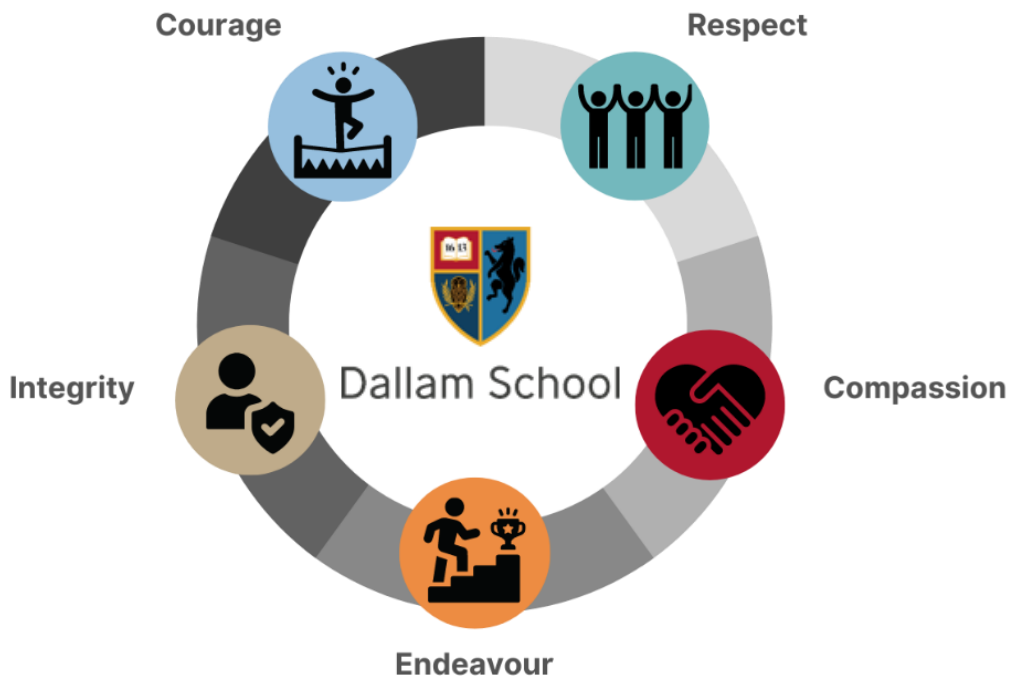


Dallam School Key Stage 4 Courses 2023-25



Motto:

Learning for all, learning for life

Vision:

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

Who we are:

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

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Year 9 Options Process

Dear Parent/Carer

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

The options form on which students will make their choices will be available on our website from the 19 January and should be completed and handed in by Friday 10 February.

Key dates are:

- Years 9 Options Information Evening – Thursday 19 January 2023
- Deadline for options forms to be submitted is Friday 10 February 2022

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

Should you have any queries please contact me in school.

Yours sincerely



Steve Henneberry
Acting Headteacher

Introduction for Students

What is Key Stage Four?

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

What is in this booklet?

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

Why do I have to choose?

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

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

So can I choose whatever I want?

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

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

How many subjects can I take?

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

Are my choices guaranteed?

We will do our best to give you your first four choices. However, we cannot promise that all the subjects will run, or that there will be enough places in some groups. That is why we ask you to make sure you choose a reserve subject. It is also important that you submit the preference form by **Friday 10 February** so we can take your options into account when we construct the timetable.

The preference form will be available for students to complete online after the Options Information Evening on 19th January 2023.

Introduction for Parents and Carers

Which subjects should my son/daughter choose?

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

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

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

Some things for students to think about:

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

Some things to consider with students:

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

Core Subjects

GCSE English Language (AQA)

Course content and assessment:

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

NEA: Spoken Language Endorsement

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

Paper 1: Explorations in Creative Reading and Writing

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

What is assessed?

Section A:

Reading (40 marks) (25%)

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

Section B:

Writing (40 marks) (25%)

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

Paper 2: Writers' Viewpoints and Perspectives

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

What is assessed?

Section A:

Reading (40 marks) (25%)

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



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

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

Progression at 16+:

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

Mrs. K Forsyth (Head of English)

GCSE English Literature (Edexcel)

Course content and assessment:

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

Paper 1: Shakespeare and Post-1914 Literature

1 hr 45 mins

80marks

50% of overall grade

Closed book

What is assessed?

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

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



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

2 hour 15 minutes

80marks

50% of overall grade

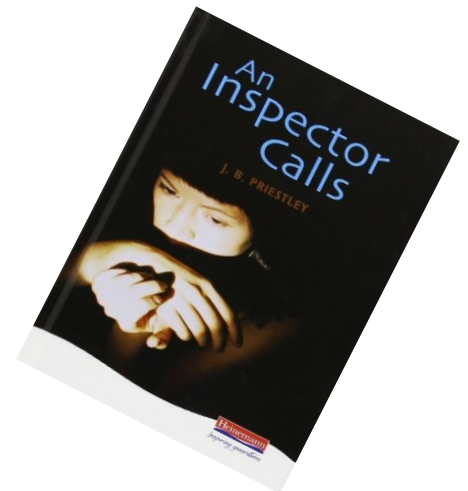
What is assessed?

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

Section B Poetry Anthology (*Power and Conflict*): Part 1:

ONE question comparing a named poem from the Pearson Poetry Anthology collection to another poem from that collection. The named poem will be shown in the question paper. Part 2: ONE question

comparing two unseen contemporary poems.



Progression at 16+:

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

Mrs K Forsyth (Head of English)

GCSE Mathematics 1MA1 Linear (Edexcel)

Course content and assessment:

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



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

Course Content and Weightings

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

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

Examinations

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

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

Progression at 16+:

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

Mr G King (Acting Head of Maths)

Science Pathway A

GCSE Combined Science (AQA)

Overview

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

Course content



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

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

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

Assessments

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

Progression at 16+

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

Mr A Hoyle (Head of Science)

Science Pathway B

GCSE Biology, GCSE Chemistry, and GCSE Physics (AQA)

Overview

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

Course content



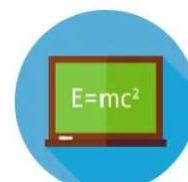
GCSE Biology

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



GCSE Chemistry

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



GCSE Physics

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

Assessments

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

Progression at 16+

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

Mr A Hoyle (Head of Science)

Personal Development: Core (non-examined)

Overview



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

Course content

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

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

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

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

Physical Education: Core (non-examined)

Course content and assessment:

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

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



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

Mr M Robinson (Head of PE Faculty)

Optional Subjects

GCSE Art and Design (AQA)

Course content and assessment:

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

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



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

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

Examination

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

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

Progression at 16+:

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

Mrs S Peacock (Head of Art)

BTEC Enterprise (Business)

Pearson - BTEC Level 2 Tech Award in Enterprise

Why Choose Enterprise?



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

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

Course Content

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

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

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

Assessment

Three themes are assessed: 'Exploring Enterprises', 'Planning for an Enterprise' and 'Marketing & Finance for Enterprise'. The first two modules are assessed through controlled assessment done in class, the last through a 2 hour external exam.

The exam is 40% of the overall grade and the two pieces of internally assessed work are assessed equally at 30% each. The coursework is assessed via a written report built up in class time and researched individually, creating a business plan (again done in class time) and a presentation of the business plan with speaker's notes.

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

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

Homework

Homework will be set regularly. Homework reinforces class learning and allows students to demonstrate their full ability. This will include use of online tools and individual research.

Progression at 16+

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

Mr R Blyth (Business)


GCSE Computer Science (OCR)

Course content and assessment:



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

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



Component 1 - Computer systems

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

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

- 90 mins, 80 marks, 50%

Component 2 – Computational thinking, algorithms and programming

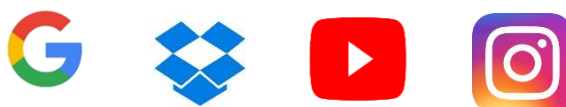
Algorithms, programming techniques, producing robust programs, computational logic, translators and facilities of languages, data representation

This is assessed by an external written paper:

- 90 mins, 80 marks, 50%

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

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



Mr S Watson (Head of Technical & Communications Faculty)

GCSE Design & Technology (AQA)

Course content & assessment:

Design and Technology is a subject area which requires the application of knowledge and understanding, when developing ideas, planning, manufacturing products and evaluating them. This course has been designed to encourage candidates to be able to design and make high quality products with creativity and originality, using a range of materials and manufacturing processes.



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

Taught theory broadly consists of:

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

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

Progression at 16+:

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

Mrs N Oliver (Second in Technical and Communications Faculty)

GCSE Drama (AQA)

(You will be required to undertake a short audition for this subject)

Course content and assessment:

Key subject aims

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



What will I learn and how will I be assessed?

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

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

Assessment: Written exam: 1 hour and 45 minutes
Open book (a clean copy of the text is allowed in the exam).

Component 2:

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

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

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

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

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

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

What will I learn?

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

Progression at 16+:

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

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

Mr E Johnson (Acting Head of Drama)

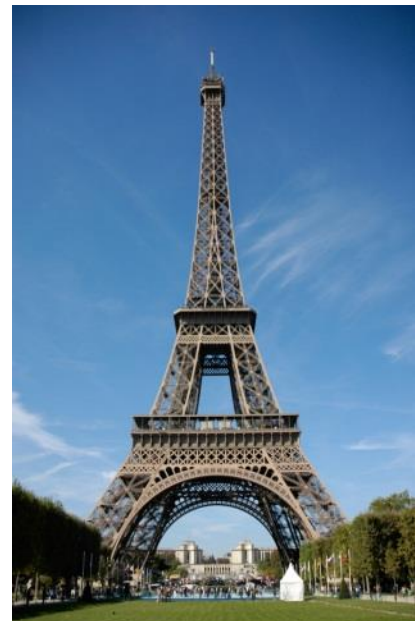
GCSE French (Edexcel)

The GCSE

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

Course content & assessment:

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



You will study the following three modules:

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

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

Progression at 16+:

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

Ms G Cook (Head of Modern Foreign Languages)

GCSE Spanish (Edexcel)

The GCSE

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

Course content & assessment

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

You will study the following three modules:

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



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

Progression at 16+:

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

Ms G Cook (Head of Modern Foreign Languages)

GCSE Geography (AQA)

Course content and assessment:

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

Unit 1:

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

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



Unit 2:

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

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

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

Unit 3: Geographical Applications - Written Paper 30%.

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

Progression at 16+

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

Ms A Farrell (Head of Humanities)

BTEC Tech Award in Health & Social Care (Pearson)

Course content & assessment:

This course has been designed to;

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



Delivery

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

Core Units over KS4

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

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

Mrs J Hicks (Teacher in charge of Health and Social Care)

GCSE History (Edexcel)

Course content and assessment:

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



Paper 1 (Exam worth 30%):

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

This unit consists of two parts:

Section A: historic environment

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

Section B: thematic study

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

Paper 2 (Exam worth 40%)

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

This unit consists of two parts:

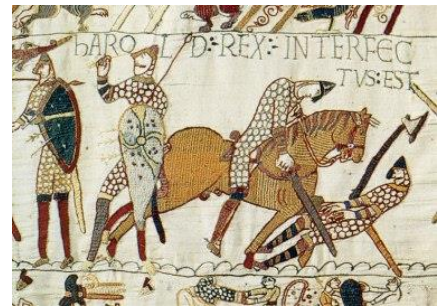
Section A: Period study - Superpower relations and the Cold War, 1941-91:

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



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

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



Paper 3 (Exam worth 30%)

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

Weimar and Nazi Germany, 1918-39

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



Progression at 16+:

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

Miss K Gribbin (Assistant Head of Humanities)

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



Course content and assessment:

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

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

Unit 1: The Hospitality and Catering Industry

This is a written exam sat in June of Year 11

1 hour 20 mins – Max 80 marks – 40% of overall grade

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

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

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

Internally assessed by the teacher and externally moderated.

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

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

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

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

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

Progression at 16+:

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

Miss S Edwards (Teacher of Food Technology)

Cambridge Nationals Creative iMedia (OCR)



Course content and assessment:

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

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

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

The course has one externally assessed exam component: **Creative iMedia in the Media Industry** (1hr 30m - 40%) and two internally assessed (externally moderated) pieces of coursework (60% together): **Visual Identity and Digital Graphics** (compulsory) & one from: **Characters & Comics; Animation with Audio; Interactive Digital Media; Visual Imaging and Digital Games**.

Complements: GCSE Computer Science • GCSE Art and Design • BTEC Enterprise • GCSE Design & Technology

Progression at 16+:

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

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

Mr S Watson (Head of Technical & Communications Faculty)

**Please note you cannot take Imedia & Media Studies*

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

(GCSE equivalent)

Course content and assessment:



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

Component 1: Exploring Media Products

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

Component 2: Developing Digital Media Production Skills

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

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

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

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

Progression at 16+: The Level 1/2 BTEC Tech Award in Creative Media Production provides excellent preparation for the Level 3 course which could lead to many university courses such as media studies, communications, film, animation, web or graphic design. Studying Media can lead to careers across the vast media industry (at present worth around £977 billion globally) such as web design, journalism, advertising, marketing.

Mrs K Hennessy-Garside (Head of Media Studies)

**Please note you cannot take Imedia & Media Studies*

Morecambe Bay Curriculum



The Morecambe Bay Curriculum Place-based Sustainable Learning, Living, and Working

The Morecambe Bay Curriculum is a new curriculum that has been created in partnership with Eden Project North, Lancaster University and Lancaster and Morecambe College. It is a place-based curriculum that is built around our understanding of, and relationship with the natural environment of the Bay. The curriculum provides the opportunity for students to design, plan, implement and evaluate their own Powerful Projects that work with the natural history of the Morecambe Bay area and assess the impact of human activity in the area.

What are Earth Pioneers?

The MBC is a nature-based curriculum which prioritizes nature in its widest sense. We want our participants, the Earth pioneers, to see themselves as nature, a part of the natural world, the ecosystem of life.

Earth Pioneers develop confidence within the natural world, they identify as nature themselves and are building relations with nature. They can contribute to the health and wellbeing of the Bay ecosystem – the eco-social-cultural worlds we inhabit.



Powerful Project Leads to Powerful Learning



Powerful Projects will involve local community collaboration and will be broken down into smaller Powerful Learning Journeys whereby individual and groups of Earth Pioneers will research their project with community partners.

Students that choose to take this option will have the opportunity to work with a number of different employers, institutions and communities around the Morecambe Bay area and as a result will develop a wide-range of transferable skills that employers will be looking for in the future.

This option does not have an associated qualification linked to it at this time. However, institutions such as Lancaster and Morecambe College and Lancaster University both recognise the importance of this curriculum and are working with secondary schools around the Bay area to integrate the curriculum aims and themes into wider school settings.

The school is working closely with Eden Project North.

eden project



GCSE Music (AQA)

(You may be asked to undertake a short audition for this subject)

Course content and assessment: Earning a GCSE in a practical subject such as music is not just because of a love of music; it can also go on to equip you with a wide range of life-transferrable skills. GCSE Music is a great way to develop confidence, creativity and group work skills. It also requires self-discipline, organisation and independence. You will have the opportunity to develop a deeper understanding of music from a wide range of styles, periods and traditions. Almost two thirds of the course is achieved through non-examined assessment (coursework), allowing you to develop your skills as both a performer and composer. If opting for GCSE Music, you will be entitled to instrumental/vocal lessons as part of the course. **You do not need to be studying an instrument now, but you must commit to having lessons on an instrument or voice in order to be able to access the course at a higher level. You are also expected to practise your instrument regularly to allow for an ongoing development of musicianship.**

Component 1: Understanding Music (Listening Exam, 1 hour 30 minutes, 40% weighting)

Content overview

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



Set Works:

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

Assessment Overview

The paper is comprised of two sections:

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

Component 2: Performing (Non-examined assessment: internally marked and externally moderated 30% weighting)

Content overview

- Solo performing
- Ensemble performing
- Approaches to developing performance technique and etiquette

Assessment overview

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

Component 3: Composing (Non-examined assessment: internally marked and externally moderated 30% weighting)

Content overview

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

Assessment overview

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

Progression at 16+:

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

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

Mr B Parker (Head of Creative Arts)

GCSE Religious Studies (AQA) – Full Course

Course content and assessment:

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

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

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

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

Component 2: Thematic studies

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

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

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

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

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

Progression at 16+:

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

Ms A Farrell (Head of Humanities)

GCSE Physical Education (AQA)

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

Course content and assessment:

- develop knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the **benefits to health, fitness and well-being**
- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to **improve performance**
- understand how the **physiological** and **psychological** state affects performance in physical activity and sport
- perform effectively in different physical activities by developing **skills and techniques** and selecting and using **tactics, strategies and/or compositional ideas**
- develop their ability to **analyse and evaluate** to improve performance in physical activity and sport
- understand the contribution which physical activity and sport make to health, fitness and well-being
- understand key **socio-cultural influences** which can affect people's involvement in physical activity and sport.

This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessment at the end of the course in Year 11.

The two exam papers consist of a mixture of multiple choice/objective test questions, short answer questions and extended answer questions. GCSE PE students are encouraged to be part of local sports clubs performing at their maximum to ensure they can achieve well in the practical elements (Non-examined assessment) of the course.

Subject content

Paper 1: The human body and movement in physical activity and sport

What's assessed? Applied anatomy and physiology, Movement analysis, Physical training, Use of data

How it's assessed? Written exam: 1 hour 15 minutes, 30% of GCSE

Paper 2: Socio-cultural influences and well-being in physical activity and sport

What's assessed? Sports psychology, Socio-cultural influences, Health, fitness and well-being, Use of data.

How it's assessed? Written exam: 1 hour 15 minutes, 30% of GCSE

Non-exam assessment: Practical performance in physical activity and sport

What's assessed?

Practical performance in **three different physical activities** in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity). Analysis and evaluation of performance to bring about improvement in one activity.

How it's assessed? Assessed by teachers and moderated by AQA, 40% of GCSE

Progression at 16+

GCSE PE is ideal preparation for A Level PE which will lead to many University courses. It is also suitable for students who wish to further their knowledge of Physical Education and Sport and have a well-rounded foundation for any future career path. Careers in PE include a vast range of possibilities such as Sports Scientists, Sports Analysts, Physiotherapists, Strength & Conditioning coaches and Nutrition, Teaching and coaching, Sports professionals, Sports business and media. A wide range of jobs in health and fitness including personal training.

Mr M Robinson (Head of PE Faculty)

Glossary

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

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

Qualifications

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

- GCSE
- BTEC
- Cambridge National

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

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

GCSE Grading

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

The “English Baccalaureate”

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

- English,
- mathematics,
- two sciences (one of which can be Computer Science),
- a modern foreign language
- a humanity: history or geography

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