

Year 8  
Progression Booklet  
2022/23



## Happiness

- the joy of life and learning

## Industry

- hard work and resilience

## Responsibility

- always doing the right thing,  
taking control and being  
accountable for one's actions

## Dixons Allerton Academy Curriculum Principles

As a Dixons academy, our curriculum is aligned to a common set of Trust-wide principles which are underpinned by our mission to challenge educational and social disadvantage in the North. We believe all students are entitled to an ambitious knowledge rich curriculum which will open doors and maximise life chances.

At Dixons Allerton Academy, we challenge social inequality by providing a knowledge rich academic curriculum that is broad and balanced. Underpinned by the National Curriculum, each subject specifies, in detail the knowledge students will learn. We ensure students are well taught, acquiring powerful knowledge that prepares them well for national assessments and gives them the ability to contribute positively to an ever changing and developing society.

As an all through academy, we have considered the knowledge and skills we want our students to have learnt and mastered in each curriculum area to enable them to achieve our mission of 'develop good moral principles and achieve exceptional outcomes that allow ambitious life choices'. Subject specialists ensure the curriculum is intelligently sequenced so that each phase builds upon what has come before and prepares for what comes after. Staff are careful and meticulous of what is learnt and in what order, providing relevant and purposeful learning experiences for all of our students.

Our curriculum is informed by the latest evidence research from cognitive science about memory, targeting and practice in order to help students remember and connect learning. We want knowledge to stick so that it can be applied in a variety of different contexts and situations.

Our secondary phase curriculum is designed to be as broad as possible for as long as possible so that students acquire powerful knowledge that builds wider cultural capital. Our curriculum is designed to prepare students for success in high value qualifications which will ultimately improve their life chances. We balance teaching with retrieval practice and examination preparation to equip our students to compete locally and nationally in order to enable them to make a difference in their life to the world in which we live.

In years 7 and 8, students build on their foundations and fundamental knowledge learnt during their primary education so no time is lost on re-teaching what is already learnt enabling students form ever wider and deeper schema.

From year 9, students are introduced to, and start specialising in, their GCSE options whilst continuing to study a full and broad curriculum comprising of both Geography and History, Religious Education, Computing and Creative subjects. The EBacc route is studied by the majority of students and complimented through option subjects.

Our GCSE curriculum is broad and balanced with a strong IT, PE and choice from EBacc - English, Mathematics, Science, French and History or Geography. All students choose from a range of subjects such as; Music, DT, Physical Education and Business.

It is important that you consider what is right for you in the next step of your learning journey.

### A curriculum that is right for you

You are now at the point of choosing the subjects you would like to study in Years 9, 10 and 11. You need to consider all of the options available to you and think about subjects you enjoy, which subjects you are good at and which subjects will be most useful to you in the future. We will help all Year 8 students to plan and choose wisely, giving you as much direction and choice as possible.

### Core Subjects

There are some subjects you have to study; these are English Language and Literature, Mathematics, Science (Double), IT, Religious studies and PE (non-examined).

### Option Choices

We have always believed in providing a curriculum which is appropriate to each student and all students will be given the opportunity to speak with Miss Hall to ensure that the subjects chosen are best suited to their interests and skills. Some students will be best suited to studying mainly GCSE subjects, which are assessed at the end of the course and where most of the assessment is through a written exam and controlled assessments. Other students may be better suited to a mix of GCSE and Vocational courses. Vocational courses are equivalent to GCSEs but their assessment is through continuous controlled assessment and a smaller exam component. They are an excellent choice for students who wish to have a mix of assessment and not just final exams.

**You need to select 1 option.**

**You must also select 1 Reserve option in case your choice is unavailable.**

EBacc Subjects	Other options
Maths	Performing Arts Drama
English Language	Music
English Literature	*Art & Design Fine Art
Science	*Art Design Textiles
Geography	*Art and Design: 3D Design
History	Art & Design Photography
Spanish	Health and Social Care
Urdu	Business
	Sport
	Hospitality & Catering (Food)
	<b>* You can only pick one of these three subjects</b>

### Do make sure you...

read this booklet carefully and talk about it at home

choose what you enjoy and are good at

opt for a subject that you think will be useful to you later in life – whether for work or leisure interests

think carefully about what you do best: exams or controlled assessment?

talk to teachers and seek their advice

remember that everyone's plans and ideas change – choose a broad and balanced curriculum

discuss your choices with Mrs Hall

### Do not ever...

choose a subject because you like the teacher

dismiss a subject because you don't like the teacher

opt for a subject just because your friend is doing it

listen to people who say it is a subject for only boys or girls

panic if you are confused – come and talk to us

### How we will help you choose

Action	Date
Options Assembly for students	<b>w/c 14 February 2022</b>
Options Booklet issued on line	<b>28 February 2022</b>
Release of options form	<b>3 March 2022</b>
Parents / options Evening	<b>3 March 2022</b>
Deadline for submission	<b>11 March 2022</b>
Options checked by the Director of Progress and Achievement for Year 8	<b>14 March 2022</b>
Submissions checked for accuracy	<b>15 March – 19 March 2022</b>
Students informed of final choices	<b>2 May 2022</b>

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## English

<p><b>Method of assessment</b></p>	<p><b>English Language</b></p> <p>2 units of assessment constituting 100% of the marks towards the final grade.</p> <p><b>Paper 1: Explorations in creative reading and writing - written paper</b></p> <p>1 hour 45 mins – 80 marks – 50%</p> <p><b>Paper 2: Writers’ viewpoints and perspectives – written paper</b></p> <p>1 hour 45 mins – 80 marks – 50%</p> <p>In addition to this, students will also deliver a formal Spoken Language presentation. Whilst this will not contribute to their overall GCSE grade, they will be awarded either a pass, merit or distinction.</p> <p><b>English Literature</b></p> <p>2 units of assessment constituting 100% of the marks towards the final grade.</p> <p><b>Paper 1: Shakespeare and the Nineteenth-Century Novel</b></p> <p>Written Paper 1 hour 45 mins – 64 marks – 40%</p> <p><b>Paper 2: Modern Texts and Poetry</b></p> <p>Written paper 2 hours 15 mins – 96 marks – 60%</p>
<p><b>Exam board</b></p>	<p>AQA</p>
<p><b>What will you study?</b></p>	<p><b>English Language</b></p> <p>For GCSE English Language, you will explore a range of fiction and non-fiction texts. You will particularly study texts from a range of diverse voices where you will unearth buried voices, e.g. Medusa and Medea from Greek mythology, Jeffery Epstein and Harvey Weinstein, Noor Inayat Khan and Mo Farrah.</p> <p><b>English Literature</b></p> <p>You will study the following texts: Macbeth, A Christmas Carol, An Inspector Calls, poems from the Power and Conflict cluster and unseen poetry – enabling you to develop your cultural capital.</p> <p>You will spend a significant amount of class time reading and debating current topics in news and comparing these topics with the presentation of them in the 19<sup>th</sup> century.</p>
<p><b>What skills will you develop?</b></p>	<p>Critical reading: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text.</p> <p>Evaluation of a writer’s choice of vocabulary, grammatical and structural features: analysing and evaluating language.</p> <p>Comparing texts: comparing texts studied, referring where relevant to theme, characterisation, context (where known), style and literary quality.</p> <p>Writing for impact: selecting, organising and emphasising facts, ideas and key points; citing evidence and quotation effectively.</p> <p>Presenting information and ideas: selecting and organising information and ideas effectively and persuasively.</p> <p>Responding to spoken language: listening to and responding appropriately to any questions and feedback</p> <p>Spoken Standard English: expressing ideas using Standard English whenever and wherever appropriate.</p>
<p><b>What can you do by the end of the course?</b></p>	<p>A-Level English Language and Literature combined</p>
<p><b>Careers can include</b></p>	<p>Web Editor, Journalist, Interpreter, Teacher, Radio Producer, Social Writer, Speech and Language Therapist, Lawyer, Copywriter, Librarian, Actor, Writer, Researcher, careers within the media and IT.</p>

## Mathematics

<p><b>Method of assessment</b></p>	<p>The GCSE course allows there to be two tiers of entry: Higher (targeting grades 9 to 4) and Foundation (targeting grades 5 to 1). Three equally weighted papers will be sat on separate dates.  <b>Paper 1 (Non-calculator):</b> 1 hour 30 minutes  <b>Paper 2 (Calculator):</b> 1 hour 30 minutes  <b>Paper 3 (Calculator):</b> 1 hour 30 minutes</p> <p>Mathematics is 100% examination based. All unit examinations will take place in the Summer Term of Year 11.</p>
<p><b>Exam board</b></p>	<p>Edexcel</p>
<p><b>What will you study?</b></p>	<p>The GCSE course allows students to extend their knowledge and ability to apply theory and skills through each of the five mathematical strands:</p> <p>Number          Algebra          Ratio, Proportion and Rates of change          Geometry and Measures          Statistics and Probability</p> <p>They will draw upon the fundamental content covered during Key Stage 3 and develop these skills further, as well as integrate greater problem solving opportunities and mathematical reasoning requirements.</p> <p>Students will also continue to integrate Functional Skills into their learning. This will help develop important problem solving skills and develop links to other curriculum areas. These aforementioned skills are key to succeeding after leaving the Academy as they encourage students to become independent learners and identify links between theory and real-life application.</p> <p>Functional Skills require learners to use mathematics in ways that make them effective and involved as citizens, to operate confidently in life, to work in a wide range of contexts and to apply and transfer skills in ways that are appropriate to their situation. The new curriculum will give students the capacity to identify and understand the role that mathematics plays in the world today.</p> <p>Applications of mathematics and solving non-routine problems will be tested across all topic areas and will make up 25%-30% of the exam paper questions.</p>
<p><b>What skills will you develop?</b></p>	<p>Using and applying standard mathematical techniques.</p> <p>Reasoning, interpreting and communicating mathematically.</p> <p>Solving problems within mathematics, but also in other contexts.</p> <p>Cognitive skills of decision making, reasoning and critical thinking (for example analysing and synthesising).</p>
<p><b>What can you do by the end of the course?</b></p>	<p>Mathematics will always be an important, core subject to study in school, particularly as more and more subjects come to depend upon mathematical tools in order to access the greater demands of their new specifications. There is a national shortage of people with mathematical qualities and skills; studying this course will equip you with some of the necessary skills and knowledge to succeed in a variety of jobs and higher education courses, particularly those with an underlying scientific, technical or management emphasis.</p>
<p><b>Careers can include</b></p>	<p>Automotive, Biosciences, Business, Construction, Consultancies, Education, Engineering, Financial Services, Government, Healthcare, Insurance, IT &amp; Computing, Manufacturing, Media, Operational Research, Pharmaceuticals, Recruitment, Academic Research, Science.</p>

## Science

<p><b>Method of assessment</b></p>	<p>In Year 9, 10 and 11 students follow the AQA Trilogy Combined Science Course. The course contains 7 biology units, 10 chemistry units and 7 physics units (see below for details). Students get two GCSE grades in Science from this course and each unit is worth 16.7% of the 2 GCSE grades.</p> <p>6 examinations are sat at the end of year 11 (questions are a range of multiple choice, structured, closed short answer, and open response). Exam paper details:</p> <ul style="list-style-type: none"> <li>• <b>6 written exams: 1 hour 15 minutes each, 70 marks per paper</b></li> <li>• Each paper has equal weighting and carries 16.7% of the 2 GCSE grades awarded</li> <li>• The 2 grades awarded for the combined science course are not completely separate grades. The total for all 6 exam papers is combined to provide a score out of 420. 2 grades are then awarded on a 17-point scale: 1–1 to 9–9 – where 9–9 is the best grade.</li> </ul>
<p><b>Exam board</b></p>	<p>AQA</p>
<p><b>What will you study?</b></p>	<p><b>Biology Paper 1:</b> B1 – Cell Biology, B2 – Organisation, B3 – Infection and response, B4 – Bioenergetics</p> <p><b>Chemistry Paper 1:</b> C1 – Atomic structure and the periodic table, C2 – Bonding, structure and the properties of matter, C3 – Quantitative chemistry, C4 – Chemical Changes, C5 – Energy changes</p> <p><b>Physics Paper 1:</b> P1 – Energy, P2 – Electricity, P3 – Particle model of matter, P4 – Atomic structure</p> <p><b>Biology Paper 2:</b> B5 – Homeostasis and response, B6 – Inheritance, variation and evolution B7 – Ecology</p> <p><b>Chemistry Paper 2:</b> C6 – Rate and extent of chemical change, C7 – Organic chemistry, C8 – Chemical analysis, C9 – Chemistry of the atmosphere, C10 – Using resources</p> <p><b>Physics Paper 2:</b> P5 – Forces, P6 – Waves, P7 – Magnetism and electromagnetism</p>
<p><b>What skills will you develop?</b></p>	<p>As well as gaining scientific knowledge students will also develop skills across the course and these skills will be examined along with the subject content.</p> <p><b>Working Scientifically Skills</b> Working scientifically is the sum of all the activities that scientists do and these skills are developed along 4 strands:</p> <p>Development of scientific thinking</p> <p>Experimental skills and strategies</p> <p>Analysis and evaluation</p> <p>Scientific vocabulary, quantities, units, symbols and nomenclature</p> <p><b>Practical Skills</b> Practical work is at the heart of science and these skills are developed throughout the course. There is no coursework but at least 15% of the examination’s questions will be based upon ‘Required Practical Activities’; investigations which must be undertaken as part of the course.</p> <p><b>Mathematical Skills</b> Students will be required to demonstrate the following mathematics skills in GCSE Combined Science assessments.</p> <p>Arithmetic and numerical computation</p> <p>Handling data</p> <p>Algebra</p> <p>Graphs</p> <p>Geometry and trigonometry</p>
<p><b>What can you do by the end of the course?</b></p>	<p>A levels in Biology, Chemistry and Physics as well as vocation options such as BTEC Applied Science</p>
<p><b>Careers can include</b></p>	<p>Medicine, dentistry, optometry, health care science roles, engineering, animal care, pharmaceuticals, environmental scientist, economist, teacher, forensics, lab technician, research and development.</p>



## Geography

Method of assessment	<p><b>Paper 1: Living with the physical environment - Written Paper</b> – 1 hour 30 mins – 88 marks – 35%</p> <p><b>Paper 2: Challenges in the human environment - written paper</b> - 1 hour 30 mins – 88 marks – 35%</p> <p><b>Paper 3: Geographical applications - written paper</b> – 76 marks - 30%</p>
Exam board	AQA
What will you study?	<p>Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.</p> <p><b>Paper 1 - Living with the Physical Environment</b> In Living with the Physical Environment you will study the challenge of natural hazards, weather hazards, climate change, the living world, ecosystems, tropical rainforests, hot deserts, cold environments, coastal landscapes in the UK, river landscapes in the UK. In the challenge of natural hazards, you will cover volcanoes, tsunamis, earthquakes and fold mountains. In landscapes of the UK you will cover the water cycle, river land forms, flooding and flood protection, beaches, spits, caves, arches stacks and stumps. Hard and soft engineering strategies will also be explored. In weather hazards you will cover the weather in the UK, extreme weather, global climate change and tropical storms.</p> <p><b>Paper 2 - Challenges in the Human Environment</b> This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. They are studied in a variety of places and at a range of scales and must include places in various states of development, such as higher income countries (HICs), lower income countries (LICs) and newly emerging economies (NEEs).</p> <p><b>Paper 3 – Geographical applications</b> The Geographical applications unit is designed to be synoptic in that students will be required to draw together knowledge, understanding and skills from the full course of study. It is an opportunity for students to show their breadth of understanding and an evaluative appreciation of the interrelationships between different aspects of geographical study.</p> <p>Students will undertake two geographical enquiries, each of which must include the use of primary data, collected as part of a fieldwork exercise. Fieldwork will take place outside the classroom and school grounds on at least two occasions over the GCSE course. The two enquiries will be carried out in contrasting environments and will show an understanding of both the physical and human side of geography. In at least one of the enquiries students will be expected to show an understanding about the interaction between physical and human geography.</p>
What skills will you develop?	<p>An interest in world issues and current affairs</p> <p>Literacy and numeracy skills</p> <p>analyse and interpret a variety of data and look at ideas from different viewpoints</p> <p>Fieldwork</p>
What can you do by the end of the course?	A good GCSE pass is useful for all post-16 studies, particularly Geography AS/A2 and any course that includes environmental issues. Employers value the decision making and research skills that are developed through the study of GCSE Geography.
Careers can include	<p>Cartographer</p> <p>Commercial/residential surveyor</p> <p>Environmental consultant</p> <p>Geographical information systems officer</p> <p>Planning and development surveyor</p> <p>Secondary school teacher</p> <p>Town planner</p>

## History

<p><b>Method of assessment</b></p>	<p><b>Paper one: Understanding the Modern World</b>          Period Study Germany 1890-1945 25%          Wider World Depth Study, First World War 1894-1918 25%</p> <p><b>Paper two: Shaping the Nation</b>          Britain, Health and the People 1100 - present 25%          Norman England 1066-1100 25%</p>
<p><b>Exam board</b></p>	<p>AQA</p>
<p><b>What will you study?</b></p>	<p><b>Period Study</b> - This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism.</p> <p><b>Wider World Depth</b> - This wider world depth study enables students to understand the complex and diverse interests of the Great Powers and other states. It focuses on the causes, nature and conclusion of the First World War and seeks to show how and why conflict occurred, and why it proved difficult to bring the war to a conclusion. This study also considers the role of key individuals and groups in shaping change and how they were affected by and influenced international relations.</p> <p><b>Thematic Studies</b> - This will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short and long term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place. Although the focus of this study is the development of medicine and public health in Britain, it will draw on wider world developments that impacted on the core themes. Students will have the opportunity to see how some ideas and events in the wider world affected Britain and will promote the idea that key themes did not develop in isolation, but these ideas and events should be referenced in terms of their effects on the core theme for Britain and British people.</p> <p><b>British Depth Study</b> - This option allows students to study in depth the arrival of the Normans and the establishment of their rule. The depth study will focus on major aspects of Norman rule, considered from economic, religious, political, social and cultural standpoints of this period and arising contemporary and historical controversies.</p>
<p><b>What skills will you develop?</b></p>	<p>Discussion and communication skills</p> <p>The skill of empathy</p> <p>Analysis and interpretative skills</p> <p>You will develop many more skills when studying History, essential life skills which will be valued by future colleges, universities and employers. Your written skills of using a convincing argument will be developed and refined, you will learn to how to express your opinion and also consider the opinion of others. You will be working with many sources and become adept on answering specific questions about both written and visual sources. You will already have an interest in people and how people act, how people think and what motivates them, and History will develop this and allow you to establish links between the topics and the modern world in which we live. History is all about opinions and being able to form new ideas. In History we deal with big and often emotional issues and being opinionated can help a lot. Finally, if you are interested in how the world works and current affairs you should do very well in history.</p>
<p><b>What can you do by the end of the course?</b></p>	<p>Historians are regarded as having had an education that trains their minds to assemble, organise and present facts and opinions. These are attractive qualities to employers. It is an ideal subject for anyone hoping to study law, journalism or to work in politics. You may also progress to study History at KS5. If you do decide to take History as a GCSE you will be in good company. The following also studied History up to degree level: Gordon Brown – former Prime Minister; Sacha Baron Cohen - Ali G; Conan O'Brien - The Simpsons writer; Chris Martin - the band Coldplay; Roland Smith – director of Manchester United.</p>
<p><b>Careers can include</b></p>	<p>Law, education, public relations, research positions, journalism, politics, anything and everything that requires working with communication and people.</p>

## Religious Education

<p><b>Method of assessment</b></p>	<p><b>Component 1: The study of religions: beliefs, teachings and practices</b> from Christianity and Islam- written exam-1 hour 45 minutes -96 marks, plus 6 marks for spelling, punctuation and grammar-50% of GCSE</p> <p><b>Questions.</b> Each religion has a common structure of two five-part questions of 1, 2, 4, 5 and 12 marks. Each religion is marked out of 48.</p> <p><b>Component 2: Thematic studies-</b> four religious, philosophical and ethical studies themes-Written exam: 1 hour 45 minutes- 96 marks, plus 3 marks for spelling, punctuation and grammar - 50% of GCSE</p> <p><b>Questions</b> Each theme has a common structure of one five-part question of 1, 2, 4, 5 and 12 marks. Each theme is marked out of 24.</p>
<p><b>Exam board</b></p>	<p>AQA Specification A</p>
<p><b>What will you study?</b></p>	<p><b>Paper 1: Christianity Beliefs and Teachings and Christian Practices-</b> Students are made aware that it is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity. They will study the beliefs, teachings and practices of Christianity and their basis in Christian sources of wisdom and authority. From this they will look at the influence of the beliefs, teachings and practices studied on individuals, communities and societies.</p> <p><b>Paper 1: Islam Beliefs and Teachings and Islam Practices-</b> Students study Islam as one of the diverse religious traditions and beliefs in Great Britain today. They will study the beliefs, teachings and practices of Islam and their basis in Islamic sources of wisdom and authority. From this they will look at the influence of the beliefs, teachings and practices studied on individuals, communities and societies.</p> <p><b>Paper 2: Thematic studies- Theme A: Relationships and families, Theme B: Religion and life, Theme D: Religion, peace and conflict, Theme E: Religion, crime and punishment</b> will be studied and students will explore different religious perspectives on the issues and compare between religious and non-religious beliefs such as atheism and humanism. They will study religious, philosophical and ethical arguments related to the issues raised, and their impact and influence on the modern world.</p>
<p><b>What skills will you develop?</b></p>	<p>Enhance their spiritual, moral and cultural development, helping them to contribute to social cohesion</p> <p>Develop their knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism</p> <p>Develop their knowledge and understanding of religious beliefs, teachings and sources of wisdom and authority</p> <p>Reflect on and develop their own values, belief, meaning, purpose and their influence on human life</p> <p>Reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a global community</p>
<p><b>What can you do by the end of the course?</b></p>	<p>A-level Religious Studies</p> <p>A-Level Philosophy</p> <p>A-Level Philosophy and Ethics</p>
<p><b>Careers can include</b></p>	<p>Higher Education Lecturer</p> <p>Primary School Teacher</p> <p>Secondary School Teacher</p> <p>Charity fundraiser</p> <p>Counsellor</p> <p>Civil Service administrator</p> <p>International aid/Developer</p> <p>Mediator</p>

## Spanish

<p><b>Method of assessment</b></p>	<p><b>Unit 1: Listening</b> Examination (Foundation/Higher Tier) – 25%  <b>Unit 2: Reading</b> Examination (Foundation/Higher Tier) – 25%  <b>Unit 3: Speaking</b> – 25%  <b>Unit 4: Writing</b> Examination – 25%</p>
<p><b>Exam board</b></p>	<p>AQA</p>
<p><b>What will you study?</b></p>	<p>You will be covering topics such as <b>Lifestyles</b>, looking at health, relationships and choices with family and friends, future plans, social issues and equality. <b>Leisure</b>, looking at free time and the media you use, shopping, money and fashion. <b>Holidays</b>, looking at plans, preferences and experiences, what to see and getting around. <b>Home and Environment</b>, looking at your local area, hometown or neighbourhood, where it is and what it is like and special occasions celebrated in the home. <b>Environment</b>, looking at current problems facing the planet and being environmentally friendly within the home and local area. <b>Work and Education</b>, looking at your school and discussing your future plans. What is your school like? What pressures? What problems? Looking at future job plans and advantages and disadvantages to different jobs.</p>
<p><b>What skills will you develop?</b></p>	<p>An interest in different cultures  Grammatical knowledge both in English and Spanish  Build your communication skills  Problem solving  Public speaking</p>
<p><b>What can you do by the end of the course?</b></p>	<p>A good GCSE pass ensures that you can communicate well in Spanish with a native speaker. You will be able to understand, speak, read and write. You can also use the knowledge you have gained and continue this into A level studies and thereby become one of those rare species in this country – an able linguist, who gets the jobs others can only dream of.</p>
<p><b>Careers can include</b></p>	<p>Lawyer  Accountant  Translator  Engineer  Pharmacist  Doctor  Higher Education Lecturer  Primary School Teacher  Secondary School Teacher  Charity worker  Civil Service</p>

## Urdu

<b>Method of assessment</b>	<b>Unit 1: Listening</b> Examination (Foundation/Higher Tier) – 25% <b>Unit 2: Reading</b> Examination (Foundation/Higher Tier) – 25% <b>Unit 3: Speaking</b> – 25% <b>Unit 4: Writing</b> Examination – 25%
<b>Exam board</b>	AQA
<b>What will you study?</b>	To start with you will spend time perfecting your letter writing and word formation. This, being so different from the script you are used to, is very exciting and rewarding. Eventually however, you will be moving on to the various topic areas that need to be covered in order to show your competencies in Urdu. You will be covering topics such as <b>Lifestyles</b> , looking at health, relationships and choices with family and friends as well as future plans. You will also cover social issues and equality. <b>Leisure</b> , looking at free time and the media you use, shopping, money and fashion, holidays, plans, preferences and experiences, what to see and getting around. <b>Home and Environment</b> , looking at your local area, hometown or neighbourhood, where it is and what it is like and special occasions celebrated in the home. <b>Environment</b> , looking at current problems facing the planet and being environmentally friendly within the home and local area. <b>Work and Education</b> , looking at your school and discussing your future plans. What is your school like? What pressures? What problems? Looking at future job plans and advantages and disadvantages to different jobs
<b>What skills will you develop?</b>	An interest in different cultures Grammatical knowledge both in English and Urdu Build your communication skills Problem solving Public speaking
<b>What can you do by the end of the course?</b>	A good GCSE pass is useful for all post-16 studies, particularly in the continuation of Urdu at A level standard. You will be fluent in reading and writing the script and you will be able to converse easily with a native speaker. Jobs often advertise and state that knowledge of a South Asian language would be an advantage and the GCSE Qualification will count as evidence that you are able to use this with skill.
<b>Careers can include</b>	Lawyer Accountant Translator Engineer Pharmacist Doctor Higher Education Lecturer Primary School Teacher Secondary School Teacher Charity worker Civil Service

## ICT

<b>Method of assessment</b>	<b>Unit R093 Creating iMedia in the Media Industry:</b> 1 hour and 30 minutes Exam (40%) Mandatory <b>Unit R084 Visual Identity and Digital Graphics:</b> Coursework Unit (25%) Mandatory <b>Unit R097 Interactive Digital Media:</b> Coursework Unit (35%) Optional
<b>Exam board</b>	OCR
<b>What will you study?</b>	<b>Unit R093 Creating iMedia in the Media Industry:</b> In this unit you will learn about the sectors, products and job roles that form the media industry. You will also consider the legal and ethical issues considered. <b>Topics include:</b> The media industry, factors influencing product design, pre-production planning and distribution considerations. <b>Unit R084 Visual Identity and Digital Graphics:</b> In this unit you will learn how to develop visual identities for clients. <b>Topics include:</b> Develop visual identity, plan digital graphics for products, create visual identity and digital graphics. <b>Unit R097 Interactive Digital Media:</b> In this unit you will learn to design and create interactive digital media products for chosen platforms. You will also learn to select, edit and repurpose multimedia content of different kinds. <b>Topics include:</b> Plan, create and review interactive digital media.
<b>What skills will you develop?</b>	You will develop your knowledge, understanding and skills in the following: Software packages like MS PowerPoint; MS Excel; Adobe Photoshop; Adobe Dreamweaver; Open Shot Organisational skills; independent learning, creativity Literacy skills, especially written communication
<b>What can you do by the end of the course?</b>	At the end of the course, you may go on to study A-level ICT, Cambridge Technical Level 3 ICT. You will have a good understanding of how the media industry works. You will have developed your skills of using the different software applications that are on offer.
<b>Careers can include</b>	Creative iMedia is an excellent subject that provides knowledge and skills that can be successfully used in many professions e.g.: Graphic and web designers, education, advertisement, animator, game development etc.

## Drama

<p><b>Method of assessment</b></p>	<p><b>Component 1: Devising Theatre (40%)</b>  <b>Component 2: Performing from Text (20%)</b>  <b>Component 3: Interpreting Theatre (Written - 40%)</b></p>
<p><b>Exam board</b></p>	<p>(WJEC) EDQUAS GCSE Drama</p>
<p><b>What will you study?</b></p>	<p>The course will cover experience and skills within the following areas:</p> <p><b>Component 1: Devising Theatre</b></p> <p>Non-exam assessment: internally assessed, externally moderated 40% of qualification</p> <p>Learners will be assessed on either acting or design.</p> <p>Learners participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus set by WJEC.</p> <p>Learners must produce: a realisation of their piece of devised theatre, a portfolio of supporting evidence and an evaluation of the final performance or design</p> <p><b>Component 2: Performing from a Text</b></p> <p>Non-exam assessment: externally assessed by a visiting examiner 20% of qualification</p> <p>Learners will be assessed on either acting or design.</p> <p>Learners will study two extracts from the same performance text chosen by the centre and participate in one performance using sections of text from both extracts.</p> <p><b>Component 3: Interpreting Theatre</b></p> <p>Written examination: 1 hour 30 minutes 40% of qualification</p> <p>Section A: A series of questions on one set text from a choice of:</p> <ol style="list-style-type: none"> <li>1. Macbeth William Shakespeare</li> <li>2. An Inspector Calls J.B. Priestley</li> <li>3. Noughts &amp; Crosses Malorie Blackman (adapted by Dominic Cooke)</li> </ol> <p>Section B: Live Theatre Review One question, from a choice of two, requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.</p>
<p><b>What skills will you develop?</b></p>	<p>Through this course you will apply knowledge and understanding when making, performing and responding to drama. You will regularly explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created.</p> <p>As a mostly practical subject you will learn to develop a range of theatrical skills and apply them to create performances. Most of the course involves ensembles and group exercises and you will work collaboratively to generate, develop and communicate ideas. Individually, you will grow and become a creative, effective, independent and reflective student able to make informed choices in process and performance. You will contribute as an individual to a theatrical performance and reflect on and evaluate their own work and that of others</p> <p>Through educational visits to the theatre and live workshops with professionals, you will develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice.</p>
<p><b>What can you do by the end of the course?</b></p>	<p>Progress to further education to study A-Level Drama, BTEC Performing Arts, A-Level Expressive Arts. Many major cities have conservatoires and acting schools that lead you into a career in Acting and the Performing Arts industry including RADA, LIPA, LAMDA and Guildhall School of Music and Drama.</p>
<p><b>Careers can include</b></p>	<p>Acting, Theatre and Performance Business, Presentation and Communication, Theatre Design, Advertising, Theatrical Costume and Make up, Stage Set Technology, Sound and Lighting, Theatre Management</p>

## Music

Method of assessment	<p><b>Component 1: Performing Music</b> (30%)  <b>Component 2: Creating Music</b> (30%)  <b>Component 3: Appraising Music</b> (40%)</p>
Exam board	(WJEC) EDUQAS GCSE Music
What will you study?	<p>The course will cover experience and skills within the following areas:</p> <p><b>Component 1: Performing</b>  Total duration of performances: 4-6 minutes.  Non-exam assessment: internally assessed, externally moderated 30% of qualification.  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.</p> <p><b>Component 2: Composing</b>  Total duration of compositions: 3-6 minutes.  Non-exam assessment: internally assessed, externally moderated 30% of qualification.  Two compositions, one of which must be in response to a brief set by WJEC. Learners will choose one brief from a choice of four, each one linked to a different area of study.  The second composition is a free composition for which learners set their own brief.</p> <p><b>Component 3: Appraising</b>  Written examination: 1 hour 15 minutes (approximately) 40% of qualification.  This component is assessed via a listening examination.  Eight questions in total, two on each of the four areas of study.</p>
What skills will you develop?	<p>Through the course you will engage actively in the process of music study and develop performing skills individually and in groups to communicate musically with fluency and control of the resources used. You will learn how to create music and develop composing skills to organise musical ideas and make use of appropriate resources. Through composing, you will develop awareness of music technologies and their use in the creation and presentation of music.</p> <p>As a mostly practical subject and through your FREE instrumental lessons, you will learn and understand skills needed to communicate effectively as musicians and develop awareness of a variety of instruments, styles and approaches to performing and composing.</p> <p>Through educational visits and live workshops with professional musicians you will broaden your musical experience and interests and develop imagination and creativity.</p>
What can you do by the end of the course?	<p>Progress to further education to study A level Music Technology, A Level Media, BTEC Level 3 in Music Technology or work in the music industry. Most Russell Universities offer Music at degree level and many major cities have conservatoires (music only establishments) that lead you into a career in Music and the industry including the Royal College of Music, Royal Northern College of Music, Leeds Conservatoire, Brit School and the Guildhall School of Music and Drama.</p>
Careers can include	<p>Performing as a Live Musician  Staging and Tour Management  Composing and Arranging Music  Music Production  Music and the Media  Promotion and Marketing  Studio/Artist Management  Sound and Lighting Engineering</p>



# Art

Method of assessment	<b>60% Controlled assessment 40% Controlled Test</b>
Exam board	AQA
What will you study?	The GCSE course consists of <b>2 units - one controlled assessment</b> and the other an <b>externally set assignment</b> . The controlled assessment portfolio is constructed of a variety of mini projects and is designed to teach a range of skills, using different materials to produce various outcomes to form a finished piece (2-Dimensional or 3-Dimensional). You will go on to develop an understanding by using many processes and techniques. We expect students to develop and be influenced through the study of individual designers'/artists' work taken from a wide range of cultures.
What skills will you develop?	Different approaches to recording images, such as, observation, expression and imagination. Appropriate use of colour, line, tone, texture, shape and form. Understanding of spatial qualities, composition, rhythm, scale and structure. The safe working practices of using materials. You will learn how to work like an artist. Self-motivation Resilience Patience Analytical skills Reflective/evaluative skills Manual Dexterity Visual Literacy
What can you do by the end of the course?	A large number of students who successfully complete their GCSE course in Fine Art will go on to study A level or other creative course at KS5 or college. Many students subsequently go on to study Fine Art at degree level, eventually working in a wide range of Artistic careers. For those students not wishing to pursue Fine Art beyond GCSE the course offers excellent opportunities to develop cultural and artistic understanding alongside creative thinking skills that would benefit a series of careers.
Careers can include	Sculptor Glass maker Window design Museum curator Reconstruction art for police Courtroom artist Theatrical designer Make-up artist Portrait artist Teacher Working in hospitals Occupational therapist Early years activities Advertising Game design

## Textiles

<b>Method of assessment</b>	<b>60% Controlled assessment 40% Controlled Test</b>
<b>Exam board</b>	AQA
<b>What will you study?</b>	<p><b>Portfolio based themes</b> Natural forms, historical and cultural textiles, fashion/costume illustration, recycling and the environment and British vintage.</p> <p><b>Externally set assignment</b> 10 hours of sustained, focused study after an extended period of preparation.</p> <p><b>Controlled assessment Topics</b> <b>Portfolio based themes</b> Natural forms, historical and cultural textiles, fashion/costume illustration, recycling and the environment and British vintage.</p>
<b>What skills will you develop?</b>	<p>Different approaches to using fabrics, threads, design drawings, machinery and ICT to create works suitable for making surface design and clothing. You will learn the safe practices of using the equipment and How to work like a designer and crafter.</p> <p>Self-motivation Resilience Patience Analytical skills Reflective/evaluative skills Manual Dexterity Visual Literacy</p>
<b>What can you do by the end of the course?</b>	Students who successfully complete their course in Textiles will go on to study A level or other creative course at KS5 or college. Many students subsequently go on to study a degree or apprenticeship, eventually working in a wide range of Artistic and textile careers. For those students not wishing to pursue textiles beyond GCSE, the course offers excellent opportunities to develop cultural and artistic understanding alongside creative skills that would benefit a series of careers.
<b>Careers can include</b>	<p>Window display Textiles /Fashion Teacher Fashion Designer Textiles Designer Textiles Technology Development Fashion/textiles buying Fashion/textiles advertising Costume design Interior Design Fashion/Textiles journalism Fashion/textiles marketing Museum curator Textiles Artist</p>

## 3D Design

<b>Method of assessment</b>	<b>60% Controlled assessment</b> <b>40% Externally Set Assignment</b>
<b>Exam board</b>	AQA
<b>What will you study?</b>	<p>You will be given the opportunity to learn about 3D making in a variety of materials including wood, plastic and metal. All projects set will follow a real-life scenario, to allow you to apply your knowledge and skills to the workplace.</p> <p>Students will look at a range of contemporary designers who have influenced the world of design and technology.</p> <p>Topics include: Clock project Lamp project</p> <p>This is then followed by the externally set task which is provided directly from the exam board in the form of an examination paper.</p>
<b>What skills will you develop?</b>	<p>You will learn how to use a variety of different tools, machinery and ICT to create products that are for decorative purposes or a function. You will learn the safe working practices of being in a workshop. You will learn how to work like a designer, draughtsman and crafter.</p> <p>Self-motivation Resilience Patience Analytical skills Reflective/evaluative skills Manual Dexterity Visual Literacy</p>
<b>What can you do by the end of the course?</b>	<p>Students who successfully complete their course in 3D design will go on to A level creative subjects at KS5 or college. Many students subsequently go on to study Ceramics, architecture, product design at degree level. This leads to working in a wide range of design-based careers.</p> <p>The course offers excellent opportunities to develop design skills that would transfer well into a number of career opportunities.</p>
<b>Careers can include</b>	<p>Packaging design Advertising Fashion Set design Interior design Garden design Architecture Teacher Motor vehicle design Aeroplane design Product design Engineering Graphic design CAD technician Game designer 3d modelmaker</p>

## Photography

Method of assessment	<b>60% Controlled assessment</b> <b>40% Externally Set Assignment</b>
Exam board	AQA
What will you study?	<p>The GCSE course consists of <b>2 units of controlled assessment</b> and an <b>externally set assignment</b>.</p> <p>During the course you will study the key 'formal elements' found within photography. This will give a base set of skills that can then be used within more personal based projects. Students will have the opportunities to create and set up their own photo-shoots during lesson time, but it is vital students are keen to take photographs independently at home in order to meet the full examination requirements.</p> <p>Students will also learn the fundamentals within Adobe Photoshop. This is professional software which will provide students with skills that they can then use in future careers. Students will look at a range of contemporary photographers who have influenced the world of photography today.</p> <p><b>Controlled assessment Topics include:</b></p> <ol style="list-style-type: none"> <li>1. Formal Elements project</li> <li>2. Architectural Photography</li> <li>3. Close Up Photography</li> <li>4. Fantastic &amp; Strange project</li> </ol>
What skills will you develop?	<p>You will develop skills in the use of camera equipment, computers and software to enhance, manipulate and create photographic imagery that can be used for a range of purposes. Appropriate use of colour, line, tone, texture, shape and form. Understanding of spatial qualities, composition, rhythm, scale and structure. The safe working practices of using materials and the skills to work like a photographer and digital editor.</p> <p>Self-motivation</p> <p>Resilience</p> <p>Patience</p> <p>Analytical skills</p> <p>Reflective/evaluative skills</p> <p>Manual Dexterity</p> <p>Visual Literacy</p>
What can you do by the end of the course?	<p>Students who successfully complete their GCSE course in Photography will go on to Film, Photography and Media at KS5 or college. For those students not wishing to pursue Photography beyond GCSE the course offers excellent opportunities to develop skills that can be used at home and in other future careers.</p>
Careers can include	<p>Photo Journalist</p> <p>Fashion/Make up</p> <p>Wedding</p> <p>Event</p> <p>Food</p> <p>PACSHOT – kitchen set up for example</p> <p>Designer photographer</p> <p>Police forensics</p> <p>Film story board</p> <p>Documentary</p> <p>Every TV show has their own photographer!!</p> <p>Teacher</p>

## Health & Social Care

<p><b>Method of assessment</b></p>	<p>4 Internally and externally assessed assignments</p> <p><b>Mandatory units:</b></p> <p>Essential values of care for use with individuals in care settings (examined unit)</p> <p>Communicating and working with individuals in health, social care and early year settings</p> <p><b>Optional Units:</b></p> <p>Two from the following:</p> <p>Understanding body systems and disorders</p> <p>Understanding life stages</p> <p>Creative activities to support people in health, social care and early years setting</p> <p>Using basic first aid procedures</p>
<p><b>Exam board</b></p>	<p>OCR</p>
<p><b>What will you study?</b></p>	<p>Essential values of care for use with individuals in care settings (examined unit)</p> <p>Communicating and working with individuals in health, social care and early year settings</p> <p>Understanding body systems and disorders</p> <p>Using basic first aid procedures</p>
<p><b>What skills will you develop?</b></p>	<p>OCR Nationals is a practical, work- related course. You learn by completing projects and assignments that are based on realistic workplace situations, activities and demands.</p> <p>This course introduces you to the employment area you have chosen and provides a good basis to go onto a more advanced work- related qualification.</p> <p>You will need to have good ICT and presenting skills as well as be able to work well in small groups and individually.</p>
<p><b>What can you do by the end of the course?</b></p>	<p>Be a qualified First Aider</p> <p>Understand how the body works</p> <p>Be able to communicate professionally</p> <p>Understand what it takes to work in the Health and Social Care sector</p>
<p><b>Careers can include</b></p>	<p>With further training or study, students can pursue careers such as nursing, social work and residential care management.</p> <p>If you want to get a job straight away you could work and train in:</p> <p>Registered care homes</p> <p>Hospitals and primary care trusts</p> <p>Nursing homes</p> <p>Health centres</p> <p>OCR Nationals prepare you for employment and provide a good grounding to go on to a more advanced course such as:</p> <p>OCR Technical Subsidiary Diploma in Health, Social Care and Early Years.</p>

## Business Studies

Method of assessment	<b>75% controlled assessment</b> <b>25% externally assessed examination (90 minutes)</b>
Exam board	WJEC (Welsh Board)
What will you study?	<p><b>Unit 1: The Events Industry-</b> Format: On screen, e-assessment. Short and extended answer questions based around applied situations. Learners will be required to use stimulus material presented in different formats to respond to questions. Learners apply their learning by considering different types of events and how different organisations support their delivery and contribute to success. As a result, the unit introduces learners to the diverse range of job roles that exist within, and supporting, the events industry. The key task is to respond to queries and issues and therefore requires learners to be aware of different approaches taken to ensure events run successfully. They must draw from the range of content from across the five learning outcomes in order to provide appropriate responses.</p> <p><b>Unit 2: Event Operations-</b> Through this unit, learners will gain an understanding of how events are run to ensure their success. They learn the theory of team work and customer service and draw upon this understanding in order to review the success of events. Through their learning, they will consider the application of the theory to different types of events and the organisations that support their operation. As such, their appreciation of the vocational sector established in Unit 1 is reinforced and extended. The key task is to review the success of events. Learners draw on their understanding of team work and customer service and apply this to practical event operations and use this experience to carry out reviews of different events they have been involved in.</p> <p><b>Unit 3: Event Planning-</b> This unit requires learners to build on their learning in Unit 1 related to the industry structure, event administration and risk management. They extend their appreciation of the breadth of the industry, different types of events and the organisations and job roles that exist to support their success. The key task is to propose a plan for an event to meet specific needs. In completing this task, not only do they apply their planning skills but they also draw on their learning to select the most appropriate approach to meet customer needs. Through this unit learners develop a range of transferable skills that support progression to further learning and also continue to extend their learning of the events vocational sector.</p>
What skills will you develop?	<p>Communication skills</p> <p>Organisational skills</p> <p>Leadership skills</p> <p>Project management skills</p> <p>Listening skills</p> <p>Team building</p> <p>Customer service skills</p> <p>Emotional intelligence</p>
What can you do by the end of the course?	The course introduces you to the employment area of business management and provides a good basis to go onto studying Business at level three or other work related qualifications. The skills you will need are ICT skills, good presentation skills, and the ability to communicate effectively, both orally and in writing, with good literacy skills. Students are able to go onto a variety of jobs and further course in Business, Business and International Marketing, Accounting after studying Business further at level three.
Careers can include	<p>Event Co-ordinator</p> <p>Operations manager</p> <p>Accountant</p> <p>Project management</p> <p>Sales manager</p> <p>Marketing executive</p>

## Sport

<b>Method of assessment</b>	<b>Unit 1 – Online exam: 1 hour</b> <b>Unit 2, 3, &amp; 6 – controlled assessment</b>
<b>Exam board</b>	BTEC
<b>What will you study?</b>	<p>The course is taught over 120 Guided Learning Hours (GLH) the same as a GCSE course. Students must study the two core units and two additional units.</p> <p><b>Unit One (Core):</b> Fitness for Sport &amp; Exercise In this unit you will learn about the components of fitness and principles of training. You will explore different training methods and investigate fitness testing to determine fitness levels.</p> <p><b>Unit Two (Core):</b> Practical Sports Performance In this unit you will understand the rules, regulations and scoring systems for selected sports. You will have to practically demonstrate skills, techniques and tactics in selected sports and be able to review sports performance.</p> <p><b>Unit Three (Additional):</b> The mind and sports performance. In this unit you will investigate personality and its effect on sports performance. You will explore the influence that motivation and self-confidence have on sports performance. You will also learn about arousal and anxiety, and the effects they have on sports performance.</p> <p><b>Unit Six (Additional):</b> Leading Sports Activities In this unit you will learn the attributes associated with successful sports leadership. You will also plan, implement and review the leadership of a sporting activity.</p>
<b>What skills will you develop?</b>	<p>Your leadership skills, by becoming a sports leader</p> <p>Your practical ability in a range of sports</p> <p>You will understand what it takes to become a fitness instructor</p> <p>You will understand the body and how to train to make it stronger, faster and fitter.</p>
<b>What can you do by the end of the course?</b>	<p>You may want to continue to study sport and can go on to further education to study an A level in Sports Studies. This could lead on to a university degree in Sports Science, Bio-Mechanics, Sports Engineering or one of many sports related qualifications.</p> <p>This course could help you if you are interested in careers such as sports management, coaching, teaching, sports promotions, physiotherapy or becoming a dietician.</p>
<b>Careers can include</b>	<p>Exercise physiologist.</p> <p>Fitness centre manager.</p> <p>Personal trainer.</p> <p>Secondary school teacher.</p> <p>Sports administrator.</p> <p>Sports coach.</p> <p>Sports development officer.</p> <p>Sports therapist.</p>

## Hospitality & Catering (Food)

<b>Method of assessment</b>	<p><b>Unit 1:</b> The hospitality and catering industry, (written exam duration of 90 minutes' worth 40%).</p> <p><b>Unit 2:</b> Students will be set a task and prepare, cook and present a final menu of two dishes within a single period of no more than three hours, planning in advance how this will be achieved. (Worth 60%)</p>
<b>Exam board</b>	WJEC
<b>What will you study?</b>	<p>There are both practical and theoretical parts to this course and students will develop in-depth knowledge about the food and nutrition, in addition to developing high levels of skills in creating dishes.</p> <p>You will develop skills in a wide range of cooking skills for sweet and savoury goods, including, pastry and bread making, marinade, puree, use of roux sauces and many more. You will develop and create foods.</p> <p>While developing these skills in a variety of culinary contexts you will experience and develop knowledge of food from a variety of cultures and be able to develop your knowledge of food that reflects your own cultural heritage.</p>
<b>What skills will you develop?</b>	<p>Students will learn a wide variety of skills in:</p> <p>Food, nutrition and health</p> <p>Food safety, allergens, food safety Acts and food poisoning.</p> <p>Food choice for different groups of people and different occasions.</p> <p>Costs of goods and services in the hospitality and catering industry</p> <p>Environmental issues which impact on the hospitality and catering industry.</p> <p>Self-motivation</p> <p>Resilience</p> <p>Patience</p> <p>Time Management</p> <p>Manual Dexterity</p> <p>Quality Control Management</p>
<b>What can you do by the end of the course?</b>	<p>Students who successfully complete their course in Hospitality and Catering will go on to vocational courses at college or apprenticeships. For those students not wishing to pursue Hospitality and Catering beyond GCSE the course offers excellent opportunities to develop skills that can be used at home and other future careers.</p>
<b>Careers can include</b>	<p>Counter service</p> <p>Waiting staff</p> <p>Restaurant Manager</p> <p>Catering Manager</p> <p>Kitchen Assistant</p> <p>Chef</p> <p>Baker</p> <p>Barista</p> <p>Butcher</p> <p>Cake decorator</p> <p>Dietitian</p> <p>Food Manufacturing inspector</p>



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Bradford  
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[www.dixonsaa.com](http://www.dixonsaa.com)  
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