



Wycliffe

SIXTH FORM

FOR ENTRY IN SEPTEMBER 2019
INCLUDING A LEVEL AND BTEC
SUBJECT INFORMATION

Welcome

to

Wycliffe.

“

We teach our pupils the study skills and habits they need for life, to develop resilience and confidence in their learning, and seek to engender a love of education.

”

The information in this Guide is to help both pupils and parents to learn more about what lies ahead in the next step of your academic journey. The Guide includes advice on how to make your subject choices in preparation for life beyond school, with detail on each of our A Levels and BTECs offered. In addition you can find out about all the extra-curricular and leadership opportunities that will be open to you during your time at Wycliffe.

For more information, please do remember that we are only a phone call or email away and are here to help you make the best possible decisions for your future. Feel free to get in touch or visit us at any time.

General Enquiries:

Please contact School Office on:

T: +44 (0) 1453 822432

E: senior@wycliffe.co.uk

Admission Enquiries:

Please contact Mrs Fiona Lawson-Best,

Senior Admissions Manager, on:

T: +44 (0) 1453 820412

E: fiona.lawson-best@wycliffe.co.uk

To learn more about what goes on at Wycliffe, be sure to also follow our Facebook, Twitter and Instagram - @WycliffeCollege

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Nick Gregory

Message from the Head

Education is about more than just a number of academic lessons delivered in the classroom and instead involves a school being concerned about the development of the whole person.

Now, as always, a boy or girl's time at Wycliffe must be an 'experience' in itself – something to be enjoyed and valued for its own intrinsic value and not just a means to an end of walking away with some exam results.

Wycliffe's vision and values speak of inspiring initiative, creating community, stimulating success. They talk of pupils fulfilling potential, being happy and secure, becoming good communicators, being creative, innovative, independent, having a social/environmental conscience, showing self-belief, responsibility, generosity of spirit, respect and resilience. In their first few years at Wycliffe (Years 9-11), we will begin the process of developing these qualities in our boys and girls and then, as Sixth Formers, they can also play a leading role in developing them in others.

Lastly and, perhaps most importantly, our pupils will benefit enormously from being around each other, often without realising it. Our community is diverse, positive, inclusive and forward-looking. The friends that boys and girls make will enrich their educational and social lives not just here and now but will also be amongst their friends for life for the future.

A handwritten signature in blue ink that reads "N. J. Gregory".

Nick Gregory, Head of the College

Matt Archer

Message from the Head of Sixth Form

Sixth Form is a stepping stone to university or the start of a career. As such it is essential to select the right choices which will help you to develop your skills and prepare you for whichever path you choose after your Wycliffe education comes to an end.



Consider your options carefully. Consider what it is that you have a passion for, and above all, remember that you have an excellent team of people around you at Wycliffe who are here to make sure that you achieve your very best.

For some pupils it is the first opportunity they have had to choose which subjects they are going to study and this is very important because the step up to A-level and level 3 BTECs is larger than many expect; pupils need passion and ability to do well.

WE AIM FOR EVERY WYCLIFFE SIXTH FORM PUPIL TO LEAVE US WITH:

- Pride in your achievements and successes both within the classroom and beyond.
- A confident approach to life, based on excellent communication skills and an understanding of service and commitment.
- The knowledge that prepares you for the new challenges that you will face.
- An eagerness to make your mark in the world.

Should you have any further questions about Sixth Form at Wycliffe College, please email matt.archer@wycliffe.co.uk

Matt Archer Head of the Sixth Form

Your Sixth Form Choices

We offer a broad curriculum of A Levels as well as a range of non A Level courses in the Sixth Form. This gives you a great deal of flexibility in choosing a programme of study to match your strengths, preferences and aspirations.

Our option blocks are created around your choices and so we are able to offer a greater freedom of choice than other schools. All our courses run each year, even if the numbers for a subject are low – so you can be sure you will study what you want.

YOU CAN CHOOSE FROM THE FOLLOWING SIXTH FORM COURSES:

Art and Design
 Biology
 Business
 Chemistry
 Computer Science
 Design and Technology
 Drama and Theatre
 Economics
 English Literature
 Film Studies
 French
 Further Mathematics
 Geography
 German
 History
 Japanese
 Mathematics
 Music
 Physical Education
 Physics
 Politics
 Religious Studies
 Spanish
 BTEC Business
 BTEC Digital Content Production
 BTEC Sport
 Quantitative Reasoning
 Extended Project Qualification (EPQ)



Complementing the Sixth Form curriculum, the following courses are available:

GCSE Mathematics repeat
 GCSE English Language repeat
 English for Speakers of Other Languages – compulsory for International pupils and you benefit from taking the IELTS Exam.

Sean Dunne

Message from Deputy Head Academic

The move from GCSE to A Levels represents a major change. Not only is there the chance to specialise in chosen subjects, but there is the challenge of studying these subjects in greater depth.

At Wycliffe you have the opportunity to use the wide range of study support facilities in your House, Departmental Libraries, the College Library and other specialist areas. The College Library is supervised by a member of staff and Prefects to ensure an appropriate atmosphere for study.

Our staff are dedicated to making their teaching inspirational and innovative, and real learning comes from complete engagement from you as a pupil. We look to foster a partnership between teachers, tutors, you and parents, and we expect you to show maturity and discernment in your studies and decisions. We achieve this through a very effective curriculum enrichment programme, through the leadership and drive of an inspirational Head of Sixth Form and by giving you the tools to become effective independent learners.

It is this approach and the skills learned that makes our Sixth Form such excellent preparation for Higher Education, apprenticeships and for the world of work.

Curriculum Enrichment Programme

In addition to examined subject classes, you will also attend regular lectures and presentations from external speakers on a wide range of topics. You will attend sessions and workshops on topics such as finance, sexual consent, relationship matters, social media use, and drug and alcohol abuse, as well as hearing motivational speakers who can help you to set and achieve your goals. We bring in specialist study skills advisers to sharpen up your revision techniques and professional business advisers to provide guidance on presentation skills and good interview practice.

The presenters of these sessions are carefully chosen such that attendance is a pleasure not a chore.

If you would like any further information on the Enrichment Programme please contact Matt Archer, our Head of Sixth Form.

Sean Dunne Deputy Head Academic



Helping You Succeed

The best schools understand that an excellent education comprises three key strands: academic, pastoral, extracurricular.

SPECIALIST TEACHERS

Whatever the subject, pupils are taught by specialist teachers who really know their subject.

SMALL CLASS SIZES

The limits we place on class sizes mean that teachers get to know individual pupils thoroughly and their individual needs.

TUTORIALS

All pupils are allocated a Tutor whose role is to oversee their academic development. Individual meetings are held regularly to review progress and set targets. The Academic Tutor stays with you throughout years 12 and 13 and so they get to know each pupil really well. In the Sixth Form every pupil is allocated to a specialist Sixth Form Tutor who supports and leads you through university or employment applications.

OUTSTANDING PASTORAL CARE

Our exceptional team take the time to really get to know your child and their individual needs, strengths

and desires. They devote boundless time, energy and expertise to developing, encouraging and advising pupils.

TRACKING PROGRESS

We utilise sophisticated electronic systems to track pupil progress, taking into account teacher assessments, internal and external examination results and baseline data. Pupils not performing to their full potential are quickly identified and strategies to support them are put in place.

STUDY SUPPORT

A range of additional sessions to further support work done in regular lesson time are held throughout the year. These include subject specific lunchtime and after school clinics, revision sessions and societies.

INDIVIDUAL LEARNING

With small class sizes and tutor groups, our teachers know each pupil, their motivations, needs and aspirations well and adapt their teaching to develop their potential.

Our teachers develop their craft as they go, constantly ensuring they are fully up to date with teaching practice, and using the best methods to secure the most from each pupil. They monitor their own performance, focus on teaching that has a positive impact and create a positive environment for learning.

INDIVIDUAL ACTION PLANS

Where pupils encounter difficulties they work closely with their teachers and tutor to find a solution. Individual action plans include agreed priorities, SMART targets and a review date to ensure that progress is being made.

LATEST TECHNOLOGY

Pupils enjoy access to ICT in the classroom environment, pods of computers and the school library. Flexible use of ICT is facilitated through campus-wide Wi-Fi access. Our online learning environment allows pupils to engage with their studies wherever they are in the world.

Helping You to Make the Right Choice

It is important to realise that, whether you are aiming at a degree course or at employment after the Sixth Form, what matters are the combination of subjects you study and the grades that you achieve. Above all, it is wise to choose subjects in which you have a keen interest and which will keep you motivated towards success for two years. Mathematics is recommended for those intending to read Economics at University.

Mathematics and/or Physics are essential for Engineering courses, although those without Mathematics or Science A-Levels can enter certain four-year courses in Engineering.

Chemistry and Biology are the required subjects for Medicine and Veterinary Science, while Mathematics and/or Physics at A-Level are often strongly recommended.

To join Wycliffe, you need to have achieved five GCSEs at Grade 9 to Grade 4. In addition, it is preferable that you have achieved a Grade 9 to Grade 5 in each of your chosen A-Level subjects. In the case of many subjects this is a specific need. Where the subject you want to take at A Level or BTEC has not been studied before, a Grade 9 to Grade 6 in a related subject at GCSE is preferred. Please see the table opposite which gives details of the required and preferred grades for A Level choices.

If you are already following our Development Year programme and you want to follow Science courses at A-Level, the requirements are Grade 9 to 7 in Mathematics and Grade 9 to 6 in Core Science plus a satisfactory result in an internal additional Science exam taken just after Easter.



Subject Specific Requirements

A-Level Subject	Minimum GCSE Required grades	Minimum GCSE preferred grades
Art and Design		6 in Art
Biology	6 in Biology or Additional Science	
Business	5 in Mathematics	6 in Mathematics
Chemistry	6 in Additional Science and Mathematics but a 7 in one of them	6 in Chemistry and Mathematics but a 7 in one of them
Computer Science	6 in Computer Science and programming experience, 4 in Mathematics	6 in Computer Science and programming experience, 5 in Mathematics
Design Technology		4 in DT and Mathematics
Drama and Theatre		5 in Drama and 5 in English
Economics		6 in Mathematics and 5
English Literature	6 In English Literature	5 in English Literature
Film Studies		4 in English
French	6 in French	
Further Mathematics	7 in Mathematics	8 in Mathematics
Geography	5 in Geography	6 in Geography
German	6 in German	
History	6 in English	6 in History
Japanese	6 in Japanese	
Mathematics	6 in Mathematics	
Music	6 in Music plus instrument to grade 6	7 in Music
Physical Education	6 in Biology or Additional Science and 5 in PE	5 in English
Physics	6 in Additional Science and Mathematics but an 7 in one of them	6 in Physics and Mathematics but an 7 in one of them
Politics	6 in English	
Psychology	6 in a science, 5 in Mathematics and English	6 in all sciences, English and Mathematics
Quantitative Reasoning (Core Mathematics - AS equivalent)	4 in Mathematics	
Religious Studies	6 in English	6 in Full course RS
Spanish	6 in Spanish	
BTEC Business (2 A Level equivalent)		4 in Mathematics
BTEC Digital Production (1 A Level equivalent)		4 in English
BTEC Sport (2 A Level Equivalent)	4 in PE, where taken and Biology or Additional Science	
Extended Project Qualification (AS equivalent)	6 in specialist subject area	

Your Next Steps

ONE TO ONE MENTORING

We will work with you to help with your onward plans, particularly apprenticeships/school leaver scheme applications and University preparations.

LARGE ALUMNI NETWORK

We are fortunate to be able to call upon former pupils for careers advice, talks, workshops, placements, and internships for current pupils.

EXPERT TALKS

To help you to explore your options, we call upon successful professionals to give Career and Industry talks.

CV GUIDANCE

Individual assistance will be given to help pupils to create their Curriculum Vitae to the highest possible standard.

INTERVIEW PRACTISE

We will provide you with industry-specific interview practise to prepare you for future career opportunities. Pupils also benefit from presentation observation and feedback.

WORK EXPERIENCE

We encourage pupils to take part in work experience placements in Year 12 – an excellent preparation for university applications, work and your future career.



Applying to University

The vast majority of Wycliffe pupils go on to higher education, studying at range of universities across the world. We have a team of Careers teachers and a dedicated well equipped Careers room.

For Year 12, we have designed a programme of lectures and guest speakers in order to give pupils a comprehensive understanding of higher education.

We organise a number of visits to universities and encourage pupils to plan a structured programme of visits in preparation for their applications.

UNIVERSITIES IN AMERICA

The PSAT, SAT and ACT testing systems are rarely permitted outside the USA and very few places in the UK are authorised to run them. With increasing numbers wishing to apply for US universities, the College decided in 2013 it was time to put Wycliffe among the elite.

We have a specialist US Applications Co-ordinator at Wycliffe who is an American national, has a breadth of experience in US university admissions and among her previous positions has worked as the Director of Studies and University Admission Advisor in Oxfordshire.

Wycliffe runs dedicated preparation classes for US university applicants. The school has already attracted interest with pupils enrolling with the explicit aim of following the SAT preparation course and has seen pupils gain places at a variety of top American universities, including Ivy League.

Wycliffe is also the host centre for the tests for all of Wales and the south-west of England.

Life at Wycliffe

At Wycliffe, there are eight Houses, which are made up of day and boarding pupils from across all the year groups. The House system provides every pupil, whether a boarder or a day pupil, with a social and work base within the school.

The Houses are the key to happy living at Wycliffe. Each House celebrates the diversity of its pupils' community, helping to develop confident and caring young people who feel at ease in all manner of company and appreciate the differences of others, which is a central tenet of Wycliffe's philosophy.

Wycliffe's approach to pastoral care is holistic and revolves around our House system, which fosters an immensely powerful and strong sense of community; the House is every pupil's 'home from home' and the Housemistress or Housemaster are experienced teachers with a good knowledge of the school, the children in their care and the educational world in general. Pupils can join Wycliffe College as a day pupil, a flexi or full boarder. All of our Houses aim to create a warm and supportive family atmosphere, where pupils feel happy to become independent, taking on more responsibility for themselves and others in readiness for life at university and beyond.

Housemasters and Housemistresses lead each House, supported by a team of assistants, resident and non-resident tutors and house matrons, and share the duties and responsibilities of caring for the children. They are the constant thread in pupils' lives and will work in close conjunction with parents and guardians to build strong links between home and school. In addition, pupils can also approach the Deputy Head Pastoral, the Medical Centre Staff, School Chaplain and School Counsellor (to whom pupils are free to go and chat in absolute confidence) who will have concern for them. We like to think that it would be hard for a pupil not to find someone he or she finds it easy to talk to, and the relationship with their Housemaster or Housemistress is a particularly significant one.

Our wish is for our pupils to leave Wycliffe being able to balance humility with confidence, and ambition with compassion; to be tolerant of others and to value everybody equally.

“

Boarders are polite,
friendly, confident,
sociable and articulate.

INDEPENDENT SCHOOLS INSPECTORATE 2016

”



Wycliffe Houses



Collingwood

Collingwood is our only day pupil only house. Overlooking the lawns in front of School House, Collingwood offers every pupil their own desk, cupboard and shelf space to work from, whilst also housing a great common room and several social areas including a pool table and balcony.



Haywardsend

Haywardsend is set within a beautiful 18th Century building. With a maximum capacity of 39 girls, the house is positioned next to the Dining Hall, and is a vibrant hive of activity with baking nights, movie nights, and group activities such as taking part in the 'Rainbow Run' for charity.



Haywardsfield

Haywardsfield is the oldest boarding House at Wycliffe; a grand, bay-fronted red brick building which is home to 58 boys each year. Being positioned at the top of the main drive gives it a fantastic central location on campus, surrounded by the sports fields. There is lots to get involved with in Haywardsfield, and there is an excellent sense of House spirit and loyalty.



Ivy Grove

Ivy Grove is in the brand new Ward's-Ivy Grove building, enjoying beautiful rooms and state-of-the-art facilities. The common room boasts stunning views and is a cosy hideaway where the 38 girls who live here can feel at home with their friends.



Lampeter

Lampeter is home to 43 girls each year at Wycliffe. The existing Victorian buildings were significantly extended in 2012 to create the fantastic house facilities we see today, including a common room, lovely bedrooms, kitchen, and a roof terrace. Girls here are encouraged to gain confidence in a warm and nurturing environment.



Robinson

Robinson is positioned at the edge of the campus, with arguably the best views of the cricket on the sports field. With a capacity of 70 boys, this is a lively House where lifelong friendships are formed. Boys living in Robinson enjoy maintaining their organic vegetable garden, looking after their very own chickens, or relaxing around the House.



Ward's

Ward's is located within the brand new Ward's-Ivy Grove building (opened in September 2017), and offers a bright modern common room with piano, pool table and kitchen. Outside there is a large patio complete with barbeque for warm summer evenings. This House is home to 49 boys.



Loosley

Loosley is a Sixth Form only residence, home to 36 young men and 27 young women, split into a male House and female House positioned around its own private garden. A stepping stone between school and the next stage of life, pupils living here are given a lot of independence. One former pupil summed up this House very succinctly; "Loosley combines the independence of University, the study environment of school and the family factor of home."

THE HOUSEMASTER AND HOUSEMISTRESS TEAM:

HOUSE	DESCRIPTION	HOUSEMASTER/ HOUSEMISTRESS
Collingwood (Senior)	boys and girls day house [13-18]	Mr Costello (Psychology)
Collingwood (Junior)	boys and girls day house [13-18]	Mrs Nicola Bryant (Chemistry)
Haywardsend House	girls' boarding and day house [13-18]	Mrs Lisa Nicholls (Geography)
Haywardsfield House	boys' boarding and day house [13-18]	Mr Ian Russell (Mathematics)
Ivy Grove House	girls' boarding and day house [13-18]	Mrs Joanne Smith (Chemistry)
Lampeter House	girls' boarding and day house [13-18]	Mrs Gill Tavner (English)
Loosley Halls	boys and girls day house (Sixth Form only)	Mr Tim Larkman (Geography)
Robinson House	boys' boarding and day house [13-18]	Mr Andy Naish (PE)
Ward's House	boys' boarding and day house [13-18]	Mr Andrew Golightly (Drama)

Preparing you for a constantly changing world

To succeed in our rapidly changing and demanding world, you will develop a portfolio of life skills that will enable you to be mobile, effective and confident.

Research carried out by the Association of Graduate Recruiters identified seven key skills:

- 1 SELF-AWARENESS** The ability and confidence to identify and use personal skills, interests and strengths
- 2 EXPLORING OPPORTUNITIES** The ability to identify, create, investigate and seize opportunities
- 3 ACTION PLANNING** The ability to organise time effectively and to monitor and evaluate progress
- 4 NEGOTIATION** The ability to reach 'win/win' agreements
- 5 NETWORKING** The ability to define, develop and maintain a support network of personal contacts for advice and information
- 6 COPING WITH UNCERTAINTY** The ability to adapt goals and apply skills in new contexts
- 7 DEVELOPMENT FOCUS** A commitment to life-long learning and an understanding of preferred methods and styles of learning.

Through a wide variety of activities including organising and participating in House competitions and events, joining the CCF, taking part in the Duke of Edinburgh Award Scheme, representing the school at the Model United Nations, taking part in public and competitive debates or representing the school in a wide range of sports, we are confident that you will gain the skills and experience to prepare you well for the world after school.

“ As the senior pupils in the College, our position within the school changes; we are seen as role models and we help to support the younger pupils in the school. Although the academic work is of a high priority, we still feel we are able to have fun and enjoy ourselves. There are many school events in which we now take a more productive and leading role, for example the House Music, Sports, Drama and weekly school assemblies. The independence provided by these activities allows us to take a leading role in school life. We believe the comprehensive support we receive enables us to achieve our academic and sporting potential.

A Pupil from the Wycliffe Sixth Form Prefect Team ”



Our Community

We are a Christian foundation and that is an important part of our tradition, but we are also a vibrant multi-faith community which embraces and supports those of all faiths and none.

We meet as a community on most mornings of each week to share thoughts and ideas related to a moral theme. These will be examined from a whole range of viewpoints and pupils are also given the opportunity to run a service by themselves each week (with support and guidance from the Chaplain).

If you are a member of a faith where attending a Christian Church Service presents a problem, the Tuesday and Thursday services are sufficiently general that they should not be an issue whilst the Wednesday one is of a more overtly Christian nature. However, non-attendance for religious reasons can be discussed on an individual basis.

You will also have the chance to join an informal discussion group which looks at a range of moral and spiritual topics and, should you be seeking Baptism and/or Confirmation, then that can also be arranged.

The Chaplain is available for individual chats at a time convenient to you, and he also visits the Houses on a rotation basis to assist in the preparation of House Chapels and to chat to the House communities. If you are a practising member of a non-Christian faith, then we can also arrange for you to meet a spiritual leader from your own tradition.

If you would like more information or have a specific enquiry, please contact: Revd. John McHale (College Chaplain) john.mchale@wycliffe.co.uk



Beyond Academic Life

SPORT

Wycliffe College's Physical Education and Sports Department enables you to develop your level of physical performance through regular Games sessions and extra-curricular activities. With the benefit of expert teaching and coaching in all sports and activities, you are encouraged to reach your true potential.

At Wycliffe you will have two Games afternoons on a Tuesday and Thursday. If you are selected for fixtures you would also attend on a Saturday.

GAMES CURRICULUM

AUTUMN TERM	SPRING TERM	SUMMER TERM
Boys - Rugby	Boys - Football, Rugby 7s	Boys - Cricket, Tennis
Girls - Hockey	Girls - Netball	Girls - Tennis, Rounders

An elite Squash programme also forms part of the Games curriculum. Extra-curricular activities are run before school, at lunchtime, and after school.

The school also has Rowing and Basketball squads and other Games options for you to join, including:

Aerobics, Athletics, Badminton, Canoeing, Cross-Country, Fencing, Pentathlon, Rowing, Shooting, Squash, Volleyball, Yoga

ACTIVITIES

When you join Year 12 you can join in many social and cultural activities that are run exclusively for the Sixth Form.

These include:

- Bee Club • Ceramics
- Charities Committee • Combined Cadet Force • DT Club • Equestrian
- Photography • International Film Club
- Investment Club • Textiles
- Theatre Trips
- The Duke of Edinburgh Awards Scheme
- The Model United Nations
- Psychology Club • Robotics Club

DRAMA

Besides formal qualifications in A-Level Theatre Studies, or LAMDA speech and drama examinations, Wycliffe has its own Youth Theatre, Integrated Drama Club and hosts annual house and school productions.

The Drama Department runs regular theatre trips to both local and regional productions. Drama at Wycliffe is not just about putting young people on the path to stardom; to us Drama is much more a journey of enrichment, self-discovery and teamwork.

MUSIC

Music plays an important role within Wycliffe College and has a high profile in daily life. Opportunities for music are plentiful and you are coached to the highest level. We aim to provide something for everyone and tailor our ensembles to your needs, forming bespoke groups and writing arrangements of repertoire to suit the individuals. Rehearsals take place during lunchtimes and after school, culminating in school concerts and other performances both inside and outside of school. We also put on a school musical every other year, with the most recent productions being Made in Dagenham, Fiddler on the Roof, Les Miserables and The Threepenny Opera.

CURRENT MUSICAL ACTIVITIES:

- Chapel Choir
- VOX (advanced vocal ensemble)
- Barbershop
- Orchestra
- Jazz Band
- Guitar Group
- Brass Group
- String Group
- Flute Group
- Grade 5 Music Theory

Art and Design

Art and Design focuses on two-dimensional work (drawing, painting and printmaking). The course will allow you to develop an in-depth knowledge of materials and mark-making. This will enable you to express creative ideas both visually and through reflective writing with a growing level of skill and sophistication.

All work is initially developed from experimental observational drawing and is informed by a critical understanding of Art Practice, (studying the work of other artists and designers).

The A-Level specification is designed to be taken over two years with all assessments submitted at the end of the course. This will allow pupils to use the first year to build skills, experiment and create an exciting portfolio before realising their own areas of interest in Year 13.

Where does Art and Design lead?

This course can lead directly on to an Art Foundation Course and University degree courses in Art and Design. Art and Design is often required for related University studies, such as Architecture and can be a springboard to successful careers in our flourishing creative industries.

What is the course structure?

The A-Level specification is designed to be taken over two years with all assessments submitted at the end of the course. This will allow Pupils to use the first year to build skills, experiment and create an exciting portfolio before realising their own areas of interest in Year 13.

What degrees or career choices require Fine Art?

It is not essential to have studied the Fine Art previously but it will make the first two terms easier if you have done so. Your commitment to visual creativity might be evidenced in a variety of forms, for example, sketchbooks, photography, drawings or paintings. You should ensure that you begin visiting Galleries, specialising in Fine Art on a regular basis. Reading about the general History of Art as well as specialist books on specific artists who are making painting and drawing will help to inform your understanding of the subject.

COURSE STRUCTURE

YEARS 12 AND 13:

COMPONENT 1 (60%)

An in-depth practical investigation, (visual and written), informed by contemporary or historical practitioners in the context of fine art.

- 60% of A-Level
- Non-examined assessment set and marked by centre

COMPONENT 2 (40%)

Pupils produce preparatory work in response to starting points from the question paper. Following this students complete 15 hours of unaided, supervised time.

- 40% of A-Level
- Preparatory period and 15 hours supervised time.

Biology

Biology is the study of life. Life is a huge area to study so it can be broken down into more manageable chunks such as Physiology, Biochemistry, Phylogeny, Ecology, Genetics, Zoology, Microbiology and Botany.

Where does Biology lead?

Many pupils opt for Biology because they are genuinely interested in nature or how living things work in general and they wish to pursue an area of particular interest. We have had lots of pupils go on to study Biology-related degrees and A-Level provides a good foundation for these courses. Many choose Biology because they are looking to pursue a career in Medicine, Sports, Pharmaceuticals or Agriculture. There are a whole range of Biological Science degrees that require A-Level Biology. These include, but are not limited to, Biology, Zoology, Microbiology, Biochemistry, Biomedical Science, Dentistry, Pharmacy, Physiotherapy, Sports Science, Physical Education, Environmental Science, Nursing, Optometry, Veterinary Science and most Medicine courses. Biology A-Level is highly regarded by Universities and is known as a facilitating subject. This means that it is also of great use when combined with other subjects to get onto a range of degree courses that are seemingly unrelated.

What can I do to prepare for the course?

You may wish to read up about any of the topics covered at A-Level before you embark on the course, but it isn't essential. The School Library keeps a copy of 'Biological Sciences Review' which is useful background reading in addition to a number of standard A-Level textbooks. Any book by Nick Lane is also a great read and will help take you beyond the constraints of the syllabus.

COURSE STRUCTURE

WE FOLLOW THE EDUQAS (WJEC) COURSE BIOLOGY:

COMPONENT 1:
Energy for Life

COMPONENT 2:
Continuity of Life

COMPONENT 3:
Requirements for Life

Business

Business is the world around us. None of us can live without interacting with Business. From the moment we wake up to the time we go to sleep will be the result of business. From the manufacturing of the bed we sleep in, to the food we eat for supper and the clothes we wear, everything has been touched by business. In A-Level Business we try and understand Businesses. We find out how they operate, the relationships they have with each other and the world around them and why some are profitable while others aren't.

Business is a broad subject and touches many different areas. As a business Pupil you will have a broad overview of many different topics ranging from understanding the financial aspects of a business, the psychology of working with others, the numerical concepts behind operational decisions and the impact of the external environment on any business decision.

You will use a variety of skills, numerical, analytical and evaluative to use the different theoretical concepts and apply them to real business examples.

Where does Business lead?

Business is such a broad degree that is useful in many different degrees. The content of the course will help in any business, economics or financial degree. The skills developed during the course are the basic skills required for any degree subject. In terms of career, all businesses require business specialists. If becoming an entrepreneur is your dream then the course will give you the background knowledge on how to avoid the major difficulties that cause the majority of small businesses to fail. If your ambition is to work in a large multi-national organisation then a Business related degree will be vital in gaining a place on graduate training courses.

If you decide not to go to university, then many organisations, both large and small, offer apprenticeships. These apprenticeships allow you to work and study at the same time.

COURSE STRUCTURE

The course is a two-year A Level with three exams being taken at the end of Year 13.

THE BUSINESS A LEVEL IS SPLIT INTO 10 DIFFERENT TOPIC ARE:

1. What is Business?
2. Managers, leadership and decision-making
3. Decision-making to improve marketing performance
4. Decision-making to improve operational performance
5. Decision-making to improve financial performance
6. Decision-making to improve human resource performance

Chemistry

Chemistry is the study of matter and change at an atomic level. It is the study of how individual atoms join together to make substances. It is divided into three components: Organic (the study of substances based upon carbon), Inorganic (the study of substances based upon any element that is not carbon) and Physical Chemistry (the study of how fast

Where does Chemistry lead?

Chemistry is essential for those Pupils who wish to study a variety of medical and science based degrees. All potential medics, vets, dentists and pharmacologists must have studied Chemistry and for the former three must have a Grade A at A-Level. Chemistry is also advantageous for those people wishing to study Natural Sciences, Engineering, and other science-based degrees because the course involves large amounts of logical thinking and is still perceived as a challenging A-Level. As the course requires considerable application of logic, it also demonstrates that you can cope with the higher order thinking needed in many degree courses.

What can I do to prepare for the course?

Separate sciences is definitely recommended but if you have dual award science we can help you prepare for A Level with books like "A Head Start for AS Chemistry". The Chemistry Review magazine is aimed at A-Level Chemistry pupils. It contains interesting articles on many A-Level topics and will provide insight into the course. Making organic molecules with molymod kits, completing online Chemistry MOOCs and taking part in on-line challenges will be very useful preparation.

COURSE STRUCTURE

The A-Level course is linear and finishes with three examinations. Paper 1 is Inorganic and some Physical Chemistry, paper 2 is Organic and the remainder of the Physical Chemistry. Paper 3 contains a mixture of multiple choice and short answer questions and will cover the whole course as well as testing knowledge of a range of practical skills. We have regular visits to and from the Chemistry Department at Bristol University.

Computer Science

Computer Science is the study of the foundational principles and practices of computation and computational thinking, and their application in the design and development of computer systems. It is a practical subject where pupils can apply the academic principles learned in the classroom to real-world systems. It's an intensely creative subject that combines invention and excitement, and can look at the natural world through a digital prism.

Where does Computer Science lead?

A-Level Computer Science looks at the more technical aspects of computers and programming. You should like dealing with problems and coding systems to solve real world problems. It will be helpful having this qualification in order to do computing related courses at University as it will help make the transition to Computer Science and Engineering based courses easier. This course will complement Maths and Physics courses, but will also fit well along most other A-Levels.

What is the course structure?

UNIT 1 (40%)

Computer Systems (2 hours 30 minutes exam) - Pupils look at characteristics of contemporary systems architecture, including hardware, software and its development; types of programming languages; data types, representation and structures, exchanging data and web technologies; following algorithms; using Boolean algebra; legal, moral and ethical issues.

UNIT 2 (40%)

Algorithms and programming (2 hours 30 minutes exam) - Pupils learn about designing solutions to particular problems; how procedural programmes are structured; the types of data and data structures; the common facilities of procedural languages; how to write maintainable programmes; and how to test and run solutions. This component will be a traditionally marked and structured question paper with two sections, both of which will include a mix of question types: short-answer, longer-answer, and levels of response questions.

Section A features traditional questions concerning computational thinking. Section B will feature a scenario/task which will involve problem-solving.

UNIT 3 (20%)

Programming Project (coursework) - Pupils select their own user-driven problem of an appropriate size and complexity and use their programming skills to solve the particular problem. Through the programming coursework, pupils gain an understanding of definition, investigation and analysis; system design; software development and testing; documentation; evaluation; and how to produce written reports covering these topics.

Design Technology

Design Technology develops in pupils techniques of researching, communication, evaluating and independent learning. Through project work these skills are developed in a 'real-world' problem solving context. It combines traditional craft and engineering skills with modern computer aided design and manufacturing technologies, allowing pupils the opportunity to explore industry standard design software such as SolidWorks and state of the art processes such as 3D printing.

Where does Design Technology lead?

Design Technology provides pupils the opportunity to develop a broad range of skills whilst exploring industrial applications of design and manufacturing processes. Design brings together knowledge and skills from many subjects including the Arts, Sciences, Business Studies and Mathematics. Design & Technology is therefore an excellent preparation for Industrial Design, Product Design, Graphic Design, Environmental Design, Engineering and Arts Foundation courses at university. It can also compliment subjects leading to architecture courses.

What can I do to prepare for the course?

A-Level Design Technology is a natural progression from GCSE Design and Technology courses such as Resistant Materials, Systems and Control, Graphic Products and Product Design, although many pupils have successfully completed the course, having had little or no previous experience in the subject. The best preparation for the course is to familiarise yourself with current design and iconic designs from the past.

COURSE STRUCTURE

THIS A LEVEL IS EXAMINED AT THE END OF YEAR 13

COMPONENT 1 (50%)
WRITTEN PAPER 2
HOURS 30 MINS
Principals of Design Technology:

The study of theoretical concepts and knowledge related to product design, including the use of ICT in manufacturing, the influences of designers from the past and the need to consider sustainability in all future design.

COMPONENT 2 (50%)
COURSEWORK

Independent design and make project:
Pupils identify a client/user group for whom they must design and make a product that meets the original need. They will liaise with their client/user group in order to develop a commercial product. Pupils are encouraged to be creative and are given the freedom to choose their own project. There are no limits to project selection beyond the time and resources available.

Drama and Theatre

The subject content for A-Level Drama requires a study of two complete performance texts plus three key extracts covering a range of periods and contexts. You will also participate in a minimum of two performances, one devised and one text performance in each. You will need to consider the working methods of theatre practitioners and companies in your devised performance work. You may follow performance or design options for both the devised and text performances. You will participate in many live performances as an audience member in order to experience and analyse theatre production in all its forms.

You will study one of the complete performance texts in Year 12 and the second performance text in Year 13 (however the Year 13 exam will also contain further questions on the text studied in Year 12). Of the three key extracts candidates study, two will be performed and chosen by the centre and one will be an extract from 'The Curious Incident of the Dog in the Night-time' within the Year 12 assessment.

The A-Level specifications in Drama will be 60% non-exam assessment (which includes internal and external assessments) and 40% exam assessment. For the overall qualification, Year 12 assessments will be worth 40% of the whole A-Level with 60% from the Year 13 assessments.

An evaluation of live theatre is incorporated into one of the Year 13 units so that you can relate it to your own theatre practice, and benefit from the greater maturity achieved during the second part of the course.

What is Drama and Theatre?

Drama - and the theatres where it is presented - embraces the study of actors and actresses, painters and paintings, architects and craftsmen, costumiers and engineers; it also extends to encompass composers and musicians, choreographers and dancers, acrobats and athletes, poets and journalists, and perhaps more significant of all of its elements-audiences. In short it is a group experience based on interaction.

Why study Drama and Theatre?

You will grow in confidence and an improved understanding of communication skills, self-presentation, analytical skills, self-discipline and ability (hopefully) to handle constructive criticism. You will learn to work in a team and have developed good research skills as well as an understanding of how drama has helped to reflect human nature throughout history.

COURSE STRUCTURE

A-Level Drama requires a study of two complete performance texts plus three key extracts covering a range of periods and contexts. You will also participate in a minimum of two performances, one devised and one text performance in each. You will consider the working methods of prominent theatre practitioners in your devised performance work. You may follow performance or design options for both the devised and text performances. It is also recommended that live theatre review becomes part of the non-examined assessment so that it can inform candidates' practical work.

Economics

Economics is a way of explaining the world's choices and a consideration of the consequences of our actions. It aims to answer important questions about how people, industries, and countries can maximise their productivity, create wealth, and maintain financial stability. Because the study of Economics encompasses many factors that interact in complex ways, Economists have different theories as to how people and governments should behave within markets.

Where does Economics lead?

To be given a set of tools and a language to describe and understand the behaviour of friends, financiers and foreign countries is to be given the keys to open many doors after A-Levels. Economists are being seen as increasingly vital in decision making in private and public sectors and as 'new' areas like Behavioural Economics become more demonstrably useful, the scope is widening even more. As these Economic concepts are applicable to all human actions, so the subject itself is readily applicable to complement any field of study. Pupils taking Economics A-Level will be well equipped with an excellent grounding for further studies in Economics as well as any Business/ Management/International Studies. Given the A-Level also covers the social cost to society and the 'fairness' of the world, Economics also works well as an introduction to courses concerned with human behaviour such as Psychology and Philosophy and History. Courses of Econometrics are available for those who prefer to continue their Economics with a greater focus on statistical analysis.

What can I do to prepare for the course?

Although there is no prior learning requirement, the study of Economics is very much linked to current affairs and so it would be expected that pupils regularly visit websites such as the BBC News 'Business' page or similar good quality outlet. As well as looking for items of interest, it would be a good idea to follow the daily comments from an Economics journalist, such as Kamal Ahmed of the BBC, Tim Harford 'The Undercover Economist' also on Radio 4. Both have columns and Twitter feeds which make it easier to follow them. Books such as Ha Joon Chang 'Economics, A User's Guide' offer an introduction to the development and breadth of the subject. The 'Economist' Magazine offers a wide range of business, economic and political stories each week and is available on-line. For a pupil-focused approach, look to Tutor2U and its wealth of stories/blogs/academic notes.

English Literature

The A-Level study of English Literature introduces pupils to the challenges of the advanced study of prose, poetry and drama. Close study of six core texts develops analytical skills, whilst an emphasis on wider reading helps to broaden pupils' experience and knowledge of literature. Pupils will develop an understanding of literature through the ages and the historical, cultural and literary context of their selected texts.

By its very nature, English Literature requires pupils to consider individual, moral, ethical, social, cultural and contemporary issues. It not only promotes analytical skills and the ability to synthesise material, but also encourages pupils to consider the viewpoints of others and work towards reasoned conclusions. As well as these skills, we hope that the course will enable pupils to appreciate the lifelong pleasure that is to be gained from informed and critical reading.

Where does English Literature lead?

English Literature is widely respected as an academic subject, compatible with A-Levels in any other discipline and welcomed by all institutions, including the Russell Group. It complements degrees in the arts, humanities, languages, social sciences and law amongst many others. It is often welcomed alongside sciences. Because of this flexibility, graduates with an English Literature A Level or degree are sought by graduate recruitment schemes such as the civil service fast stream, law conversion courses and businesses worldwide. Eventual careers include: law, publishing, advertising, teaching, journalism, media, HR, business and management.

What can I do to prepare for the course?

GCSE English Language and English Literature are both essential. The best preparation is wide reading over the summer. Try to read texts from different periods, different cultures and different genres. Texts we recommend of specific relevance to the course include: Pat Barker, 'Life Class'; R.C.Sherriff, 'Journey's End'; Susan Hill, 'Strange Meeting'; Hardy, 'Tess of the D'Urbervilles'; any of Shakespeare's romances and sonnets. Films: 'Regeneration' and 'Blackadder Goes Forth', 'Shakespeare in Love', 'Bright Star', 'Othello'.

COURSE STRUCTURE

20% of the final mark is a coursework dissertation.

80% is final exams in Year 13.

Film Studies

At its core, Film Studies is the critical and analytical deconstruction of challenging filmic texts, products and theories from around the World and through Modern History. It also revolves strongly around a thorough understanding of the Film Industry (globally, contemporary, and historical), as well as being a highly creative subject where creation of original short film and tuition in technical filmmaking skill is a cornerstone.

Why study Film Studies?

There are many reasons to study this subject including examples such as - 'It is highly interesting and exciting', 'It teaches important skills, such as critical autonomy', 'You will learn an appreciation for many modern classic filmic texts, how and why they were constructed and how they reflect society and culture'. Also 'You will learn and acquire highly valuable ICT skills', 'You will develop your creative skills to produce your own professional Level products', and 'Film Studies is proven as a highly marketable subject to Higher Education institutions'. Combining all of this together you will see that there is a great overarching relevance to your own life - just ask yourself 'Why do I love film?', 'Why is film such an ingrained part of global entertainment?', 'How is it that the film industry is so powerful?', and 'How could I begin to make my own film product?'. All of these questions (and more) are answered through the study of Film.

What is the course structure?

The course linear (it runs over a full 2 years) but it is split into two halves - Exam preparations (final exam assessment at the end of Year 13 ['Components 1 and 2']) and coursework (guided short film production over Years 12 and 13). An overview of each exam component is:

EXAM - LEARNING OVER YEARS 12 AND 13

COMPONENT 1 - VARIETIES OF FILM AND FILMMAKING:

SECTION A - Hollywood 1930-1990 - Group 1: Classic Hollywood / Group 2: New Hollywood

SECTION B - American Film since 2005 - Group 1: Mainstream film / Group 2:

Contemporary Independent Film

SECTION C - British film since 1995

COMPONENT 2 - GLOBAL FILMMAKING PERSPECTIVES:

SECTION A - Global Film - Group 1: European Film / Group 2: Global Film

SECTION B - Documentary Film

SECTION C - Film Movements - Silent Cinema

SECTION D - Film Movements - Experimental Film

COMPONENT 3 - Non-Examined Element: 5-minute short film written, shot, directed and edited by each student individually, followed by written critical evaluation.

French

At A-Level, you will learn to communicate effectively in French, by discussing interesting and relevant topics such as the modern family, media, culture, multicultural France and discrimination in France and other French-speaking countries.

Part of the course will be based on the context of France during the Occupation of WW2, taught through literature, films and articles. Lessons are often discussion-based, and you will also learn to read authentic French articles and to argue your point in writing. We will study a French film and a short book, which complement the themes from the rest of the course. Finally, the oral is based on your independent research on anything to do with France or a French-speaking country - this could be anything that interests you, such as art, music, a film, nuclear power in France or even French children's TV programmes!

Why study French?

The most important reason has to be that you like it and want to become more fluent. Language learning gives you highly sought-after skills of problem solving and interpreting, and is greatly respected by universities and employers. French is spoken by 200 million people, and is the language of diplomacy and the main language of the EU.

What is the course structure?

Pupils study four themes along with one film and one book:

YEAR 12: Changes in French society, including the family, education and the world of work
Understanding the French-speaking world, including music, media, festivals and traditions
A film: We are likely to choose one of *Les Choristes*, *Intouchables*, *La Haine* or *Au Revoir les Enfants*

YEAR 13: The National Front, immigration and multiculturalism in French society

France : The Occupation, Vichy regime and the Resistance

A book: We are likely to study *Un Sac de Billes*, an autobiographical novel about a ten-year old boy whose father gives him and his brother fifty francs and instructions to flee Nazi-occupied Paris and, somehow, get to the south where France is free. However, there is also the opportunity to study some more classic writers if the pupils are interested, such as Anouilh, Camus or Maupassant.

What degree or career choices require French?

MI5, MI6, GCHQ, the diplomatic service, airlines, advertising, editing, publishing, film, event management, nursing, teaching, business, politics, public relations, human resources, distribution/logistics, marketing, journalism, law, translator, sommelier, imports/ exports, hospitality, charity work, manufacturing, UN, EU ... there is practically no career where being able to speak French is not an advantage!

Further Mathematics

Further Mathematics is available to be taken in addition to A-Level Mathematics. Pupils who wish to study Further Mathematics are given double curriculum time and will often have two Maths lessons per day. The curriculum is organised so that Further Mathematics pupils study A-Level Mathematics in Year 12 and then A-Level Further Mathematics in Year 13. Some pupils may be able to take an AS in Further Mathematics if this qualification (worth 40% of an A-Level) is appropriate and valuable to them.

Where does Mathematics lead?

Further Mathematics is recommended for pupils who truly enjoy the subject and wish to take it as their fourth AS or A-Level subject. Also, if you are keen to study a course at University that has a strong mathematical component, then studying Further Mathematics can give you a really firm background from which to start your University course and continue on to a career involving Mathematics. Further Mathematics must be taken in conjunction with Mathematics. Universities do not usually stipulate that they 'require' Further Mathematics, nonetheless it is a highly respected and valued A Level choice, especially if you are planning on studying (for example) Mathematics, Economics, Physics, Engineering, Chemistry or Computer Science at one of the more selective universities.

WHAT CAN I DO TO PREPARE FOR THE COURSE?

The following leaflet published by the Russell Group of Universities is worth looking at before you make the choice about studying Further Mathematics.
www.russellgroup.ac.uk/media/5457/informed-choices-2016.pdf Also, take a look here to see what some universities say about Further Mathematics.
www.fmnetwork.org.uk/universities.php. See also the background reading suggested for A-Level Mathematics.

Geography

Geography is a unique subject, bridging the Social Sciences (Human Geography) with the Natural Sciences (Physical Geography). Human Geography concerns the understanding of the dynamics of cultures, societies and economies, and Physical Geography concerns the understanding of the dynamics of physical landscapes and the environment. Geography puts this understanding of social and physical processes within the context of places and regions – recognising the great differences in cultures, political systems, economies, landscapes and environments across the world, and the links between them. Understanding the causes of differences and inequalities between places and social groups underlies much of the newer developments in Human Geography.

Where does Geography lead?

Geography is the study of Earth's landscapes, peoples, places and environments. It is, quite simply, about the World in which we live. There has never been a better or more important time to study Geography. With growing interest in issues such as climate change, migration, environmental degradation and social cohesion, Geography is one of the most relevant courses you could choose to study. Geographers are highly employable. The roles geographers take up are as diverse as the subject itself. Some of the more obvious links are listed but there are many more that use the diverse skills and attributes studying geography delivers. A career position directly related to acquired geographical knowledge and skills may include town and transport planning, chartered surveying, land and water management, sustainability, Environmental consultancy, resource management, development, tourism, conservation, demography, housing and social welfare. However Geography provides you with a wealth of transferable skills such as good communication as well as presentation skills, competent IT skills, the ability.

WHAT CAN I DO TO PREPARE FOR THE COURSE?

Pupils should keep up to date with global developments and events by looking for relevant articles in a good newspaper.

TOPICS TO LOOK OUT FOR INCLUDE:

1. Water and carbon cycles
2. Hot desert environments and their margins
3. Coastal systems and landscapes
4. Hazards
5. Ecosystems under stress
6. Cold environments
7. Global systems and global governance
8. Changing places
9. Contemporary urban environments
10. Population and the environment
11. Resource security

German

As well as developing your language skills, you will also find out about life in countries where German is spoken, and you make choices about a film and a book to study. You also choose a research topic you'd like to undertake, on any aspect of German speaking culture that interest you. It could be about art, music, film, sport, even a German children's TV programme! Your discussion of this research then forms part of your speaking exam at the end of the course. You learn to discuss and argue your point on the four topic areas, which are:

- Aspects of German-speaking society
- Artistic culture in the German-speaking world
- Multiculturalism in German-speaking society
- Aspects of political life in German-speaking society.

Where does German lead?

German is the business language of much of Eastern Europe, and is set to become increasingly necessary after Britain leaves the EU. German is also widely respected as an academic subject, compatible with A-Levels in any other discipline. Proficiency at A-Level in a language demonstrates that you are outward-looking and culturally aware, and communication skills are prized by employers in almost every field. Graduates in languages are highly sought after by graduate recruitment schemes such as the civil service fast stream, law conversion courses and businesses worldwide.

WHAT CAN I DO TO PREPARE FOR THE COURSE?

GCSE German is essential for the course. You can prepare for A-Level studies by building upon your grammar, vocabulary and skills from GCSE, and practising the language as often as possible. Try to visit a German-speaking country over the summer. If a family holiday is not an option, we can advise you on a number of different ideas including revision courses in Germany and work experience abroad. Watch German films, listen to German radio and find German websites you enjoy. We also provide you with a pack of materials to take home over the summer, to help you begin Year 12 ready to learn.

History

History is the study of the interpretation of facts. But it is also the story of us, as a human race. It is an investigation of human behaviour, an enquiry into our motives and their consequences, not just the study of the past and the long-dead.

Why study History?

History is popular and highly regarded. It goes well with other arts and social science subjects like Politics, English, and Geography. History is also one of the most popular choices of scientists looking to add a little breadth to their Sixth Form programme. It is not essential to have studied History for GCSE.

History is considered to be an academic subject. It is well thought of by higher education institutes, American universities and employers. History gives you the skills to:

- Reason and analyse
- Solve problems and think creatively
- Be independent
- Conduct detailed research
- Construct an argument and communicate findings in a clear and persuasive manner
- Manage time and priorities effectively
- Discuss ideas in groups
- Negotiate, question and summarise
- Think objectively and approach problems and new situations with an open mind
- Appreciate the different factors that influence the activities of groups and individuals in society.

With a qualification in History, you can go on to work in a great variety of jobs in law, the civil service, business, management and administration, the police service, the armed forces, journalism, publishing and the media, leisure and tourism (as well as more 'obvious' History-related careers such as teaching or working in museums or libraries). History is a gateway to just about every job.

COURSE STRUCTURE

This new A-Level in History will have all assessment at the end of the 2 year course.

COMPONENT 1

The study of significant historical developments over a period of around 100 years and associated interpretations. We study the Tudors 1485-1603

COMPONENT 2

The study in depth of a period of major historical change or development and associated primary evidence. We study France in Revolution, 1774-1815

COMPONENT 3

A personal study based on a topic from the third taught component. This should take the form of a question in the context of approximately 100 years. Our topic is the Ottoman Empire.

Japanese

Japanese is a language spoken by over 140 million people and it is the 9th most commonly spoken language in the world. Japanese is the study of the language and culture of Japan and its people. Learning a language opens the doors to different cultures and it allows pupils to also understand and appreciate their own culture better.

Where does Japanese lead?

Studying any language can put you at a great advantage when applying for university courses or future jobs. Studying Japanese is even more advantageous as it is a less-commonly taught language in the UK. The Japanese economy is the third largest in the world and over 1,000 major Japanese companies work in the UK. The UK is also a popular tourist destination for the Japanese. Pupils are given many opportunities to sample the diverse culture and develop their language skills further. There is a trip to Japan run every few years, various cultural trips within the UK, and pupils can enter a National Speech Contest and an International Haiku Contest. A-Level Japanese pupils have often combined Japanese with a variety of other subjects, and former pupils are now working in design, finance, marketing and the judiciary. Having done Japanese A-level they found they stood out when applying to university and for jobs.

WHAT CAN I DO TO PREPARE FOR THE COURSE?

It is essential to have studied Japanese at GCSE level or an equivalent level. As well as being fluent in hiragana and katakana, pupils should be able to read and write the 200 GCSE kanji, as well as have good knowledge of the GCSE vocabulary and grammar. Reading widely in books and on the internet in their native language and in Japanese is encouraged. Pupils should try to keep abreast of recent Japanese news and events and read articles related to the A Level topic areas.

Mathematics

Mathematics provides a powerful universal language and an intellectual tool. It is the language of Science and Technology. It enables us to probe the natural universe and develop new technologies that help us understand our environment, and change societal expectations and standards of living. Mathematics disciplines the mind and develops logical thinking, critical reasoning, and problem solving skills. Pupils will use technology to support their Mathematics, making use of mathematical and statistical graphing tools. They will also study a 'large data set', use technology to explore the data and interpret the real life data in preparation for the examination.

Where does Mathematics lead?

A-Level Mathematics can lead to degree courses in Mathematics and Physics. Mathematics is also desirable for many courses in Computer Science, Chemistry, Economics and Finance. Mathematics does not 'close doors' to any degree or career path.

WHAT CAN I DO TO PREPARE FOR THE COURSE?

Pupils will be given a workbook called 'Preparation for A Level Mathematics' and should complete this over the summer break. For reading around the subject, have a look here: www.maths.cam.ac.uk/undergrad/admissions/readinglist.pdf

Music

Music is far more than just playing an instrument or listening to pieces: it is a universal language which surrounds us and is part of our everyday life. In A-Level Music lessons pupils develop a greater understanding of how music works and why, studying a wide variety of music.

THE COURSE IS DIVIDED INTO THREE AREAS

Performing (35%), Composing (25%), Listening and Appraising (40%).

For **Performing**, pupils perform a ten-minute recital that is recorded in the Spring Term of Year 13.

In **composition** lessons, pupils learn how to write two pieces of music, one in response to a brief set by the exam board. Both of these compositions are sent to the exam board for assessment.

The **Listening and Appraising** exam tests analysis skills, and includes essay questions to assess knowledge and understanding of familiar and unfamiliar pieces of music. We study five areas of study that provide a breadth and depth of knowledge of music from a range of styles and genres:

- Baroque Concertos
- Classical Opera
- Romantic Piano Music
- Musical Theatre
- Pop Music

WHERE DOES MUSIC LEAD?

A Level Music is a challenging but enjoyable and rewarding subject to study. A-Level Music is a rigorous academic course that is accepted by Universities for a wide range of courses, not just those related to Music. Music pupils at Wycliffe develop a wealth of skills that will stand them in good stead for a variety of career pathways. Practical Music Qualifications of Grade 6 standard and above are also worth UCAS points.

Physical Education

Physical Education can be interpreted by people in many different ways - from a subject that is taught in all schools and is part of the core curriculum, to the numerous Universities that award degrees in Sports Science. Physical Education is unique as a subject, in that not only does it educate the body but also the mind; it encompasses the person as a whole and its impact on society. Physical Education is an umbrella term used to describe the study of a range of specified physical activities. It is a field of study which hinges on physical performance and exists as a family concept, consisting of play, physical recreation, sport and institutional physical recreation.

What can I do to prepare for the course?

It is not essential to have taken the GCSE Physical Education qualification, but it would make some of the areas easier if you have done so. Any decent text book or magazine on the study of human movement would help, but ideally pupils should have a good English Language, Biology and Physics background and be interested in the sporting world. Although you will be able to utilise your own experiences, it would be good that you're aware of the latest news and issues. It might give some an advantage to be an excellent performer in the coursework - but it would also depend on the individual's observational and analysis skills and to apply correctly their theoretical knowledge of the course to obtain high marks.

WHERE DOES PHYSICAL EDUCATION LEAD?

The content of the courses provide an excellent foundation for candidates intending to pursue careers in teaching, sports coaching, physiotherapy, sports development, the leisure industry, recreational management and administration, the health and fitness industry and professional sport.

Physics

Physics is crucial to understanding the World around us and the World beyond us. It is the most basic and fundamental science. Physics challenges our imagination with concepts such as relativity and string theory. It leads to great discoveries, such as computers and lasers that change our lives. Physics encompasses the study of the Universe from the greatest galaxies to the smallest subatomic particles.

What can I do to prepare for the course?

Pupils taking Physics will generally have studied separate Sciences at GCSE level. Strong pupils who have studied double award Science can also follow the course. They will however need to do some extra preparation. We can provide copies of the book 'A Head Start for AS Physics' that will help and this can also be easily bought online. We subscribe to the magazine 'Physics Review' which is available in the Department and in the Library and which provides articles related to the theory covered in lessons. Ambitious pupils are encouraged to read this and other secondary sources to develop their background understanding of the subject.

WHERE DOES PHYSICS LEAD?

All pupils considering studying a degree course in Physics, Astrophysics or an Engineering discipline must study Physics at A Level. However it is also considered a complementary subject when applying for degrees in Mathematics, Economics, Materials Science, Medicine, Veterinary Science, Business, Architecture and a host of other subjects. Gaining a good grade in Physics will tell future employers a lot about the way you think, your problem-solving skills and your independent work ethic. Many Physics degree graduates end up working in Management, Accountancy, Economics and other non-scientific careers.

Politics

What is Politics?

Politics as an area of study is concerned with developing a knowledge and understanding of government and society. The interaction of people, ideas and institutions provides the focus for understanding how problems in society are identified and solutions debated. Thus analyses of who gets what, when, how, why and where are central, as are concepts of power, justice, order, conflict, legitimacy, accountability, sovereignty and decision-making.

Why study Politics?

Few academic subjects are as central to our everyday lives: Politics dominates domestic and foreign news and political decisions help to determine how we are educated, housed, cared for in hospital and kept secure from crime and violence.

The study of politics is concerned primarily with analysing how and why Governments interact with society with such questions as:-

How and why people vote the way they do; how political decisions are made; how people can pursue their own political aims (especially through pressure groups); the strained relationship between Westminster and the EU (in the US, between Washington and the states); devolution (federalism in the US); the role of executives (prime ministers and presidents); how effectively legislatures (parliament and congress) function and how judiciaries on both sides of the Atlantic can help protect rights as well as keeping the executive in check.

Politics – what is it good for?

If you value living in a free, democratic society it is vital that you participate actively in keeping it that way. Studying politics will help you develop your own informed opinions that will bring governments to account: Remember, apathy will be the death of democracy and in your own way you can keep it alive by taking an active interest in the world around you.

COURSE STRUCTURE

In Year 12, the course is primarily concerned with UK politics. In Year 13, American politics is the focus of investigation although pupils are required to compare and contrast the political landscape between the UK and the US. In addition, pupils will assess the relevance of central political ideas of liberalism, socialism and conservatism whilst studying some key political thinkers. The course is examined at the end of Year 13; there will be three papers, each lasting 2 hours. One will be on UK politics, the second is on the US and the final paper will be based on political ideas and thinkers.

Psychology

Psychology is the scientific study of the mind and behaviour. Using theories and evidence, it strives to discover what causes us to think and behave as we do. As such, pupils enjoy the opportunity to relate their learning to everyday life. The course consists of three papers; paper 1 involves core topics including social influence and abnormal psychology, paper 2 looks at the different approaches in Psychology that lead to the discursive nature of the subject, whilst paper 3 sees pupils specialise with a focus on eating behaviour, stress, and aggression.

Research methods is a key component that features in all three papers, allowing pupils to appreciate the idea of Psychology being a science and to evaluate the validity of the evidence presented to them. This also requires some statistical analysis and basic mathematical calculations

Where does Psychology lead?

The nature of Psychology, and the topics studied, make it an excellent choice in supporting a wide range of degree options and career paths. Pupils who study Psychology at degree level may go on to work in the field, for example as clinical or educational psychologists, whilst others will work in areas as varied as business, health, or law.

Besides supporting applications to read Psychology at degree level, A-Level Psychology is also beneficial for a variety of subjects. Medical applicants benefit from the scientific nature of the subject and the focus on psychological disorders, applicants to read Law or English develop the ability to formulate well evidenced and logical arguments, whilst the application of Psychology also supports students wishing to study sports or business based options.

Quantitative Reasoning

The Level 3 Certificate in Quantitative Reasoning (MEI) gives learners with at least a Grade 4 at GCSE, the mathematical skills to tackle problems in a variety of authentic situations. It enables learners to strengthen the mathematical knowledge and skills which they have learnt at GCSE so that they can apply them to the problems which they will encounter in further study, life and employment. It also attracts UCAS points, equivalent to an AS.

Where does Quantitative Reasoning lead?

Pupils will be encouraged to tackle problems in realistic contexts that are relevant to their other sixth form subjects and future degree or career choices. Topics covered include modelling, statistics, finance, working with exponentials, working and gradients, geometry and measures, risk, estimation, problem solving, communicating solutions, use of technology.

Many roles in today's workplace require high levels of budget management and problem-solving skills; Quantitative Reasoning will be a useful tool in equipping you with these skills.

WHAT CAN I DO TO PREPARE FOR THE COURSE?

The following website tells you more about the qualification and the background to its introduction: www.core-maths.org/about-core-maths/students/

Religious Studies

A Level Religious Studies is totally different to what pupils may have experienced at GCSE, exploring questions ranging from the fundamental such as "What is the nature of reality?", to the more practical such as "Is cloning morally permissible?" and "Can religion survive secularisation?" Pupils will consider complex philosophical, ethical, sociological and theological arguments and ideas, and will be expected to question concepts and to think precisely and critically.

The Philosophy component includes arguments for and challenges to traditional theistic belief including psychological and atheistic approaches, along with considering issues of human experience, language and meaning. The Ethics component explores major ethical theories postulated by various philosophical and religious traditions, as well as their practical application to issues such as genetic engineering and abortion.

Finally, in the systematic study of a religion, pupils will approach Buddhism from an academic perspective, studying not only the major beliefs and practices of Buddhists in their day to day lives, but also issues such as the interaction between religion and the modern world including science, secular polity and challenges from changing attitudes to gender and identity.

Where does this lead?

Whilst there are no common degrees or career paths directly requiring Religious Studies: Philosophy and Ethics, the skills and knowledge that students gain from this A Level are incredibly transferable and relevant to some other specific courses and careers, with past pupils going onto study Politics, Liberal Arts, Mathematics with Philosophy, Psychology, Medicine and Biology.

As an academically rigorous subject with a keen focus on writing clear, precise and critical extended prose, it is an A-Level option that is highly regarded by universities for virtually any course, particularly those with an emphasis on academic writing, particularly those such as PPE, History, Law or the Social Sciences. Moreover, the specification includes some exploration of modern cosmology and evolutionary biology in Philosophy, along with business, medical and environmental ethics and issues relevant to international relations being considered in Ethics.

Spanish

Spanish is the second most spoken language in the world in 22 countries and tops the list of the British Council's Languages of the Future. It is also the second most spoken language in the USA with 40 million native Spanish speakers and is the third most used language on the internet. It does not only involve studying the language but also understanding Hispanic cultures including film, modern literature, traditions, people and more.

Where does Spanish lead?

The great advantage to studying Spanish is that it matches really well with all subjects so you can study Spanish with any subject. The skills you learn by studying Spanish are completely transferable which will suit your career choice. Some of the job sectors that favour knowledge in Spanish today are Business, Law, Engineering, Media, Journalism, Public Relations, Airlines, Mi5 & Mi6, working in the UN or EU and Tourism...there is practically no career where being able to speak Spanish is not an advantage. Universities really value language A-Levels as it is perceived as a challenging A Level.

What can I do to prepare for the course?

BBC Mundo website (www.bbc.com/mundo) is a great resource to start with. It is a BBC news page all in Spanish with interesting current articles and videos. There is a huge range of articles you can read about that interest you including fashion, media, economy, science, technology or sport where you can follow La Liga and much more. Most of the readings in the exam are from newspapers or journalism websites so this website will help you become used to reading this style of language.

Recommended too is to download the free language app Memrise which will really help reinforce your knowledge of vocabulary. Complete the advanced levels.

Finally it is also good to explore interests and issues in Spain, South America and Latin America so research what interests you and explore this around different Spanish speaking countries.

The Extended Project Qualification

What is The Extended Project Qualification (EPQ)?

The Extended Project Qualification, (EPQ) is quite different to other courses as it enables you to undertake independent research in a topic that you find interesting.

The project involves you:

1. Choosing a topic to study
2. Completing a Production Log to document the project's process
3. Planning, researching and carrying out your project
4. Preparing a presentation to show to teachers, friends and family

Past pupils have explored a wide range of subjects including; The Morality of Dr Who, an exploration into and then writing of a play, (including casting and dramatisation) based on the novel, "The Woman in Black" and most recently, a research project to determine to what extent Margaret Thatcher's downfall was due to her style of leadership or political substance. So, if you've ever had a secret passion to study Himalayan mountain sheep, the philosophy of Sartre, or another topic that is not covered by your A-Levels, then this is the course for you. Your finished project can be; a written report, a performance, a piece of art, a community project, a CD or DVD, or even computer software.

Should you apply?

An EPQ has the same number of UCAS points attributed to it as an AS level, for example 20 UCAS points for a grade E and up to 70 for a grade A*. Many universities welcome the EPQ for its evidence of pupil's ability to undertake extensive independent work and many universities may give a reduced university offer. Completing an EPQ will require you to spend a few hours a week undertaking research and documenting your progress in a Production Log, developing your 'time management' skills with respect to managing your project will be essential. You will meet with your Supervisor every two weeks to discuss your progress, undertake some taught sessions/tutorials incorporating the delivery of essential study skills, and 1-to-1 sessions where specific project guidance and research tools may be required. If you anticipate you have the drive and dedication and passion, we would welcome your application.

What is the application process?

A minimum of a Grade 6 at GCSE in English Language, (or IELTS equivalent) will be required to support the report writing element of the qualification, (a report of either 2000 or 5000 words will be submitted depending on the project); for a performance-based project a minimum of a Grade 6 in the relevant GCSE subject, (or music grade 5, LAMDA Gold/Merit).

If you are interested in completing The Extended Project Qualification, please email Mrs Knighton-Callister at: louise.knighton-call@wycliffe.co.uk.

BTECS

BTEC Business

The Business world influences everything that we see and touch. The BTEC takes a broad view of business and allows students to form an in-depth understanding of the business world surrounding them.

The BTEC Level 3 Diploma in Business is a two year course that is the equivalent of 2 A levels. The course is made up of 8 units. The units cover a wide range of topics and form a mixture of theoretical knowledge and practical skills. Unlike the traditional A level in Business, the course uses a variety of assessment techniques. Four units are externally assessed through a mixture of assignments and exams, and four units are internally assessed assignments ranging from report writing, role play and presentations. In order to succeed at BTEC students not only have to demonstrate excellent numerical, analytical and evaluative skills, but also time management, organisation and communication skills.

The ethos of the course is that practical skills and knowledge are just as important as the theoretical knowledge, and therefore the course relies heavily with links to industry professionals and numerous visits to businesses. The units covered in the course include, Marketing, Business Finance, Principles of Management, Event Management, Customer Service and Business theory.

WHERE DOES BTEC BUSINESS LEAD?

The Business BTEC will lead onto a degree course in any business related subject such as Business, Marketing, Accounting, Management, Events Management and Economics. The BTEC is a good foundation for many of the business related courses due to the practical nature of the course. The skills, as well as the knowledge, developed in studying the BTEC are skills which Universities and Business value, such as problem solving, time management team working and independent learning. All of these skills and the academic course has led to several high profile Businesses to publically support the course.

BTECS

BTEC Digital Content Production

The qualification provides a coherent introduction to the study of Creative Digital Media production at this level. It is equal in weighting to a full A-Level. It is designed for post-16 learners who aim to progress to higher education and ultimately to employment, possibly in the media industries.

Learners develop an understanding of the media industry through analysing media representations, and pitching and producing media projects, providing a coherent and synergistic link between theory and application (media production). They cover digital photography, digital image manipulation, and digital magazine production (with the option of web design units in Year 13).

It is creative, exciting, greatly interesting, thought provoking and skill-providing. The work produced is in direct relation, and in synergy with, work created by other Media and Film pupils, which in itself promotes essential collaborative working skills invaluable in the professional world.

What is the course structure?

Assessment is predominantly through internally set tasks (coursework-based) combined with a single externally assessed component in the summer of the final year. Therefore the course is split into two halves over the two years, with a focus on Media product production – a ‘coursework’ style majority, where regular unit-based tasks are set throughout the two years, and an ‘exam’ style component, where pupils are prepared to sit the external exam (project-based, much like a traditional ‘Art’ exam) at the end of the final year.

Over the full two-year course pupils can choose to specialise in either Print Media Production (Graphic Design specific), or Website Design. These are known as ‘Specialist Optional Units’ (chosen in Year 13 of the course). This allows great diversity in course pathway, and more bespoke links to future career progression.

Wycliffe Media students are taught to a high level of technical skill using industry-level software (Photoshop, InDesign, Final Cut Pro), using prosumer-level hardware (Canon DSLR’s, a variety of lenses, Apple Macs, lighting) and environments designed to drive creativity (mini-studios, the Mac Suite).

BTEC Sport

SPECIFICATION:

PEARSON BTEC LEVEL 3 DIPLOMA IN SPORT

BTEC Sport allows pupils to view sport from all angles, from performers to professionals. It is a great basis for anyone wishing to take up a career based around sport or study Sport at University. The course offers a vast range of units and in depth knowledge to help each pupil understand all aspects of the sporting spectrum. It differs from A Level Physical Education as it is worth two A Level and is predominantly coursework based.

What can I do to prepare for the course?

It is not essential to have taken the GCSE Physical Education qualification, but it would make some of the areas easier if you have done so. Any decent text book or magazine on the study of human movement (units 1 and 2) would help, but ideally pupils should have a good English Language, Biology and Physics background and be interested in the sporting world. Although you will be able to utilise your own experiences, it would be good that you are aware of the latest news and issues. It might give some an advantage to be an excellent performer in the practical performance (unit 7) - but it would also depend on the individual's observational and analysis skills (unit 23) and to apply correctly their theoretical knowledge of the course to obtain high marks.

WHERE DOES BTEC SPORT LEAD?

The content of the courses provide an excellent foundation for candidates intending to pursue careers in sports teaching, sports coaching, physiotherapy, sports development, the leisure industry, recreational management and administration, the health and fitness industry and professional sport.

IELTS

The International English Language Testing System (IELTS) measures the language proficiency of people who want to study or work where English is used as a language of communication. It uses a nine-band scale to clearly identify levels of proficiency, from nonuser (band score 1) through to expert (band score 9).

The purpose of the IELTS course is two-fold. It provides Academic English language and study skills which support your A Level studies through an English language medium, as well as giving you access to the English you will use in Higher Education establishments.

IELTS classes are compulsory for non-native speakers of English (with the exception of those who have gained an A to C or 9 to 4 pass in English at GCSE level). However, all second language English pupils may benefit from some English as an Additional Language (EAL) tuition and are welcome to enrol for at least a term.

It is hugely important to have a good all-round knowledge of current affairs and related topical language and vocabulary, for example in Education, Crime, Education, Travel, Science and Technology, Social and Global issues and the Environment. It is therefore very important to read newspapers and watch the news on a regular basis. TED talks can also bolster your language skills and knowledge. Doing all these things in advance from both an international and British perspective will be very useful!

2018 Leavers' Destinations

Institution	Course Title
Aberdeen University	Law
Bath Spa University	Criminology
Bath Spa University	Biology/Psychology
Bath University	Architecture
Birmingham University	International Law
Brighton University	Applied Psychology
Bristol University	Music
Cardiff University	English Literature / Philosophy
Cardiff University	Business Studies and Japanese
Chester University	Animal Behaviour
City University, London	Civil Engineering
Coventry University	Business Economics
Dundee University	Business Management
Edge Hill University	Physical Geography / Geology
Exeter University	Accounting and Finance
Florida University	
Fourth Monkey Drama School	Drama
Goldsmiths, London	Drama and Theatre Arts
Harper Adams University	Agriculture
Imperial College, London	Medicine
King's College London (London)	Mathematics with Management and Finance
Leeds Beckett University	Sport Development
Loughborough University	International Relations
Manchester Metropolitan University	Marketing with Advertising
Manchester Metropolitan University	Hospitality Management
Manchester University	Biochemistry
Manchester University	Biomedical Sciences
Manchester University	Architecture
Middlesex University	Biomedical Science

Newcastle University	Modern Languages and Business
Northumbria University	Criminology
Nottingham Trent University	Broadcast Journalism
Nottingham University	Liberal Arts
Nottingham University	Biomedical Science
Nottingham University	English
Oxford Brookes University	English Literature/Film Studies
Oxford Brookes University	International Management
Oxford Brookes University	Business Management/Communication
Oxford University	Philosophy, Politics and Economics
Plymouth College of Art	Game Arts
Plymouth University	Biomedical Science
Reading University	Real Estate
Regent's, London	Global Management
Royal Holloway, London	Business and Management
Royal Holloway, London	Biology
Royal Holloway, London	Economics and Management
Royal Holloway, London	Accounting and Finance
Salford University	Fashion Image and Styling
South Wales University	Music Business
Southampton University	Mechanical Engineering
Stirling University	History
Surrey University	Hospitality Management
Sussex University	Art History
Sussex University	International Business
Sussex University	Economics and Finance
The Arts University, London	Art Foundation
UCL (University College London)	Planning, Design / Management
Warwick University	Politics, Philosophy and Law
Warwick University	Physics
Westminster University	Business Management
Worcester University	Nursing
Worcester University	Sports Studies
York St John University	Japanese



Wycliffe

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