

# Wellsway

## Study Pathways

### Key Stage 4

#### September 2025 – June 2027



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## Making the right choices

Over the next few weeks, you will make some very important decisions about the future of your education and the direction of your career. At Wellsway, we strongly believe that we should ensure that each individual studies a core of essential subjects to maximise future opportunity, whilst providing high quality advice to help our young people make the right personal choices. The pathways we offer guarantee that you will not choose a curriculum which is too narrow and restricts opportunities in the future. At the same time, we have taken care to offer a range of courses which allow you breadth in your studies and encourage you to choose subjects which will match with your interests and strengths. You will find a wide selection of creative and vocational qualifications listed in the subject pages of this booklet.

### What is the purpose of this guidance booklet?

This guide is intended to take you through the timeline of the Pathways process and to give detailed information about the courses and subjects we offer.

### What is the timeline for seeking advice and submitting applications?

**29<sup>th</sup> January 2025:** Presentation for Year 9 (Study Pathways process)

**30<sup>th</sup> January 2025:** Year 9 Pathways evening (face-to-face in school with subject teachers)

**13<sup>th</sup> February 2025:** Year 9 Parent/Carer Evening (online), 4.00 pm – 7.00 pm

**27<sup>th</sup> February 2025:** Final selection of pathway choices

Details of how to select your pathway will be made available in February.

### Which subjects are compulsory?

All students will study mathematics, English language, English literature, science, core (non-examined) PE, personal social and health education (PSHE) and one of either history or geography (it is possible to choose both of these subjects).

### How many subjects can I choose?

As well as your choice of either history or geography, we ask that you choose three other subjects plus a reserve. At this stage, the selection of the additional subjects is an entirely free choice. When we have received choices from all of our students, we will be able to determine which subject combinations we will be able to offer.

### **Am I guaranteed to get the subjects I choose?**

We cannot promise that students will be given the course they choose, but we satisfy as many first choices as we possibly can. The reasons for this are:

1. Some courses may not attract enough interest to run
2. Some courses may attract greater numbers than we have staff and facilities to provide for
3. Some subject combinations will not be possible when we arrange the courses into teaching periods for the new timetable.

***We do not operate a 'first come, first served' system for allocating courses, nor do we select on academic ability.***

### **What is the English Baccalaureate (Ebacc) and is it important?**

The English Baccalaureate is not awarded as a separate certificate, but it is achieved if a student achieves all of the following at grade 5 or above:

- English Language and English Literature
- Mathematics
- Two science subjects (for example double award combined science or any combination of physics, chemistry, biology and computer science)
- History or geography
- A modern foreign language

Whilst it is rare for employers and educational establishments to insist on the Ebacc as an entrance requirement, we do know that the subjects listed are highly valued, both in industry and in universities and colleges.

### **What is the Level 2 Higher Project Qualification (HPQ)?**

The Level 2 Higher Project is an exciting opportunity to develop your research, organisation and presentation skills while spending time on an area of personal interest or activity outside your normal studies. It will be made available to students who wish to apply for a place during Year 10, and teaching sessions will take place at the end of the school day. Places will be limited, and we will ask students to make applications to take part. It will be based on a topic chosen by you with the help of your teacher. As part of the project you will:

- choose an area of interest
- draft a title and aims of the project for formal approval by the centre
- plan, research and carry out the project

- deliver a presentation to a non-specialist audience
- provide evidence of all stages of project development and production for assessment.

The qualification provides excellent preparation for both the Extended Project Qualification (EPQ) in the sixth form and for higher education study. Through your work on the HPQ, you will learn to:

- identify, design and complete an individual project, applying a range of organisational skills and strategies to meet agreed objectives
- obtain, critically select and use information from a range of sources
- analyse data, apply it relevantly and demonstrate understanding of any appropriate linkages, connections and complexities of the topic
- select and use a range of skills, solve problems, take decisions critically, creatively and flexibly, to achieve planned outcomes
- evaluate outcomes both in relation to agreed objectives and your own learning and performance
- Select and use a range of communication skills and media to present evidenced outcomes and conclusions in an appropriate format

### How have GCSE grades changed?

All GCSEs in England have now switched from alphabetical to number grading. The table below shows the equivalences of the old letter grades and the new numerical scores. Further information can be found here:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/626681/GCSE\\_Factsheet\\_parentFormatted1.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/626681/GCSE_Factsheet_parentFormatted1.pdf)

An approximation of the equivalence of grades is shown below:

Pre-2017 Letter Grade	Post-2017 Number Grade
A*	8 and 9 (where 9 shows the highest performance)
A	7
High B	6
High C and low B	5 (strong pass)
Low and middle C	4 (standard pass)
D	3
E	2
F and G	1

A grade 4 is called a 'standard' pass and is usually the minimum which will be considered for progression to level 3 courses such as A Levels and BTECs in post 16 education. A grade 5 is defined as a 'strong' pass and is the expected standard for Year 11 students in England.

### **How have GCSE courses changed?**

The GCSE courses introduced in the last five years are generally examined only at the end of the course, normally the summer of Year 11. Coursework has been vastly reduced, and in many cases removed completely from courses, but this varies from subject to subject as detailed in this booklet.

### **Who can I speak to for more advice?**

We recommend that you talk to:

- Your subject teachers
- Your tutor
- The Wellsway Careers Adviser
- The Independent Careers Adviser

Further information and support with subject options and choices is offered through our careers team in the Careers Hub; appointments with our independent careers adviser can be booked via email - [careers@wellswayschool.com](mailto:careers@wellswayschool.com).

If you are planning to apply to a specific apprenticeship, training scheme or university course at a later stage, it is worth researching entry requirements. As well as contacting organisations directly, look for advice published on their websites or from other agencies (for universities go to <https://www.ucas.com/> and for apprenticeships: <https://www.gov.uk/topic/further-education-skills/apprenticeships>).

Other useful websites for further careers information, advice and research specific to Year 9 are - <https://www.careerpilot.org.uk/information/your-choices-at-14> and you can also set up your own Pathways personal account, linked to Wellsway School, to store any careers information; <https://www.careerpilot.org.uk/>.

### **What are VCERTS, Cambridge Nationals, BTECs and other vocational qualifications?**

These courses are equivalent in value to GCSE, but are designed to be vocational and as such aimed at preparation for the workplace. They include both examined elements and the production of portfolios of continuously assessed project work. Unlike GCSEs, the internally assessed projects in vocational courses account for the majority of the assessed grade. We

recommend that all students should consider one or more vocational courses alongside their GCSE studies.

### **Inclusion**

Some students will benefit from a more personalised route through KS4 with opportunity for additional support with their studies. The Inclusion Team will contact you directly to discuss the pathway we recommend.

## **Our Study Pathways Summarised**

Our subject choice pathways have been designed to give you the maximum chance of successful progression into post-16 education and training, then into employment in the future. In devising these pathways, we have taken advice into account from universities, employers and the government.

We have written to you to recommend that you select from one of the two Wellsway pathways described below. We have chosen this pathway on the basis of what we know about your strengths and your potential for future achievement. Some students will already have submitted an application for IKB Academy.

### **English Baccalaureate Pathway**

This is a pathway which is suited to students who want to progress onto A Level study at Sixth Form (also known as level 3 study) post-16. It also offers excellent opportunities for college or work based training, including apprenticeships. In addition to the core examined offer of English, mathematics and science, students will opt to study one language and one humanities subject (from geography or history). Students then have a free choice of two subjects, plus a reserve, from the 'open choice' column shown in the table below. The pathway contains the recommended mix of subjects suggested by Russell Group Universities and will also see students reach the English Baccalaureate standard.

### **Academic Pathway**

This is a pathway which is suited to students who also want to progress onto further study post-16, but may not wish to pursue the study of a modern foreign language. Like the English Baccalaureate Pathway, it is suitable preparation for the sixth form, other post-16 colleges or work-based training. In addition to core subject study, students will choose either history or geography. Students then have a free choice of three subjects, plus a reserve, from the remaining subjects in the 'open choice' column shown in the table below. This pathway will

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open up study possibilities at Sixth Form which will then lead to high quality university applications or onto employment following successful Sixth Form study. If students decide to choose French or Spanish as an 'open choice', they will be eligible for the English Baccalaureate standard.

### **IKB Academy**

As an IKB student, you will have an interest and enthusiasm for one or more of our specialist areas of: science, technology, engineering, mathematics (STEM). The STEM curriculum is focussed on delivering pathways into further study (university and college degrees) or apprenticeships in areas such as architecture and the built environment, design engineering, digital engineering, science and medicine.

The core curriculum is English GCSE (language and literature), mathematics GCSE, science GCSEs, PSHE (including citizenship) and core PE. In addition, students choose three option subjects and take part in work placements that relate to and support their studies. Students also develop employability and study skills that will support their future careers and education. Lessons are delivered in purpose built laboratories and workshops in the IKB building. Students who are interested in applying for a place at IKB Academy are encouraged to complete the online application form, located on their website [Admissions / IKB Academy](#). This will then prompt communication between the academy and parents, looking towards a transition to IKB Academy in September.



## Pathway Summary

**We have two WellsWay pathways, plus the IKB Academy.  
All will provide a route to post-16 study and then to university, training or employment.**

### English Baccalaureate Academic Route

Details of how to apply will be made available in February

Core Offer		
<ul style="list-style-type: none"> <li>• English Language and English Literature</li> <li>• Mathematics</li> <li>• Combined or separate sciences (to be advised by the science curriculum team)</li> <li>• Core PE</li> <li>• PSHE</li> </ul>		
Humanities	Languages	Open Choice
<i>Choose one GCSE from:</i>	<i>Choose</i>	<i>Choose two subjects plus a reserve from the following list and we will endeavour to allocate your top two :</i>
History or Geography	French or Spanish	Art and Design (Fine Art) GCSE Business – GCSE Child Development – BTEC level 2 Computer Science - GCSE Digital Media - GCSE Dance – GCSE Drama – GCSE Food Preparation and Nutrition – GCSE French - GCSE Geography – GCSE History - GCSE Music – GCSE Psychology - GCSE Physical Education – GCSE Product Design GCSE* Religious Studies - GCSE Spanish - GCSE Textiles – GCSE*

\*Please note that the following subjects cannot be taken in combination (i.e. only one of the two may be chosen):

1. Product Design with Textiles

## Academic Route

Details of how to apply will be made available in February

Core Offer	
<ul style="list-style-type: none"> <li>English Language and English Literature</li> <li>Mathematics</li> <li>Combined or separate sciences (to be advised by the science curriculum team)</li> <li>Core PE</li> <li>PSHE</li> </ul>	
Humanities	Open Choice
<b>Choose one GCSE from:</b>	<b>Choose three subjects in no preference order <u>plus</u> one reserve subject from the following:</b>
History or Geography	Art and Design (Fine Art) GCSE Business – GCSE Child Development – BTEC level 2 Computer Science - GCSE Digital Media - GCSE Dance – GCSE Drama – GCSE Food Preparation and Nutrition – GCSE French - GCSE Geography – GCSE History - GCSE Music – GCSE Psychology - GCSE Physical Education – GCSE Product Design GCSE* Religious Studies - GCSE Spanish - GCSE Textiles – GCSE*
<b><i>We will attempt to allocate your <u>top three preferences</u> from this list.</i></b>	

\*Please note that the following subjects cannot be taken in combination (i.e. only one of the two may be chosen):

1. Product Design with Textiles

# Core Subjects

- English Language
- English Literature
- Mathematics
- Sciences
- Physical Education - Core
- PSHE

## English Language GCSE

All students will complete courses in **both** English Language **and** English Literature. These courses will be studied with the AQA exam board.

### Why Study English?

English is invaluable for your future; a good command of the spoken and written word will help you every day – and benefit all your other GCSEs too. Whatever you end up doing, English is a *must have* subject for college, university, work and life!

Studying **both** English Language and English Literature will help you to:

- work independently
- be creative
- think critically
- communicate your ideas with confidence

### What do you study? - GCSE English Language

The course allows learners to:

- Read fluently, and with good understanding, a wide range of texts from the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries, including literary fiction and literary non-fiction.
- Read and evaluate texts critically and make comparisons between texts.
- Summarise and synthesise information or ideas from texts.
- Use knowledge gained from wide reading to inform and improve their own writing.
- Write effectively and coherently using Standard English appropriately.
- Use grammar correctly, and punctuate and spell accurately.
- Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.
- Listen to and understand spoken language and use spoken Standard English effectively.

Learners are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used.

### Significant differences from KS3?

Both the skills and the literature taught during KS3 provide students with a solid foundation to their study in Years 10 and 11. There will, however, be a significant increase in demand and expectation in Year 10 and students will have the opportunity for more independent and autonomous work.

## **How is the course assessed? - English Language**

There is no coursework.

2 external examinations covering:

- **Writing** - 50% (including 20% overall for spelling, punctuation and grammar)
- **Reading** – 50% - The texts will come from across the 19<sup>th</sup>/20<sup>th</sup>/21<sup>st</sup> centuries

In addition, all students will be assessed for **Speaking and Listening**. This will be assessed separately from GCSE English Language.

## **What are the progression routes at A Level and beyond?**

### **A Level/Level 3:**

English Language; English Literature; Media; Film Studies; Creative Writing; Extended Project

### **Beyond A Level:**

Apart from all English degrees, English Language and Literature GCSE (aside from Language being a passport qualification), are highly desirable and relevant to careers and courses involving highly skilful levels of communication such as law, PR, the media, education, politics, management, publishing and advertising.

## **Who is the teacher responsible for the course?**

Miss S. Brooks

## **Exam Board Link:**

Please note these are the most current syllabuses on the site and could change:

**English Language** <http://www.aqa.org.uk/subjects/english/gcse/english-language-8700>

## English Literature GCSE

All students will complete courses in **both** English Language **and** English Literature. These courses will be studied with the AQA exam board.

### **Why Study English?**

English is invaluable for your future; a good command of the spoken and written word will help you every day – and benefit all your other GCSEs too. Whatever you end up doing, English is a *must have* subject for college, university, work and life!

Studying **both** English Language and English Literature will help you to:

- work independently
- be creative
- think critically
- communicate your ideas with confidence

### **What do you study? - GCSE English Literature**

The syllabus aims to encourage and develop candidates' ability to:

- Read a wide range of classic literature fluently and with good understanding, and make connections across reading material.
- Read critically and in depth
- Discuss and explain issues and ideas in the texts studied.
- Develop the habit of reading widely and often.
- Appreciate the depth and power of the English literary heritage.
- Write accurately, effectively and analytically about their reading, using Standard English.
- Write for a range of purposes and audiences.
- Acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms needed to criticise and analyse.

### **Significant differences from KS3?**

Both the skills and the literature taught during KS3 provide students with a solid foundation to their study in Years 10 and 11. There will, however, be a significant increase in demand and expectation in Year 10 and students will have the opportunity for more independent and autonomous work.

## **How is the course assessed? - English Literature**

There is no coursework.

2 external examinations covering:

- Shakespeare
- Pre-twentieth Century Novel
- Modern text – Prose/Drama
- Range of poetry from 1789 to present day
- Comparison of 2 unseen poems

## **What are the progression routes at A Level and beyond?**

### **A Level/Level 3:**

English Language; English Literature; Media; Film Studies; Creative Writing; Extended Project

### **Beyond A Level:**

Apart from all English degrees, English Language and Literature GCSE (aside from Language being a passport qualification), are highly desirable and relevant to careers and courses involving highly skilful levels of communication such as law, PR, the media, education, politics, management, publishing and advertising.

### **Who is the teacher responsible for the course?**

Miss S. Brooks

### **Exam Board Link:**

Please note these are the most current syllabuses on the site and could change:

**English Literature** <http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702>

## Mathematics GCSE

### **What do you study?**

All students will study GCSE Mathematics (Edexcel), with students either studying Higher (Grades 4 – 9) or Foundation (Grades 1 – 5). We make final decisions regarding tier of entry when students are in Year 11.

The GCSE course requires students to:

- Develop knowledge, skills and understanding of mathematical methods and concepts, including:
  - Number
  - Algebra
  - Ratio and Proportion
  - Geometry and Measures
  - Statistics and Probability
- Students must use their knowledge and understanding to make connections between mathematical concepts
- They will be expected to apply the functional elements of mathematics in everyday and real-life situations.

### **Significant differences from KS3?**

Maths is compulsory across KS3 and KS4. We believe, to be successful at the end of KS4, one must think of the course as a five year journey. Topics are delivered progressively across time and students gain skills, understanding and confidence throughout the course. In KS3, students have a real opportunity to explore maths for fun, dispel misconceptions and to build solid foundations on which to build the GCSE qualification on.

### **Why study maths?**

This qualification in mathematics encourages students to develop confidence in, and a positive attitude towards, mathematics and to recognise the importance of mathematics in their own lives and to society. This qualification prepares students to make informed decisions about the use of technology, the management of money, further learning opportunities and career choices.

The linear GCSE course requires students to:

- Acquire and use problem-solving strategies
- Select and apply mathematical techniques and methods in mathematical, every day and real-world situations
- Reason mathematically, make deductions and inferences and draw conclusions



- Interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

### **How is the course assessed?**

The GCSE is a linear course and is assessed by three exam papers at the end of the course.

The papers are assessed at two different tiers: Higher and Foundation.

### **Overview of assessment:**

- Three written papers: each contributes one third of the final grade
- Tiered papers
  - Foundation Tier: grades 1 to 5
  - Higher Tier: grades 4 to 9
- 1 hour 30 minutes (Foundation and Higher papers)
- 80 marks on each paper
- Paper 1F and 1H: Non-calculator
- Paper 2F and 2H: Calculator
- Paper 3F and 3H: Calculator

### **Stretch and challenge**

Students can be stretched and challenged in assessments through the use of different assessment strategies, for example:

- Using a variety of stems in questions – Explain, Find, Calculate, Compare, Prove
- Ensuring connectivity between parts of questions
- Use of wider range of question types to address different skills
- Students are challenged by the content, skills and knowledge defined in each unit of the specification.

### **What are the progression routes at A Level and beyond?**

All students who gain a grade 4 or above (at either Higher or Foundation) will have the opportunity to study Core Maths in the sixth form. Core Maths is a qualification aimed at developing 'real world maths' skills and is regarded highly by employers and universities.

Students who study the GCSE course at higher tier and gain a grade 6 or above will have the opportunity to study mathematics at A Level.

Students who study the GCSE course at higher tier and gain a grade 7 or above will have the opportunity to study further mathematics at A Level.

We have a number of students progressing to study Maths and related courses at university each year, and the transferable skills developed by studying maths are highly regarded by employers in multiple industries.

**Who is the teacher responsible for the course?**

Miss J Prior

**Exam Board Link:**

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html>

## Science GCSE

### Which do you study?

You will either study the combined science pathway or separate science.

The pathway is decided by your teachers based on your performance in yr 9 and is made in your best interests of which you will succeed more in, this is decided at the end of yr 9 and is communicated to you and parents/carers before the summer.

If you start on combined science in yr 10, you will remain on combined science for your GCSE period. If you start on separate science in yr 10, this is regularly reviewed and there is no guarantee you will complete separate science for your external exams in yr 11, it may be most beneficial to move across to combined science.

The table below summarises the key differences between the two pathways

	<b>Separate</b>	<b>Combined</b>
What do you study?	Biology, chemistry and physics	Biology, chemistry and physics
How many lessons?	10 hours a fortnight	10 hours a fortnight
How many GCSE's do you get?	3	2
How many exams do you sit?	6	6
How long are the exams?	1 hr 45 minutes	1 hr 15 minutes
What is the highest grade I can get?	Grade 9	Grade 9
What are tiers?	Higher – achieve up to a grade 9	Higher – achieve up to a grade 9  Foundation – achieve up to a grade 5
When are tiers decided?	Tiers of entry are not finalised until Easter yr 11	
Can I do A-level science?	Yes – the minimum is a grade 6	Yes – the minimum is a grade 6

## Combined Science GCSE

### What do you study?

Combined science allows students to obtain 2 GCSE grades. Throughout the course, students study a broad range of topics under the heading of biology, chemistry and physics. The AQA topics covered throughout the course are outlined in the table below.

	<b>Biology</b>	<b>Chemistry</b>	<b>Physics</b>
<b>Paper 1</b>	Unit 1 – cell biology	Unit 1 – atomic structure & the periodic table	Unit 1 – energy
	Unit 2 – organisation	Unit 2 – bonding, structure & the properties of matter	Unit 2 – electricity
	Unit 3 – infection & response	Unit 3 – quantitative chemistry	Unit 3 – particle model of matter
	Unit 4 – bioenergetics	Unit 4 – chemical changes	Unit 4 – atomic structure
		Unit 5 – energy changes	
<b>Paper 2</b>	Unit 5 – homeostasis & response	Unit 6 – the rate & extent of chemical change	Unit 5 – forces
	Unit 6 – inheritance, variation & evolution	Unit 7 – organic chemistry	Unit 6 – waves
	Unit 7 – ecology	Unit 8 – chemical analysis	Unit 7 – magnetism & electromagnetism
		Unit 9 – chemistry of the atmosphere	
		Unit 10 – using resources	

This is a reformed GCSE course. As such, there is much greater rigour and demand placed on students. For example, in relation to the new chemistry content, much of this has been moved from the A Level syllabus and added to GCSE. As a result, the new GCSE combined science course is a more suitable course for most students. Importantly, completing this course will fully prepare students for all science A Level courses and beyond.

### Significant differences from KS3?

You will have two science teachers and you will study biology, chemistry and physics topics in rotation. Throughout, there will be a greater demand to build on knowledge and experiences from the whole course, including work completed during KS3.

### Why study combined science?

Our world is constantly changing and evolving. There have been positive changes, like the web, which has revolutionised the way information is stored and accessed. But there have also been negative changes. We have been making huge demands on the planet's resources

and the environment and now we need to find new solutions for almost everything humans do, from fuel production to waste disposal. Studying science will prepare you for a job that will put you in the driving seat; giving you the skills and knowledge to improve the world around us and even the future of the planet.

### **How is the course assessed?**

As with most new GCSE courses, combined science is terminally assessed and there is no coursework. In total, students sit 6 papers for combined science. Each paper is 75 minutes long and there are two papers for each subject: biology, chemistry and physics.

Combined science can be sat at both higher and foundation tier, but all papers must be sat at the same tier.

### **What are the progression routes at A Level and beyond?**

Students taking combined science are able to progress on to A Levels in biology, chemistry and physics.

### **Who is the teacher responsible for the course?**

Miss Fox

### **Exam board link:**

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

## Separate Science GCSE

### What do you study?

Separate science allows students to obtain 3 GCSE grades. An individual grade is reported for each of biology, chemistry and physics. The AQA topics covered throughout the course are outlined in the table below.

	<b>Biology</b>	<b>Chemistry</b>	<b>Physics</b>
<b>Paper 1</b>	Unit 1 – cell biology	Unit 1 – atomic structure & the periodic table	Unit 1 – energy
	Unit 2 – organisation	Unit 2 – bonding, structure & the properties of matter	Unit 2 – electricity
	Unit 3 – infection & response	Unit 3 – quantitative chemistry	Unit 3 – particle model of matter
	Unit 4 – bioenergetics	Unit 4 – chemical changes	Unit 4 – atomic structure
		Unit 5 – energy changes	
<b>Paper 2</b>	Unit 5 – homeostasis & response	Unit 6 – the rate & extent of chemical change	Unit 5 – forces
	Unit 6 – inheritance, variation & evolution	Unit 7 – organic chemistry	Unit 6 – waves
	Unit 7 – ecology	Unit 8 – chemical analysis	Unit 7 – magnetism & electromagnetism
		Unit 9 – chemistry of the atmosphere	Unit 8 – Space physics
		Unit 10 – using resources	

This is a reformed GCSE course. The key difference to note between combined and separate science is that now there is less disparity in the depth of content, but for separate science there is more content. Therefore, for most students it may be more suitable to undertake combined science as the greater volume of content in separate science has to be covered at an accelerated pace. Both combined and separate science courses will follow a similar pathway until the end of year 10. This will allow for an informed decision to be made in relation to the best route for students to undertake as they start year 11.

### Significant differences from KS3?

Students will have three science teachers and will study biology, chemistry and physics. Throughout, there will be a greater demand to build on knowledge and experiences from the whole course, including work completed during KS3.

### **Why study separate science?**

Our world is constantly changing and evolving. There have been positive changes, like the web, which has revolutionised the way information is stored and accessed. But there have also been negative changes. We have been making huge demands on the planet's resources and the environment and now we need to find new solutions for almost everything humans do, from fuel production to waste disposal. Studying science will prepare you for a job that will put you in the driving seat; giving you the skills and knowledge to improve the world around us and even the future of the planet.

### **How is the course assessed?**

As with most new GCSE courses, separate science is terminally assessed and there is no coursework. In total, students sit 6 papers for separate science. Each paper is 105 minutes long and there are two papers for each subject: biology, chemistry and physics.

Both higher and foundation tiers are available for separate science, but the same tier must be sat for one GCSE, i.e. all papers for biology could be foundation, and all papers for chemistry could be higher.

### **What are the progression routes at A Level and beyond?**

Students taking either combined, or separate science, are able to progress on to A levels in biology, chemistry and physics.

### **Who is the teacher responsible for the course?**

Miss Fox

### **Exam board links:**

<http://www.aqa.org.uk/subjects/science/gcse/biology-8461>

<http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462>

<http://www.aqa.org.uk/subjects/science/gcse/physics-8463>

## Physical Education – For All Students (non-examined)

**All students in Key Stage 4 will have Core Physical Education lessons on their timetable. Although this is not a formal assessment subject, students will take part in a range of physical activities and this subject provides an opportunity for all students to incorporate physical activity into their education.**

Students will follow a multi-activity programme which includes the following activities: Rugby, football, hockey, dance, basketball, netball, health and fitness, rounders/softball, athletics and badminton in our excellent PE facilities.

Students will also have the opportunity to represent the school in a number of extra-curricular activities and teams including netball, rugby, hockey, football, cricket, athletics, badminton, tennis and many more. We also run termly inter-house competitions where students can participate for their house in a range of activities throughout the year.





## Personal, Social, Health & Education

Even though you do not take a GCSE in PSHE, what you will learn about is some of the most important information you will access whilst at school. It will prepare you for dealing with the challenges of adult life and help you to be the very best you can be in every way.

The PSHE programme is divided into 3 separate areas and you will cover elements of all 3 throughout the course. The PSHE curriculum is delivered via tutor time, assemblies and also days where the timetable is collapsed for certain topics.

### **Health & Well Being**

As you prepare for the demands of KS4, KS5 and adulthood, it is essential that you look after your physical, mental and social health. We will be supporting you by covering issues such as mental health, self-harm, substance misuse and dealing with stress, anxiety & depression.

### **Relationships**

As you go through puberty and begin to experience new types of relationships, we help to prepare you to deal with new experiences and to recognise the importance of positive relationships. We cover issues such as rape awareness, child sexual exploitation, parenting skills, sexualisation, responsibilities within an intimate relationship, domestic abuse and pornography.

### **Living in the Wider World**

In an ever changing world where there are numerous challenges for young people to deal with as they approach adulthood, we try to support you in a variety of ways in order to give you every opportunity to be the very best you can be. We cover some of the following issues: personal finance, extremism & radicalisation, E Safety, introduction to employability skills, writing a curriculum vitae & letter of application and preparation for interviews.

# Subjects that can be chosen....

## Art & Design (Fine Art) - GCSE

### **What do you study?**

GCSE Art and Design will prepare students to participate confidently in an increasingly visual world. Students will develop knowledge of visual culture by exploring different art movements and cultures, whilst developing an independent portfolio of work which develops self-expression. Students are introduced to a variety of techniques and processes such as painting, sculpture, photography, drawing, installation, animation, printmaking, graphic design, mixed media and illustration.

### **Significant differences from KS3?**

Students have the opportunity to work more independently to develop their knowledge, understanding and skills and will develop a portfolio of work that develops self-expression. Students will experience a broader range of specialist techniques and materials in more depth.

### **Why study art?**

If you enjoy being creative, want to increase your practical skills and improve your analytical, observational, communication and research abilities, Art is a great choice. The skills you gain make it a great complement to other subjects as well as the prospect of a variety of exciting career path ways such as animation, graphic design, interior design, illustration, photography and architecture.

### **How is the course assessed?**

This is a coursework-based subject, students create the evidence upon which they are assessed over a two-year period.

- **Component 1** – Portfolio (60% of GCSE)
- **Component 2** – Externally Set Assignment (40% of GCSE)

The examination takes place at the end of the course and takes the form of a ten hours unaided focused study. It forms the conclusion of Component 2.

### **Stretch and challenge**

Students are encouraged to research independently to develop their ideas at galleries, museums, exhibitions, installations and in the world outside of school, to gain real life experience of how skills can be applied and are used within the work place.

### **What are the progression routes at A Level and beyond?**

Art and Design is an access route to A Levels in art, design, graphic design, photography, fashion, textiles and all arts related level 3 courses.

It can lead to careers in architecture, interior design, web design, new media design, special effects, animation, fashion, product design, film and television set design, theatre and costume design, landscape and garden design, urban planner, art director, illustrator, graphic design, teaching, printmaking, museum and art gallery curator. The possibilities are endless.

### **Who is the teacher responsible for the course?**

Miss Wilton, Mrs Lloyd

### **Exam Board link**

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

## Business - GCSE

### **What do you study?**

The Eduqas GCSE Course studies the skills and techniques needed to manage a business.

Some of the concepts studied include:

- **Finance** – using budgets, improving cash flow and profits.
- **People** – recruitment, selection, training and motivation.
- **Operations Management** – operational decisions, quality, customer service, suppliers, technology.
- **Marketing** – designing and using an effective marketing mix including advertising and promotions, adapting to changes in market conditions and competitiveness.

### **Why study business?**

This course provides an academically rigorous introduction to the wide range of theories, concepts, tools and techniques that have been developed to manage business. Knowledge and understanding of these concepts helps you play a more effective role in any career, whether in a private business, the public sector or as an entrepreneur. This GCSE introduces you to a wide range of subjects from Law to Accounting to Psychology - topics which you can choose to take further either at A Level or eventually as a degree.

### **How is the course assessed?**

#### **'Component 1: Business Dynamics'**

This paper consists of a range short answer and structured questions based on stimulus material that covers all of the course content. This exam is the highest weighting, worth 62.5% of the qualification and lasts 2 hours.

#### **Component 2: Business Considerations**

This paper consists of a range of data response questions covering all of the course content. This exam has a lower weighting and is worth 37.5% of the qualification and lasts 1 hour 30 minutes.

**There is no coursework component to this course.**

### **What are the progression routes at A Level and beyond?**

This course is an excellent grounding for students who may wish to take A Level Business or Economics. Beyond this there is a huge range of business related courses from higher apprenticeships through to degrees in business or one of its components such as accounting.

**Who is the teacher responsible for the course?**

Miss Martin

**Exam Board Link:** [https://www.edugas.co.uk/qualifications/business-gcse/#tab\\_overview](https://www.edugas.co.uk/qualifications/business-gcse/#tab_overview)

## Child Development – BTEC Level 2

### **What do you study?**

Child Development is an interesting new course about the learning, development and care of children from birth to five years. This includes how children learn through play, how to support children with additional needs and how to adapt activities to promote their development.

### **Why study BTEC Level 2 Child Development?**

In the UK, there are approximately 2 million childcare places for children under the age of five; and many different types of early years settings, ranging from childminders and nannies to nurseries, crèches and preschools. Child development is an important qualification for working in an early years setting.

Knowledge of child development is also important in a variety of occupations outside of childcare, for example, in healthcare roles such as paediatricians, psychologists, occupational therapists, and speech and language therapists.

### **How is the course assessed?**

The BTEC is made of three units called Component 1, 2 and 3. Components 1 and 2 are assessed through coursework, completed in class and at home. Each piece of coursework makes up 30% of the final grade. Component 3 is assessed with an exam in Year 11. This contributes 40% of the final grade.

### **What are the progression routes at A Level and beyond?**

Learners achieving Level 2 could study of a vocational qualification at Level 3, such as a BTEC Level 3 National in Children's Care, Learning and Development or a vocational qualification in a related sector such as a BTEC Level 3 National in Health and Social Care.

These qualifications prepare learners to enter employment or apprenticeships or study a degree in the early childhood or in related sectors such as nursing and social care.

Learners achieving Level 1 might consider a technical qualification, such as the Pearson BTEC Level 2 Technical Diploma in Children's Play, Learning and Development (Early Years Assistant) leading to employment in the early years sector.

### **Who is the teacher responsible for the course?**

Ms Cooper

### **Exam board link:**

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/child-development.html>

## Computer Science - GCSE

### What do you study?

Computer Science encourages learners to:

- Think creatively, innovatively, analytically, logically, and critically.
- Understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation.
- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing, and debugging programs.
- Understand the components that make up digital systems, and how they communicate with one another and with other systems.
- Explore the impacts of digital technology on individuals, businesses, and society, including ethical and environmental considerations.

### Significant differences from KS3?

At GCSE, students delve deeper into the practical and theoretical aspects of computer science compared to KS3. Key advancements include:

- Developing more complex Python programs, including data structures such as lists and dictionaries, and exploring robust error handling.
- Understanding theoretical concepts like systems architecture, the functioning of computer networks, and how encryption secures data.
- Gaining insights into emerging technologies, such as artificial intelligence and the Internet of Things, and their societal impact.

### Why Study Computer Science?

This specification/qualification equips learners with:

- Valuable thinking and programming skills that are critical in the modern workplace.
- A deep understanding of computational thinking and how to apply it through Python programming.
- Opportunities to participate in extracurricular activities, such as coding competitions, hackathons, or trips to explore computing in real-world contexts.
- Access to industry-relevant experiences that connect classroom learning to careers in fields like cybersecurity, software engineering, and game design.

### How is the course assessed?

The course is assessed through two equally weighted exam papers:

- **Unit 1 – Computer Systems (50% – Written Paper)**  
Covers the theory of systems architecture, memory and storage, computer networks, connections and protocols, network security, systems software, and ethical, legal, cultural, and environmental impacts of digital technology.



- **Unit 2 – Computational Thinking, Algorithms, and Programming (50% – Written Paper)**  
Focuses on algorithms, programming fundamentals, producing robust programs, Boolean logic, programming languages, and integrated development environments.

### **What are the progression routes at A Level and beyond?**

At Wellsway, students can progress onto the OCR A Level in Computer Science, an excellent preparation for further study at university. Potential career pathways include:

- **Cybersecurity Analyst:** Safeguard systems against cyberattacks.
- **Software Developer:** Create applications or systems software.
- **Data Scientist:** Analyse and interpret complex data for insights.
- **Game Designer:** Develop immersive gaming experiences.
- **AI Specialist:** Design and optimize intelligent systems.
- **And many many more....**

Additionally, Computer Science GCSE fosters transferable skills, such as problem-solving, logical thinking, and adaptability, valuable across a broad spectrum of careers.

### **Diversity and Inclusion**

Computer Science is for everyone! This course is designed to support all learners, regardless of their prior coding experience. With its mix of theoretical and practical content, students can progress at their own pace, ensuring they feel confident and capable. We actively encourage diverse participation and celebrate the creative and collaborative aspects of computing.

### **Who is the teacher responsible for the course?**

Mr. Taylor

### **Exam Board Link:**

Search for 'GCSE Computer Science J277 OCR'

<https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/>

## Digital Technology - GCSE (Multimedia Pathway)

### What do you study?

The GCSE Digital Technology course (Multimedia Pathway) empowers students to develop creative and technical skills in digital content creation. The course encourages learners to:

- Understand and apply digital technology concepts, including file formats, data compression, and multimedia standards.
- Develop practical skills in using multimedia software for web design, graphic editing, video production, and audio editing.
- Explore the principles of effective user-centred design for interactive digital products.
- Investigate the ethical, legal, and environmental impacts of digital technology on individuals and society.

### Significant differences from KS3?

The GCSE Multimedia Pathway builds on KS3 skills and offers greater depth and complexity, including:

- Designing and developing interactive digital solutions, such as websites or multimedia presentations.
- Applying project management techniques to plan, create, and evaluate multimedia projects.
- Exploring real-world applications of multimedia, such as digital marketing, virtual reality, and e-learning platforms.

### Why Study Digital Technology (Multimedia)?

This pathway offers:

- Practical experience in creating innovative multimedia solutions.
- Opportunities to develop creative and technical skills that are highly valued in the digital economy.
- Insights into diverse career options, such as web design, digital content creation, and media production.

### How is the course assessed?

The course is assessed through a combination of exams and controlled assessments:

1. **Unit 1 – Digital Technology (30% – Written Exam)**  
Covers the core theory of digital technology, including data representation, computer systems, and the impact of technology on society.
2. **Unit 2 – Digital Authoring Concepts (40% – Controlled Assessment)**
  - Students complete a project, such as designing a fully interactive multimedia product.

- The project demonstrates skills in areas like web development, image editing, and video production.
3. **Unit 3 – Digital Development Concepts (30% – Written Exam)**  
Focuses on advanced multimedia concepts, including project management, system design, and digital security.

### What are the progression routes at A Level and beyond?

The Multimedia Pathway provides an excellent foundation for further study and careers in the digital and creative industries:

- **A Levels/Level 3 Courses:** Computer Science, Application Development or Creative iMedia or Social media.
- **University Degrees:** Digital Media, Application Development, Web Development, or Graphic Design.

Potential careers include:

- **Web Designer:** Create user-friendly and visually engaging websites.
- **Digital Marketer:** Use multimedia to promote brands and engage audiences.
- **Graphic Designer:** Design compelling visuals for advertising, publishing, or online media.
- **Game Designer:** Develop immersive gaming experiences using multimedia tools.

### Diversity and Inclusion

The Multimedia Pathway is designed to engage learners of all abilities and interests, from those with creative flair to those who enjoy problem-solving. The course fosters an inclusive environment, celebrating diverse ideas and perspectives in multimedia projects.

### Stretch and Challenge

High-achieving students can deepen their learning through:

- Advanced multimedia projects, such as developing interactive apps or complex animations.
- Participation in national multimedia competitions or exhibitions.
- Collaborating with local businesses or charities to create real-world multimedia solutions.

### Who is the teacher responsible for the course?

Mr Taylor

### Exam Board Link:

[CCEA GCSE Digital Technology \(Multimedia Pathway\)](#)

## Dance – GCSE

GCSE Dance follows the AQA syllabus and is the perfect course for students who love to create dances, perform and watch other people dance. Above all you will find that by studying dance you will improve your creative skills as well as your physical skills- that's what makes dance unique.

### **What do you study?**

#### **Component 1 Performance and Choreography**

- Solo Performance: You will learn set phrases of movement from professional dance works and will develop these to perform a solo dance lasting between 1 minute and 1 minute 30 seconds. This is worth 10% of your final mark.
- Performance in a Duet/Trio: You will perform in a dance in either a duet or trio choreographed by yourself, your peers and your teacher. This is worth 20% of your final mark.
- Choreography: You will create a solo or group dance based on a stimulus provided by the exam board. This is worth 30% of your final mark

#### **Component 2: Dance Appreciation**

- You will undertake a written exam paper at the end of the GCSE Dance course in which you will be assessed on your appreciation and critical analysis of your own work and professional dance work studied on DVD.
- You will study six professional works, of a range of different styles and choreographers, during the exam you will be asked questions that critically analyse these pieces of choreography.
- The examination will last for 1 hour and 30 minutes and is worth 40% of your final mark.

### **Significant differences from KS3?**

Dance will build on the performance skills you have developed in subjects such as PE/dance and drama. It will also build on the creative work you have experienced in music and drama.

### **Why study Dance?**

Students studying GCSE Dance are able to develop practical dance skills such as alignment, flexibility, musicality and expression. It is also an excellent course for helping you to develop and enhance skills in team work, confidence, self-esteem, problem solving and obviously promoting fitness and well-being.

### **How is the course assessed?**

- In component 1, the marks for performance are combined and are worth 30% of your final mark. The marks for choreography are also combined to give an additional 30%.
- The exam in component 2 is worth the remaining 40% of the mark.

### **What are the progression routes at A Level and beyond?**

Students who have studied Dance GCSE are well prepared for A Level or Level 3 vocational qualifications in dance, physical education, sport and leisure, health and fitness and performing arts.

### **Who are the teachers responsible for the course?**

Miss Coles

### **Exam Board Link:**

<http://www.aqa.org.uk/subjects/dance/gcse/dance-8236>

## Drama – GCSE

### What do you study?

**Component One 40% – Devising Theatre-** Students will study a theatre practitioner and be given various stimulus from the exam board. From this they will have to create a devised piece of drama. Assessment is through **performance** and a **portfolio of work** that can be presented in handwritten/typed or verbally recorded form that records the process from initial ideas through rehearsal to final performance. The unit is internally assessed by a visiting examiner on either performance or design.

**Component Two 20% – Performing from a Text-** performance **or** design (Costume, Lighting, Set or Sound) of two extracts from a complete text, previous texts studied “Lord of the Flies”, “Bouncers” and “Blood Brothers”. The unit is externally assessed by a visiting examiner on either performance or design.

**Component Three 40% – Interpreting Theatre-** 1 hour 30 minutes written examination.

**Section A: Set Text** – short and extended responses based on an extract that is given in the examination from a whole play text that you will practically explore throughout the course. We currently study ‘Refugee Boy’.

**Section B: Live Theatre Review** - one question evaluating a piece of live theatre that we will go to see as a group. ‘Blood Brothers’ is this current year’s chosen production.

### Significant differences from KS3?

There is continuity that runs from KS3 to KS4, but the material is more challenging. There is a greater expectation of commitment, ownership and focus in the exploration of extended projects that will ask you to reflect on your own work and that of others through oral and written evaluation. Students will be expected to commit to extra-curricular rehearsal. You will be working with well-motivated students who have chosen the course.

### Why Study Drama?

The GCSE course is not about preparing you to become an actor, although it does this as well. The course is about developing a set of core skills that are enormously applicable to other subjects and the world of professional work. As the course is primarily about exploration there is a great focus on the skills of working within a group. Drama encourages a different way of learning that focusses on self-reflection, evaluation, ownership of the work and a shared responsibility for its creation.

### **What are the progression routes at A Level and beyond?**

GCSE Drama directly links in with the following areas at A Level and beyond: theatre studies, performance studies, drama school, acting, stage design, technical, lighting, sound, costume, make-up, theatre in education, drama therapy, journalism, film studies, directing, creative writing, and theatre production. It also develops the transferrable skills that are relevant to nursing, counselling, teaching, law, and hospitality as well as sales and marketing.

### **Who is the teacher responsible for the course?**

Miss Coles

### **Exam Board Link:**

<http://www.eduqas.co.uk/qualifications/drama-and-theatre/gcse/>

## Food Preparation and Nutrition – GCSE

### **What do you study?**

This new GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

### **Significant differences from KS3?**

The course will follow a very similar route that pupils are familiar with from KS3 food technology. Students will cook a range of different dishes that will develop their knowledge of processes, functions, flavours and presentational skills. They will also carry out a range of experiments and investigations to help them understand the function and properties of ingredients.

### **Why study food preparation and nutrition GCSE?**

This subject is ideal for anyone who has a passion for preparing cooking and eating food. This will also provide support for those who are looking to study physical education or health and social care, as the unit will cross over many of the nutritional aspects required in both courses. There will be plenty of opportunities for cooking throughout the course and also supporting in events for school including the year 6 open evening, Christmas concerts and school productions alongside the school bake off and the parent teachers association fund raising events.

### **How is the course assessed?**

The course is based around 5 key sections: food, nutrition and health; food science; food safety; food choice and food provenance. These will be then be assessed through two pieces of written course work and one exam in year eleven. The first piece of course work focusses on pupils' knowledge skills and understanding of preparing, cooking and presenting food designed to fit a specific task. Students will create 3 dishes that fit the task title and will cook in assessed conditions and marks awarded for both planning, evaluating and the actual cooking of the 3 dishes. This is worth roughly 30% of the overall GCSE grade.

The second piece is a food investigation, looking at the characteristics of ingredients. This is similar to some of the experiments you would have done in KS3, but in more depth. This will be worth roughly 20% of your GCSE and will form the basis of a written report.

The exam will be sat at the end of Year 11 and is worth the final 50% of the GCSE. This will focus on the 5 key areas mentioned above. Consisting of multiple choice questions, short questions and some extended writing questions.



### **What are the progression routes at A Level and beyond?**

This course would provide an excellent knowledge base for studying BTEC level two or three in hospitality and would also be beneficial in helping you move into an apprenticeship in hospitality and catering. These courses are offered at both Bath and Bristol colleges. The level 3 qualification (A-level equivalent) in food science and nutrition that follows on from this course that is offered at Wellsway. There are many undergraduate degrees that include nutrition; BSC nutrition, sport and exercise nutrition, nutrition and sports science, food quality, safety and nutrition and food science to name but a few.

### **Who is the teacher responsible for the course?**

Miss Ellison

### **Exam board link:**

<http://www.edugas.co.uk/qualifications/food-preparation-and-nutrition/>

## French - GCSE

### **What do you study?**

A GCSE in French covers a broad range of topics which will stand you in good stead for future study or for leisure. There is a new specification from September 2024.

Theme 1: People and lifestyle:

- Topic 1: Identity and relationships with others
- Topic 2: Healthy living and lifestyle
- Topic 3: Education and work

Theme 2: Popular culture:

- Topic 1: Free-time activities
- Topic 2: Customs, festivals and celebrations
- Topic 3: Celebrity culture

Theme 3: Communication and the world around us:

- Topic 1: Travel and tourism, including places of interest
- Topic 2: Media and technology
- Topic 3: The environment and where people live

### **Significant differences from KS3?**

The content of the course will build on the skills and language learnt in KS3 whilst moving on to new topics and to enhance your grammatical understanding.

### **Why Study French?**

We welcome students of all abilities to the GCSE French. If you enjoy communicating with other people, finding out how languages work and learning about different cultures, studying GCSE French is an excellent choice for you. You will add an international dimension to your choice of GCSE subjects, which is welcomed by many future employers and higher education providers. You will also create greater opportunities for yourself to work abroad or for companies in the UK with international links. A language at GCSE or even at A Level and university helps you stand out when applying for competitive courses, apprenticeships or jobs.

There is evidence that learning a foreign language improves performance in students' other academic studies and guards against dementia in later life.

Benefits of studying a Modern Foreign Language to GCSE (according to a report by CILT) include: A better understanding of different cultures, improved self-

confidence, enhanced ability to build new relationships, improved literacy and reading skills, enhanced problem- solving, interpersonal and communication skills, increased employability.

### **How is the course assessed?**

The four skills of listening, reading, speaking and writing are each worth 25% and examined at the end of the course. Students will be entered for either foundation or higher tier for all four skills.

### **What are the progression routes at A Level and beyond?**

A level French is taught at Wellsway School.

A modern foreign language can be studied by itself at university or combined with another subject, such as law or business & finance. Often a languages GCSE is sufficient to spend a year of a university course studying or working abroad. A Level languages are seen as facilitating subjects for Russell group university courses in a wide range of subjects.

### **Who are the teachers responsible for the course?:**

Mrs Wharf

### **Exam Board Links:**

#### **French**

<https://cdn.sanity.io/files/p28bar15/green/6c81ef5090708cb0792247904e02e6b0c40f394a.pdf>

## Geography – GCSE

### **What do you study?**

Ever wondered why volcanoes erupt, why weather can be so destructive to people's homes and how cities around the world are growing? GCSE Geography can help you to answer these questions and many more. It will enable you to make sense of the world around you at a truly unique time when global resources are at their lowest and the threats to civilisation their highest. You will learn to ask questions that lead to important answers. You will study and explore a range of contemporary human and physical topics which together inspire a sense of wonder and awe about people and places, both at home and abroad. Are you ready for the challenge? We do 2 days of fieldwork one based on data collection with a focus on physical geography and the other day has a focus on human geography. Both days, are carried out within the South West local region.

### **Significant differences from KS3?**

The KS4 programme of study will build upon what is learnt at KS3, as well as introduce new concepts and ideas in a range of contemporary topics. There is a greater emphasis on extended writing in the GCSE exam, that is not present at KS3.

### **Why Study Geography?**

Choosing to study geography as one of your subjects could lead to an enormous variety of jobs in architecture, cartography, landscape architecture, agriculture, environmental health, estate management, nature conservation, banking, business, civil service, archaeology, law, publishing, marketing, tourism, civil engineering, meteorology, mining, navigation, surveying and transport.

### **How is the course assessed?**

There will be 3 exams all of which are sat at the end of Year 11

#### **Exam Paper One: 1hr 30 mins**

This will be a physical paper covering several topics which will include weather and climate hazards and the living world

#### **Exam Paper Two: 1hr 30 mins**

This will be a human paper covering several topics which will include studying world cities, global economic developments and resource management

#### **Exam Paper Three: 1hr 30 mins**

This paper focuses on fieldwork where students will answer questions on 2 different fieldwork environments they have undertaken during the course. This paper will also look more widely at the UK and its current issues.

**What are the progression routes at A Level and beyond?**

Geography A Level links with sociology, business studies and environmental science to name a few subjects. You can also progress to university to study geography at BA or BSc in fields such as geology, hydrology, GIS, urban planning and many more routes.

**Who is the teacher responsible for the course?**

Mr Evans

**Exam board link:**

<http://www.aqa.org.uk/subjects/geography/gcse/geography-8035>

## History – GCSE

### **What do you study?**

History is a fascinating, enjoyable and accessible academic subject. As such, it offers students the opportunity to succeed in a subject that is favoured by many employers and institutions of higher education. The content of the course is varied focusing on key internal conflicts, events and developments in History.

Topics we study:

1. Germany 1890-1945 Democracy and Dictatorship
2. Conflict and Tension focused on the inter-war period 1918-1939
3. Britain Health and the People c.1000- present day
4. Elizabethan England c. 1568-1603.

### **Significant differences from KS3?**

There is a natural progression in terms of skills and knowledge in history from KS3 to KS4. Students will delve deeper into the social, and political issues from the 1300's to the twentieth century. Students will still continue to take part in a variety of learning activities such as group work, debates and role play, whilst building on key literacy and essay writing skills.

### **Why Study History?**

History develops skills such as analytical questioning, research, debating, creating coherent and logical reports. People mastering these skills have a wide choice of careers to select from such as the civil service, insurance, accountancy, medicine, marketing, journalism, teaching, law, banking and many more!

### **How is the course assessed?**

#### **Paper 1 - 2 hours - 50%**

1. Germany 1890-1945 Democracy and Dictatorship (1 hour)
2. Conflict and Tension focused on the inter-war period 1918-1939 (1 hour)

#### **Paper 2 – 2 hours - 50%**

1. Britain Health and the People c.1000- present day
2. Elizabethan England c. 1568-1603.

Each paper will include extended answer and source questions.

### **What are the progression routes at A Level and beyond?**

History A Level provides you with many skills that are vital to adult life and are very desirable to a multitude of university courses. Many past students have used their History A level to go to university to study History, Politics, International Relations, Law, English, Journalism and many more routes.

### **Who is the teacher responsible for the course?**

Miss Grady

### **Exam board link:**

<https://www.aqa.org.uk/subjects/history/gcse/history-8145>

## Music – GCSE

### **What do you study?**

This is a highly practical course which allows you to develop your understanding of music through performance and composition.

**Component One – Understanding Music:** Understanding Music: You will study a variety of pieces ranging from Beethoven to Queen and analyse how composers and songwriters create their own style. We will perform these pieces on the instruments that you play and gradually learn about their musical features. This is assessed through an exam in which you have to identify instruments and time signatures as well as describing various musical features, such as melody and rhythm

**Component Two – Performing:** In Year 11, you will perform a solo and ensemble piece on your chosen instrument, or voice. You can also DJ if you wish. This is just in front of your teacher and is recorded. You can record the piece as many times as you like in order to ensure you submit your best performance.

**Component Three – Composition:** You will learn to develop musical ideas and compose music that is musically convincing. You will submit two compositions, one which is to a brief, and one which is a free choice. Students frequently compose songs or pieces for their own instrument.

### **Significant differences from KS3?**

The biggest change is that the class is made up entirely of people who are motivated and have the interest and ability to create music. This opens new opportunities to make musical partnerships, high quality performances and encourages participation in wider school events. GCSE Music students are encouraged to take part in the musical life of the school and are also involved in workshops and visits to concerts or shows.

### **Why Study Music?**

It's not about being brilliant about Music, it's about enjoying Music and wanting to learn more about the subject. You need to be prepared to play an instrument or sing. Music is a highly creative subject that develops many transferable skills such as: leadership, independent learning, decision making, analysis, research, creativity, flexibility, logical thinking and cultural awareness. As well as being a great fun, and a nice contrast to other subjects, there is plenty of evidence that supports how music helps improve memory and attainment across the curriculum.



### **How is the course assessed?**

Understanding Music exam: 40%; Performance – 30%; Composition – 30%

### **What are the progression routes at A Level and beyond?**

Music is also highly regarded by universities and employers. It combines very well with science, maths, humanities and the arts and is an excellent addition to any CV because of the breadth of skill it requires. Students go on to successfully study at A Level and beyond or work in many fields, including: musician, music therapy, teaching, film, music industry, arts administration, marketing, advertising, events organisation, project management, record production, composer, and music software development.

### **Who is the teacher responsible for the course?**

Ms McLean

### **Exam board link:**

<http://www.aqa.org.uk/subjects/music/gcse/music-8271>

## Psychology – GCSE

### **What do you study?**

You will study two units: over Years 10 and 11.

#### **UNIT 1: Cognition and behaviour:**

- Memory
- Perception
- Development
- Research methods

#### **UNIT 2: Social context and behaviour**

- Social influence
- Language, thought and communication
- Neuroscience
- Psychological problems

### **Why Study Psychology?**

Psychology is a fascinating subject and a growing area of science, concerned with the study of the mind and behaviour. Psychologists aim to find out why we act the way we do in everyday life. It is a social science: a subject which studies people using scientific methods, in order to understand the social, cultural and biological forces that shape our behaviour.

### **How is the course assessed?**

At the end of Year 11 you will sit 2 exams:

- Unit 1: (50%) Cognition and behaviour – 1h 45m
- Unit 2: (50%) Social context and behaviour - 1h 45m

There is no coursework.

### **What are the progression routes at A Level and beyond?**

- Psychology is currently taught at KS5 in Wellsway and is very popular, with many students choosing to study the subject and other related subjects at degree level. A-Level Psychology was the second most popular A-Level nationally in 2024 & the most popular degree course across the UK. Psychology enables students to develop

essential transferable skills and provides an insight into so many important aspects of human behaviour. The skills you will develop include:

- Communication: you will take part in discussions, paired work and group work, in class and for homework.
- Critical thinking: you will need your thinking skills for the psychology course, as we argue about theories, evidence and the causes of human behaviour.
- Literacy: you will need to learn new and unusual key terms and explain your ideas clearly in both verbal and written formats. You will also be expected to produce essay style responses to exam questions.
- Maths: psychologists use research to gather data, so you'll need to be able to handle numbers in various forms, and create graphs to display data.
- Science: psychologists make use of the scientific method to develop their theories. You will learn practical research skills so you can test them, too.
- ICT: you will develop skills in searching for and selecting information, as well as producing information in a range of forms.
- Study skills: self-management, organisation, note-making, revision, and more!

### **Who is the teacher responsible for the course?**

Mr Bird

### **Exam board link:**

<https://www.aqa.org.uk/subjects/psychology/gcse/psychology-8182/introduction>

## Physical Education – GCSE

### **What do you study?**

The content of the AQA GCSE Physical Education course is designed to enable students to enjoy and understand the benefits of living a healthy and active lifestyle whilst gaining a detailed insight into the functions of the human body. Studying GCSE PE will provide students with the opportunity to develop their practical skills in sport and also their knowledge and understanding of the topics that surround sport.

The topics of study are wide ranging from applied anatomy and physiology to sports psychology, all of which will develop your understanding of the large subject that is PE and Sport. A range of sporting activities are taught and can be used for assessment. Each year students are assessed in a wide range of activities allowing sporting strengths to be used across team and individual activities.

### **Significant differences from KS3?**

This GCSE course follows on from the Key Stage 3 Physical Education, providing students with the opportunity to develop their practical skills further. During the practical element, students will be assessed in activities in school as well as those that are participated in outside of school. One of the most significant differences from Key Stage 3 is the theory content and the time spent in the classroom studying the human body and associated content for the examinations at the end of the course. Students have five lessons a fortnight, four lessons are theory and classroom based, with one lesson being practical and based on the GCSE practical sports.

### **Why Study PE?**

Students will cover vast content in this subject including applied anatomy and physiology, movement analysis, physical training, use of data, sports psychology, socio-cultural influences and health, fitness and well-being.

Students will have the opportunity to develop their organisation, enquiry and evaluation skills. The additional opportunity for students to develop their analysis skills will allow them to improve their own and others' performances.

## How is the course assessed?

The course is assessed through two examined papers:

- 1. Paper 1: The human body and movement in physical activity and sport**
- 2. Paper 2: Socio-cultural influences and well-being in physical activity and sport.**

- Each paper is marked out of 78.
- 1hr 15 minutes in duration each.

### **3. Practical Performance in Physical Activity and Sport:**

40% Practical:

- Controlled assessment conditions.
- 3 activities assessed in the role of a player/performer (one in a team activity, one in an individual activity and the third from a team or individual activity) – Each sport is marked out of 25.
- Analysis of performance to bring about improvement in one activity – written coursework, marked out of 25.
- 100 marks total for Non-Examined Assessment.

## What are the progression routes at A Level and beyond?

The progression routes for further study on from GCSE PE are A Level PE or the OCR Technical Diploma in Sport and Physical Activity. Additional further study can be followed at Higher Education in Sports Science or Sports Studies. This can lead into careers in Sport, Education, Fitness and Leisure, along with many others.

## Who is the teacher responsible for the course?

Mr Evans

## Exam board link:

<http://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582/introduction>

## Product Design – GCSE

### **What do you study?**

You don't need to be confident using tools such as saws or machines. In years 10 and 11 you will complete a series of fun projects that teach you how to safely and confidently use all the tools and equipment. Product design offers the option to make completely free choice products where you get to have lots of fun with your making skills. GCSE Product design is an exciting and creative subject where you will have the chance to experience lots of practical work. There is an opportunity to learn about a wide range of practical skills such as laser cutting, sawing, vacuum forming plastic, and even experimenting with the brazing hearths blowtorch to create a pewter cast pendant! You will develop your independent skills using the laser cutter machines and 3D printers, as well as improving your hand manufacturing skills. The key is to improve the quality and accuracy of your practical work.

Additionally, a significant amount of time will be spent using IT, developing skills in CAD (Computer Aided Design) and using presentation tools to show your portfolio of ideas, detailing design briefs, specifications, research, design ideas, modelling, planning and evaluations.

### **Significant differences from KS3?**

Learning will focus on the quality of practical work and the presentation of design ideas. This is achieved through an electronic e-portfolio. There is also a significant emphasis on planning for making and understanding design for manufacture.

### **Why is it Important to Study a Design and Technology Subject?**

GCSE Design and Technology 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. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

Our GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

If you are considering a career in any of the following: engineering, manufacturing, construction, design, catering, hospitality, electronics, robotics, dietician, nutrition, health, education, pneumatic, hydraulic, environmental, architecture (amongst others) you should consider studying a Design and Technology subject to keep your options open at A Level.

### **Controlled Assessment**

The coursework is 50% of the final grade and consists of a portfolio of design and exploratory work and a final practical outcome.

### **Examination**

The exam is 50% of the final grade and is taken at the end of Year 11.

### **What are the progression routes at A Level and beyond?**

It is beneficial to study GCSE Product Design to access A Level Product Design or BTEC Level 3 Engineering. Both of these Sixth Form options are recommended by universities if you intend to study for any engineering, construction, architecture, electronic etc degree.

### **Who is the teacher responsible for the course?**

Miss Northover, Mr Sallows

### **Exam board link:**

<http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552>

## Religious Studies – GCSE

### What do you study?

You will study three units over Years 10 and 11.

#### **UNIT 1: Religious, Philosophical and Ethical studies in the modern world:**

- Theme 1: Issues of Relationships
- Theme 2: Issues of Life and Death
- Theme 3: Issues of Good and Evil
- Theme 4: Issues of Human Rights

#### **UNIT 2 & 3: The study of two Religions:**

The beliefs and teachings and practices of:

- Christianity
- Islam

### Significant differences from KS3?

Religious Studies at GCSE not only builds upon the work that you have already done in Years 7-9 but also introduces you to new and thought provoking issues and beliefs, such as abortion, euthanasia, crime and punishment. If you enjoy discussing, debating and challenging controversial issues, then this is the course for you!

### Why Study Religious Studies?

Philosophers have debated life's ultimate questions for centuries; studying Religious Studies at GCSE is your chance to join the discussion! The GCSE course for Religious Studies allows you to develop written and oral skills of explanation, analysis and evaluation through an exploration of different moral issues and beliefs. We learn about the impact of religion in the past and also examine how these beliefs continue to shape the world around us, sometimes for the better and sometimes for the worse.

### How is the course assessed?

At the end of Year 11 you will sit 3 exams:

- Unit 1: (50%) Religious, Philosophical and Ethical Studies in the Modern World - 2 Hours
- Unit 2: (25%) Study of Religion (Christianity) - 1 hour
- Unit 3: (25%) Study of Religion (Islam) - 1 hour



There is no coursework.

**What are the progression routes at A Level and beyond?**

Religion, Philosophy and Ethics is offered at A Level and in many degree courses such as Politics, Philosophy and Economics (PPE), although the skills developed in the GCSE are also applicable elsewhere. The course can lead to careers in the following areas; journalism, politics, medicine, law, teaching and police force.

**Who is the teacher responsible for the course?**

Ms Petersen

**Exam board link:**

[http://www.eduqas.co.uk/qualifications/religious-studies/gcse/eduqas-gcse-RS-spec-full-from-2016.pdf?language\\_id=1&dotcache=no&dotcache=refresh](http://www.eduqas.co.uk/qualifications/religious-studies/gcse/eduqas-gcse-RS-spec-full-from-2016.pdf?language_id=1&dotcache=no&dotcache=refresh)

## Spanish - GCSE

### **What do you study?**

A GCSE in Spanish covers a broad range of topics which will stand you in good stead for future study or for leisure.

The three themes are:

Theme 1: People and lifestyle:

- Topic 1: Identity and relationships with others
- Topic 2: Healthy living and lifestyle
- Topic 3: Education and work

Theme 2: Popular culture:

- Topic 1: Free-time activities
- Topic 2: Customs, festivals and celebrations
- Topic 3: Celebrity culture

Theme 3: Communication and the world around us:

- Topic 1: Travel and tourism, including places of interest
- Topic 2: Media and technology
- Topic 3: The environment and where people live

### **Significant differences from KS3?**

Students are likely to have had limited experience of learning Spanish prior to this point. Students choosing this course need to be prepared for a fast track two year course leading to GCSE, which will require intensive independent study. The course will build on the language learning skills developed in KS3 whilst moving on to a new language with increasing complexity of grammatical structures.

### **Why Study Spanish?**

If you have enjoyed your KS3 language learning and relish communicating with other people, finding out how languages work and learning about different cultures, studying GCSE Spanish is an excellent choice for you. You will add an international dimension to your choice of GCSE subjects, which is welcomed by many future employers and higher education providers.

You will also create greater opportunities for yourself to work abroad or for companies in the UK with international links. A language at GCSE or even at A Level and university helps you stand out when applying for competitive courses, apprenticeships or jobs.

There is evidence that learning a foreign language improves performance in students' other academic studies and guards against dementia in later life.

Benefits of studying a Modern Foreign Language to GCSE (according to a report by CILT) include: A better understanding of different cultures, improved self-confidence, enhanced ability to build new relationships, improved literacy and reading skills, enhanced problem-solving, interpersonal and communication skills, increased employability.

### **How is the course assessed?**

The four skills of listening, reading, speaking and writing are each worth 25% and examined at the end of the course. Students will be entered for either foundation or higher tier for all four skills.

### **What are the progression routes at A Level and beyond?**

A Level Spanish is taught at Wellsway

A modern foreign language can be studied by itself at university or combined with another subject, such as law or business & finance. Often a languages GCSE is sufficient to spend a year of a university course studying or working abroad. A Level languages are seen as facilitating subjects for Russell group university courses in a wide range of subjects.

### **Who are the teachers responsible for the course?:**

Mrs Wharf

### **Exam Board Links:**

#### **Spanish**

<https://cdn.sanity.io/files/p28bar15/green/81d72dd9fdb4903ff240f9c07dc6b844e44aff9b.pdf>

## Textiles – GCSE

### **What do you study?**

You do not need to be confident with using a sewing machine for the course! You will learn how to thread up and use sewing machines at the start of Year 10 to make a range of different and exciting products throughout year 10 and 11. Textiles offers the option to make completely free choice products where you get to have lots of fun with your making skills. GCSE Textiles is an exciting and creative subject where you will have the chance to experience lots of practical work. There is an opportunity to learn about a wide range of practical skills such as tie dye, batik, moulding plastic, heat press images, painting, weaving and even experimenting with heat guns to burn fabric! GCSE Design Technology Textiles will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness of wider influences for technology including historical, social, cultural, environmental and economic factors. Students will be given the opportunity to work creatively when designing and making textile products. The products and portfolio of work will contribute to 50% of their final GCSE grade. Textiles students will learn the same content as students who study product design.

Students are introduced to a variety of experiences that explore a range of textile media, techniques and processes, including both traditional and new technologies. Design Technology students are assessed against three areas: Core technical principles, specialist technical principles and designing and making principles. There are common links between design technology, science, art and geography.

### **Significant differences from KS3?**

Learning will focus on the quality of practical work and the presentation of design ideas. This is achieved through a portfolio of work and the manufacture of a textiles product. There is also a significant emphasis on planning for making and understanding design for manufacture. Students are given the opportunity to design and make any textiles product they design and be as creative as possible.

### **Why Study Textiles?**

The fashion and textiles industry is one of the largest sectors in the UK, and contributes a significant amount of money to the UK economy.

If you are creative and enjoy practical work/skills in design as well as have an interest in using a range of tools, equipment and materials, then this may be the perfect area of study for you. Students who take this course achieve strong grades due to the large coursework and practical element which takes place during lessons. Students are extremely positive about textiles and state that they look forward to their lessons.

### **Controlled Assessment**

The coursework is 50% of the final grade and consists of a portfolio of design and exploratory work and a final practical outcome.

## **Examination**

The exam is 50% of the final grade and is taken at the end of Year 11.

## **What are the progression routes to A Level and beyond?**

GCSE Textiles allows progression to a Textiles technology or Textiles Art A-level course. You may wish to study textiles and fashion at university and possible careers include clothing/textile technologist, interior and spatial designer, textiles science, artist, fashion designer or textile designer or any area of design technology.

## **Who is the teacher responsible for the course?**

Miss Davies

## **Examination Board Link:**

<http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-textiles-technology-4570>

**Your Notes:**

## Pathway Choice Self-Check

Check that you are making the right choices:

**You might want to consider the following questions when thinking about your pathway:**

I have chosen this pathway because:	Subject	Subject	Subject	Subject
It is the English Baccalaureate and I want to reach that standard				
The courses will give me good opportunities to study post-16				
I have the skills to be good at these subjects				
It will help me in my future career plans				
I think it will provide me with the right amount of challenge				
I enjoy it or think I will enjoy it (if it contains new subjects)				
The balance between coursework and exam work will suit me on this pathway				
I have spoken to teachers/parents and carers about taking these subjects and they agree they are suitable for me				
It will help to keep my future options open				

**For more information on particular careers and entry requirements, talk to our careers staff.**

**Don't do a subject because:**

- Your friends are doing it
- A teacher you really like is teaching it this year (they might not be next year)
- It is something new and you're doing it just for a change. Find out about it first.

**Do:**

- Read this booklet carefully
- Research more about a subject if you are unsure
- Ask your teachers, tutors and other staff for advice.