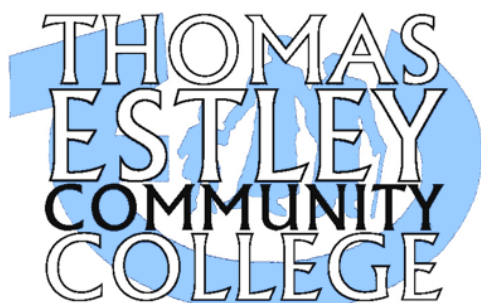


# GCSE Options Prospectus 2020





## 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

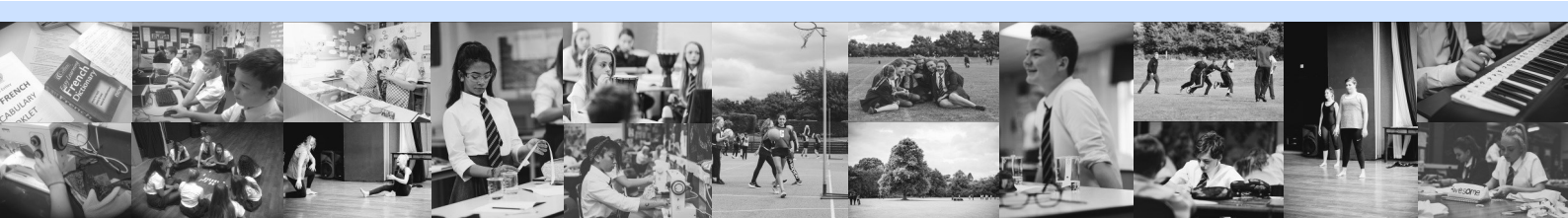
Reaching out for opportunities to lead and encourage others

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 future pathways for all. Choices include 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, we well as a wide range of academic and more practical subjects for those wishing to keep options open or pursue particular passions and interests. We are proud of the range of subjects on offer. 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, programmer 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:

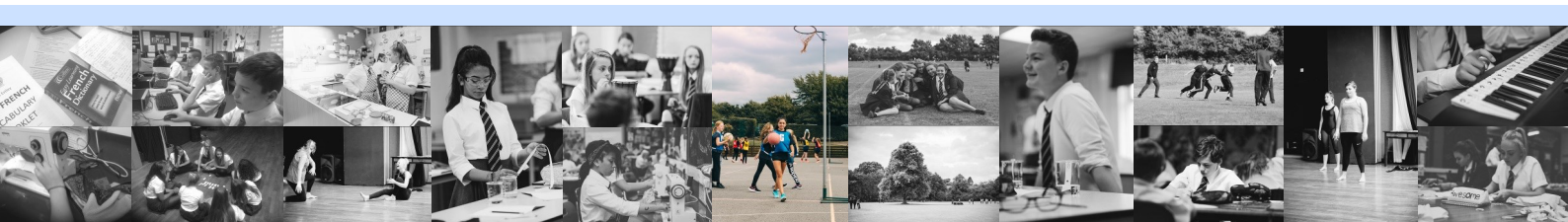
- *Aiming to achieve our best*
- *Seeking out our talents and following our dreams*

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 2020-22, 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.

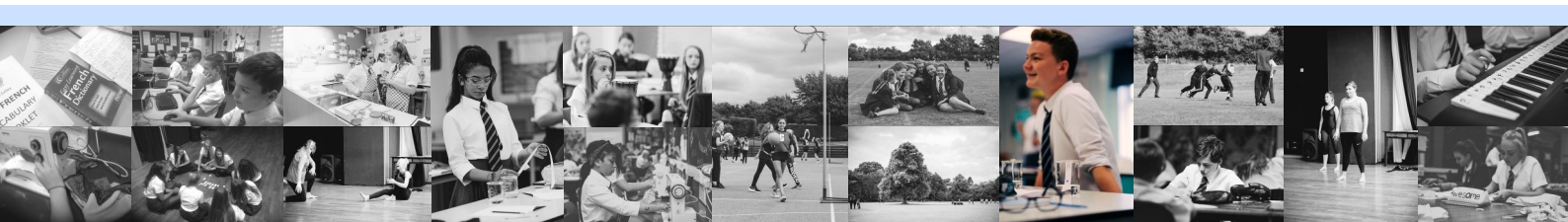
At Thomas Estley, we are confident in offering a high quality suite of GCSE and Vocational courses tailored to our learners' needs and supported by an experienced and capable staff. Our Key Stage 4 courses, alongside our pastoral provision, are designed to offer excellent support for future routes into 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 a Humanities and Language within the overall range of subjects. You may they freely select a further 2 subjects. We will ask you to select 2 'reserve' subjects, 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' 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.

**Janine Hartley**  
*Assistant Principal*



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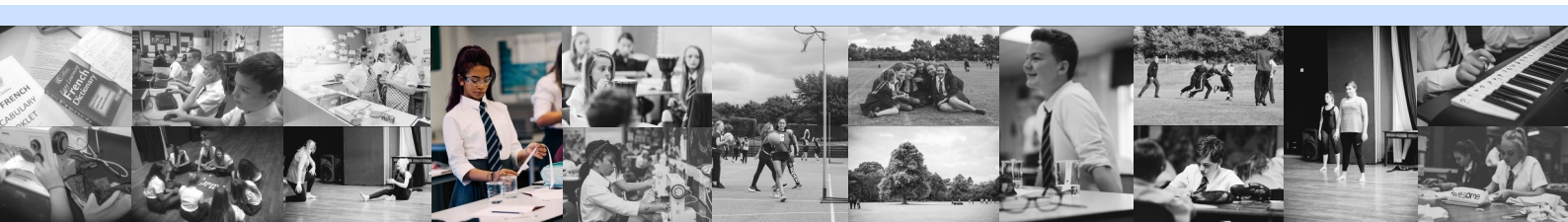
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# Option Information

## CORE SUBJECTS

English Language  
English Literature  
Mathematics  
Science Double Award  
PSHRE (core, non-examined)  
Physical Education (core, non-examined)



### HUMANITIES—SELECT 1

History or Geography



### MFL—SELECT 1

French or Spanish



## OPTIONAL SUBJECTS—Select 2

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 Autumn of Year 9*

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

# English Language

Exam board:  
**Eduqas**

Specification:  
[tinyurl.com/ybypw85d](https://www.tinyurl.com/ybypw85d)

## 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 comprised of single mark and 10 mark questions. 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. Questions are more specific and are worth a lot of marks so writing 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, a review, a report 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



### 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@thomasestley.org.uk](mailto:hbriggs@thomasestley.org.uk)

# English Literature

Exam board:

**Eduqas**

Specification:

[tinyurl.com/ybypw85d](https://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 also provided for this component by the board and students have to study the eighteen poems within it. The examination only requires two to be written about—one of 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 provide 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@thomasestley.org.uk](mailto:hbriggs@thomasestley.org.uk)



# Mathematics

Exam board:

**OCR**

Specification:

[tinyurl.com/y7uh4rax](https://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:**

Mrs R Taylor  
[rtaylor@thomasestley.org.uk](mailto:rtaylor@thomasestley.org.uk)

# Science Double Award

Exam board:

**AQA**

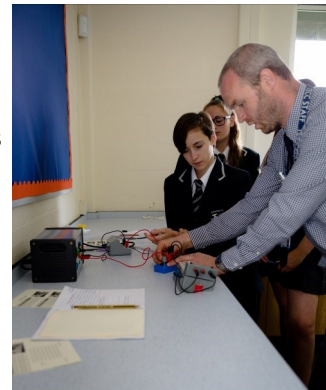
Specification:

[tinyurl.com/jcpzduu](http://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.



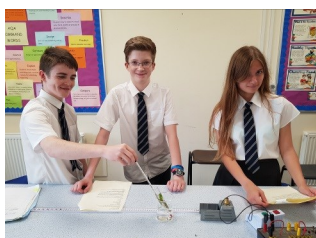
Unit	Type	Weighting
1: Biology	2 x 75 min exams	16.7% per exam
2: Chemistry	2 x 75 min exams	16.7% per exam
3: Physics	2 x 75 min exams	16.7% per exam

### 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](http://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](mailto:dansley@thomasestley.org.uk)

## Course overview:

All students throughout KS4 will study a rotation between Religious Education and PSHE.

Students will work on a 10 week cycle between subjects. These subjects are a legal requirement and we believe they will both inform students with the practical understanding of certain elements within life and give them the understanding and basis to becoming a well rounded citizen.

## PSHE topics include:

- Careers
- Finances
- Wellbeing
- Sex and Relationship education

## R.E topics include:

- Evil and Suffering
- The Existence of God
- Medical ethics
- Marriage and the family



### 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:**

Miss. V. Geraghty  
vgeraghty@thomasestley.org.uk

# Physical Education (core)

Exam board:

**No examination**

## 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@thomasestley.org.uk](mailto:ioflynn@thomasestley.org.uk)



# Art & Design: Fine Art

Exam board:

**AQA**

Specification:

[tinyurl.com/y95kppdu](https://www.aqa.org.uk/qualifications/gcse/art-and-design)

## Course overview:

GCSE Art and Design is a mainly practical subject where a range of materials and techniques including painting, drawing, mixed media, 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.



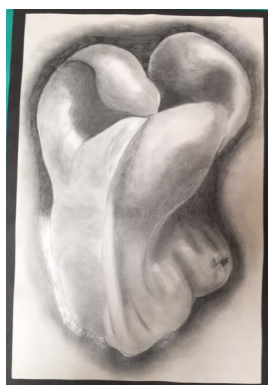
Unit	Type	Weighting
Component 1—A portfolio of work which will encompass skills based activities and a sustained project based around a theme.	A non-exam assessment which is set and marked by the college and moderated by AQA.	60%
Component 2— Externally set examination with unlimited preparation time 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 are creative and have developed good drawing 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. However, you will be expected to continue with practical work at home, therefore, materials at home will be beneficial. An A3 plastic folder is needed for transporting work safely.

**For more information:** Mrs. E. Strudwick  
[estrudwick@thomasestley.org.uk](mailto: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

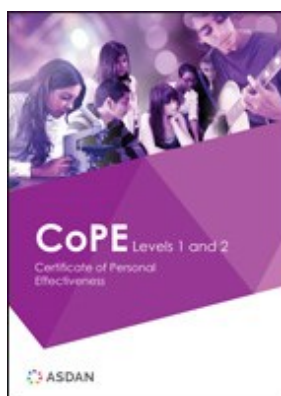
Unit	Type	Weighting
1 - 6: Communication; Citizenship and Community; Sport and Leisure; Independent Living; The Environment; Vocational Preparation	Continual Assessment	Each module counts for 1/12 of grade
7 - 12: Health and Fitness; Work Related Learning and Enterprise; Science and Technology; International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

### 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 through 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. J Martin  
[jmartin@thomasestley.org.uk](mailto:jmartin@thomasestley.org.uk)

# Business

Exam board:

**Edexcel**

Specification:

[tinyurl.com/pbzgswk](http://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](mailto:cbryan@thomasestley.org.uk)

# Citizenship

Exam board:

**Edexcel**

Specification:

[bit.ly/2KPPFqS](https://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](mailto:vgeraghty@thomasestley.org.uk)

# Computer Science

Grade 3+ or higher in Maths at Autumn term Year 9 is required for this course

Exam board:

**OCR**

Specification:

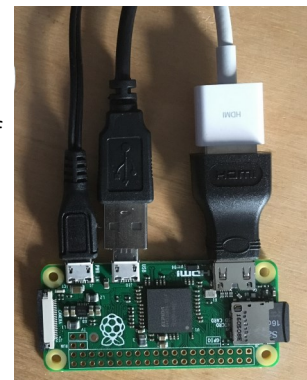
**bit.ly/2Y8lgY0**

## 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 tackled to develop skills in designing, writing and testing programs. The project is carried out under exam-like conditions at the start of year 11, spanning several weeks.



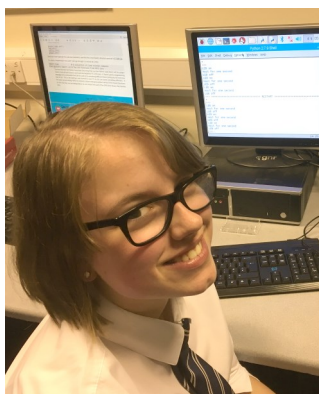
Unit	Type	Weighting
1: Computer systems	Exam (90 min)	50%
2: Computational thinking, algorithms & programming	Exam (90 min)	50%
3. Coding Project	Project	0%

### 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](mailto:mhardy@thomasestley.org.uk)

# Dance

Exam board:

**AQA**

Specification:

[tinyurl.com/yd6os9ey](https://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@thomasestley.org.uk](mailto:dbancroft@thomasestley.org.uk)



# Drama

Exam board:

**Edexcel**

Specification:

[tinyurl.com/y76uoox4](https://www.edexcel.com/qualifications/subjects/drama/)

## 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](mailto:gplace@thomasestley.org.uk)

# Economics

Grade 3+ or higher in Maths at Autumn term Year 9 is required for this course

Exam board:

**OCR**

Specification:

<https://bit.ly/2JIXm2s>

## 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.

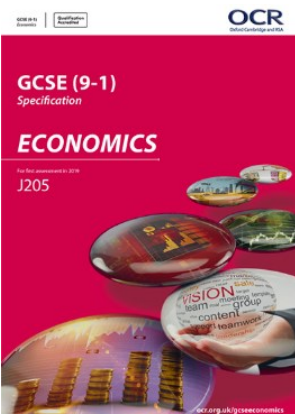
Unit	Type	Weighting
1: How markets work	Exam (90 min)	50%
2: How the economy works	Exam (90 min)	50%

### 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](mailto:cbryan@thomasestley.org.uk)

# Hospitality and Catering

Exam board:

**WJEC**

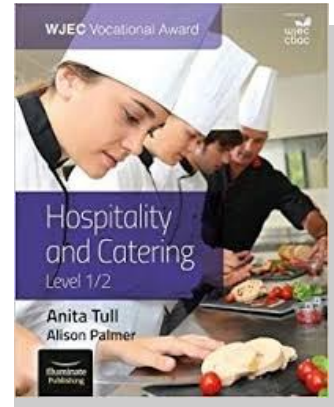
Specification:

[tinyurl.com/ycftvjun](http://tinyurl.com/ycftvjun)

## Course overview:

Level 1/2 Vocational Award in Hospitality and Catering equips students with theoretical knowledge about the hospitality and catering industry as well as enabling them to develop practical skills in planning, preparing and cooking a variety of dishes.

Hospitality and Catering is an exciting vocational award which will provide students with not just the life-long essential skill in being able to cook for themselves and others, but also develop their ability to plan nutritionally balanced meals that will suit a variety of specific dietary needs.



Unit	Type	Weighting
<b>1: The Hospitality and Catering Industry</b> This unit focuses on learning about different types of providers, legislation, food safety and the roles and responsibilities within the sector.	Exam (1 hour 30 min)	40%
<b>2: Hospitality and Catering in Action</b> This unit develops students practical skills for planning, preparing, cooking and presenting nutritional dishes meeting the client needs.	Internal Assessment	60%

### 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?

### Why study this subject?

The course has been designed with the aim of enabling students to gain a good foundation of knowledge, understanding and skills that are required by the Hospitality and Catering industry, which is a major employer of people in the UK and other countries.

Students will have the opportunity to develop a variety of skills, including food preparation and cooking skills, organisation, time management, planning, communication and problem solving.

**For more information:**

Mrs . S. Poolley

[spoolley@thomasestley.org.uk](mailto:spoolley@thomasestley.org.uk)

# French

Exam board:

**AQA**

Specification:

[tinyurl.com/zvcr2h4](https://www.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](mailto:sdanderson@thomasestley.org.uk)

# Geography

Exam board:

**Eduqas**

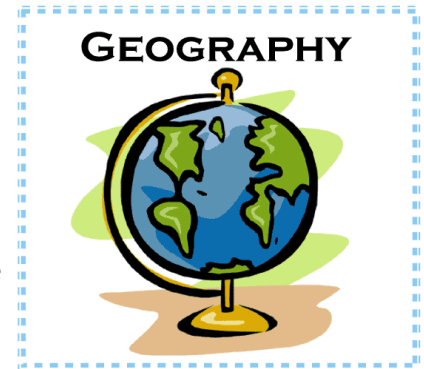
Specification:

[tinyurl.com/ycbclka9](https://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](mailto:pschalkwyk@thomasestley.org.uk)



# Health and Social Care

Exam board:

**OCR**

Specification:

[tinyurl.com/ydet4bvp](https://tinyurl.com/ydet4bvp)

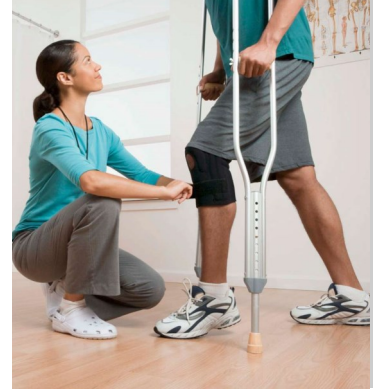
## Course overview:

Cambridge National in Health and Social Care is a varied and practical qualification which supports learners in post 16 study within the Health and Social care sector. The majority of accredited marks are made available through ongoing in class assessment and it suits candidates who prefer to work in this way.

We explore the essential values of care, communication within the health care sector, understanding body systems and disorders, child development, the nutrients needed for good health and using basic first aid.

Lessons are a mix of verbal debate, group study, independent research, exam preparation and teacher led dialogue.

Final coursework projects are presented using a variety of ICT methods; therefore a competency and willingness to work with computers is essential. The final examination is taken in the January of Year 11 easing the workload for students in the main exam season.



Unit	Type	Weighting
1: Mandatory Unit: Communication in HSC	Coursework Project	25%
2: Optional Units	Coursework Project	50%
3: Exam: Essential values of care in Early Years	Exam	25%

### Post-16 progression

This qualification 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 , Nursery nurse, speech therapy, dietician , play worker, counsellor



### Why study this subject?

Health and Social Care 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@thomasestley.org.uk](mailto:jhartley@thomasestley.org.uk)

# History

Exam board:

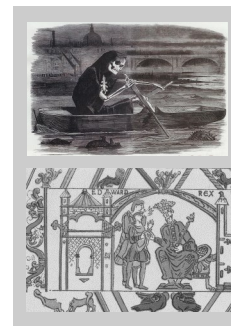
**OCR**

Specification:

[tinyurl.com/y7kcy3pr](http://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.



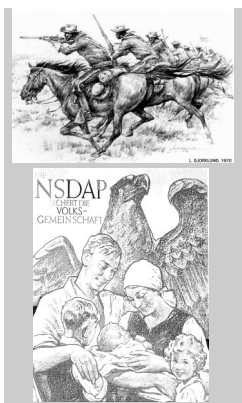
Unit	Papers	Type	Weighting
1: Unit 1 The People’s Health c1250 to Present	<b>Paper One</b> - 105 Mins	<b>Unit 1 - First half</b> of Paper One (c50 Mins)	20%
2: Unit 2 The Norman Conquest c1066-1087		<b>Unit 2 - Second half</b> of Paper One (c50 Mins)	20%
3: Unit 3 History Around Us—Kenilworth Castle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

Exam board:

**OCR**

Specification:

[bit.ly/1dy812S](https://bit.ly/1dy812S)

## Course Overview:

Cambridge National in Information Technologies is designed to raise students' confidence in using IT and plug potential gaps in digital skills and knowledge not covered by studying computing.

This qualification will develop applied knowledge and practical skills in the creative use of information technologies.

It is broken down into four main delivery themes:

- ◆ Project initiation, planning and review
- ◆ Collecting, manipulating/processing and storing data
- ◆ Creatively developing meaningful information for customer distribution
- ◆ Awareness of the importance of legal, moral, ethical and security factors assessment, which contains underpinning knowledge and understanding.



Unit	Type	Weighting
R012: Understanding tools, techniques, methods and processes for technological solutions	Exam (1 hour 45minutes)	50%
R013: Developing technological solutions	Exam board set, Internal Assessment	50%

### 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. You will develop an understanding of data management through studying databases and spreadsheets. You will study and develop skills used in business to plan and implement IT solutions.

**For more information:** Mr. M. Hardy  
[mhardy@thomasestley.org.uk](mailto:mhardy@thomasestley.org.uk)

# Music

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

Exam board:

**Edexcel**

Specification:

[tinyurl.com/ya79d798](http://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](mailto:emiliaplumb@thomasestley.org.uk)



# Physical Education

You will be expected to participate in sport outside of lesson time to take this course

Exam board:

**OCR**

Specification:

[tinyurl.com/y9ta6xfq](http://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@thomasestley.org.uk](mailto:ioflynn@thomasestley.org.uk)



# Psychology

Grade 3+ or higher in Science at Autumn term Year 9 is required for this course

Exam board:

**OCR**

Specification:

[tinyurl.com/yan59d5z](https://www.tinyurl.com/yan59d5z)

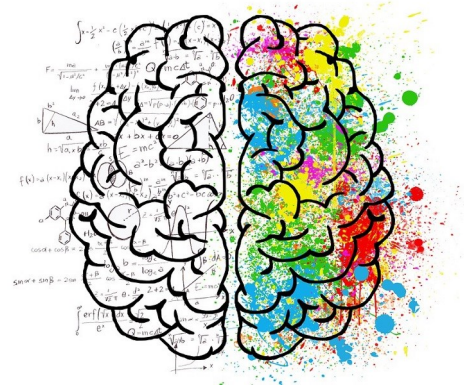
## Course overview:

### 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](mailto:myoung@thomasestley.org.uk)

# Resistant Materials

Exam board:

**AQA**

Specification:

[tinyurl.com/yar8ly6m](http://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:**

Mr C .Curtis  
[ccurtis@thomasestley.org.uk](mailto:ccurtis@thomasestley.org.uk)

# Separate Sciences

Grade 3+ or higher in Science at Autumn term Year 9 is required for this course

Exam board:

**AQA**

Specification:

**Biology:** [tinyurl.com/zo42yqw](https://www.tinyurl.com/zo42yqw)  
**Chemistry:** [tinyurl.com/pf7s7qd](https://www.tinyurl.com/pf7s7qd)

## 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 recent change in the curriculum, 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

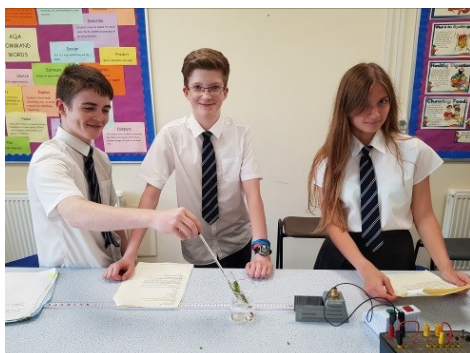
(Three separate GCSE's)

### 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](http://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@thomasestley.org.uk](mailto:dansley@thomasestley.org.uk)

# Spanish

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](mailto: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:

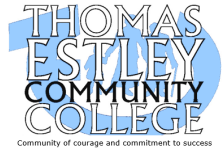
Miss. L. Burnett  
[lburnett@thomasestley.org.uk](mailto:lburnett@thomasestley.org.uk)





# Options 2020

OPTIONS FORM 2020 - Please return to College Reception by 17th JANUARY 2020



Name:

Tutor group:

**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 two reserves. Enter the numbers '1-2' in order of preference, and 'R' for your reserves

<input type="checkbox"/> Art & Design: Fine Art	<input type="checkbox"/> Food Technology	<input type="checkbox"/> Physical Education
<input type="checkbox"/> Business Studies	<input type="checkbox"/> French	<input type="checkbox"/> Psychology*
<input type="checkbox"/> Citizenship Studies	<input type="checkbox"/> Geography	<input type="checkbox"/> Resistant Materials
<input type="checkbox"/> Computer Science*	<input type="checkbox"/> Health & Social Care†	<input type="checkbox"/> Separate Sciences*
<input type="checkbox"/> Dance	<input type="checkbox"/> History	<input type="checkbox"/> Spanish
<input type="checkbox"/> Drama	<input type="checkbox"/> Information Technology†	<input type="checkbox"/> Textiles
<input type="checkbox"/> Economics*	<input type="checkbox"/> Music	<input type="checkbox"/> ASDAN Cope~

\* These courses are subject to a minimum entry requirement that students must have met by the Autumn of Year 9

<b>Subject</b>	<b>Entry requirement</b>
Computer Science	Level 3+or above in Maths
Economics	Level 3+or above in Maths

<b>Subject</b>	<b>Entry requirement</b>
Separate Sciences	Level 3+or above in Science
Psychology	Level 3+or above in Science

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

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

Please remove and return this form to College reception when complete





