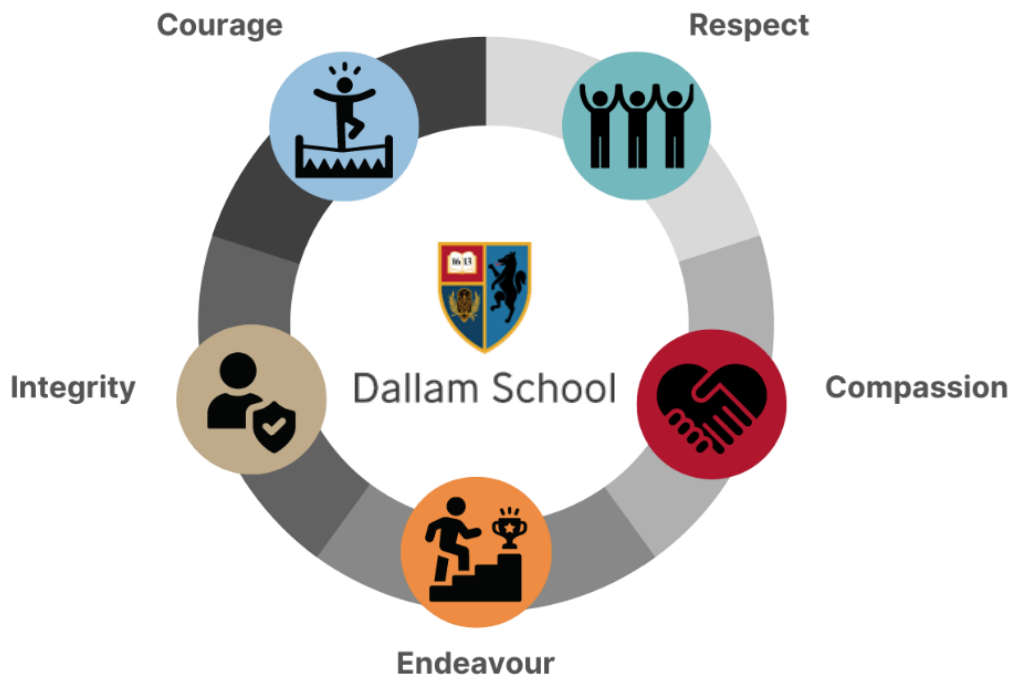


Key Stage 4 Courses 2025-27

**Motto:**

Learning for all, learning for life

Vision:

At Dallam School, we believe that education empowers students with the knowledge, skills and values they need to build a better future for themselves, their families and their community. At our school, every student develops the confidence and courage to be themselves and has access to opportunities that unlock future success. The inclusive and innovative ethos of Dallam School creates an inspiring environment in which every student can shine in their own unique way.

Who we are:

Dallam School is an 11-19 academy offering day and boarding students a place to achieve academically, enjoy a wide range of creative and outdoor opportunities and develop into responsible and caring individuals.

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Introduction for Students

What is Key Stage Four?

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

What is in this booklet?

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

Why do I have to choose?

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

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

Can I choose whatever I want?

- There are some subjects, called the **Core Subjects**, which everyone needs to study. These include English, Mathematics and Science. Everyone will also do Personal Development (PDev) and Core PE.
- Students must also choose **one** (or more) of the following **EBACC subjects**: Computing, French, Geography, History, Separate Science Pathway B or Spanish. These subjects will keep your future options (especially for university) as wide as possible.
- Students must then choose three more subjects from **EBACC or Optional Subjects**. We want to offer each of you a curriculum choice which will be best for you, and which will help you succeed (remember you can't choose iMedia and Media Studies).

How many subjects can I take?

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

Are my choices guaranteed?

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

The preference form will be available for students to complete online after the Open Evening on Thursday 7th November using the following link: <https://forms.office.com/e/dSUq0h1nxb>

Year 9 Options Form 2025



Introduction for Parents and Carers

Which subjects should my son/daughter choose?

In February your son/daughter will need to make some very important decisions about the subjects he or she wishes to study over the next two years, leading to Level 2 qualifications. Naturally, you will want to do all you can to help and advise.

This booklet is designed to help you make the right decisions. We hope you will be able to read through it with your son or daughter in order to make an informed choice. Please also encourage your son or daughter to discuss choices with subject teachers and form tutors. The majority of our students will go on to study Level 3 subjects. We encourage students to study a broad range of subjects at Key Stage 4. Later they can build on this broad foundation by specialising.

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

Some things for students to think about:

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

Some things to consider with students:

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

Examinations:

- Most subjects that do not have coursework or projects to complete will have three exams that are sat at the end of year 11.
- For some subjects they may achieve better grades by choosing some courses that have a higher proportion of coursework or projects that count towards the final grade.
- Carefully check the assessment information of each course (The BTECs and Food have the highest proportion of coursework and only one examination).

Core Subjects

GCSE English Language (AQA)

Course content and assessment:

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

NEA: Spoken Language Endorsement

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

Paper 1: Explorations in Creative Reading and Writing

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

Section A: Reading (40 marks) (25%)

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

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

- Descriptive or narrative writing task
- 1 extended writing question
- 24 marks for content, 16 marks for technical accuracy



Paper 2: Writers' Viewpoints and Perspectives

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

Section A: Reading (40 marks) (25%)

- One non-fiction text and one literary non-fiction text linked by theme
- 1 short form question (1 x 4 marks)
- 2 longer form questions (1 x 8, 1 x 12 marks)
- 1 extended question (1 x 16 marks)

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

- Writing to present a viewpoint
- 1 extended writing question
- 24 marks for content, 16 marks for technical accuracy

Progression at 16+:

GCSE English is a highly respected GCSE which is essential for you to access further education and many careers. It can lead on to A-Level English Language or Literature. The essay writing and general communication skills developed in this course are essential life skills. A grade 5 or above in English Language is obligatory to start A-Level and most college courses. The ability to express yourself clearly in written and verbal forms will help you achieve in many courses and careers

Mr. L. Stephenson (Head of English & Languages)

Course content and assessment:

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

Paper 1: Shakespeare and Post-1914 Literature

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

What is assessed?

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

Section B Post 19 14 Literature (*An Inspector Calls*): Students will answer one essay question from a choice of two on their studied modern prose or drama text



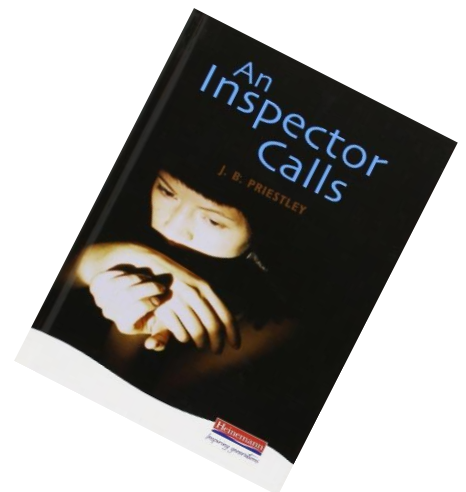
Paper 2: 19th-century Novel and Poetry since 1789

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

What is assessed?

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

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



Progression at 16+:

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

Mr. L. Stephenson (Head of English & Languages)

Course content and assessment:

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

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



Course Content and Weightings

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

- Number will require mastery of structure & accuracy of calculation and work will extend the skills in arithmetic, fractions, decimals and percentages.
- Algebra will require mastery of notation, vocabulary & manipulation and work will extend the skills in expressions, identities, formulae and equations.
- **Ratio & proportion work will be embedded across all of the other 4 strands and is the critical focus of the new and reformed GCSE course.**
- Geometry will require mastery of properties & constructions and work will extend the skills in shape, angles, mensuration, with particular focus on graphs and trigonometry.
- Statistics & probability will require mastery of data & events and work will extend the skills in the statistics cycle & interpret the probability of past and future events.

Examinations

GCSE Mathematics is solely assessed through external examinations in May/June of Year 11. Students will sit one non-calculator paper and two calculator papers (each 1hr 30minutes). Each paper will assess students' ability to recall, select and apply their knowledge of mathematics and to interpret, analyse and solve problems. Elements of functional mathematics have been embedded into the specification and assessments.

Progression at 16+:

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

Mrs. A. Sandham (Head of Mathematics)

Course content and assessment:

Overview

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

Course content



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

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

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

Assessments

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

Progression at 16+

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

Mr. A. Hoyle (Head of Science)

Course content and assessment:

Overview

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

Course content



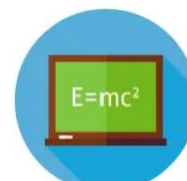
GCSE Biology

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



GCSE Chemistry

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



GCSE Physics

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

Assessments

Students are assessed through a total of six written exams, two for each science subject, taken at the end of Year 11. Each exam paper is worth 100 marks and is 1 hour 45 minutes long. Exams questions are a mixture of multiple choice, structured, closed short answer and open response.

This course is most suitable for students aiming for grades 5 to 9.

(Nationally one third of students take Separate Sciences).

Note: This pathway will mean students can only choose 3 other options as one option choice will be used for additional Science lessons.

Progression at 16+

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

Mr. A. Hoyle (Head of Science)

Course content and assessment:

Overview



The Personal Development course is designed to give pupils the knowledge and skills they need to live in the wide world. This is provided in an age-appropriate manner and builds on their learning in years 7-9. Pupils will have three lessons per fortnight of PDev, and will cover all required statutory content. The course will be enriched via assemblies and guest speakers, lessons with our Health Educator, and year 11 Interview Day which gives students the opportunity to prepare for and sit a mock interview with a member of our local business community.

Course content

There are six main strands of learning which include (but are not limited to):

1. **Relationships & Sex Education**
 - i. Healthy & Unhealthy relationships
 - ii. Different types of relationships
 - iii. How to manage conflict and break ups in relationships
 - iv. Pregnancy and parenthood
 - v. Safe sex
2. **Careers & Finance**
 - i. Investigating different careers
 - ii. Understanding pay and taxes
 - iii. How to write CVs and covering letters
 - iv. Basic employment law: discrimination, health & safety at work
 - v. Trade unions
3. **Healthy Living**
 - i. Fertility and reproductive health
 - ii. The importance of sleep
 - iii. Body positivity and obesity
 - iv. Bullying and body-shaming
 - v. Importance of exercise and healthy food choices
4. **Citizenship & Ethics**
 - i. Living sustainably
 - ii. Hate speech and extremism
 - iii. Homelessness
 - iv. The criminal justice system
 - v. Globalisation and the environment
5. **Personal Safety (physical and digital)**
 - i. Cybercrime and internet safety
 - ii. Potential consequences of online activity
 - iii. Risks of drugs & alcohol
 - iv. Gambling & online gambling
 - v. Safety in the wider world
6. **Personal Wellbeing**
 - i. Managing stress and anxiety
 - ii. Managing during tough times
 - iii. Identifying mental ill-health and seeking support
 - iv. Perseverance and procrastination
 - v. Time management and revision

Addition content and discussion opportunities are also provided on spiritual, moral, social, and cultural topics such as:

- Community Cohesion
- Believing in God
- Relationships and Family
- Crime and Punishment
- Rights and Responsibilities
- Life and Death Issues
- Peace and Conflict
- Environment and Medical

Please note that one lesson per fortnight, will be taught by an English teacher as a cross-curricular lesson with a specific focus on essay writing and developing language.

Mrs. S. Dunne (Personal Development Lead)

Course content and assessment:

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



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

At KS4, similar activities are placed in one group so students are able to select the pathway of activities they wish to take part in. For example, if a student enjoys games they may choose a traditional games pathway that includes activities such as hockey, football, rugby and rounders/cricket. Or, if this is not the case, other pathways will include net and racket sports such as badminton, table tennis and volleyball.

Mr. M. Robinson (Head of PE)

EBACC Subjects

GCSE Computer Science (OCR)

Course content and assessment:

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



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



Component 1 - Computer systems

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

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

- 90 mins, 80 marks, 50%

Component 2 – Computational thinking, algorithms and programming

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

This is assessed by an external written paper:

- 90 mins, 80 marks, 50%

Progression at 16+

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

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



Mrs. N. Oliver (Head of Technical & Communications)

Course content and assessment:

Did you know French is the official language in 29 countries worldwide? Speaking a foreign language not only gives you better chances of securing that dream job in a global and competitive market, it also enhances your cognitive skills, memory, ability to multitask and decision-making capabilities. There are a wide variety of careers linked to languages: translator, foreign correspondent, lawyer, author, speech and language therapist, or international marketing consultant. Having foreign language skills up your sleeve will make you stand out from the crowd.

Throughout the course you will build on the language knowledge and skills you have acquired in KS3 to enable you to communicate effectively in French and learn about life and culture in French speaking countries. Studying French will broaden your horizons, develop your cultural knowledge and understanding and help you gain transferable skills such as communication skills, problem solving and creativity.

To succeed at GCSE, you will develop your ability to speak confidently, enrich your vocabulary and grammar and acquire new knowledge, skills and ideas whilst developing an awareness and understanding of the different cultures in the French-speaking world.

You will study the following six modules:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Current study and future plans
- Travel and tourism



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

Progression at 16+:

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

Mrs. H. Martin (Modern Foreign Languages Lead)

Course content and assessment:

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

Unit 1:

***Living with the physical environment** -Written paper 35%.

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



Unit 2:

***Challenges in the human environment** - Written Paper 35%.

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

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

Unit 3: Geographical Applications - Written Paper 30%.

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

Progression at 16+

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

Ms. A. Farrell (Head of Humanities)

Course content and assessment:

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

Paper 1 (Exam worth 30%):

The aim of this unit is to consider change over time in Britain. The topic focus will be on crime and punishment from 1000 onwards. This means examining how crime, punishment and law enforcement changed over time.

Section A: historic environment

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



Section B: thematic study

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

Paper 2 (Exam worth 40%)

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

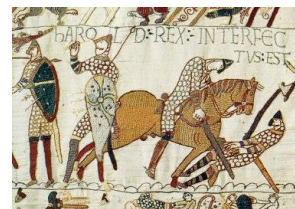


Section A: Period study - Superpower relations and the Cold War, 1941-91:

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

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

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

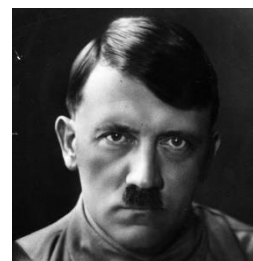


Paper 3 (Exam worth 30%)

The aim of this unit will examine, in depth, one of the key periods in the history of a country that shaped the twentieth century.

Weimar and Nazi Germany, 1918-39

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



Progression at 16+:

GCSE history is a highly respected GCSE. It can lead on to A-level history, which covers a wider variety of periods than GCSE, and then on to a degree. Only a very small number of people with history degrees become historians or teachers; it is a popular route for people to become lawyers, managers, journalists, researchers, event organisers or to go into business.

Mr. K. Newbold (Assistant Head of Humanities)

Course content and assessment:

As the fourth most spoken language in the world, Spanish is a fantastic skill to have both personally and professionally. Speaking a foreign language not only gives you better chances of securing that dream job in a global and competitive market, it also enhances your cognitive skills, memory, ability to multitask and decision-making capabilities. There are a wide variety of careers linked to languages: translator, foreign correspondent, lawyer, author, speech and language therapist, or international marketing consultant. Having foreign language skills up your sleeve will make you stand out from the crowd.

Throughout the course you will build on the language knowledge and skills you have acquired in KS3 to enable you to communicate effectively in Spanish and learn about life and culture in Spanish speaking countries. Studying Spanish will broaden your horizons, develop your cultural knowledge and understanding and help you gain transferable skills such as communication skills, problem solving and creativity.

To succeed at Spanish GCSE, you will develop your ability to speak confidently, enrich your vocabulary and grammar and acquire new knowledge, skills and ideas whilst developing an awareness and understanding of the different cultures in the Spanish-speaking world. Studying both Spain and Latin America, you will learn how life compares in other countries.



You will study the following six modules:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Current study and future plans
- Travel and tourism

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

Progression at 16+:

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

Mrs. H. Martin (Modern Foreign Languages Lead)

Optional Subjects

GCSE Art and Design (AQA)

Course content and assessment:

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



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

Content: The coursework unit comprises 2 projects. The first project is based on portraiture and allows you to select from a range of media and artists to enable you to explore your own identity, hobbies and interests. It will familiarise you with the 4 GCSE assessment objectives and you will gain skills using a range of media and techniques and record your ideas and investigations in a sketchbook. The second project builds on the skills you have learnt and enables you to select **your own theme** and create art in either 2 or 3 dimensions.

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

Examination

Unit 2: External Test worth 40% of the marks. Exam papers are issued at the beginning of January in Year 11.

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

Progression at 16+:

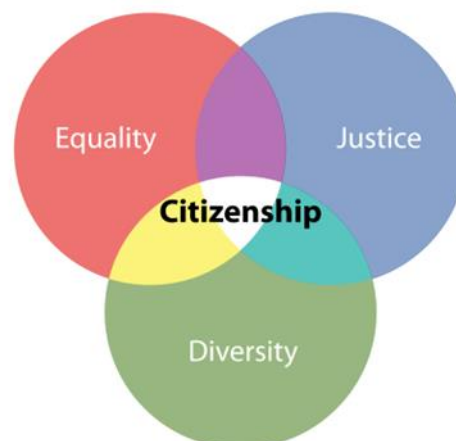
GCSE Art and Design is ideal preparation for A Level Art and Design which could lead to many university courses such as architecture, fine art, illustration, photography, textiles, ceramics, 3D design, graphic design, set design and web design. In addition to art-related degrees, students regularly go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

Mrs. S. Peacock (Head of Art)

Course content and assessment:

This course has been designed to;

- Provide students with an overview of how Britain is run through its various systems of government
- Equip students with the skills they will need in order to be active citizens of the UK
- Give students the knowledge, skills and understanding of issues associated with our democracy and how to debate them effectively
- Empower students to take charge of their own political opinions and points of view
- Introduce students to political and democratic concepts to do with not only the UK but also the wider world.



Delivery

- The Citizenship GCSE is taught over 5 hours' fortnightly and culminates in two exams at the end of the course
- Each exam is worth 50% of the final grade.
- The exams last 1 hour 45 minutes
- To succeed you will need to be well organised, motivated and committed to learning about politics, democracy, and life in Modern Britain.

Core Units over KS4

- A. Living together in the UK
- B. Democracy at work in the UK
- C. Law and justice
- D. Power and influence
- E. Taking citizenship action

Progression at 16+:

A Citizenship GCSE prepares students to be active citizens in 21st century Britain. It teaches them about voting, debating key issues, holding public figures to account, and how to be an active member of their communities. This course is an excellent foundation for anyone wishing to pursue a career in law, journalism, the media, international relations, politics or the civil service.

Additionally, a Citizenship GCSE is a solid foundation for A-levels such as sociology, law, and politics, whilst supporting students in subjects such as English, media, psychology, and history.

Mrs. S. Dunne (Personal Development Lead)

Course content and assessment:

Creative iMedia is a GCSE equivalent vocational course, which equips you with a wide range of knowledge and skills needed to work in the creative digital media sector (think web design, social media, photography, digital branding, 3D animation and game development). We start at the pre-production phase and develop skills through several practical assignments as you create a number of different multimedia products. The media industry is vast, covering different sectors and providing work for freelance creatives, as well as large teams in design-houses and multinational companies. However, there are common aspects to all digital media products. This qualification will help you to develop knowledge and understanding relating to different sectors, products, and job roles that form the media industry.



You may be interested in this if you want an engaging qualification where you will use your learning in practical, real-life situations, such as:

- Developing visual identities for clients
- Planning and creating original digital graphics
- Planning, creating and reviewing original digital media products.

Assessment

Two coursework components:

- Component 1: Visual Identity and Digital Graphics (worth 25% of the final grade)
- Component 2: Animation with Audio (worth 35% of the final grade)

One written exam in Year 11 (worth 40% of the final grade)

Progression at 16+:

Students can go on to follow a diverse range of courses including Level 3 qualifications (A-Level) in Computing, Vocational IT, Media Studies, Business Studies or apprenticeships in the Media/ Broadcast/ Web Design/ Game Development industries.

If you choose Creative iMedia at Dallam you will learn production concepts and how to use key industry software, such as photo-editing programs, 3D modelling software, digital audio and recording suites and games development tools.

Mrs. N. Oliver (Head of Technical & Communications)

****Please note you cannot take Creative iMedia & Media Studies***

Course content and assessment:

Design and Technology is a subject area which requires the application of knowledge and understanding, when developing ideas, planning, manufacturing products and evaluating them. This course has been designed to encourage candidates to be able to design and make high quality products with creativity and originality, using a range of materials and manufacturing processes. As part of the course, they will also study core technical, designing and making principles and specialist technical principles. These include a wide range of design processes, materials techniques and equipment include Computer Aided Design (CAD) and Computer Aided Manufacture (CAM) such as laser cutting and 3D printing.



Written Exam Paper (Exam is sat in Summer of Year 11) This is a 2 hour written exam paper based on course theory and is worth 50% of the final GCSE grade.

Taught theory broadly consists of:

- Materials – timbers and polymers
- New developments in materials and manufacture
- Sustainability & the environment
- Manufacturing processes- including CAD/CAM
- Research methods and Design strategies

NEA: (This begins in June of Year 10) This is a design and make non-examined assessment task of approximately 35 hours that is worth 50% of the final GCSE grade. It consists of a research, design and make activity that is chosen from a range of contextual challenges provided by the exam board.

Progression at 16+:

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

Students can choose pathway A – GCSE Design and Technology (one option)

Students can choose pathway B – GCSE Design and Technology and Multi-Skills (two options)

Mrs. N. Oliver (Head of Technical and Communications)

Course content and assessment:

The course is a variety of practical activities to develop manufacturing skills and tasks that help to prepare pupils for the world of work building on their prior knowledge from KS3 Design and Technology. This course supports the GCSE qualification in Design and Technology.

Students will gain practical skills in using woods, metals and plastics and experience hand and machining skills, joinery skills and different methods to form plastics. Students will also study Computer Aided Design (CAD) and CAM including laser cutting and 3D printing. Different methods of design communication such as isometric drawing, orthographic projection, engineering drawings, cutting lists and costings will be covered as part of the course

Throughout these activities students will understand health and safe workshop practice and requirements as well as risk assessment procedures.



Assessment:

Students will be assessed through the AQA Unit Award Scheme (UAS)

Pupils can enter an unlimited amount of units to develop their personal skill set, these units will be assessed by an internal assessor and then certification is awarded by the exam board AQA. Examples include; woodworking skills, creative and practical woodwork – making an article, working in a woodworking environment, and developing joinery skills.

Progression at 16+

This course is ideally suited to pupils who want to take up an apprenticeship or a vocational based college course after GCSEs. This course will allow students to create a portfolio of skills to share at interview.

Students can choose pathway A – GCSE Design and Technology (one option)

Students can choose pathway B – GCSE Design and Technology and Multi-Skills (two options)

Mrs. N. Oliver (Head of Technical and Communications)

Course content and assessment:

Key subject aims

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

What will I learn and how will I be assessed?

Component 1: Understanding Drama (40% of GCSE, 80 marks)

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

Assessment: Written exam: 1 hour and 45 minutes

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

Component 2: Devising Drama – Practical (40% of GCSE, 80 marks)

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

Assessment: Devising log (60 marks) and Devised performance (20 marks)

Component 3: Texts in practice (Practical 20% of GCSE, 40 marks)

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

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

What will I learn?

- How drama is created, including all the acting and staging skills that are needed to put a piece of drama onto the stage.
- Different styles of Drama, from page to stage and creating ideas from a stimulus.
- How to create a character and play this character in a performance
- Transferable skills such as self-presentation, public speaking, adapting performance to suit varying audiences, risk taking alongside self-confidence and collaborative skills.

Progression at 16+:

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

At Dallam, we offer GCE Drama and Theatre Studies at A-Level. Doing Drama is not just about performing; previous students have also gone on to study subjects such as law, economics, journalism, literature, science and have gone into a wide range of careers, we build on transferable skills that are invaluable for your future self and future success. Drama allows students to critique the world around them and offers a greater appreciation of culture and socio-historical events.

Our students go into careers far beyond the entertainment industry, students can however also go into theatre management, events, non-profit organisations as well as technical elements of theatre and performance.

Mrs. J. Bramley (Drama Teacher)



Course content and assessment:

Pearson - BTEC Level 2 Tech Award in Enterprise Why Choose Enterprise?

Enterprise is a vibrant, exciting, applied course that fits well with the needs of today's employers. It blends an understanding of core business issues such as starting a new business and written communication, with the practical use of IT to create reports and business plans. It matches well with other course selections including technology subjects.



The course gives an opening to the world of enterprise and is strongly orientated towards a real-world business context through exploration of local businesses and the development of a business idea and business plan.

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

Course Content

Year 10 – An introduction to business and enterprise introduces the subject. The first piece of internally assessed work completed in autumn/spring term investigating local companies. In parallel, taught material relating to the exam is introduced.

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

Teaching is a mixture of taught lessons, practical activities.

Assessment

Three themes are assessed: 'Exploring Enterprises', 'Planning for an Enterprise' and 'Marketing & Finance for Enterprise'.

Two Controlled Assessments completed in class, worth 30% of the final grade each
One Written exam in Year 11 worth 40% of the final grade

Progression at 16+

Students can take college courses or seek apprenticeships directly from this qualification. A-Level Business is offered at Dallam Sixth Form. Following 6th Form, students' progress to apprenticeships, jobs or university. The course develops management skills for the business environment.

Mrs. N. Oliver (Head of Technical and Communications)

Course content & assessment:

This course has been designed to;

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



Delivery

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

Core Units over KS4

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

Progression at 16+:

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

Mrs. J. Hicks (Head of Health and Social Care)

Course content and assessment:

This course will allow learners to gain knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful.

There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, learners will also have the opportunity to develop some food preparation and cooking skills as well as transferable skills of problem-solving, organisation and time management, planning and communication.



Through the two units, learners will gain an overview of the hospitality and catering industry and the type of job roles that may be available to assist them in making choices about progression.

The course is split into **two mandatory units**:

Unit 1: The Hospitality and Catering Industry

- This is a written exam sat in June of Year 11
- 1 hour 20 mins – Max 80 marks – 40% of overall grade

In this unit learners will gain a comprehensive knowledge and understanding of the hospitality and catering industry including:

- How hospitality and catering providers operate
- Health and safety in hospitality and catering
- Food safety in hospitality and catering

Unit 2: This is the Non-Exam Assessment (NEA)

Internally assessed by the teacher and externally moderated.

- This comprises of written work responding to the task set by the exam board plus the practical exam. The practical exam is to plan, cook and serve two complete dishes (with accompaniments) in year 11.
- The unit will take place over approximately 12 hours, including a 3-hour practical exam.
- The outcome will make up 60% of the overall grade awarded.



In this unit learners will gain knowledge and understanding of the following:

- The importance of nutrition
- Menu planning
- The skills and techniques of preparation, cooking and presentation of dishes
- Evaluating cooking skills

Progression at 16+:

This qualification could be an ideal pathway for careers such as being a Chef, Food Styler, Food Technology Teaching Environmental Health, Hospitality management, Food Buyer, Recipe developer and Food Journalist to name just a few.

Mrs. S. Burrows (Food Technology Teacher)

Course content and assessment:

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



Component 1: Exploring Media Products

This unit is worth 30% of the final grade and is assessed through a series of internally marked assignments.

- **Aim:** To learn about the sector and investigate media products across a number of sub-sectors, including audio/moving image, publishing and interactive.
- **Content: Based on pre-released topic:** You will explore the content and purpose of media products, with a particular focus on digital products. You will learn how to consider the style and use of digital design principles through the production process.

Component 2: Developing Digital Media Production Skills

This unit is worth 30% of the final grade and is assessed through a series of internally marked assignments.

- **Aim:** To develop technical skills and techniques in your chosen discipline. You can choose from audio/moving image, publishing and interactive.
- **Content: Based on a pre-released topic:** You will learn to experiment with a variety of different media production skills and techniques and be given the opportunity to apply what you have learnt to create a final piece of media. The process will also allow for you to learn about how we reflect on our progress and how reflection can help improve our production work.

Component 3: Create a Media Product in Response to a Brief

This unit is worth 40% of the final grade and is externally assessed through the completion of tasks which are set by given brief.

- **Aim:** To apply the digital skills and techniques learnt from the previous two units by responding to a digital media brief.
- **Content:** You will learn how to respond to a media brief and from that how to plan and apply your ideas to a production. You will also learn how to justify your chosen process and reflect on the outcomes of the project.

Progression at 16+:

The Level 1/2 BTEC Tech Award in Creative Media Production provides excellent preparation for the Level 3 course which could lead to many university courses such as media studies, communications, film, animation, web or graphic design. Studying Media can lead to careers across the vast media industry (at present worth around £977 billion globally) such as web design, journalism, advertising and marketing.

Mrs. K. Hennessy-Garside (Head of Media Studies)

***Please note you cannot take Creative iMedia & Media Studies**

Course content and assessment:

Earning a GCSE in a practical subject such as music is not just because of a love of music; it can also go on to equip you with a wide range of life-transferrable skills. GCSE Music is a great way to develop confidence, creativity and group work skills. You will have the opportunity to develop a deeper understanding of music from a wide range of styles, periods and traditions. Almost two thirds of the course is achieved through non-examined assessment (coursework), allowing you to develop your skills as both a performer and composer. If opting for GCSE Music, you will be entitled to free instrumental/vocal lessons as part of the course.

To access the course at grades 5-9 you must commit to having lessons on an instrument or voice. Regular practise is essential for an ongoing development of musicianship.

Component 1: Understanding Music (Listening Exam, 65 minutes, 40%)

Content overview

- Introduction to GCSE: Musical elements, musical contexts and musical language
- Musical Forms and Devices: Learners place music within a broad historical context – it is not expected that they develop a detailed chronology of music aside from an awareness of the principal features of Baroque, Classical and Romantic music. The area of study focuses on understanding structural forms and devices across a variety of genres and styles from the Western Classical Tradition 1650-1910.
- Music for Ensemble: Understanding of sonority and texture, including instrumental and vocal groupings, through listening to and/or performing examples from chamber music, musical theatre, jazz and blues. Learners will study texture, including how composers combine musical lines in:
- Film Music: Understanding of film: the use of timbre, tone colour and dynamics for effect.
- Popular Music: Understanding of popular music: pop, rock and pop, bhangra and fusion.
- Set Works: Badinerie by J.S.Bach for Flute and String Orchestra with Harpsichord (Final movement, Orchestral Suite No.2 in B minor, BWV 1067). Africa: Toto (1982).

Assessment overview – the paper is comprised of two sections:

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

Component 2: Performing (non-examined assessment 30%)

Content overview

- A minimum of two pieces, one of which must be an ensemble performance of at least one minute duration. The other piece(s) may be either solo and/or ensemble. One of the pieces performed must link to an area of study of the learner's choice.

Assessment overview

- Students perform for at least 4-6 minutes combined duration
- Solo performance: this must be of at least 1 minute long and could be more than one piece
- Ensemble performance: this must be for at least 1 minute long and could be more than one piece

Component 3: Composing (non-examined assessment 30%)

Content overview

- Developing musical ideas
- Composition techniques
- Ensuring technical control and coherence

Assessment overview

- Students compose two compositions, of at least 3 minutes' combined duration
- One composition to a brief set by the exam board, of at least 1 minute in duration.
- One free composition set by the student, of at least 1 minute in duration.

Progression at 16+:

GCSE Music is ideal preparation for A-Level or BTEC Music which will lead to many University or Music College courses. It is also suitable for students who wish to further their knowledge of Music and have a well-rounded foundation for any future career path. Careers in music include a vast range of possibilities such as teaching, freelance performing, music therapy and music journalism. Other career pathways include artist management, event administration, and music production.

Mr. C. Kendrick (Head of Creative Arts)

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

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

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

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

Component 2: Thematic studies

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

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

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

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

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

Progression at 16+:

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

Ms. A. Farrell (Head of Humanities)

Course content and assessment:

Teamwork, leadership, communication skills, confidence and resilience are all part of what the BTEC Tech Award in Sport equips young people with, in addition to improving their physical wellbeing. These are all skills and attributes which help pupils thrive in other subjects and throughout their lives.

The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. Learners will have the opportunity to develop applied knowledge and skills in the following areas:

- investigating provisions for sport including equipment and facilities to enhance sport
- planning and delivery of sport drills and sessions
- fitness for sport including fitness testing and methodology.

In addition, this qualification enables learners to develop sector-specific skills such as sport analysis and sports leadership, and personal skills such as communication, planning, time management and teamwork, through a practical and skills-based approach to learning and assessment.

The internally assessed components are task-based and largely practical, allowing learners to demonstrate their skills and ability – and their understanding of the theoretical content – in a way that suits them. Non-exam coursework will take place at the end of Year 10 and 11. Students will sit their external exam at the end of the course in Year 11.

Students are encouraged to be part of local sports clubs performing at their maximum to ensure they can achieve well in the practical elements (non-examined assessment) of the course.

Subject content

Component 1: Preparing to take part in sport & physical activity (30%)

Learners will explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity. They will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity.

Internally assessed in the summer term of Year 10.

Component 2: Taking part & improving other participants' sporting performance (30%)

Learners will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants' sporting performance

Internally assessed in the spring term of Year 11.

Component 3: Developing Fitness to Improve Other Participants' Performance in Sport and Physical Activity (40%)

Learners will be introduced to and develop an understanding of the importance of fitness and the different types of fitness for performance in sport and physical activity. They will also develop an understanding of the body and fitness testing.

Written examination of 1 and ½ hours (60 marks) in the summer term of Year 11.

Progression at 16+

This course is ideal preparation for BTEC Level 3 National in Sport which will lead to many University courses. Careers in PE include a vast range of possibilities such as Sports Scientists, Sports Analysts, Physiotherapists, Strength & Conditioning coaches and Nutrition, Teaching and coaching, Sports professionals, Sports business and media. A wide range of jobs in health and fitness including personal training.

Mr. M. Robinson (Head of PE)

Course content and assessment:

This course will support the GCSE Mathematics course as there is a high degree of overlap of key skills and some examination questions are the same.

The course provides students with a comprehensive introduction to the principles and techniques of statistical analysis. Covering key concepts such as data representation, probability, and hypothesis testing, students will develop a solid foundation in statistical reasoning and application. Practical skills are honed through hands-on activities, enabling students to collect, analyse, and interpret data effectively.



Emphasis is placed on real-world applications, fostering a deeper understanding of how statistics impacts various fields. By the end of the course, students will have acquired essential statistical knowledge and skills, preparing them for further studies or practical applications in diverse fields.

GCSE Statistics extends the statistical concepts from GCSE Maths, including Averages (mean, median, and mode), Statistical Diagrams (Bar Charts, Pie Charts, Histograms, etc.), and Probability (Theoretical Probability, Tree Diagrams, Venn Diagrams, etc.).

There are two tiers available. Students will be guided at the Year 11 mock exams in January as to which tier they will sit, and this will be reviewed after the mock exams.

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

Course Content

Key Themes	Description
Data Interpretation	Students develop the skills of interpreting and analysing various types of data, including numerical and graphical representations.
Real Life Applications	The course focuses on the practical application of statistical skills in real-life scenarios, enabling students to understand how statistics are used in various fields and situations.
Advanced Statistical Methods	Edexcel GCSE Statistics introduces advanced statistical methods, going beyond the basics covered in GCSE Maths.
Critical Thinking	Students develop critical thinking skills by analysing data critically, making informed decisions, and drawing conclusions based on statistical evidence. This skill is valuable for problem-solving and decision-making in a wide range of contexts.

Examinations

GCSE Statistics is solely assessed through external examinations in May/June of Year 11. Students will sit two calculator papers (each 1hr 30minutes), both marked out of 80.

Progression at 16+:

The skills you learn will really help you in your normal mathematics, as well as letting you see how mathematics is used in the real world. The knowledge acquired, is highly transferable to other subjects, being useful for A Level courses in: Mathematics, Geography, Psychology, Business Studies, Economics, Biology, Sociology and more.

Mr. D. Oliver (Statistics Teacher)