

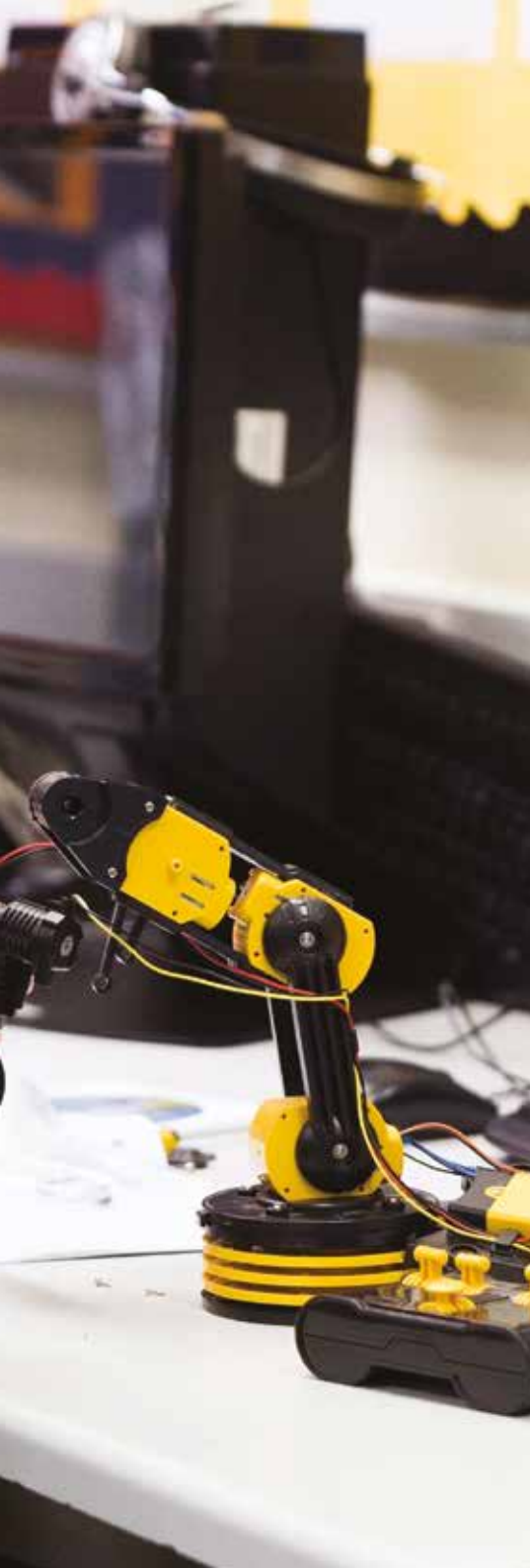


STOVER
SCHOOL

GCSE AND KS4 OPTIONS GUIDE (FOR PARENTS)

2018- 2020





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GCSE OPTIONS GUIDE

INTRODUCTION

This guide for parents gives an introduction to GCSE and KS4 courses offered at Stover. It is intended to complement the guide for pupils, which your son or daughter has already been given.

It is advisable that pupils follow a curriculum which is both broad and balanced, as this ensures the widest possible range of opportunities for subsequent studies and career decisions. Many will choose a language, one of the humanities and a practical subject as part of their options, although this may not be a suitable choice for all pupils. Our general advice, however, is for pupils to select subjects for which they show an aptitude and which they enjoy.

In Years 10 and 11 in Stover, English, Mathematics and Science are compulsory subjects – which result in 5-7 GCSEs depending on the specific courses studied. Most pupils choose 3 or 4 additional options, resulting in a total of 8 to 10 GCSEs (plus) but the number can vary slightly according to the abilities and aspirations of the pupil and the exact choices made. The selection of a sensible range of optional subjects is a matter which will take pupils, parents and teachers some time. Every effort is made to accommodate each pupil's choices and at the outset of this procedure we have no set combinations in mind.

We find that the pupils' requirements change from year to year and it is only when we have gathered in the provisional option choices that we can select which of the possible optional subjects to run, and begin work on making up groupings of subjects from which final selections can be made. These are our option blocks and we must create these in order to be able to construct a workable timetable. We do our very best to satisfy everyone's demands but in the end there may be a few pupils who are not able to take every single subject which they first choose.

GCSE syllabuses have recently been revised and there has been a move towards more 'linear' assessment (i.e. exams taken at the end of the course). Some subjects still have Coursework and Controlled Assessment components, however, although the emphasis on these has been reduced. There is a new grading system, based on numbers rather than letters (i.e. 9 to 1 rather than A* to G).

'Tiers of entry' is a term used later in this guide. In some subjects, such as Maths, Science and languages, there are papers with two tiers of difficulty. We always enter pupils for GCSE papers in which the individuals have the best chance of fulfilling their potential. Where there is a Higher Tier, the papers will be quite challenging and the top grade achievable is 9 (equivalent to a high A* under the old system). Foundation Tier has more straightforward questions but the highest grade achievable is a Grade 5 (equivalent to a high C under the old system). Decisions on entry tiers are generally not made until Year 11. There are no tiers of entry in the new English specification.



GCSE

EXAMINATION RESULTS

STOVER SCHOOL

Stover School has bucked the national trend by producing another year of improved GCSE performance. This year, 80% of the cohort achieved 5 A* to C grades (or equivalent 4 and above scores) including English and Mathematics. Results have improved year on year from 45% in 2012 and the school is delighted for its pupils and the staff.

Mr Notman, Headmaster said, “the pupils and staff thoroughly deserve their successes. They have worked with dedication, focus and enthusiasm to secure some stunning grades in a time of uncertainty and change in the national GCSE provision. At the same time, this group of pupils have enjoyed a broad range of non-examination successes from international sporting commitments, to school drama and music performances and a whole lot more. They are to be complimented for balancing these commitments with their academic work so successfully.”

Particularly impressive were Rose Smith who secured 8 A* (or Level 9 and 8) grades and 2 A grades, and twin brother Jack who recorded 5 A*, 4 A grades and 1 B grade.



“In some parts of the world, students are going to school every day. It’s their normal life. But in other parts of the world, we are starving for education... it’s like a precious gift. It’s like a diamond.”

MALALA YOUSAFZAI



*"You have to stay in school. You have to....
because the one thing people can't take
away from you is your education. And it is
worth the investment."*

MICHELLE OBAMA

A student in a green school uniform is leaning over a desk, writing on a piece of paper. The uniform consists of a green blazer with a crest on the left breast, a white shirt, and a green and yellow striped tie. The student is looking down at their work. In the background, there is a window showing a view of trees and a building.

GCSE AND KS4

OPTIONS PROGRAMME

IMPOTANT DATES

Week commencing 5th February

The Pupils' Guide to Making Subject Choices in Year 10 is issued. Discussion with Form Tutor about options.

Weds 7th February

Year 9 Parents' Evening.

A Guide to GCSE Options for Parents is distributed.

Wednesday 21st February

Provisional choices to be returned to Form Tutors by this date. Pupils should write down 6 options in order of preference, on the form provided.

Week commencing 5th March

The Option blocks are drawn up. Parents receive a letter explaining the option blocks, and a Final Choice form.

by Wednesday 21st March

Final Choices must be confirmed with a parental signature on the Final Choice form. The form must be returned to Form Tutors by this date.

CURRICULUM OVERVIEW

CORE SUBJECTS

(studied by all)

English Language GCSE plus English Literature GCSE or English as an Additional Language (EAL), leading to PET, KET, IGCSE, IELTS

Mathematics GCSE (some pupils may also be offered Statistics GCSE too)

(Combined Science GCSE (giving two GCSEs)

NB Some pupils may like to opt for 'Separate Science' as one of their four choices, in which case they end up with three Science GCSEs (Biology, Chemistry and Physics).

Games non-examination

Careers and PSHE, non-examination, incorporating Citizenship, Relationships, Health Education, Study Skills, RE and Careers.

POSSIBLE OPTIONAL SUBJECTS

(most pupils will choose 4 of these)

Art
Business Studies
Computer Science
Drama
Food Preparation and Nutrition
French
Geography
German

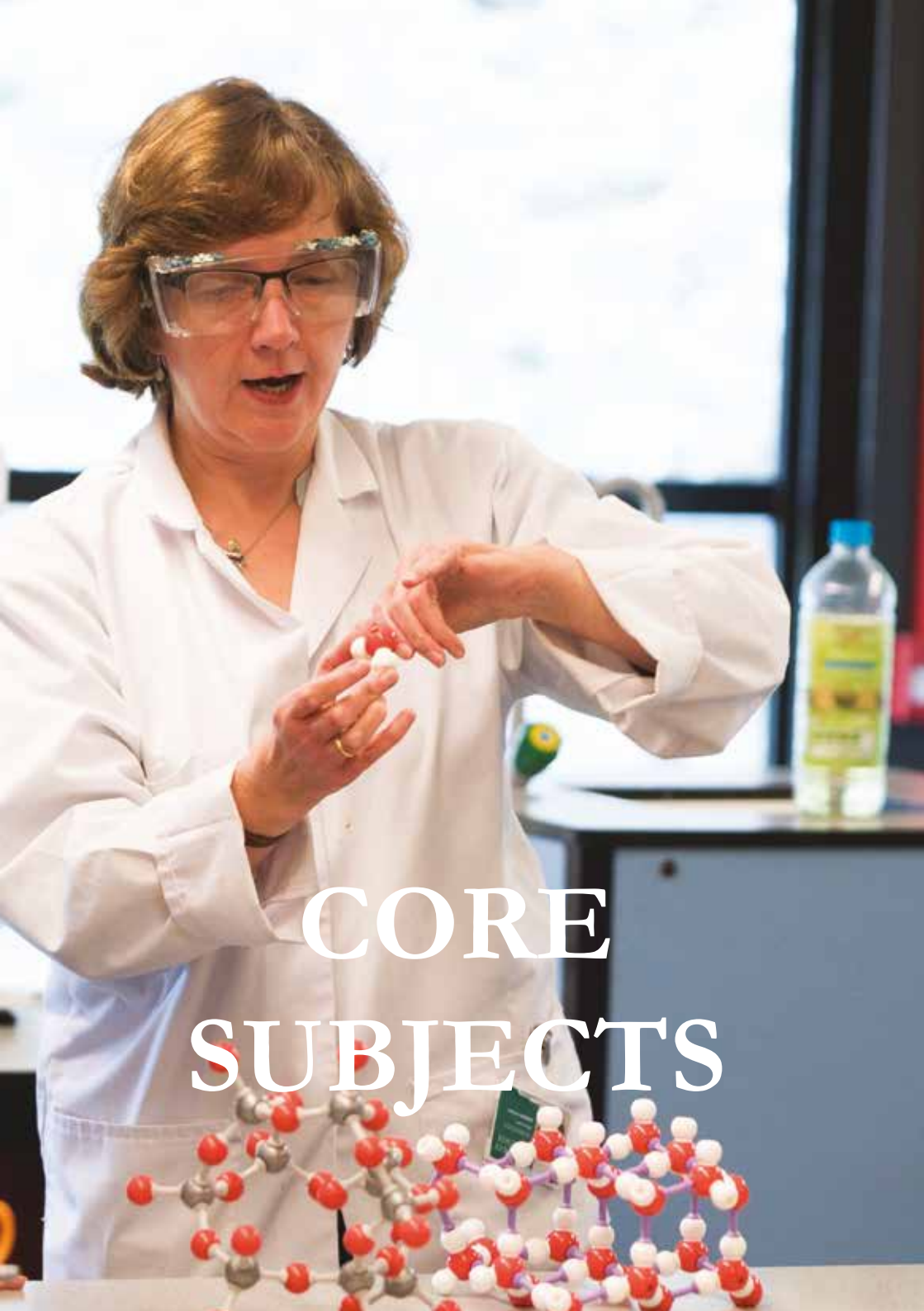
History
Music
Philosophy of Religion and Applied Ethics
Physical Education GCSE
Separate Sciences
Spanish
Statistics

ALTERNATIVE KEY STAGE 4 PATHWAYS

For pupils for whom the above is not the most appropriate course of study in Years 10 and 11, alternative arrangements can be made on a case by case basis. Some options available include:

- Entry Level courses in English, Science and Maths
- Fewer GCSE courses
- External courses.

If you have any questions relating to the Options Programme please contact Dr Stone.
jstone@stover.co.uk



CORE SUBJECTS

ENGLISH LANGUAGE

Not only do you learn about how to use language but you also learn to analyse how others use it. The development of skills in this subject will benefit all your other GCSEs.



EXAMINATION BOARD: AQA

All examination boards now offer two qualifications in English at GCSE level: English Language and English Literature. There are no tiered entries. Grades are awarded as 1-9 with 9 being top.

CONTROLLED ASSESSMENT

In English Language pupils will be assessed by sitting two equally balanced papers. Both papers will have a Reading and a Writing element.

Over the duration of the course pupils will develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures.

Paper 1 Explorations in Creative Reading and Writing, looks at how writers use narrative and descriptive techniques to engage the interest of readers.

Paper 2 Writers' Viewpoints and Perspectives, looks at how different writers present a similar topic over time.

All texts in the examinations will be unseen.

Paper 1: Explorations in Creative Reading and Writing	Paper 2: Writers' Viewpoints and Perspectives	Non-examination Assessment: Spoken Language
What's assessed Section A: Reading = one literature fiction text Section B: Writing = descriptive or narrative writing	What's assessed Section A: Reading = one non-fiction text and one literary non-fiction text Section B: Writing = writing to present a viewpoint	What's assessed (AOL/AOLR) = presenting = responding to questions and feedback = use of Standard English
Assessed = written exam: 1 hour 45 minutes = 80 marks = 50% of GCSE	Assessed = written exam: 1 hour 45 minutes = 80 marks = 50% of GCSE	Assessed = teacher set throughout course = marked by teacher = separate endorsement (30% weighting of GCSE)
Questions Reading (40 marks) (25%) = one single text = 1 short form question (1 x 4 marks) = 2 longer form questions (2 x 8 marks) = 1 extended question (1 x 20 marks) Writing (40 marks) (25%) = 1 extended writing question (24 marks for content, 16 marks for technical accuracy)	Questions Reading (40 marks) (25%) = two linked texts = 1 short form question (1 x 4 marks) = 2 longer form questions (1 x 8, 1 x 12 marks) = 1 extended question (1 x 16 marks) Writing (40 marks) (25%) = 1 extended writing question (24 marks for content, 16 marks for technical accuracy)	

ENGLISH LITERATURE

You will learn the art of effective communication, developing analytical and creative skills and the ability to argue a point of view convincingly.



EXAMINATION BOARD: AQA

In English Literature pupils will be assessed by sitting two examination papers.

Paper 1 Shakespeare and the 19th –Century Novel, allows pupils to write in detail about an extract from a Shakespeare play and a 19th-century novel and about the texts as a whole.

Paper 2 Modern Texts and Poetry, allows students the opportunity to write comparatively and critically about their chosen texts.

Mrs R Fenton

Paper 1: Shakespeare and the 19th-century novel	Paper 2: Modern texts and poetry
What's assessed <ul style="list-style-type: none">• Shakespeare• The 19th-century novel	What's assessed <ul style="list-style-type: none">• Modern texts• Poetry• Unseen poetry
How it's assessed <ul style="list-style-type: none">• written exam; 1 hour 45 minutes• 64 marks• 40% of GCSE	How it's assessed <ul style="list-style-type: none">• written exam; 2 hour 15 minutes• 96 marks• 60% of GCSE
Questions <p>Section A Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.</p> <p>Section B The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.</p>	Questions <p>Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.</p> <p>Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.</p> <p>Section C Unseen poetry: Students will answer one question on one unseen poem; and one question comparing this poem with a second unseen poem.</p>

ENGLISH AS AN ADDITIONAL LANGUAGE

This course is designed for students whose first language is not English.



ENGLISH AS A FOREIGN LANGUAGE

This is for pupils whose mother tongue is not English. All four skills - reading, writing, listening and speaking are studied.

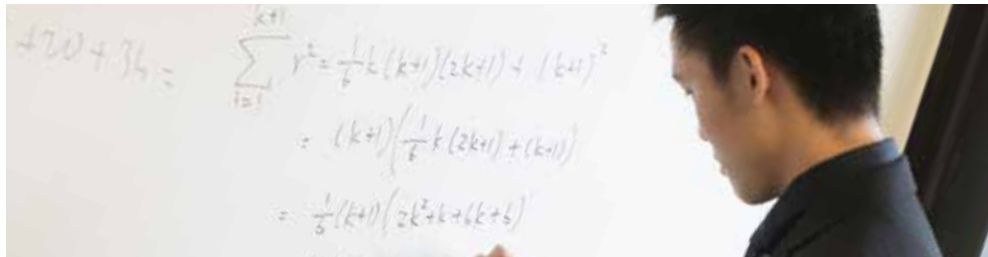
The main aims are to improve vocabulary and grammar in order for pupils to communicate successfully in both the written and spoken word, enabling access to the rest of the curriculum; and the successful completion of an appropriate English as a Second Language course at the end of Year 11.

There may be an opportunity for pupils to sit the Cambridge Preliminary English Test in Year 10, if they wish.

Mrs A Stone BA

MATHEMATICS

Mathematics is an amazing and diverse subject. It is far more than the study of numbers; it enables us to see patterns, make new discoveries and find links to the world around us.



EXAMINATION BOARD: EDEXCEL

Specification Code: Mathematics A

The GCSE Mathematics course will be taught and assessed in two tiers. Foundation tier will target grades 1-5 and Higher tier grades 3-9. The aims of the course encourage pupils to develop confidence in, and a positive attitude towards, Mathematics and to recognise the importance of Mathematics in their own lives and to society. This qualification prepares pupils to make informed decisions about the use of technology, the management of money, further learning opportunities and career choices.

The Edexcel GCSE in Mathematics A qualification requires pupils to:

1. Develop knowledge, skills and understanding of Mathematical methods and concepts, including a) Number b) Algebra c) Geometry d) Measures e) Statistics d) Probability
2. Use their knowledge and understanding to make connections between mathematical concepts.
3. Apply the functional elements of Mathematics in everyday and real-life situations.

This qualification gives pupils the opportunity to develop the ability to:

1. Acquire and use problem-solving strategies.
2. Select and apply mathematical techniques and methods in mathematical, every day and real-world situations.
3. Reason mathematically, make deductions and inferences and draw conclusions.
4. Interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

ASSESSMENT

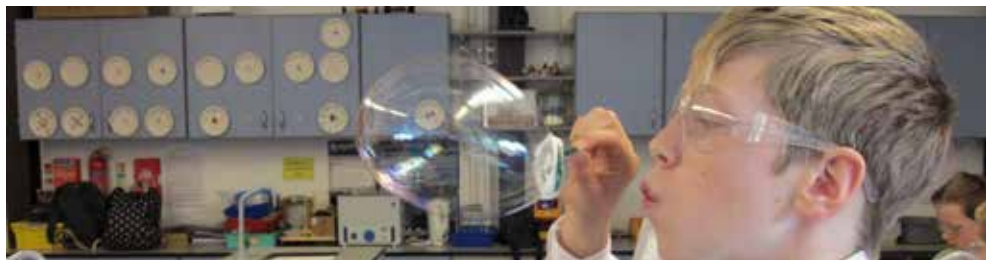
There are three final examinations which will be taken in the Summer of Year 11. Each paper contains 80 marks, with equal weighting. There is no coursework or separate modular examination

- | | |
|---|---------------|
| AO1 Recall and use their knowledge of prescribed content. | (45 – 55%) |
| AO2 Select and apply mathematical methods in a range of contexts. | (25 – 35%) |
| AO3 Interpret/analyse problems and generate strategies to solve them. | (15 – 25%) |
| TOTAL | = 100% |

Mr S Cocker BSc

SCIENCE

Science is a rewarding subject both for students who have a keen interest in Science and for those who simply want understand more about the world around them.



EXAMINATION BOARD: OCR

Specification: 21st Century Science

For those pupils who do not wish to take the three separate sciences as one of their four options, there is a course of compulsory Combined Science which includes equal components of Biology, Chemistry and Physics.

The course encourages the study of Science using a narrative based approach where ideas are introduced within relevant and interesting settings. This helps pupils to link their knowledge to familiar concepts. Practical skills are embedded within the specification and pupils are expected to carry out particular experiments in preparation for the written examination which will specifically test these skills. There is no longer controlled assessment in Science.

The syllabus for both the Combined Science course includes the following topics:

- B1: You and your genes
- B2: Keeping healthy
- B3: Living together – food and ecosystems
- B4: Using food and controlling growth
- B5: The human body – staying alive
- B6: Life on Earth – past, present and future

- C1: Air and water
- C2: Chemical patterns
- C3: Chemicals of the natural environment
- C4: Material choices
- C5: Chemical analysis
- C6: Making useful chemicals

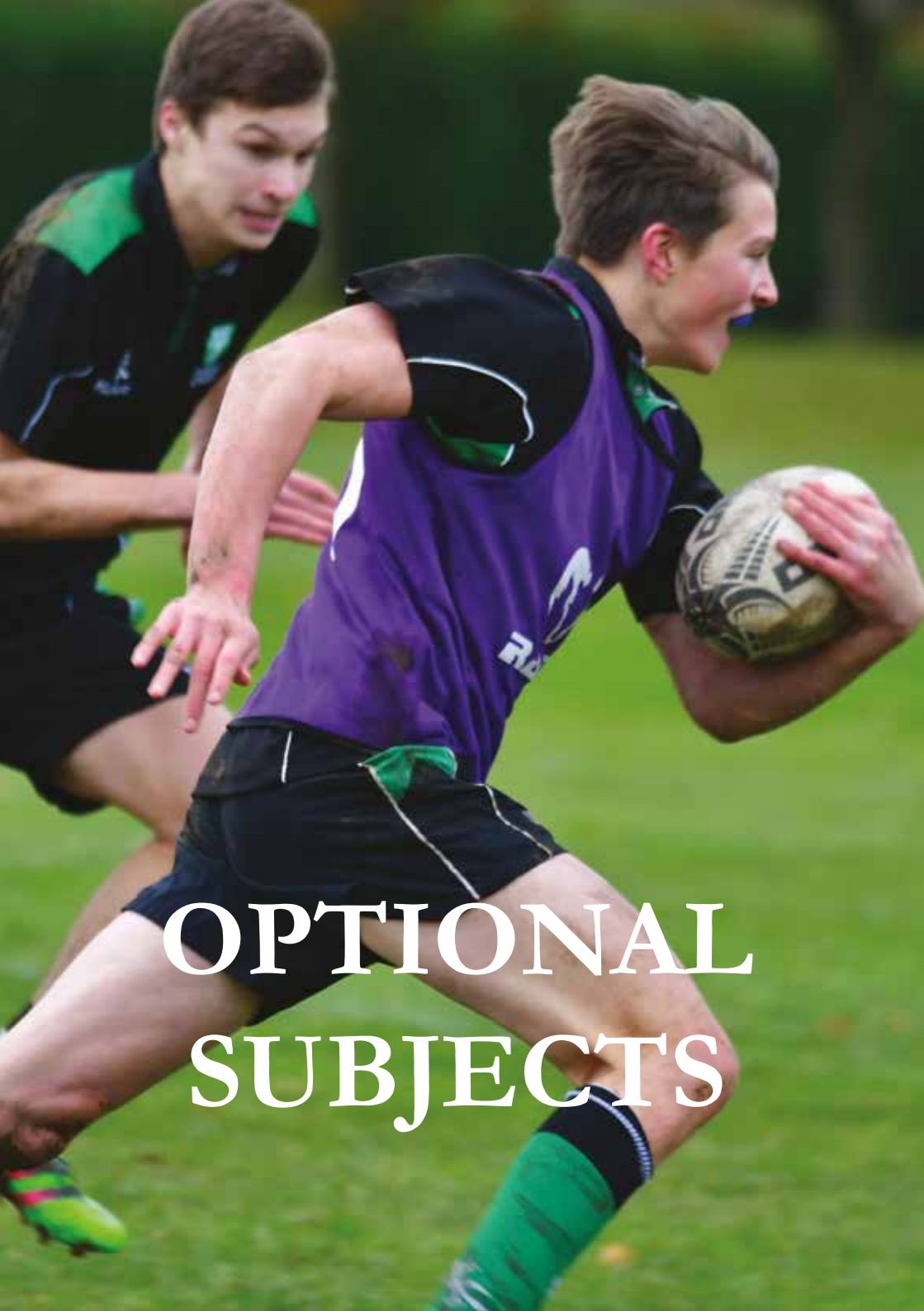
- P1: Radiation and waves
- P2: Sustainable energy
- P3: Electric circuits
- P4: Explaining motion
- P5: Radioactive materials
- P6: Matter – models and explanations

- BCP7: Ideas about Science
- BCP8: Practical Skills

There are four examinations of 1 hour 45 minutes taken at the end of Year 11.

Three papers are worth 95 marks and one is worth 75 marks.

Dr D Allway BSc, MSc, PhD



OPTIONAL SUBJECTS

ART AND DESIGN

Art encourages a broad approach which allows students to become highly creative. It covers a broad range of techniques including painting, drawing, printmaking, sculpture, installation, photography, mixed media, ceramic and stained glass work.



EXAMINATION BOARD: AQA

Specification code: 8201

The course allows pupils to include one or more of the following components in their studies:

• Art, craft and design • Fine art • Textile design • Graphic communication • Three dimensional design • Photography

ASSESSMENT

60% portfolio

40% 10 hour supervised externally set assignment

Pupils work on their coursework (60% overall) over the entire two years. There is also an externally set assignment (40% overall), which begins in January of Year 11. This effectively means that all work produced contributes towards the ultimate grade. As well as work covered in class pupils are expected to complete further investigations in their own time, and there will be at least one such piece of research or drawing each week.

The course is broken down into four assessment objectives, for which evidence of each must be included in the portfolio:

1. Develop ideas through investigations, demonstrating critical understanding of sources.

2. Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

3. Record ideas, observations and insights relevant to intentions as work progresses.

4. Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

The course allows for an individual response to Art and Design themes, and an emphasis is placed on showing how ideas have developed from a starting point to their final realisation. There will be visits to galleries and exhibitions both locally and in London/other cities. This should help pupils to make critical and informed judgements which show sensitivity and aesthetic appreciation.

During the course pupils will gain confidence in various media and begin to develop a style that best expresses what they want to communicate. It is important that they show personal development, improvement and commitment.

Mrs C Howard BA

BUSINESS STUDIES

Business Studies is a course designed to encourage pupils to consider the practical application of business and economic concepts.



EXAMINATION BOARD: AQA

Specification code: 8123

The Subject Content of this course includes: The Business in the real world, Influences on business, Business operations, Human resources, Marketing and Finance.

Assessment: Pupils will sit all their exams at the end of the course.

COURSE CONTENT

Paper 1 - Influences of operations and HRM on business activity

What's assessed

- Business in the real world • Influences on business
- Business operations • Human resources

How it's assessed

Written exam: 1 hour 45 minutes 90 marks

Questions on the Exam Paper

Section A has multiple choice questions and short answer questions worth 20 marks.

Section B has one case study/data response stimuli with questions worth approximately 34 marks.

Section C has one case study/data response stimuli with

questions worth approximately 36 marks.

50% of GCSE

Paper 2 - Influences of marketing and finance on business activity

What's assessed

- Business in the real world • Influences on business
- Marketing • Finance

How it's assessed

Written exam: 1 hour 45 minutes 90 marks

Section A has multiple choice questions and short answer questions worth 20 marks.

Section B has one case study/data response stimuli with questions worth approximately 34 marks.

Section C has one case study/data response stimuli with questions worth approximately 36 marks.

50% of GCSE

Mr J Hartley BA

COMPUTER SCIENCE

Computer Science is a highly respected subject. The industry continues to advance rapidly and the way that technology is consumed has also been changing at a fast pace over recent years.



EXAMINATION BOARD: OCR

Specification code: J276

The content for OCR GCSE (9-1) Computer Science has been improved and reformed to meet the demands of a modern and evolving computer science industry and educational sphere.

COURSE CONTENT

Computer Systems

• Systems architecture • Memory • Storage • Wired and wireless networks • Network topologies, protocols and layers • System security • Systems software • Moral, legal, cultural and environmental concerns

Computational Thinking, Algorithms and Programming

• Algorithms • Programming techniques • Producing robust programs • Computational logic • Translators and facilities of languages • Data representation

Programming Project

• Programming techniques • Analysis • Design • Development • Testing and evaluation and conclusions

ASSESSMENT:

The assessment consists of two written examinations.

Component 01 - Computer Systems

1hr 30 minutes - 50% of the total GCSE

• Systems architecture • Memory • Storage • Wired and wireless networks • Network topologies, protocols and layers • System security • Systems software • Moral, legal, cultural and environmental concerns

Component 02 - Computational Thinking, Algorithms and Programming

1hr 30 minutes - 50% of the total GCSE

• Algorithms • Programming techniques • Producing robust programs • Computational logic • Translators and facilities of languages • Data representation

Component 03 - Programming Project

20 hours - Supports learning and exam preparation

• Programming techniques • Analysis • Design • Development • Testing and evaluation and conclusions

DRAMA

For GCSE, there is a focus on devising dramatic work and continually reflecting on that work. Pupils will explore issues affecting the world today through the medium of drama.



EXAMINATION BOARD: OCR

Specification code: J316

GCSE Drama will prepare you to negotiate with others in life outside of school and in your future career. It will also help you to work closely and sensitively with others, problem-solve, adapt to different challenges, risk-take and consider the wider world around you. You will focus on developing communication, confidence, cooperation, planning, organisation and collaboration skills – a huge step towards independence and higher education!

Pupils will • apply knowledge and understanding when making, performing and responding to drama • explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created • develop a range of theatrical skills and apply them to create performances • work collaboratively to generate, develop and communicate ideas • contribute as an individual to a theatrical performance • reflect on and evaluate your own work and that of others • develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice • adopt safe working practices

COURSE CONTENT

Year 10 will include: preparatory practical and theoretical tasks, mock components and the formal Devising Drama component. Year 11 will include: the Presenting and Performing component, and finally the public written exam.

Research and explore a stimulus, work collaboratively and create your own devised drama.

DEVISING DRAMA (01/02) - 60 marks - 30% of total GCSE
Non-exam Assessment (Teacher assessed and moderated)

Develop and apply theatrical skills in acting or design by presenting a showcase of two extracts from a performance text.

PRESENTING & PERFORMING TEXTS (03/04) - 60 marks
Non-exam Assessment - 30% of total GCSE

Explore practically a performance text to demonstrate your knowledge and understanding of drama. Analyse and evaluate a live theatre performance.

DRAMA: PERFORMANCE & RESPONSE (05) - 80 marks
Exam Assessment - 1hr 30minutes (Written Paper)
40% of total GCSE - assessed for quality of written communication and extended, structured, detailed response.

Ms P Absalom BA

FOOD PREPARATION AND NUTRITION

Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills. The global food and drink industry is thriving. It is the largest manufacturing sector in the UK with many career opportunities.



EXAMINATION BOARD: WJEC EDUQAS

Specification code: C560P

This GCSE follows on from the Year 9 Home Economics course. There is a strong emphasis on practical work, with 50% of the lessons being based on developing practical cookery skills. In addition to the GCSE, pupils will have the opportunity to be entered for RSPH nutrition and food safety qualifications.

COURSE CONTENT

Unit 1: Food commodities. Study a range of foods and ingredients such as bread, fruit, vegetables, meat, fish, poultry, eggs, soya, tofu, beans, fats, and sugars. Cook with these different foods to understand how they contribute to a balanced meal.

Unit 2: Principles of nutrition. Understand the role of different nutrients in the body. Plan and cook meals for people with different nutritional needs.

Unit 3: Diet and health. Understand the most recent recommendations for a healthy diet. Cook a range of dishes to promote healthy eating in society.

Unit 4: The science of food. Through experimental work, learn about the changes that take place in food preparation and cooking. This unit helps you to understand how you can develop your own recipes.

Unit 5: Where food comes from. Understand the origins

of our food and how food is processed, manufactured and packaged.

Unit 6: Cooking and food preparation. Understand the factors that influence our food choice. Prepare and cook dishes to demonstrate your cooking and food preparation techniques.

ASSESSMENT

Component 1: Principles of Food Preparation and Nutrition. This is externally assessed in one examination of 1 hour 45 minutes, worth 50% of the GCSE. The written paper has two sections. Section A: Questions based on stimulus material. Section B: Structured, short and extended response questions.

Component 2: Food Preparation and Nutrition in Action. There are two tasks, which together are worth 50% of the GCSE. Both assessments are internally assessed and externally moderated. These are practical assessments, which are completed with supporting written work.

Task 1: A Food Investigation Assessment: this will assess the pupil's knowledge, practical skills and understanding, in relation to the scientific principles underlying the preparation and cooking of food.

Task 2: A Food Preparation Assessment: pupils will prepare, cook and present a menu which will assess their skills in preparing, cooking and presenting food. Mrs E Barnes BEd

MODERN LANGUAGES

These course enable pupils to express themselves increasingly fluently and accurately in other languages. Pupils will gain an up-to-date understanding of the language and the vibrant cultures of the wider speaking world



EXAMINATION BOARD: AQA

Specification codes: French 8658, German 8668, Spanish 8698

The Modern Foreign Languages Department has an excellent record of its pupils achieving outstanding results from a broad range of abilities. We hope that all pupils who intend to stay on to do A Levels in the Sixth Form and go on to university will take a Modern Foreign Language GCSE. The study of modern languages is useful for both leisure and business in view of the increasingly global nature of modern society.

COURSE CONTENT

French, German and Spanish GCSE exams have the same format and assessment procedure. As at Key Stage 3, pupils work towards being examined in each of the four skills: listening, reading, speaking and writing covering the following topics:

THEME 1: Identity And Culture

THEME 2: Local, National, International and Global Interests

THEME 3: Current And Future Study and Employment

- Me, my family and friends - Technology in everyday life
- Free-time activities - Customs and festivals in the target language-speaking countries/communities
- Home, town, neighbourhood and region - Social issues - Global issues

- Travel and tourism - My studies - Life at school/college
- Education post-16 - Jobs, career choices and ambitions

The course will encourage pupils to develop their ability and ambition to communicate with native speakers in speech and writing. The study of one or 2 languages should also broaden their horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world.

This course will enable pupils to:

- develop their ability to communicate confidently and coherently with native speakers
- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech
- deepen their knowledge about how language works and enrich their vocabulary
- develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken
- develop language learning skills both for immediate use and to prepare them for further language study in school, higher education or employment.

ASSESSMENT

The 4 skills: Listening, Speaking, Reading and Writing will be assessed at either Foundation or Higher level, each representing 25% of the overall GCSE mark. There are no controlled assessments; all examinations will take place at the end of the course. **Madame M Ayela Licence ès Lettres**

GEOGRAPHY

The world in which we live is changing at a faster rate today than at any other stage of human existence. Geography is a fascinating study of places, people and their interactions.



EXAMINATION BOARD: AQA

Specification code: 8035

SUBJECT CONTENT

1. Living with the physical environment:

The dynamic nature of processes in physical geography, and how humans interact with them.

- Tectonic hazards, tropical storms, extreme weather in the UK, climate change.
- Physical landscapes in the UK. Two from: coastal landscapes, river landscapes, glacial landscapes.
- The living world including: ecosystems, tropical rainforests and either hot deserts or cold environments.

2. Challenges in the human environment:

Human processes, systems and outcomes and how they change over time, and from place to place.

- Urban issues and challenges.
- The changing economic world.
- Resource management, including one from: food, water or energy.

3. Geographical applications:

- Evaluation of geographical issues.
- Two pieces of fieldwork from contrasting environments, (physical and human).
- Geographical skills: cartographic, graphical, numerical and statistical.

ASSESSMENT

Paper 1: Living with the physical environment (written exam).

1½ hours

35% of overall mark.

Paper 2: Challenges to the human environment (written exam)

1½ hours

35% of overall mark.

Paper 3: Geographical applications (written exam)

1 hour

30% of overall mark.

Mr S Griffin BEd

HISTORY

Studying History teaches pupils: to conduct independent research, to identify the problems inherent in a question, to assess the arguments and evidence of others and to analyse primary data.



EXAMINATION BOARD: AQA

Specification code: 8145

The emphasis of the new specification is not just to learn history but to learn from history. Pupils can engage with key issues such as conflict and understand what drives change and how the past influences the present.

The course will give a firm grounding in the skills of objective investigation, analysis and argument, both written and oral.

SUBJECT CONTENT

Compulsory elements are:

1. A thematic study over time (Britain: power and the people) – requiring pupils to understand change and continuity over a long period of time.
2. A period study of at least 50 years (America 1920–1973: opportunity and inequality) – where pupils are required to understand an unfolding narrative of developments and issues associated with the period.

3. One British depth study to include a study of the historical environment (Norman England 1066–c1100) – which looks at the relationship between a place and historical events or developments.

4. One European/wider world depth study: either conflict and tension 1894–1918 or conflict and tension 1918–1939

ASSESSMENT

Paper 1: written paper
1½ hours
50% of total marks

Paper 2: written paper
1½ hours
50% of total marks

Mr P Barter BA

MUSIC

Studying Music at GCSE offers students the chance to explore a wide variety of music from different genres and cultures and to learn more about the way music works in depth.



EXAMINATION BOARD: EDEXCEL

Specification code: 1MU0

Unit 1 - Performance (30%)

This paper consists of two performances which are completed during the final year of the course. One performance should be a solo piece (with or without piano accompaniment) and one an ensemble performance. If candidates chose to perform using technology then the solo will be a sequenced performance on computer, and the ensemble performance will be a multi-track recording. The voice counts as an instrument. Performances are teacher-assessed, recorded and sent to the exam board for moderation.

Unit 2 - Composing Music (30%)

Candidates submit two compositions, written over the course, for assessment and moderation. One of the compositions is a commission set by the examination board. These may be original compositions or arrangements of other music. Composition is computer based using Sibelius or Cubase software.

Unit 3 - Listening and Appraising (40%)

This is assessed via a 1½ hour Listening Paper at the end of the two year course. Section A relates to the Set Works recordings on a CD, with an additional dictation exercise

and one question on an unfamiliar piece. Section B is a comparison between a Set Work and an unfamiliar piece.

The Four Areas of Study from which the Set Works are taken:

Instrumental Music 1700-1820 (Including Bach Brandenburg No.3 3rd Mvt)

Vocal Music (Including Queen: Killer Queen)

Music for Stage and Screen (Inc Star Wars Main Title Theme)

Fusions (World Music including Afro Celt Sound System)

ENTRY REQUIREMENTS

There are no fixed entry requirements and a number of the topics have already been introduced in Year 8 and 9 class music lessons. If you choose to perform on an instrument or to sing, you should aim for a Grade 4-5 standard by the end of the course to do well. You may choose the technology option, which does not require you to play or sing for the final exam; for this you should have a reasonable amount of computer literacy, and music theory. Although the theory required is covered during the course, if you have worked towards an Associated Board theory exam, you will be in a stronger position. It is expected that GCSE Music pupils take part in one or more of the choirs / ensembles at school. This helps to boost GCSE grades through wider experience and understanding of music.

Mr J Tizzard BMus, DipEd

PHYSICAL EDUCATION

The central purpose of Physical Education remains to develop health, physical skills and personal and social qualities through physical activity.



EXAMINATION BOARD: OCR

Specification code: J587

Pupils foster an enjoyment of and involvement in physical activity as part of a healthy, active lifestyle; and develop an understanding of effective and safe physical performance. There are two practical and two theory lessons per week, plus one prep per week.

COURSE CONTENT

- Anatomy and physiology and physical training
- Socio-cultural influences, sports psychology, health fitness and well being
- Practical activity assessment; one each from the team and individual list, plus another from either list i.e. 3 in total
- Evaluating and analysing performance

The GCSE PE course covers a wide variety of theory. This ranges from learning about the body, the muscles and bones, to the way our body changes when we exercise and how it adapts to cope with the demands of physical activity. It also looks at how we learn things, what a good performance is, how to be active and healthy, our diet, training and coaching. We also study ethical issues in sport, sports psychology, pathways into sport, participation rates, and why we get involved in physical activity.

Much of the theory is learnt through practical activities, so we are not always in the classroom. Pupils should therefore be enthusiastic about sport and enjoy taking part. Pupils eventually have to be assessed in three activities. These can be school based or external activities.

There is a piece of controlled assessment which involves analysing a performer in a chosen sport and creating an action plan to improve their performance.

ASSESSMENT

Unit 1 - Physical factors affecting performance

External assessment

1 hour written paper
(30% of total)

Unit 2 - Socio-cultural issues and sports psychology

External assessment

1 hour written paper
(30% of total)

Unit 3 - Performance in physical education

Non exam assessment - includes controlled assessment
(40% of total)

Mrs T Craven BA

RELIGIOUS STUDIES

Religious Studies is a challenging course with a strong emphasis on thinking skills. Many of the issues raised are age-old questions from the fields of philosophy or ethics that require students to engage with sophisticated concepts.



EXAMINATION BOARD: OCR

Specification code: Full Course J625

Belief, of whatever kind, is something that affects the way people live and behave, and therefore is a vitally important area of study. At Stover we believe that there is more to being educated than simply the acquisition of knowledge and skill. We believe that part of the task of education is to help young people *'to become fully human.'*

RELIGIOUS STUDIES

This course aims to develop your knowledge and understanding of the world in which you live by exploring the ideas and beliefs of some of its inhabitants. It also gives you the opportunity to explore your own ideas and beliefs.

You will be encouraged to discuss and debate, to listen to others and form your own opinions based on balanced and well informed arguments.

These issues will be studied through Christianity and Hinduism.

ASSESSMENT

Three written examinations

Paper 1

Christianity, Beliefs and teachings & Practices

Paper 2

Hinduism, Beliefs, Teachings and Practices

Paper 3

Religion, Philosophy and Ethics in the modern world from a religious

Perspective. (Christianity)

Value: Religious Studies is a valuable preparation for adult life and for any career which requires critical and independent thinking. It engenders an awareness of the diversity of belief and an appreciation of alternative viewpoints. It is one of the Humanities fully recognised by Further and Higher Education. It has links to English, History, Law, Politics, Psychology, Medicine and Anthropology.

Mrs K Gardner BA

THE SEPARATE SCIENCES

This qualification is for students who enjoy science and wish to study it in greater depth and breadth.



EXAMINATION BOARD: OCR

• Biology • Chemistry • Physics

Pupils who choose to opt for the Separate GCSE Sciences will, at the end of the courses, gain three separate GCSEs, in Biology, Chemistry and Physics. The additional content that they study covers more challenging material and is ideally suited to those pupils considering studying the Sciences at A Level or those who enjoy learning about scientific issues.

The courses study the same topics as Combined Science but cover additional content and include greater detail and depth.

ASSESSMENT

Biology Course Content

- B1: You and your genes
- B2: Keeping healthy
- B3: Living together – food and ecosystems
- B4: Using food and controlling growth
- B5: The human body – staying alive
- B6: Life on Earth – past, present and future
- B7: Ideas about Science
- B8: Practical Skills

Chemistry Course Content

- C1: Air and water
- C2: Chemical patterns
- C3: Chemicals of the natural environment
- C4: Material choices
- C5: Chemical analysis
- C6: Making useful chemicals
- C7: Ideas about Science
- C8: Practical Skills

Physics Course Content

- P1: Radiation and waves
- P2: Sustainable energy
- P3: Electric circuits
- P4: Explaining motion
- P5: Radioactive materials
- P6: Matter – models and explanations
- P7: Ideas about Science
- P8: Practical Skills

Each Science GCSE is examined in two papers, each 1 hour 45 minutes and worth 90 marks.

Dr D Allway BSc, MSc, PhD

STATISTICS

GCSE Statistics gives students the opportunity to broaden their knowledge in a key component of maths that is relevant to everyday life. Developing a core statistical grounding, as well as transferable skills that are applicable to a range of other subjects.



EXAMINATION BOARD: AQA

Specification Code: 3311

The GCSE Statistics course is for all those who would like to develop their appreciation of statistics as a means of understanding the world around them. Statistics uses ICT, particularly calculators, spreadsheets and the internet, to inform and develop understanding of statistical processes. The relevant skills will be used to produce an extended piece of coursework, investigating an area of interest.

The course emphasises the relationship between the practical and theoretical aspects of the subject. Pupils will be encouraged to draw on the statistical content of other subjects such as Geography and Science so the value of a study of statistics from a cross-curricular point of view can be appreciated.

Data Collection • Census data • Sampling • Planning an investigation • Obtaining data

Data analysis • Measures of location • Measures of spread • Other summary statistics • Time Series • Quality Assurance • Correlation and regression • Estimation

Tabulation and Representation • Tabulation • Diagrammatic representation

Probability • Probability • Discrete • Distributions

The aims of the course are that pupils should be able to:

1. Gain understanding of the basic concepts of probability and statistics to encourage confidence and enjoyment of the subject in everyday situations
2. Communicate effectively an awareness of the power and limitations of data, methods and concepts
3. Recognise the suitability of data for statistical analysis, apply relevant techniques and be able to make deductions and inferences
4. Interpret statistical information presented in a variety of forms and to communicate their interpretation by written and/or oral report
5. Be aware of the importance and limitations of statistical information to society

The course is assessed at two tiers, Foundation and Higher, and the grade range available is C-G and A*-D respectively. Tier of entry will be decided in the light of experience. All pupils will take a written paper at the end of Year 11 (Foundation tier - 2 hours; Higher tier - 2½ hours) and will undertake an extended piece of work or project, also during Year 11. The written papers contribute 75% of the final grade awarded and the coursework 25%.

Mr S Cocker BSc





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