

GCSE Geography

Ms Forrester / Ms Elliott / Ms Duddridge / Ms Robinson

Why should I study GCSE Geography?

You are constantly exposed to geographical issues in everyday life, including: ***natural disasters; environmental concerns; world weather; local developments; urban and rural change; population movements; maps and travel.*** It is not surprising then that Geography is a very popular subject at GCSE. Geography will provide you with an opportunity to develop your *awareness* and *understanding* of the patterns, processes and relationships that characterise human and physical environments and the interactions between them.

What will I learn?

You will learn about the world around you, including both the physical and human issues that arise in the world today. It is a current subject and brings alive the real issues and challenges that are evident in the real world. Whilst learning topical subjects you will also develop a range of different skills such as:

- problem solving skills and decision making
- literacy and numeracy skills
- technological skills, including ICT
- interpersonal skills which will be developed through debate and discussion
- communication skills

How will I be assessed?

There are 3 written examinations, one which examines your understanding of Physical Geography and the other based on Human Geography. Both of these exams are worth 35%. There is also a synoptic paper which assesses your ability to write up a fieldwork study that you have done out in the field. In addition to this the paper also assesses your ability to analyse pre-release material and to answer a series of questions around the paper. This exam is worth 30%.

Are there any special requirements or costs I need to know about?

Geographers are motivated by learning and the GCSE subject gives you the opportunity to learn in depth. It is therefore important that you are organised and enjoy learning Geographical topics and skills. There are opportunities for students to attend Geography trips and voluntary contributions are sometimes needed to help to cover the cost of transport.

Where could I progress to from this course?

As well as giving you a good basis for further study, not just in Geography, the skills that you learn will also prepare you well for the world of work.

GCSE History

Ms Snaith / Miss Hannam / Mrs Tordoff

Why should I study GCSE History?

In Key Stage 4 History, we are currently studying the Edexcel GCSE which offers students a wide range of historical topics from Early Britain to Modern World History. There are currently 4 modules that we study, which you can find below. GCSE History is a rewarding and challenging course that will allow you to develop a range of academic skills. These skills are transferrable across a range of subjects and this subject will allow you to study the past that has helped to shape our present and future lives.

What will I learn?

Medicine through time, C1250- Present

This module is a study of medicine from the medieval period through to modern day. We will look at the causes, treatments and preventions of a range of disease including the Black Death and the Great Plague, A new and exciting topic that this course offers is the fight against cancer in the 21st Century where we will study how technology has developed.

Anglo- Saxon and Norman England, C1060-1088

This module will help you understand the past monarchy of England including the Norman Conquest. You will be able to explore a range of key battles that occurred during these time periods.

The American West, c1835-1895

This module looks at a range of key groups and their journey west across America. Students will focus on these groups as well as case studies involving the topics Law and Order.

Weimar and Nazi Germany, 1918-39

This module will focus on the interwar years and the rise of Nazi Germany. Students will study how Hitler became a powerful leader and how he managed to build the strength of Germany ready for WW2.

How will I be assessed?

Three Exams all at the end of year 11

Paper 1- British thematic study with historic environment- Medicine

Paper 2- Period Study and British Depth Study- The American West and The Anglo-Saxons

Paper 3= Modern Depth Study- Weimar and Nazi Germany

Where could I progress to from this course?

As well as giving you a good basis for further study, not just in History, the skills that you learn will also prepare you well for the world of work. Options for further study after Year 11: History A Level, Archaeology A Level, Law and Politics A Level, University studies.

Options that can be considered in the world of work are; Teacher, Journalist, Barrister, Museum curator, Archaeologist, Politician

BTEC Performing Arts (Dance)

Mrs Kelly

Why should I study BTEC Performing Arts (Dance)?

This course will appeal to you if you:

- Assessed with **performance-based tasks and assignments**, rather than written exams.
- Content to **interest and engage** your KS4 performing arts students.
- **Planning and teaching made simple**: all the support materials you need and a performing arts specialist on hand.
- **Clear progression** onto Level 3 study for students who want to explore performing arts further

What will I learn?

Examples of Units you are able to study include:

The course is made up of **three components**: two that are internally assessed and one that's externally assessed. The three-block structure: **explore, develop and apply**, has been developed to allow students to build on and embed their knowledge. This allows them to grow in confidence and then put into practice what they have learned.

How will I be assessed?

Component 1	Component 2	Component 3
<p>Exploring the Performing Arts</p> <ul style="list-style-type: none"> • explore performance styles, creative intentions and purpose • investigate how practitioners create and influence what's performed • discover performance roles, skills, techniques and processes. <p>Aim: get a taste of what it's like to be a professional Dancer.</p> <p>Assessment: <u>internally</u> assessed assignments</p> <p>Weighting: 30% of total course</p>	<p>Developing Skills and Techniques</p> <ul style="list-style-type: none"> • take part in workshops, classes and rehearsals of various styles • gain physical technical and expressive dance skills • apply these skills in performance of professional repertoire • reflect on their progress, their performance and how they could improve. <p>Aim: develop skills and techniques in the chosen discipline(s) of Dance</p> <p>Assessment: <u>internally</u> assessed assignments</p> <p>Weighting: 30% of total course</p>	<p>Performing to a Brief</p> <ul style="list-style-type: none"> • use the brief and previous learnings to come up with ideas • review the process using an ideas and skills log • perform a piece to their chosen audience • reflect on their performance in an evaluation report. <p>Aim: consider how practitioners adapt their skills for different contexts, and put this into practice in a performance.</p> <p>Assessment: <u>externally</u> assessed task, where students work in groups of between 3 and 7 members to create a performance based on a set brief.</p> <p>Weighting: 40% of total course</p>

Are there any special requirements or costs I need to know about?

There are no special requirements or costs.

Where could I progress to from this course?

There is **clear progression** onto Level 3 study for students who want to explore any area of the performing arts further

BTEC Performing Arts (Drama)

Ms Matthews

Why should I study BTEC Performing Arts (Drama)?

This course will appeal to you if you want to be:

- Assessed with **performance-based tasks and assignments**, rather than written exams.
- Content designed to **interest and engage** KS4 Drama students.
- **Planning and teaching made simple:** all the support materials you need and a performing arts specialist on hand.

What will I learn?

Component 1	Component 2	Component 3
<p>Exploring the Performing Arts During Component 1, students will:</p> <ul style="list-style-type: none"> • explore performance styles, creative intentions and purpose • investigate how practitioners create and influence what's performed • discover performance roles, skills, techniques and processes. <p>Aim: get a taste of what it's like to be a professional actor. Assessment: <u>internally</u> assessed assignments Weighting: 30% of total course</p>	<p>Developing Skills and Techniques in the Performing Arts During Component 2, students will:</p> <ul style="list-style-type: none"> • take part in workshops, classes and rehearsals • gain physical, interpretative, vocal and rehearsal skills • apply these skills in performance • reflect on their progress, their performance and how they could improve. <p>Aim: develop skills and techniques in the chosen discipline(s) of acting. Assessment: <u>internally</u> assessed assignments Weighting: 30% of total course</p>	<p>Performing to a Brief To achieve this aim, your students will:</p> <ul style="list-style-type: none"> • use the brief and previous learnings to come up with ideas • build on their skills in classes, workshops and rehearsals • review the process using an ideas and skills log • perform a piece to their chosen audience • reflect on their performance in an evaluation report. <p>Aim: consider how practitioners adapt their skills for different contexts, and put this into practice in a performance. Assessment: <u>externally</u> assessed task, where students work in groups of between 3 and 7 members to create a performance based on a set brief. Weighting: 40% of total course</p>

How will I be assessed?

The course is made up of **three components**: two that are internally assessed and one that is externally assessed.

The three-block structure: **explore, develop and apply**, has been developed to allow students to build on and embed their knowledge. This allows them to grow in confidence and then put into practice what they have learned.

Are there any special requirements or costs I need to know about?

There are no special requirements or costs.

Where could I progress to from this course?

There is **clear progression** onto Level 3 study for anyone who wishes to explore any area of the performing arts further.

BTEC Performing Arts (Musical Theatre)

Mrs T Bell, Mrs R Nickerson

Why should I study BTEC Performing Arts?

- ✓ Assessed with performance-based tasks and assignments, rather than written exams.
- ✓ Content to interest and engage KS4 performing arts students with options to study a specific pathway, building on Performance Arts skills learned in KS3.
- ✓ Clear progression onto Level 3 study (6th form/college/Theatre School) for students who want to explore performing arts further.
- ✓ Extra-Curricular Performance opportunities.

What will I learn and how will I be assessed?

Component 1: EXPLORE - You will explore the processes used to create a performance

Aim: get a taste of what it's like to be a professional actor, dancer or musical theatre performer.

Assessment: internally assessed assignments. **Weighting:** 30% of total course.

During component 1 you will:

- ✓ explore performance styles, creative intentions and purpose
- ✓ investigate how practitioners create and influence what's performed
- ✓ discover performance roles, skills, techniques and processes.

Component 2: DEVELOP - You will develop performance skills and techniques by reproducing existing performances

Aim: Develop skills and techniques in the chosen discipline(s) of acting, dance or musical theatre.

Assessment: internally assessed assignments. **Weighting:** 30% of total course.

During component 2 you will:

- ✓ take part in workshops, classes and rehearsals
- ✓ gain physical, interpretative, vocal and rehearsal skills
- ✓ apply these skills in performance
- ✓ reflect on your progress, your performance and how you could improve.

Component 3: APPLY - You will pull together all they have learned and apply your knowledge in a performance

Aim: To consider how practitioners adapt their skills for different contexts, and put this into practice in a performance.

Assessment: Externally assessed task, where you will work in groups of between 3 and 7 members to create a performance based on a set brief. **Weighting:** 40% of total course.

During component 3 you will:

- ✓ use the brief and previous learning to come up with ideas
- ✓ build on your skills in classes, workshops and rehearsals
- ✓ review the process using an ideas and skills log
- ✓ perform a piece to their chosen audience
- ✓ reflect on your performance in an evaluation report.

Are there any special requirements or costs I need to know about?

The course is heavily weighted towards practical performance work. However, each unit requires a portfolio of the work undertaken, including log book notes, video evidence, self-assessment, peer assessment and tutor observations. (Internally assessed and externally moderated). You will also have to showcase your talents to a live audience.

Where could I progress to from this course?

Routes of progression:

- College/6th form to study Drama or performing/production arts
- Theatre school
- Theatre company

