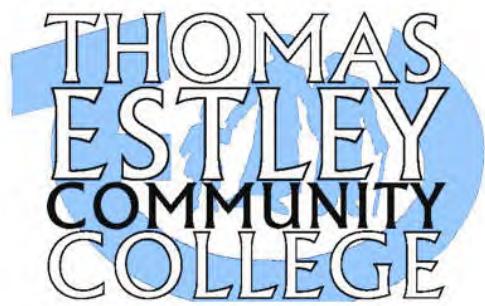


Community of courage and commitment to success

GCSE Options Prospectus 2019





Community of courage and commitment to success

Aiming to achieve our best

Taking full advantage of every learning opportunity

Showing resilience through our experiences and challenges

Seeking out our talents and following our dreams

Reaching out for opportunities to lead and encourage others

Making a positive difference and celebrating success

Including the whole community, sharing, caring and giving time as needed

Treating each other with kindness, fairness and respect

Finding space in our lives for fun, joy, praise and laughter



Principal's Welcome



Dear Students and Parents,

Here at Thomas Estley, we aim to provide the best mix of support and challenge to help your child to achieve their academic potential whilst maximising their growth as a young person, ready to tackle the complex and competitive world of further study and work.

We are a '**Community of Courage and Commitment to Success**', passionate about working with our young people to enable them to develop skills to tackle the complex and competitive adult world and its challenges with courage and confidence to make a positive difference to society whilst maximising their own life chances and opening doors for success.

Our specialist teaching staff provide a rich and well balanced curriculum, including a wide variety of GCSE and other option choices opening up pathways for all. These include our EBacc pathway, incorporating facilitating GCSE subjects for Oxbridge and Russell Group universities, supported by university led enhancement programmes and specialist opportunities for those with academic talents and future plans. Our Open Pathway provides a wide range of academic and more practical subjects for those wishing to keep options open or pursue particular passions and interests, and we are proud of the range of subjects on offer this year as well as of our proven success rate, compared with other colleges, in matching students to their preferred options. The ASDAN pathway suits a minority of students, targeted through careful analysis, who would benefit from extra support and life skill development. Subject combinations such as Performing Arts (Dance, Music, Drama), a combination of Modern Foreign Languages, Psychology and Economics, not offered by many other Key Stage Four providers, allow those with a particular study profile to follow their dreams, whilst STEM subjects such as Separate Sciences, Computing, Further Maths and Design Technology are the building blocks for future doctors, scientists, programmers and engineers.

Extra curricular subject based reinforcement and extension sessions, enrichment workshops, events, competitions, fixtures and visits, our established SSAT leadership programme and our new venture into the Duke of Edinburgh and Sea Cadet leadership programmes enhance our core provision and allow our students to further develop leadership skills and experience.

Moving into year 10 is a time to focus on two of our college values in particular:

- *Aiming to achieve our best*
- *Seeking out our talents and following our dreams*

and we commit to working with you at every level in achieving these two goals to maximise your future success.

We look forward to working with you in this next, exciting step in your learning journey.

Yours sincerely,

Mandi Collins
Principal



Introduction



Dear Students,

This Options booklet provides you with information about the range of Key Stage 4 courses which you will be able to study in 2019-21, based on current information about approved courses and specifications. Any national changes and developments may modify this offer slightly and, together with all schools locally and nationally, we cannot guarantee that the final options which we are able to offer will exactly match the information contained here. However, we expect few - if any - changes.

At Thomas Estley, we are confident in offering a high quality suite of GCSE and Vocational courses tailored to our learners' needs and supported by an experienced and capable staff. Our Key Stage 4 courses, alongside our pastoral provision, are designed to offer excellent support for future routes into further study and careers. Thomas Estley believe firmly that you deserve a high quality and comprehensive learning experience through studying a broad and balanced curriculum. Future educational and career opportunities need to be kept as open as possible, while ensuring that the curriculum reflects your needs, aspirations and abilities. All courses offered are taught by qualified and specialist staff, with a past record of excellent attainment and progress outcomes.

The government has recently introduced new expectations and progress measures for secondary schools, which mean that all students must study GCSE courses in Maths, Science, English Language and Literature as well as at least **one** other from the 'EBacc group' (which includes Computing, History, Geography, a Modern Language and Triple Science) within the overall range of subjects. You may freely select a further three subjects from the options if you follow the 'Open' pathway. In order to best support those of you looking towards further and higher education, we have also introduced an 'EBacc' pathway, which guarantees you will take the correct combination of subjects to achieve this standard. Whichever pathway you choose, we will ask you to select a 'reserve' subject, in case the particular combination you have chosen is not available, though this is very rare.

In addition to the above, compulsory elements of the National Curriculum including Religious Education, Careers, British Values and Sex and Relationship Education are covered through our 'Modules' and a short-course GCSE in Religious Studies, which all students will take. All students will also take part in core PE once a week (GCSE PE is an option our sports-oriented students can select in addition to this).

It is important to select options based on your ability and interests, as well as any future career plans. Teachers can offer invaluable advice and insight into their subject areas, and I would encourage you to have an open dialogue with your parents, tutors, career advisors and teachers in order to take full advantage of their experience and advice.

All the best!

Rich Fegan
Vice-Principal



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Pathway Information

CORE SUBJECTS

English Language
English Literature
Mathematics
Science Double Award
Philosophy and Applied Ethics (short course)
Physical Education (core, non-examined)

EBACC

Suits learners who are likely to achieve good grades in all subjects and planning to follow a traditional academic route through A Levels and possibly to University.

Option 1:

French or Spanish

Option 2:

History or Geography

Options 3 and 4:

Any two others from below

OPEN

Suits learners looking for a broader range of subjects than that offered by the EBacc route, or those wanting to specialise in the Arts or vocational areas.

Option 1:

French, Spanish, History, Geography, Separate sciences or Computer science

Options 2, 3 and 4:

Any three others from below

ASDAN

By invite only - for learners who would benefit from the additional key life skills developed through the ASDAN CoPE Level 1/2 course.

Option 1:

French, Spanish, History, Geography, Separate sciences or Computer science

Options 2, 3 and 4:

ASDAN Cope, plus any two others

OPTIONAL SUBJECTS

Art & Design: Fine Art

Food & Nutrition

Physical Education

Business Studies

French

Psychology

Citizenship Studies

Geography

Resistant Materials

Computer Science*

Health & Social Care†

Separate Sciences*

Dance

History*

Spanish

Drama

Information Technology†

Textiles

Economics*

Music

*These courses are subject to a minimum entry requirement that students must meet by the end of year 8

†Level 2 Technical Awards carry qualification points equivalent to a GCSE

English Language

Exam board:

Eduqas

Specification:

tinyurl.com/y9alv6qo

Course overview:

The course is divided into two components, each one culminating in an examination. The first unit requires students to read and respond to questions on a literary extract. Questions are broad and worth five or ten marks so being able to extend and develop responses in detail is vital. Students then have to write a creative piece so the course focuses on developing story writing.

The second unit requires students to read and compare two non-fiction texts, one modern and one that was written in the Victorian era. While questions are more specific, they are still worth a lot of marks so planning extended answers is a key component of the course. Students will also have to write in a specific style and for a specific purpose such as a speech, a letter or an article. Students refine their practice during the course.

| Unit | Type | Weighting |
|--|---------------------------------|-----------|
| 1: 20th Century Literature Reading Study and Creative Writing | Examination (1 Hour 45 minutes) | 40% |
| 2: 19th and 21st Century non-fiction reading study and transactional/persuasive writing. | Examination (2 hours) | 60% |

Post-16 progression

- ◆ GCSE English is an entry requirement for many courses and colleges.
- ◆ It is a compulsory subject at GCSE.

Example career paths

- ◆ English Teaching,
- ◆ Writing, Poet,
- ◆ Journalist,
- ◆ Law, PR,
- ◆ Publishing, Copywriter



Why study this subject?

English is a compulsory subject and increased levels of literacy are vital to students' progress in many subjects.

Most college courses, career paths and apprenticeships require a pass at GCSE level in English.

The subject itself enables students to explore their own creativity and to develop skills in inference and deduction, being able to 'read between the lines' is an important life skill.

For more information: Mrs. H. Briggs
hbriggs@thomasesstley.org.uk

English Literature

Exam board:

Eduqas

Specification:

tinyurl.com/ybypw85d

Course overview:

The course is divided into two components, each one culminating in an examination. The first unit requires students to study a play by Shakespeare. Students will have to write about a specific extract from the play as well as the whole text. A poetry anthology is provided by the board and students have to study the eighteen poems within it. The examination only requires two to be written about—which the board will specify at the examination.

The second unit requires students to write essays on a modern play and a classic novel. Both questions will focus upon specific extracts in addition to the whole texts. The final section of the examination is Unseen poetry, where students have to use the skills they have learned from studying the poetry anthology to analyse two poems that will be unfamiliar to them.



| Unit | Type | Weighting |
|--|----------------------------------|-----------|
| 1: Shakespeare and Poetry | Examination (2 hours) | 40% |
| 2: Post 1914 Drama, 19th Century Prose and Unseen Poetry | Examination (2 hours 30 minutes) | 60% |

Post-16 progression

- ◆ A Level English Literature
- ◆ A levels/ college courses in subjects that require analytical skills

Example career paths

- ◆ Literary critic
- ◆ Creative writer
- ◆ English teacher
- ◆ Lecturer in English
- ◆ Publisher



Why study this subject?

GCSE Literature complements and strengthens the skills required for GCSE English Language. The subject is compulsory at Thomas Estley and is taught alongside the GCSE English Language course.

Students will develop an appreciation and understanding of modern and classic texts as they study the course content.

For more information: Mrs. H. Briggs
hbriggs@thomasesstley.org.uk

Mathematics

Exam board:

OCR

Specification:

tinyurl.com/y7uh4rax

Course overview:

You will have **5 set lessons per week** which will include **weekly skills and problem solving**. GCSE mathematics is a tiered qualification, with Foundation capable of achieving grades 1 to 5 and Higher 4 to 9. Hence the topics you study will be determined by your ability and the table below shows the weightings and breakdown.

Maths is assessed by **3 ninety minute exams** totalling **300 marks**—making it the most examined GCSE you will take. **Two Calculator, one Non-Calculator.**

There is no coursework. Each area of maths builds upon the others as you progress. These topics will eventually weave together to establish *Fluency, Competence and Confidence* in mathematics, together with *Sound Reasoning Skills*.



| Topic | Type | Weighting | |
|--|--|-----------|------------|
| | | Higher | Foundation |
| 1: Number | How we write and manipulate quantities including Fractions, Decimals and Percentages. Also includes standard form and irrational numbers (numbers which are too big, too small or too clumsy to write using the normal decimal system) | 15% | 25% |
| 2: Algebra | Generalising mathematical functions so that we can manipulate them. Skills covered include simplification, substitution, factorisation and rearrangement. Also includes topics like sequences, graphs, lines and algebraic fractions. | 30% | 20% |
| 3: Ratio, Proportion and Rates of Change | How things relate to one another. Includes concepts like speed and acceleration as well as scaling things up and down. Also includes relationships between quantities. | 20% | 25% |
| 4. Geometry and Measures | Is the link between shape, space and measurement. It includes 2d and 3d objects and the links between angles, sides, area and volume. Also includes topics like vectors and circle theories. | 20% | 15% |
| 5. Probability and Statistics | How we present and manipulate data, as well as how we interpret and work with chance and random events. | 15% | 15% |

Why study this subject?

Mathematics is a compulsory subject. Like English, if you don't achieve a grade 4 at the end of year 11, you will be expected to re-take the subject at age 17. More importantly, maths is an essential tool for everyday life. Have you ever stopped to think how many times you use numbers every week? Employers obviously value the skills GCSE mathematicians have, including critical judgement, organization and logical reasoning. It's not just about the numbers! Maths is an essential qualification for most jobs, and success in mathematics can lead to careers in Accountancy, Engineering, Computing, Science, Finance, Logistics or Business, to name but a few! It is a requirement of A level maths but also compulsory for students taking other courses (such as Engineering, Sciences or Economics) to have a "good" GCSE pass.

Our most able mathematicians will also be invited to study for **GCSE Further Mathematics**, which takes place after school. This gives you a second, harder qualification in maths which is an ideal bridge to A level —or just for the enjoyment of studying more Maths!

For more information:

Mr. A. Hutchinson

ahutchinson@thomasestley.org.uk

Science Double Award

Exam board:

AQA

Specification:

tinyurl.com/jcpzduu

Course overview:

The trilogy science course provides a broad science curriculum in all three sciences: Biology, Chemistry and Physics and is relevant for all students including those thinking of taking science related A-levels. The students that opt for this course will complete six science lessons per week including both theory and practical work, culminating in six 75 minute exams at the end of year 11 and achieving **two** science GCSEs.

There is no longer any coursework in the science specification and instead students complete a number of *required practicals* which are assessed in their final exams.



| Unit | Type | Weighting |
|--------------|------------------|----------------|
| 1: Biology | 2 x 75 min exams | 16.7% per exam |
| 2: Chemistry | 2 x 75 min exams | 16.7% per exam |
| 3: Physics | 2 x 75 min exams | 16.7% per exam |

Post-16 progression

Achievement of a double award GCSE allows the students to progress onto an A-level in either Chemistry, Biology or Physics or onto a vocational course in all areas.

Example career paths

There are a wide range of science based careers such as Airline Pilot, Beautician, Chiropodist, Dentist, Electrical Engineer, Forester, Geoscientist. For an extensive list see: www.nationalcareersservice.direct.gov.uk



Why study this subject?

Science courses are designed to engage interest at every level by providing relevant and inspiring content plus opportunities to undertake scientific investigations and learn more about the scientific process.

For more information: Mr. D. Ansley
dansley@thomasestley.org.uk

Religious Studies

Short Course GCSE

Exam board:
Edexcel

Specification:
tinyurl.com/pu32aeq

Course overview:

All students study Religious Studies as core. It is accredited as a half GCSE. This course fulfils the legal requirements for providing RE and Citizenship at KS4 and is designed to enrich students' understanding of global issues.



| Unit | Type | Weighting |
|--|------|-----------|
| 1: Christianity: Core beliefs with Marriage and the Family | Exam | 50% |
| 2: Islam: Core beliefs with Crime and Justice | Exam | 50% |

Post-16 progression

AS - Humanities and Social Science subjects
BTEC Level 3 – Vocational Pathways
Preparation for Higher Education and adult life

Example career paths

Teaching, Civil service, Public Sector work.



Why study this subject?

This subject will help students to articulate their views in class discussions and enable students to make reasonable responses to other students' views. It will help students learn about themselves and why they hold the views they do.

For more information: Mrs. J. Hartley
jhartley@thomasestley.org.uk

Physical Education (core)

Course overview:

All students will have 1 lesson per week of core PE. This will give them an opportunity to build on the skills that they have learnt in Key Stage 3 and learn new ones. We will maintain our core values of offering a broad and balanced curriculum but also give pupils more choice on what activities they wish to take part in.

There will still be a huge variety of lunchtime and after school clubs to be involved in as well as an emphasis on non-competitive, recreational sport. We encourage pupils to see their sporting activity as a lifelong journey and to have the knowledge and understanding to make healthy lifestyle choices.

Core Physical Education is a national curriculum requirement and as such full attendance and participation in every lesson is expected. Pupils must wear PE kit in Thomas Estley colours every lesson.



Why study this subject?

Physical education helps students to develop the skills, knowledge, and competencies to live healthy and physically active lives at school and for the rest of their life. They learn 'in, through, and about' movement, gaining an understanding that movement is integral to human expression and can contribute to people's pleasure and enhance their lives.

For more information: Mr. I. O'Flynn
ioflynn@thomasesstley.org.uk

Art & Design: Fine Art

Course overview:

GCSE Art and Design is a mainly practical subject where a range of materials and techniques including painting, drawing, mixed media, ceramics and printmaking are used to convey ideas, feelings and thoughts.

An important part of the course is critical and contextual studies where the work of artists and designers is explored and analysed.



| Unit | Type | Weighting |
|--|--|-----------|
| Component 1—A portfolio of work which will encompass skills based activities and a sustained project based around a theme. | A non-exam assessment which is set and marked by the college and moderated by AQA. | 60% |
| Component 2— Externally set examination with unlimited preparation time and a 10 hour examination. | Externally set examination question, marked by college and moderated by AQA. | 40% |

Post-16 progression

There are BTEC, AS and A2 Level courses in Art and Design available at local colleges for students who wish to continue with their studies in this field, as well as progression into Higher Education courses.

Example career paths

Careers in the Art and Design field include, for example, photography, cartoonist, website design, graphic designer, interior designer, animation, product designer, fine artist and teaching.



Why study this subject?

You enjoy Art and using a range of materials and techniques. You are creative and have developed good skills at KS3. You like to explore the work of Artists and Designers. You are imaginative, expressive and analytical.
You must be prepared to attend art club sessions to complete work to a high standard as well as develop work at home to support your portfolio. You must be prepared to attend and contribute to any visits arranged to relevant Museums and Art Galleries.
An art pack of basic materials is available to purchase at the start of the course. Other materials and equipment are provided during lessons. An A3 plastic folder is needed for transporting work safely.

For more information: Mrs. E. Strudwick
estrudwick@thomasestley.org.uk

Course overview:

The Certificate of Personal Effectiveness (CoPE) is a nationally recognised qualification based around the development of personal, social and employability skills.

Level 1 - GCSE Equivalent grades 1 - 3 / Level 2 - GCSE Equivalent grades 4 - 9

This course suits learners who could benefit from developing literacy skills as well as personal skills like teamwork and project management, within a supportive and project based environment. It develops skills which can be used to support GCSE study as well as providing its own national recognised accreditation.

Learners who would benefit from ASDAN COPE will be spoken to by our Inclusion Department. Assessment style: portfolio of evidence, no exams, external moderation.

Level 1 - 6 Modules to be completed to enable progression to level 2

Level 2 - 6 Modules to be completed

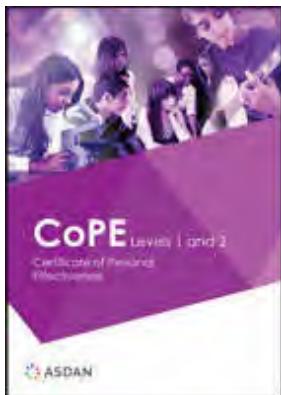
| Unit | Type | Weighting |
|---|----------------------|--------------------------------------|
| 1 - 6: Communication; Citizenship and Community; Sport and Leisure; Independent Living; The Environment; Vocational Preparation | Continual Assessment | Each module counts for 1/12 of grade |
| 7 - 12: Health and Fitness; Work Related Learning and Enterprise; Science and Technology; International Link; Expressive Arts; Beliefs and Values | Continual Assessment | 1/12 of grade |

Post-16 progression

- ◆ Candidates who successfully achieve COPE at Level 2 may choose to go on to AS or other Level 3 courses
- ◆ Level 3 = 70 UCAS points.

Example career paths

- ◆ General preparation for Higher Education and working life



Why study this subject?

Learners develop vital skills for learning, employment and life thorough the personal challenges that make up the COPE curriculum. Students will develop their skills working with others; improving own learning and performance; problem solving; planning and carrying out research; communication through discussion and planning and giving presentations.

For more information: Mrs. M. Young
myoung@thomasestley.org.uk

Business

Exam board:

Edexcel

Specification:

tinyurl.com/pbzgswk

Course overview:

Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. Students will look at local and national business contexts and will develop an understanding of how these contexts impact business behaviour and decisions.

Theme 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business. Students will be introduced to national and global business contexts and look at how different elements of the business interact along with the business environment in which it operates.

| Unit | Type | Weighting |
|---------------------------------------|---------------|-----------|
| Theme 1: Investigating small business | Exam (90 min) | 50% |
| Theme 2: Building a business | Exam (90 min) | 50% |

Post-16 progression

There are Level 3 courses (A Level and BTEC) available at local colleges and sixth forms, these include Level 3 Economics, Business, Accountancy, Law and Politics.

Example career paths

Accountancy, finance, marketing and all areas of Business



Why study this subject?

GCSE Business aims to encourage students to be inspired, moved and challenged by following a broad and challenging course of study. It will actively engage students in the world of business and help develop them as critical thinkers with enquiring minds.

For more information: Mrs. C. Bryan
cbryan@thomasestley.org.uk

Citizenship

Exam board:

Edexcel

Specification:

bit.ly/2KPPFqS

Course overview:

Citizenship Studies is about how people take an active part in democratic politics and work together for a better society, locally, nationally and globally.

This GCSE gives students the opportunity to learn about power, democracy, the operation of government and the legal system, and the role of the UK in the wider world. Students will also experience taking citizenship action and learn from trying to make a difference themselves to their local area. Citizenship is a chance for students to engage with their own thoughts and feelings about the world that they want to live in and how they can achieve that.



| Topics | Type | Weighting |
|---------------------------------|--------------------------|-----------|
| 1: Living together in the UK. | Two Exams (105 min each) | 50% each |
| 2: Democracy at work in the UK. | | |
| 3: How the law works. | | |
| 4: Power and influence. | | |
| 5: Taking Citizenship action. | | |

Post-16 progression

- The knowledge gained and skills developed through this qualification are useful for a range of careers.

Example career paths

- Campaigning/political activism, marketing, local government, civil service, social services, police and probation, teaching, journalism and law.



Why study this subject?

The GCSE Citizenship course seeks to prepare students to become active citizens by raising awareness and understanding within students of their role in the world. The course promotes students' personal and social development, making them more self-confident and responsible, in the classroom and beyond.

For more information: Miss. V. Geraghty
vgeraghty@thomasestley.org.uk

Computer Science

Grade 3– or higher is required in Maths by the end of year 8

Exam board:

OCR

Specification:

bit.ly/2hR6r8Q

Course overview:

In component 1 students study how processors work and investigate computer memory and storage. This knowledge helps to explore modern network layouts and how they function and ultimately build skills in the ever important realm of cyber security. Students investigate types of software and how computing affects ethical, legal, cultural and environmental issues.

Component 2 considers the fundamental algorithms in computer science. Students develop a foundation in programming techniques. These techniques are used to produce programs and thoroughly test them to make them resistant to misuse.

Running alongside component 2, a 20 hour independent coding project, solving a real-world problem is set by the exam board is a formal requirement. The project is carried out under exam-like conditions at the start of year 11, spanning several weeks.



| Unit | Type | Weighting |
|---|-----------------------------|-----------|
| 1: Computer systems | Exam (90 min) | 50% |
| 2: Computational thinking, algorithms & programming | Exam (90 min) | 50% |
| 3: Programming project | Formal requirement (20 hrs) | 0% |

Post-16 progression

AS Level Computer Science
A Level Computer Science
IT Level 3 or Digital Media Level 3
It also provides a good grounding for other subject areas that require problem solving and analytical skills.

Example career paths

- ◆ Web developer
- ◆ Software architect
- ◆ Game designer
- ◆ Computer security



Why study this subject?

Computer Science is a very practical subject – students will be able to use the knowledge and skills they learn in the classroom on real-world problems. It's also a highly creative subject that calls on learners to be inventive. Students gain valuable thinking and programming skills that are extremely attractive in the modern workplace. The syllabus encourages a deep understanding of problem solving and experience in creating logical and efficient solutions to computing problems.

Students will develop an ability to write down solutions to problems for other people to understand.

The course provides a good grounding in mainstream computing theory and understanding.

For more information: Mr. M. Hardy
mhardy@thomasestley.org.uk

Dance

Exam board:

AQA

Specification:

tinyurl.com/yd6os9ey

Course overview:

GCSE Dance helps students to develop technical and expressive skills as well as knowledge and understanding of dance through performance, choreography and critical appreciation. Students can go on to study dance related subjects at Further and Higher Education or can develop their careers in teaching, choreography and/or performance.

The course combines practical and written skills with a focus on choreography and performance, as well as analysis and criticism of dance.

During the course you will explore and develop your understanding and performance of Contemporary, Hip-Hop, Ballet, Samba and Contact Improvisation dance genres.



| Unit | Type | Weighting |
|--------------------------|-----------------------------------|-----------|
| 1: Critical Appreciation | Exam (90 min) | 40% |
| 2: Dance performance | Internal Exam/External Moderation | 30% |
| 3: Choreography | Internal Exam/External Moderation | 30% |

Post-16 progression

- ◆ AS/A2 Dance
- ◆ BTEC / Diploma in Dance

Example career paths

- ◆ Dance Performer/Teacher
- ◆ Choreographer
- ◆ Arts Journalist
- ◆ Dance Therapist
- ◆ Dance Critic



Why study this subject?

Students who study dance for 3 hours, or more, a week are more kinaesthetically intelligent and self-aware. They have better communication skills, are more creative and better at problem solving, risk taking, making judgments in the absence of rules, and engage in higher-order thinking more often. Dance education provides an opportunity for students to recognize that there are multiple solutions to problems and fosters an individual's ability to better interpret interpersonal nonverbal communication. Moreover, it prepares students for careers in dance and other fields.

Need more? Opting for GCSE Dance will provide weekly access to subject that you love and are passionate about. Sounds good to me.

For more information: Miss. D. Bancroft
dbancroft@thomasesstley.org.uk

Drama

Exam board:

Edexcel

Specification:

tinyurl.com/y76uoox4

Course overview:

This course develops the skills that you have gained in Key Stage 3. You will engage in work that explores the self and the human condition through the practice of drama, developing your confidence and the ability to work empathically with others. Whilst the course is very practical and dynamic it will also include written reflection on the work undertaken. You will be given support in ways of doing this. This course will develop your:

- ◆ Performance skills through devised work and scripted pieces and the ability to work collaboratively to create an engaging performance for an audience
- ◆ Knowledge of drama and theatre styles and practitioners that influence them
- ◆ Understanding of how the language, signs and symbols of theatre communicate dramatic meaning and atmosphere



| Unit | Weighting |
|-------------------------------|-----------|
| 1: Devising | 40% |
| 2: Performance | 20% |
| 3: Theatre Makers in Practice | 40% |

Post-16 progression

- ◆ AS/A2 Drama or Theatre Studies
- ◆ BTEC National Award or Certificate or diploma in Performing Arts (Acting)
- ◆ Diploma in Creative Media (Level 3)

Example career paths

Actor, Theatre Technician, Director, Stage Manager, Event Organiser, Creative Industries such as promotions and advertising, Teaching and Lecturing



Why study this subject?

An important choice for those who wish to go into acting or experience other aspects involved in the theatre. This could be as a technical member of a company, stage managing or directing—there are many jobs available. It provides a platform for entry into the Creative Industry sector which has an estimated turnover of £70 billion. Drama equips people with transferable skills that will benefit them in almost any job and in their social life; independence, discussion, collaboration, confident presentation and reflection are all key to any drama lesson. You will need to visit live performances, and can do so on your own, but one or two visits as a class will be organised by the department to local performances.

For more information: Mr. G. Place
gplace@thomasestley.org.uk

Economics

Grade 3– or higher is required in Maths by the end of year 8

Exam board:

OCR

Specification:

<https://bit.ly/2JlXm2s>

Course overview:

Unit 1—How markets work: This unit looks at economic foundations such as the nature and purpose of economic activity, the factors of production and the importance of making choices. It also looks at how resources are allocated using a market mechanism. Through investigating how prices are determined, students are introduced to supply and demand, intermarket relationships and price elasticity.

Unit 2—How the economy works: Looking at the wider economy from the perspective of the main economic groups: consumers, producers and government. This unit also explores the significance of interest rates including their impact on saving, borrowing and spending. The core of this unit will focus on government objectives and their role in managing the economy.

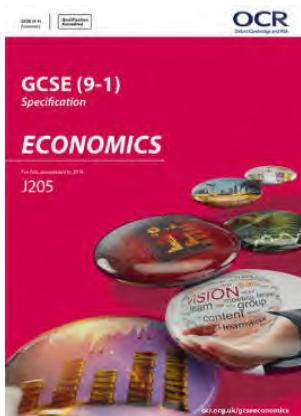
| Unit | Type | Weighting |
|--------------------------|---------------|-----------|
| 1: How markets work | Exam (90 min) | 50% |
| 2: How the economy works | Exam (90 min) | 50% |

Post-16 progression

A Levels including Level 3 Economics, Business, Accountancy, Law and Politics.

Example career paths

Careers after Economics are vast and can include: Economist, Chartered Accountant, Investment analyst, Financial risk analyst, Management consultant, Government officer, Politician, Banker.



Why study this subject?

When students understand how markets and economies work, they will develop an economic awareness to benefit them personally and professionally for years to come. Students can develop communication, critical thinking and analytical skills through tasks based on anything from ways to cut the budget deficit, to weighing up the pros and cons of inflation or being part of free-trade agreements.

For more information: Mrs. C. Bryan
cbryan@thomasestley.org.uk

Food Preparation and Nutrition

Exam board:

AQA

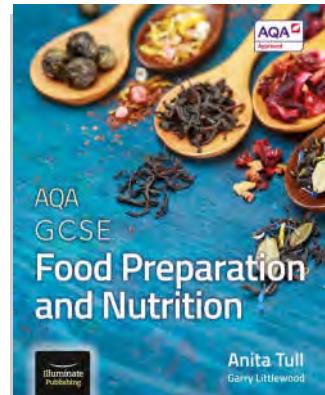
Specification:

tinyurl.com/yctfvjun

Course overview:

GCSE Food Preparation and Nutrition offers students an opportunity to learn advanced practical skills in cookery as well as the nutrition, health and science behind food.

Students will gain in-depth knowledge of food safety and microbial risks as well as an understanding of the beneficial microbes in food. Students will develop a rich and detailed comprehension of nutrition and functions of foods as well as investigation of the science behind modern cooking techniques. Students will study food provenance and food law with government initiatives and understand these influences on food choices.



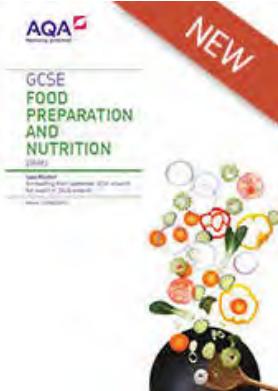
| Unit | Type | Weighting |
|--|--|-----------|
| 1: Food preparation and Nutrition | Exam (1 hour 45 min) | 50% |
| 2: Food science investigation | 10 hours (non exam assessment) | 15% |
| 3: Food preparation assessment includes practical exam | 23 hours (non exam assessment plus practical assessment) | 35% |

Post-16 progression

- ◆ Catering college
- ◆ Degree in Food Science; Science Degree
- ◆ Hospitality
- ◆ Nutrition

Example career paths

- ◆ Chef
- ◆ Food technologist; Food scientist
- ◆ Teacher of Food
- ◆ Dietician



Why study this subject?

Food preparation and Nutrition is an exciting GCSE which offers students the opportunity to cook different dishes every week. It advances previous skills and gives students the capability to create interesting and flavourful dishes. GCSE Food preparation and nutrition is based around the science of food so students can enjoy testing different ingredients and learning about how they react when cooked. During the course students will also have the opportunity to showcase their own creations in their assessment. It is a fun and practical subject which will suit any student with a love of food or science.

For more information: Mrs . S. Poolley
spoolley@thomasestley.org.uk

French

Exam board:

AQA

Specification:

tinyurl.com/zvcr2h4

Course overview:

The course will build on the experiences of Key Stage 3 and will further develop your ability to use French effectively for the purpose of practical communication. Topics at GCSE include:

- ◆ Education
- ◆ World of Work and Work Issues
- ◆ Personal relationships
- ◆ The Environment
- ◆ Tourism
- ◆ Free time and Lifestyles

The GCSE course is divided into four skills areas (see below) and all exams to be taken at the end of Year 11.



| Unit | Type | Weighting |
|---|--|-----------|
| 1: Listening (Comprehension) | Exam (35mins Foundation / 40mins Higher) | 25% |
| 2: Speaking (Role Play, Photo card, Conversation) | Exam (7-9mins Foundation / 10-12mins Higher + planning time) | 25% |
| 3: Reading (Comprehension, Translation) | Exam (45mins Foundation / 60mins Higher) | 25% |
| 4: Writing (Extended writing, Translation) | Exam (1hr Foundation / 1hr15 Higher) | 25% |

Post-16 progression

- ◆ A foreign language GCSE is required to continue languages at KS5 or beyond.
- ◆ With a language GCSE you can often take up a new language from Beginner's level at University (e.g. Arabic / Italian etc.)

Example career paths

- ◆ Catering, travel and tourism industry
- ◆ International business
- ◆ Journalism
- ◆ Translation
- ◆ Armed forces

Why study this subject?



In our global economy, foreign language skills are becoming increasingly important and boost employability. 72% of businesses value foreign language skills among their employees.

61% of the United Kingdom population do not speak a foreign language so learning French will make you stand out from the crowd.

Studying a language at GCSE increases your opportunities for places in higher educational institutions where there is increased competition nationally amongst students.

For more information:

Mrs. S. Anderson

sdanderson@thomasestley.org.uk

Geography

Exam board:

Eduqas

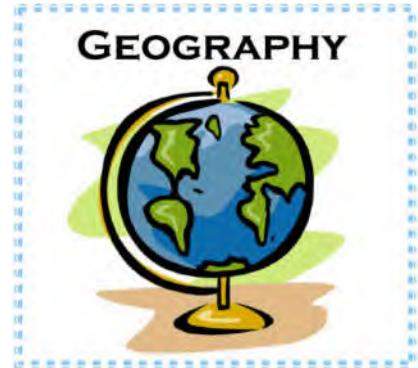
Specification:

tinyurl.com/ycbclka9

Course overview:

In Geography we aim to enable learners to ‘think like a geographer’. The subject of Geography aims to develop skills alongside subject content with framed enquiries to help develop students’ understanding of specialised geographical concepts and current geographical issues.

The course adopts a distinctive problem-solving approach to the study of interactions between people and the environment. It also develops and extends learners knowledge of locations, places, environments and processes, at a range of different scales. The collection of primary data on our fieldwork residential and the embedding of maths skills throughout the course is another important element of the GCSE specification.



| Unit | Type | Weighting |
|--------------------------------------|--------------------------|-----------|
| 1: Investigating Geographical Issues | Exam (1 Hour 45 minutes) | 40% |
| 2: Problem Solving Geography | Exam (1 Hour 30 minutes) | 30% |
| 3: Applied Fieldwork Enquiry | Exam (1 Hour 30 minutes) | 30% |

Post-16 progression

- ◆ This specification provides a suitable foundation for the study of Geography at A level as well as BTEC Travel and Tourism (level 3)

Example career paths

- ◆ Strong links to careers in: leisure, tourism, conservation, planning, agriculture, forestry, meteorology, surveying, research, climatology, cartography, Geographical Information Systems and many more...

Remember:

**Without
Geography
you are
nowhere!**

Why study this subject?

Many of the skills gained in GCSE Geography are easily transferable to further study and employment.

Which learners will Geography suit?

- ◆ Students who are naturally inquisitive about the world in which we live.
- ◆ Students that are committed to their own learning and development.
- ◆ Students who want to be able to interpret the world and understand the key processes that drive change.
- ◆ Students who want to develop problem solving skills that can be used in later life.

For more information: Mr. P. Schalkwyk
pschalkwyk@thomasestley.org.uk

Health and Social Care

Technical Award—Equivalent to 1 GCSE

Exam board:

AQA

Specification:

tinyurl.com/ydet4bvp

Course overview:

Technical Awards are practical, vocational qualifications available to 14-16 year olds to take alongside GCSEs. A single award will be equivalent to a GCSE qualification.

Our new qualification allows learners to:

- acquire knowledge of development through the life stages
- understand the well-being of individuals in health and social care
- develop an awareness of healthy lifestyles and promotion campaigns.

Learners will have the opportunity to put their knowledge into practice through a combination of research, practical experience, theoretical study and independent learning.



| Unit | Type | Weighting |
|--|--------------------|-----------|
| 1: Individual well-being in Health and Social Care | Coursework Project | 30% |
| 2: Healthy Living | Coursework Project | 30% |
| 3: Development through the life stages | Exam | 40% |

Post-16 progression

This Technical Award is designed to equip learners with the practical health and social care skills they need to progress to further general or vocational study.

Example career paths

Nursing, Midwifery, Teaching, Child Care, Social Care, Physiotherapy, Mental Health Support, Social Worker, Police Officer, Civil Servant



Why study this subject?

Health and Social Care at GCSE explores personal development and the range of health and social care provision available through investigation and evaluation of services. Students will examine issues which affect the nature and quality of human life.

For more information: Mrs. J. Hartley
jhartley@thomasesstley.org.uk

History

Grade 2 or higher is required in English by the end of year 8

Exam board:

OCR

Specification:

tinyurl.com/y7kcy3pr

Course overview:

The People's Health, c.1250 to present—This thematic study enables students to understand changes and continuities in public health in Britain . **The Norman Conquest, 1065–1087**—This depth study allows students to understand the complexity of the Norman Conquest and the interplay of political, military, religious, economic, social and cultural forces in England. **History Around Us**—Studying the history of Kenilworth Castle, and how it developed over time. **The Making of America, 1789–1900**—This period study follows the unfolding narrative of the making of America from the inauguration of the first president in 1789 to the end of the nineteenth century when the USA was set to become the world's dominant power. **Living under Nazi Rule, 1933–1945** - This world depth study enables students to understand the impact of the Nazi dictatorship on people's lives both within Germany and across occupied Europe.



| Unit | Papers | Type | Weighting |
|--|----------------------------------|--|-----------|
| 1: Unit 1 The People's Health c1250 to Present | Paper One - 105 Mins | Unit 1 - First half of Paper One (c50 Mins) | 20% |
| 2: Unit 2 The Norman Conquest c1066-1087 | Paper Two - 60 Mins | Unit 2 - Second half of Paper One (c50 Mins) | 20% |
| 3: Unit 3 History Around Us—Kenilworth Castle | Paper Three - 105 Mins | Unit 3 - The whole of Paper Two (60 mins) | 20% |
| 4: Unit 4 The Making of America 1789-1900 | | Unit 4 - First half of Paper Three (c50 Mins) | 20% |
| 5: Unit 5 Living under Nazi rule 1933-1945 | | Unit 5 - Second half of Paper Three (c50 Mins) | 20% |

Post-16 progression

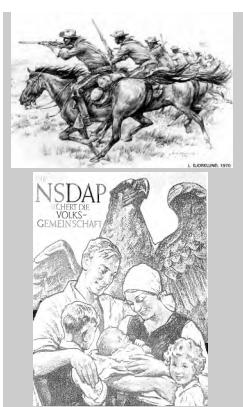
GCSE History enables you to take a wide range of qualifications at A Level. It is good preparation for further study of History, but also very useful in relation to Law, Psychology, Sociology and Politics.

Example career paths

- ◆ These can include: Law, Journalism, Politics, Medicine, Media, Accountancy, Teaching, Tourism...
- ◆ Many top employers value the skills developed by studying History!

Why study this subject?

It is a qualification that is valued by employers, colleges and universities. Through the study of the past students will develop their skills of independent enquiry, communication, Interpretation, and learn the value of reasoned argument. OCR's GCSE (9–1) History B (SHP) will enable students to develop and extend their knowledge and understanding of specified key events, periods and societies. They will also engage in historical enquiry to develop as independent students and as critical and reflective thinkers. They will also develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context. Students will also develop an awareness of how and why different interpretations have been constructed about the past, and be able to organise and communicate their historical knowledge and understanding in different ways.



For more information: Mr. S. Hancock
shancock@thomasestley.org.uk

Information Technology

Cambridge National in ICT—equivalent to 1 GCSE

Exam board:

AQA

Specification:

bit.ly/1dy812S

Course Overview:

Ideally suited to students with a preference for practical alongside theoretical learning, this qualification provides learners with essential knowledge, transferable skills and tools to improve their learning in other subjects with the aims of enhancing their employability when they leave education .

Students taking this qualification have opportunities to develop transferable skills such as planning, research and analysis, working with others and communicating technical concepts effectively. The course blends data handling, modelling and programming



R001 & R002 are mandatory units. Students will study 2 additional units, from the Business and information systems strand and the creative strand as indicated below.

| Unit | Type | Weighting |
|--|---------------------|-----------|
| R001: Understanding computer systems | Exam (60 minutes) | 25% |
| R002: Using ICT to create business solutions | Internal Assessment | 25% |
| R003: Handling data using spreadsheets | Internal Assessment | 25% |
| R006: Creating digital images | Internal Assessment | 25% |

Post-16 progression

- ◆ Apprenticeships
- ◆ Junior roles in the IT industry
- ◆ Level 3 general or vocational qualifications.

Example career paths

- ◆ Network manager
- ◆ Web designer
- ◆ Database administrator
- ◆ Computer security



Why study this subject?

You will be someone who wishes to study IT, rather than Computer Science, and like to be assessed in ways that are practical and relevant to the IT sector. The course prepares you for further study and careers in IT by introducing you to four key areas and developing the skills required to progress into these sectors. You will like to be hands-on and have an interest in creating digital artefacts such as logos and visual media. You will develop an understanding of data management through studying databases and spreadsheets. You will study and develop skills used in business.

For more information: Mr. M. Hardy

mhardy@thomasesstley.org.uk

Music

You will need to either play an instrument or sing to take this course

Exam board:

Edexcel

Specification:

tinyurl.com/ya79d798

Course overview:

If you like performing and appreciate music this is a course for you! This qualification will help support you in forming personal and meaningful relationships with music through the development of musical knowledge, understanding and skills including performing, composing and appraising.

Through classes you will gain the skills to compose and analyse a piece of music. There are eight set pieces of work which you need to study for your exam, all different genres which will keep you interested in music.



| Unit | Type | Weighting |
|---------------------------|-------------|-----------|
| 1: Free Style composition | Course work | 15% |
| 2: Set brief composition | Course work | 15% |
| 3: Solo performance | Course work | 15% |
| 4: Ensemble performance | Course work | 15% |
| 5. Listening paper | Exam | 40% |

Post-16 progression

- ◆ A Level and other Level 3 qualifications in Music and Music Technology
- ◆ Theatre / Performance Studies

Example career paths

- ◆ Song writer
- ◆ Performer
- ◆ Sound Technician
- ◆ Teacher
- ◆ Concert promoter



Why study this subject?

If you like music and are a keen performer then you will enjoy music GCSE. You will develop as a musician, learn how to compose a piece of music and continue your understanding of music.

From this course you will develop a combination of skills, develop your creativity and continue your practice dedication. These are all skills which can be transferable to the work place.

For more information: Miss. E. Plumb
emiliaplumb@thomasestley.org.uk

Physical Education

Exam board:

OCR

Specification:

tinyurl.com/y9ta6xfq

Course overview:

Theory Component 1:

Applied anatomy and physiology; Physical training

Theory Component 2:

Socio-cultural influences; Sports Psychology, Health, fitness and well-being

Practical: pupils are assessed internally in 8 sports and then the best 3 grades are forwarded for moderation: 1 team sport, 1 individual sport, 1 of either

Analysing and Evaluating Performance:

1 piece of extended project work lasting 16 hours



| Unit | Type | Weighting |
|---|---------------|-----------|
| 1: Component 1 | Exam (60 min) | 30% |
| 2: Component 2 | Exam (60 min) | 30% |
| 3: Practical | Assessment | 30% |
| 4: Analysing and Evaluating Performance | Project | 10% |

Post-16 progression

- ◆ This GCSE is designed to enable students to enjoy and understand the benefits of a healthy and active lifestyle and leads well into A-Level PE, psychology, science, sociology and diplomas

Example career paths

- ◆ PE teaching, physiotherapy, sports science, leisure and tourism, coaching and leadership, sports massage, medical disciplines, occupational therapy, dietitian



Why study this subject?

GCSE PE is a gateway into the leisure and sport industry. The change to 70% theory and 30% practical enables students to learn about sport as a whole rather than relying on a strong practical performance.

A good working understanding of science, in particular anatomy and Physiology, as the theory elements of this GCSE are very scientific. Because GCSE PE has moved towards a theoretical focus, 2 out of 3 lessons will be theory based in classrooms.

You need to play a range of sports regularly in your own time and play competitively in a minimum of one sport to a good standard. PE kit must be worn for every practical lesson and can be ordered from our GCSE PE kit provider Liss Sport.

For more information: Mr. I. O'Flynn
ioflynn@thomasesstley.org.uk

Psychology

Exam board:

OCR

Specification:

tinyurl.com/yan59d5z

Course overview:

Paper 1—1hour 30 min exam

Criminal psychology
Development
Psychological problems
Research Methods

Paper 2—1hour 30 min exam

Social influence
Memory
Sleep and Dreaming
Research methods



| Unit | Type | Weighting |
|-----------------------------|-----------------------|-----------|
| Paper 1—Written Examination | Exam (1 hour 30 mins) | 50% |
| Paper 2—Written examination | Exam (1 hour 30 mins) | 50% |

Post-16 progression

- ◆ A levels in psychology, biology, geography
- ◆ Level 3 vocational qualifications e.g. health and social care or learning and development

Example career paths

- ◆ A wide range of career paths with further training
- ◆ Management and general management
- ◆ Science based careers
- ◆ Health based careers

Why study this subject?

Students will have the opportunity to explore human behaviour, get an understanding of themselves and others, and gain skills that will support progression to further study of psychology and a wide range of other subjects.

The programme of study has an engaging and contemporary selection of studies structured around key questions .

For more information: Mrs. M. Young
myoung@thomasestley.org.uk

Resistant Materials

Exam board:

AQA

Specification:

tinyurl.com/yar8ly6m

Course overview:

The Design and Technology– Resistant Materials GCSE places a great emphasis on understanding and applying design processes. Students will use their creativity and imagination to design and make prototypes, mainly using Wood, Metal and Plastics, that solve real and relevant problems, considering others' needs, wants and values. The process they will go through will have an element of practical work, but the emphasis of this GCSE is on design and idea development. They will also use many skills from other subject areas like literacy and numeracy skills within analysis, communication and evaluations.

GCSE Design and Technology– Resistant Materials will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors.



| Unit | Type | Weighting |
|-----------------------|------------------------------------|-----------|
| 1: Paper 1 | Exam (2 hours) | 50% |
| 2: No Exam Assessment | Design and Make Task (30-35 hours) | 50% |

Post-16 progression

The course opens up the opportunity to study Design and Technology subjects at a higher level, such as product design, graphics, architecture, engineering. It also can lead to engineering qualifications and apprenticeships.

Example career paths

Design, manufacture, construction, engineering and architecture.
Many employers want creative people and problem solvers, these skills will be developed through this GCSE.



Why study this subject?

Working within Design and Technology develops skills and capabilities beyond the subject's actual content, such as group working, decision making skills, independence, problem solving and resourcefulness. These qualities are highly valued across all professions and jobs, as well as in the creative industries.

For more information:

Mrs. C. Knight or Miss. L. Burnett
cknight@thomasestley.org.uk
lburnett@thomasestley.org.uk

Separate Sciences

Grade 3- or higher is required in Science by the end of year 8

Exam board:

AQA

Specification:

Biology:

tinyurl.com/zo42yqw

Chemistry:

tinyurl.com/pf7s7qd

Physics:

tinyurl.com/yblg6mmt

Course overview:

The triple science course allows students to study the complete double science course and then to delve even deeper into the subject giving them a better understanding of the scientific principles which govern our world. Students will study Biology, Chemistry and Physics during nine lessons per week. Whilst it is not a requirement that students study triple science to be allowed access to science A-levels, the course does form an excellent transition to A-level study.

Students that study this course will sit six 105 minute exams at the end of year 11 and will finish with 3 science GCSEs. Due to a change in the curriculum this year, there is no longer any coursework in the science specification and instead students complete a number of *required practicals* which are assessed in their final exams.

| Unit | Type | Weighting |
|--------------|-------------------|--------------|
| 1: Biology | 2 x 105 min exams | 50% per exam |
| 2: Chemistry | 2 x 105 min exams | 50% per exam |
| 3: Physics | 2 x 105 min exams | 50% per exam |

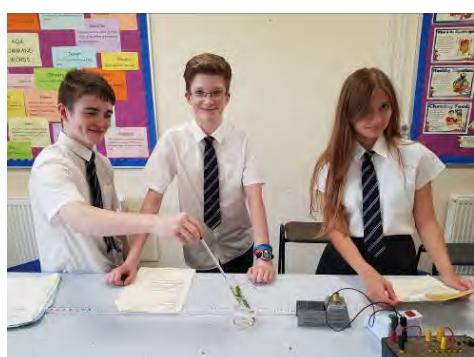
(Three separate GCSE's)

Post-16 progression

Achievement of a triple award GCSE allows the students to progress onto an A-level in either Chemistry, Biology or Physics or onto a vocational course in all areas.

Example career paths

There are a wide range of science based careers such as Airline Pilot, Beautician, Chiropodist, Dentist, Electrical Engineer, Forester, Geoscientist. For an extensive list see: www.nationalcareersservice.direct.gov.uk



Why study this subject?

Science courses are designed to engage interest at every level by providing relevant and inspiring content plus opportunities to undertake scientific investigations and learn more about the scientific process.

The triple course takes this further and allows our students to investigate key scientific principles in greater detail giving them a greater understanding of the world around them and ultimately a platform to accelerate their progress at KS5.

For more information: Mr. D. Ansley
dansley@thomasesstley.org.uk

Spanish

Grade 2 or higher is required in French by the end of year 8

Exam board:

AQA

Specification:

<http://tinyurl.com/y7d5k7ay>

Course overview:

The course will build on the experiences of Key Stage 3 and will further develop your ability to use French effectively for the purpose of practical communication. Topics at GCSE include:

- ◆ Education
- ◆ World of Work
- ◆ Personal relationships
- ◆ The Environment
- ◆ Tourism
- ◆ Free time
- ◆ Lifestyles
- ◆ World issues

The GCSE course is divided into four skills areas (see below) and all exams to be taken at the end of Year 11.

| Unit | Type | Weighting |
|---|--|-----------|
| 1: Listening (Comprehension) | Exam (35mins Foundation / 40mins Higher) | 25% |
| 2: Speaking (Role Play, Photo card, Conversation) | Exam (7-9mins Foundation / 10-12mins Higher + planning time) | 25% |
| 3: Reading (Comprehension, Translation) | Exam (45mins Foundation / 60mins Higher) | 25% |
| 4: Writing (Extended writing, Translation) | Exam (1hr Foundation / 1hr15 Higher) | 25% |

Post-16 progression

- ◆ A foreign language GCSE is required to continue languages at KS5 or beyond.
- ◆ With a language GCSE you can often take up a new language from Beginner's level at University (e.g. Arabic / Italian etc.)

Example career paths

- ◆ Catering, travel and tourism industry
- ◆ International business
- ◆ Journalism
- ◆ Translation
- ◆ Armed forces

Why study this subject?



In our global economy, foreign language skills are becoming increasingly important & boost employability. 72% of businesses value foreign language skills among their employees. 61% of the United Kingdom population do not speak a foreign language so learning Spanish will make you stand out from the crowd.

Studying a language at GCSE increases your opportunities for places in higher educational institutions where there is increased competition nationally amongst students.

For more information: Mrs. S. Anderson
sdanderson@thomasestley.org.uk

Textiles

Exam board:

AQA

Specification:

<https://tinyurl.com/yar8ly6m>

Course overview:

The Design and Technology— Textiles GCSE places a great emphasis on understanding and applying design processes. Students will use their creativity and imagination to design and make prototypes, mainly using Textiles, that solve real and relevant problems, considering others' needs, wants and values. The process they will go through will have an element of practical work, but the emphasis of this GCSE is on design and idea development. They will also use many skills from other subject areas like literacy and numeracy skills within analysis, communication and evaluations.

GCSE Design and Technology— Textiles will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors.



| Unit | Type | Weighting |
|-----------------------|------------------------------------|-----------|
| 1: Paper 1 | Exam (2 hours) | 50% |
| 2: No Exam Assessment | Design and Make Task (30-35 hours) | 50% |

Post-16 progression

The course opens up the opportunity to study Design subjects at a higher level or further education, such as Fashion, contour design, interior design, product design. It also can lead to engineering qualifications and apprenticeships.

Example career paths

Fashion, Costumer, Interior Design, Product Design, Footwear Design, Tailoring and bespoke Textiles, Technical Textiles. Many employers want creative people and problem solvers—these skills will be developed through this GCSE.



Why study this subject?

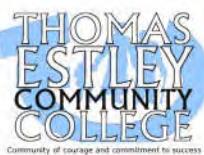
Working within Design and Technology develops skills and capabilities beyond the subject's actual content, such as group working, decision making skills, independence, problem solving and resourcefulness. These qualities are highly valued across all professions and jobs, as well as in the creative industries.

For more information: Miss. L. Burnett
lburnett@thomasestley.org.uk

Notes

Your Pathway, Your Choice

OPTIONS FORM 2019



Name:

Tutor group:

EBACC PATHWAY

Option 1: Language (tick one)

French Spanish*

Option 2: Humanities (tick one)

Geography History*

Additional options:

Please select a further **two** options from below, plus a reserve.
Enter the numbers '**1-2**' in order of preference, and '**R**' for your
reserve.

OPEN PATHWAY

Option 1: (tick one)

French Spanish*

Geography History*

Separate Sciences* Computer Science*

Additional options:

Please select a further **three** options from below, plus a reserve.
Enter the numbers '**1-3**' in order of preference, and '**R**' for your
reserve.

Art & Design: Fine Art

Food Technology

Physical Education

Business Studies

French

Psychology

Citizenship Studies

Geography

Resistant Materials

Computer Science*

Health & Social Care†

Separate Sciences*

Dance

History*

Spanish*

Drama

Information Technology†

Textiles

Economics*

Music

ASDAN Cope~

* These courses are subject to a minimum entry requirement that students must meet by the end of year 8:

| Subject | Entry requirement |
|------------------|-----------------------------|
| Computer Science | Level 3- or above in Maths |
| Economics | Level 3- or above in Maths |
| History | Level 2 or above in English |

| Subject | Entry requirement |
|-------------------|------------------------------|
| Separate Sciences | Level 3- or above in Science |
| Spanish | Level 2 or above in French |

† Level 2 Technical Awards carry qualification points equivalent to a GCSE.

~ ASDAN Cope Level 1/2 Award is available by invite only.



