge.
- Have fun!

## AWARD OUTLINE

Year 12 students undertaking the award complete a Sixth Form Volunteering Agreement form at the start of the academic year. This form, which is retained by school, lists the details of the placement, supervisor and the dates and times of activity. The placement is sought by the student and is down to them to decide where they would like to spend their time volunteering and/or gaining unpaid work experience. The students sign to say that they will attend regularly each Wednesday afternoon throughout the year, will follow instructions and adhere to the rules and regulations of the placement as described and will contact their supervisor and Sixth Form Office in advance if they are unable to attend.

A parent/carer of the student also signs the Sixth Form Volunteering Agreement form giving permission for their son/daughter to take part in the specific activity named on the sheet and to travel to and from the placement in the way described by the student. The form is then retained by School.

## PROSPECTS

Volunteering is a great way to use your skills to help others, and at the same time learn something new which may lead to a qualification. There are many volunteering opportunities so it's worth thinking about what you want to do and what you want to get out of it. If you want to volunteer to help boost your future career, think carefully about the skills and experience you need. Don't be afraid to be upfront about this when you apply for opportunities – as long as you are willing to show commitment to your voluntary work, most organisations will welcome the fact that it could have benefits for you. Volunteering can give you a broad range of learning opportunities:

- many volunteer placements will allow you to develop your 'key skills', the skills you need to get on in the workplace, in learning and in life
- volunteering shows independence and willingness to push yourself into new and unfamiliar environments, something viewed as extremely positive by universities and employers
- some volunteers receive vocational training in specialist areas such as social care, working with the elderly, or working with children
- some roles require specific training such as volunteering as a special constable with your local police force

## Frequently Asked Questions

### How and when do I submit my options?

The options process starts in November and runs through until February half term. Students at Dallam will be guided through the process in form time and PDev. Students new to Dallam in the Sixth Form will be offered a visit/virtual tour of the school to discuss their options and answer any questions about life in the Sixth Form here. Please [click here](#) to complete our options form.

### How many subjects will I study?

Most students will study three subjects in the Sixth Form, though students may be able to take a fourth subject following discussion with the Head of Sixth Form. Students can take A-levels, BTECs or a combination of both qualifications.

### Am I allowed to change or drop subjects?

Once you start Year 12, if you feel like the subjects you have chosen are not suitable, please speak with the Head of Sixth Form and the Sixth Form team. We will provide advice and guidance on suitable subject combinations for you. Any changes must be done in the first four weeks of term as a significant amount of catching up would be required after this point. Only in exceptional circumstances would you be able to change subjects after four weeks of study.

### What subject combinations should I choose?

Students are given complete freedom on picking any combination of three or four subjects they would like to pursue. Please refer to page 7 for our guidance information.

### How big is the jump from GCSE?

By now, you have probably heard countless numbers of people tell you that the step-up from GCSE to A-level/BTEC is absolutely huge, but don't let this deter you. Yes, there is indeed a jump, but it will be something that everyone will experience, so don't feel like you're the only person finding it tough. Remember, A-levels/BTECs aren't easy. When people tell you about the 'jump', they are probably referring to the slight increased difficulty compared to GCSE, and the dedication and motivation needed.

### What is the difference between A-level and BTEC?

Please look earlier in this subject brochure for more information.

### How much work will I get?

Each subject will be different, but as a rule of thumb, you should dedicate at least nine hours per fortnight to independent study in each of your subjects.

### Will I have a full timetable?

Studying three A Levels or a Level 3 BTEC is very different to GCSE and the timetable is also different. You will have 8-9 hours per fortnight per subject plus other sessions such as enrichment and Personal Development sessions. A Sixth Form student will not always be in lessons, but they should always be carrying out independent work to support their studies. We will provide you with the necessary resources and skills to ensure you cope with this change in style of learning.

### What are Independent Study sessions?

Students will have Independent Study as part of their Sixth Form timetable. These periods are planned in to support students to achieve their best. These should not be regarded as 'free' lessons but should be used to ensure work is completed to deadline, that work is being improved

or revision or wider reading is being undertaken. These sessions will usually be supervised by a member of staff and it is expected that students will arrive fully prepared for the work they need to complete.

### **What are class sizes like?**

Class sizes are usually smaller than at GCSE, to allow teachers to give more of their time each lesson to each student. Class sizes may be around 20 but can be as low as 10 for some subjects and will vary from year to year. The small class sizes allow for extra support from your subject teachers.

### **How are students monitored?**

We track and monitor Sixth Form students' progress regularly with a progress review every term. This data is then used to decide on the level of support that each student needs and which pathway they will go into for mentoring. Sixth Form reports are three times per year for both year groups and there is a whole Sixth Form parents evening twice per year.

### **Are there any exams in Year 12?**

A-level students will sit internal examinations at the end of Year 12 to monitor the progress that has been made. The results from this exam will be used in the setting of your UCAS grade. BTEC students will sit examinations in January and May, the results of these will go towards their final grade at the end of Year 13.

### **What enrichment activities are on offer?**

Students in Year 12 take one enrichment option alongside their core studies. Extra-curricular opportunities are also available, including Young Enterprise, mentoring, supported studies, Lessons from Auschwitz, extended experience, university visits, Student Voice, senior prefect, theatre trips... the list goes on!

### **What Careers Education Information Advice and Guidance (CEIAG) is available at school?**

We are acutely aware that our students may need support in taking their next steps into the world of work or Higher Education. Our Personal Development programme is designed to help students to discover their career goals and gain the necessary skills and experiences to achieve them. For students who need a more targeted approach, students can arrange an appointment with our Careers Manager who will support students in making applications to a wide range of sectors at different levels.

### **What support is available in Sixth Form?**

We have developed a culture of support and achievement. The Sixth Form team are friendly and approachable and believe that developing strong relationships with the students is key to success. The pastoral program in form time focuses on self-development, incorporating a variety of topics such as goal-setting, wellbeing and personal health. Sixth Form students also have access the Sixth Form Pastoral Coordinator providing wellbeing support in a safe, confidential and non-judgmental space, in which you can discuss any issues that may be affecting your ability to study.

### **Where can students go in Sixth Form?**

Sixth Form students at Dallam School are fortunate to have their own designated areas for study. All students are expected to use the facilities sensibly.

### **Will my teachers treat me like an adult?**

Yes. The relationships between teachers and Sixth Form students are particularly strong at Dallam and students receive excellent support and guidance from their subject staff.

### **Can Sixth Form student use mobile phones at school?**

Sixth Form students are allowed to use their phones within Sixth Form areas only – they must not be visible at all on the rest of the school site, in order to comply with the whole school policy.

### **Can students park at school?**

Limited parking is available for students on the school site. A free parking permit must be requested from the Sixth Form Office for a vehicle to be parked on site.

If you still have questions or queries about life in the Sixth Form here at Dallam, please contact us via [a.wilcock@dallamschool.co.uk](mailto:a.wilcock@dallamschool.co.uk) and [s.edwards@dallamschool.co.uk](mailto:s.edwards@dallamschool.co.uk) and we'll get back to you as quickly as possible.

Once you are ready to submit your options for Year 12, please complete the options form, by visiting <https://tinyurl.com/dallamsixthapply2024>

