

Subject: GCSE Textiles - Eduqas

Aim and Objectives The Eduqas GCSE in Textiles is designed to provide engaging, challenging, coherent and meaningful learning experiences through a flexible structure that supports the sequential and incremental development of creative practice. This rewarding programme of study broadens experience, develops imagination and technical skills, fosters creativity and promotes personal and social development. The focus of the specification is to nurture an enthusiasm for Textiles and, through a broad introductory foundation programme, develop critical, practical and theoretical skills that enable students to gain a holistic understanding of a range of practices and contexts within Textiles.			
Prior Learning and Progression This specification builds on subject content which is typically taught at key stage 3 and provides a suitable foundation for the study of Textiles at either AS or A level. In addition, the specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.			
Year 10			
Why? Component 1, project 1- Aquatics: The Portfolio provides opportunities for students to explore and cultivate important skills, knowledge and understanding through a variety of experiences. These may include using resources (such as the local environment, gallery visits, workshops or other sources) to carry out focused research which supports purposeful developments. During the course, students are encouraged to experiment, collaborate and make informed creative decisions. Careful consideration of the selection and presentation of their work is also encouraged. The primary purpose of this course is to develop a confident approach that will support students' creative journeys in the latter part of Component 1 and throughout Component 2 and beyond.			
5 x lessons a fortnight	Term 1	Term 2	Term 3
Learning Question Overview of Key knowledge	Component 1: Portfolio 60% 'How can aquatics be translated into textiles, think about colour, texture and pattern?' The first stage of component 1, project 1 is centred around developing ideas	Component 1: Portfolio 60% 'How can we refine ideas and develop the theme of Aquatics to meet the assessment objectives? '	Component 1: Portfolio 60% "How do we create a meaningful and informed final outcome to the project?' The final stage of component 1, project 1 is centred around realising intentions



	through investigating the theme of aquatics. This involves developing themed mind maps, mood boards, Artist/ Designer analysis and primary images linked to the theme of Aquatics. The first term of component 1 focuses on meeting the below assessment criteria. <u>AO1</u> • Research & Develop: Investigate artists, cultures, and contextual sources to inform and develop original ideas.	The second stage of component 1, project 1 is focused on the continuation of experimentation within the theme of aquatics and the refinement and development of ideas, exploring a range of Textile skills and processes. This involves responding to a range of artists and designers through exploring ideas, experimenting with appropriate media, materials and techniques and refining work to meet the below assessment objectives. <u>AO1</u> • Research & Develop: Investigate artists, cultures, and contextual sources to inform and develop original ideas. <u>AO2:</u> • AO2: Experiment & Refine: Explore textiles media, techniques, and processes, refining work as it develops. <u>AO3:</u> • Record & Reflect: Capture primary observations, sketches, test samples, and reflective written notes.	and presenting a meaningful response to the brief. This involves demonstrating an understanding of visual language, developing and creating personal responses to a range of sources and producing a final piece in response to this meeting the below assessment objectives. <u>AO3:</u> • Record & Reflect: Capture primary observations, sketches, test samples, and reflective written notes. <u>AO4</u> • Realise & Present: Present a meaningful, personal outcome that connects to previous work
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Building and revisiting	Introduce & Explore: - Establishing foundational GCSE practices through primary photography, direct observational drawing, and initial material exploration. - Pupils learn to systematically analyse contextual sources to inform early design concepts, while developing baseline technical competency across a range of introductory textile processes and initial surface sampling.	Year 10, Term 2: Consolidate & Refine: - Consolidating surface manipulation, decorative stitching, and fabric construction techniques. - Pupils deepen critical evaluation skills by reviewing preliminary samples against their design intent, making informed adaptations, and systematically documenting their creative decision-making process to show visual progression.	Apply & Present - Purposefully selecting and combining refined media techniques to construct a resolved, personal final piece. - Pupils plan full construction workflows, demonstrate technical control during execution, and curate their portfolio to show clear, explicit connections between research, testing, and final outcomes.
Assessment	Real time, ABC and whole class feedback Internally moderated & externally assessed by a visiting examiner.		

Year 11

Why? Component 1, project 2: The first term of Year 11 centres on a Mini ESA project under the theme ‘Transformation’. Students select one focused pathway—Organic, Structural, or Environmental Transformation—and investigate it using the GCSE Assessment Objectives to structure their workflow. Through focused research, students generate purposeful design developments. This project encourages students to experiment, collaborate, and make informed creative decisions, while refining their ability to curate and present a portfolio. Structuring this as a Mini ESA builds essential independence and directly replicates the pacing and rigor required for the real exam unit.

Why? Component 2: Externally Set Assignment materials set by WJEC and will consist of assignments based on themes, visual stimuli and written briefs, which are presented to students at the start of the preparatory study period.

• One of the assignments is to be selected by the student and used as a starting point from which to elicit a personal, creative response. • Responses are developed during the preparatory study period. They should take the form of practical, critical and contextual preparatory work/supporting studies which inform the resolution of the student's ideas in the 10 hours sustained focus study.			
5 x lessons a fortnight	Term 1	Term 2	Term 3
Learning Question Overview of Key knowledge	Component 1: Portfolio 60% 'How can you respond to your chosen title in a personal and creative way? ' This project is designed to emulate a similar experience to component 2 to help prepare pupils for the final part of the course. This will involve covering the following within their chosen title: • Developing themed mind maps, mood boards, Artist/ Designer analysis and primary images. • Responding to a range of artists and designers through exploring ideas, experimenting with appropriate media, materials and techniques and refining work. • Demonstrating an understanding of visual language, developing and creating personal responses to a range of sources and producing a final piece in response to this. <u>AO1</u>	Component 2: Externally Set Assignment 40% 'How do I respond to my chosen starting point?' Part 1: Preparatory study period Students will respond to their chosen starting points using the assessment criteria to structure their findings. This will include the following: • Developing themed mind maps, mood boards, Artist/ Designer analysis and primary images. • Responding to a range of artists and designers through exploring ideas, experimenting with appropriate media, materials and techniques and refining work. Externally Set Assignment materials set by WJEC will consist of assignments based on themes, visual stimuli and written briefs, which are presented to students at the start of the preparatory study period. One of the assignments is to be selected by the student and used as a starting point	Component 2: Externally Set Assignment 40% 'How do I respond to my chosen starting point and make a final 10-hour piece?' Part 2: 10-hour period of sustained focus work Students will respond to their chosen starting points using the assessment criteria to structure their findings. This will include the following: • Responding to a range of artists and designers through exploring ideas, experimenting with appropriate media, materials and techniques and refining work. • Demonstrating an understanding of visual language, developing and creating personal responses to a range of sources and producing a final piece in response to this. The resolution of the student's ideas from the preparatory work must be completed during the designated 10 hours of sustained focus work.

	• Research & Develop: Investigate artists, cultures, and contextual sources to inform and develop original ideas. <u>AO2:</u> • AO2: Experiment & Refine: Explore textiles media, techniques, and processes, refining work as it develops. <u>AO3:</u> • Record & Reflect: Capture primary observations, sketches, test samples, and reflective written notes. <u>AO4</u> • Realise & Present: Present a meaningful, personal outcome that connects to previous work	from which to elicit a personal, creative response <u>AO1</u> • Research & Develop: Investigate artists, cultures, and contextual sources to inform and develop original ideas. <u>AO2:</u> • AO2: Experiment & Refine: Explore textiles media, techniques, and processes, refining work as it develops. <u>AO3:</u> • Record & Reflect: Capture primary observations, sketches, test samples, and reflective written notes.	<u>AO2:</u> • AO2: Experiment & Refine: Explore textiles media, techniques, and processes, refining work as it develops. <u>AO3:</u> • Record & Reflect: Capture primary observations, sketches, test samples, and reflective written notes. <u>AO4</u> • Realise & Present: Present a meaningful, personal outcome that connects to previous work
Building and revisiting	Synthesize & Pace • Revisiting full portfolio workflows within the 'Transformation' theme to simulate the speed, structure, and rigor of the Component 2 exam unit. • Pupils operate with higher independence, selecting personal pathways (Organic, Structural, Environmental) while managing tight project deadlines and synthesizing prior skills.	Adapt & Direct • Independently selecting and responding to a WJEC external starting point. • Pupils direct their own primary research, select relevant artist influences, and conduct targeted practical trials to design, plan, and troubleshoot a viable outcome for the upcoming practical examination.	Master & Realize • Demonstrating technical mastery, autonomy, and real-time problem-solving under timed examination conditions during the 10-hour sustained focus period. • Pupils execute high-level finishing skills and present a fully realized, meaningful outcome alongside a cohesive, completed supporting submission.

Assessment	Real time, ABC and whole class feedback Internally moderated & externally assessed by a visiting examiner.
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