

**Enfield County School for Girls**

**KEY STAGE 4**

**GCSE**

**HANDBOOK**

**2024-2026**



*Onward Ever, Together*



# KEY DATES



**MARCH,  
APRIL &  
MAY**

- Y9 students attend Options assembly
- Y9 students receive Options handbook
- Subject videos released with more detail from staff
- Assemblies and form time used for more information about KS4 subjects
- Options form published on MS Teams
- Students complete online

**JUNE**

- Confirmation of Options choices

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# Enfield County School for Girls

**Dear Year 9 Student,**

You have some important decisions to make about your future. Over the coming term we aim to give you as much help and guidance as possible to help you make those decisions wisely. In September you move from Key Stage 3 onto the 14 to 19 Curriculum. You will be beginning a course of study that will take you up to your public examinations in Year 11. However, we see this as part of your longer journey towards Post-16 courses in the Sixth Form and onto Higher Education.

The options process is to ensure you have the information to make good decisions for your future. It is crucial that you choose your courses very carefully in order to maintain progression over the next four years and also to prepare for Higher Education and for the world of work. Although you will continue with a range of familiar subjects, a number of subjects will be completely new to you. The Key Stage 4 Curriculum offers some vocational courses (courses related to the workplace) as well as new academic subjects. You should discuss your potential areas of study with your parent/carers, form tutor, Progress and Achievement Leader and your subject teachers.

It is essential that you take subjects that will provide the best pathways for your future. The most important thing for you to think about is that your choice of subjects will provide the breadth of knowledge, skills and understanding to keep as many options and progress routes open in the future as possible. Another important consideration is to choose subjects that you are good at and that you enjoy.

In the following pages each Head of Subject (Curriculum Leader) has written about what their subject offers. Be sure to read the information carefully and, if any of it is not clear, go and talk to the teachers concerned (their names are printed at the end of each subject) and to any students in the current Year 10 and Year 11 who are taking the subjects you are interested in.

Spend time reading the information on the Core subjects. It has been made clear to you how important these subjects are and they are the 'Core' subjects because, put simply, they are at the centre of all of your learning.

All students will need to make three choices of option subjects. Do not choose option subjects just because your friends have chosen them or because your parent/carers want you to. Try to come to your own decision after you've discussed it with your parent/carers.

You will complete an online form showing these choices. We will try to ensure that everyone is happy with all of their choices – however, we also need to balance choices against resources and staffing and therefore I cannot guarantee that every student will get their first choice of subjects - so second choice subjects are just as important as first choice. On some occasions students will be approached to reconsider when choices cannot run due to lack of demand.

Yours Sincerely,

**Ms Foster**

**Deputy Headteacher - Curriculum**

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- 10 Curriculum and Core Subjects
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## The Core Curriculum

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- 12 English Language
- 13 English Literature
- 14 Mathematics
- 15 Science (Combined: Trilogy)
- 16 PE
- 17 Personal Development and Health
- 18 MFL – French or Spanish

## Options

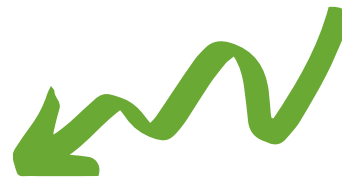
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- 19 Art and Design
- 20 Classical Civilisation
- 21 Design & Technology
- 22 Drama
- 23 Film Studies
- 24 Geography
- 25 Health and Social Care (BTEC Tech Award)
- 26 History
- 27 Music
- 28 PE
- 29 Psychology
- 30 Religious Studies
- 31 Sociology
- 32 Textiles Technology

# GCSE COURSES



Ofqual: Click on image for New 9 to 1 GCSEs information video



## THE NEW GCSEs

Parents, carers and students will be aware that Key Stage 4 qualifications have now changed. All courses are now based on the new or 'reformed' GCSE specifications which are awarded with grades from 9 at the top to 1 at the bottom – instead of the previous grades of A\* to G.

The intention behind the changes was to raise the challenge of GCSEs to match the qualifications available in the most successful economies of the world. The new qualifications have more subject content than the previous GCSE courses and are assessed by a final set of external examinations which, as a general rule, are not tiered (apart from Mathematics, French, Spanish and Science.)

The new GCSEs place an emphasis on the accurate use of spelling, punctuation and grammar. It is therefore important that students in Key Stage 4 continue to build their literacy and maintain a regular habit of reading of fiction and also those non-fiction texts that will help them develop subject specific vocabulary.

It is also important that students build up their experience of taking examinations, so they are able to develop the skills, techniques and the resilience needed for success in the exam hall.

For those who are more familiar with the previous generation of GCSE examinations it may be helpful to know that the same proportion of students will receive grade 4 and above as used to receive grade C and above. Similarly the same proportion of students will receive grade 7 and above as used to receive grade A and A\*. The bottom grade 1 is aligned with the previous grade G.





# ONLY THE BEGINNING OF YOUR JOURNEY

Your education, apprenticeship or training will continue until you are at least 18 years old, helping you to gain the knowledge, skills and qualifications you need to get a job you enjoy in the future. Your Key Stage 4 Option choices are important but you don't have to have a career in mind at this stage. Concentrate on choosing options that suit your abilities and interests and that give you plenty of choice at Post-16.

## INVOLVE YOUR FAMILY

Your parents or carers want the best for you but things have changed a lot since they went to school.

Help them to understand what you are doing and how they can help you. Discuss with them the key questions you should be thinking about:

- How well does the option fit in with your interests and enthusiasms.
- Where an option leads – what you can do next.
- If an option will help you to meet the entry requirements for courses or careers that interest you.
- What skills, experiences and understandings will each course bring and how does that related to your hopes for the future.

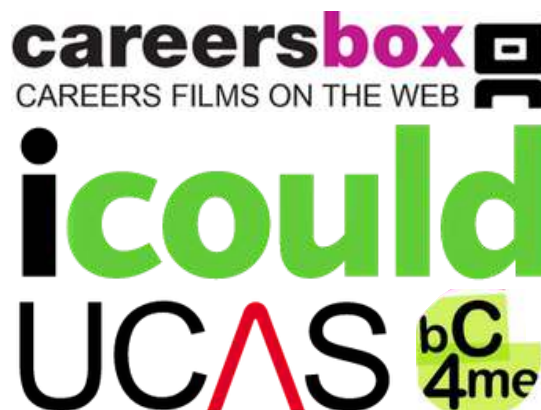
## USEFUL LINKS

If you wish to explore the sort of courses currently available at university, two sites that will help are [UCAS](#) and [Best Course 4 Me](#).

Do remember that university courses and requirements are likely to change a great deal over the next four years.

For general careers information please visit:

[Career Box](#) or [iCould](#)




## GENERAL ENTRY REQUIREMENTS

Universities may ask for a specific number of GCSEs (or their equivalent). For example, a number of medical courses ask for five (sometimes more) 9 grades (or what used to be Grade A\*s).

GCSE English or another standard level equivalent is very often required at grade 5 at least. At many universities, this is a universal entry requirement for any course. Mathematics is also often required at grade 5 at least.

Currently, University College London (UCL) is the only Russell Group institution to require a Modern Foreign Language GCSE at grade 5 or above for all of its programmes.

For many courses a grade 6 in GCSE English is needed with Science and Engineering courses in particular often specifying this. Equally, courses such as Business and Psychology, which may attract applicants who are not necessarily strong mathematicians, commonly ask for a grade 6 in Mathematics and, in some cases, Science.



\* If you speak a foreign language at home it may be possible to sit a GCSE examination for that language. A GCSE in a community language means that you will have covered a “foreign language” within your GCSE results and so meet those requirements in terms of EBacc etc. We do not enter students for exams in languages that they study outside of school – only students who are native speakers of different languages.

## EBACC & FACILITATING SUBJECTS

The English Baccalaureate is not a qualification itself but good grades (grade 5 and above) in a particular group of GCSE subjects that Department of Education (DfE) believes will provide students with “a properly rounded academic education.” The subjects that make up the EBacc are English, Mathematics, at least two Sciences, a Modern Foreign Language and a Humanities subject (either History or Geography).

These subjects are highly valued by the Russell Group, but they are not the only subjects that are valued, nor are they currently required for entry to a Russell Group university. Most universities require English and Mathematics. A few also particularly value a Modern Foreign Language.\* But the main consideration is always for students to have good grades in a good range of subjects at GCSE or equivalent, and to meet any specific requirements for their chosen course.

The Russell Group identify certain subjects as those most likely to be required or preferred for entry to degree courses, and choosing them at A level will keep more options open to you at university. These are called the ‘facilitating’ subjects.

The facilitating subjects currently include Mathematics, English Literature, Biology, Chemistry, Physics, Geography, History and Languages.

If you wish to take a particular subject at A level it would be wise to check whether you will be required to take the subject and achieve a particular grade at GCSE level.

# PROGRESSION INTO POST-16

**In two years' time you will be completing your Key Stage 4 courses and looking to build on those achievements in Post-16.**

Many things will change between now and then. It is possible that entry requirements for some of the courses will change and it is quite likely that new courses are going to be on offer. Even so, it is worthwhile knowing what is currently available and what our current Year 11 students need to achieve to get on to their chosen courses.

All courses in the Sixth Form have specific entry requirements and to study A Levels you will have to achieve an Average Point Score in your GCSEs that gives an average Grade 5.

To study Mathematics at A Level students currently need to have achieved at least a 7 in their Mathematics GCSE. For French and Spanish, students will also have had to have achieved a Grade 6. If you wish to study English Language or English Literature at A Level you currently need to have achieved at least a 6 in those subjects at GCSE.

Those students studying Biology, Chemistry or Physics A Level currently have to achieve at least a Grade 6 in Double Science GCSE, along with a Grade 5 in both English and Mathematics.

Many subjects at A Level do not require previous study at GCSE level. These include History, Sociology, Psychology, Philosophy, Politics, Film Studies and Economics at the Grammar school. Other courses do not insist on previous study at GCSE but do require a GCSE in a related subject.

For example, you do not require Textiles GCSE to study Textiles at A Level, but you will be expected to have achieved a Grade 6 in Art. Studying a modern language at A Level will require you to have succeeded in that language at GCSE.

More specific information about requirements at A Level are available on the Post-16 Section of the school website and in the Enfield County School for Girls Post-16 prospectus.

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## PRE-16 QUALIFICATIONS AND UNIVERSITY ENTRY

The Russell Group of Universities consists of 24 of the leading universities in the UK. Though aimed at Post 16 and thus focused on A levels, their publication, "[Informed Choices](#)", provides some things to consider when selecting options at Key Stage 4.





# THE OPTIONS PROCESS

**Options are a set of guided choices made between students and the school.**

The school will:

- Provide key professionals who will assist in choosing Options.
- The key professional will either be a form tutor, Progress and Achievement Leader, Deputy Headteacher or a member of the SEN team.
- Assisting in the process might be as low key as discussing in form time and agreeing with the choices students have initially made or could be as extensive as a meeting with students and parents at which the Options form is completed.
- In the very rare situation where there is not an agreement between everyone involved in the Options process, the matter will be referred on to Ms Foster who has the final say in the matter.

## VOCATIONAL COURSES

Enfield County School for Girls offers one Key Stage 4 Vocational Course: [Health and Social Care BTEC Level 2](#). Vocational courses are practical qualifications that relate to specific career sectors. They include more coursework than most GCSE subjects, so good attendance is essential. The final qualification for a vocational subject is reported as Distinction (D), Merit (M) or Pass (P) at Level 2 or Level 1.

## HOW THE SCHOOL ALLOCATES OPTIONS

We aim to provide as many first choice options requests as possible to all students. There are four Option blocks and therefore all students will be asked to tell us which three subjects, plus their language at KS3, they are interested in taking, along with second choices for all three blocks.

**However, different subjects are oversubscribed or undersubscribed in different years. We cannot run a subject if not enough students choose it as an Option.**

If this happens, a discussion with their key professional will take place to work out another route of option choices, using their second choice subject as the focus.

## WRONG DECISION?

In some cases, students think they may have made the wrong choice of subject – if this happens, Ms Foster will discuss which option the student is asking to switch to and, if possible, agree to the change of course. However, this is not taken lightly and students are encouraged to persevere with their original choices due to the long and thorough processes that have already gone into their choices.

**No changes of Option subjects can happen after we break up for summer.**

# CURRICULUM & CORE SUBJECTS



The remainder of this booklet describes both the 'Core' subjects and the 'Option choices' subject by subject. The curriculum in Years 10 and 11 aims to provide all students with a broad and balanced education and, as a result, there are very few decisions that students have to make. There should be no anxiety associated with the decisions taken at this stage because, whatever they are, a wide range of future careers will remain open to you.

## PERSONAL DEVELOPMENT AND HEALTH

There are a number of very important (and indeed statutory) topics that all Enfield County students must study during Key Stage 4. This course involves looking at how we make individual, local, national and global decisions and the spiritual, moral and ethical beliefs that underpin the decision making process.

Group work, independent research, discussion and debate are all included in these lessons. Aspects of health education particularly important to young people are included in the programme. Students will also have the opportunity to consider their transition to Further Education, Higher Education and the world of work. There will be special citizenship or health education events organised from time to time.

## CAREERS EDUCATION AND WORK RELATED LEARNING

During Year 10 all students receive Careers Education within the Personal Development and Health programme of study. This unit of work builds on students' aspirations, skills and interests and aims to help each student to make informed and realistic choices about careers. Additionally, the Careers Co-ordinator, Careers Advisor and outside speakers deliver information and advice through assemblies. In addition, all students in Year 10 benefit from participating in a school based Careers Fair.

Throughout Key Stage 4 all students receive impartial careers advice through the Enfield Careers Service. Both group interviews and individual advice are offered to each student. This gives further clarification of the career opportunities available. This service extends into Key Stage 5.

## KEY STAGE 4 – TIME ALLOCATION (NO. OF HOURS) FOR SUBJECTS OVER TWO WEEKS

English 8

Maths 8

Science 9

Option A 5

Option B 5

Option C 5

Option D 5

PE 2

PD 1

# Student Checklist: Choices for Key Stage

## Which courses should I choose?

### Choose courses that:

- Will help you keep your options open in the future
- You know you can do well in
- Reflect your interests and personal qualities



## Why should I not choose some subjects?

### Don't choose courses because:

- You like the teacher, or reject courses because you do not like them. It should be all about your interest in that subject and it doesn't matter who is delivering the material to you.
- Your friends are choosing them – they are different from you and have different strengths and interests.

## Is it okay to not continue with some subjects?

### Yes, but remember:

- You can sometimes take a course, Film Studies at A Level for example, even if you haven't taken it at Key Stage 4. You will need to have evidence of ability to achieve success, such as a good GCSE grade in another Humanities subject or English.
- Quite a few jobs which are not directly related to a subject may make use of it, for example Art and Music are very useful in primary school teaching.
- Having breadth amongst your qualifications can be a real advantage. Demonstrating success in such different fields as Mathematics and PE, History and Art, Science and Music or Sociology and Spanish helps show your versatility and adaptability.
- The national emphasis on Ebacc subjects should not mean we forget about the huge importance of the Arts. Studying Art, Music, Drama or Design could lead to a rewarding career in the massively important and financially booming creative industries that includes music production, publishing and journalism, fashion, the Arts, advertising and marketing, digital production, film and TV.

## What else should I consider?

### If you:

- Have a clear idea about doing particular work-based training or a specific job – find out the most appropriate courses for it.
- Have a general idea of the broad area of work you'd like to go into – find out whether you can do any courses which would start you on the way without stopping you from doing other things if you change your mind.
- Want to continue in learning – find out what subjects you could do and whether you need to take certain courses to help you achieve your aim. Look at the Post-16 page and handbook for subject requirements and look carefully at the requirements for each KS5 course.
- Don't have any clear ideas now? Don't worry if you don't know what you want to do in the future. It is pretty rare for someone in Year 9 who has their life-plan mapped out. And even those who do are likely to change their ideas overtime – the key is to keep your options open.

## COURSE OVERVIEW

### What will I learn?

GCSE English Language allows you to demonstrate your ability to use English in real life contexts and uses an investigative and analytical approach to language topics drawing on personal experience. You will read and understand a range of fiction and non-fiction texts, identifying the writers' methods and transferring these skills into your own writing for a range of genres, audiences and purposes. You will also continue to develop your skills in speaking and listening activities.

The new English Language GCSE course is designed to provide:

- A robust foundation in reading and writing
- Opportunities to read a very wide range of fiction and non-fiction texts
- Opportunities to engage on a personal, evaluative level with texts
- Opportunities to develop writing skills for a range of purposes and audiences
- A focus on technical accuracy: 20% of marks are for spelling, punctuation and grammar



### HOW WILL I BE ASSESSED?

- Paper 1: Explorations in Creative Reading and Writing – 1h 45min; 50% of GCSE
- Paper 2: Writers' Viewpoints and Perspectives – 1h 45mins; 50% of GCSE NEA (Non-examination Assessment)

Spoken Language – teacher set throughout the year; carries a separate endorsement of Pass, Merit or Distinction (not part of GCSE)

### PROGRESS ROUTES AND CAREERS

Employers and universities want young people who can communicate effectively in both the written and spoken word, regardless of the job they are doing or the course they are pursuing. As with the other core subjects, English Language supports other job-specific skills: for example, the engineer or architect who wants to progress will need to show a good ability in English and communication skills. Among the graduate-level areas of employment for the English Language specialist are: Advertising, Journalism, Marketing and Teaching. English Language A Level can be studied at Enfield County Sixth Form.

[Click here for the specification and for further information contact: Ms Coles](#)



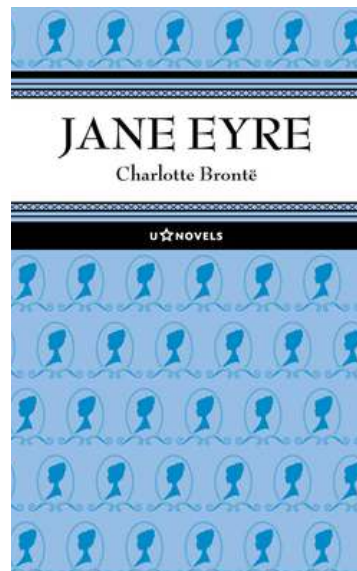
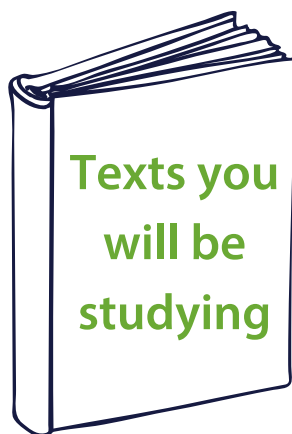
## COURSE OVERVIEW

### What will I learn?

GCSE English Literature involves analysing a range of texts including novels, poetry and plays and understanding how writers use linguistic and literary methods to achieve different effects. You also have the opportunity to explore texts from a personal perspective and develop an understanding of historical and social influences on writing.

### The new English Literature GCSE course is designed to:

- Encourage students to read, write and think critically
- Include a range of challenging and substantial whole texts, and unseen texts



### HOW WILL I BE ASSESSED?

- Paper 1: Shakespeare (Macbeth) and the C19th novel (Jane Eyre) – 1h 45min; 40% of GCSE
- Paper 2: Modern texts (Short Stories) and poetry (Anthology) – 2h 15mins; 60% of GCSE

### PROGRESS ROUTES AND CAREERS

Many students develop a love of literature and go on to study at A Level. As with English Language, it is an excellent subject for developing the communication and analytical skills needed for many jobs and is an excellent preparation for a range of Arts and Humanities degrees. English Literature A Level is a facilitating subject and can be studied at Enfield County School Sixth Form.

[Click here for the specification and for further information contact: Ms Coles](#)

# CORE: Mathematics GCSE (1MA0)

## COURSE OVERVIEW

### What will I learn?

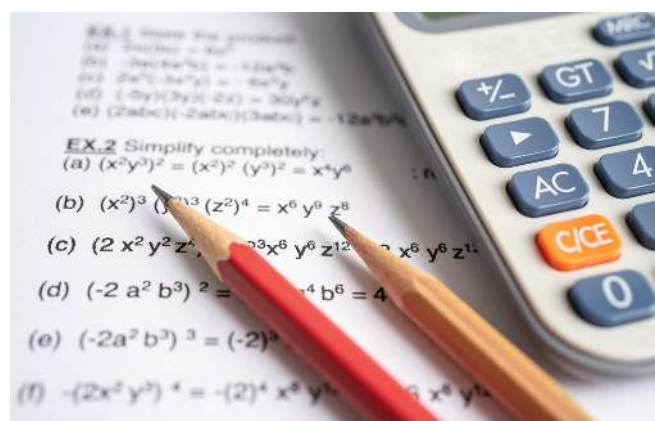
The GCSE course will develop your interest, enjoyment and understanding of mathematics. We all realise that Mathematics plays an important part in all our daily lives and so the course is essential in preparing you for the future. We will encourage you to read, write and talk about Mathematics in a variety of situations. You will be expected to be capable of performing mathematical operations on paper, mentally and by using a calculator such as the Casio FX300ES or similar. A key aspect of Mathematics is developing resilience when problem solving and meeting new ideas.

### Over the two years you will develop your knowledge and skills in key areas of Mathematics including:

- Number (inc Algebra and Ratio, Proportion and Rates of Change)
- Geometry and Measures
- Probability
- Data Handling

### The new Mathematics GCSE course is designed to have:

- More content to study, and more stretching mathematics at the higher grades
- A deeper and broader understanding of the subject
- More problem solving and complex literacy



## HOW WILL I BE ASSESSED?

Through three equally weighted written examinations taken at the end of Year 11:

- **Paper 1: Non-calculator**
- **Paper 2: Calculator**
- **Paper 3: Calculator**

Students may be entered for the Higher (Levels 4-9) or Foundation (Levels 1-5) Tier. At the start of Year 9 students will be placed in groups according to their expected level of entry, based on progress and attainment in Years 7 and 8. Progress and attainment will be monitored and reviewed throughout the course by regular internal assessments and students may change groups where appropriate.

## PROGRESS ROUTES AND CAREERS

Mathematics competency, often at grade 4/5 standard, is essential for most careers. Further study at A Level is desirable for higher education in many areas such as Engineering, Physics, Chemistry, Biology, Geology, Pharmacy, Medicine, Veterinary Science, Insurance, Banking, Business Management and many others, and is likely to need a level 7 or higher. Mathematics A Level is a facilitating subject and can be studied at Enfield County Sixth Form.

[Click here for the specification and for further information contact: Mr Virciglio](#)

## COURSE OVERVIEW

### What will I learn?

Students study a mixture of Biology, Chemistry and Physics. There is no coursework element. Required practical experiments that are specified in the syllabus will be assessed in the written exams at the end of Year 11. Students will be entered for the most suitable tier based on their teachers' judgement and student attainment in tracking tests throughout the course. Students will be entered for either the Higher Tier (Grade 4-9) or Foundation Tier (Grade 1-5). Exam questions on the paper include multiple choice, structured, closed, short and open response questions.

GCSE Combined Science Trilogy aims to develop your understanding of the science around you that affects your everyday life. In addition, you will also be developing analytical skills and learning how science works. This course is suitable for all students. It will prepare you for the further studies at A Level in the sciences or vocational courses. Students who achieve high grades in GCSE Combined Science are welcomed onto all Science A Levels.



### Topics that will be covered:

#### BIOLOGY

Cell biology  
 Organisation  
 Infection and response  
 Bioenergetics  
 Homeostasis and response  
 Inheritance, variation and evolution  
 Ecology

#### CHEMISTRY

Atomic structure and the periodic table  
 Bonding, structure and properties of matter  
 Quantitative chemistry  
 Chemical changes  
 Energy changes  
 Rate and extent of chemical change  
 Organic chemistry  
 Chemical analysis  
 Chemistry of the atmosphere  
 Using resources

#### PHYSICS

Energy  
 Electricity  
 Particle model of matter  
 Atomic Structure  
 Forces  
 Waves  
 Magnetism & Electromagnetism

### HOW WILL I BE ASSESSED?

Students will achieve two GCSEs in Science on this course. This course is examined at the end of Year 11 as six exams: two Biology, two Chemistry, two Physics papers. Each paper is 70 marks (16.7% of the whole GCSE) and 1h15mins. There are 21 experiments included in the syllabus that may be assessed in these papers.

### PROGRESS ROUTES AND CAREERS

Students completing the Combined Science GCSEs can progress to facilitating A Levels in any scientific subjects including Biology, Chemistry and Physics. Combined Science GCSEs provide excellent qualifications that are valued by colleges and employers. Students are taught technical literacy and analytical skills which are vital for almost any sector they choose to enter into.

[Click here for the specification and for further information contact: Ms Hadjidaniel](#)

# CORE: PE (one lesson per week)

## COURSE OVERVIEW

### What will I learn?

In Physical Education lessons, many activities will be covered. These will include most major games and various alternative activities.

**Everyone taking part is expected to change into full school PE kit.**

In line with National Curriculum recommendations all Y10 and Y11 students, as part of their core PE course, will follow a broad and balanced programme of activities over the weekly lesson of core PE. During Year 10 students will have the chance to use skills already acquired at Key Stage 3 and learn new ones as they follow courses in the following:

**Trampolining**

**Invasion Games**

**Net Games**

**Striking/Fielding Games**

**Table Tennis**

**Health and Fitness**



Further opportunities will be given for students to develop qualities of leadership and good sportsmanship. They will also consider their own physical strengths and weaknesses, with a view to planning a suitable exercise programme to suit their lifestyles both now and in the future.

In Year 11 the curriculum is more flexible. Games and other activities will be decided by each group according to interests, facilities available and expertise within the group.

Should students have a particular interest in PE they should consider selecting the subject as one of their Option choices. Details of the PE GCSE course are provided later in the handbook.

**[Click here for the specification and for further information contact: Ms Wilce](#)**



# CORE: Personal Development & Health

## COURSE OVERVIEW

### What will I learn?

The importance of this subject is to ensure that our pupils are receiving their required amount of allocated time to PSHCE (personal, social health, citizenship, economic), SMSC (Spiritual, Moral, Social & Cultural), Relationships, Sex and Health related education. These lessons are non-examined, however teaching staff are required to evaluate pupil's progress and understanding at the end of each topic delivered. This is done through evaluation and mark sheets, where staff can comment on achievement, effort and progress. These lessons will be delivered by specialist and non specialist teachers. The Scheme of Work has been developed by the Co-ordinator of PSHCE. The lessons will contain themes relating to Religion, Ethics and PSHCE. (Personal Social Health Citizenship Education) The content of lesson will be delivered through various teaching styles.

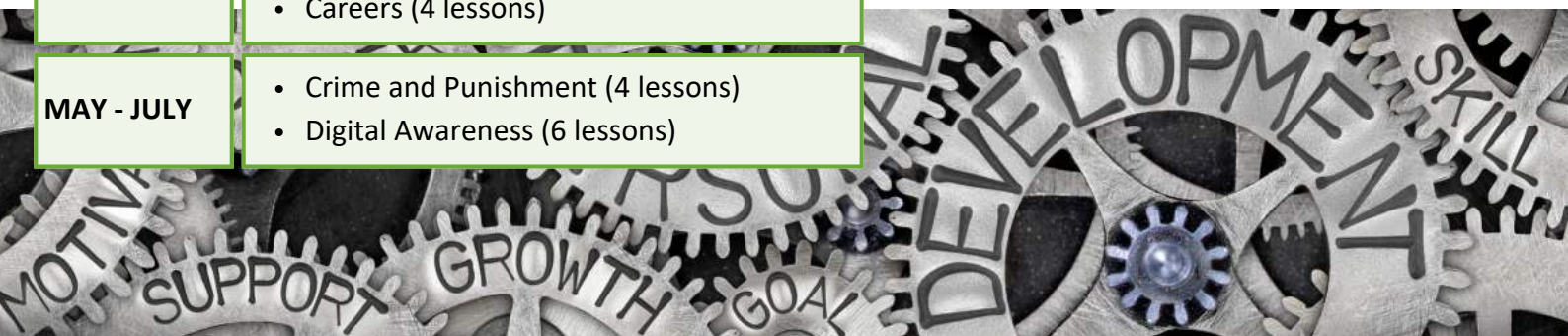
### Year 10

|                    |  |
|--------------------|--|
| <b>JUNE - JULY</b> | <ul style="list-style-type: none"> <li>• Introduction to What is Ethics &amp; MIV (2 lessons)</li> <li>• Animal Rights &amp; Social Justice (4 lessons)</li> </ul>                           |
| <b>SEPT - OCT</b>  | <ul style="list-style-type: none"> <li>• Religion &amp; Social Harmony, Multicultural Britain/Interfaith Dialogue, Islamophobia (4 lessons)</li> <li>• 2Risky (1 lesson)</li> </ul>          |
| <b>NOV - DEC</b>   | <ul style="list-style-type: none"> <li>• Drugs, Alcohol &amp; Tobacco Education (5 lessons)</li> <li>• HIV (3 lessons)</li> </ul>  |
| <b>JAN - FEB</b>   | <ul style="list-style-type: none"> <li>• Healthy Relationships (6 lessons)</li> <li>• Racial Injustice (2/3 lessons), Apartheid &amp; the power of an individual (Nelson Mandela)</li> </ul> |
| <b>MAR - APR</b>   | <ul style="list-style-type: none"> <li>• Fair Trade (3 lessons)</li> <li>• Careers (4 lessons)</li> </ul>  |
| <b>MAY - JULY</b>  | <ul style="list-style-type: none"> <li>• Crime and Punishment (4 lessons)</li> <li>• Digital Awareness (6 lessons)</li> </ul>  |

Students will have access to approximately 40 lessons of PD in Year 10 and approximately 30 lessons in Year 11

### Year 11

|                   |   |
|-------------------|---|
| <b>SEPT - OCT</b> | <ul style="list-style-type: none"> <li>• Introduction, CVs, Smart Law</li> </ul>                    |
| <b>NOV - DEC</b>  | <ul style="list-style-type: none"> <li>• Financial Capability</li> </ul>                            |
| <b>JAN - FEB</b>  | <ul style="list-style-type: none"> <li>• Fairtrade, Alternative Religions</li> </ul>                |
| <b>MAR - APR</b>  | <ul style="list-style-type: none"> <li>• Female Empowerment, Revision &amp; Study Skills</li> </ul> |
| <b>MAY - JULY</b> | <ul style="list-style-type: none"> <li>• Study</li> </ul>   |



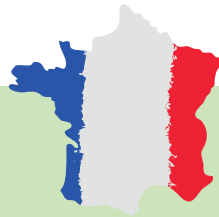
For further information contact: Ms Scott

# CORE: Modern Foreign Languages

## French (8652) or Spanish (8692)

### COURSE OVERVIEW

New specification from September 2024



### What will I learn?

All students will continue with either French or Spanish. Some students can choose to study both languages at GCSE. The GCSE syllabus in French and Spanish (9 to 1) builds upon the skills and knowledge acquired at Key Stage 3. It focuses on the language needed in everyday situations, emphasises practical communication and develops an understanding of countries where the languages are spoken. The specifications and structures of the courses for GCSE Spanish or GCSE French are identical, following the same themes and the same assessment systems.

### HOW WILL I BE ASSESSED?

### Assessment Objectives (AO)

- **Paper 1 Listening and Dictation:**

Foundation or Higher Tier (25% of GCSE)

- **Paper 2 Speaking:**

Foundation or Higher Tier (25% of GCSE). Role play scenario / Reading aloud task + unprepared short conversation / Photo card discussion

- **Paper 3 Reading and Translation:**

Foundation or Higher Tier (25% of GCSE)

- **Paper 4 Writing (including grammar and translation):**

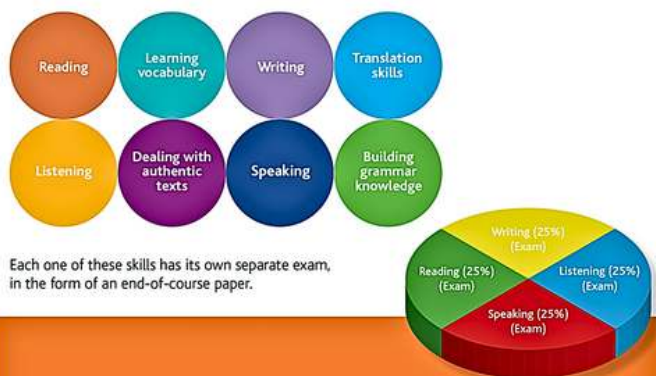
Foundation or Higher Tier (25% of GCSE)

- AO1: understand and respond to spoken language in speaking and in writing: 35%

- AO2: understand and respond to written language in speaking and in writing: 45%

- AO3: demonstrate understanding and accurate application of grammar and vocabulary prescribed in the specification: 20%

The course is divided into different topics and involves varied activities such as: use of the internet and Modern Foreign Language software in a dedicated I.C.T. room, role-play and conversations, working with the Foreign Language Assistant, reading and listening to a variety of materials, and writing e-mails, articles and accounts. Learning a foreign language is a rewarding and exciting experience and will prove an invaluable asset in future years. Students may be entered for the Higher Tier (Grades 4-9) or Foundation Tier (Grades 1 - 5).



**Students must take all four papers at the same tier. There is no mixing of tiers between papers.**

### PROGRESS ROUTES AND CAREERS

Being able to speak another language can be useful in a wide range of careers. Careers using Languages include: Law, Travel and Tourism, Journalism, Teaching, Sales and Marketing, Banking, Public Relations and Politics. You can study either facilitating subject A Level of French or Spanish at Enfield County Sixth Form.

[Click here for the specification and for further information contact: Ms Monyei](#)

# OPTIONS: Art and Design (1FA0)

## COURSE OVERVIEW

### What will I learn?

The Art GCSE course offers students the opportunity to develop their creative ideas and practical skills in a variety of ways. Painting, drawing, collage, printmaking, textiles, pottery and sculpture are the main areas of activity along with studying the work of other artists. The projects are more thematic than at KS3 and allow students to explore more individual ideas and particular techniques.



Students are encouraged to work from observation and individual research in order to creatively develop their own ideas, using a variety of materials and media, and demonstrate a skillful and sensitive command of techniques. They will also be expected to demonstrate the ability to record ideas, observations, insights and independent judgement visually and through informative written annotation, using suitable specialist vocabulary.

The purpose of integrated written annotation is to encourage students to analyse critically, evaluate and reflect on their own work and that of others. Students are expected to keep a sketchbook or work journal that supports each project and should be able to continue work at home. Students purchase a pack of materials for use at home at the start of their course at a substantial discount. Sometimes it may be necessary for students to contribute to the cost of special materials if they are expensive and they wish to keep them.

### HOW WILL I BE ASSESSED?

All coursework and mock exam work completed in years 10 and 11 can go towards the final GCSE grade.

Students are assessed on:

- **Personal portfolio** (Component 1) - worth 60%
- **Externally set assignment** (Component 2) - worth 40%



### PROGRESS ROUTES AND CAREERS

Art and Design GCSE is a useful beginning qualification for careers in exciting creative industries including Advertising, Marketing, Graphic Design, Architecture, Interior Design, Publishing, Industrial Design, Theatre Design Fashion and Textiles, Photography, Ceramics, the Media, Film and TV, Game Design and Animation. As well as being a GCSE grade in its own right, the critical studies element is valued by universities and employers as much as the practical skills. It can lead to A Level Art and Design, Textiles or Photography, all of which can be studied at Enfield County Sixth Form, and subsequently an Art Foundation or degree courses.

[Click here for the specification and for further information contact: Ms Abbott](#)



# OPTIONS: Classical Civilisation (J199)

## COURSE OVERVIEW

### What will I learn?

The GCSE in Classical Civilisation was recently introduced as an Option. This course gives students an exciting opportunity to understand the social, historical and cultural contexts of the classical world (Ancient Greece and Rome), and its impact and legacy today, through the study of a variety of literature and visual materials.

### HOW WILL I BE ASSESSED?

Students will complete two units:

|   |   |                    |
|---|---|--------------------|
| <b>Unit 1</b><br><b>Thematic Study</b>    | <b><u>Women in the Ancient World</u></b><br>A study of women across Ancient Greece and Rome in a variety of different capacities, including young women, women of legend and warrior women. | <b>50% of GCSE</b> |
| <b>Unit 2</b><br><b>The Homeric World</b> | <b><u>The Homeric World</u></b><br>A study of the Mycenaean Age and some of the key characters and their portrayal in Homer's 'Odyssey'.  | <b>50% of GCSE</b> |

### PROGRESS ROUTES AND CAREERS

Classical Civilisation is a course that is well recognised and respected by employers and universities for both its academic rigour and its wide-ranging content. By the end of the course students will have developed a broad range of transferable analytical skills, as well as an awareness and appreciation of how classical sources reflect issues relevant to both the classical world and today, such as questions of gender, belief, sexuality and citizenship.

The exposure to society, history and culture offered by Classical Civilisation provides students with a unique range of knowledge and understanding that can be applied to any academic future route or career.



**[Click here for the specification and for further information contact: Mr Matthai](#)**



# OPTIONS: Design & Technology (C600QS)

## COURSE OVERVIEW

### What will I learn?

Design and Technology allows students to develop a wide range of skills to create new or improved solutions to real problems, while working through a range of materials, processes, techniques and equipment. The importance of STEM (Science, Technology, Engineering, Maths) are strengthened within the course content. Students' progression will be applied through theory, practicals and a sketchbook to evidence their journey.

#### Students will build their skills in the following areas:

|  |   |
|--|---|
| <b>Technical Ability<br/>(Science and Physics)</b> | Curiosity around how things are built or work.<br>The properties of materials including how, where and why they are used. |
| <b>Creativity</b>                                  | To be imaginative: come up with creative solutions to challenges. Analyse and evaluate work to improve outcomes.          |
| <b>Organisation</b>                                | Plan work, prioritise what needs to be done and meet deadlines.   |
| <b>Problem Solving</b>                             | Recognise problems and their causes, identify solutions and decide the best way forward.                                  |
| <b>The Making</b>                                  | Enjoy practical activities using a variety of tools, materials and machinery.   |

### The two year course covers the following units:

#### Core Knowledge and Understanding

- Design and technology in our world
- Smart materials
- Electronic systems and programmable components
- Mechanical components and devices
- Properties of materials

#### Specialist Knowledge and Understanding

- Natural and Manufactured Timbers
- Papers and Boards



#### HOW WILL I BE ASSESSED?

- Written Examination: 100 marks, 2 hours, 50% of the GCSE
- NEA: 100 marks, 30-35 hours approx., 50% of the GCSE

### PROGRESS ROUTES AND CAREERS

Design and Technology can be studied further at A Level, progressing onto BA, BEng & BSc Degree courses such as Architecture, Aerospace, Civil, Electrical and Mechanical Engineering plus various Design courses (Product, Interior, Set Design). D&T at GCSE will also provide a platform for those interested in Medicine and Science careers and is an asset when applying for Technical Apprenticeships.

**[Click here for the specification and for further information contact: Ms Bassett](#)**

# OPTIONS: Drama (1DR0)

## COURSE OVERVIEW

### What will I learn?

The course focuses upon both improvisation or devising and text work. Students are expected to learn lines and contribute to rehearsed performances that will be developed during lesson times but will be shown to outside audiences as part of their coursework.

Students have to study one modern play (post-2000) and one pre-1954 play. They will also have the opportunity to explore the technical aspects of performance and are expected to attend field visits to the Southbank (the National Theatre and the Globe), Covent Garden and the West End.

Visits to the theatre are part of the course and form part of the written examination. Although the course is largely practical it should be noted that the written component is a public examination forming 40% of the final grade. The course is suitable for those students who enjoy performing and directing and are interested in all aspects of performance from lighting and sound to make up and costume design, as well as developing critical analysis and evaluation skills.

## HOW WILL I BE ASSESSED?

|                           |   |
|---------------------------|---|
| <b><u>Component 1</u></b> | Devising performance and coursework essay (60 marks). Coursework portfolio of 1500-2000 words: 40% of the GCSE. Create and develop a devised piece of drama from stimulus material. Performance of the devised piece and evaluation of the devised piece via portfolio – internally assessed and externally moderated.  |
| <b><u>Component 2</u></b> | Performance from Text (48 marks). Performance examination: 20% of the GCSE. Performance of two key extracts from a text, school choice of text. Can be group, paired or solo assessment – externally assessed by visiting examiner.   |
| <b><u>Component 3</u></b> | Theatre Makers in Practice (60 marks). Written examination of 1h45: 40% of the GCSE Practical exploration and study of one complete performance text. <ul style="list-style-type: none"><li>◦ Section A: Choice of 8 performance texts (45 marks).</li><li>◦ Section B: Evaluation of a piece of Live Theatre – free choice of production (15 marks).</li></ul> |

## PROGRESS ROUTES AND CAREERS

For a career in performance or on the technical side, it is normally necessary to think in terms of further study. Students could go on to take an A Level in Drama and Theatre Studies or a BTEC National Certificate or Diploma in Performing Arts or the Level 3 Creative and Media course, all offered at local colleges and some Collegiate schools.

**[Click here for the specification and for further information contact: Ms Keepence](#)**

# OPTIONS: Film Studies (C670QS)

## COURSE OVERVIEW

### What will I learn?

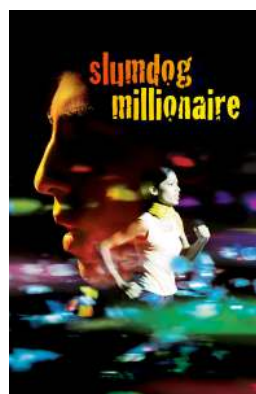
Film is a powerful audio-visual medium that plays an important role in today's society and culture; it has a significant influence on the way people think and feel. Our Film Studies GCSE is an exciting and engaging course that will introduce students to the study of film as an art form through a range of diverse and interesting films. Students will develop a critical perspective of film through the study of six set texts.

### There are four core areas of study in relation to these set texts:

- The key elements of film form and how film is constructed. This includes cinematography (camerawork and lighting), mise-en-scène (sets, locations, costume and performance), editing and sound.
- The structure of film, including genre (the different kinds of film) and narrative.
- The purpose of film and how it is used: as spectacle (the artistic or aesthetic quality of film) and as a way of communicating ideas and issues (representation).
- The contexts of film: the social, cultural, historical, political and technological context in which films are set and produced, how this influences the film and enhances our understanding of it.

### HOW WILL I BE ASSESSED?

An important element of the course is film production. Students are required to demonstrate their knowledge and understanding of film by producing their own creative film (a genre based extract) and screenplay. This will enable students to develop an informed filmmaker's perspective on the medium, to gain practical skills and confidence using a range of equipment and editing software, and ultimately provides an opportunity for creativity and innovation.



|  |                                       |  |
|--|---------------------------------------|--|
| <p><b>Component 1</b><br/>Key Developments in US Film</p>                          | <p>Written Examination<br/>1h 30m</p> | <ul style="list-style-type: none"> <li>• Section A – US Film comparative study</li> <li>• Section B – Key Developments in film&amp;film technology</li> <li>• Section C – US Independent Film</li> </ul> |
| <p><b>Component 2</b><br/>Global Film: Narrative Representation and Film Style</p> | <p>Written Examination<br/>1h 30m</p> | <ul style="list-style-type: none"> <li>• Section A – Global English language film</li> <li>• Section B – Global non-English language film</li> <li>• Section C – Contemporary UK Film</li> </ul>         |
| <p><b>Component 3</b><br/>Production</p>   | <p>Non-Exam Assessment</p>            | <p>Students produce:</p> <ul style="list-style-type: none"> <li>• One genre-based film extract</li> <li>• One evaluative analysis of their work</li> </ul>   |

### PROGRESS ROUTES AND CAREERS

The course is designed to provide an excellent foundation for subsequent study of Film. Students will develop a range of literacy, communication, analytical, IT and other practical transferable skills. The course therefore supports students who wish to progress in other complementary subjects such as English Literature, Media Studies, Journalism, Drama, Photography, Sociology and Creative Writing. It would suit any student who enjoys film and/or is interested in a career in any of our thriving creative industries.

**[Click here for the specification and for further information contact: Ms Crowley](#)**

# OPTIONS: Geography (8035)

## COURSE OVERVIEW



### What will I learn?

Geography helps us to make sense of the world and gives us the chance to get to grips with some of the big questions that affect us. It's taught through a range of accessible and engaging topics, providing a stimulating blend of traditional and contemporary Geography to suit students of all abilities. This popular course covers the study of physical and human Geography and focuses on physical processes that produce diverse and dynamic landscapes over time. Fieldwork is an essential part of the course, providing students with a brilliant opportunity to experience some of the things they have learnt about in class, seeing things differently, and of course having fun.

The study of Geography will give students the opportunity to develop communication skills, graphical and cartographical skills, technological skills including ICT and Geographical Information Systems, interpersonal skills through debate and discussion, literacy and numeracy skills. Inquiry-based learning is at the forefront of the teaching of Geography, therefore allowing the opportunity for personalised and independent learning.

### The following content is covered over the two years of study

#### Unit 1: Living with the physical environment

Section A – The challenge of natural hazards

Section B – The living world

Section C – Physical landscapes in the UK

#### Unit 2: Challenges in the human environment

Section A – Urban issues and challenges

Section B – The changing economic world

Section C – The challenge of resource management

#### Unit 3: Geographical Applications

Students will be required to draw together knowledge, understanding, and skills from the full course of study.



### HOW WILL I BE ASSESSED?

- Unit 1 & 2: written examination of 1h30min each; 35% of GCSE (70%)
- Unit 3: pre-release resource booklet provided 12 weeks prior to written examination of 1h30min; 30% of GCSE

### PROGRESS ROUTES AND CAREERS

Geography provides a foundation for careers in sustainability, urban regeneration, energy supply, environmental consultancy and planning. However, it also provides the inspiration and theoretical grounding for careers in international development and relations, human rights, and the future management of changing climate and global issues. You can study the facilitating subject of Geography at A Level here at Enfield County Sixth Form.

[Click here for the specification and for further information contact: Mr Barrow](#)



# OPTIONS: Health & Social Care BTEC Tech

## COURSE OVERVIEW

### What will I learn?

The BTEC Tech Award in Health and Social Care has been developed to provide an engaging introduction to the sector for students aged 14 years and above. It has been specifically designed for young people aged 14 to 19 who may wish to explore a vocational route through Key Stage 4. It will give students the opportunity to gain a broad understanding and knowledge of the Health and Social Care sector and to develop a range of personal and work related skills.

Students will achieve a nationally recognised Tech Award Health and Social Care qualification which will support progression into a more specialised level 3 vocational or academic course and will learn the essential skills needed to support people with a wide range of needs, from babies and toddlers to adults and the elderly.

### HOW WILL I BE ASSESSED?

There are 3 components studied over two years, these are:

- **Component 1**

Human Lifespan Development (assessed by coursework completed in school)  
30% of final grade

- **Component 2**

Health and Social Care Values (assessed by coursework completed in school)  
30% of final grade

- **Component 3**

Health and Wellbeing (assessed by external examination at the end of the course)  
40% of final grade

### PROGRESS ROUTES AND CAREERS

Students who achieve the qualification at Level 2 may progress to the Level 3 course in Health and Social Care. This can be the equivalent of a single, double or triple A level depending on which one they choose.



[Click here for the specification and for further information contact: Ms Fedarb](#)

# OPTIONS: History (1HI0)

## COURSE OVERVIEW



### What will I learn?

This course will help students understand the present in light of the past. Through the investigation of historical events, people and situations, students will gain an extensive knowledge and understanding of the past and its relevance in the modern world.

A wide range of approaches are used to gather different types of evidence from various sources. This helps students appreciate how the past has been represented and explained by historians and others. Students will develop their historical skills further, by researching newspaper articles, internet sites and library resources. Class discussions are also encouraged.

A lively and innovative course, this GCSE appeals to students who have an interest in the world in which we live and how it has been influenced by the actions of people in the past. It builds on the Key Stage 3 History course and provides excellent preparation for the world of work or further study.

### HOW WILL I BE ASSESSED?

**The GCSE is a linear course assessed entirely by exams at the end of Y11:**

**Paper 1: Thematic study and historic environment – 1h15mins, 30%, 52 marks**

Option 11: Medicine in Britain, c.1250-present and the British sector of the Western Front, 1914-18: injuries, treatment and trenches. Students analyse the key features of medicine in Anglo-Saxon and Medieval England; explore the extent of change in medical ideas and practices in the Renaissance; determine the significance of the germ theory and changing attitudes to government intervention; study the discovery of DNA structure and the fight against disease; and analyse and evaluate a range of national and local source material relevant to the significance of WW1 and the development of medical treatment.

**Paper 2: Period study and British depth study – 1h45mins, 40%, 64 marks**

Option B4: Early Elizabethan England, 1558-88 plus the period study option of 20/21: Spain and the 'New World', c.1490- c.1555. Students explore the situation surrounding Elizabeth's accession; the 'settlement' of religion and the Puritan challenge; the problem of Mary Queen of Scots and significance of her execution; relations with Spain including role of Drake and the Spanish Armada; and society in the Age of Exploration.

**Paper 3: Modern depth study – 1h20mins, 30%, 52 marks**

Option 31: Weimar and Nazi Germany, 1918-39. Students analyse the problems Germany faced immediately after the First World War; the rise of the Nazi Party; Nazi control of and influence on attitudes; and Nazi policies towards different groups in Germany; including the persecution of minorities including gypsies, homosexuals, those with disabilities and Jews.



### PROGRESS ROUTES AND CAREERS

Getting a good grade in GCSE History shows you have a high level of literacy and good analytical skills, which are highly respected by employers and universities. You can study the facilitating A Level of History at Enfield County Sixth Form.

**[Click here for the specification and for further information contact: Ms Costa](#)**

# OPTIONS: Music (J536)

## OVERVIEW OF THE COURSE

### What will I learn?

Music GCSE is a course that allows you to build and expand on your own skills as a musician. There is a practical focus to much of the course where you will have opportunities to practice, perform, improvise and compose music. Much of the course is flexible and allows you to focus on your own musical style.

### Students will study five areas

**My Music:** an overarching module that is taught across the whole course where you develop your own musical style of performance and composition.

**Conventions of Pop:** the development of pop music from the 1950s to the present day. How styles change over time, cultural links and new developments in music and recording technology.

**Rhythms of the World:** focusing on how rhythm plays a part in music from different cultures looking at universal similarities and cultural differences in the way rhythm and percussion are used.

**Film Music:** a module focusing on how music can be used to enhance film or video games.

**The Concerto Through Time:** a module that looks at the development of instrumental writing over a period of musical history, which instruments have been used and the ways for which they have been written.

### HOW WILL I BE ASSESSED?

The GCSE is a linear course assessed entirely by exams at the end of Y11



|                             |            |   |            |
|-----------------------------|------------|---|------------|
| <b>Integrated Portfolio</b> | <b>30%</b> | <b>Performance on the student's chosen instrument</b>   | <b>15%</b> |
|                             |            | <b>Composition set to a brief chosen by the student</b> | <b>15%</b> |
| <b>Practical Component</b>  | <b>30%</b> | <b>Ensemble Performance</b>                             | <b>15%</b> |
|                             |            | <b>Composition to a brief set by OCR</b>                | <b>15%</b> |
| <b>Written Examination</b>  | <b>40%</b> | <b>Listening and Appraising Examination</b>             | <b>40%</b> |

### PROGRESS ROUTES AND CAREERS

Students who take GCSE Music are provided with a challenging and firm grounding in a wide range of music. This will enable those who wish to progress to Music courses in KS5 with a good foundation but also show a breadth of experience and understanding for a much wider range of pathways.



[Click here for the specification and for further information contact: Ms McGinley](#)

# OPTIONS: Physical Education (1PE0)

## COURSE OVERVIEW

### What will I learn?

The GCSE in Physical Education helps to develop your knowledge and understanding of how a healthy, active lifestyle contributes to the growth and development of body systems, structures (including the cardiovascular, muscular, respiratory and skeletal systems), and general wellbeing.

The PE Department has the facilities, resources and specialist staff to offer students a wide range of activities in which to be assessed, and there is always the opportunity to assess individual students in their club environment if the sport is not offered within the course programme.



### HOW WILL I BE ASSESSED?

This is a practical based subject and the emphasis is on physical activity with 40% of the marks allocated to practical components, including coursework under Controlled Assessment. Students will only have the opportunity to be assessed as a performer and are assessed in three activities: one must be a team activity, one an individual activity and the third can be from either.

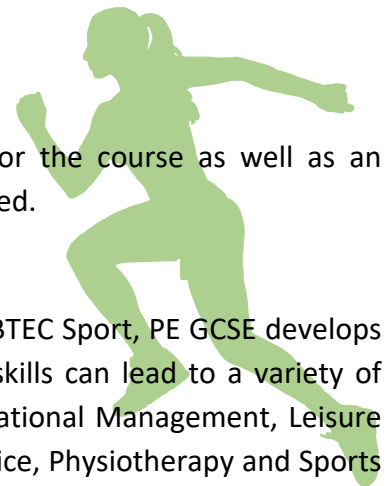
The examination/theory content, worth 60% of the marks, consists of two examination papers containing a mixture of multiple choice, short answer questions and extended answer questions:

- **Paper 1 (1h 30m) Fitness and Body Systems**
- **Paper 2 (1h 15m) Health and Performance**

The ability to perform to a good standard in a variety of activities is required for the course as well as an enthusiasm for sport. Participation in some extra-curricular teams and clubs is expected.

### PROGRESS ROUTES AND CAREERS

As well as being the ideal preparation for many Level 3 courses such as A Level and BTEC Sport, PE GCSE develops transferable skills and key skills that employers are looking for. Developing these skills can lead to a variety of employment opportunities. This can include further training in areas such as Recreational Management, Leisure Activities, Coaching, Officiating, the Fitness industry, the Armed Forces, the Civil Service, Physiotherapy and Sports Science.



**[Click here for the specification and for further information contact: Ms Wilce](#)**



# OPTIONS: Psychology (8182)

## COURSE OVERVIEW

### What will I learn?

Psychology studies the mind and behaviour. It encourages us to ask questions about many of the things we all take for granted.

The course aims to achieve the following:

- Develop an understanding of how individuals process information and behave.
- Develop skills in selecting and handling information, including statistics.
- Develop the ability to reflect on one's own thinking and experience.

Topics covered in the course are as follows:

|                           |                        |                                  |
|---------------------------|------------------------|----------------------------------|
| Memory                    | Research methods       | Social Influence                 |
| Perception                | Development            | Language, Thought, Communication |
| Brain and neuropsychology | Psychological problems |                                  |

### HOW WILL I BE ASSESSED?

#### Paper 1: Cognition and Behaviour

100 marks, written examination of 1h45m – 50% of the GCSE.

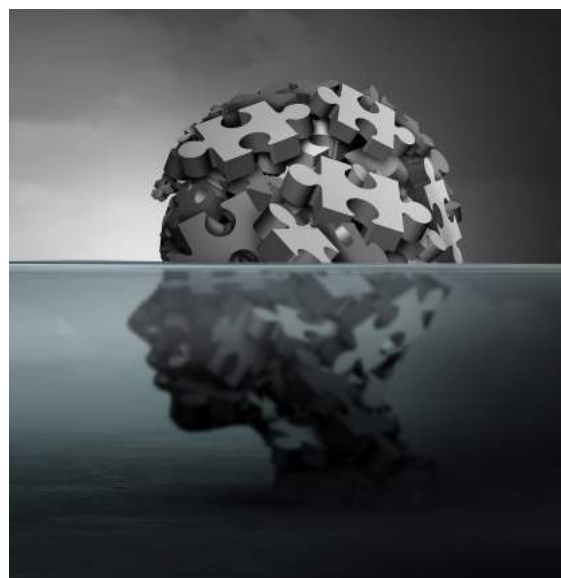
- Section A, B, C & D (25 marks each section).

#### Paper 2: Social Context and Behaviour

100 marks, written examination of 1h45m – 50% of the GCSE

- Section A, B, C & D (25 marks each section).

These contain multiple choice, short answer and extended writing.



### PROGRESS ROUTES AND CAREERS

Psychologists have been known to enter Human Resources, Marketing, Clinical Research, Law, Social Work Journalism, Health, Youth Work and many other fields of work. Studying GCSE Psychology will provide a smooth transition into both Sociology and Psychology A Level here at Enfield County Sixth Form.

**[Click here for the specification and for further information contact: Ms Altinkaya](#)**

# OPTIONS: Religious Studies (J625)

## COURSE OVERVIEW

### What will I learn?

GCSE Religious Studies at KS4 helps to develop the skills already acquired at KS3. Students will study the beliefs, teachings and practices from the Islamic and Christian perspectives as well as Religion, Philosophy and Ethics in the modern world from a Christian perspective.

### YEAR 10 CHRISTIANITY

- Nature of God
- Concept of God as a Trinity of persons
- Biblical accounts of Creation
- The problem of evil and suffering and a loving and righteous God
- Jesus Christ
- The importance to Christians of incarnation, crucifixion, resurrection&ascension
- The concept of Salvation
- Eschatological beliefs&teachings
- Practices: worship
- Sacraments
- Prayer
- The role&importance of pilgrimage and celebrations
- The role of the church in the local community&living practices
- Mission
- The role of the church in the wider world

### YEAR 10 ISLAM

- Beliefs and teachings: core beliefs
- Prophethood
- Sources of wisdom
- Angels
- Eschatological beliefs
- Practices: the importance of practices
- Public acts of worship
- Private acts of worship
- Hajj
- Zakah
- Sawm
- Festivals/special days
- Jihad

### YEAR 11 CHRISTIANITY

- Relationships and families
- Men and women
- Christian understanding of equality
- Gender
- The existence of God – the question God
- The nature of reality
- Experiencing God
- Religion, peace and conflict – violence and conflict
- Peace and peace making
- Forgiveness and reconciliation
- Dialogue between religious and non-religious beliefs and attitudes challenges for religion
- Dialogue within and between religious groups
- Dialogue between religious and non religious groups

### HOW WILL I BE ASSESSED?

- Unit (J625/03) Islam: Beliefs and Teachings and Practices - 1h exam
- Unit (J625/01) Christianity: Beliefs and Teachings and Practices - 1h exam
- Unit (J625/07) Christianity: Religion, Philosophy & Ethics in the Modern World from a Religious Perspective - 2h exam

### PROGRESS ROUTES AND CAREERS

Religious Studies is a subject that fosters respect and tolerance for the beliefs and values of others. In the world of work, employers look for someone with an enquiring mind, an appreciation of different viewpoints, an ability to arrive at clear, balanced decisions. RS opens up a range of opportunities for you and leads in smoothly to the study of Philosophy at A Level.

**[Click here for the specification and for further information contact: Ms McGinness](#)**

# OPTIONS: Sociology (8192)



## COURSE OVERVIEW

### What will I learn?

Sociology studies the society within which we all live. It encourages us to understand and ask questions about many of the things we all take for granted.

This course aims to achieve the following:

- Develop an understanding of how individuals and groups relate to each other in society
- Develop skills in selecting, handling and interpreting information in a range of different formats, including articles, graphs and statistics
- Develop the ability to reflect on one's own experience of the social world we live in.

In order to study society, it is necessary to break it down into sections, but we must remember that in real life all these sections are linked together and influence each other.

Topics covered in the course are as follows:

|  |   |                         |
|--|---|-------------------------|
| Investigating<br><br>Social stratification | Society Social structures, processes and issues<br><br>Crime, deviance and social control<br><br>Applying research techniques | Family<br><br>Education |
|--|---|-------------------------|

## HOW WILL I BE ASSESSED?

### Paper 1: The sociology of families and education

100 marks, written examination of 1h45m – 50% of the GCSE

- Section A has two multiple choice questions followed by a range of short & extended responses
- Section B has two multiple choice questions followed by a range of short & extended responses

### Paper 2: The sociology of crime and deviance and social stratification

100 marks, written examination of 1h45m – 50% of the GCSE

- Section A has two multiple choice questions followed by a range of short & extended responses
- Section B has two multiple choice questions followed by a range of short & extended responses

## PROGRESS ROUTES AND CAREERS

Sociology provides skills and knowledge which are desirable in a wide range of different occupations. Sociologists have been known to enter journalism and the media, law, social work, politics, youth work, the police force, healthcare and countless different businesses. Studying GCSE Sociology will provide a smooth transition into both Sociology and Psychology A Level here at ECSfG.

**[Click here for the specification and for further information contact: Ms Altinkaya](#)**

# OPTIONS: Textiles (1TE0)

## COURSE OVERVIEW

### What will I learn?

Textile Design includes: the study of art textiles; fashion design and illustration; costume design; printed and dyed textiles; surface pattern; stitched/embellished textiles; soft furnishings/textiles for interiors; digital textiles, and installed textiles. Textile Design is a versatile subject that involves the creation, selection, manipulation and application of a range of materials such as fibres, yarns and fabrics, and processes such as weaving, knitting, stitching and printing to create designs and products. Students will develop and demonstrate a skillful and sensitive command of these techniques and media. Students will study and analyse critically, evaluate and reflect on their own work and the work of textile artists, designers and crafts persons. Students are encouraged to work from observation and individual research in order to develop their own ideas and style. Students are expected to keep a sketchbook or work journal that supports each project and should be able to continue work at home.

Students can develop work in at least one of the following areas of study:

#### Stitched and/or embellished textiles

#### Fashion design

#### Dyed fabrics

#### Digital textiles

#### Constructed textiles

#### Printed fabrics

#### Soft furnishings

#### Installed textiles



Year 10 will involve the teaching of Component 1 through a variety of projects. In Year 11 students will be mainly involved in completing Component 1 projects, as well as preparing for Component 2: Externally Set Assignment

### Final Assessment

60 % Component 1: Personal Portfolio (internally set)

40% Component 2: Externally Set Assignment

**A willingness to work hard and an interest in Art, Textiles and Design is essential**

### PROGRESS ROUTES AND CAREERS

Textile Design GCSE is a useful beginning qualification for careers in exciting creative industries including Architecture, Product Design & Engineering, Fashion & Textiles Design including Millinery, Footwear Design, Pattern Cutter, Textile Buyer, Fashion Journalist, Costume Design, Garment Technologist, Illustrator. Students can progress into A Level Fine Art and/or Textiles Art here at Enfield County Sixth Form or use this GCSE as a first step into Creative Careers.

**[Click here for the specification and for further information contact: Ms Heath](#)**