

# GCSE Subjects and Descriptions

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## Core Curriculum - Compulsory Subjects

<i>Subject</i>	<i>Courses</i>	<i>Exam Board</i>	<i>Number of GCSEs</i>
English	English Language and English Literature	AQA	2
Mathematics		Pearson	1
Sciences	Biology, Chemistry, & Physics	AQA, OCR & AQA	3
Modern Foreign Languages	German or French or Spanish	AQA	1
Religious Education		AQA	1

## Options Subjects - any three from

<i>Subject</i>	<i>Exam Board</i>	<i>Number of GCSEs</i>
Art (with a preference for Art & Design or Photography)	Pearson	1
Computer Science	OCR	1
Design Technology Product Design	Eduqas	1
Drama	OCR	1
Music	Pearson	1
P.E. with Sports Leadership Award	Pearson	1
Business Studies	AQA	1
German	AQA	1
French	AQA	1
Spanish	AQA	1
Geography	OCR	1
History	CIE	1

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## Core Curriculum - Compulsory Subjects

### English

Exam board - AQA ([GCSE English Language 8700](#)) ([GCSE English Literature 8702](#))

How do you express yourself or communicate with others?

What other meanings are behind those words? Obviously, this subject is not an option. Being good at English makes you better at every other subject. It helps you understand other people and possibly yourself. In school, it helps you to figure out what every examination is testing you on. More importantly, it enables you to survive in the modern world; it enables you to stand up for yourself and your views. It might help you to write an important letter, apply to University and get a job. Being good at English unlocks many, many doors – that's why it is a "core subject".

Whilst studying for two GCSEs (English Language and English Literature), you will traverse many fascinating genres. In Year 10 and 11, you will experience both modern and 18th Century writings, Shakespeare's famous "Romeo and Juliet" as well as a novel by Charles Dickens. If you want to do well in English, you must know how to use apostrophes and commas; how you punctuate your work defines your intelligence as a writer!

### Mathematics

Exam board - Pearson ([GCSE Maths 1MA1](#))

In Mathematics the course content and the teaching methods are designed to enable students to acquire mathematical skills and use them with confidence, not only in mathematics lessons but across the curriculum, as well as in everyday situations. An important aim is to use Mathematics clearly and concisely as a language to develop reasoning and to communicate analysis. Students will be encouraged to reason logically, to generalise and to solve problems.

There is no coursework element to the GCSE; the course is assessed by three, 1½ hour terminal examinations, two with a calculator allowed and one without a calculator.

At the start of Year 9, students are placed in one of five groups according to ability. All students will be prepared for the higher tier of the GCSE, and all will take the examinations at the end of Year 11. Those in the higher ability groups will complete the course content at a faster pace than the other groups, and they will be given opportunities to extend and enrich their understanding and enjoyment of the subject, providing a solid foundation on which to build the A level topics.

A good GCSE in Mathematics is likely to be required for most careers and courses of further education, including those with little or no direct mathematical content. A grade 8 at GCSE will be a pre-requisite for studying single maths at A-level and a level 9 is required to study further mathematics at A-level at Sutton Grammar School.

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## Science

*Exam board - Biology & Physics AQA ([GCSE Biology 8461](#)) ([GCSE Physics 8463](#)) Exam board - Chemistry OCR ([GCSE Chemistry J248](#))*

Science is a Core subject in the National Curriculum so all pupils must study it for their GCSE examinations. At SGS, we start the GCSE Sciences early in Year 9. All pupils study the three separate GCSE Sciences, formerly known as 'Triple Award Science'. At the end of the courses, your child's GCSE certificate will state that three separate GCSEs have been awarded in Biology, Chemistry and Physics. By gaining the GCSEs in the three separate Sciences, your child will be in a significant minority of pupils in the UK and this will be of benefit to him when applying to study in Higher Education or when applying for employment.

There is no longer a coursework element to the GCSE and each Science is assessed by two, 1¾ hour terminal examinations. These exams not only measure students' knowledge, understanding and application of scientific ideas, but also their ability to interpret and evaluate data, conclusions and experimental procedures.

Science is taught at SGS with a high practical content and pupils are encouraged to develop their practical skills throughout the three-year courses. Science represents a large body of knowledge and principles and laws governing the events and phenomena in the world in which we live. Science never 'stands still' and is always moving on and breaking new ground. We have high expectations of pupils and we stretch them in terms of considering the many and varied problems and issues that the world faces and how Science can play a part in solving many of them. Pupils are encouraged to bring together multiple concepts in order to solve more complex issues and their powers of analysis are also deepened and matured. We teach the Science subjects in a lively and dynamic way that encourages pupils to interact in lessons and to stretch themselves intellectually by considering the many areas of everyday life in which Science has an impact.

The three separate GCSE Sciences are very appropriate foundations for entry to study Science A-Levels in the sixth form here at SGS. A minimum of a grade 8 at GCSE is required for entry to the relevant Science at A-Level. We also recommend that pupils have at least a grade 7 in Mathematics in order to study any of the A-Levels in Science.

## Modern Foreign Languages (MFL)

*Exam board - AQA ([GCSE French 8658](#)) ([GCSE German 8668](#)) ([GCSE Spanish 8698](#))*

The overriding objective of the Modern Languages department at Sutton Grammar School is to provide students with the language skills necessary for them to play a full and active role in a world that is becoming increasingly international. Students at the majority of UK universities now have the chance to study abroad, whatever their main discipline and as graduates they have to compete in an international employment market. We hope to enable pupils not just to survive, but also to prosper in this challenging context.

The department offers courses in GCSE French, German and Spanish. Students who have followed the normal programme at Sutton Grammar School in Years 7, 8 and 9 will have reached a level of competence in two languages, which will enable them to continue with one or two of these languages. One language must be studied to GCSE and each year a small but significant number of students take two of French, German and Spanish, using the skills they learn in one to complement the other.

During the GCSE course students revise the grammar they have learnt in their lower School years and go much further: they learn to understand information and to express themselves in a number of situations and they are given many opportunities to practise and gain confidence in the spoken language. French, German and Spanish are used in lessons as much as possible. At the end of the course all students are entered for the exam, usually the Higher.

# GCSE Subjects and Descriptions

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## Religious Education

Exam board - AQA ([GCSE Religious Studies 8062 A](#))

A single multi-faith course is taught that is suitable for students of any faith (or none). All students follow the AQA Religious Studies A (Beliefs, Teachings and Practices and Thematic Studies) full course syllabus, which they start at the beginning of Year 9. Paper 1 (Beliefs, Teachings and Practices) is studied from the perspective of Christianity and Hinduism and Paper 2 (Thematic Studies) is studied from the perspective of Christianity. The Thematic Studies topics are as follows: Relationships and Families, Religion and Life, The Existence of God and Revelation and Religion, Peace and Conflict.

Both Paper 1 and Paper 2 are 1 hour 45 minute examinations and no coursework is involved.

For each religion studied candidates will be expected to: have investigated the influence of religious beliefs, values and traditions; to have developed the ability to make reasoned and informed judgements about religious and, where appropriate, other responses to ethical issues; and to have identified, investigated and be able to respond to the fundamental questions of life raised by the religions studied. The work studied in Year 9 is part of this course and with two periods per fortnight in Year 10 and three periods per fortnight in Year 11 we can easily cover the required number of units. This course also gives excellent preparation for the A-level course in Philosophy.

## Options Subjects - any three from

### Art and Design or Photography

Exam board - Pearson ([GCSE Art and Design 1AD0](#), [GCSE Art and Design: Photography 1PY0](#))

Artistic enjoyment and creativity has never been more universal, more innovative, more easily distributed, shared and exchanged. The UK has the largest creative sector in Europe with the creative industries growing faster than any other industry. Online imagery accounts for many new exciting and enjoyable creative job roles. Recognised by every Russell Group University as a valued and sort after accompaniment to other core subjects, studying Art at GCSE will broaden your horizons, stimulate new thinking and inspire a way of thinking that positively sets you apart.

GCSE Art and Design is for students who enjoy making practical work with some academic art history/theory studies to support creative ideas. Work at this level encourages the development of more personal projects than in lower school with far more choice to work in individuals' preferred medium. Students are taken on gallery visits where they are given the opportunity to study with a tutor onsite and to see artwork first-hand. The range of media, techniques and scale of work possible is varied and includes drawing, painting, photography, installation, Photoshop, Illustrator, 2D design for laser cutting, Flash animation, stop motion animation, film, printmaking (etching, lino, stencil - spray painting, screen printing) sculpture etc. Students are expected to quickly learn to work autonomously, show some experimental variety to their approaches and to work to coursework deadlines.

There is an option to focus on GCSE Art and Design: Photography rather than GCSE Art and Design. This involves experimental photography and exploration of all light and lens based media instead of a broader range of all Art and Design being studied. Please discuss this with your teacher for more information.

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## Art and Design or Photography continued

During Year 10, students complete a series of short workshop style projects designed to develop a number of practical and developmental skills. They then go on to develop more personal coursework. Year 11 involves the completion of a coursework project as part of the mock exam and the final GCSE exam project. Each student's work is assessed at the end of Year 11 through an exhibition that is marked by both an external moderator and the Art Department's teaching staff.

Examples of past project titles include 'Hidden Worlds', 'Ordinary and Extraordinary' and 'Apart and or Together' which are general enough for the opportunity of personal interests to be studied.

An Art and Design or Photography GCSE can lead to many possible career options such as: advertising, art director, artist, animator, architect, game designer, graphic designer, film and video producer, fashion designer, illustrator, photographer, product designer, jewellery designer, teacher, theatre and set designer, sculptor, web designer etc. or it can complement other careers where employees need creative people who are critical thinkers with curious minds.

## Computer Science

Exam board - OCR ([GCSE Computer Science J277](#))

OCR's GCSE (9–1) in Computer Science will encourage students to:

- Understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation
- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- Think creatively, innovatively, analytically, logically and critically
- Understand the components that make up digital systems, and how they communicate with one another and with other systems
- Understand the impacts of digital technology to the individual and to wider society
- Apply mathematical skills relevant to Computer Science.

### Component 01: Computer systems

Introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

This component will assess:

- 1.1 Systems architecture
- 1.2 Memory and storage
- 1.3 Computer networks, connections and protocols
- 1.4 Network security
- 1.5 Systems software
- 1.6 Ethical, legal, cultural and environmental impacts of digital technology

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## ***Computer Science continued***

Written paper:

1 hour and 30 minutes

50% of total GCSE

80 marks

This is a non-calculator paper. All questions are mandatory. This paper consists of multiple choice questions, short response questions and extended response questions.

## **Component 02: Computational thinking, algorithms and programming**

Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.

This component will assess:

- 2.1 Algorithms
- 2.2 Programming fundamentals
- 2.3 Producing robust programs
- 2.4 Boolean logic
- 2.5 Programming languages and Integrated Development Environments

Written paper:

1 hour and 30 minutes

50% of total GCSE

80 marks

This is a non-calculator paper. This paper has two sections: Section A and Section B. Students must answer both sections. All questions are mandatory.

Students are given access to an online textbook to support their learning for both written exams.

## **Practical programming**

Students are given the opportunity to undertake a programming task(s) during their course of study which allows them to develop their skills to design, write, and test and refine programs using a high-level programming language. At SGS we introduce students to C++ in year 10. This console-based language allows students to focus on the abstraction and decomposition skills needed to solve algorithms and follows on well from the programming skills taught at SGS in key stage 3. Students will be assessed on these skills during the written examinations, in particular component 02 (section B).

Learning how to program using a high-level programming language is challenging and requires dedication. Students will be expected to code at home on a regular basis and will need access to a computer with administrator rights so that software can be installed. A Chromebook is not sufficient for learning programming.

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## Design and Technology Product Design

Exam board - Eduqas ([GCSE Design and Technology C600QS](#))

The WJEC Eduqas GCSE in Design and Technology offers a unique opportunity in the curriculum for learners to identify and solve real problems by designing and making products or systems. Through studying GCSE Design and Technology, learners will be prepared to participate confidently and successfully in an increasingly technological world; and be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors.

Designing and making real products, for real purposes, using resistant materials is fun, challenging and relevant to the modern technological world in which we live. Computer Aided Design and Manufacture is taught and used throughout the course and students will also be made aware of the need to consider sustainability and the environmental impact of their designing.

The specification provides an excellent route into GCE Product Design and can also lead students into professions such as: a wide range of Engineering fields e.g. Civil Engineering, Mechanical Engineering, Chemical Engineering, Aeronautical Engineering etc. Architecture, Furniture Design, Product/Industrial Design, Electronics, Systems and Control, Theatre & Television Design, Jewellery Design, Landscape Design, to name a few. If students decide to go into the medical or dental profession, it is very important that they have good dexterity and the wide range of making skills that they will learn throughout this course, will help to develop their fine motor skills.

GCSE Product Design allows students to work with all three of the major materials groups; Woods, Metals and Plastics and therefore gives students a broad learning experience. There is a good balance between theory and practical lessons which deliver a relevant curriculum that is up to date, stimulating and interesting.

At Sutton Grammar School, in addition to Resistant Materials, we will also be giving our students the opportunity to also include some Engineering and Electronics, including using Arduino's to control lighting and other outputs.

We aim to produce high quality well-made working products, which students show pride in. We encourage students to express themselves creatively and work autonomously, actively seeking solutions to design problems using their own ingenuity. Students will undertake a series of small projects designed to expose them to as wide a variety of materials and processes as possible. Students will also gain experience in pewter casting, sheet metal work, laminating, hardwoods and softwoods, manufactured boards and plastic deformation. They will look at a wide range of manufacturing processes including; use of CAD/CAM, laser cutting, CNC routing, heat treatment of metals, casting, plastic moulding as well as wood working skills.

### Projects

Students will complete two practical skills projects which will have no folder work and one Mock GCSE project in Year 10 and one major project in year 11.

### Competitions

Students will have opportunities to enter national competitions during the course, which will give them the opportunity to experience working to a real design brief and hopefully following in the footsteps of our previous winners.

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## *Design and Technology Product Design continued*

### **Contextual Challenge**

In June of year 10, students will be issued with the contextual challenge for their GCSE coursework/non-examined assessment (NEA) which their project for the remainder of the GCSE will be based upon. They will be required to identify a product to research, investigate, design, plan and manufacture for a specific client. Projects selected will provide students with opportunities to develop links to other STEM subjects, including Engineering, Chemistry, Biology, Physics, Maths and Art.

Year 11 is dominated by the continuation and completion of GCSE coursework/NEA, followed by a revision programme in preparation for the summer written examination. Past projects have included; Furniture using reclaimed pallets, serotonin inspired epoxy resin cast shelving, drinks can dispenser, flat pack LED lighting, rotating vinyl records storage unit, Bluetooth MP3 speakers, solid wood coffee table, jewellery for men, dog kennel, grandmother clock, chess table, Kinetic Art table and many more.

## **Drama**

*Exam board - OCR ([GCSE Drama J316](#))*

If you want something a little different, learning by doing and having ownership of and genuine enjoyment in the work you do then the Drama GCSE should be seriously considered. You do not have to be the world's greatest performer but you learn how to improve all your performance and presentation skills. You will develop your knowledge of the core elements and the history and practitioners of drama through practically based work and explore it through the roles of Performer, Director, Deviser and Designer. Most of the work you do will be done in groups and as well as developing your confidence, you will learn to collaborate and work with others and have the freedom and responsibility to develop your own ideas into performance. Essentially you are learning vital life skills, valued in any future career and by any employer while at the same time developing greater artistic awareness and sensitivity. It is a challenging but enjoyable course, which caters for all abilities and achieves excellent results reflecting a genuine enjoyment of the learning that has taken place.

Year 10 is very much a foundation year in which you will cover most of the course material and develop the theoretical understanding that will underpin all of your GCSE work. At the end of Year 10 Component 01/02, the Devised project, will be undertaken which is made up of both a devised, collaborative production as well as written supporting coursework. This unit will allow the students freedom in what they produce in response to a given stimulus. All students will also attend at least one live theatre performance in order to start building the skills associated with live theatre evaluation. During the year 2017-18 the Year 10 students have had the opportunity of being involved in The Old Vic School's Club which has enabled them trips to see four shows with complimentary tickets.

In Year 11 the students will complete Components 3 and 4 which will complete their GCSE study. Component 3 is where the students get the chance to be assessed as either a performer or a designer based on their strengths and interests. They will get the chance to perform or present two extracts from a studied script which will demonstrate their creative and practical ability as either a performer or a technical designer, to a visiting examiner.

Component 4 is the final exam; this is a written paper which will require the students to study a set text as well as review a live theatre production. The set text questions will relate to the context of the original performance as well as interrogating the pupils' ability to interpret the text in a modern performance context; the chosen set text is 'Missing Dan Nolan' by Mark Wheeler. This unit will require them to respond to the questions from both an audience and directorial perspective demonstrating an advanced knowledge of a working theatre and the design decisions.



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## ***Drama continued***

Open your mind and enjoy your learning in a well-equipped and encouraging department. Drama is becoming more and more popular and, in our opinion, is an invaluable GCSE subject which provides you with both academic and life skills. It is no less academic than other options and has a practical element that will provide a refreshing break from the more formal rigours of classroom based learning.

Why not give it a try?

## **Music**

*Exam board - Pearson ([GCSE Music 1MU0](#))*

GCSE Music is for students who enjoy playing, listening to and composing their own music, and would like to expand their knowledge of all genres of music.

GCSE Music continues and develops the skills that students have acquired through Years 7, 8 and 9 with more opportunity for independent study. Students have to compose their own music and perform their own choice of piece on their chosen instrument. They will continue to develop their listening skills, but will study a more diverse range of music in more detail than they have at Key Stage 3.

Some of the following are good indicators as to whether GCSE Music would suit a student.

- Do you enjoy listening to music?
- Do you learn an instrument and are you becoming a reasonably confident performer?
- Do you play or sing in an ensemble, or Orchestra?
- Do you play guitar, drums, or maybe sing in a rock/pop group?
- Do you enjoy singing in a local choir?
- Have you played an instrument or sung in a local production?

The main requirement for GCSE Music is that you can play an instrument or you can sing. You do not need to have taken any graded music exam or have had private lessons on your instrument. The main requirement is that you can play a melody, a piece or sing a song. Many students who take GCSE music, particularly guitarists and drummers, are self-taught.

The standard of playing will vary, however by the time you get to the end of Year 11 you should be around the music (ABRSM equivalent) grade 4 standard (Though graded exams are NOT a requirement, nor are any theory exams).

The music theory studied in normal school music lessons will be enough for the course.

The GCSE Music students are entered for the Edexcel GCSE exam.

Throughout the course, students will study music from the past and present, from the western classical tradition, film music, pop music, Musical Theatre and Fusion Music from other world cultures.

The assessment for the course is split into the following components:

### **Component 1: Understanding Music**

What's assessed - Listening and Contextual understanding

How it's assessed - Exam paper with listening exercises and written questions using excerpts of music.

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## ***Music continued***

Questions

Section A: Listening based on set works, an oral dictation question and unfamiliar Music

Section B: A 12 Mark comparative essay Question based on a set work and an unfamiliar piece from the same Area of Study

The exam is 1 hour and 45 minutes.

This component is worth 40% of GCSE marks

## **Component 2: Performing Music**

What's assessed - Music performance

How it's assessed - As an instrumentalist and/or vocalist

Performance 1: Solo performance

Performance 2: Ensemble performance

A minimum of four minutes of performance in total is required, of which a minimum of one minute must be the ensemble performance.

This component is worth 30% of GCSE marks

## **Component 3: Composing Music**

What's assessed - Composition

How it's assessed - Composition 1: Composition to a brief, Composition 2: Free composition

This component is worth 30% of GCSE marks

## **Physical Education with Sports Leadership**

*Exam board - Pearson ([GCSE Physical Education 1PE0](#))*

PE will offer you the opportunity to develop your skills in a wide range of sports and activities and help you to improve your own performance. You will learn about exercise, how the body works to help you exercise and then, through training, how performance can be improved. The course is practically based and involves participating in a range of practical activities, as well as developing the knowledge to improve your own ability in these activities. For pupils who enjoy sport this will therefore be a very enjoyable course. Choosing this option will also give you more access to practical PE lessons.

There is one exam at the end of the course, worth 60%, which will test your knowledge and understanding of the theory element. There will be two exams at the end of the course that ask questions on Fitness and Body Systems, and Health and Performance. Aspects of Sports Psychology, Socio Cultural issues, basic Biomechanics and Data Analysis are covered in the course. The practical mark is worth 40% of the total mark and you will need to offer three sporting activities for assessment from quite a large range of sports with at least one individual and one team sport. 10% of this mark involves a short piece of course work to create a Personal Exercise Plan to improve performance in one of your chosen sports.

A good grade at GCSE will help you move on to any AS or Advanced level course. If you enjoy your PE at GCSE you might want to continue with the subject at a higher level. Employment opportunities where your skills will be particularly valued include the sport and leisure industry, travel and tourism and teaching. Or, you may wish to follow this course for its own sake because you are interested in fitness and health and enjoy physical activities.

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## Physical Education with Sports Leadership continued

The Sports Leadership Award is an excellent opportunity for boys to develop key skills, such as planning, organisation, communication, teamwork and self-evaluation, using a sporting context. Students who take the award do not need to be talented sportsperson but should enjoy and preferably be passionate about sport and exercise. The award involves some school-based teaching which is both theoretical and practical. Students will lead short sport sessions to their peers before visiting local primary schools to help run their PE lessons. As the leaders grow in confidence, they will be asked to take charge of Sutton Grammar sports clubs, help us by coaching and officiating at school sport events and run some primary school competitions in the borough. Students who have taken the award in the past have had a thoroughly enjoyable experience as well as improving on vital key skills which strengthen their university applications and make them more employable. The sports leaders are role models for younger children and really help to raise the status of sport in primary school and at Sutton Grammar.

## Business Studies

Exam board - AQA ([GCSE Business Studies 8132](#))

If you are a budding Mark Zuckerberg, Elon Musk, or do you want to climb to the top in business as a manager or director, then this is the course for you. It is designed to encourage the practical application of business ideas and concepts drawing on real issues in the business world, e.g. entrepreneurship, globalisation, e-commerce, mechanisation, powerful brands and emerging markets.

It is a course that promotes active learning considering business theories within two key frameworks, namely Component 1 Influences of Operations and HRM on business activity, and Component 2 Influences of Marketing and Finance on Business activity. Each of the components will consider business in the real world and the influences on business. This is split up into 6 topic areas: 1. Business in the Real World, 2. Influences on Business, 3. Business Operations - all studied in Year 10 and: 4. Human Resources, 5. Marketing, 6. Finance – all studied in Year 11.

The assessment is student friendly providing progression in terms of knowledge and assessment objectives. Paper 1 and Paper 2 are written examinations of 1 hour 45 minutes, 90 marks and 50% of GCSE. Split up into Section A multiple choice questions and short answers worth 20 marks, Section B One case study/ data response stimuli worth 34 marks and Section C one case study/data response stimuli worth 36 marks.

The course is supported with the latest digital resources produced by Pearson designed specifically for AQA GCSE business studies, tutor2 you and Bitesize website, conferences and the latest textbooks and workbooks. Students will be expected to keep up to date with what is happening in the world business and develop their own critical reflection of some business case studies that interest them. Many television videos and programmes will be studied and used for case study material and it is suggested that students should watch, The Apprentice, Dragons Den, The Million Pound Restaurant and listen to radio 5 live on a Sunday evening for The Business programme. It is expected that GCSE students will attend trips to Sky Academy, Wimbledon tennis, Land Rover cars, and Sutton high street to collect data. Homework is set on a fortnightly basis and will often involve researching local businesses asking questions of business owners.

### Why Choose Business Studies?

The course provides a critical understanding of:

- Starting a business and the internal functions of modern business,
- Market research and marketing strategies
- the dynamic external environment and the effects this can have on upon decision-making,

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## ***Business Studies continued***

- the range of stakeholder perspectives,
- the strategies that managers and directors use to develop and grow an organisation
- the human resource function in a large business
- the financial performance of a business.

The course also encourages candidates to acquire a range of transferable skills for the future employment market:

- data skills-students will be expected to manipulate data in a variety of forms and to interpret their results,
- present arguments, making judgements and justified recommendations on the basis of evidence,
- recognise the nature of problems, solving problems and making decisions using appropriate business tools and methods
- planning work, taking into account the demands of the task and the time available
- conducting research into a specific theme or a range of businesses e.g. BA, Domino's Pizza, Marks and Spencer's in preparation for an extended written task
- challenging their own assumptions using evidence

Former student's comments:

- "Business Studies provides essential skills for my future employment."
- "It allowed me to choose a variety of university courses as it covers a wide variety of different topic areas"
- "I studied business studies and economics and I am now at CASS business school in London"
- "I am helping my graduate friends to get jobs as I am explaining interview skills and motivation theories to them. They have to retrain and read books on getting jobs. So what you taught us in business studies has been so valuable and helped me get a job as a barrister".

The course will use the new grading system 9-1, rather than A\* -G. Grade 9 will be the highest and equivalent of an A\*\*. Grade 4 will be equivalent to a Grade C and Grade 1 will be equivalent to a Grade G.

## **Modern Foreign Languages (MFL)**

*Exam board - AQA ([GCSE French 8658](#)). ([GCSE German 8668](#)). ([GCSE Spanish 8698](#))*

The overriding objective of the Modern Languages department at Sutton Grammar School is to provide students with the language skills necessary for them to play a full and active role in a world that is becoming increasingly international. Students at the majority of UK universities now have the chance to study abroad, whatever their main discipline and as graduates they have to compete in an international employment market. We hope to enable pupils not just to survive, but also to prosper in this challenging context.

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## Geography

Exam board - OCR ([GCSE Geography J384 B](#)).

The Geography syllabus provides an approach to the subject that emphasises the relationships between people and their environments, both natural and man-made. The specification that we have chosen to study is OCR B – Geography for Enquiring Minds. There are three units; one exam paper each on physical (Our Natural World) and human geography (People and Society), and a geographical skills (Geographical Exploration) paper. The human and physical geography papers account for 35% each of the total marks. The geographical exploration examination accounts for 30% of the marks. The following information outlines the content of the course:

Paper 1: Our Natural World (1 hour 15 minutes / 35%)

- Global Hazards
- Changing Climate
- Distinctive Landscapes
- Sustaining Ecosystems
- Fieldwork
- Geographical Skill

Paper 2: People and Society (1 hour 15 minutes / 35%)

- Urban Futures
- Dynamic Development
- UK in the 21st Century
- Resource Resilience
- Fieldwork
- Geographical Skills

Geographical Exploration (1 hour 30 minutes / 30%)

Geographical Skills

Decision Making Exercise

Geography provides an important link between the Humanities and the Sciences. It also helps to provide an understanding of current global issues such as sustainability, rainforest destruction, coastal and river management, the growth and impact of tourism, world population growth, resource management, pollution and conservation of the environment. Geography is also a valuable contributor to a broad and balanced curriculum.

Employment opportunities where your geographical skills will be particularly valued include journalism and media, the law, engineering, business management, teaching, economic planning, marketing, the civil service, leisure, recreation, tourism and many more.

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## History

Exam board - CIE ([Cambridge iGCSE History 0977AY](#)).

The course follows the Cambridge iGCSE programme of study. This is an exciting and challenging course incorporating key aspects of the History of the 20th Century and provides the perfect natural continuation of the Year 7 to 9 curriculum delivered at the school.

In Year 10 we build on events considered in Year 9, looking at International Relations across the decades as World War becomes Cold War and all the political and technological advancements that came with it. This is an exciting and dynamic period of history, which saw terrible conflict as well as the potential for great improvement. This first year of study also looks at the Vietnam War and the issues in the Middle East and also considers Britain's role in world affairs as her influence begins to change in nature.

In Year 11 we look at one topic in-depth – Germany in the first half of the 20th Century. This topic looks at Germany's transition from liberal democracy to totalitarian dictatorship and the reasons why it could have happened. We cover areas such as the Nazi rise to power, education, propaganda and the impact of World War 2, including the Holocaust.

There are two exams and a piece of essay-based coursework which contribute to the final grade. The exams are well structured and academically rigorous and provide the best challenge for the ability of our students as well as very good preparation for A Level study. The coursework allows for the in-depth assessment of a specific issue related to Germany between the wars.

The breakdown of papers, topics and marks are as follows

Paper 1 – Essay style questions on Unit 1 and the Depth Study – 40% of final mark

Paper 2 – Source based questions on an aspect of Unit 1 – 33% of final mark

Coursework – Essay question on a specified aspect of the Germany depth study – 27% of final mark

The coursework is completed just after the February half term, and the exams are sat early in the summer exam schedule.

History is exciting and dynamic, and historical awareness is an essential part of making sense of the world around us. Studying History develops your skills of communication, analysis and argument, and provides a deeper understanding of an increasingly complex and fast changing society. This course will heighten your understanding of the challenges we still face. History is a respected subject for higher and further education. Potential employment routes are diverse and include law, journalism, accountancy, economics and politics.

A History trip to Berlin runs every two years, meaning your child will have a chance to visit this great city in either Year 10 or Year 11, depending on the rotation. It has direct relevance to all the units studied and provides an excellent experience to bring the course to life and deepen students' understanding.

History complements a wide range of future career paths as diverse as Law, Medicine and Journalism. As well as being packed with exciting stories that grab the interest, History teaches skills that can be used across the curriculum and eventually in the workplace. These include; Evaluation of evidence, constructing sound arguments, making valid judgements, essay writing, research and independent learning, group work and presentation skills, promoting a questioning and inquisitive nature and enjoying a challenge!