

# Filey School

## Year Nine Options 2024



## It's Your Choice

# Headteacher's Introduction to the Year Nine Options Process



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## Filey School Curriculum

At Filey School we aim to provide all students of all abilities a curriculum that will not only enable them to succeed, but also to be in a position when they leave school, to progress toward their chosen careers path or further education.

The curriculum that we offer is divided in to two key sections. The first is a compulsory 'core' of subjects which all students across the country must follow. These subjects are English, Maths and Science GCSE. In addition to this all students will engage in a period of Physical Education and they will all follow our 'LIFE' curriculum (details for all these subjects can be found in this booklet).

In addition to this compulsory core of subjects, we give our students the opportunity to select four further GCSE (or GCSE equivalent) subjects from a broad, yet balanced suite of qualifications.

Much care and consideration must be taken when selecting these option subjects. Both students and parents / carers will be given a great deal of advice and guidance in this important selection process at a key point in a student's education.

Ms Michelle Britton - Headteacher

# Curriculum Structure at Key Stage Four



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## Core Subjects

It is a legal requirement for all students across the country to study the core subjects. These four subjects make up the key elements, skills and knowledge required to not only help progression post 16 but also develop knowledge and skills to help students succeed in their options subjects.

The Core Subjects are:

- English
- Maths
- Science
- Life
- Core PE

## Option Subjects

As your child reaches the final stage of their secondary education they are given the opportunity to focus on subjects that are of particular interest to them. When choosing an option, it is crucial that students select subjects they enjoy, feel confident in and choose subjects that will help them follow their chosen career path or future employment opportunities.

Filey School offers a range of qualifications for students to select from to put every individual student in the best position to successfully transition to post 16 education.

## Ebacc Subjects

The English Baccalaureate is a suite of qualifications introduced by the Government in 2010 as a measure of academic excellence.

These qualifications are admired by Universities and further education establishments due to their academic rigour.

For Filey School it means that all students will need to pick a Humanities subject as well as being strongly advised to select a Language option.

# Key Information for Parents and Students



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## Key Dates

**7th February 2024**

Options Assembly for Students.

**9th February 2024**

Invitation to Options Evening sent to Parents.

**21st February 2024**

Options Evening for Parents/ Carers & Students.

**8th March 2024**

Options Forms returned to Mr Clark.

## Advice to Students

One of the most important things to remember when you are selecting your subject choices for the next two years is that the choices are 'YOURS'.

You need to think very carefully and discuss the process with your parents/ carers and teachers about which subjects would be best for you.

What you must always do is choose what you want to study not necessarily what your friends are choosing. It is your future that we are looking for and yours alone!



Successful Students  
Community Centred

Coast  
and Vale

WHERE LEARNERS AND STAFF THRIVE



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# *The Core Subjects*

English

Maths

Science

Life

Core PE



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# GCSE English Eduqas

*"That's the thing about books. They let you travel without moving your feet."*

*Jhumpa Lahiri*

## What am I going to learn?

### **In English, students gain 2 GCSEs in Language and Literature.**

English Language allows for students to develop and refine their creative and rhetorical writing skills as well as be able to communicate with flair and originality. Furthermore, students will build upon analytical and comprehension-based skills learnt at KS3 through the analysis of chosen extracts from the 19th – 21st Century. This course also requires students to complete a spoken language assessment that builds confidence and skills for the future.

English Literature allows students to view the world through someone else's eyes. A range of exciting and engaging texts such as An Inspector Calls, Romeo and Juliet and A Christmas Carol are studied. As well as this, students will analyse the works of 18 poets collated in a GCSE anthology. Students will develop their ability to think about how and why a text was written, consider the time period in which texts were published, explore writer's craft and investigate engaging plot.

## How will English help me in the future?

In the world of work and future study, qualifications in English highlight that students are able to use skills to adapt to a range of situations. Study of English prepares students for life in modern Britain and beyond. We all need to communicate clearly, see problems through the eyes of others and use analysis skills. In terms of further study, subjects such as History, Law, Drama, Politics and Psychology all highly value qualifications in English.

Both GCSEs will expose students to a range of texts and voices, allowing them to consider the opinions and thoughts of different genders, ages and races of people.

## Other Information

[https://  
www.eduqas.co.uk/  
qualifications/english-  
language-gcse/  
#tab\\_overview](https://www.eduqas.co.uk/qualifications/english-language-gcse/#tab_overview)

[https://  
www.eduqas.co.uk/  
qualifications/english-  
literature-gcse/  
#tab\\_keydocuments](https://www.eduqas.co.uk/qualifications/english-literature-gcse/#tab_keydocuments)





# GCSE Maths Edexcel

*Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers.*

## What am I going to learn?

Students are entered for Edexcel GCSE Mathematics at the end of year 11. We therefore use *Activelearn* as our key stage four scheme of work, which is adapted and modified to meet the needs of all students.

Students will receive a diet of Mathematics that builds on the content taught at KS3 and prepares students thoroughly for their GCSE. The students will follow one of two pathways, Foundation or Higher. Students are assessed regularly in class via exit tickets and end of unit tests which mirror GCSE exam questions.

At the end of year 11 students will sit three papers, one of which is non-calculator and two are calculator. Each paper is 80 marks and therefore 240 marks are available in total.

## How will Maths help me in the future

A strong GCSE in Maths opens doors for future career opportunities: employers look favourably on mathematical knowledge when young people are looking for jobs or placements Post 16 and in colleges.

The study of mathematics provides entry into innumerable careers including many of our local industries:

- Mineral Extraction Engineering, Sea Captain,
- Marine Engineering, Medicine, Nursing,
- RNLI, Computing, Web Design Programming

## Other Information

For further information about this course, please navigate to the following website

[https://  
qualifications.pearson.c  
om/en/qualifications/  
edexcel-gcses/](https://qualifications.pearson.com/en/qualifications/edexcel-gcses/)





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*Science is a way of thinking much more than it is a body of knowledge - Carl Sagan*

### What am I going to learn?

In Science, students gain 2 GCSEs in Combined Science: Trilogy. You will study and sit exams for Biology, Chemistry and Physics. You will gain a thorough understanding of the Science you need to progress to study each discipline at A Level and beyond.

In Biology you will discover how the human body works; how it is affected by disease and drugs and how other living things adapt to their environment.

Chemistry explores the structure of the atom, the periodic table, chemical reactions and the use of different materials in different industries and how this affects the world around us.

Physics examines how we produce and use energy, the principles of electricity and how forces affect the world.

### How will Science help me in the future?

Your Science GCSE grades show you can think critically, analyse data, apply your knowledge to new situations and use these skills to solve problems.

These skills are vital in almost every job, even those not directly linked to Science.

Lots of careers require science qualifications. For example careers in: Veterinary Science, Medicine, Midwifery, Sports Science, Marine Biology, Forensic Science and even Law.

### Other Information

For further information about this course, please navigate to the following website.

<https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>







L.E.A.R.N

# LIFE Curriculum

*Personal Development is the belief that you are worth the effort, time and energy needed to develop yourself - Denis Waitley*

## What am I going to learn?

In Life lessons, students study topics concerned with personal, social, health, citizenship and economic education. Religious Education is incorporated into Life lessons as are aspects of sex and relationship education. Students have one timetabled lesson every week.

Our Life curriculum at key stage 4 aims to build upon topics covered throughout key stage 3, as well as explore new issues relevant to a student's life stage as they prepare for the transition to life beyond school. Topics are covered in an age-appropriate way.

Year 10 explore the World of Work, Influence, Family ethics and contraception, Evil and Suffering, Respect and Consent in sexual relationships, and Emotional Wellbeing.

Our Year 11 curriculum covers Next steps (post 16 and post 18 pathways, along with employment skills), Communication and relationships, Protecting my health, and Families. The Life curriculum forms an integral part of our personal development provision which also includes form time and assemblies.

## How will Life help me in the future?

Students develop skills and knowledge related to our key personal development themes

- Our values, character and identity
- Being healthy and safe
- Being respectful
- Being a Religious Education informed citizen
- Being successful in the future

For further information about this course, please navigate to the following websites

<https://classroom.thenationalacademy/subjects-by-key-stage/key-stage-4/subjects/rshe-pshe>

<https://pshe-association.org.uk/>





# Physical Education

*I've missed more than 9000 shots in my career. I've lost almost 300 games. 26 times, I've been trusted to take the game winning shot and missed. I've failed over and over and over again in my life. And that is why I succeed. Michael Jordan*

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## What am I going to learn?

### The main skills you may develop in Year 10/11

- Develop technique and improve their performance in other competitive sports
- Perform dances using advanced dance techniques within a range of dance styles and forms
- Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- Analyse performances compared to previous ones and demonstrate improvement to achieve their personal best
- Take part in competitive sports and activities outside school through community links or sports clubs.

## The Course Outline

Our curriculum at Filey School is designed to build fitness, knowledge, physical skills, and self-awareness resulting in confident students who continue to participate in sport or physical activity once they leave school. It provides a broad and engaging range of sports selected to continue the students' progress from KS3 and embed previous experiences, so that they can continue to grow their love of all sport and physical activity.

## Assessment

We value the importance of providing students with oral formative feedback that enables them to progress immediately with the lesson. This may be a physical adjustment or a tactical one depending on the activity.





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# *The Option Subjects*

Art & Design - Fine Art

Child Development

Creative iMedia

Design Technology

Food Technology

Geography

History

Performing Arts

Religious Studies

Spanish

Sport

Art & Design Textiles



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# Art & Design Fine Art AQA

*I found I could say things with colour and shapes that I couldn't say any other way - things I had no words for. Georgia O'Keeffe*

## What am I going to learn?

Alongside improving your practical expertise, you'll learn how to develop, refine and record your ideas within project based work.

You will present a personal response that realises your intentions and will improve your creative skills through the effective use of media, materials, techniques, processes and technologies.

You will take a starting idea and develop this into a final piece of work; learning how to produce good quality art images suitable for different purposes and/or contexts, whilst responding to issues, themes, concepts or ideas.

Art opens doors to a number of industries including interior and spatial design, illustration and graphic design.

## How will Art help me in the future?

You can continue your Art and Design studies at AS/ A-level and Degree level. You'll also be able to choose areas of study to specialise in within a particular title.

The transferable skills you gain will be valuable. Employers and universities regard problem solving, creative thinking, time management, investigation, research, communication, teamwork skills, and the ability to develop, refine and present ideas highly.

## Other Information

For further information about this course, please navigate to the following website.

<https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>





# Child Development OCR Cambridge National



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*Children are the world's most valuable resource and it's best hope for the future.  
John F Kennedy*

## What am I going to learn?

In the course you will study a total of 3 units:

- Unit R057: Health and well-being for child development (40%). This focuses on pre-conception, pregnancy, birth and care up to 1 year old. This is taught via lessons and homework and will be assessed in one exam which lasts for 1 hour 15 minutes.

There are two other units, which are non-exam assessments (NEAs):

- Unit R058 (30%): Create a safe environment and understand the nutritional needs of children from birth to five years
- Unit R059 (30%): Understand the development of a child from one to five year

These lessons will be taught via lessons and homework. You will do research and work independently of your teacher

An 'NEA' means that you will complete tasks based on a scenario from the exam board. This work is completed over several weeks, as you build up evidence of your learning, understanding and skills. There will be some practical elements to this too, such as observing a child play, researching products for a nursery and preparing a formula feed for a baby aged 0 - 6 months.

Excellent attendance is crucial as assessment is ongoing over two years.

## How will Child Development help me in the future?

This course is an obvious choice for anyone wishing to pursue work in the future which involves children, parents or families, as well as other roles in the health, social care & education sector. The things you learn will also be of benefit to you in the future as you become an adult and perhaps raise your own family.

On a general level this qualification will demonstrate a willingness to learn about others, their care, development and communication needs; being mindful of other people will be of obvious benefit to any role working with people. There are many post 16 routes in this subject offered by local post 16 providers and apprenticeships.

## Other Information

Assessment will be through two pieces of coursework and one exam. Parts of the assessment will be based on practical demonstrations  
For further information about this course, please navigate to the following website.

<https://www.ocr.org.uk/qualifications/cambridge-nationals/child-development-level-1-2-i809/>



# Creative iMedia OCR Cambridge Nationals



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*The Web as I envisaged it, we have not seen it yet. The future is still so much bigger than the past.*

*Tim Berners-Lee - Inventor of the World Wide Web*

## What am I going to learn?

The course will equip you with the knowledge and skills needed to work in the creative, digital media employment sector. You will develop your media skills through practical assignments to create multimedia products.

The first unit is assessed by an exam and looks at the media industry and digital media products.

The second unit is assessed by an assignment and looks at how to create a visual identity and how to develop graphic design skills.

The final unit is also assessed by assignment. You will learn how to plan, create and review comics, which contain original characters. The course is of the same value as a GCSE and your grades equate to the 9-1 system used in GCSEs.

## How will Creative iMedia help me in the

There has never been a time where technology and communication via the media plays such a role in our daily lives. This course will provide enormous opportunity for the future

There are many career paths following the successful completion of this course, from A Level, to apprenticeships and ultimately a degree. Completion of this course could lead to jobs such as a games developer, a comic book writer or a graphic designer - to name just three.

## Other Information

For further information about this course, please navigate to the following website.

<https://www.ocr.org.uk/qualifications/cambridge-nationals/>





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# GCSE Design Technology AQA

*It's not just about ideas, it's about making ideas happen. DO IT!*

## What am I going to learn?

Design and Technology is a subject area which requires the application of knowledge and understanding when developing ideas, planning, producing products and evaluating them.

It also requires being creative and innovative when designing products and selecting appropriate processes. The ability to use and select appropriate tools is essential to produce quality products.

The specification has been designed to encourage candidates to be able to design and make products with creativity and originality, using a range of materials and techniques. It fosters creativity and critical analysis by linking the principles of good design, existing solutions and technological knowledge.

## How will Design Technology help me in the future?

Design and Technology encourages candidates to be inspired, moved and challenged following a broad, coherent, satisfying and worthwhile course of study. The course gives an insight into related sectors, such as fashion, product design, architecture and engineering.

It prepares candidates to make informed decisions about further learning opportunities and career choices.

The use of new technologies and CAD/CAM skills allows candidates to develop as effective and independent learners.

## Other Information

For further information about this course, please navigate to the following website.

<https://www.aqa.org.uk/subjects/design-and-technology>





# GCSE Food Technology AQA



L.E.A.R.N

*One cannot think well, love well,  
sleep well, if one has not dined  
well. - Virginia Woolf*

## What am I going to learn?

The GCSE Food Preparation and Nutrition course, sets out the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. Students are taught to make connections between theory and practice and how to apply their understanding of food and nutrition to practical preparation. The range of food and ingredients studied reflect the recommended guidelines for a healthy diet based on the main food groups from the Eatwell Guide

Food preparation skills are integrated into five core topics:

- Food, nutrition and health
  - Food science
  - Food safety
  - Food choice
- Food provenance.

## How will Food Technology help me in the future?

A qualification in Food Preparation and Nutrition can lead to a range of different careers, including: food technologist, dietician, sports nutrition, hospitality careers, retail and much, much more.

In addition, this course will enhance many transferable learning skills such as the ability to plan, apply theory in practice and work independently. These skills are sought after by many industries today.

## Other Information

For further information about this course, please navigate to the following website.

[www.aqa.org.uk/  
subjects/food](http://www.aqa.org.uk/subjects/food)







# GCSE Geography AQA

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*The study of Geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together - Barack Obama*

## What am I going to learn?

You will study a wide range of topics that are relevant to the world around you today and in the future. The areas studied are broad in relation to both scale and location.

In Year 10 you will study earthquakes and volcanoes, changing climate, flooding, drought, extreme environments, deserts and tropical rainforests. We go on fieldwork trips to Flamborough Head and York in June of Year 10.

In Year 11 you will investigate the challenge of urban environments, the changing economic world and the use and abuse of the world's resources, as well as a study of key geographical skills.

You will sit three exam papers at the end of the course. Paper 1 - Physical Geography, Paper 2 - Human Geography and Paper 3 - Skills and Fieldwork.

## How will Geography help me in the future?

The Geography GCSE develops many transferable skills including decision-making and problem solving. Such transferable skills are essential in the world of work as well as post 16 education.

People around the world are becoming more aware of the impacts of changes to the environment, our population and the resources that we use. There will be many jobs available in this sector in the future and taking Geography GCSE will mean that you can show a real understanding of these future issues.

## Other Information

For further information about this course, please navigate to the following website.

[www.aqa.org.uk/subjects/geography/gcse/geography-8035](http://www.aqa.org.uk/subjects/geography/gcse/geography-8035)



# GCSE History Edexcel



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*We are not makers of history. We are made by history - Martin Luther King*

## What am I going to learn?

**Topic 1: Crime and Punishment Through Time:** The intention is to study change over a long period from c1000- present. This thematic study looks at the changing definitions of crime, the attitude towards punishment and law enforcement and the reasons for change. Learners are asked to draw comparisons between different time periods, enabling them to recognise similarities and differences.

**Topic 1a: Whitechapel c1870-1900: Crime, Policing and the Inner City:** The key focus for this sequence is source analysis. In this sequence we consider the local context of Whitechapel, the causes of local tension and the difficulties in policing the area. To understand more about the policing of the area, we study the Whitechapel murders.

**Topic 2: Anglo-Saxon and Norman England c1060-1087:** The intention is to learn about the roots of modern Britain from the conquest and establishment of the Normans through the study of kingship, society and religion.

**Topic 3: Weimar and Nazi Germany 1918-1939:** The key focus for this sequence is source and interpretation skills. The intention is to understand the conditions that led to the domination of the Nazi party and the consequences that followed.

**Topic 4: Superpower Relations and the Cold War 1941-1991:** The key focus of this sequence is cause and consequence and writing an analytical narrative. The intention is to learn about the key developments during the Cold War. The rise and fall of tension is taught through the proxy wars and negotiations between the two superpowers following WW2.

## How will History help me in the future?

History is more than the content we cover in class; it helps us to better understand the world around us. Students of history acquire the skills that enable them to ask questions. In a world where social media and the media itself is an emerging power, it is important that young people know when and how to question information presented to them. Current world events are rooted in the past, understanding history helps us to make sense of current issues and conflicts, which in turn sparks an interest in the world and gives us the tools to look outward.

## Other Information

For further information about this course, please navigate to the following website.

[https://  
qualifications.pearson.  
com/en/qualifications/  
edexcel-gcses/history](https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history)





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# Performing Arts OCR Cambridge National



*Actors are agents of change. A film, a piece of theatre, a piece of music or a book can make a difference. It can change the world."*

*British actor and director Alan Rickman*

## What am I going to learn?

Students study three components as part of Performing Arts Vocational Award, Performing, Creating and Performing Arts in Practice.

**Performing:** Students are assessed on a performance piece based on an existing song/script. They are also assessed on their preparation for the performance.

**Creating:** Students are assessed on creating their own song/piece of music/devised drama piece. They are assessed on the writing and performance.

**Performing Arts in Practice:** Students will learn about areas of the performing arts industry that need to be considered when responding to a commission and will consider these when devising and pitching their own idea.

## How will Performing Arts help me in the future?

Studying Performing Arts Vocational Award develops a whole range of transferable skills which are desired by employers. Teamwork, discipline, confidence, analysis and evaluation.

It also offers a range of interesting cultural and social experiences which help develop empathy and a greater sense of social awareness.

### **Music:**

Students can perform and create on any instrument for this specialism.

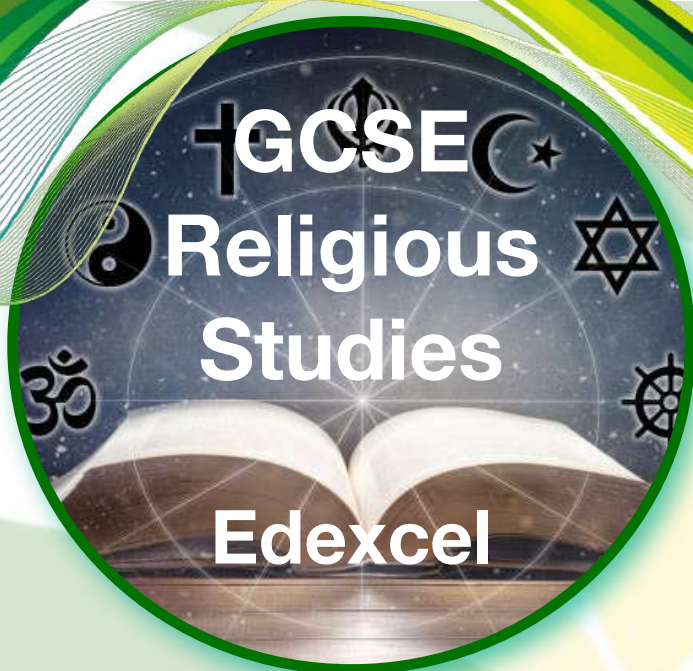
### **Drama:**

Students will focus on their scripted skills along with characterisation and writing.

### **Musical Theatre:**

Students will demonstrate a combination of acting and singing skills for this specialism.





*A friendly study of the world's religions is a sacred duty.  
Mahatma Gandhi*

### What am I going to learn?

You will study two religions: Christianity and Islam.

For each religion you will study a unit on religious beliefs and another unit on living the religious life. There are also 4 ethic based units which cover a wide range of issues:

- Crime and Punishment (justice, forgiveness, corporal and capital punishment)
- Peace and Conflict (Pacifism, causes of conflict, conflict resolution, weapons of mass destruction)
- Matters of Life and Death (abortion, euthanasia, life after death)
- Marriage and the Family (families, gender identity, contraception)

There is also reference to the views of those who are Humanists and Atheists. The qualification is gained from two, 1 hour 45 minute exams at the end of Year 11.

### How will Religious Studies help me in the future?

The things we study in RS make it a diverse, inclusive, challenging yet incredibly rewarding subject to choose. It will encourage you to question, open your mind, argue your views and leave armed with useful knowledge for the future, often in surprising and unexpected ways. The range of topics studied helps students develop a plethora of transferable skills.

A qualification in RS can be useful in a vast array of careers, ranging from working in public relations, armed forces, medicine, travel, education, social care and even banking!

### Other Information

For further information about this course, please navigate to the following website.

[https://  
qualifications.pearson.c  
om/en/qualifications/  
edexcel-gcse/  
religious-studies](https://qualifications.pearson.com/en/qualifications/edexcel-gcse/religious-studies)



# Spanish GCSE AQA



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*If you talk to a man in a language that he understands, that goes to his head. If you talk to him in his own language, that goes to his heart. Nelson Mandela*

## What am I going to learn?

Students will develop their Spanish language skills in listening, reading, writing and speaking. These 4 skills are tested separately at GCSE and are given equal weighting.

By the end of Year 11, students will be able to work with extended written and spoken texts and will be able to communicate with a degree of fluency in both speaking and writing.

The GCSE examination format has been updated (first teaching September 2024) to make it more accessible to our young people. All questions are now given in English, dictation and reading aloud tasks have been introduced (listening and speaking) and the role play task (speaking) has been made clearer and more relevant.

There are 3 themes of study:

Theme 1: People and lifestyle. This includes relationships with others, healthy living and education and the world of work.

Theme 2: Popular culture. This includes free-time activities, customs and celebrations around the world and celebrity culture.

Theme 3: Communication and the world around us. This includes travel and tourism, media and technology as well as the environment and where people live.

## How will Spanish help me in the future?

Language skills are highly-valued. Employers value language skills because they open new markets and allow better communication with customers and clients. In language lessons, students develop valuable (transferable) communication skills. They learn how to convey information clearly and precisely as well as how to respond to others effectively. Students develop resilience and independent learning skills as they use their language knowledge to interpret texts, implement appropriate vocabulary and communicate their ideas.

Jobs where language skills are valued include international aid, interpreting & translating, teaching, travel & tourism, sales & marketing, Journalism, public sector & finance, the Armed Forces.

Languages are also highly regarded by universities and helpful in all career areas.

## Other Information

For further information about the Spanish GCSE exam (AQA) and the course content, please follow the link below:

<https://www.aqa.org.uk/subjects/languages/gcse/spanish-8698/specification-at-a-glance>



# Cambridge National Sport Studies



L.E.A.R.N

*The only one who can tell you 'you can't win' is you and you don't have to listen. - Jessica Ennis-Hill*

## What am I going to learn?

Cambridge National in Sport Studies will encourage you to think for yourself about the study of sport and the application to real life practical sport, leadership and evaluation of the skills required.

As part of the Cambridge National, you will:

- Learn how technology is used in sport
- Develop as a team player and how to develop as a leader
- Plan, deliver and evaluate your own sports activity session
- Perform in front of an audience
- Study the connection between sport and media, and the different ways that sport is represented

## How will Sport help me in the future?

By developing applied knowledge and practical skills, this course will help give you the opportunity to progress on to A Levels, a Cambridge Technical in Sport and Physical Activity, an apprenticeship or university. Sport Studies careers could take a student anywhere – from coaching small groups to leading campaigns to get more people interested in sport.

## Other Information

For further information about this course, please navigate to the following website.

<https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j829/>





# Art & Design Textiles AQA



L.E.A.R.N

*You can't use up creativity. The more you use, the more you have.*

## What am I going to learn?

In Component 1, the teacher and student agree on a starting theme for the work and students then produce a sketchbook of evidence. The sketchbook will consist of work in inks, yarns, threads, fibres, fabrics, textile materials and digital imagery and could include textile samples of anything from weaving, felting, stitching, appliqué and construction methods to printing and anything else in between!

Students will look at the work of various artists, designers and crafts people as inspiration for their own work. Students will continue to experiment and develop their ideas, to the point of a final idea for a made outcome, which might have a functional or non-functional purpose, which they will then produce. The second component follows the same route, but students pick from a number of externally set briefs. The 'made' outcome for Component 2, is completed during 10 hours of supervised time.

## How will Textiles help me in the future?

GCSE Textiles can open up a huge array of possible opportunities both in terms of further education as well as in the world of work

It will provide a good foundation for further study at A-level and would be useful for pursuing a career in art and design, including fashion design, interior design, printed, knitted or woven textiles, costume design or working in any creative based industry.

## Other Information

For further information about this course, please navigate to the following website.

<https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206>





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# The Options Form

Dear Parent / Carer

Please complete the table below to indicate which of the option subjects you would like to study during Key Stage Four. Please think very carefully before completing the table and handing it in. The deadline for handing in this form is March 8th 2024.

You should make your choices based on conversations you have had with your form tutor, your subject teachers, those teachers that teach the option subjects and of course, your parents.

Block A	Block B	Block C	Block D

I confirm that I have discussed my option choices with my parents, my form tutor and my teachers.

Student Name: ..... Form: .....

Student Signature: .....

Parental Signature: .....

Date: .....

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Filey  
School



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