STONAR

GCSE Subject Options

Welcome to Your GCSE Journey!

As you approach the end of Key Stage 3, it is time to embark on a new chapter by choosing your GCSE subjects.

We are proud to offer a diverse range of courses, catering to your individual strengths and interests. This booklet provides a comprehensive overview of the various options available to you at Stonar.

We understand choosing your GCSE subjects can be a significant decision. We are here to guide you every step of the way. Your dedicated tutor will serve as your main point of contact, offering support and answering any questions you may have. Additionally, subject teachers and Heads of Faculty are happy to provide further insights on their respective areas.

As you make your choices, consider what sparks your curiosity and aligns with your strengths. Think about the subjects you enjoy learning and keep in mind which areas you might explore further in Sixth Form. Remember, selecting a balanced choice of subjects will enable you to fully utilise your abilities.

The majority of pupils will study nine GCSEs, including the core subjects of English, Mathematics, and Science. This booklet delves deeper into each subject offered, providing detailed information to assist you in making informed decisions.

Remember, we are here to support you every step of the way!

Mrs S Cholmondeley,
Deputy Head (Academic)

Academic Choices for Years 10 and 11

IGCSE English Literature, English Language or IGCSE English as a Second Language (ESL)

Most pupils will study English Language and Literature, but the English Department may advise some pupils to focus on English Language only. Most overseas pupils will take IGCSE ESL in Year 11. This is an exam for pupils for whom English is not their first language.

IGCSE Mathematics

All pupils will take Edexcel IGCSE Mathematics, however some high attaining pupils may cover material beyond the IGCSE course and be entered for the Further Maths IGCSE level qualification.

Sciences

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

Optional Subjects

The following subjects are offered as options:

Creative & Performing Arts:	Humanities:	Languages:	Technology & Sport:
Art	Business Studies	French	Computer Science
Drama	Geography	Spanish	Design & Technology
Music	History	Native language options	Food Preparation & Nutrition
Photography	Philosophy, Religion & Ethics (PRE)		Sport
			Statistics / Further Maths

Pupils are initially given a free choice of subjects and a timetable is written based on these options. We ask all pupils to make a reserve choice as we cannot guarantee every option combination. Early in the Summer Term we will publish our options columns and at this stage will ask pupils to make their final subject choices.

Beyond the Classroom

Games continues to be a compulsory, non-examined subject, in addition to Level 2 Sport, for those who choose it. All pupils will have PSHEE lessons and follow a tutor programme. The Ten Tors Challenge and British Horse Society exams are also available to pupils in Years 10 and 11.

Our Courses Index

Core GCSE Courses

English Language
English Literature
English as an Additional Language
Mathematics
Combined Science or Triple Science

Additional Courses

Ten Tors Challenge
British Horse Society Exams

Optional Courses

Art
Business Studies
Computer Science
Design and Technology
Drama
Food Preparation and Nutrition
French and Spanish
Further Mathematics
Geography
History
Music
Philosophy, Religion & Ethics (PRE)
Photography
BTEC Level 2 in Sport

English Language

Overview

Consistently excellent results provide ample evidence that the fun learning environment the English team creates contributes to pupils fulfilling their exam potential. 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 essay, placing 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.

Assessment

Paper 1 Exam:
2 hours 15 minutes (90 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.

Exam Board and Specification

Pearson Edexcel IGCSE 4EA1
Click here to learn more

Contact

Mrs Sally Hall | Head of English
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English Literature

Overview

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.

Assessment

Paper 1 Exam:
2 hours (90 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.

Exam Board and Specification

Pearson Edexcel IGCSE 4ET1
Click here to learn more

Contact

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English as an Additional Language

Overview

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.

Assessment

The exam is all language based. There is no literature component or coursework.

All four key language skills (reading, listening, writing and speaking) are assessed separately and are equally weighted.

Summary of topics and scheme of assessment:
There are four exam papers: Reading, Listening, Writing and Speaking.

Reading (4ES2/01) **1 hour (25%)**	Passages will cover a broad range of text types, including information, explanation, opinion, and narrative texts. The texts will include a range of professional writing styles.
Writing (4ES2/03) **1 hour 15 min (25%)**	Written tasks will assess learners' ability to make use of formal and informal writing styles. There will be a written summary task and other tasks where pupils have to explain, inform and discuss topics.
Listening (4ES2/02) **45 minutes (25%)**	Recordings will cover a broad range of extracts including information requests, explanations, opinions, monologues, dialogues and narration. The recordings will include a range of styles.
Speaking (4ES2/04) **22-23 minutes (25%)**	This paper assesses spontaneity, fluency and pronunciation. There will be a pre-prepared element where learners deliver a speech. The exam is conducted by your EAL teacher and the recording is sent to the exam board for marking.

Exam Board and Specification

Pearson Edexcel IGCSE 4ES2
Click here to learn more

Contact

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Mathematics

Overview

The Mathematics Department is staffed by a dedicated team of teachers with a genuine desire to inspire enjoyment and confidence in all pupils. 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.

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, 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 **two hours** in duration.

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

Exam Board and Specification

Pearson Edexcel iGCSE 4MA1
Click here to learn more

Statistics / Further Maths

Pupils can choose Maths as an additional option. These pupils will sit Statistics GCSE in Year 10 and Further Maths iGCSE in Year 11.

Contact

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Combined Science & Triple Science

Overview

Science results at Stonar are excellent and the aim of our 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.

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 6-7 grade and above in this qualification will facilitate an opportunity to study up to two of the three sciences at A Level.

Triple Science
Scientific investigations underpin all science learning at Stonar. The Biology, Chemistry and Physics GCSE courses do not contain 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 grade of 6 and above 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 • Cell Biology • Organisation • Infection and Response • Bioenergetics	**GCSE BIOLOGY (8461)**	**Paper 2** • Homeostasis and Response • Inheritance • Variation and Evolution • Ecology
Paper 1 • Atomic Structure and the Periodic Table • Bonding, Structure and the Properties of Matter • Quantitative Chemistry • Chemical Changes • Energy Changes	**GCSE CHEMISTRY (8462)**	**Paper 2** • Rate and Extent of Chemical Change • Organic Chemistry* • Chemical Analysis • Chemistry of the Atmosphere • Using Resources*
Paper 1 • Energy • Electricity • Particle Model of Matter • Atomic Structure	**GCSE PHYSICS (8463)**	**Paper 2** • Forces • Waves • Magnetism and Electromagnetism • Space Physics*

* denotes topic not covered in Combined Science: Trilogy

Exam Board and Specification

AQA Combined Science: Trilogy 8464 Triple Science 8461, 8462 & 8463
Click here to learn more

Contact

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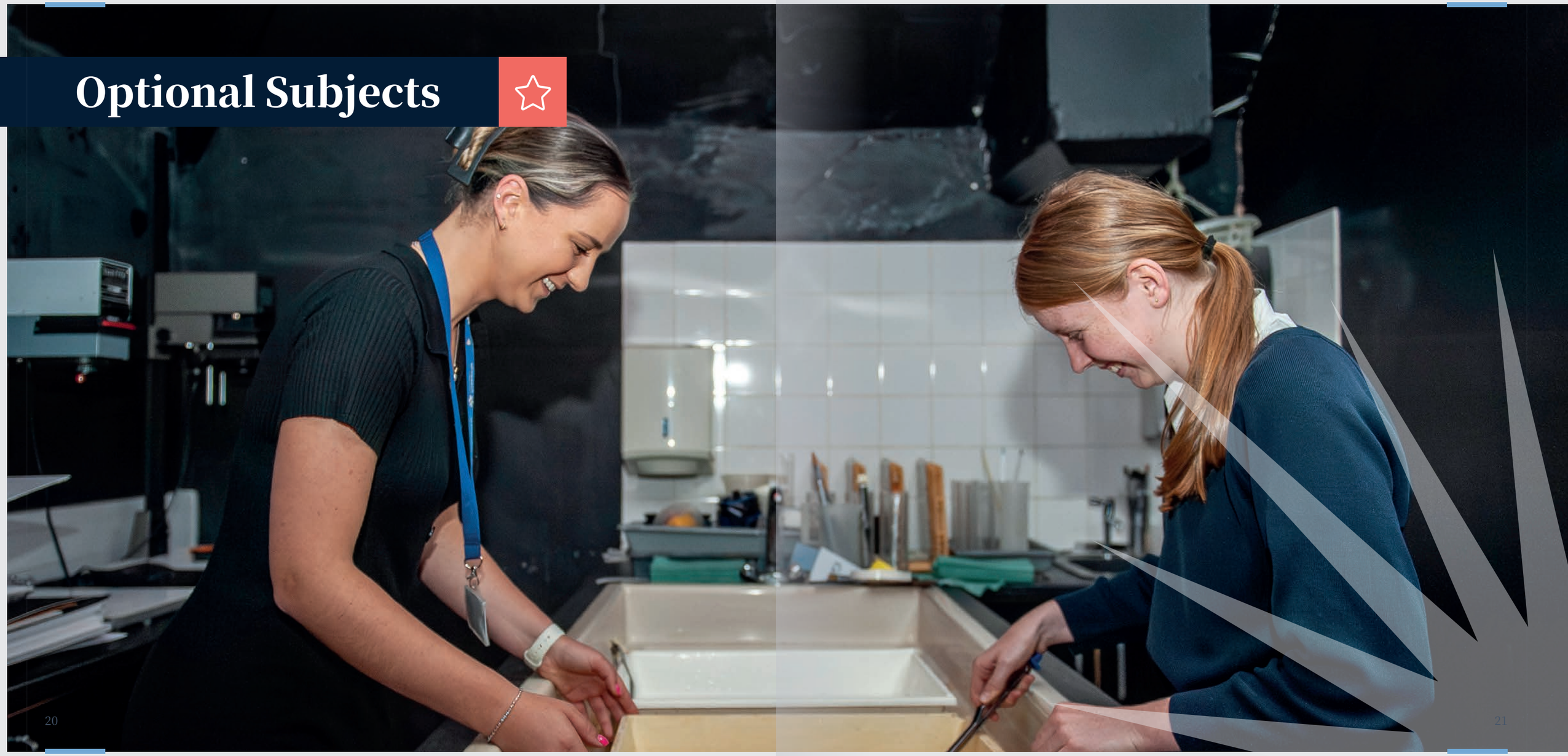
Optional Subjects



Art

Overview

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

Assessment

Component 1: (60%)	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 , where they develop a personal project culminating in a final outcome or outcomes.
Component 2: 10 hours. (40%)	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 range 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 around the Easter period.

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 outcome or outcomes that relates to the work of other artists.

Equipment and Trips

Pupils will need to purchase sketch books from the Art Department and contribute towards the cost of materials. Trips to galleries will incur a charge for transport. The cost of materials is £15 per term and a cost of approximately £60 for trips.

Exam Board and Specification

AQA 8201 – 8202
Click here to learn more

Contact

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Business Studies

Overview

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 Dragon's 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.

Assessment

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

Trips

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; Stonar Dragons' Den Day which involves planning your product/service and pitching your idea to the Dragons! Trips cost approximately £45 each.

Exam Board and Specification

AQA 8132
Click here to learn more

Contact

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Computer Science

Overview

Studying Computer Science develops resilience and challenges pupils as they gain an in-depth understanding of how computers work, from its architecture through to programming in a high-level language. A Computer Science GCSE will help pupils develop tenacity and critical thinking skills through engaging and practical topics, whilst encouraging their creativity. This demanding but rewarding course will equip pupils with the skills to enter most digital workplaces, or into further education.

Computing is of enormous importance to the economy, with the growth in the use of mobile devices and online technologies exploding. We aim to equip pupils with the skills that will put them on the path to enter the world of gaming, mobile, cyber security, big data, software development, web-related industries and, of course, artifical intelligence. Pupils will be encouraged to work both individually and in groups, to solve 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, environmental and legal issues it raises.

Assessment

Paper 1: Computational Thinking and Programming Skills 2 hours. (50%)	• Computational thinking • Problem solving • Code tracing • Programming concepts including the design of effective algorithms • Designing, writing, testing and refining code in Python The 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%)	• Fundamentals of data representation • Computer systems • Fundamentals of computer networks • 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 The paper consists of a mix of multiple choice, short answer, longer answer and extended response questions assessing SQL programming skills and theoretical knowledge.

Exam Board and Specification

AQA 8525
Click here to learn more

Contact

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Design and Technology

Overview

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 learn 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.

In addition, pupils will learn the following specialist technical principles:

- Forces and stresses on materials;
- Improving functionality;
- Ecological and social footprint;
- Scales of production.

Assessment

Non-Examination Assessment (NEA): 30 – 35 hours. (50%)	**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
Written Exam: 2 hours. (50%)	• Core technical principles • Specialist technical principles • Designing and making principles

Exam Board and Specification

AQA 8552
Click here to learn more

Contact

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Drama

Overview

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. Pupils are expected to rehearse outside of lesson time in preparation for their practical assessments, both devised and scripted.

Assessment

Component 01/02: Devising Drama. Non-Examined Assessment. (30%)	Pupils research and explore a stimulus, work collaboratively and create their own devised drama. They complete a portfolio of evidence during the devising process, perform their final piece and write an evaluation of their own work.
Component 03: Presenting and Performing Texts. Non-Examined Assessment. (30%)	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.
Written Exam: 1 hour 30 minutes (40%)	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.

Trips

There will be an additional cost for theatre trips and we also encourage pupils to see live theatre in their own time.

Exam Board and Specification

OCR J316
Click here to learn more

Contact

Mr Tom Wansey | Director of Drama
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Food Preparation and Nutrition

Overview

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.

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.

Non-Examination Assessment (NEA): (15%)	Food investigation task and written report which assesses the scientific principles underlying the preparation and cooking of food.
Non-Examination Assessment (NEA): (35%)	Food preparation task and coursework which assesses the planning, preparation, cooking and presentation of food.
Written Exam: 1 hour 30 minutes. (50%)	Learners will be expected to answer questions based on content studied across: • Nutrition • Food: food provenance and food choice • Cooking and food preparation • Skills requirements: preparation and cooking techniques

Exam Board and Specification

OCR J309
Click here to learn more

Contact

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French and Spanish

Overview

Being able to communicate in another language is considered an important and valued skill in the corporate world and it will undoubtedly help to set you apart from the competition when applying for jobs. Speaking languages helps to strengthen communication skills and demonstrates a global mindset, as well as an awareness of cultural sensitivities. If you are considering going on to Higher Education, languages combine well with a range of subjects, such as the sciences and humanities. Some university courses prefer pupils to have studied a Modern Foreign Language at GCSE and this is worth considering when making your option choices.

Language learning at Stonar is varied and creative. Pupils engage with cultural aspects of French and Spanish speaking countries, through experiencing customs such as films or traditions, and enrichment through talks and trips including to Spain and France.

The new GCSE courses in French and Spanish aim to build on the vocabulary learnt in KS3 and consolidate core grammar so that pupils feel able to communicate in a range of situations. The courses include units related to people and lifestyle, popular culture and the world around us. Translation and written tasks help pupils to express themselves more accurately and competently on a range of topics. The course also explores the cultural aspects of target language countries to broaden understanding of country-specific traditions and customs in areas such as festivals, food and media.

Pupils are expected to commit to regular speaking practice and vocabulary learning. They are also strongly encouraged to attend conversation clubs as regular practice is essential to becoming a confident speaker and preparing for speaking exams. The emphasis is on learning little and often to help retain new language and ensure consistent progress.

Assessment

An AQA textbook is used for the duration of the course. Pupils all have online access to the textbook; iPads are provided for this as well as for other interactive activities. We also advise that pupils purchase a CGP exam revision book which the school can usually obtain at a discounted price.

Exam 1: Listening **35 minutes Foundation,** **45 minutes Higher. (25%)**	Listening comprehension questions to be answered in English; short dictation into target language (40 marks).
Exam 2: Speaking **7-9 minutes Foundation, 10-12 minutes Higher plus 15 minutes preparation time.** **(25%)**	Role play (10 marks). Read aloud and short conversation task (15 marks). Photo card discussion (25 marks).
Exam 3: Reading **45 minutes Foundation,** **1 hour Higher. (25%)**	Reading comprehension with questions and answers in English (40 marks). Short translation from target language into English (10 marks).
Exam 4: Writing **1 hour 10 minutes Foundation,** **1 hour 15 minutes Higher. (25%)**	Foundation: Sentences about a photo (10 marks), 50 and 90 word writing tasks (25 marks), grammar task (5 marks), translation into target language (10 marks). Higher: Translation into target language (10 marks), 90 word and 150 word open-ended writing task (40 marks).

Exam Board and Specification

AQA 8652 (French) and AQA 8692 (Spanish)
French
Spanish

Contact

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Geography

Overview

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.

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. 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. 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.

Assessment

Paper 1: Living with the Physical Environment, 1 hour 30 minutes. (35%)	• Natural Hazards • Living World • Physical Landscapes in the UK
Paper 2: Challenge in the Human Environment, 1 hour 30 minutes. (35%)	• Urban Issues • Changing Economic World • Resource Management
Paper 3: Geographical Applications, 1 hour 30 minutes. (30%)	• Issue Evaluation • Geographical Skills • Fieldwork

Trips

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

Exam Board and Specification

AQA 8035
Click here to learn more

Contact

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History

Overview

GCSE History at Stonar is a popular and successful subject. The support given to pupils often leads to pupils gaining well beyond their target trades. However, the subject is more than high levels of achievement. By studying the course, pupils gain a greater understanding of the world around them by considering the history of conflicts and global relationships. They also develop the skills to write analytically, evaluate sources of information and to create their own independent arguments. As we move forward into a world of AI and widespread arguments on social media, the skills learnt in History lessons will equip pupils to interrogate sources and the arguments of others, from their own ideas and opinions, developing highly desirable skills for the employment market.

Assessment

Paper 1: Understanding the Modern World 2 hours. (50%)	This paper is split into two sections: 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. 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.

Paper 2: Shaping the Nation 2 hours. (50%)	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. 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.

Trips

Pupils are assessed on examples of history around us and to prepare for this there will be visits to relevant sites. For instance, a trip to the Globe Theatre and Elizabethan London. Approximate additional costs for visits will be around £50.

Exam Board and Specification

AQA 8145
Click here to learn more

Contact

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Music

Overview

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 courswork, which are 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. It is an entry requirement that pupils should be having instrumental lessons.

This course aims to develop pupils' interest and enjoyment of music that will be sustained in later life, so that pupils are inspired, moved and challenged by studying a broad, coherent, enjoyable and worthwhile course of study. Pupils will develop their own musical interests and skills including understanding how to make music individually and as part of a group. They will be able to evaluate their own and others' music and understand and appreciate a range of different kinds of music, developing broader life-skills and attributes including critical and creative thinking, creative awareness and cultural understanding, self-discipline, self-confidence and self-motivation.

Assessment

Component 1: (40%)	**Performing** 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.
Component 2: (30%)	**Composing** 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.
Component 3: Examination (30%)	**Appraising** The exam consists of eight questions, divided equally across the four areas of study: Musical Forms and Devices, Music for Ensemble, Film Music, Popular Music

Additional Information

There will be termly GCSE recital and information evenings and various musical trips throughout the course. It is advantageous for the pupils to join a regular music ensemble.

Exam Board and Specification

EDUQAS C660QS
Click here to learn more

Contact

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Philosophy, Religion and Ethics (PRE)

Overview

Philosophy, Religion & Ethics (PRE) is a stimulating and thought-provoking subject for students who enjoy debate, discussion and challenging their own ideas. It encourages pupils to explore the big questions of human life and to think deeply about themselves, society and the wider world. Drawing on moral issues, philosophical ideas and religious perspectives, PRE develops valuable transferable skills such as critical thinking, problem-solving and building effective arguments. By learning to ask life' s big questions, appreciate diverse perspectives and challenge our own assumptions, pupils gain the curiosity and confidence needed to navigate an increasingly complex world.

Why study PRE?

- To debate the big questions that shape the world around you.
- To learn how to build strong, persuasive arguments that stand up to challenge.
- To explore real-life moral issues that affect people every day.
- To understand different viewpoints and communicate more thoughtfully.
- To enjoy discussion-based lessons that stretch and develop your thinking.

Assessment

Paper 1: Beliefs & Values (60%)	**Section 1:** The Universe, Creation and the Place of Human Beings **Section 2:** Life and Death **Section 3:** Peace and Conflict **Section 4:** Rights, Equality and Social Justice
Paper 2: The Religious Community (40%)	**Section 1:** Origins and their Impact on the Community **Section 2:** Celebration and Pilgrimage **Section 3:** Worship and Practice

Exam Board and Specification

Edexcel iGCSE
Click here to learn more

Contact

Miss Becky Hillier | Subject Lead PRE
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Photography

Overview

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.

Assessment

Component 1: (60%)	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. Pupils build up their photography skills in the darkroom and in the use of digital media and continue to refine their skills.
Component 2: (40%)	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 and Trips

Pupils must have a digital camera (either a DSLR or mirrorless camera) and should discuss the requirements with the Art Department. Sketchbooks can be purchased from the Art Department. There will be a transport charge for trips to galleries. The approximate cost of sketchbooks is £10 per term and a cost of approximately £60 for trips.

Exam Board and Specification

AQA 8201 – 8206
Click here to learn more

Contact

Mr Austen O'Hanlon | Subject Lead Photography
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BTEC Level 2 Tech Award in Sport

Overview

The BTEC Level 2 in Sport suits pupils who enjoy:

- Performing and participating in sport;
- Developing knowledge and understanding through practical involvement;
- Learning about the benefits of sport and exercise;
- Planning and delivering sports sessions; and
- Having a leadership role.

This course is ideal preparation for the Level 3 BTEC in Sport & Exercise Science course. The course develops transferable skills and key skills that employers are looking for and can lead to a wide variety of employment opportunities.

A requirement of the course is that you must take part in one sporting activity and provide recorded evidence of your participation.

During the course you will:

- Plan and deliver sports drills and sessions;
- Examine the effects of exercise and how training can improve performance;
- Identify ways to develop and maintain a healthy and active lifestyle through participation in physical activity; and
- Investigate provisions for sports that help to enhance it.

Assessment

Component 1: Internal Assessment and External Moderation	Preparing participants to take part in sport and physical activity: Pupils will explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity. They will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity.
Component 2: Internal Assessment and External Moderation	Taking part and improving other participants sporting performance: Pupils will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants' sporting performance.
Component 3: Practical Performance (External Synoptic Assessment) 1 ½ hours	Developing fitness to improve other participants performance in sport and physical activity: Learners will be introduced to and develop an understanding of the importance of fitness and the different types of fitness for performance in sport and physical activity. They will also develop an understanding of the body and fitness testing.

Exam Board and Specification

Pearson Edexcel 603/7068/3
Click here to learn more

Contact

Mrs Helen White | Subject Lead Academic PE
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Additional Courses

Ten Tors Challenge

Overview

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.

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 8 – 10 pupils per team 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 help 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.

Find out more at www.tentors.org.uk.

Contact

Mr James Burns | Head of Adventure Training
j.burns@stonarschool.com

ARMY
TEN TORS

British Horse Society (BHS) Exams

In addition to the riding lessons available to all pupils, the highly regarded BHS course offers all riders the opportunity to work towards a programme of certification.

The British Horse Society examinations system is one of the best and most widely respected in the world. Whether pupils choose a career in the equine industry, or just have a passion for the horse, these qualifications give a sound base of underpinning knowledge and ensure that they can care for and ride a variety of horses, and offer advice and help to others in the equestrian community.

BHS Ride Safe and Stage 1 Complete Horsemanship

The BHS Ride Safe Award is the essential award for all riders, as it can give you the confidence to ride in all the most common environments, keeping you and your horse safe. It is also recognised in the Highway Code and recommended as best practice.

Stage 1 Complete Horsemanship provides an industry-recognised foundation of practical knowledge in riding, care and stable management to progress through any career pathway. This career certificate demonstrates your understanding of the responsibilities of working safely on a stable yard, with the knowledge and practical skills to carry out daily care and management of horses with their welfare at the core of your work. It also shows a competence in the basic skills of riding on the flat with empathy for the horse.

The BHS exams are hands-on and practical and, while a large amount of theory must be covered and learned, these qualifications are all about being able to care for the horse efficiently and competently, following correct techniques and with a strong awareness of safety of self, the horse and others.

Other Information

Equipment

Stonar riding uniform and appropriate safety equipment and footwear.

Costs

Please see separate fees sheet for further information.

Click here to learn more

Contact

Riding Office
ridingoffice@stonarschool.com

The British Horse Society

STONAR

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

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