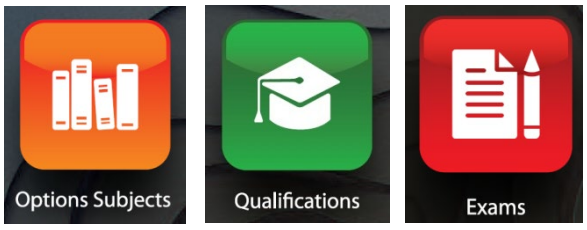
The Eastwood Academy

Believe, Succeed, Together

Key Stage 4

Curriculum Pathways Booklet



1.1 Key Stage 4 Curriculum Structure

The Academy operates a 3-year Key Stage 4 programme from Year 9-11. The programme is divided into two pathways – **core** (compulsory) and **personalised** (optional).

The Department for Education (DfE) recommends that pupils study between 8-10 high quality GCSEs. The Academy's KS4 programme provides pupils with the opportunity to gain up to 10 GCSEs.

Curriculum Pathway	Subject	Course
Core	English Language	GCSE
	English Literature	GCSE
	Mathematics	GCSE
	Combined Science	GCSE
	Citizenship	GCSE
	French	GCSE
	Personal Development and Enrichment	Non-GCSE
	Recreational Physical Education	Non-GCSE
Personalised	Art	GCSE
	Business Studies	GCSE
	Computer Science	GCSE
	Drama	GCSE
	DT Graphic Products	GCSE
	Food Preparation and Nutrition	GCSE
	Geography	GCSE
	History	GCSE
	ICT – (Creative iMedia)	Technical Award
	Music	GCSE
	Physical Education (P.E)	GCSE
	Religious Education (R.E)	GCSE
	Sociology	GCSE
	Statistics	GCSE

1.2 English Baccalaureate (EBacc)

The EBacc is a set of subjects at GCSE that keeps young people's options open for further study and future careers. It includes the following subjects:

- English Language **or** Literature.
- Mathematics.
- Combined Science.
- Modern Foreign Language (French)
- History **or** Geography.

EBacc was introduced by the DfE to *"promote achievement of a broad academic core at 16"* - DfE EBacc Guidance

A study by the UCL Institute of Education showed that studying subjects included in the EBacc provides pupils with greater opportunities in further education and increases the likelihood that a pupil will stay on in full-time education. Further, Sutton Trust research reveals that studying the EBacc can help improve a young person's performance in English and maths.

The Government's ambition is for 75% of pupils studying the EBacc subject combination at GCSE by 2022 and 90% by 2025. Currently, 100% of pupils at Eastwood have the opportunity to study the EBacc.

1.3 Personalised Pathway

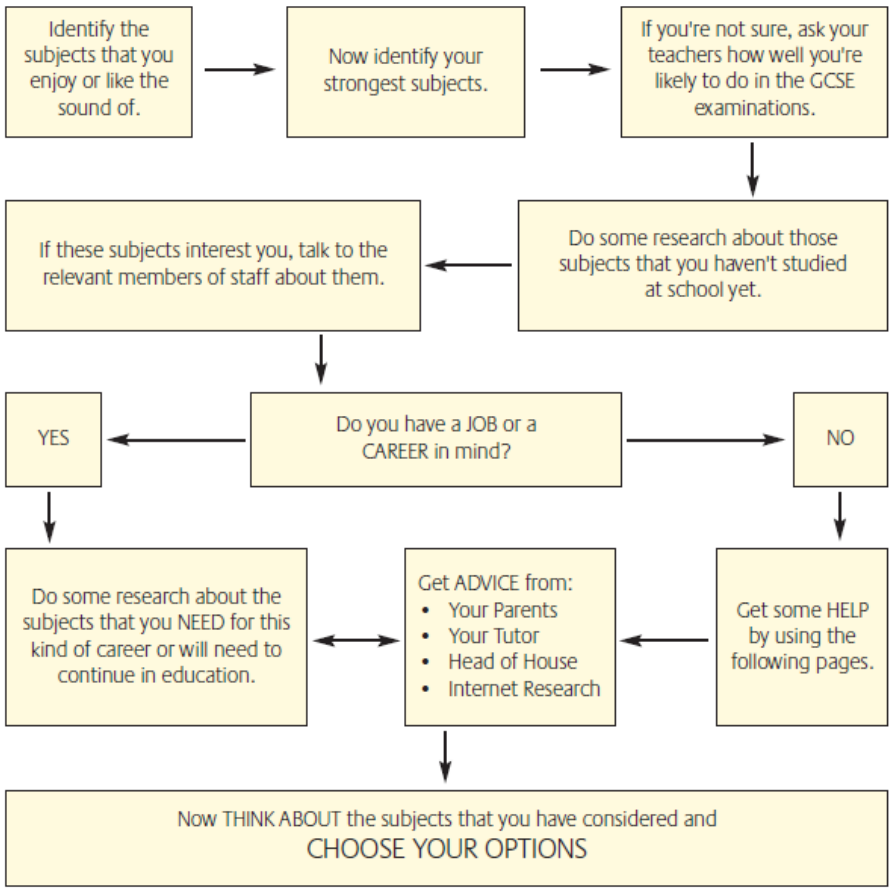
The option subjects are arranged into three blocks.

Block 1 Humanities	Block 2 Design and Technology	Block 3 Arts
Geography	Graphic Products	Art
History	Food Preparation*	Drama
	Business Studies*	Music
	ICT – (Creative iMedia)	P. E
	Statistics	R. E
	Computer Science	Sociology
1	**1**	**1**
1st Choice	1st Choice	1st Choice
2nd Choice	2nd Choice	2nd Choice
	3rd Choice	3rd Choice

Pupils must choose **three** subjects - **one** from each block.

*Demand for **Food Preparation** and **Business** is high and therefore these are not available as a 2nd or 3rd choice.

Pupils should use the information in this booklet and the flow chart below, to help in the decision-making process.



Useful Websites

Careers in School Subjects

Careerpilot: Jobs by Subject

Where can your option choices take you? | My World of Work

National Careers Service

LMI For All

ICould

Apprenticeship Information (Subject-Linked)

Art

Examination Board and Specification Number
AQA 8202

Overview
In Fine Art GCSE, pupils will explore a range of materials, techniques and processes whilst developing their contextual knowledge and critical understanding. Pupils will develop their knowledge of contemporary and traditional artists, improving their visual literacy and gaining a better understanding of the visual and creative world. Pupils will be encouraged to use a wide range of materials and refine their skills, producing artworks that are relevant and personal to them in individual projects, projects that are reflective of their experiences, identities, cultures and aspirations. By working in this way, pupils will improve their practical and theoretical skills and develop into conscientious young artists.

Subject Content
• Knowledge and understanding. • Contextual understanding of artists. • Skills. • Creatively responding to set titles and themes. • Art, craft, and design. • Fine art. • Three-dimensional design. • Photography. • Progression.

Assessment
• Portfolio – non-examination assessment (60% of the course). • Externally set assignment – 10 hours supervised time (40% of the course).

Career Possibilities
The number of creative jobs in the UK totalled 2.8 million last year, including not only careers in Art and Design, but in areas such as manufacturing, engineering, and health. Fine Art GCSE, and then later A Level, can lead into careers such as: • Architect. • Graphic designer (web design, editorial design). • Art therapist. • Illustrator. • Photographer (photojournalist, documentary photographer, fashion photographer). • Curator. • Practicing artist (painter, printmaker, ceramicist, glass blower).

Business Studies

Examination Board and Specification Number
Pearson Edexcel 1BS0
Overview
GCSE Business Studies is designed for pupils finishing secondary school to learn skills for running a business, such as managing money, advertising, and employing staff. While studying the first two units of this course, pupils will be introduced to the world of small businesses and will look at what makes someone a successful businessperson. They will find out how to spot an opportunity, how to develop that idea and turn that into a successful business. They will understand how to make a business effective and manage money.
Subject Content
• Investigating small business – enterprise; entrepreneurship; opportunity; ideas into practice; and external influences. • Building a business – growth; marketing; operations; finance; and human resources.
Assessment
• Investigating small business - 1 hour 30 minutes examination (50% of the course). • Building a business - 1 hour 30 minutes examination (50% of the course).
Career Possibilities
There are a range of careers where GCSE Business is useful e.g. • Accountant. • Trader. • Logistics/distribution manager. • Advertising media buyer. • Insurance underwriter. • Market research executive. • Human resources officer. • Public relations officer.

Computer Science

Examination Board and Specification Number
Pearson Edexcel 1CP2
Overview
In GCSE Computer Science, pupils will learn about the fundamental computing principles and concepts, such as logic and algorithm design. They will learn to analyse problems in computational terms by solving real problems and will design, code, and debug their own programs. Pupils will also learn how to think creatively and analytically. Pupils will do this by learning about how digital systems like computers and smart phones work and communicate with one another. Finally, they will study the impacts of digital technology on individuals and the wider society.
Subject Content
• Decomposition and abstraction. • Algorithms. • Truth tables. • Binary. • Data representation. • Data storage and compression. • Programming. • Coding. • Hardware and software. • Networks and network security. • Cybersecurity. • Ethical, legal, and environmental impacts of digital technology on wider society, including issues of privacy.
Assessment
• Principles of Computer Science – 1 hour 30 minutes examination (50% of the course). • Application of Computational Thinking – 2 hour onscreen examination (50% of the course).
Subject Specific Requirements
• Pupils should be operating at a least a Grade 5 for Mathematics.
Career Possibilities
In terms of possible careers opportunities, these include: • Web developer. • Game designer/developer. • Software architect. • Application analyst. • Applications developer. • Cyber security analyst. • Data analyst. • Database administrator. • Forensic computer analyst.

Drama

Examination Board and Specification Number
OCR J316
Overview
GCSE Drama is designed to allow pupils to develop their practical, theoretical, and analytical skills. The focus of creativity, communication and culture runs through pupils' work and their deconstruction of live theatre, devised theatre and published texts strengthens their deeper understanding of the performing arts. GCSE Drama is not simply about 'becoming an actor'; the course has many transferable skills which can be applied to other areas of study and future careers.
Subject Content
• Devising drama – research and explore a stimulus; work collaboratively and create devised drama. • Presenting and performing texts – develop and apply theatrical skills in acting or design by presenting a showcase of two extracts from a performance text. • Performance and response - explore practically a performance text to demonstrate knowledge and understanding of drama; and analyse and evaluate a live theatre performance.
Assessment
• Devising – non-examination assessment (30% of the course). • Presenting and performing texts - non-examination assessment (30% of the course). • Performance and response - 1 hour 30 minutes examination assessment (40% of the course).
Career Possibilities
In terms of possible careers opportunities, these include: • Actor. • Presenter. • Voice over. • Teacher. • Director. • Drama therapist. • Researcher. • Lighting/sound/costume designer. • TV/Theatre crew. • Playwright.

DT (Graphic Products)

Examination Board and Specification Number
Pearson EDXECEL 1DT0
Overview
GCSE Design and Technology will prepare pupils to participate confidently and successfully in an increasingly technological world. Pupils will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental, and economic factors. Pupils will also get the opportunity to work creatively when designing, making, and applying technical and practical expertise. In order to make effective design choices, pupils will learn and utilise a breadth of core technical knowledge and understanding that consists of new and emerging technologies, energy generation and storage, developments in new materials, systems approach to designing, mechanical devices, materials and their working properties.
Subject Content
• Component 1 – impact of new and emerging technologies; critical evaluation; design decisions; ethics; energy generation; smart materials; mechanical devices; electronic systems; programmable components; and material categories. • Component 2 – investigation of needs and research; product specification; design ideas; review of ideas; development of ideas into a chosen design; communication of design ideas; manufacture; quality and accuracy; testing; and evaluation.
Assessment
• Component 1 - 1 hour 45 minutes examination (50% of the course). • Component 2 – non-examination assessment (50% of the course).
Career Possibilities
In terms of possible careers opportunities, these include: • Advertising art director. • Automotive engineer. • Furniture conservator/restorer. • Graphic designer. • Materials engineer. • Product manager. • Production designer, theatre/television/film. • Purchasing manager.

Food Preparation and Nutrition

Examination Board and Specification Number
AQA 8585
Overview
GCSE Food Preparation and Nutrition involves learning about foods, cooking processes, the science of food and understanding about nutrition, diets, and health. It equips pupils with a range of culinary skills and comprehensive knowledge and opens their eyes to a world of career opportunities reaching far beyond the hospitality industry. It will also give pupils the confidence to cook with ingredients from around the world.
Subject Content
• Food preparation and skills. • Food preparation and cooking techniques. • Food, nutrition, and health. • Food science. • Food safety. • Food choice. • Food provenance.
Assessment
• Written examination – 1 hour 45 minutes (50% of the course). • NEA 1 - Food investigation task - a 1500 -2000-word report on Food science including 2 – 3 experiments (15% of the course). • NEA 2 – Food Preparation task, a 20-page portfolio where pupils must cook four dishes before completing a three hour practical exam where they make a further three dishes.
Career Possibilities
In terms of possible careers opportunities, these include: • Chef. • Restaurant manager. • Production manager. • Food technologist. • Nutritional therapist. • Quality control officer.

Geography

Examination Board and Specification Number
AQA 8035
Overview
In GCSE Geography pupils are given the opportunity to understand more about the world, the challenges it faces and their place within it. The course will deepen their understanding of geographical processes, change and complex people-environment interactions at different scales. It will also develop pupils' competence in using a wide range of investigative skills and approaches and enable young people to become globally and environmentally informed and thoughtful, enquiring citizens.
Subject Content
• Living with the physical environment – coasts; rivers; tectonic hazards; and ecosystems. • Challenges in the human environment – urban living; sustainable living; development; and the wider world. • Geographical applications – map reading; and statistical analysis. • Geographical skills.
Assessment
• Living with the physical environment - 1 hour 30 minutes examination (35% of the course). • Challenges in the human environment - 1 hour 30 minutes examination (35% of the course). • Geographical applications and skills - 1 hour 15 minutes examination (30% of the course).
Career Possibilities
In terms of possible careers opportunities, these include: • Conservation officer. • Environmental consultant. • Town planner. • Geographical information systems officer. • Teacher/lecturer. • Journalist. • Wide variety of jobs in the tourist industry.

History

Examination Board and Specification Number
Edexcel GCSE and GCE 2014 (pearson.com)
Overview
Studying GCSE History allows pupils to make sense of the world around them by understanding how we got to where we are today. Understanding the past enables pupils to learn from mistakes of others, analyse the key issues and understand what drives change and how the past influences the present.
Subject Content
• Thematic study and historic environment – medicine in Britain c1250- present. • Period study and British depth study - Early Elizabethan England 1558–88 and American West c1835–c1895. • Modern depth study – USA 1954–75: conflict at home and abroad.
Assessment
• Thematic study and historic environment – 1 hour 15 minutes examination (30% of the course). • Period study and British depth study – 1 hour 45 minutes examination (40% of the course). • Modern depth study – 1 hour 20 minutes examination (30% of the course).
Career Possibilities
In terms of possible careers opportunities, these include: • Journalism. • Law. • Teaching. • Academia. • Research. • Archaeology. • Anthropology. • Film and television. • Government and politics. • Costume and set design.

ICT (Creative Media)

Examination Board and Specification Number
OCR Level 2 J834
Overview
ICT (Creative Media) promotes independence, creativity, and awareness of the digital media sector. It also equips pupils with a range of creative media skills and provides opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. The course requires a 'hands on' approach in terms of teaching and learning which highly relevant to the way young people use the technology required in creative media.
Subject Content
• Creative iMedia in the media industry. You will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact, and engage audiences. • Visual identity and digital graphics. You will learn to how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences. • Visual imaging. You will learn how to plan, create, and review portfolios of visual imagery.
Assessment
• Creative iMedia in the media industry - 1 hour 20 minutes examination (40% of the course). • Visual identity and digital graphics - non-examination assessment (30% of the course). • Visual imaging - non-examination assessment (30% of the course).
Career Possibilities
In terms of possible careers opportunities, these include: • Digital graphic designer. • Digital illustrator / graphic artist • Creative director. • Media buyer. • Web content manager. • Social media manager. • Blogger. • Game developer • TV/Film/video editor. • Technical writer. • Sound engineer. • Video producer. • Production manager. • Public relations officer. • Script writer. • Editorial assistant.

Music

Examination Board and Specification Number
Pearson EDEXCEL 1MU0
Overview
GCSE Music provides an accessible and creative musical education, integrating the three main components of performing, composing and appraising. Pupils broaden their musical horizons within four areas of study as they explore musical context, language, performance, and composition.
Subject Content
• Performing – solo; ensemble; and approaches. • Composing – developing musical ideas; compositional techniques and strategies; ensuring technical control and coherence; and methods of notating composition scores. • Appraising - musical elements; musical contexts and musical language; areas of study; instrumental music 1700–1820; vocal music; music for stage and screen; and fusions.
Assessment
• Performing – non-examination assessment (30% of the course). • Composing – non-examination assessment (30% of the course). • Appraising – 1 hour 45 minutes examination (40% of the course).
Career Possibilities
In terms of possible careers opportunities, these include: • Musician. • Teacher. • Private music teacher. • Music therapist. • Television production assistant. • Programme researcher. • Arts administrator. • Editorial assistant.

Physical Education (P.E)

Examination Board and Specification Number
Pearson EDEXCEL 1PE0
Overview
GCSE P.E will provide pupils with the knowledge, understanding, skills and values they need to be able to develop and maintain their performance in physical activities and more generally how physical activities benefit health, fitness and well-being. Pupils develop their theoretical knowledge and understanding of applied anatomy and physiology, movement analysis and physical training, so that they can use this knowledge to analyse and evaluate performance and devise informed strategies for improving/optimising their own practical performance. Pupils also develop their knowledge and understanding of the contribution that physical activity and sport make to health, fitness, and well-being and how these can impact on their own performance. Sports psychology is also covered, with a focus on skill development, through relevant practice, guidance, and feedback. Key socio-cultural influences that can affect people's involvement in physical activity and sport will also be covered.
Subject Content
• Fitness and body systems – applied anatomy and physiology; movement analysis; physical training; and use of data. • Health and performance – health, fitness, and well-being; sport psychology; socio-cultural influences; and use of data. • Practical performance – skills during individual and team activities; and general performance skills. • Personal Exercise Plan (PEP) – aim and planning analysis; carrying out and monitoring the PEP; and evaluation of the PEP.
Assessment
• Fitness and body systems - 1 hour 45 minutes examination (36% of the course). • Health and performance - 1 hour 15 minutes examination (24% of the course). • Practical performance - non-examination assessment (30% of the course). • Personal Exercise Plan (PEP) - non-examination assessment (10% of the course).
Career Possibilities
In terms of possible careers opportunities, these include: • Professional sportsperson. • Sports scientist. • Sports psychologist. • PE teacher. • Physiotherapist. • Sports coach/consultant. • Diet and fitness instructor. • Personal trainer.

Religious Education (R.E)

Examination Board and Specification Number
AQA | Religious Studies | GCSE | Religious Studies A
Overview
GCSE R.E aims to develop pupils' knowledge and understanding of key religions such as Christianity and Islam as well as non-religious beliefs such as Humanism. Pupils will be exposed to sacred texts and learn how to construct informed and balanced written arguments with both depth and breadth. Pupils will have the opportunity to engage with questions of belief, value, meaning, purpose, truth and ultimately reflect on their own beliefs, values, and attitudes. Ultimately, the course aims to prepare pupils for adult life in a pluralistic society and global community as religiously informed, thoughtful, and engaged citizens.
Subject Content
• Study of religion – beliefs and teachings; practices; sources of wisdom and authority; forms of expression; and ways of life. • Study of second religion - beliefs and teachings; and practices. • Philosophy and ethics - arguments for the existence of God; religious teachings on relationships and families in the 21st century.
Assessment
• Study of religion - 1 hour 45 minutes examination (50% of the course). • Study of second religion - 50 minutes examination (25% of the course). • Philosophy and ethics – 50 minutes examination (25% of the course).
Career Possibilities
In terms of possible careers opportunities, these include: • Charity officer. • Civil Service administrator. • Community development worker. • Policing, law. • Social work • Teaching • Prison officer

Sociology

Examination Board and Specification Number
AQA 8192
Overview
GCSE Sociology helps pupils to gain knowledge and understanding of key social structures, processes, and issues through the study of families, education, crime and deviance and social stratification. Pupils will develop their analytical, assimilation and communication skills by comparing and contrasting perspectives on a variety of social issues, constructing reasoned arguments, making substantiated judgements, and drawing reasoned conclusions. By studying Sociology, pupils will develop transferable skills, including how to investigate facts and make deductions; develop opinions and new ideas on social issues; and analyse and better understand the social world.
Subject Content
• The sociological approach. • Social structures, social processes, and social issues. • Families. • Education. • Crime and deviance. • Social stratification. • Sociological research methods.
Assessment
• The sociology of families and education – 1 hour 45 minutes examination (50% of the course). • The sociology of crime and deviance and social stratification – 1 hour 45 minutes examination (50% of the course).
Career Possibilities
In terms of possible careers opportunities, these include: • Advice worker. • Community development worker. • Teacher. • International aid/development worker. • Policy officer. • Social researcher. • Policing, law. • Social work • Teaching • Prison officer

Statistics

Examination Board and Specification Number
Pearson EDEXCEL 1ST0
Overview
Statistics is about making decisions when there is uncertainty. Perhaps one of the most versatile areas of maths, it gives pupils the skills to collect, analyse, interpret, and present data. Making well-reasoned predictions about the future, as well as making justified assumptions about why something has happened, are some of the key rationales in the study of statistics. GCSE Statistics involves studying probabilities, manipulating datasets, exploring sampling methods and forming scientific hypotheses.
Subject Content
• Statistical enquiry cycle – planning; processing; presenting; interpretation; and evaluation. • General content – planning; types of data; population and sampling; collecting data; tabulation; diagrams; representation; measures of central tendency; measures of dispersion; summary statistics; scatter diagrams; correlation; time series; quality assurance; estimation; and probability.
Assessment
• Paper 1 – 1 hour 30 minutes examination (50% of the course). • Paper 2 – 1 hour 30 minutes examination (50% of the course).
Career Possibilities
In terms of possible careers opportunities, these include: • Business analyst. • Chartered accountant. • Economist. • Financial manager. • Financial trader. • Insurance underwriter.

Head of Department or Course Leader

Title	Surname	Subject	E-mail Address
Mrs.	Arnold	Art	MArnold@eastwood.southend.sch.uk
Mrs.	Niner	Business	NNiner@eastwood.southend.sch.uk
Mrs.	Edwards	Citizenship, R.E and Sociology	JEdwards@eastwood.southend.sch.uk
Mr.	Niner	Computer Science	CNiner@eastwood.southend.sch.uk
Mr.	Dunn	Creative Media	NDunn@eastwood.southend.sch.uk
Ms	Rossi	Drama	IRossi@eastwood.southend.sch.uk
Mr.	Reynolds	DT	MReynolds@eastwood.southend.sch.uk
Ms.	Steed	English	ASteed@eastwood.southend.sch.uk
Mrs.	Rodha	Food Preparation and Nutrition	FRodha@eastwood.southend.sch.uk
Mrs.	Haslett	French	JHaslett@eastwood.southend.sch.uk
Mrs.	Lillywhite	Geography	NLillywhite@eastwood.southend.sch.uk
Ms	Lang	History	VLang@eastwood.southend.sch.uk
Mr.	Samir	Mathematics	MSamir@eastwood.southend.sch.uk
Mrs.	Stanley	Music	SStanley@eastwood.southend.sch.uk
Mrs.	Hewitt	P. E	NHewitt@eastwood.southend.sch.uk
Mr.	Clark	Science	CClark@eastwood.southend.sch.uk
Mr.	Brown	Statistics	SBrown@eastwood.southend.sch.uk