



STONAR



GCSE Options



2022 – 2024



LIST OF GCSE COURSES

English Language

English Literature

English as a Second Language

Combined Science and Triple Science

Mathematics

Business

Computer Science

Design and Technology

Drama

Fine Art

Food Preparation and Nutrition

French

Geography

History

Music

Philosophy, Religion & Ethics

Photography

Physical Education

Spanish

ADDITIONAL COURSES

Ten Tors Challenge

Rider Development Programme



STONAR

As pupils approach the end of Key Stage 3 they have the opportunity to choose their GCSE subjects and this booklet outlines the courses offered at Stonar.

Pupils should select a balanced choice of subjects enabling them to make the best possible use of their abilities and to ensure a broad base from which to choose their A Level options in the Sixth Form. In order to achieve this, the following subjects are compulsory for all pupils:

IGCSE English Language or IGCSE English as a Second Language

IGCSE English Literature Most pupils will take English Literature, but the English Department may advise some pupils to focus on English Language only.

IGCSE Mathematics

Sciences Pupils take Combined Science (2 GCSEs) or Triple Science, which is Biology, Chemistry and Physics as separate GCSEs. The Science Department will discuss individually with pupils which option is most suitable.

Games continues to be a compulsory, non-examined subject, in addition to GCSE PE for those who choose it. All pupils will have PSHE lessons and follow a tutor programme. The Ten Tors Challenge and the Rider Development Programme are also available to pupils in Years 10 and 11.

The following subjects are offered as options:

| | |
|-----------------------------|--|
| Languages: | French and Spanish |
| Humanities: | History, Geography, Philosophy, Religion & Ethics (PRE) and Business |
| Vocational subjects: | Art, Photography, Computer Science, Drama, Food Preparation and Nutrition, Music, Design and Technology and Physical Education |



GCSE Option Blocks 2022

Pupils should select one subject from each block.

| A | B | C | D |
|---|---|---|---|
| Business Studies Food Preparation & Nutrition French Geography | Design & Technology Food Preparation & Nutrition History Photography | Business Studies Drama Music Photography Spanish | Computer Studies Fine Art Geography Philosophy, Religion & Ethics Physical Education Spanish |

We expect most pupils to take four optional subjects. However, some pupils may consider taking three options.

If pupils already have ideas on future A Level courses it is worth seeing the individual pages of the Sixth Form Options Booklet to understand if completion of a subject at GCSE is essential for the A Level or Diploma course, which is available on the Sixth Form Academic Programme page of our website or from the Admissions Office. In addition, subject teachers will be happy to discuss this with pupils.

Core Subjects



ENGLISH LANGUAGE

Syllabus: Pearson Edexcel IGCSE 4EA1



Lessons are a lively mixture of discussion, reading, questioning and role play in small group and whole class contexts. Writing takes many forms, ranging from simple note taking to full timed essays. The course places an emphasis on pupils becoming independent and technically proficient writers. The course is fully integrated so that language and literature are taught together and is compulsory for non-EAL pupils.

Paper 1 exam:

2 hours 15 minutes (95 marks - 60%)

Section A - Non-fiction texts: A mixture of short and extended response questions from the Edexcel International GCSE English Anthology

- Three short-answer questions on one unseen text
- One extended-response question on one anthology text
- One comparison question on the unseen and anthology texts

Section B - Transactional Writing

- Article or speech. One question from a choice of three.

Paper 2 exam:

1 hour 30 minutes (60 marks - 40%)

Section A - Poetry and Prose:

- One question on one text from the Edexcel International GCSE English Anthology.

Section B - Imaginative Writing:

- Imaginative writing. One question from a choice of three.

Specification:

<https://qualifications.pearson.com/en/qualifications/edexcel-international-gcse/english-language-a-2016.html>



ENGLISH LITERATURE

Syllabus: Pearson Edexcel IGCSE 4ET1



IGCSE English Literature includes writing from both the respected 'canon' and contemporary poetry. Whatever we study, pupils learn to convey ideas, in a cogent fashion, both orally and in writing. We aim to inspire a love of literature which will serve the pupils well both in School and beyond in their adult lives. Theatre trips, visiting theatre companies and involvement in public speaking competitions all serve to complement the in-class experience.

Paper 1 exam:

2 hours 15 minutes (95 marks - 60%)

Section A – Poetry:

- Part 1: Modern unseen poetry - question on an unprepared poem.
- Part 2: Poetry Anthology - one comparative question from choice of two.

Section B – Modern Prose:

- 'Of Mice and Men'. One question from a choice of two. Closed book.

Paper 2 exam:

1 hour 30 minutes (60 marks - 40%)

Section A – Modern Drama:

- 'An Inspector Calls'. One question from a choice of two.

Section B – Literary Heritage:

- 'Macbeth'. One question from a choice of two.

Specification:

<https://qualifications.pearson.com/en/qualifications/edexcel-international-gcse/international-gcse-english-literature-2016.html>



ENGLISH AS A SECOND LANGUAGE

Syllabus: Pearson Edexcel IGCSE 4ES1



Most overseas pupils will take IGCSE ESL in Year 11. This is an exam for pupils for whom English is not their first language. The course concentrates on the skills pupils will need in life for future jobs or study. At the end of the course pupils will be able to use English effectively for practical communication and have a good awareness of how the English language works.

- The exam is all language based. There is no literature component or coursework.
- The speaking is assessed separately so pupils will receive two grades.
- Pupils will also have one lesson each week in the Learning Resource Centre to improve their reading skills.

Summary of topics and scheme of assessment:

There are three exam papers: Reading & Writing, Listening and Speaking.

| | |
|---|--|
| Reading & Writing (2 hours) | There are three reading passages and three writing questions, which include writing a letter, an article and a summary of a text. A dictionary is not allowed. |
| Listening (45 minutes) | Includes several passages with questions on comprehension. |
| Speaking (15 minutes) | An individual interview with a teacher for 15 minutes which is recorded and sent for marking by the exam board. |

Specification:

<https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses/international-gcse-english-as-2nd-language-2017.html>



COMBINED SCIENCE & TRIPLE SCIENCE

Syllabus: AQA Combined Science: Trilogy 8464

Triple Science 8461, 8462 & 8463



Science results at Stonar are excellent and the aim of this team of dedicated staff is to ensure our pupils enjoy their learning and have plenty of opportunities to develop their knowledge and skills through experiment and experience. Pupils are expected to develop responsibility for their learning progressively throughout their time in our laboratories by monitoring their own progress and by setting targets for improvement.

All pupils study the three sciences in Years 9, 10 and 11. Classes are streamed by ability and most pupils follow the syllabus for the AQA GCSE in Combined Science (known as Combined Science: Trilogy).

The content of these courses builds on the foundations laid during the Key Stage 3 studies in Years 7 and 8, where we broadly follow the National Curriculum. From the beginning of Year 9 pupils start their Combined Science syllabus, with particular emphasis on investigative project work.

Summary of topics and scheme of assessment

GCSE COMBINED SCIENCE: TRILOGY (8464)

The Combined Science course covers a range of scientific topics in the core sciences of Biology, Chemistry and Physics that will engage and stimulate pupils' interest in science. It contains no controlled assessment, although pupils are required to complete a variety of practicals in class, and all pupils sit terminal exams in May or June of Year 11. There are two exams per science, with the exams being 75 minutes each in duration. Each paper will examine approximately half of the specification for that subject.

The Combined Science syllabus gives a solid foundation in each of the three sciences. As it covers most of the topic areas found in the Triple Science curricula (but in less depth), a good grade in this qualification will facilitate an opportunity to study any of the sciences at A Level.

Details of each of the four science specifications studied at Stonar can be found on the AQA website:

<http://www.aqa.org.uk/subjects/science/gcse>



TRIPLE SCIENCE

Although scientific investigations underpin all science learning at Stonar, none of the Biology, Chemistry and Physics GCSE courses use non-examination assessment (NEA) as a vehicle for assessment. All pupils sit terminal exams in May or June of Year 11, consisting of two exams per science with the exams being 105 minutes in duration. Each paper is worth 50% of the overall marks and covers 50% of the specification.

A good grade in Biology, Chemistry and Physics GCSE provides an excellent foundation for A Level science studies.

The specifications for each subject concentrate on detailed study of scientific knowledge and enquiry.

Specification Content

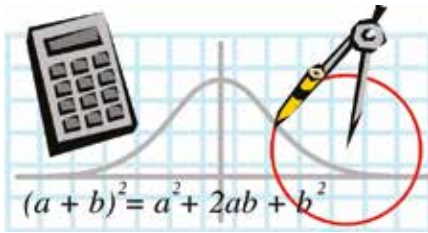
| | | |
|---|------------------------------|---|
| Paper 1 <ul style="list-style-type: none">· Cell Biology· Organisation· Infection and Response· Bioenergetics | GCSE BIOLOGY (8461) | Paper 2 <ul style="list-style-type: none">· Homeostasis and Response· Inheritance· Variation and Evolution· Ecology |
| Paper 1 <ul style="list-style-type: none">· Atomic Structure and the Periodic Table· Bonding, Structure and the Properties of Matter· Quantitative Chemistry· Chemical Changes· Energy Changes | GCSE CHEMISTRY (8462) | Paper 2 <ul style="list-style-type: none">· Rate and Extent of Chemical Change· Organic Chemistry*· Chemical Analysis· Chemistry of the Atmosphere· Using Resources* |
| Paper 1 <ul style="list-style-type: none">· Energy· Electricity· Particle Model of Matter· Atomic Structure | GCSE PHYSICS (8463) | Paper 2 <ul style="list-style-type: none">· Forces· Waves· Magnetism and Electromagnetism· Space Physics* |

* denotes topic not covered in Combined Science: Trilogy



MATHEMATICS

Syllabus: Pearson Edexcel IGCSE 4MA1



Mathematics results at IGCSE are excellent and the department is staffed by a dedicated team of teachers with a genuine desire to inspire enjoyment and confidence in pupils of all ages and abilities. Pupils are expected to develop a degree of independence and take responsibility for their own learning. They are encouraged to monitor their own progress and set targets for improvement.

We expect high standards of work, both oral and written and endeavour to raise the expectations of our pupils so they all realise their potential.

Summary of topics and scheme of assessment

The content of the course builds on the work covered in Years 7 to 9 and allows pupils to develop their knowledge and understanding of number and algebra, shape, space and measures and data handling. Pupils study three or four topics each term and there is a formal assessment (that does not contribute to their final grade) at the end of each topic. We have a problem-solving approach to lessons as we encourage pupils to think for themselves and become more resilient in their learning. Pupils are graded across the year group in each assessment and predicted grades are reviewed in the light of these results and other evidence.

There are two examination papers in May or June. Pupils are entered at Foundation (grades 5 – 1) or Higher (grades 9 – 4) Tier. There is no coursework element. Each paper is worth 50% of the total marks and is 2 hours in duration.

All pupils are expected to have their own equipment including compasses, protractor and a scientific calculator.

Specification:

<https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses/international-gcse-mathematics-a-2016.html>



Optional Subjects



BUSINESS

Syllabus: AQA 8132



We are all affected by and depend on business in our everyday lives, whether that is when buying products such as clothes or using services such as buses or trains.

What marketing methods do Amazon or Subway use to help them sell more? If you were on Dragons' Den, what information would you need to present your business idea? Where can you get help from? Where can you get money from? If you had your own business how would you motivate your staff?

By the end of the GCSE course pupils will have gained an appreciation of how to answer these and many other interesting questions about the business world. This will be useful knowledge whether you are the next business entrepreneur, owner of your own business, a manager in a large organisation or simply want an appreciation of 'how it all works'. The subject also provides an opportunity to practise a range of skills such as analysis and evaluation and develop numerical ability.

Trips and activities during the GCSE course may include one of the following: a visit to Cadbury World, Birmingham to assess marketing and operations management; a trip to Longleat to consider how it is run as a business and a Stonar Dragons' Den Day which involves planning your product/service and pitching your idea to the Dragons! Trips costs approximately £35 each.

Summary of topics and scheme of assessment

| | |
|----------------------------|---|
| Paper 1 Examination | Influences of Operations and Human Resource Management on Business Activity (1 hour 45 minutes, 50% of total marks) Topics studied include business in the real world, influences on business, business operations, human resources. |
| Paper 2 Examination | Influences of Marketing and Finance on Business Activity (1 hour 45 minutes, 50% of total marks) Topics studied include business in the real world, influences on business, marketing, finance. |

Specification:

<http://www.aqa.org.uk/subjects/business-subjects/gcse/business-8132/subject-content>



COMPUTER SCIENCE

Syllabus: AQA 8525



Studying Computer Science inspires resilience and challenges pupils as they gain an in-depth understanding of how computers work from the bare bones of its architecture through to programming in high level language. Computer Science GCSE will help pupils develop tenacity and critical thinking skills they need for this digitally moving world. This demanding but rewarding course will equip the new digital natives with the skills to enter most workplaces, especially in software development and cyber-security.

Pupils will be encouraged to work both individually and in groups, when solving problems in code using Python language. We develop independent research skills while finding out about how computers function and process data and then dive into the world of networks and cyber-security, including the ethics of it all. We expect high standards of work, both oral and written, and endeavour to raise the expectations of our pupils.

Summary of topics and assessment

The pupils sit two written exam papers at the end of Year 11.

| | |
|---|---|
| Paper 1: Computational Thinking and Programming Skills (2 hours, 50%, 90 marks) | <ul style="list-style-type: none">· Computational thinking· Problem solving· Writing and designing algorithms in Python· Code tracing and testing, refining code· Paper consists of a mix of multiple choice, short answer and longer answer questions assessing programming, practical problem-solving and computational thinking skills. |
| Paper 2: Computing Concepts (1 hour 45 minutes, 50%, 90 marks) | <ul style="list-style-type: none">· Fundamentals of data representation· Computer systems· Computer networks and cyber security, relational databases and structured query language (SQL)· Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy and aspects of software development.· Paper consists of a mix of multiple choice, short answer, longer answer and extended response questions assessing SQL programming skills and theoretical knowledge. |

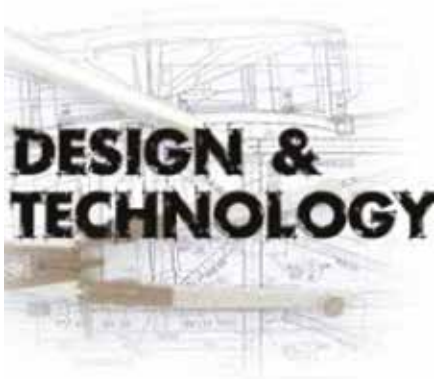
Specification:

<https://www.aqa.org.uk/subjects/computer-science-and-it/gcse/computer-science-8525/introduction>



DESIGN AND TECHNOLOGY

Syllabus: AQA 8552



GCSE Design and Technology will prepare pupils to participate confidently and successfully in an increasingly technological world. Pupils will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Pupils will have the opportunity to work creatively when designing and making, while applying technical and practical expertise.

This GCSE allows pupils to study core technical, designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth. Pupils must also demonstrate mathematical and scientific knowledge and understanding in relation to Design and Technology.

In order to make effective design choices pupils will need a breadth of core technical knowledge and understanding that consists of:

- New and emerging technologies
- Energy generation and storage
- Developments in new materials
- Systems approach to designing
- Mechanical devices
- Materials and their working properties

Summary scheme of assessment

Assessment consists of a final written exam at the end of Year 11 and a Non-Examination Assessment (NEA) completed during Year 11.

The written exam is a 2 hour paper, which is 50% of the total overall GCSE grade.

The NEA will take 30 – 35 hours to complete and will contribute the remaining 50% of the total overall GCSE grade.

The NEA will consist of a substantial design and make task to include:

- Identifying and investigating design possibilities
- Producing a design brief and specification
- Generating design ideas
- Developing design ideas
- Realising design ideas
- Analysing & evaluating

Pupils will be required to produce a prototype and a portfolio of evidence.

Specification:

<https://filestore.aqa.org.uk/resources/design-and-technology/specifications/AQA-8552-SP-2017.PDF>



DRAMA

Syllabus: OCR J316



Taking GCSE Drama offers pupils unique opportunities to develop creativity, confidence and teamwork. These life skills are easily transferable to other subjects and useful to further study and employment. Drama implicitly teaches and assesses these skills as part of our day-to-day practice. The course is well balanced between theory and practical work and suits performers, designers, directors and writers offering multiple routes through the qualification.

Drama is an exciting and dynamic way of developing as an artist, performer and creative and critical thinker. Many pupils take this subject on to the Sixth Form with the A Level Drama and Theatre course.

Pupils taking the GCSE course in Drama are required to see a number of examples of live performance to help them prepare for the written paper. Approximate additional costs include two theatre visits (£40).

Summary of topics and scheme of assessment

Component 01/02: Devising Drama (Non-Examined Assessment, 30% of GCSE)

Pupils research and explore a stimulus, work collaboratively and create their own devised drama. They complete a portfolio of evidence during the devising process, give a final performance of their drama and write an evaluation of their own work.

Component 03: Presenting and Performing Texts (Non-Examination Assessment, 30% of GCSE)

Pupils develop and apply theatrical skills in acting or design by presenting a showcase of two extracts from a performance text. The chosen extracts must allow sufficient exploration of dialogue, plot and/or subplot and characterisation for pupils to work in depth on their acting or design skills.

Component 04: Drama: Performance and Response (Written Examination, 1 hour 30 minutes, 40% of GCSE)

Pupils explore practically a whole performance text and demonstrate their knowledge and understanding of how drama is developed, performed and responded to. They also analyse and evaluate a live theatre performance.

Specification:

<http://www.ocr.org.uk/Images/242630-specification-accredited-gcse-drama-j316.pdf>



FINE ART

Syllabus: AQA 8201 - 8206



The Art Department at Stonar offers an exciting GCSE Art course with many options for pupils to develop skills and express themselves. These include, amongst others, the opportunity of using:

- **Painting and drawing**
- **Sculpture and other three dimensional work**
- **Printmaking**
- **Textiles**
- **Photography**

The GCSE has two components:

Component 1: 60% of total GCSE grade

The pupils produce a range of practical work showing their personal response to either a starting point, brief, scenario or stimulus, devised and provided by Stonar.

In Year 10 pupils build on existing artistic skills through a series of structured lessons investigating line, tone, form and colour using a variety of materials and techniques. This continues into Year 11.

Component 2: 40% of total GCSE grade

The early release paper will be issued in January of Year 11 and will provide pupils with a number of themes, each with a range of written and visual starting points. A response should be based on one of these options. Preparation time, and the date of the exam and supervised time period are set by Stonar. Preparation commences in January of Year 11. Pupils choose a starting point from the exam paper before completing a sketchbook of initial ideas, sketches, investigations and research into artists. They also visit galleries as a group for inspiration and artist research. The practical exam is usually before the Easter holidays.

All pupils fulfil the assessment objectives in the following way:

- Pupils record their observations using primary sources including observational drawing and painting, use of photography as well as drawing from imagination and memory
- Pupils relate their work to the work of other artists by learning about their techniques and ideas as well as visiting galleries to study work from direct observation
- Pupils develop their ideas using a variety of materials and annotate their sketchbooks explaining techniques and processes
- Pupils resolve their ideas into a final piece that relates to the work of other artists

Equipment: Pupils will need to purchase sketch books from the Art Department or from local suppliers. Trips to galleries will incur a charge for transport. The approximate cost of sketch books and the trips is £60.

Specification:

<https://filestore.aqa.org.uk/resources/art-and-design/specifications/AQA-ART-GCSE-SP-2016.PDF>



FOOD PREPARATION AND NUTRITION

Syllabus: OCR J309



Food preparation and nutrition equips pupils with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. Pupils develop practical cooking skills and increase their knowledge of nutrition and diet related to health. The course investigates and evaluates the working characteristics, functional and chemical properties of ingredients.

Summary of topics and scheme of assessment

- Plan, prepare and cook using a variety of food commodities, cooking techniques and equipment
- Develop knowledge of the functional properties and chemical processes as well as the nutritional content of food and drinks
- Understand the relationship between diet, nutrition and health
- Understand the economic, environmental, ethical and socio-cultural influences on food availability
- Demonstrate an understanding of sensory qualities and microbiological food safety considerations
- Explore a range of different culinary traditions (traditional British and International), to inspire new ideas or modify existing recipes

There are two controlled assessment tasks at the start of Year 11.

- | | |
|---|---------------------------------|
| • Food Science Investigation and written report | 15% of total overall GCSE grade |
| • Food Preparation task and coursework | 35% of total overall GCSE grade |
| • Written examination is at the end of Year 11 | 50% of total overall GCSE grade |

Specification:

<https://www.ocr.org.uk/Images/234806-specification-accredited-gcse-food-preparation-and-nutrition-j309.pdf>



FRENCH and SPANISH

Syllabus: AQA 8658 (French) and AQA 8698 (Spanish)



Why study a language?

Languages combine well with a range of subjects, such as sciences and humanities, and can be a valuable asset to a wide range of careers. They can:

- give you a competitive edge when applying for jobs
- strengthen communication skills
- show that you have a global mindset and an awareness of cultural sensitivities

Some universities prefer pupils to have studied a Modern Foreign Language at GCSE level and you should bear this in mind when making your option choices. The courses aim to help pupils develop the core language skills required to communicate in a range of authentic situations, so that you have the confidence to apply the language in the real world. You will learn more about the different target language cultures and this will help to broaden your understanding of country-specific traditions and customs.

The qualifications are 100% exam assessed with all four skills having equal weighting. Pupils are expected to commit to regular speaking practice and vocabulary learning. Pupils are also encouraged to sign up to the Spellian exchange programme charged at a fee of £35 per year. The emphasis is on learning 'little and often'. The courses study units related to personal identity, home and environment, school and future plans.

Summary of topics and scheme of assessment

Pupils are assessed by an exam in each of the four skills at the end of the two-year course at either Foundation (5 - 1) or Higher Tier (9 - 4), depending on ability. An AQA textbook is provided for the duration of the course as well as online access to Kerboodle. iPads are used regularly and you are required to bring headphones with you to lessons for listening activities. We also request that pupils purchase CGP exam and translation workbooks, which we can usually obtain at a discounted price of approximately £2.50 per book.

| | |
|--------------------------|---|
| Unit 1: Listening | Examination – 25% Questions answered in target language and English 35 minutes Foundation, 45 minutes Higher |
| Unit 2: Reading | Examination – 25% Answer questions in English and target language Short translation from target language into English 45 minutes Foundation, 1hr Higher |
| Unit 3: Speaking | Examination – 25% Role play (15 marks), Photo card (15 marks) General conversation (30 marks) 7-9 minutes Foundation, 10-12 minutes Higher plus 12 minutes preparation time |
| Unit 4: Writing | Examination – 25% 1hr Foundation: Structured writing tasks (40 & 90 words), sentence translation into target language 1hr 15 minutes Higher: 90 word structured writing task, 150 word open-ended writing task, translation of a short passage into target language |

Specification:

French: <http://www.aqa.org.uk/subjects/languages/gcse/french-8658>

Spanish: <http://www.aqa.org.uk/subjects/languages/gcse/spanish-8698>



GEOGRAPHY

Syllabus: AQA 8035



Geography is a dynamic, relevant and challenging subject at GCSE level and pupils at Stonar consistently achieve excellent results. Both physical and human topics are studied throughout the course and case studies are drawn from both the British Isles and globally. Pupils will have the opportunity to learn about a variety of topics including: Landscapes, Natural Hazards (including Climate Change) Global Ecosystems, Resource Management, Contrasting Economies and Urban Change.

GCSE Geography explores contemporary topics and allows pupils to consider different viewpoints and to learn how they can help to create a positive geographical future. The course uses topical exemplar material, which ensures that the subject remains relevant to our ever-changing world. A genuine interest in the world and current global issues helps pupils to achieve success. Candidates should be competent in a wide range of geographical, graphical, numerical and statistical skills.

Why Geography?

- Understand the processes that shape the natural and human environments
- Gain increased knowledge of topical issues and events
- Explore space and place through fieldwork

Summary of topics and scheme of assessment:

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|---|---|
| <p>Paper 1: Living with the Physical Environment (35%) (1 hour 30 minutes)</p> | <ul style="list-style-type: none"> · Natural Hazards · Living World · Physical Landscapes in the UK. |
| <p>Paper 2: Challenge in the Human Environment (35%) (1 hour 30 minutes)</p> | <ul style="list-style-type: none"> · Urban Issues · Changing Economic World · Resource Management |
| <p>Paper 3: Geographical Applications (30%) (1 hour 15 minutes)</p> | <ul style="list-style-type: none"> · Issue Evaluation · Geographical Skills · Fieldwork |

- Two compulsory fieldwork days are required. The cost does not usually exceed £60 for both trips.

Specification:

<https://www.aqa.org.uk/subjects/geography/gcse/geography-8035>



HISTORY

Syllabus: AQA 8145



Many pupils choose to study GCSE History at Stonar and they achieve excellent results. At the end of the GCSE course pupils will have gained an insight into international relations, global conflicts and political developments in key countries. They will develop the skills to write analytically and consider both sides of an argument before reaching conclusions and judgements. Pupils also develop an appreciation of how learning from past events can help to improve the future. A keen interest in the past and a desire to use facts and knowledge to form an argument are important to the successful study of this subject.

Summary of topics and scheme of assessment:

| | |
|---|--|
| <p>Paper 1: Understanding the Modern World (50%) (2 hours)</p> | <p>This paper is split into two sections:</p> <p>In Section A we study ‘Germany, 1890-1945: Democracy and Dictatorship.’ This topic focuses on the development of Germany during a turbulent half century. It was a period of democracy and dictatorship that saw the rise and fall of Nazism. <i>(Examination: There will be six compulsory questions.)</i></p> <p>In Section B we study ‘Conflict and Tension: the inter-war years 1918-1939.’ This topic allows pupils to investigate and understand the complex and diverse interests of different states and individuals, as they strive to maintain peace and order after the First World War. <i>(Examination: There will be four compulsory questions.)</i></p> |
| <p>Paper 2: Shaping the Nation (50%) (2 hours)</p> | <p>This paper is split into two sections:</p> <p>In Section A we study ‘Britain: Health and the People: c1000- present day.’ This thematic study enables pupils to gain an understanding of how health developed in Britain. Pupils study this topic in Year 9 and by the start of Year 10 they will have completed topics on Medieval and Renaissance Health in Britain.* <i>(Examination: There will be four compulsory questions.)</i></p> <p>In Section B we study ‘Elizabethan England, c1568-1603.’ This topic focuses on the last 35 years of Elizabethan rule. We investigate major events of Elizabeth’s reign including religious issues, conflict with Spain and the ‘Golden Age’ in England. We also study a specific historical environment. <i>(Examination: There will be four compulsory questions.)</i></p> |

- Pupils are assessed on examples of history around us and to prepare for this there will be visits to relevant sites. Approximate additional costs for visits will be around £50.
- * Part of the ‘Britain: Health and the People’ topic is studied in Year 9 at Stonar. For those joining the school or course in Year 10, a willingness to complete this topic through independent study, preferably before embarking on the course, is required (guidance and support will be offered).

Specification:

<http://www.aqa.org.uk/subjects/history/gcse/history-8145>



MUSIC

Syllabus: EDUQAS C660QS



GCSE Music is available to any pupils who wish to take their understanding and enjoyment of the subject to a higher level. Composition and Performance Units are coursework undertaken during the course and are internally assessed.

There is an emphasis on performing and composing, reflected in the 60% weighting for these two components in the specification. Candidates must perform a minimum of two pieces, one of which must be an ensemble performance, the other(s) may be either solo and/or ensemble.

Pupils may record performances at any stage in the course and submit their preferred pieces for assessment at the end. The standard of the pieces should be broadly equivalent to Grade 3 of the graded music examination boards, such as ABRSM, Trinity, LCME.

Candidates submit two compositions, one of which must be in response to a brief set by the exam board. The second is a free composition for which learners set their own brief.

The final element of GCSE Music is the Appraising exam. This consists of eight questions, divided equally across the four areas of study:

| Musical Forms and Devices | Music for Ensemble | Film Music | Popular Music |
|---------------------------|--------------------|------------|---------------|
|---------------------------|--------------------|------------|---------------|

| | |
|-----------------------------------|------------------------|
| Component 1: Performing | 30% of the total marks |
| Component 2: Composing | 30% of the total marks |
| Component 3: Appraising | 30% of the total marks |

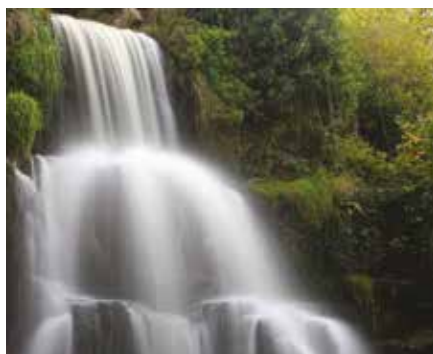
Specification:

<https://www.eduqas.co.uk/media/by5boopf/eduqas-gcse-music-spec-from-2016-d.pdf>



PHOTOGRAPHY

Syllabus: AQA 8201 - 8206



GCSE Photography is a stimulating and varied course which aims to develop a pupil's practical skills both in terms of taking and editing photographs. Pupils explore a range of ideas and approaches and produce a portfolio of work on particular themes relating to the work of past and contemporary artists and photographers. Developing ideas through darkroom and digital techniques and media, as well as using programmes such as Photoshop, form a major part of each assignment.

The AQA course consists of two components. In Component 1 pupils build up their photography skills in the darkroom and in the use of digital media and continue to refine their skills until January the following year. Component 2 commences in January of Year 11 where pupils choose an exam question to investigate in a variety of ways, as well as annotating their work in a sketchbook. There are opportunities to visit galleries for inspiration and to assist with artist research. The practical exam is usually before the Easter holidays in Year 11.

Component 1: Portfolio 60% (120 marks)

The pupils produce a portfolio of practical work showing their personal response to either a starting point, brief, scenario or stimulus, devised and provided by Stonar.

Component 02: Externally Set Task 40% (80 marks)

The early release paper will be issued in January of Year 11 and will provide pupils with a number of themes, each with a range of written and visual starting points. A response should be based on one of these options. Preparation time, the exam date and supervised time period are set by Stonar.

Pupils fulfil the assessment objectives in the following way:

- Pupils record their observations using a variety of methods both with and without a lens or camera
- Pupils relate their work to the work of other photographers by studying methods and techniques as well as using gallery visits to study work by famous photographers first-hand
- Pupils develop their ideas using a variety of darkroom and digital techniques and annotate their sketchbooks to explain the development of ideas
- Pupils resolve their ideas into a final piece that relates to the work of other photographers

Equipment: Pupils must have a digital camera and should discuss the requirements with the Art Department. Sketchbooks can be purchased from the Art Department or from local suppliers.

Approximate Cost: There will be a transport charge for trips to galleries. The approximate cost will be £60 for the trips.

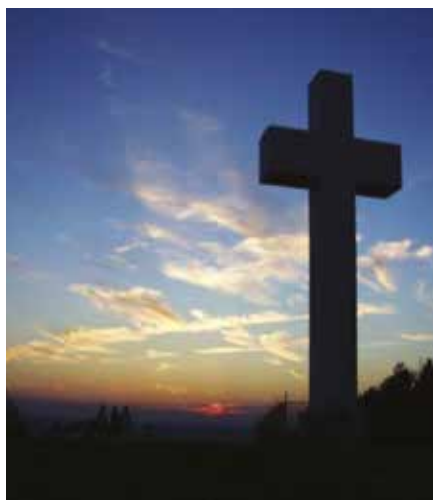
Specification:

<http://filestore.aqa.org.uk/resources/art-and-design/specifications/AQA-ART-GCSE-SP-2016.PDF>



PHILOSOPHY, RELIGION AND ETHICS (PRE)

Syllabus: AQA 8062



Philosophy, Religion and Ethics is an interesting, diverse and stimulating course at GCSE covering theological, philosophical, ethical, psychological, spiritual, historical and social questions. In today's world there has never been a more important time for pupils to ponder some of life's challenging questions. The course allows pupils to gain an appreciation of how philosophy, religion and ethics form the basis of our culture. Pupils are given the opportunity to undertake an inquiring, critical and creative approach to their studies and develop the ability to work with abstract ideas. All of these skills will help prepare them for further study across a range of academic subjects and in a range of careers.

The lessons are designed to help pupils develop and evaluate their thoughts through discussion work, looking at topical articles in the newspapers and online and looking at a range of religious teachings and texts as well as considering how religious believers apply teachings to the particular situations. There are many opportunities to evaluate work. Knowledge and understanding of the topics are important but an ability to apply that knowledge is vital to achieve the higher grades. The course syllabus follows the AQA Religious Studies course and is assessed by two written examination which are undertaken at the end of Year 11.

Summary of topics and scheme of assessment

Section A: The Study of Religions

A study of two world religions is compulsory. At Stonar, we have chosen to study Christianity and Islam and pupils will undertake an in-depth study into the beliefs, teaching and practices of these two world faiths.

Section B: Religious, Philosophical and Ethical Studies Themes

Applying their knowledge of Christianity and Islam, pupils will have the opportunity to explore the following themes:

| | |
|---------------------------------------|---|
| Relationships and Families | The topic focuses on sex, marriage and divorce and families and gender equality |
| Religion and Life | The topic covers challenging issues such as abortion, euthanasia and animal experimentation |
| Religion, Peace and Conflict | Focusing on the study of religion, violence, terrorism and war and religion and belief in 21st century conflict |
| Religion, Crime and Punishment | The topic focuses on the causes of crime, types of punishment, who should receive forgiveness and the death penalty |

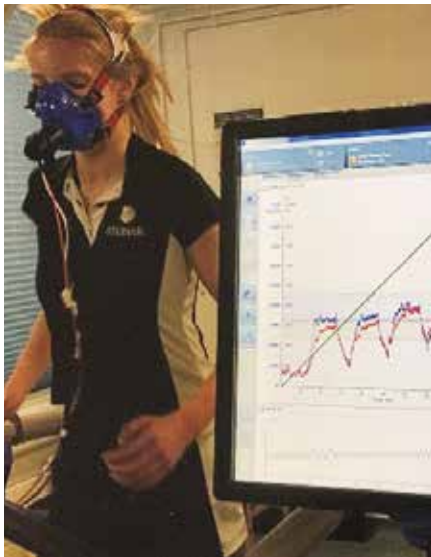
Specification:

<https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062>



PHYSICAL EDUCATION

Syllabus: Pearson Edexcel 1PE0



Is this the right subject for me?

If you enjoy:

- Participating in sport
- Developing knowledge and understanding through practical involvement
- Learning about the benefits of sport and exercise
- Improving your own performance in a range of sports

Or, if you are considering a sports-related career or A Level/higher education course then a GCSE in Physical Education is the right subject for you.

You must be regularly competing in at least two sports to join the course

During the course you will:

- Develop your knowledge and practical skills in a range of physical activities
- Examine the effects of exercise and how training can improve performance
- Find ways to improve your own performances in a variety of roles
- Identify ways to develop and maintain a healthy and active lifestyle through participation in physical activity
- Appreciate the benefits of promoting 'sport for all'

What can I do after I have completed the course?

As well as being the ideal preparation for the A Level Physical Education course, GCSE Physical Education allows for progression to related vocational qualifications, such as the BTEC Diplomas in Sport & Exercise Science. The course develops the transferable skills and key skills that employers are looking for and can lead to a wide variety of employment opportunities.

Summary of topics and scheme of assessment

Component 1: Fitness and Body Systems (36% of the GCSE)

- Applied anatomy and physiology, movement analysis, physical training and use of data

Component 2: Health and Performance (24% of the GCSE)

- Health, fitness and well-being, sport psychology, socio-cultural influence and use of data

Component 3: Practical Performance (30% of the GCSE)

- One team activity, one individual activity and one activity of your choice, either an individual or team activity

Component 4: Personal Exercise Programme (PEP) (10% of the GCSE)

- Pupils develop knowledge and understanding of the principles of training, relevant methods of training and use of data in order to analyse and evaluate their PEP

Specification:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.html>



Additional Courses



TEN TORS CHALLENGE



There may be many challenging outdoor events in Britain today, but the Ten Tors stands alone in its scale, ambition and the fact that it is aimed solely at young people.

It is an event that will really test the mental and physical resilience of participants and all those who attempt it will undoubtedly remember the Ten Tors for the rest of their lives; and for many it will be a life changing experience.

Organised by the British Army, with support from the Royal Navy and Royal Air Force, as well as civilian emergency services and volunteers, it is attempted by 2,400 teenagers in 400 teams of six. The teams navigate routes of 35, 45 or 55 miles (depending on age) over the Northern half of Dartmoor, visiting ten nominated tors or check points in under two days. Teams must be self-sufficient, carrying all that they need to complete their route and stay out overnight safely.

We enter a 35-mile team each year, which is open to Year 10 pupils.

Training

Training is progressive and comprehensive; pupils require no previous experience. What they must have is commitment, determination and a willingness to get stuck in.

Elements covered will include navigation skills, camp craft, nutrition, first aid, equipment and fitness. Skills will be further developed through numerous day walks in the local area and further afield, including overnight trips closer to the event in May.

Training will initially be open to all pupils, with the intention of selecting a small group of 10 – 12 pupils to continue the training in the Spring Term. It is at this time that they will need more specialised kit and clothing, which can be purchased quite inexpensively at numerous outdoor shops.

There will be no charge for training taking place in School and for weekend day walks in the local area. For day walks further afield (e.g. Dartmoor), the overnight trips and the event itself, there will be a charge to cover costs.

Team selection is based on commitment, skills, participation in training, cooperation, teamwork, attitude, independence, proactive approach to problem solving and behaviour. Those not selected will still gain invaluable skills and experience and the training can go towards their Duke of Edinburgh's Award.

Specification:

<https://tentors.org.uk/>



RIDER DEVELOPMENT PROGRAMME

Syllabus: Equestrian Qualifications Ltd



For Aspirational Riders

The programme is divided into key stage phases and offers learning and development in line with the philosophy that underpins UK Sport's training phases. Riders will have three coaching sessions per week, each session providing diversity of riding experience and discipline. The syllabus is designed to prepare pupils for their BHS assessments.

This riding programme is available to both day pupils and boarders; it is designed for pupils with or without their own horse. Trips to events and establishments of interest may be arranged throughout the school term for riders on the development programme (subject to interest and availability). These excursions will involve an additional fee.

Riders develop their core competency and begin to apply these in training for competitive riding. The aim through this stage is twofold. Firstly, to develop an individual who is a competent rider, and secondly, to develop a rider who is a competent competitor. Pupils from Year 11 will be encouraged to work towards BHS assessments (at an additional cost payable to the BHS); Stonar is an accredited BHS training and testing centre. Details of the BHS Equine Excellence Pathways including assessment syllabi and fees can be found at www.bhs.org.uk.

Pupils who wish to undertake the BHS assessments will need to become members of the BHS prior to their first assessment.

There is a termly fee payable in advance for this programme; please refer to the current fee sheet.

**If you have any further questions,
please do not hesitate to get in touch**

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