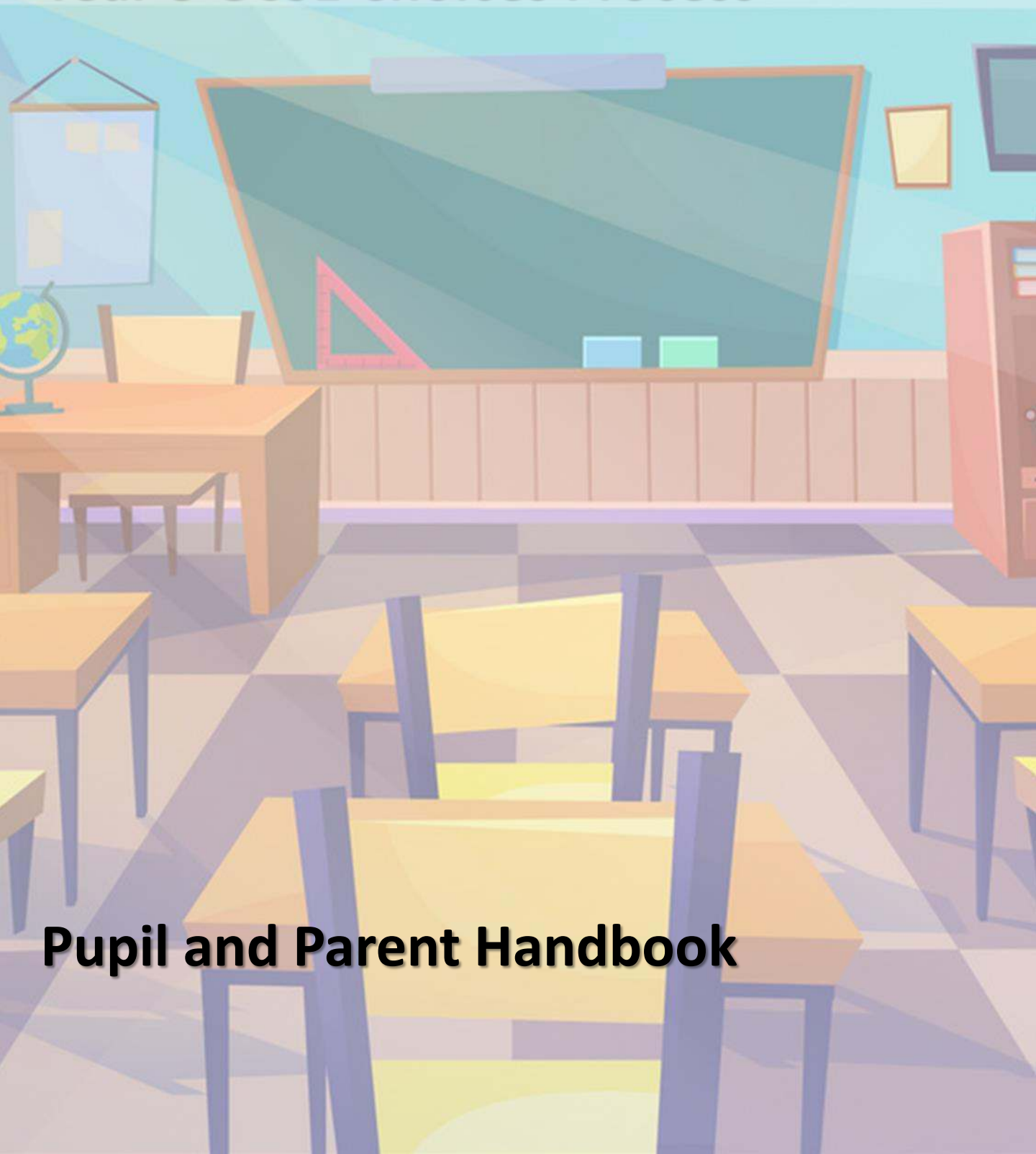


# **Toynbee**



## **Year 8 GCSE Choices Process**



## **Pupil and Parent Handbook**



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## Foreword

This booklet represents the beginning of your child's venture into Key Stage 4, which is a very exciting period. I am sure you will take the time to read this document carefully as certain choices will have to be made which could affect pupils' future career pathways. The need to move to a three year GCSE programme is due to the increased rigour, knowledge and content of the new specification in all subjects.

At Toynbee School, we are proud that we can offer a broad and balanced curriculum where all pupils can feel that most of their wishes have been met. Indeed, Ofsted rated the Toynbee School curriculum as a 'strength of the school'. We meet all the statutory regulations and yet, they also said we "enhance the curriculum in so many other ways through extra enrichment opportunities". Our aim is to still offer a curriculum which brings out the potential of all of our pupils and meets their personalised learning needs, whilst adapting each year to significant new regulations.

The core is compulsory and taken by everyone. The exam subjects within the core curriculum offer pupils relevant pathways to suit individual needs. These are outlined in this booklet.

- English
- Mathematics
- Science
- Core Physical Education (non-examined)
- Core Religious Studies (short course)
- Personal, Social and Health Education (non-examined)

Toynbee has a very traditional and successful curriculum where pupils have the opportunity to choose four options for GCSE. Whilst a number of schools have reduced the number of options a pupil has at Key Stage 4, Toynbee has maintained four as giving pupils as much choice as possible is a key principle behind the Toynbee curriculum. It is possible to follow different pathways of learning, assessment and subjects taken. Pupils, along with parents and teachers, should consider which of these pathways best suits their needs and strengths.

Whilst we endeavour to give pupils their preferred choices at GCSE, I need to make it very clear from the outset that this is not always possible. Ideally, every pupil would have their first choices at GCSE but some subjects will have to be limited for a variety of reasons. For example, some subjects have to be limited to a maximum of 18 pupils for health and safety reasons. Likewise, some subjects are limited by having just one specialist able to teach it. Equally, if only a small number opt for a subject, the school may have to make a decision on whether it can viably run as a subject that year. Therefore, this all has an impact on the choices made by pupils. You have my assurance that throughout the process that should a situation occur where an option is not possible, I will communicate this to you and discuss further options.



An additional consideration is the introduction of the English Baccalaureate qualification. This is a summative award which is given for a combination of subjects when a Grade 4+ is awarded. The subjects include the core of English, Mathematics, Science (two passes at Grade 4 or higher (this can include Computer Science)), a Modern Foreign Language (MFL) and a humanities subject, which must be either History or Geography.

This suite of subjects, if followed and all parts subsequently achieved at Grade 5+, will gain an English Baccalaureate award. It could be that in the future, universities may look at this as part of an entry requirement, although achievement at Level 3 A Level courses is presently still the major criteria, along with GCSE results.

The rationale behind this qualification is to demonstrate success in a wide range of areas and to ensure a breadth of choices available to students at all levels. This has been the philosophy Toynbee School has held for a number of years. This is why this suite of subjects can still be chosen alongside additional GCSE courses in areas of pupils' particular interests or strengths.

Some pupils for whom a full suite of four choices (at Level 2 GCSE) may not be in their best interest may be offered a more personalised curriculum to suit their individual needs. These pupils will be identified by the school and they will receive appropriate guidance throughout this process by relevant staff working alongside their parents or carers.

Students will take religious studies in Key Stage 4 in accordance with the statutory regulations in England. Pupils will undertake the short course GCSE in Religious Studies that is the equivalent of half a GCSE and this will be examined in Year 10. In addition, all students will study a Personal, Social and Health Education course dealing with issues including spiritual, moral, social and cultural (SMSC) education. This non-examination learning will also include elements of career guidance, enterprise and work related learning as legally required.

The course descriptions shown in the booklet should be looked at carefully, paying careful attention to the amount of practical examination, and/or written examination, and method of assessment. The strength and motivation of individual pupils should be the prime consideration for effective choice of subjects. Not surprisingly, pupils who are engaged in both their subjects and the type of learning will achieve better throughout Key Stage 4.

I wish all our Year 8 pupils every success as they both start and prepare for Key Stage 4. I hope they enjoy the opportunity to build and plan for their future at Toynbee School and beyond.

Mr A Kerwood  
Deputy Headteacher

## Key Stage 4 Curriculum

# 1

### Key Stage 4 Core Subjects

The core curriculum are subjects that are compulsory and are studied by all pupils with some examined and some of them non-examined. The subjects are set out below, along with how many hours teaching (over a two-week timetable):

English Language	----- 1 GCSE	--- 8 Hours
English Literature	----- 1 GCSE	--- 8 Hours
Maths	----- 1 GCSE	--- 8 Hours
Science	----- 2 or 3 GCSEs	--- 10 Hours
Religious Studies	----- ½ GCSE	--- 2 Hour (Year 9/10 only)
Physical Education	----- Non-Examined	--- 4 Hours
PSHE	----- Non-Examined	--- 2 Hours (Year 9/11 only)

# 2

### Key Stage 4 Non-Core 'Option' Subjects

In addition to the core subjects all pupils need to choose four non-core subjects. Please be aware of the following key pieces of information:

Whilst pupils will be allocated four subjects, they must choose six subjects from the available non-core subjects. Pupils must indicate an order of preference from 1 to 6 (with 1 being their first preference). The reason we ask for six choices is in case we cannot allocate the first four choices.

At least one of the top four choices needs to come from the EBacc subjects (French, Geography, History, or Spanish); of course, you may opt for more than one from this list should you wish to.

Only one computing course can be selected; no pupil can do Computer Science and Creative iMedia.

In the event of over subscription, curriculum clash or group numbers not being viable, the order of preference will be used to determine the curriculum offer given.

All non-core GCSE subjects are worth one GCSE and are allocated five hours of teaching over two-weeks.

### Key Stage 4 Core Subjects Examined Subjects

*English Language*  
*English Literature*  
*Maths*  
*Science (Combined or Triple)*  
*RS (Short-Course)*

### Key Stage 4 Core Subjects Non-Examined Subjects

*Core Physical Education*  
*PSHE*

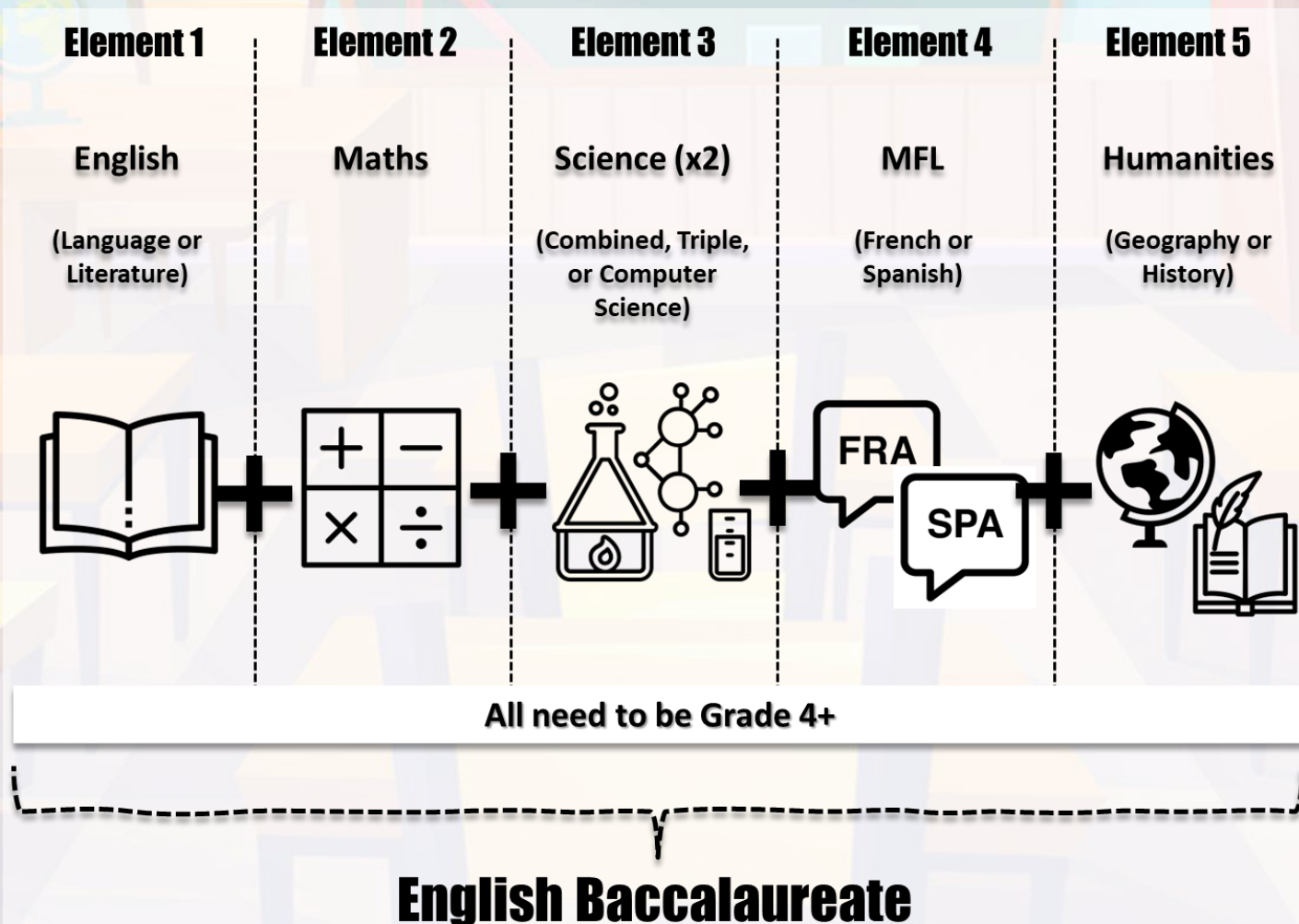
### Key Stage 4 Non-Core Subjects Examined Subjects

*Art, Design and Craft*  
*Classical Civilisations*  
*Computing: Computer Science*  
*Computing: Creative iMedia*  
*Dance*  
*Design and Technology*  
*Drama*  
*Food Technology*  
*Geography*  
*History*  
*Media Studies*  
*MFL: French*  
*MFL: Spanish*  
*Music*  
*Physical Education (GCSE)*  
*Psychology*  
*Religious Studies (Full-Course)*

## English Baccalaureate (Ebacc)

The English Baccalaureate was introduced by the Department for Education in 2011 as a school performance indicator and to ensure all age 16 students left with a set of academic qualifications, to strengthen the position of 'core subjects' in schools and to increase social mobility. The EBacc includes subjects which are considered "essential to many degrees and open up lots of doors" [DfE, 2020]. It is a summative award which is given for a combination of subjects when a Grade 4+ is awarded. The subjects include English, Mathematics, Science (two passes at Grade 4 or higher (this can include Computer Science)), a Modern Foreign Language (MFL) and a humanities subject, which must be either History or Geography.

This suite of subjects, if followed, and all parts subsequently achieved at Grade 5+, will gain an English Baccalaureate award. It could be that in the future, universities may look at this as part of an entry requirement, although achievement at Level 3 A Level courses is presently still the major criteria, along with GCSE results.



## Understanding GCSE Grades

From 2018 traditional A\*-G grades were replaced in all subjects by a numerical system that score pupils on a scale from 9-1. These GCSE courses are more challenging than ever, with all the exams set at the end of Year 11. Grade 9 is reserved for the very top tier of Y11 pupils nationally. Sometimes as low as 1-5% of pupils will achieve a Grade 9. The courses and exams ensure that young people have the knowledge and skills they need to succeed in the 21st Century. They ensure that pupils leave school better prepared for work or further study. They cover more challenging content and are designed to match standards in the strongest performing education systems elsewhere in the world.

### Key Points:

1

GCSEs in England have a 9 to 1 grading scale, to better differentiate between the highest performing pupils and distinguish clearly between the new and old exams.

2

Grade 9 is the highest grade and is awarded to fewer pupils than the previous A\*.

3

The old and new GCSE grading scales do not directly compare but there are three points where they align, as the diagram shows. The bottom of grade 7 is aligned with the bottom of grade A. The bottom of grade 4 is aligned with the bottom of grade C. The bottom of grade 1 is aligned with the bottom of grade G.

4

The Department for Education recognises grade 4 and above as a 'standard pass'; this is the minimum level that pupils need to reach in English and maths, otherwise they will need to continue to study these subjects as part of their post-16 education. There is no re-take requirement for other subjects.

5

Employers, universities and colleges will continue to set the GCSE grades they require for employment or further study. Minimum requirements usually include grade 4 in English and maths.

New GCSEs	Legacy GCSEs
9	A*
8	
7	A
6	
5	B
4	C
3	
2	D
1	E
	F
	G
U	U



## **Subject Descriptions:**

### **Core Subjects**



# English Language

## What will I study?

English Language is the study of a range of texts, written in different times and for different audiences and purposes. It is a GCSE that explores fiction and non-fiction texts which cover a range of themes and ideas. You will also study and practise creative and persuasive writing forms.

GCSE English Language does not have any set texts but it is taught alongside English Literature. The skills required for the examinations are often practised using the Literature texts that you will study.

You will also study English as a spoken language and will deliver a presentation, on a topic of your choice, to your class. This component of the course is assessed and graded separately from the written exams.

A GCSE English Language grade is a requirement to many post-16 courses, including A-levels and Vocational qualifications.

## What will I learn?

English Language is a 'skills based' course, so you will learn the skills of comprehension, analysis, evaluation, and comparison of texts. Throughout the course you will practise these skills using the texts that are studied for GCSE English Literature. In year 11, teachers will explicitly separate the skills for each course and examination.

In writing you will learn how to craft texts, including stories and persuasive writing, for different audiences and purposes.

For the spoken language presentation, you will learn how to adapt your presentation style for different audiences. You will learn to present formally to an audience – this can be a little nerve-wracking for some, but all pupils get a huge sense of achievement from this!

## How will I be assessed?

The qualification followed is EDUQAS GCSE English Language.

There are two exams for English Language. Component one assesses skills in reading and writing **fiction**, while component two assesses the same skills in **non-fiction**.

### Component One:

Section A: You will read one 20<sup>th</sup> century text and answer questions on this text

Section B: You will write a short story

### Component Two:

Section A: You will read two texts from the 19<sup>th</sup> and 21<sup>st</sup> centuries and answer questions on these, including comparison

Section B: You will write two non-fiction texts for different audiences and purposes

The texts on both papers are previously unseen.

### Component Three:

Spoken Language Presentation – pupils will be awarded a pass, merit, or distinction by their teacher, following their presentation to the class.

## Why should I study this course?

*The study of English Language is mandatory.*

*Your studies will include texts and topics which will help you to understand the world around you.*

*You will develop your skills as a writer of fiction and non-fiction.*

*GCSE English Language is the foundation for many post-16 courses, including A-Levels and vocational qualifications.*

## Exam Board

*Eduqas*

## Where can I find out more?

*For more information, please speak to Miss Clarke, Head of English*



# English Literature

## What will I study?

GCSE English Literature is the study a range of stories, including plays, novels, and poetry, by different writers from different time periods. The texts you study will include a range of themes and ideas about the world around us.

Throughout the course you will study:

- A play by Shakespeare\*
- A modern play\*
- A 19<sup>th</sup> novel by a British writer\*
- Poetry (including unseen poems)

\*parents will be expected to purchase copies of these texts for their children. Pupils will be able to make notes to support their studies in their own texts. The examination board provides copies of the poetry anthology.

## What will I learn?

For English Literature, you will read and explore texts by different British writers, all of which were written in different historical eras. You will learn about the different periods in history and the writers' motivations for their stories.

*How is Shakespeare relevant to my life?* This is a question we hear every year. In Literature you will learn how writers present themes and ideas about the world around them during the time they were writing, and consider how these ideas are relevant to our modern lives, making links between the two. You will learn how all texts are still relevant to modern audiences.

## How will I be assessed?

You will sit two exams for English Literature, answering one question on each of the texts you have studied. While you cannot take copies of the texts into the exam with you, some questions are based on an extract from the text which is printed on the question paper. You will need to know all of the texts, and the social context of each one, in detail. The exams are structured as detailed below:

Paper 1:

- Shakespeare
- The 19<sup>th</sup> Century novel

Paper 2:

- Modern play
- Poetry comparison
- Unseen poetry analysis

## Why should I study this course?

*You will meet writers and characters from different backgrounds to your own. You might sympathise with them, they might make you laugh, frustrate you, or even make you angry or sad. These writers and characters will help you to develop a wider understanding of the world around you, including different cultures, and develop a love of literature.*

*GCSE English Literature is a mandatory course but is excellent preparation for further study in many A-Levels.*

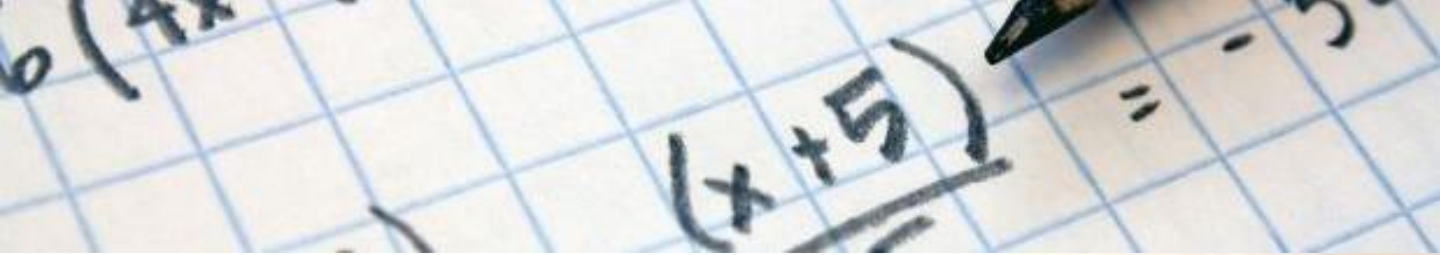
## Exam Board

AQA

## Where can I find out more?

*For more information, please speak to Miss Clarke, Head of English*





# Maths

## What will I study?

You will build on your maths that you have learned in years 7 and 8 and will follow the Foundation or the Higher Maths course depending on your target grade.

Both courses study mastery of 9-1 AQA GCSE specification content, on the following topics:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

You will study to develop fluent knowledge, skills and understanding of mathematical methods and concepts; to acquire, select and apply mathematical techniques to solve problems; to reason mathematically, make deductions and inferences, and draw conclusions. You will use subject specific terminology confidently and develop the literacy skills required to be able to access worded questions and to be able to respond comprehensively to questions requiring proofs and explanations. You will also study to comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context

## What will I learn?

Over the course of the three years, you will accumulate a vast toolbox of maths skills, that with time and practice, you will learn to apply to complex mathematical problems

We continuously recap and build on prior knowledge and previous learning to create a broad understanding of all topics. You will see how they can overlap and intertwine and will sometimes have to apply many different skills to solve one problem

Your class learning of new topics will be supported by practice in the classroom and then by home-learning to cement new skills. Home-learning is set regularly and is vital as it is a means of developing confidence, independence and for consolidation. You will be encouraged to take an active role in your learning by always seeking help with homework difficulties from their teacher or from elsewhere.

You will need a scientific calculator for this course.

## How will I be assessed?

Ultimately you will sit 3 maths GCSE papers – one non calculator paper and then two calculator papers. Each paper is 1½ hours long

## Why should I study this course?

*Maths is a compulsory subject at GCSE, however it is essential to everyday life, critical to science, technology and engineering and necessary for most forms of employment. Maths prepares you for your future by developing the ability to solve problems, to reason and develop mathematical arguments, to recall and apply knowledge fluently and to retain this knowledge over time. Our curriculum aims to develop an appreciation that maths is powerful in our world and that cultivating a greater understanding of maths can be enjoyable, interesting and fulfilling.*

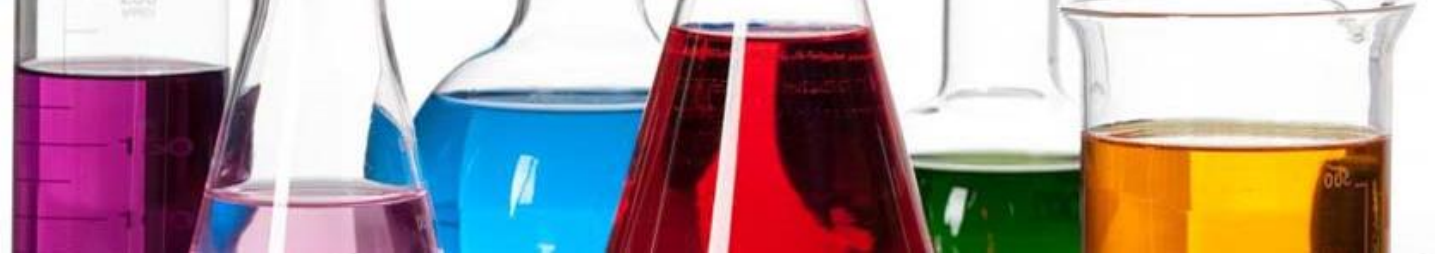
## Exam Board

AQA

## Where can I find out more?

*For more information, please speak to Mrs Lo, Head of Maths*





# Combined Science / Triple Science

## What will I study?

All students at Toynbee will study the three disciplines of science; Biology, Chemistry and Physics. The majority of our students will follow the Combined Science course which allows students to study key topics in Biology, Chemistry and Physics and will be awarded with two GCSEs for this course.

Some students will be selected to study the Triple Science course. Although the students will study the same key topics in Biology, Chemistry and Physics as the Combined Science course, the content in each topic is in greater detail and depth. The Triple Science course contains more challenging content and each science is awarded its own GCSE grade, so students will receive three GCSE grades, one for each Science; Biology, Chemistry and Physics.

## What will I learn?

The Biology aspect of the course contains the following topics; Cell Biology, Organisation, Infection & Response, Bioenergetics, Homeostasis, Inheritance and Ecology. The Biology GCSE in both Triple and Combined covers a spread of Plant and Animal Biology.

The Chemistry aspect of the course contains the following topics; Atomic Structure, Structure and Bonding, Quantitative Chemistry, Chemical Changes, Energy Changes, Rates of Reaction, Organic Chemistry, Chemical Analysis, Chemistry of the Atmosphere and Using Resources

The Physics aspect of the course contains the following topics; Atomic Structure, Electricity, Energy, Particle model of matter, Forces, Waves and Magnets. The Triple Science Physics course has another topics which is Space.

## How will I be assessed?

All pupils will sit six exams. Each exam is 1 hour 15 minutes for Combined Science and 1 hour 45 minutes for the Triple Science route. The exams are as follows:

### Paper 1 Biology

Cell Biology, Organisation, Infection & Response and Bioenergetics

### Paper 2 Biology

Homeostasis, Inheritance and Ecology

### Paper 1 Chemistry

Atomic Structure, Structure and Bonding, Quantitative Chemistry, Chemical Changes and Energy Changes

### Paper 2 Chemistry

Rates of Reaction, Organic Chemistry, Chemical Analysis, Chemistry of the Atmosphere and Using Resources

### Paper 1 Physics

Atomic Structure, Electricity, Energy and Particle model of matter

### Paper 2 Physics

Forces, Waves and Magnets (and Space for Triple Science)

## Why should I study this course?

*Everybody has to study science and for some excellent reasons.*

*Science is all around us, from the immensely complex natural world to the increasingly technological and scientifically advanced world that our pupils are growing up in.*

*Perhaps even more important than specific examples of science in our lives are the ways we use scientific thought, method and inquiry to come to our decisions. This is not necessarily a conscious thing. Humans' need to solve problems can arise from curiosity or from necessity. The process of inquiry is how we find answers and substantiate those answers.*

## Exam Board

AQA 9-1 GCSE

Combined Science Trilogy  
Biology, Chemistry, Physics

## Where can I find out more?

*For more information please speak to Mrs Kerwood, Head of Science*



# Core Religious Studies (Short Course)

## What will I study?

During the course, pupils will examine a range of areas including authority of scripture, key beliefs, forms of religious expression, diversity within and between Christianity and Islam, and the place of these religions in the 21st century in the context of human relationships, science and social justice.

Ethical issues to be studied include relationships / gender equality / Afterlife / environmental sustainability / euthanasia / evolution / abortion / quality of life.

## What will I learn?

The aim of the course is to encourage students to develop their knowledge and understanding of religious beliefs and teachings as well as non-religious beliefs, such as atheism and humanism. This will enable them to develop their ability to construct well-argued, well-informed, balanced and structured written arguments and so reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt; so contributing to their preparation for adult life in a pluralistic society and global community.

## How will I be assessed?

Component 1: Religious, Philosophical and Ethical Studies in the Modern World

Written examination: 1 hour  
Candidates will study the following four themes;  
Theme 1: Issues of Relationships  
Theme 2: Issues of Life and Death

Component 2: Study of Christianity  
Candidates will study the beliefs and teachings of Christianity.  
Written examination: 35 mins  
25% of qualification

Component 3: Study of a World Faith  
Candidates will study the beliefs and teachings of Islam  
Written examination: 35 mins  
25% of qualification

### Why should I study this course?

The RS GCSE Short Course is a core subject. The course consists of 50% of the content of the full course RS GCSE option with pupils sitting the exams at the end of Year 10.

RS is not just about religious beliefs, it is about the effects these beliefs have and continue to have on the world.

The RS Short Course GCSE combines a variety of topics from a diverse range of subjects including philosophy, sociology, politics, history (ancient and modern), economics, current affairs, medicine, law and ethical issues in society today.

### Exam Board

WJEC Eduqas

### Where can I find out more?

*For more information, speak to Mr Law, Head of RS*



# Physical Education (Core)

## What will I study?

**Year 9**  
For the autumn and spring terms will be placed into a group either based around supporting your GCSE PE/SS activities or based on recreational level sport.

**Year 10**  
For the winter and spring terms you are placed into teams and complete a carousel of activities before competing in differentiated competition in those activities. In the summer term you can choose a pathway that covers either athletics, cricket, rounders or tennis.

**Year 11**  
You can choose which activities you wish to participate in. This is an opportunity for students to be active and switch off from the academic side of the school life, enjoy a game of badminton or football or work on their personal fitness.

## What will I learn?

Through key stage four the priority is providing you with the information and skills to lead a healthy and active life after your time at Toynbee.

**Year 9**  
Students on GCSE PE/SS will cover activities that support their exam course practical lessons and will therefore be working towards improving their individual skills and games-play ability, through progressive practices and competitive game situations. Those not on an PE exam course will cover lessons through a sport education pathway and develop their coaching and officiating abilities as well as their skills and game play.

**Year 10**  
You are placed into teams and complete a carousel of activities before competing in differentiated competition in those activities.

**Year 11**  
You can choose which activities you wish to complete.

## How will I be assessed?

There is no formal assessment for core physical education.

However, your effort, behaviour and fitness levels will be monitored.

## Why should I study this course?

*Physical education is a core subject that students must have on their timetable.*

*The most important aspect of PE is developing the knowledge and skills that are required to live a healthy and active life after you complete compulsory physical education.*

*As well as the fitness aspect, the soft skills of teamwork, communication, leadership, self awareness, confidence, and understanding are crucial as they transfer to many aspects of life.*

## Exam Board

*There is no formal exam*

## Where can I find out more?

*For more information speak to a member of the PE department*





# Personal, Social, Health , Citizenship and Economic Education (PSHCE)

## What will I study?

Content may vary with each group due to the very nature of the subject and the differences in discussions but the topics are :

### Year 9

The impact and awareness surrounding the issues of drugs and alcohol  
The issues around identity and LGBTQ awareness  
Managing conflict and lifestyle choices  
Mental Health Awareness and coping strategies

### Year 10

Identifying workplace roles and responsibilities  
Interview techniques and writing a CV / covering letter  
Managing a work / life balance

### Year 11

College and apprenticeship applications  
Money management including debt and gambling  
Volunteering and social awareness  
Parenting and the diversity of families  
Managing exam stress and revision strategies

## What will I learn?

Pupils will learn how to approach sensitive topics and discuss the content in a mature and questioning manner.

All pupils will learn to be respectful and tolerant of people and issues with which they may not yet be familiar.

Information will be current and up to date and all pupils will have equal access to the curriculum.

All skills will be relevant to life within, outside and beyond Toynbee

## How will I be assessed?

There is no formal assessment but pupils will be informally assessed through their contribution to class discussions , their bookwork , and any end of topic questionnaires given to check the retention of their knowledge

## Why should I study this course?

*PSHCE is a subject that all pupils study from Years 7 – 11 . It is a programme that is unique to each school and their set of pupils, allowing flexibility to cover current topics in the news and to reflect the social needs of the local area.*

*There is a set of guidelines and each school covers the management of risk and how to make safe informed decisions alongside statutory RSE. All content is taught in line with current statutory guidance*

*The key areas are*

*Health and wellbeing  
Relationships  
Living in the wider world*

## Exam Board

*There is currently no exam in this subject.*

## Where can I find out more?

*Please speak to Mrs Thwaites if you would like to find out more information*



## **Subject Descriptions:**

### **Non-Core Subjects (Optional Subjects)**



# Art, Design and Craft

## What will I study?

The GCSE course involves both critical appreciation of art as well as its practical creation. Work in Year 9 is mostly teacher directed and aims to establish a confident working method amongst pupils, introducing them to a range of artistic materials.

Year 10 and 11 encourages a greater diversity of responses and pupils are encouraged to work to their own strengths towards their portfolio of work and exam piece. This is an art design and craft course and can include work in 2-D and 3-D and a variety of media such as textiles, photography and ceramics. The flexibility exists for pupils to work to their own strengths under teacher guidance in whichever medium they will have most success using.

An important element of this syllabus is an appreciation of other artists and the development of a critical vocabulary.

## What will I learn?

Knowledge and skills embedded in Unit 1 and Unit 2

- AO1 Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3 Record ideas, observations and insights relevant to intentions as work progresses.
- AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

## How will I be assessed?

Unit 1: 60% of the final GCSE grade will come from the coursework modules, which will involve building a portfolio of high quality work. This work will be produced in lesson and as homework. The entire three years' worth of work will potentially be submitted as coursework. Pupils are required to produce two projects throughout the three years, most of which will be based on regular folder assessments which will indicate the progress made and provide feedback on future aims, in line with the assessment criteria.

Unit 2: The remaining 40% is from the timed exam which is selected from a choice of themes set by Edexcel and prepared for in class in the 10-12 weeks leading up to the 10 hour timed exam. During the exam a final outcome is produced.

## Why should I study this course?

*The UK's creative industries contributed £101.5 billion value to the economy in 2017, according to the Creative Industries Federation. This is more than a 50% increase since 2010 and means the sector makes up 5.5% of the economy as a whole.*

*Even more importantly, more than two million people work in creative industries and that number is growing - already up nearly a third since 2011. All these figures demonstrate that this is a vibrant sector with lots of opportunities for careers.*

## Exam Board

Edexcel

## Where can I find out more?

The Art Department





# Classical Civilisations

## What will I study?

Classical Civilisations is the study of ancient Greece and Rome. It is a GCSE that explores the history of two great civilisations who have done much to form the basis of the world in which we live in today. Themes of love, war, justice, guilt, revenge, the role of women, and power, to name but a few, resonate with the great social and political debates of today.

Classical civilisations is a unique GCSE in that it is not just a study into the politics and history of the periods; it is also an opportunity to explore their cultures, particularly their literature. The course provides an excellent introduction to the classical world and its legacy.

## What will I learn?

You will examine the mythology of the two civilisations, their histories, examine visual materials from the periods, and explore a body of literature from some of the most famous writers ever. You will use this knowledge in conjunction with your analytical and evaluative skills to gain an insight into the classical world from the literature studied, including *Homer's The Iliad* and *The Odyssey*. You will learn how to interpret and analyse classical sources, and use evidence to support an argument. You will develop an awareness of how the classical world and sources reflects issues relevant to today, questions of gender, belief and citizenship.

## How will I be assessed?

The qualification followed is **OCR's Classical Civilisation GCSE** and you will be examined at the end of Year 11 through two exams:

### Paper 1: Myth and Religion

This paper is the **Thematic Study** part of the GCSE and is worth 50% of your overall grade. It covers the roles of the gods in Ancient Greece and Rome, as well as an exploration of heroes such as Heracles. Pupils will also study the role of religion in the everyday lives of Greeks and Romans such as the study of temples, festivals, and the after-life. This section of the course has some prescribed reading and an analysis of Greek and Roman art and architecture.

### Paper 2: The Homeric World

This paper is the **Literature and Culture Study** part of the GCSE and is worth 50% of your overall grade. This component is based around life in ancient Greece just over three-thousand years ago. The culture half of the topic covers the ancient civilisation known as the Mycenaean Age. You will study some of the main Mycenaean sites and the items that made these places so remarkable. From tiny objects like rings, to huge city walls, you will study a variety of source material to find out what life was like at the time.

In the literature half, you will read five books (the equivalent of five modern chapters) from Homer's *The Odyssey*. You will read some of the most important parts of the *Odyssey*, study the key characters and themes that feature throughout the story. You will also learn about Homer and his literary style which has influenced many writers throughout history.

## Why should I study this course?

*If you enjoy learning about the past and particularly ancient history, then Classical Civilisations is an ideal subject for you. If you enjoy stories and reading, then Classical Civilisations offers you some of the most compelling stories ever written. If you enjoy myths and monsters then Classical Civilisations offers you that opportunity with the complex world of Greek myths.*

*This subject has aspects of history and literature, and because of that it is exciting.*

*It is also a subject that is excellent preparation for the study of A Levels and is highly regarded by colleges.*

## Exam Board

OCR GCSE (9-1)  
Classical Civilisations

## Where can I find out more?

*For more information, please speak to Mr Kerwood, Deputy Headteacher*



# Computing: Computer Science

## What will I study?

Computer Science is a modern, fascinating subject. The world depends on computers. In this GCSE you will learn about how computers work, the networks they use and how programming can create solutions to everyday problems and future challenges.

The problem solving skills you will develop are of use to everybody. Life is full of problems and obstacles that need to be overcome. Having studied Computing you will be much better equipped to deal with these situations.

Computer Science is a great subject but combined with other subjects it can open up a whole world of opportunities.

## What will I learn?

Computer Science aims to provide a foundation to further study at Computing at higher levels. You will delve into systems architecture and networking. There is a growing need to understand the ethical, legal, cultural and environmental impacts of digital technology across the globe. Also an in-depth investigation into cyber security.

On a practical level you will demonstrate your knowledge of algorithms and programming fundamentals by producing robust programs. You will be primarily coding in Python.

## How will I be assessed?

There are two exam papers at the end of the syllabus, one focusing on computer systems and one with a focus on computational thinking, algorithms and programming. Each paper lasts 1.5 hours and is worth 50% of the total GCSE.

Paper 1: Systems architecture, Memory and storage, Computer Networks, connections and protocols, Network security, Systems Software and Ethical, legal, cultural and environmental impacts of digital technology

Paper 2: Algorithms, Programming fundamentals, Producing robust programs, Boolean logic, Programming language and Integrated Development Environments.

Throughout the course you will learn to program and solve problems via coding.

## Why should I study this course?

*Take a look at the world around you. How close to a computer are you? When was the last time you used one? When was the last time you were creative with one? Life without computers is almost unimaginable. There's nothing that doesn't involve computing in some way.*

*Computing is not just about writing code for a computer. The devices we use to consume a wide range of media, whether it's an Android phone or an iPad, are at the heart of almost everything we do. From Facebook to the latest apps, creativity is central. Stop being a simple consumer of software and start designing your own!*

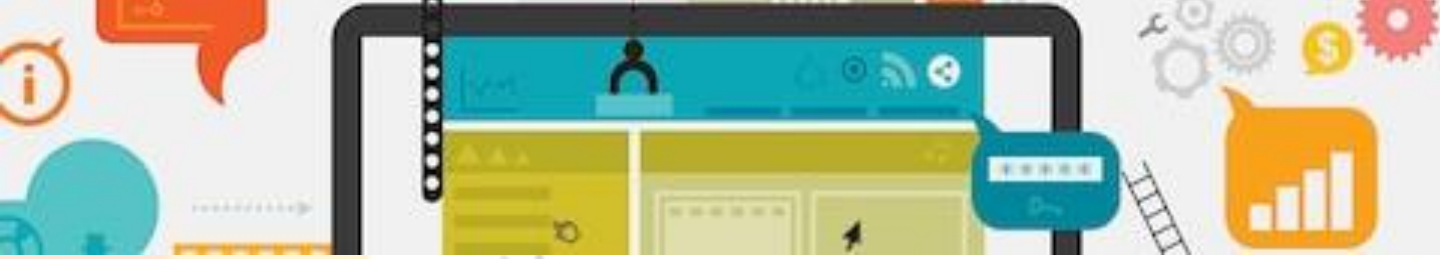
## Exam Board

OCR GCSE(9-1)  
Computer Science - J277

## Where can I find out more?

*Please speak to Mr Locke for more information*





# Computing: Creative iMedia

## What will I study?

Creative iMedia allows you to gain knowledge in a number of key areas in the media field, from pre-production skills to digital animation, and offers a hands-on approach to learning. The course will cover image manipulation, animation, website building, game development, mobile app production and lots more.

The Cambridge National in Creative iMedia will also provide opportunities to develop useful transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively.

## What will I learn?

You will be introduced to a range of essential pre-production techniques used in the creative and digital media. You will be actively displaying the skills and understanding that you have developed. You will explore where and why digital graphics are used and the techniques that are involved in their creation.

You will discover the different properties, purposes and features of multipage websites. You will demonstrate your creativity by combining components to create a functional, intuitive and visually pleasing website.

## How will I be assessed?

Most of the qualification is tested by coursework that's set and marked by the teacher. This will be done throughout the last two-years course, with the first year skill building. So if you like project work, enjoys research and doing practical things you may find this is the qualification for you.

One of the units that students must take – on pre-production skills – involves a written exam that lasts one hour and 15 minutes and is set and marked by the exam board, OCR.

## Why should I study this course?

*Creative iMedia delves into the world of digital products. From games to websites, digital images to mobile apps this course covers all of them.*

*Look behind the scenes and discover why and how these products are made.*

*It's a practical blend of creativity and technology, where you will be creating your own iMedia products.*

## Exam Board

*OCR Cambridge National Level 2*

## Where can I find out more?

*Please speak to Mr Locke for more information*



# Dance

## What will I study?

Dance is a course that is aimed at pupils who have an interest in the study of Dance and creativity. The specification focuses on the aesthetic and artistic qualities of Dance and the symbolic use of movement to express and communicate ideas and concepts through the interrelated processes of performance, choreography and appreciation. Pupils will study Dance works, including those from a professional repertoire. While developing their own personal understanding of performing skills and choreographic devices, which can be applied and practiced in any style providing the choice allows them to access the full range of assessment criteria.

## What will I learn?

The three year course includes both practical and theoretical elements of Dance and consists of coursework and examination. Students will take part in theory classes of which will delve into the analysis of 6 varied Professional Dance works and the skills required to improve and execute Dance in a safe and technical way. Learning will also take place in very physical practical Dance lessons with the aim to equip students with all the knowledge and skills needed to become successful dancers and choreographers. Students will spend Years 9 and 10 building skills in the Dance studio and classroom to equip them with the knowledge, technique and confidence to complete year 11 practical coursework and examinations.

## How will I be assessed?

Component 1: Internally marked and externally moderated Performance:

Performance:

(30% of GCSE – 40 marks: 12 marks for Solo Phrases, 24 marks for Duet/Trio Performance, 4 marks for Mental Skills)

- Set phrases through a solo performance provided by AQA (approximately one minute in duration).
- Duet/trio performance- choreographed by Miss Dunning and Students together (three and a half minutes in duration minimum).

Choreography:

(30% of GCSE – 40 MARKS)

- Solo or group Choreography – A solo or a group dance for two to five dancers. Students must be able to choreograph and respond creatively to an externally set stimulus provided by AQA. Students must be able to demonstrate how they have independently choreographed their dance by completing a choreographic log. This includes programme notes, which requires the student to outline their choreographic intent.

Component 2:

Dance appreciation:

Written paper: 1 hour 30 minutes

(80 marks – 40% of total marks)

- Students will study 6 professional works provided by AQA and will answer a written paper focusing on critical analysis and an understanding of the professional works. Some questions will focus on candidate's critical evaluation of their own work, based on their performance, choreography and GCSE Dance anthology. The anthology consists of 6 short professional works and students must study these in their entirety and be prepared to describe, analyse, interpret, evaluate and reflect upon the works in response to short answer and extended writing questions.

## Why should I study this course?

*Dance is a fun way of staying active, keeping fit, expressing yourself and developing your confidence and creativity. The specification for 2021 offers a lot of variety with insight into different Dance styles and fusions and provides a good stepping stone into the A-LEVEL/BTEC courses.*

*If you enjoy learning about Dance while practicing and developing your own Dance style, then Dance is an ideal subject for you. Dance is an excellent subject to take as it is one which offers a range of opportunities within performance, choreography and analysis of live works, with something for everyone.*

## Exam Board

AQA

## Where can I find out more?

*For more information, please speak to Miss Dunning, Teacher of Dance.*





# Design Technology (In Depth: Timber)

## What will I study?

Through studying GCSE Design and Technology, you will be prepared to participate confidently and successfully in an increasingly technological world; be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors.

The course will offer you the opportunity to solve real problems by designing and making products or systems. You will Study:

- Technical Principles
- Designing and making principles

This will allow you to develop knowledge and understanding of design and technology, its impact on daily life, and develop a broad understanding of materials, systems and processes.

## What will I learn?

The course is built around core and in-depth knowledge and understanding. The focus of the in depth content will be Timber.

Through the core technical principles you will learn about; Design and Technology and our world, smart materials, electronic systems and programmable components, mechanical components and devices, and a wide range of materials and manufacturing techniques.

Through the Designing and Making principles you will learn about; design and technology practices, how to understand user needs, writing briefs and specifications, investigating design challenges, developing ideas, investigating the work of others, design strategies, idea communication, prototype manufacture and decision making.

## How will I be assessed?

You will be assessed in a single, 2 hour written exam (component 1) and a Design and Make task (Component 2: Non-Examined Assessment).

Component 1: Design and Technology in the 21<sup>st</sup> Century (50% of qualification)

The exam paper is a mix of short answer, structured and extended writing questions, assessing your knowledge and understanding of:

- Technical principles
- Designing and making principles along with your ability to:
- analyse and evaluate design decisions and wider issues in design and technology

Component 2: Design and Make Task (Non examined assessment) (50% of qualification)

The NEA is a sustained design and make task, based upon a contextual challenge, set by the exam board, which assesses your ability to:

- Identify, investigate and outline design possibilities
- Design and make prototypes
- Analyse and evaluate design decisions and wider issues in design and technology

## Why should I study this course?

*If you enjoy being creative, innovative, critical, analytical, resourceful, resilient and working with your hands, Design Technology could be the course for you.*

*You will be pushed to tackle challenging design situations and apply your knowledge of materials and manufacturing.*

*The subject is very broad and will expose you to the latest manufacturing and material technologies.*

*This course provides an excellent preparation for the study of A/T Levels, vocational courses and some apprenticeships.*

## Exam Board

*EDUQAS GCSE (9-1)  
Design Technology*

## Where can I find out more?

*For more information, please speak to Mrs Frampton, Head of Design Technology*





# Drama

## What will I study?

GCSE Drama allows pupils to explore their creative abilities, alongside developing complex reasoning and evaluative skills. During the course, you will go on a creative and analytical journey, where you will study Drama through three key areas: Making, Performing and Responding.

Whilst developing as a performer through scripted and devised work, you will also study both modern and period plays, looking at elements such as the social context, the playwright's lives, and messages within the writing. Furthermore, you will analyse and evaluate professional performances, and learn to understand how a performance is constructed, from set design, to costume, to the acting itself. Your knowledge and appreciation of theatre will also develop through viewing a wide range of digital theatre and live performances.

## What will I learn?

In order to develop your own vocal and physical skills, you will work on solo and group performances (both devised and scripted). If the thought of performing in front of others fills you with dread, Drama is probably not for you.

You will learn how to create and develop your own original performance from scratch. You will explore both period and modern plays, through practical and theoretical study. Through studying professional theatre, you will develop complex analytical and evaluative skills, and understand technical elements, such as lighting, set and costume. At the core of Drama is also the development of transferable skills, that will be incredibly useful throughout your education and into employment, such as teamwork, leadership, time management, and being able to present yourself confidently and effectively.

## How will I be assessed?

The qualification followed is **AQA's GCSE Drama**, and you will be examined through 3 components:

### Component 1 – Written Exam 40% 1 hour 45mins

The written exam takes place at the end of Year 11, is externally marked and is split into 3 areas.

- **Section A** - Theatre Roles and Terminology. You will learn about different aspects of working in the theatre, as well as stage positioning and configurations.
- **Section B** – Study of a Set Text ("Blood Brothers" by Willy Russell). We study all areas and elements of this highly acclaimed play through practical and theoretical exploration.
- **Section C** – Evaluation of Live and Digital Theatre. We analyse and evaluate professional theatre for this section. This includes the technical and design elements of theatre, such as lighting and set design. \*\*Please note that this area of the exam requires pupils to watch prescribed digital theatre at home, and hopefully attend theatre trips, once it is safe to do so.

### Component 2 – Devising Theatre: Performance 10%, Written Portfolio, 30%

This is usually undertaken in the summer of Year 10, or in the Autumn term of Year 11. It involves creating your own performance from scratch and performing it to an audience. Whilst creating the piece, you compile a written portfolio that explains how you created the piece, and evaluate the final performance. Internally marked, externally moderated.

### Component 3 – Texts in Practise: Performance 20%

In this unit, you will use your vocal and physical acting skills to rehearse and perform two scripted extracts from a play. You will need to read and understand the play as a whole, in order to understand the character and the playwright's intentions. Examined by a visiting examiner.

## Why should I study this course?

*You may enjoy performing in front of others, being creative, reading scripts or devising your own ideas. Perhaps you also enjoy watching and reading Drama, research, and evaluating how and why a performance worked. If the above apply to you, you should consider opting for GCSE Drama!*

*In 2020, the World Economic Forum identified the Top 10 skills needed for the jobs of tomorrow. Within these are: analytical thinking, active learning, problem-solving, critical thinking, creativity, leadership, resilience and reasoning. All of these skills are developed in GCSE Drama, which is a subject well-regarded by further education and the world of work.*

## Exam Board

AQA  
GCSE DRAMA (9-1)

## Where can I find out more?

*For more information, please speak to Mrs Azor, Head of Drama, or Mrs Riddell, Drama Teacher.*





# Food Preparation and Nutrition

## What will I study?

Food Preparation and Nutrition equips them with the knowledge, understanding and skills to be able to feed themselves and others better. You will develop practical cooking skills and techniques as you explore the underlying principles of food science, nutrition, food traditions and food safety. Through the food science included in the course you will also learn how to become both inquisitive about food, and a creative and confident cook. You will study food presentation and recipe selection, and how to plan, cook, and present a variety of dishes confidently, safely, and independently.

## What will I learn?

You will examine the principles of food and nutrition and how to meet the nutritional needs of a variety of groups. You will work practically to develop your cooking skills across units such as working with meat, working with pastry, and food from different cultures, along with learning how to cook safely and hygienically using a variety of cooking methods. You will explore food science, and develop a good understanding of how ingredients function within recipes, and use this knowledge to become confident at problem solving and working with independence in the kitchen. You will learn how to select recipes and organise your time through the use of timeplans, and how to evaluate and analyse your food both in terms of your cooking techniques and the sensory properties of your finished dishes. You will learn how to present food in a professional way using a variety of techniques and skills.

## How will I be assessed?

The qualification followed is OCR's Food Preparation and Nutrition GCSE and you will be examined at the end of Year 11 through one exam, and two Non-Examined-Assessment tasks.

**Paper 1: Food Preparation and Nutrition. (50% of overall grade)**

This 1.5 hour exam paper assesses is the theory part of the GCSE. It covers nutrition and health, and the nutritional needs of different types of people along with how to find these nutrients within foods and cook with them confidently. You will also examine food provenance and how different foods are processed and produced. This section of the course also covers culinary traditions and factors that influence food choice, along with the science and sensory qualities of different ingredients.

**Food Investigation Task (NEA 1) (15% of overall grade)**

This is the first of two Non-Examined Assessment tasks and is completed at the start of Year 11. It covers the planning for, undertaking, and evaluation of a scientific investigation into a food product or ingredient, and is completed in response to a brief released by the exam board. It takes the form of a written document including photographs of the experiments completed.

**Food Preparation Task (NEA 2) (35% of overall grade)**

This is the second Non-Examined Assessment task and is completed in Year 11. It involves the planning for and cooking of three dishes in a three hour session, in response to a given brief released by the exam board. As well as the practical element this takes the form of a written document including all planning work, nutritional analysis and evaluation.

## Why should I study this course?

If you enjoy learning about food and exploring different cooking techniques and particularly the properties of different ingredients, then Food Preparation and Nutrition is a great course choice for you. If you have an interest in food science and exploring how ingredients work you will learn how they function in a variety of recipes and using a variety of cooking methods, along with developing your knowledge of nutrition and nutritional needs through the theory element of the course. This subject has aspects of cooking technique, food science and nutrition and covers all areas of interest in food. It is a great subject for learning through practical methods and using your creativity in the kitchen.

## Exam Board

*OCR GCSE (9-1)  
Food Preparation and Nutrition*

## Where can I find out more?

*For more information, please speak to Mrs Alderman.*





# Geography

## What will I study?

Geography helps you to make sense of the world around you. It is hands on, it is relevant and it is fun!

GCSE Geography courses are a good mix of topics such as urban issues, world development, extreme environments, rivers, and hazards – to name but a few. The course will give you the chance to get to grips with some of the big issues which affect our world, and understand the social, economic and physical forces and processes which shape and change our world.

GCSE Geography is designed to allow a large number of topics to be studied and to provide an insight into a variety of the most important and relevant geographical issues. This diversity also allows all students to find topics that they are interested and engaged in.

## What will I learn?

Studying GCSE Geography provides you with a variety of valuable skills and knowledge related to our physical and human world's. As a Geography student you will study issues that are extremely relevant to the challenges the world is facing today both environmentally and in wider society such as the challenges of resource management and in urban environments. You will gain strong research and analytical skills, helping you to produce convincing arguments and to communicate ideas effectively, which is particularly useful in all other essay-based subjects.

Lastly, you shall take part in fieldwork linked to both the human and physical elements of study. Fieldwork is an enjoyable opportunity to explore new environments, improving your understanding of topics as they come to life.

## How will I be assessed?

The qualification followed is AQA's Geography GCSE and you will be examined at the end of Year 11 through three exams:

**Paper 1: Living with the physical environment (90 minute exam/35% of overall grade)**

Students will be assessed on three topics including the challenge of natural hazards. This unit incorporates tectonic hazards, weather hazards and climate change. Pupils will also study a living world which looks in depth at tropical rainforest and cold environments. Finally they would study the U.K's physical environment including river systems and our coastal landscapes.

**Paper 2: Challenges of the human environment (90 minute exam/35% of overall grade)**

Students will be assessed on three topics including urban challenges and issues which analyses the growth of cities across the world and the opportunities and threats this may cause. Pupils will then study a changing economic world how the development of countries differ depending on social, economic and political factors. Finally students will study resource management and the inequalities surrounding food, water and energy.

**Paper 3: Geographical applications (75 minute exam/30% of overall grade)**

This paper incorporates an Issue evaluation and Fieldwork. The issue evaluation is linked to a pre-release which will be issued in March of the year of the exam. This will allow students to analyse the resources and discuss potential questions. The fieldwork will incorporate both human elements where what they have learnt outside of the classroom needs to be applied to each question allowing the subject to come to life.

## Why should I study this course?

Geography is almost limitless in its progression and career opportunities. At colleges, traditional AS Level Geography is widely taught, alongside alternative options such as Environmental Science, Earth Sciences, Geology, Leisure and Tourism, Economics and Politics.

Geography is a strong academic subject highly prized by many universities as an excellent skill based subject suitable for progression to virtually all university degree courses. The skills taught in Geography are decision making, understanding of modern world issues, data handling and analysis, reasoning and understanding of cause and effect.

These skills are highly desirable in all career choices and options. Friends who have studied alongside Toynbee School's Geography staff at University, have gone to work in diamond mining, environmental research, law, crisis management, civil engineering, publishing, airlines, travel, banking, marketing and many more diverse areas.

## Exam Board

*AQA GCSE Geography (9-1)*

## Where can I find out more?

*For more information please speak to Mr McAllister in the Geography Department.*



# History

## What will I study?

History GCSE is the study of the past, you will study aspects of British History, aspects of European History and aspects of World History, all of which enable you to understand how society today has been shaped. You will understand how science and medicine has developed, how the politics of countries have changed, how religion has changed; cultural changes and how wars have been fought, how wars have been resolved and how wars have subsequently begun again.

You will learn this information through a range of texts, sources and interpretations, in doing this you will be able to justify your own points of view, and also understand how others reach theirs. History GCSE is a great foundation for more specialist studies of History; as well as any study that requires you to understand how countries, culture and society work.

## What will I learn?

The History curriculum is rich and diverse covering medieval and modern History, and British, European and World History. You will study the conflict and upheaval of Medieval England from 1337 – 1381 through a series of Medieval sources and historians' interpretations of events from this time period. You will apply these skills to a depth study of the USA from 1910 – 1929. You will learn about the changing governments and policies of Germany from 1919 – 1991, including the differing impacts of World War One and World War Two on the country. You will also look at themes in medicine from the medieval period until the present day.

## How will I be assessed?

The qualification followed is Eduqas GCSE History and is examined at the end of year 11.

### Paper One – this paper makes up 50% of the GCSE

#### Conflict and Upheaval 1337 – 1381 (1 hour)

This is assessed through a mixture of knowledge based questions, and analyse of sources and interpretations. In this paper you will cover: life in the 14<sup>th</sup> Century; the Hundred Years' War; the Black Death; the Peasants' Revolt

#### USA 1910 – 1929 (1 hour)

This is assessed through questions which require you to analyse sources and interpretations. In this paper you will cover: the economic boom; immigration to the USA; racial and religious intolerances; the changing role of women; popular entertainment in the 1920s; the Wall Street Crash and the end of prosperity

### Paper Two – this paper makes up 50% of the GCSE

#### Medicine and Health through time c.500 to the present day (1 hour 15 minutes)

This is a thematic study and will cover:

Causes of illness and disease; methods of prevention of illness and disease; methods of treatment of illness and disease; advances in Medical Knowledge; developments in patient care; developments in public health. You will also study a historic environment. This site is to be confirmed, but previous studies include Eyam during the Great Plague, Medicine on the Western Front and Scutari Hospital

#### Germany 1919 – 1991 (45 minutes)

In this paper you will cover: Weimar Germany; the rise of Hitler; Hitler's consolidation of power; life in Nazi Germany, the impact of the Second World War on Germany; the division of Germany post 1945; the reunification of Germany.

## Why should I study this course?

*If you are interested in gaining a meaningful understanding of the past and the way it has shaped society then History is the ideal subject for you. It allows you to make sense of the world, and how we can play an effective role in society. History enables you to analyse evidence, construct clear written arguments, evaluate the impact and consequences of events and individuals, and to be able to see both sides to the story.*

*History is a subject that is great preparation for college and university, and is very well regarded for a range of careers, as it helps you to develop excellent written and oral communication skills.*

## Exam Board

Eduqas GCSE 9 -1  
History

## Where can I find out more?

*Please see Miss E. Butler, Head of History*





# Media Studies

## What will I study?

Media Studies is a contemporary and interactive subject which encourages students to develop their creative, analytical, research and communication skills, through exploring a range of perspectives and of course, media. Media is often disparaged as a 'soft' option in terms of its academic status, but the skills of analysis, construction and reasoning are highly transferable across a number of future careers. It is a subject that is writing-based and terminology heavy, so students should be prepared for serious academic study of a number of mediums.

Students are required to study media products from many media forms, including television and film, radio, newspapers and magazines, advertising and marketing, online, social and participatory media, video games and music players.

## What will I learn?

GCSE Media Studies is popular for its relevance to pupils' lives! It is a subject concerned with the real world and how people find their place in it. The students will explore the four units of:

- Media Representation
- Media Language
- Media Industries
- Media Audiences

These four units explore all aspects of Media Studies. Pupils will produce their own media products too; both still, such as magazine covers, and moving images, such as film trailers.

## How will I be assessed?

The course is assessed through AQA's Media Studies GCSE Exam. The assessment is split into three:

1. Paper One (1hr 30 mins; 84 marks; 35% of the GCSE):

Section A: Media Language and Representations, covering two of magazines, marketing, newspapers, social media and video games.

Section B: Media Industries and Audiences, covering two of radio, music video, newspapers, online media, video games and film.

There will be a range of questions relating to an unseen source, and a range of close study products, along with an extended response.

2. Paper Two (1hr 30 mins; 84 marks; 35% of GCSE)

Section A: Based on a screening of an extract of any of the close study products and can test any area of the theoretical framework.

Section B: Will be on newspapers, online social media and video games, and may test any area of the theoretical framework.

There will be short, medium and extended questions assessing depth of knowledge and understanding of the course.

3. Non-Exam Assessment (NEA; Creating a Media Product; 60 marks; 30% of GCSE)

Students will produce a statement of intent and then a media product for an intended audience based on one of five annually changing briefs from AQA. It is assessed by teachers in school and moderated by the exam board.

## Why should I study this course?

*If you are interested in the world around us, how things are presented and represented, and how we are influenced this will be a subject you will enjoy. You should also be prepared to write extended answers frequently, and to explore your creative side, too!*

*Media Studies has elements of English, Art and Technology so it's a real multi-disciplined subject.*

## Exam Board

*AQA Media Studies*

## Where can I find out more?

*Speak to Mr Davis or Miss Philp in the English and Media department upstairs.*



# MFL: French and Spanish

## What will I study?

Pupils will continue to develop their reading, writing, listening, speaking and translation skills. They will also learn to understand and communicate opinions while referring to past, present and future events, in both written and spoken language.

The AQA GCSE MFL course is based around the following three themes:

### Theme 1: Identity and Culture

Me, my family and friends // Technology in everyday life // Free-time activities

### Theme 2: Local, national, international and global areas of interest

Home, town, neighbourhood and region // Social and global issues // Travel and tourism

### Theme 3: Current and future study and employment

My Studies // Life at School/College // Education post-16 // Jobs, career choices and ambitions

## What will I learn?

Pupils will learn how to apply the following communicative functions to the themes above:

- Making arrangements
- Describing myself, others, places and objects
- Explaining and solving problems
- Comparing and contrasting
- Describing routine present/past behaviour
- Narrating and referring to past/present/future events
- Expressing wishes and desires
- Expressing concerns
- Making a convincing argument
- Expressing agreement/disagreement

## How will I be assessed?

Students will sit four exams as part of the GCSE French/Spanish course. Pupils will be entered for the same level (Foundation or Higher) in all four skills:

### Paper 1 – Listening: 25%

Understanding and responding to different types of spoken language  
35 minutes Foundation Tier and 45 minutes Higher Tier

### Tier Paper 2 – Speaking: 25%

Role play, photo card description and general conversation.  
7–9 minutes (F) plus preparation time  
10–12 minutes (H) plus preparation time

### Paper 3 – Reading: 25%

Understanding and responding to different types of written language  
45 minutes (F) and 1 hour (H)

### Tier Paper 4 – Writing: 25%

Communicating effectively in writing for a variety of  
1 hour (F), 1 hour 15 minutes (H)

## Why should I study this course?

- *It is increasingly important to have knowledge of a language when applying for jobs, colleges and universities in the UK and abroad. Having a language GCSE will give you an advantage when applying for universities and certain job sectors.*
- *Maybe you just enjoy the challenge of learning another language! It's an impressive skill to have and gives a great sense of achievement.*
- *Perhaps you wish to show courtesy, tolerance and respect to people from different cultures and countries.*
- *You may like to know more about the history and culture of different Spanish and French-speaking countries.*

## Exam Board

AQA

## Where can I find out more?

Please speak to your child's MFL teacher or contact Miss Tindall (Head of MFL) –  
[a.tindall@toynbee.hants.sch.uk](mailto:a.tindall@toynbee.hants.sch.uk)





# Music

## What will I study?

GCSE Music is a comprehensive and extensive view of music practice and theory. The course looks in-depth at the components of music and how they are put together to make an effective piece.

Through listening, performing, and composing, it looks at a wide range of musical genres, as well as the music of a number of cultures.

For this GCSE, you will need to study an instrument through extra-curricular lessons (this instrument could be singing).

## What will I learn?

You will learn how to listen to and analyse music from a variety of genres, including Western Classical, Pop, Rock, Film and Game Music, and World Music. You will learn music theory concepts and apply them to listening, composing and performing activities.

You will learn in detail about the musical elements in Mozart's Clarinet Concerto, as well as three songs from the musical 'Little Shop of Horrors'.

You will learn the skills needed to compose your own music in a genre of your choice. Through in-class solo and ensemble performances and instrumental lessons, you will develop performance skills on your chosen instrument.

## How will I be assessed?

60% of the music GCSE is centre assessed coursework, and 40% is a written exam.

### Performance – 30%

You will do two final performance recordings in year 11, one solo and one ensemble, which will be marked by your teacher and moderated by the exam board. You will need to be able to play an instrument or sing at a minimum of grade 3 standard in order to access the higher grades in this component. Mock exams for this will take place in class once a term, where you will perform your solo piece in front of your class.

### Composition – 30%

Throughout the course you will produce two pieces of composition coursework, one free choice and one to a brief, which will be marked by your teacher and moderated by the exam board. The compositions can be in any style you choose and will be marked on how creatively you have used the elements of music.

### Understanding – 40%

This exam paper is sat at the end of year 11 and you will be asked questions on a number of unfamiliar listening extracts. It covers a wide range of music theory topics such as melody, harmony and tonality, structure, tempo, metre & rhythm, dynamics & articulation, texture, and notation.

The second part of this paper is the set work study, where you will answer questions on the Mozart Clarinet Concerto and Little Shop of Horrors.

## Why should I study this course?

*Music is a very enjoyable and creative subject, whilst still being very academic.*

*If you enjoy listening to music, the course gives you a deeper understanding of how it works and allows you to create your own music in your own style.*

*Music is highly regarded by universities and employers due to the sought after transferable skills, such as independence, resilience, confidence, team work, performance and presentation skills, listening, analytical and essay-writing, creativity and self-expression.*

*A recent UK study found that learning a musical instrument enhances general performance in other subjects at GCSE.*

## Exam Board

AQA GCSE (8271)

## Where can I find out more?

*For more information please speak to Miss Parrott, Head of Music*





# Physical Education (GCSE)

## What will I study?

Physical Education is the study of the sporting world, the human body and how it functions to enable effective sporting movement.

In theory lessons you will study six modules that make up the content of the two exams. Most of the theory lessons are classroom based but at every opportunity theory is delivered through practical sessions such as training methods and principles of training.

In practical lessons you will study the core skills and the progressive practices that demonstrate your ability to perform skills in increasingly more difficult situations up to full competitive games.

## What will I learn?

In theory lessons you will learn the content for each of the six modules, these range from basic information recall such as naming bones and muscles to justifying why a specific type of training will benefit certain sports performers.

In practical lessons you will identify the rules of the activities covered and learn multiple progressive practices that will enable you to effectively demonstrate your ability level.

## How will I be assessed?

The qualification is assessed through

- Non-exam assessments
  - (3 sports: 1 individual (10%), 1 team (10%) plus 1 more (10%))
  - written analysis piece (10%)
- Two exams – both 75 minutes totaling 60%
  - Paper 1
    - Applied anatomy and physiology
    - Movement analysis
    - Physical training
    - Use of data
  - Paper 2
    - Sports psychology
    - Socio-cultural influences
    - Health, fitness and well-being
    - Use of data

## Why should I study this course?

*If you enjoy your PE lessons and the activities you cover in them or you have an activity that you participate in out of school then you should consider taking a GCSE course that rewards you for your passion and ability in that sport.*

*The theory aspect is broad but not too in depth. The anatomy and physiology unit is well supported by what you learn in science.*

*All of the theory content is relevant to those participating in sport, from diet to training to movement to physiology and psychology.*

*From GCSE PE you can go on to A level PE or any of the vocational courses such as the BTEC.*

## Exam Board

AQA GCSE (9-1)  
Physical Education

## Where can I find out more?

*For more information speak to a member of the PE department*



# Physical Education (Sports Studies)

## What will I study?

Sport studies is a vocational subject which involves a lot of time where you are working independently at a computer creating portfolios of work. Through teaching and your own research you will complete a portfolio of work for

- Working in the Sports Industry
- Developing Sports Skills
- Sports Leadership

In practical lessons you will cover a range of activities in order to narrow down which two (one team and one individual) activities you will be assessed in.

## What will I learn?

In theory lessons you will learn all about the many different career opportunities there are within the world of sport and the skills and qualifications required to be successful in those careers. You will learn how to plan and deliver a sports coaching session and develop the skills required to successfully deliver the session. You will learn about issues that affect participation in sport and the solutions to those barriers. You will learn how sport promotes values and the advantages and disadvantages of hosting major sporting events.

In practical lessons you will learn the skills and tactics required to achieve a good assessment.

## How will I be assessed?

The specification is in four parts each weighted at 25% of the final mark

- Contemporary Issues exam - 25%
  - You will study the specification criteria for the contemporary issues exam
  - The four sections of the specification are; the role of national governing bodies in sport, the role of sport in promoting values in sport, issues affecting participation in sport and the importance of hosting major sporting events.
- Sports Leadership – 25%
  - You will produce a portfolio of work that includes all the aspects required to plan and deliver a successful sports session.
  - You will deliver the sports session to a group of peers / younger students.
- Working in the Sports Industry – 25%
  - You will produce a portfolio of work based on careers in the sports industry and the qualifications and skills required to be successful in those careers.
- Developing sports skills – 25%
  - Practical ability and understanding
  - Practical assessment in two activities (1 individual and 1 team)
  - You will be assessed in your ability to officiate one of your assessed sports

## Why should I study this course?

*If you enjoy your PE lessons and the activities you cover in them or you have an activity that you participate in out of school then you should consider taking a GCSE course that rewards you for your passion and ability in that sport.*

*The theory aspect is broad but not too in depth. The anatomy and physiology unit is well supported by what you learn in science.*

*All of the theory content is relevant to those participating in sport, from diet to training to movement to physiology and psychology.*

*From GCSE Sports Studies you can go on to A level PE or any of the vocational courses such as BTEC.*

## Exam Board

OCR GCSE  
Sports Studies

## Where can I find out more?

*For more information speak to a member of the PE department*





# Psychology

## What will I study?

Psychology is the study of humans and their behaviour. It is a GCSE that explores the role of biology and psychology in the cognitive processes that determine our behaviour. Psychology not only explains how we behave but how we learn, develop and perceive the world around us. Nature vs. nurture links many topics together and outlines how our genetic inheritance and our environment both have impact on our lives.

Psychology gives pupils the opportunity to learn about the many studies that have been conducted to examine human behaviour, their findings, their efficacy and their ethics.

## What will I learn?

You will learn how to explain a wealth of human behaviours by investigating key psychology principles and related studies. You will use this knowledge, along with key evaluative skills to gain an insight in human behaviour by analysing studies such as; McGarrigle and Donaldson's 'naught teddy' study, Dweck's Mindset theory and Piliavin's subway study. You will learn how to plan, describe and evaluate psychological studies to ensure their effectiveness and viability. You will develop an awareness how nature and nurture effects a persons behaviour, their physical biology and their social interactions.

## How will I be assessed?

The qualification followed is AQA's Psychology GCSE and you will be examined at the end of year 11 through two exams.

### Paper 1: Cognition and Behaviour

This paper is the study of processes of the mind and is worth 50% of your overall grade. This component features the study of memory and how the accuracy of memory is effected by interference, context and false memories. Pupils will also study perception and how visual illusions trick our brains. You will also study the development of the brain from the first stages of development to old age. All papers require students to be aware of significant studies and their findings.

### Paper 2: Social context and behaviour

This paper is the study of society and social influences and is worth 50% of your overall grade. This component features the study of social influence through the exploration of conformity, obedience and collective behaviour. Pupils will also study language, thought and communication by learning about both human and animal communication and non-verbal communication. You will also study the brain and neuropsychology, from the structure of the nervous system to the function of the brain, cognitive neuroscience and neurological damage. Lastly you will learn about psychological problems and mental health with a focus on biological and psychological explanations. All papers require students to be aware of significant studies and their findings.

## Why should I study this course?

*If you enjoy learning about human behaviour and mental processes, then Psychology is the ideal subject for you. If you enjoy finding out about strange experiments that reveal extraordinary details about the conscious and unconscious mind then Psychology offers you the opportunity to learn about a vast variety of interesting studies.*

*The subject contains aspects of Science, Maths and a strong focus on evaluating fascinating studies of behaviour.*

*Psychology is an extremely popular A-level and degree subject with a high demand at College and University.*

## Exam Board

AQA GCSE (9-1)  
Psychology

## Where can I find out more?

*For more information, please speak to Mr. May, Teacher responsible for Psychology.*





# Religious Studies (Full-Course)

## What will I study?

During the course, pupils will examine a range of areas including authority of scripture, key beliefs, forms of religious expression, diversity within and between Christianity and Islam, and the place of these religions in the 21st century in the context of human relationships, science, conflict and social justice. Ethical issues to be studied include relationships / gender equality / afterlife / environmental sustainability / euthanasia / evolution / abortion / quality of life / forgiveness / free will / justice / morality / punishment / sin / suffering / censorship / discrimination / extremism / human rights / personal conviction / prejudice / relative and absolute poverty / social justice

## What will I learn?

The aim of the course is to encourage students to develop their knowledge and understanding of religious beliefs and teachings as well as non-religious beliefs, such as atheism and humanism. This will enable them to develop their ability to construct well-argued, well-informed, balanced and structured written arguments and so reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt; so contributing to their preparation for adult life in a pluralistic society and global community.

## How will I be assessed?

Component 1: Religious, Philosophical and Ethical Studies in the Modern World

Written examination: 2 hours

Candidates will study the following four themes;

Theme 1: Issues of Relationships

Theme 2: Issues of Life and Death

Theme 3: Issues of Good and Evil

Theme 4: Issues of Human Rights

Component 2: Study of Christianity

Candidates will study the beliefs, teachings and practices of Christianity.

Written examination: 1 hour

25% of qualification

Component 3: Study of a World Faith

Candidates will study the beliefs, teachings and practices of Islam

Written examination: 1 hour

25% of qualification

## Why should I study this course?

The RS GCSE Full Course option will suit pupils who have found RS at KS3 interesting, surprising and challenging. It includes many of the issues, events and people we have already been studying.

RS is not just about religious beliefs, it is about the effects these beliefs have and continue to have on the world.

The RS GCSE combines a variety of topics from a diverse range of subjects including philosophy, sociology, politics, history (ancient and modern), economics, current affairs, medicine, law and ethical issues in society today.

## Exam Board

WJEC Eduqas - Route a

## Where can I find out more?

*For more information, speak to Mr Law, Head of RS*

## Timeline for Process

Below is a timeline for the GCSE choices process. Whilst we will always aim to keep to the timeline, that is not always possible. We will, of course, notify you of any changes.

### Key Stages and Dates:



## Frequently Asked Questions (FAQs)

It is very likely that you will have questions about the GCSE Choices Process. Of course, we will endeavour to answer these questions as efficiently as possible but before contacting the school you may find the answer to one of your questions below. Should you not, please feel free to contact the school on [gcsechoices@toynbee.hants.sch.uk](mailto:gcsechoices@toynbee.hants.sch.uk).

### **Q: What are 'core' subjects?**

**A:** Core subjects are subjects that you have to take at GCSE because of their importance but you won't be examined in all of them. The core subjects that you are examined in at the end of Year 11 are: English Language, English Literature, Maths, Science (either Combined or Triple). You will also be examined in Religious Studies at the end of Year 10. The other core subjects are PE and PSHE but you won't be examined in either of these.

### **Q: What are 'non-core' subjects?**

**A:** Non-core subjects are subjects that you choose to take at GCSE. This is every subject that is not listed in the answer above!

### **Q: How many subjects can I choose?**

**A:** You are allowed to take four GCSEs in addition to the core subjects.

### **Q: Why do I have to choose six GCSEs if I can only take four?**

**A:** You have to choose six GCSEs at this stage because we cannot guarantee you will get your first four choices. This is because not every combination of GCSEs chosen can be timetabled, or there is limited space in some subjects due to specialised teaching, rooming issues, or for health and safety reasons.

### **Q: Why do I have to put my choices in preference order?**

**A:** We ask you to put your choices in preference order to aid us in allocating subjects. By placing them in order of preference, with number one being the GCSE you want to do the most, it allows us to prioritise pupils into subjects. It is vital you tell us which subjects you want to do but also in what order!

### **Q: Do I have a completely free choice of subject?**

**A:** Not entirely. One of your first four preferences must be an EBacc subject: French, Geography, History, or Spanish.



**Q: Why can't I choose more than two 'new' subjects in my six choices?**

**A:** Whilst we have introduced a lot of new subjects at GCSE it would be wrong for us to allow you to choose them all for your GCSEs. Unlike the other subjects, these new ones have not been taught during Key Stage 3 so it would be too risky to allow you to have entirely new subjects for your GCSEs. Equally, limiting allows everyone to experience one new GCSE if they choose to and subject to availability.

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**Q: What happens if a subject is 'full'?**

**A:** If a subject reaches capacity, the preference system will be used to place pupils in a subject. If the preference system still means the subject is 'full', then pupils will be drawn by lot. This is the only fair way to choose pupils for a subject if the preference system cannot allocate.

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**Q: What subjects have limited spaces?**

**A:** All subjects are limited to some degree, but some subjects do have strict limitations on the number of pupils that can opt for them. These include Food Technology, Design and Technology, Computer Science, Creative iMedia, and Psychology. These subjects have limited class sizes due to either health and safety reasons, teacher specialism, or access to equipment. Whilst we will always endeavour to create additional classes in a subject to account for pupil choices, it is not always possible.

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**Q: How do I submit my choices?**

**A:** There will be an electronic form sent to everyone on **24<sup>th</sup> May** that will need to be completed by the deadline of **11<sup>th</sup> June**.

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**Q: What happens if I miss the deadline?**

**A:** The deadline is important as following the deadline the allocation process begins. The allocation process is where GCSEs are allocated to pupils. Any form received after the deadline will be not be allocated until all forms submitted before the deadline have been allocated.

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**Q: If I get my form in early, do I stand a better chance of getting my first four choices?**

**A:** No. Allocation of subjects to pupils will not begin until after the deadline for forms to be submitted and will be allocated according to availability and preference.

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**Q: What if I change my mind about a subject or my preference order once I have submitted my form?**

**A:** This does happen! Part of the reason we don't allocate until after the deadline is we want you to take the time to make the right decisions. However, if you do want to alter your submission, get in contact with the school as soon as possible and we will do what we can to help!

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**Q: What if I change my mind about a subject in September?**

**A:** If this does happen, speak to Mr Kerwood as soon as possible. We will obviously try to help as much as we can but what must be understood is that the allocation process would have finished and subjects may well be full.