

DALLAM SIXTH FORM

CURRICULUM OPTIONS

AND GUIDANCE



Dallam School



For students starting courses
in September 2026

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Milnthorpe Campus, LA7 7DD

Courage | Respect | Compassion | Endeavour | Integrity

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An Introduction from 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 also 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 or beyond.

Dallam Sixth Form is committed to providing the highest quality of education and to offering opportunities to students who have the ambition, motivation and desire to live life to the full.

Please visit our website, www.dallamschool.co.uk/sixth-form to find out more.

Outline of the Post-16 curriculum

In Year 12, students study three subjects plus an enrichment option detailed below.
For more details on these options, please see [pages 28-32](#).

Note; four subjects is also possible, following discussion and agreement with the Head of Sixth Form.

Core Mathematics	Extended Project Qualification	Sports Leadership Award	Volunteering Award
The 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 the qualification is worth the equivalent of an AS-assessments. 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.	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.	The Volunteering Award helps students gain confidence, develop transferable skills, and make a difference in their community. Year 12 students commit to a regular placement each Wednesday afternoon, building independence and responsibility. Through volunteering, students gain real-world experience, learn key employability skills, and demonstrate initiative — qualities valued by universities and future employers.

As part of the curriculum, students can focus on and develop other skills and attributes that will have a significant impact on their personal growth. To that end, we expect all our Sixth Form students to undertake aspects of 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 become 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



Additional leadership opportunities:

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

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.

Kim Forsyth
Head of Sixth Form

Steven Henneberry
Headteacher

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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.

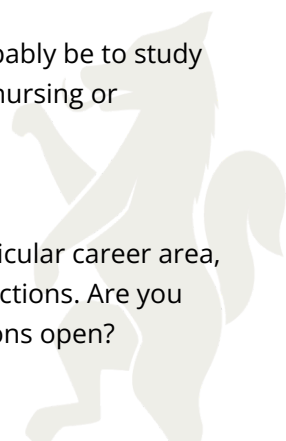
Where can a BTEC take me?

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.

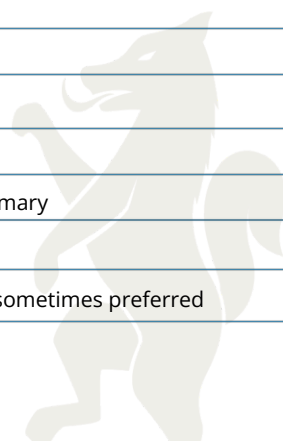


Higher Education and Careers Advice

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). 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).

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; Chemistry required;
Biological Sciences	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
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?

Choosing your Sixth Form subjects is an exciting opportunity to shape your future – and at Dallam, there's a pathway for everyone to belong here, learn here and thrive here.

We believe that every student who is ready to work hard, aim high and show our values of courage, respect, compassion, endeavour and integrity deserves the chance to succeed. Our curriculum is designed to open doors – whether you're set on a specific career path or still exploring your options.

Making the Right Choices

When choosing your subjects, think carefully about:

- Your future ambitions: Research career pathways to ensure your subject choices keep doors open. Try www.prospects.ac.uk.
- University requirements: Some degrees need specific A-levels or BTECs, so it's worth checking early. Visit www.informedchoices.ac.uk.
- Balance and enjoyment: Choose subjects you enjoy and can succeed in – your passion will drive your progress.

Students select **three main subjects**, each from a different option block, and can also enrich their programme through volunteering or additional qualifications such as Core Maths, EPQ, or Sports Leadership.

A	B	C	D	E
Performing Arts	Media Studies	Health and Social Care	Art	Criminology
Chemistry	Computing	Business	Biology	History
English Language and Literature	Psychology	Geography		Mathematics
Product Design	Spanish	Physics		

Two Pathways to Success

We offer two clear pathways that ensure every student can access high-quality, challenging courses suited to their strengths and ambitions.

The Grade 4+ Pathway – highlighted in yellow above.

This pathway offers a strong, supportive route into Sixth Form study.

Entry requirements: A minimum of five GCSEs at grades 9–4, including at least grade 4 in English and Maths, plus the 'essential' GCSE grade(s) described for each subject in the subject information pages.

Available subjects:

- Art and Design
- Criminology
- Performing Arts
- Media Studies
- Health and Social Care

These courses are designed to build confidence, independence and employability skills – while preparing you for further study, apprenticeships or university.

The Grade 5+ Pathway

This pathway provides access to our full range of A-level and BTEC qualifications, offering academic challenge and breadth for students aiming for university or high-level apprenticeships.

Entry requirements: A minimum of five GCSEs at grades 9–5, including at least grade 5 in English and Maths, plus the 'essential' GCSE grade(s) described for each subject in the subject information pages.

Available subjects:

All A-level and BTEC subjects, including those on the Grade 4+ pathway, listed in our subject information pages.

Grade 4+ pathway

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ART AND DESIGN

POINT OF CONTACT

Mrs S Peacock
s.peacock@dallamschool.co.uk

TYPE OF QUALIFICATION

A-level

EXAMBOARD

AQA

SPECIFICATION

bit.ly/AQAartanddesign

ENTRY REQUIREMENTS

Preferred: GCSE Art grade 5

Essential: GCSE Art grade 4



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

Component1: 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 of 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) 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: TateModern, Tate Britain, Tate Liverpool, Tate St Ives (www.tate.org.uk), The Yorkshire Sculpture Park (<https://ysp.org.uk/>) and The Royal Academy of Arts (www.royalacademy.org.uk).

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CRIMINOLOGY

POINT OF CONTACT

Miss S Wootton
s.wootton@dallamschool.co.uk

TYPE OF QUALIFICATION

WJEC Applied Diploma

EXAM BOARD

WJEC

SPECIFICATION

<http://bit.ly/WJECcriminology>

ENTRY REQUIREMENTS

Preferred: GCSE Grade 5

Essential: GCSE 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. It allows learners to gain the required understanding and skills 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. Search for True Crime.



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

tinyurl.com/dallamsixth2026apply



HEALTH AND SOCIAL CARE

POINT OF CONTACT

Mrs J Hicks
j.hicks@dallamschool.co.uk

TYPE OF QUALIFICATION

BTEC Extended Certificate

EXAM BOARD

Pearson

SPECIFICATIONS

<http://bit.ly/Pearson-health-and-social>

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

Four mandatory units include:

- Human Lifespan Development-Year 12 External Exam
- Health and Social Care Practice- Year 12 Internal Assessment
- Human Biology and Health-Year 13 External Exam
- Promoting Health Education-Year 13 Internal Assessment

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 or

YouTube: <http://www.youtube.com/user/departmentofhealth>

<http://www.youtube.com/user/who>,

<http://www.youtube.com/user/PublicHealthEngland>



Something to read...

BTEC National Health and Social Care Student Book 1 and 2 Search the Health Foundation blog, and the websites of the Care Quality Commission, Department of Health and Social Care, NHS Improvement, NHS Confederation, ONS H&SC, and Health & Care Professionals

tinyurl.com/dallamsixth2026apply



MEDIA STUDIES

POINT OF CONTACT

Mrs K Hennessy-Garside
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TYPE OF QUALIFICATION

BTEC

EXAM BOARD

Pearson

SPECIFICATION

<http://bit.ly/Pearson-media-studies>

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:

- inspire passion and appreciation for the planning and creation of new digital media within the context 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 two modules:

Autumn Term: Unit 10 Film Production - Fiction Spring Term: Unit 1 Media Representations

The second year of the course consists of three 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 resources: Inside Cinema: For Movie Fans - 35 short episodes focusing on different codes or conventions (www.bbc.co.uk/programmes/p07mj641), Mark Kermode's Secrets of Cinema (www.bbc.co.uk/programmes/b0bbn5pt)



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 find more subject-specific content on the MediaKnowAll blog.

tinyurl.com/dallamsixth2026apply



PERFORMING ARTS

POINT OF CONTACT

Miss A Cooper
a.cooper@dallamschool.co.uk

TYPE OF QUALIFICATION

Level 3 BTEC

EXAM BOARD

Pearson

SPECIFICATION

tinyurl.com/PArts2026

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:

- provide students with practical skills and techniques in a range of performing arts disciplines
- extend students' critical analysis skills and contextual understanding of practitioners' work
- allow students to gain a taste and appreciation of performing arts, through knowledge and experience of the performance process

COURSE OUTLINE & ASSESSMENT

- Taster workshops in specific theatrical styles and research into appropriate content, leading to a group devised theatre project
- Practical study through 3 practical based units, including a unit on develop skills and techniques for live performance
- and group performance workshops
- Investigation into different practitioners' work

CAREER PROSPECTS

The BTEC qualification is accepted in all university settings. In addition, students can take up jobs in the performing arts sector, as well as use transferable skills to go into sectors such as education, broadcasting, management, law and health care. During the teaching and learning phase of this course, students will practice and develop employability skills in three main categories:

- *Cognitive and problem-solving skills:* use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology
- *Intrapersonal skills:* communicating, working collaboratively, negotiating and influencing, self-presentation
- *Interpersonal skills:* self-management, adaptability and resilience, self-monitoring and development.

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!

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Grade 5+ pathway

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BIOLOGY

POINT OF CONTACT

Mr A Hoyle

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TYPE OF QUALIFICATION

A-level

EXAM BOARD

OCR

SPECIFICATION

<http://bit.ly/OCRbiology>

ENTRY REQUIREMENTS

Preferred: GCSE Biology grade 6 or combined science grade 66

Essential: GCSE Biology grade 6

Module 4: Biodiversity, Evolution and Disease or combined science grade 66

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...

Search online for:

[The Natural Selection](#) podcast

[Infinite Monkey Cage](#) podcast

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



Something to read...

Oxford University Press (<http://bit.ly/transition-pack>), and Open University Press Science (<http://bit.ly/skills-pack>).

tinyurl.com/dallamsixth2026apply



BUSINESS

POINT OF CONTACT

Mr J Chell

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TYPE OF QUALIFICATION

A-level

EXAM BOARD

Edexcel

SPECIFICATION

<http://bit.ly/Pearson-business>

ENTRY REQUIREMENTS

Preferred: GCSE English and Maths grade 6

Essential: GCSE English and Maths grade 5



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.

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...

Search BBC Sounds for In Business episodes: 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 is constantly updated. You can 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.

tinyurl.com/dallamsixth2026apply

CHEMISTRY

POINT OF CONTACT

Mr A Hoyle
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TYPE OF QUALIFICATION

A-level

EXAM BOARD

OCR

SPECIFICATION

<http://bit.ly/OCRchemistry>

ENTRY REQUIREMENTS

Preferred: GCSE Chemistry grade 6 or combined science grade 66
Essential: GCSE Chemistry grade 6 or combined science grade 66



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 to 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. Some 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...

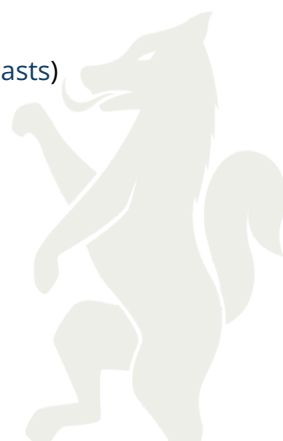
Royal Society for Chemistry Podcast (<https://www.chemistryworld.com/podcasts>)
Periodic table podcast (<https://www.rsc.org/periodic-table/podcast>)



Something to read...

Royal Society of Chemistry Website (<https://www.rsc.org/>)
New Scientist magazine (<https://www.newscientist.com/>)
SENECA Learning – (<https://www.senecalearning.com/>)
Enrol on the OCR A-level Chemistry course A-level Chemistry Revision: (<https://www.a-levelchemistry.co.uk/>)

tinyurl.com/dallamsixth2026apply



COMPUTING

POINT OF CONTACT

Mr S Watson
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TYPE OF QUALIFICATION

BTEC

EXAM BOARD

Pearson

SPECIFICATION

tinyurl.com/btec-computing

ENTRY REQUIREMENTS

Preferred: GCSE Computer Science grade 6

Essential: GCSE Computer Science grade 5



AIMS OF THE COURSE

BTEC Nationals are widely recognised by higher education and industry as the vocational qualification of choice at Level 3. They provide students with meaningful and practical learning experiences across a range of career sectors to prepare them to progress to higher education as a route to graduate-level employment.

COURSE OUTLINE & ASSESSMENT

The qualification consists of four units:

- Programming Fundamentals - Students will explore the core knowledge, skills and understanding that underpin computer programming.
- Computer Network Security and Encryption - Students will explore computer network security and encryption, the methods used to protect against threats.
- Human-Computer Interaction - Students will examine the underlying principles of human-computer interaction (HCI) and develop a HCI solution to meet the requirements of a given brief
- Practical Programming - Students explore the principles of computer science in connection with the concepts of software development.

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 listen to...

The 'Infinite Monkey Cage'
(<https://www.bbc.co.uk/programmes/b00snr0w>) has lots of fascinating insights on Tech topics from AI to big data. Available on iTunes.



Something to think about...

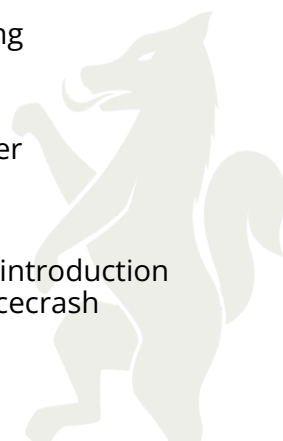
Is it possible to create a program that can look at the code of any other program and decide if that other program will ever stop running?



Something to 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.

tinyurl.com/dallamsixth2026apply



ENGLISH LANGUAGE AND LITERATURE

POINT OF CONTACT

Mr L. Stephenson

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TYPE OF QUALIFICATION

A-level

EXAM BOARD

AQA

SPECIFICATION

<http://bit.ly/AQAenglish>

ENTRY REQUIREMENTS Preferred:
GCSE English Language grade 6
Essential: GCSE English Language
grade 5



AIMS OF THE COURSE

The AQA A Level in English Language and Literature aims to encourage students to develop a deep appreciation of both linguistic and literary study, seeing how the two disciplines connect. The course is designed to foster analytical skill, creative engagement, critical understanding, independent learning and Integrated knowledge. Ultimately, the course aims to prepare students for higher education and employment through strong analytical, interpretive, and writing skills.

COURSE OUTLINE & ASSESSMENT

Paper 1: Telling Stories. Written exam: 3 hours. 100 marks (40% of A Level). Sections: A. Remembered Places – one compulsory question on the AQA Anthology: Paris (closed book). B. Imagined Worlds – one question on a set prose text (open book). C. Poetic Voices – one question on a set poet (open book).

Paper 2: Exploring Conflict. Written exam: 2 hours 30 minutes. 100 marks (40% of A Level). Sections: A. Writing About Society – a piece of re-creative writing based on a set text (25 marks) and a critical commentary (30 marks). B. Dramatic Encounters – one question on a drama text (45 marks).

Non-Exam Assessment (NEA): Making Connections.

Coursework: 2,500–3,000 words. 50 marks (20% of A Level). Task: Independent investigation exploring a theme or technique across one literary and one non-literary text. Assessed by teachers, moderated by AQA.

CAREER PROSPECTS

Media, journalism, and communications, law, education, linguistics, speech and language therapy, marketing and public relations, cultural or film studies, teaching/academia and creative writing are all career paths which an A Level in English Language and Literature often leads to.

SUBJECT ENRICHMENT



Something to think about...

How do words shape the worlds we create and inhabit? How can studying both language and literature help us understand meaning in everything from novels to everyday conversation?



Something to listen to...

The Classic English Literature Podcast – A deep dive into major literary texts, exploring context, language, form and meaning. And also Because Language – Focused on the science of language; useful to get different perspectives on how language functions and how meaning is constructed.



Something to read...

There's any number of classic texts, but for all things English Language and Literature-related, the English and Media Centre's Emagazine (print and online) is a fantastic resource, packed with fascinating articles.

tinyurl.com/dallamsixth2026apply

GEOGRAPHY

POINT OF CONTACT

Ms A Farrell

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TYPE OF QUALIFICATION

A-level

EXAM BOARD

Edexcel

SPECIFICATION

<http://bit.ly/Pearson-geography>

ENTRY REQUIREMENTS

Preferred: GCSE Geography

grade 6 Essential: grade 5

GCSE Geography



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...

The Ignorance Project TED talk
(<https://www.gapminder.org/ignorance/>) Climate change TED talks
(<https://www.ted.com/topics/climate+change>)

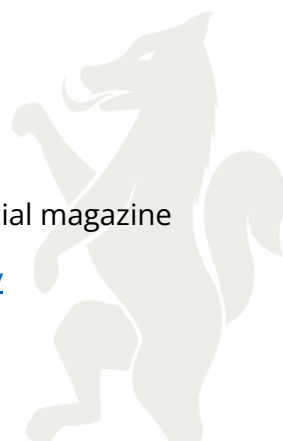


Something to read...

Published in the UK since 1935, <https://geographical.co.uk> is the official magazine of the Royal Geographical Society.

Wider reading in Geography <http://bit.ly/wider-reading-in-geography>

tinyurl.com/dallamsixth2026apply



HISTORY

POINT OF CONTACT

Ms A Farrell

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TYPE OF QUALIFICATION

A-level

EXAM BOARD

Edexcel

SPECIFICATION

<http://bit.ly/Pearson-history>

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...

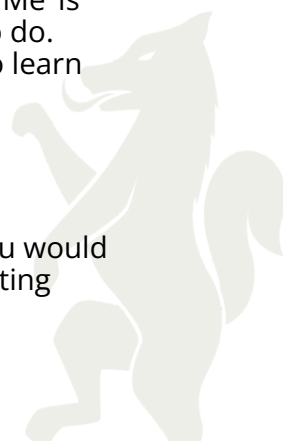
If 'Ye Newe Dallam History Podcast' is not your thing, 'You're Dead To Me' is the history podcast for people who don't like history... and those who do. Greg Jenner brings together the best names in comedy and history to learn and laugh about the past on BBC Sounds.



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 for lots of interesting articles.

tinyurl.com/dallamsixth2026apply



MATHEMATICS

POINT OF CONTACT

Mrs V Armstrong
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TYPE OF QUALIFICATION

A-level

EXAM BOARD

Edexcel

SPECIFICATION

<http://bit.ly/Pearson-mathematics>

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 and 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) and read his blog covering everything from The Simpsons to moonwalking with Einstein.



tinyurl.com/dallamsixth2026apply

PHYSICS

POINT OF CONTACT

Mr A Hoyle

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TYPE OF QUALIFICATION

A-level

EXAM BOARD

AQA

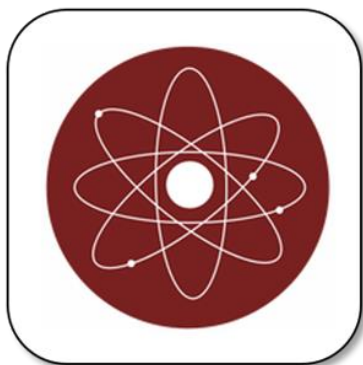
SPECIFICATION

<http://bit.ly/AQA-physics>

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. 'Sixty Symbols' is a great series of videos on the symbols of physics and astronomy.



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 Challenge website.

tinyurl.com/dallamsixth2026apply



PRODUCT DESIGN

POINT OF CONTACT

Mrs N Oliver

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TYPE OF QUALIFICATION

A-level

EXAM BOARD

AQA

SPECIFICATION

<http://bit.ly/AQAproductdesign>

ENTRY REQUIREMENTS

Preferred: GCSE Technology grade 6, GCSE Maths 6

Essential: GCSE Technology grade 5, GCSE Maths 5



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

Year 2: principles 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, architecture, 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...

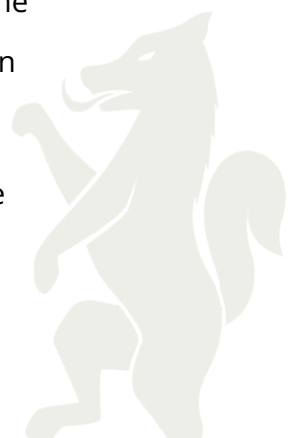
Could things be better? How? In his funny, breezy TED talk, Tony Fadell (the man behind the iPod and the Nest thermostat) shares some of his tips for noticing and driving change. Also, Philippe Starck's Design and Destiny TED talk reaches for the very roots of the question "Why design?" Search for them online.



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' article on the complex.com website.

tinyurl.com/dallamsixth2026apply



PSYCHOLOGY

POINT OF CONTACT

Ms A Farrell

a.farrell@dallamschool.co.uk

TYPE OF QUALIFICATION

A-level

EXAM BOARD

AQA

SPECIFICATION

<http://bit.ly/AQApsychology>

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.



Something to read...

Simply Psychology, Research digest and Psychology Review magazines available via Hodder Education

tinyurl.com/dallamsixth2026apply



SPANISH

POINT OF CONTACT

Mr L Stephenson
l.stephenson@dallamschool.co.uk

TYPE OF QUALIFICATION

A-level

EXAM BOARD

Edexcel

SPECIFICATION

<http://bit.ly/Pearson-spanish>

ENTRY REQUIREMENTS

Preferred: GCSE Spanish
grade 7 *Essential:* grade 6

GCSE Spanish



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 for BBC reporting in Spanish and click on videos for clips and reports in Spanish.



tinyurl.com/dallamsixth2026apply

Enrichment options

Scan to Apply



tinyurl.com/dallamsixth2026apply

Belong here. Learn here. Thrive here.

Courage | Respect | Compassion | Endeavour | Integrity

CORE MATHEMATICS

POINT OF CONTACT

Mrs V Armstrong
v.armstrong@dallamschool.co.uk

TYPE OF QUALIFICATION

Level 3 Core Maths

EXAM BOARD

AQA

SPECIFICATION

<http://bit.ly/AQAcoremathematics>

ENTRY REQUIREMENTS

Preferred: GCSE Maths grade 6
Essential: GCSE Maths grade 5



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...

Look up the 'TEACHING Core Maths' playlist on <https://www.youtube.com/@TLMaths>
Have a listen to this NCETM Maths podcast episode:
<https://podcasts.apple.com/gb/podcast/core-maths-five-years-on/id1313216073?i=1000498139668>



Something to read...

Studying Core Maths develops quantitative skills that will support your other courses. Read this PDF to find out how they may help the subjects you've chosen to study:
<https://amsp.org.uk/app/uploads/2022/10/AMSP-Core-Maths-for-students-Web.pdf>

tinyurl.com/dallamsixth2026apply



EXTENDED PROJECT QUALIFICATION

POINT OF CONTACT

Mrs M Stansfield
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TYPE OF QUALIFICATION

Level3EPQ

EXAM BOARD

AQA

SPECIFICATION

<http://bit.ly/AQAepq>

ENTRY REQUIREMENTS

Preferred: GCSE English and Maths grade 6

Essential: GCSE English and Maths grade 5



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.fluentu.com/blog/learn/most-profitable-language-to-learn/>

tinyurl.com/dallamsixth2026apply



SPORTS LEADERSHIP AWARD

POINT OF CONTACT

Mr M Robinson
m.robinson@dallamschool.co.uk

TYPE OF QUALIFICATION

Level 2/3

EXAM BOARD

Sports
Leaders

SPECIFICATION

<http://bit.ly/LSFsportsleaders>

ENTRY REQUIREMENTS

Energy, enthusiasm and team work



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...

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.



tinyurl.com/dallamsixth2026apply

VOLUNTEERING AWARD

POINT OF CONTACT

Mrs M Stansfield
m.stansfield@dallamschool.co.uk

TYPE OF QUALIFICATION

N/A – work experience and community engagement

EXAM BOARD

N/A

SPECIFICATION

N/A

ENTRY REQUIREMENTS

Energy, enthusiasm and teamwork!



tinyurl.com/dallamsixth2026apply

AIMS OF THE COURSE

- 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 and 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, retained by the school, lists details of the placement, the supervisor, and the dates and times of the 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 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 the end of December. Students at Dallam will be guided through the process in assemblies and form time. Students new to Dallam in the Sixth Form will be offered a visit/virtual tour of the school to talk about their options and answer any questions about life in the Sixth Form here. Our application form link can be found on our website www.dallamschool.co.uk/sixth-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. Alongside the three/four subjects, students can either take an enrichment option or resit Maths or English GCSE if needed.

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'll be sure to give you advice and guidance on the best subject combinations. Any changes must be made within the first four weeks of the term, as significant catching up would be required after this point. Only in exceptional circumstances can you change subjects after four weeks of study.

What subject combinations should I choose?

Students are given complete freedom in picking any combination of three or four subjects they would like to pursue. Please take a look at page 7 for our guidance information.

How big is the jump from GCSE?

By now, you have probably heard countless people say that the step up from GCSE to A-Level or BTEC is absolutely massive, but don't let this deter you. Yes, there is indeed a jump, but everyone will experience it, so don't feel like you're the only one 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 from GCSE, and the timetable is different too. You will have 8 hours per fortnight per subject, plus other sessions such as enrichment and Personal Development sessions. Alongside this, each student has three private study sessions per week in our supervised Sixth Form study space. 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 help you cope with this change in learning style.

What are Independent Study sessions?

Students will have Independent Study as part of their Sixth Form timetable. These periods are planned to support students in achieving their best. These should not be regarded as 'free' lessons, but should be used to ensure work is completed by the deadline, that work is being improved, or that revision or wider reading is being undertaken. On their timetable, some of these sessions will be supervised as part of Private Study in a sixth form classroom, whereas for their other free sessions, they can choose to work in the common room, library, or computer room.

What are class sizes like?

Class sizes are usually smaller than at GCSE, allowing teachers to spend more time in each lesson with 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.

Frequently Asked Questions

How are students monitored?

We regularly track and monitor Sixth Form students' progress through a progress review every term. This data is then used to determine the level of support each student needs and which mentoring pathway they will follow. 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 their progress. The results from these exams 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 working breakfasts with employers, 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 discover their career goals and gain the necessary skills and experiences to achieve them.

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 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 to 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 study areas. 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.

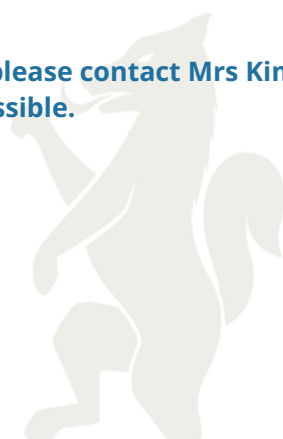
Can Sixth Form students use mobile phones at school?

Sixth Form students are allowed to use their phones and other educational devices only within Sixth Form areas. They must not be visible at all on the rest of the school site to comply with the whole-school policy.

Can students park at school?

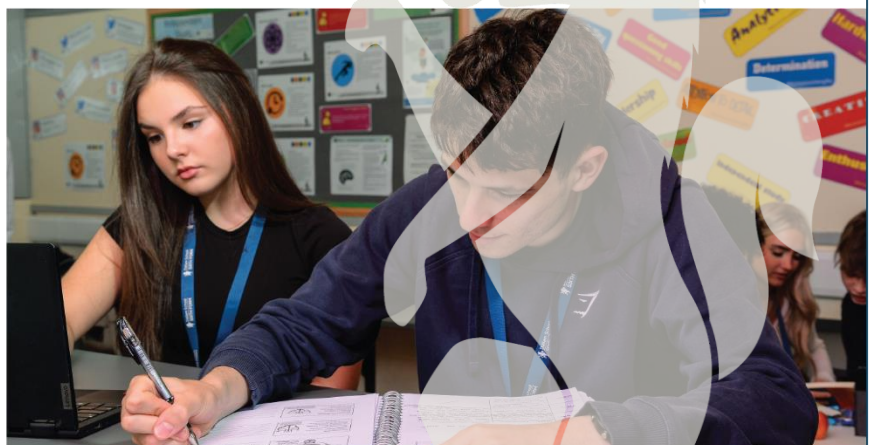
Limited parking is available for students on the school site. A free parking permit must be requested from the Sixth Form Office for a vehicle to be parked on site.

If you still have questions or queries about life in the Sixth Form here at Dallam, please contact Mrs Kim Forsyth, k.forsyth@dallamschool.co.uk and she'll get back to you as quickly as possible.





Dallam School



Milnthorpe Campus, LA7 7DD

Telephone: 015395 65165

Courage | Respect | Compassion | Endeavour | Integrity