



## Guide for Years 9 to 11



For entry in September 2021  
including GCSE subject information



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**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.

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 black ink that reads "N. J. Gregory". The signature is stylized with a long, sweeping underline.

Mr Nick Gregory  
Headmaster of Wycliffe

*Write your  
own story...*

# Our Purpose

Inspire and educate every individual in mind, body and soul.

# Our Vision

Wycliffe will promote a pioneering spirit and encourage individuals to flourish and embrace their futures as global citizens.

# Aims for our pupils

**A**chieve their full academic, spiritual, physical and creative potential.

**B**ehave with ‘unassuming confidence’\*, showing generosity of spirit, respect for others and appreciation of diversity.

**C**ultivate social and environmental awareness and an understanding of their role as global citizens.

**D**evelop skills, self-knowledge and resilience to face positively all future challenges.

**E**xhibit creativity, innovation and independence in their approach to learning and to life.

**F**eel happy and secure.



# Teaching and Learning

At Wycliffe we aim for our pupils to achieve their full academic, spiritual, physical and creative potential.

We teach our pupils to be creative and innovative in their thinking and have an independent approach to their learning, whilst developing their confidence and self-knowledge.

We offer an inclusive, safe and stimulating environment – inside the classroom and beyond, with robust and thorough academic support including:

- specialist teachers
- small class sizes
- regular study support
- individual action plans
- continuous progress tracking

## Example Years 9 to 11 Weekly Timetable

	Mon	Tue	Wed	Thurs	Fri	Sat	
8.15am	Registration in Houses					Registration in Houses	
8.30-8.45am	Assembly	Chapel	Chapel	Chapel	Conga/ House meets	8.30-9.15am	Period 1
8.50-9.35am	Tutorial	Period 1	Period 1	Period 1	Period 1	9.20-10.05am	Period 2
9.40-10.25am	Period 2	Period 2	Period 2	Period 2	Period 2	10.05am	Break
10.25am	Break					10.30-11.15am	Period 3
10.50-11.35am	Period 3	Period 3	Period 3	Period 3	Period 3	11.20am-12.05pm	Period 4
11.40am-12.25pm	Period 4	Period 4	Period 4	Period 4	Period 4	12.05pm	Lunch
12.25pm	Lunch					Registration in Houses	
1.35pm	Registration in Houses					Registration in Houses	
1.45-2.30pm	Period 5	Period 5	Period 5	Games	Period 5	1.45-2.30pm	Games
2.35-3.20pm	Period 6	Period 6	Period 6		Period 6		
3.25-4.10pm	Period 7	Period 7	Period 7		Period 7		
4.10	Lessons end						
4.30-5.30pm	Activities						
5.45-6.30pm	Prep 1						
6.30pm	Supper/Buses depart						
7.30pm (min 1 hour)	Prep 2						

# Joining Wycliffe

Our Admissions process is simple, whilst still being robust, thorough and fair. We work on the basis that each application is highly individual and therefore we treat each one as such. We can take applications at any point in the academic year – there is no formal deadline to submit an application.

## Five Steps to Joining Wycliffe

1. Come and see Wycliffe – at an Open Morning or book a tour, either in person or virtually . You can have a one to one meeting with the Head of Lower School or Deputy Head of Lower School.
2. Complete and send the Registration Form and pay the £100 Registration Fee.
3. Send copies of your two most recent school reports (for those who require additional support, please send your most recent Educational Psychologists report).
4. Sit the online CAT assessment – to be done under invigilation.
5. Wycliffe inform you of the decision regarding an Offer of Place.

To apply to join Wycliffe, please contact:

Fiona Lawson-Best, Senior School Admissions Manager – [Fiona.lawson-best@wycliffe.co.uk](mailto:Fiona.lawson-best@wycliffe.co.uk)  
01453 820412 or 07738 107073

# 13+ Scholarships

13+ Scholarship Assessments take place over one week in both September and January, except for the Sport Scholarships which is only available in the October. Applicants take part in the Scholarship Assessments when they are in Year 8 and they can apply for either September or January or both. Pupils can also apply for more than one Scholarship.

Wycliffe 13+ Scholarships are awarded for:

- Academic excellence
- Art
- Design Technology
- Drama
- Music
- Sport



# Overviews

## Year 9 Overview

Year 9 is a bridge between pupils' prior learning and the GCSE syllabuses that end in public examinations in Year 11. In Year 9 we offer all subjects to all pupils and then ask them, with parental support and our guidance, to choose the subjects that they will take for GCSE. An event is held on the Friday afternoon before January each year (which, in 2021, will be Friday 22 January) to help in this process. At this event, parents can speak to subject leaders of the GCSE options, and pupils already taking the subjects. Internal exams towards the end of Year 9 serve as a progress check, and to help prepare pupils for the style of assessment that awaits in GCSEs.

## Year 10 and 11 Overview (the GCSE years)

Years 10 and 11 are the GCSE years where pupils study from a choice of subjects for the first time in their education. There are five compulsory, or core subjects; English Literature, English Language, Mathematics, Physics, Chemistry and Biology, plus five optional ones. GCSE courses last two years and lead to qualifications that are internationally recognised. The GCSE timetable is tailored to the choices of our pupils, to support individual learning needs.





# GCSE Option Process

- 1.** **The Options Process Begins**  
In January, the Deputy Head, Academic, the Head of Lower School and the Careers Manager explain the options process to Year 9 pupils.
- 2.** **Time to think**  
Pupils have time to think about their GCSE choices in their Life Skills and Tutor Periods. We also host a GCSE Option Day in January. They may speak to their Personal Tutor, Heads of Departments or any other teachers about questions they may have.
- 3.** **The Careers Team**  
The Careers Team helps pupils understand what is expected in certain careers; explore new career pathways and to investigate what career may suit their interests, personality and aspirations.
- 4.** **Make a decision**  
By the Easter Holidays, each Year 9 pupil submits their choices of GCSE subjects. If a pupil changes their mind about a subject then, they would need to speak to the Head of Lower School.

# GCSE Subjects and Options

## **Pupils, please remember**

DO choose a course because:

- You are good at it and think you will enjoy the subject
- It links to a possible career
- It goes well with your other choices
- Your research shows that it will interest you and motivate you to learn

DO NOT choose a course because:

- Your friends have chosen it
- You think it will be easy
- Someone else thinks that it is a good idea
- You like the teacher you have now
- You didn't have time to research your options properly



All pupils taking GCSEs have to take five core subjects. Pupils then select **five** optional subjects to study at GCSE – at least one of which must be a Modern Foreign Language. The following table shows how much of each subject at GCSE is assessed by exam or coursework.

## Core Examined Subjects: The following subjects have to be taken by all pupils

English Language	<div><div></div></div>
English Literature	<div><div></div></div>
Mathematics	<div><div></div></div>
Science (Double Award)	<div><div></div></div>
	<div> <div>Exam</div> <div>Coursework Mix</div> </div>

## Optional Subjects: Each pupils need to choose 4 Subjects from the optional list below

Art	<div><div></div></div>
Business	<div><div></div></div>
Computer Science	<div><div></div></div>
Design Technology	<div><div></div></div>
Drama	<div><div></div></div>
French	<div><div></div></div>
Geography	<div><div></div></div>
German	<div><div></div></div>
History	<div><div></div></div>
Japanese	<div><div></div></div>
Music	<div><div></div></div>
Physical Education	<div><div></div></div>
Religious Studies	<div><div></div></div>
Separate Sciences	<div><div></div></div>
Spanish	<div><div></div></div>

### Non-Examined Subjects:

- Life Skills
- Physical Education
- Games
- Literacy

# Life at Wycliffe

The House is the home for each pupil during their life at Wycliffe. The House system provides every pupil, whether a boarder or a day pupil, a place to call their own at School and where they can work and socialise.

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 Housemaster or Housemistress cares for the pupils in their Houses and are a constant thread through their life at Wycliffe. Tutors, the onsite Medical Staff, the School Chaplain and the Deputy Head Pastoral are always there if a pupil needs them. Matron is the main presence in the Houses during the day. They are always on hand to welcome pupils into the House at break times, lunch time and the start and end of the day.

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/Housemistress is a particularly significant one.

## Our Houses

**COLLINGWOOD:** It is home to 57 day pupils from Years 9-11 where they have their own desk, cup-board and shelf space. There are also Year 12 and 13 pupils in Collingwood.

**HAYWARDSEND:** This beautiful 18th Century building is home to 39 girls both day and boarders from across all year groups.

**HAYWARDSFIELD:** It is Wycliffe's oldest boarding house; situated at the heart of the campus and is home to 58 boys.

**IVY GROVE:** Situated in the new Ward's-Ivy Grove building, which opened in 2017, and is home 38 girls.

**LAMPETER:** It is the best of both worlds – a beautiful Victorian building significantly extended in 2012. It is home to 43 girls.

**ROBINSON:** The 70 boys would say Robinson has the best views of the cricket on the sports field and a very strong House spirit.

**WARD'S:** Home to 49 boys Ward's is located within the brand new Ward's-Ivy Grove building, opened in 2017.

We have seven Houses for Years 9, 10 and 11, and a Sixth Form House. Each has its own character and celebrates the diversity of its residents. There is a strong sense of family with Seniors supporting and “buddying” younger pupils. That feeling of belonging and embracing diversity is evident through our House Competitions, whether it is House Song or Quiz Night.



# Extra-curricular Life

The Wycliffe experience is more than what happens in the classroom. We nurture mind, body and soul through our diverse extra-curricular programme. Embracing the eccentric is the norm at Wycliffe where we offer a wide range of clubs from the traditional skills such as Beekeeping and Photography to the 21st Century ones of Cryptology and Young Dragons.

Getting involved in extra-curricular activities is considered important not least because universities and future employers want people who have broad skills and experiences which are not purely academic. With more than 60 activities running every week there is the opportunity to stretch that pioneering spirit and try something new.

Pupils in Years 9 and 10 choose at least two activities per Term - choices are organised with the Personal Tutor monitors attendance and progress.

## The following activities are offered:

- |                        |                             |                                     |                                      |
|------------------------|-----------------------------|-------------------------------------|--------------------------------------|
| • Art                  | • Design Technology         | Nations                             | • Strength and Conditioning Training |
| • Athletics            | • Duke of Edinburgh's Award | • Netball                           | • String Group                       |
| • Badminton            | • Equestrian                | • Orchestra                         | • Student Magazine                   |
| • Base Challenge       | • Fencing                   | • Philosophy for Life               | • Supervised Fitness                 |
| • Basketball           | • Fiction Addiction         | • Photography                       | • Swimming                           |
| • Bee-keeping          | • Film Appreciation         | • Pottery                           | • Table Tennis                       |
| • Ceramics             | • Football                  | • Robotics                          | • Tennis                             |
| • Cookery              | • Gardening Club            | • Rowing                            | • Ten Tors Expedition                |
| • Charities Committee  | • Hockey                    | • Rugby Football – (Summer Term)    | • Theatre Trips                      |
| • Choir                | • Green Car Racing          | • Rugby 7s – (Summer Term)          | • War Gaming                         |
| • Chess                | • Investment Club           | • Running                           | • Wind Groups                        |
| • Chinese              | • Italian                   | • Science                           | • Wycliffe Youth Theatre             |
| • Christian Union      | • Jazz Combo                | • Scrabble                          | • Young Dragons                      |
| • Combined Cadet Force | • Journalism                | • Service Activities Shooting (.22) | • Young Enterprise                   |
| • Creative Writing     | • Literature Extra          | • Squash                            |                                      |
| • Debating             | • Mandarin                  |                                     |                                      |
|                        | • Model United              |                                     |                                      |



# Helping you find your chosen career

Our own qualified Careers staff deliver a bespoke careers programme for Years 9, 10 and 11 so we can target advice more flexibly, and use our network of employers, former pupils, and university contacts accordingly as each pupil's aspirations develop.

## ONE-TO-ONE INTERVIEWS

Year 11 have one-to-one careers interviews with our Careers Manager, based on their careers-focused aptitude reports. Life skills lessons focus on job application and interview technique leading to our Mock Interview Day where pupils are interviewed by local business leaders who provide individual verbal and written feedback.

## KUDOS AND CV PLUS

Pupils work with 'Kudos' – an online careers-matching and research programme and 'cv-plus' where they can start to create their own digital CV.

## LIFE SKILLS SESSIONS

Our life skills sessions cover topics such as 'Getting to Know Yourself' and 'Starting Your Personal Careers Journey'.



## ENTERPRISE AND OPTIONS DAY

The annual Enterprise and Options Day enables pupils to meet business leaders and other professionals alongside the GCSE Option Fair.

## UNIVERSITY VISITS

Year 10 visit a university to understand more about what university life is like. These pupils also complete an 'interests' questionnaire and careers-focused aptitude test which match pupils to careers and highlights the A-Level subjects required to read a degree in these career areas.

# Life Skills

Wycliffe's bespoke Life Skills programme is designed to give our pupils excellent preparation for the world and has been highly praised by external inspectors on two recent visits.

Our programme includes; careers, relationship education, mental and emotional wellbeing, financial, global and political awareness and practical skills, such as cooking, ironing and how to change a car tyre. During the GCSE years, an important aspect is how to study effectively and our syllabus, supported by the tutorial system, ensures that learning how to study and revise properly are central to what we do.

## Games

Sporting opportunities for all pupils are provided at every level throughout the school. Excellent facilities combined with specialist coaching, a competitive fixtures list, including local, district and national tournaments provide pupils with the opportunity to enjoy being part of a team and through our gifted and talent programme, to perform at the top of their chosen sport.

Boys' games focus on Rugby, Football and Cricket while the girls play Hockey, Netball, Rounders and Tennis. There is an enormous range of other sports including Rowing, Fencing, Basketball and Equestrian. An elite Squash Academy caters for aspiring Squash players.

## Computer Science and Digital Literacy

Computer Science is a core subject in Year 9, in addition to the GCSE option in Year 10 where this is available as a separate specialist subject. Pupils hoping to take Computer Science for GCSE will be well prepared through this core programme of study. There is an emphasis on 'computational thinking' as it influences various fields and allows us to solve problems, design systems and understand the power and limits of human and machine intelligence.

Pupils continue to learn and improve their Digital Literacy Skills (including online safety and digital citizenship) which is delivered as part of a carousel of core Life Skills lessons in Years 10 and 11.



# English Language

English Language is a core GCSE subject. It is an essential requirement for university entry as well as other types of higher education and employment. This course develops your ability to communicate effectively especially in expression and analysis. English encourages logical argument discussion, debate and creative thinking. Many skills that are acquired in English Language are transferable; these include essay writing, précis and discursive techniques and the ability to read texts implicitly.

## What is studied?

The GCSE English Language course follows the Eduqas specification:

- 20th Century unseen literature reading and comprehension
- Creative prose writing as a narrative task
- Transactional writing – whether a letter, report, interview, journal or speech
- 19th and 21st Century non-fiction reading and comprehension
- Spoken Language unit, requiring the delivery and performance of a speech

## What is the course structure?

### YEAR 10

#### Autumn Term:

- Transactional writing
- Prose writing
- Grammar and punctuation

#### Spring Term:

- 19th and 21st century non-fiction reading

#### Summer Term:

- Spoken Language
- Grammar and Punctuation

### YEAR 11

#### Autumn Term:

- Spoken language
- Transactional writing
- 20th Century literature reading

#### Spring Term:

- 19th and 21st Century non-fiction reading
- Transactional Writing
- Grammar and Punctuation

#### Summer Term:

- Revision

## How will it be examined?

### COMPONENT 1 (40%)

- 20th Century Literature
- Reading and creative prose writing  
1 hour 45 minutes examination

### COMPONENT 2 (60%)

- 19th and 21st Century
- Non-Fiction Reading and Transactional Writing 2 hours examination

### COMPONENT 3

- Spoken Language  
Non exam assessment

# English Literature

English Literature promotes analytical skills and the ability to synthesise material. Pupils are encouraged to understand the viewpoints of others and work towards reasoned conclusions and learn how contextual factors influence writers and their audiences. Informed reading and study of prose, poetry and drama will aid an understanding of the human condition and universal truths.

## What is studied?

The English Literature course follows the Eduqas specification.

GCSE English Literature involves:

- The study of Shakespeare – one of *Macbeth*, *Romeo & Juliet*, *Othello*, *Much Ado about Nothing*, *The Merchant of Venice* or *Henry V*
- The study of a post-1914 Prose or Drama – one of *Lords of The Flies*, *Never Let Me Go*, *The Woman In Black*, *A Taste of Honey*, *An Inspector Calls* or *Blood Brothers*
- Poetry from 1789 to the present day
- The study of 19th Century Prose – one of *A Christmas Carol*, *Silas Marner*, *Pride & Prejudice*, *War of the Worlds*, *Jane Eyre* or *Jekyll & Hyde*

## What is the course structure?

### YEAR 10

#### Autumn Term:

- Post-1914 Prose or Drama

#### Spring Term:

- Poetry Anthology

#### Summer Term:

- Shakespeare
- Unseen Poetry

### YEAR 11

#### Autumn Term:

- Post-1914 Prose

#### Spring Term:

- Unseen Poetry Comparison

#### Summer Term:

- Revision

## How will it be examined?

### COMPONENT 1 (40%)

- Shakespeare and Poetry  
2 hour examination

### COMPONENT 2 (60%)

- Post-1914 Prose/Drama
- 19th Century Prose
- Unseen Poetry 2 hour 30 minute examination

# 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 your Mathematics, making use of mathematical and statistical graphing tools.

## What is studied?

Pupils will already have begun studying towards the AQA Exam Board GCSE Mathematics in Year 9 and studies in Year 10 and Year 11 will follow on from this, or from work studied in a previous school. Pupils will study a mixture of topics from areas of Mathematics, such as algebra, geometry, statistics, proportion and probability.

## How is it examined?

The examination, taken in Year 11, will comprise three written papers each 1 hour 30 minutes long. One of the three papers will be a non-calculator paper. The examination can be entered at one or two levels. This will be decided in advance of the examination in consultation between teacher, pupil and parents.

Tier of Entry	Grades Available
Foundation	1-5
Higher Grades	4-9





# Science

Science is mandatory in the National Curriculum and so all GCSE age pupils study a balanced Science course where an equal amount of time is spent on Biology, Chemistry and Physics.

A good grounding of Science will allow you to understand how scientific advances will affect them. Many pupils will opt to study Double Award Science (AQA Trilogy). Pupils who have an interest in a scientific career or who may wish to study A Level Science in the future should consider the Separate Science option (AQA Physics, Chemistry and Biology).



## What is studied?

Those pupils that opt for Double Award Science (i.e. those who do not select Separate Sciences as an option) will study a linear GCSE Science course, with exams at the end of Year 11. This route is referred to as Double Award Science because you will gain a single grade for Science, equivalent to two Science GCSEs.

Those who select Separate Sciences as an option will study the three Sciences independently and will gain three GCSEs grades at the end of Year 11. The following information is for Double Award Science. For information about the individual Biology, Chemistry and Physics GCSEs, please see the Separate Sciences option page.

## What is the course structure?

Pupils who study Double Award Science will follow the AQA Trilogy GCSE Science course:

### BIOLOGY

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology

### CHEMISTRY

- Atomic structure and the periodic table
- Bonding, structure and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere

### PHYSICS

- Forces
- Energy
- Waves
- Electricity
- Magnetism and electromagnetism
- Particle model of matter
- Atomic structure

## How will it be examined?

Six exams at the end of Year 11, two for each of the three Sciences. Each exam is 1 hour and 15 minutes long and has an equal weighting. A variety of types of question will appear on each exam, covering all of the theory. There is no coursework, but pupils will be required to complete around eight 'required practicals' in each Science. Questions in the exams are likely to expect a familiarity with these practicals. The exams come in two tiers: Foundation, with simpler questions styles and less content, allows access up to grade 5. Higher tier has more challenging questions and allows access to the highest grades.

# Art

Art provides an opportunity to express creative ideas whilst developing work that is of a technically high standard. GCSE Art offers the first step for those who may wish to pursue an eventual career in any visual, media or creative discipline. Art is often required for related university studies, for example Architecture, Design, Restoration, and History of Art.

## What is studied?

Pupils follow a structured programme of projects designed to build technical abilities primarily in painting and drawing. Ideas are developed through experimental approaches to drawing that provide each pupil with a rich visual vocabulary to express creative ideas, and gives pupils the tools required to make increasingly more personal work as the course progresses.

A series of workshops in areas such as painting, printmaking and photography further strengthen the range of media contained within projects. Pupils are encouraged to study the work of others through visual analysis and reflective writing. A number of visits to galleries and museums inform and give context to projects.

The course demands high standards and to be successful pupils need to be open to exploring ideas, have a capacity for hard work and a growing passion for Art.

## What is the course structure?

### UNIT 1: PORTFOLIO OF WORK (60%)

Structured Projects and Technical Workshops. Pupils are encouraged to develop mature, sustained and personal responses to project briefs leading to work that is technically sound.

### UNIT 2: EXTERNALLY SET TASK (40%)

Pupils respond to their chosen starting point to produce a considered personal body of work. This unit takes the form of unlimited preparation time (as directed by the Centre) and a 10-hour period of sustained focused study.

## How will it be examined?

### UNIT 1

Portfolio constitutes 60% of the GCSE. Internally marked, externally moderated.

### UNIT 2

Externally set task constitutes 40% of the GCSE. Internally marked, externally moderated.

# Business

Business is relevant to the world around us. This course encourages pupils to discuss current affairs and issues and focusses on the world of business using business examples. It is studied through investigation, not just listening and reading. Pupils develop a full range of skills that will be useful in other subjects you study and in employment.

## What is studied?

Pupils are introduced to the world of business and look at what makes a business successful, and they find out how to start a business; the different types of business and services; and the way they interact with the world around them. Pupils learn how to make a business effective and manage money well. The course introduces the different functions within a business, for example, financial management, marketing management, human resources management and operations management. Pupils study how these functions work together for a business to be successful.

## What is the course structure?

The GCSE is split up into two themes. These themes are:

**Theme 1:** Investigating a small business.

This theme is about setting up a new business and will cover topics such as entrepreneurship and how to spot business opportunities.

**Theme 2:** Building a business.

This theme will look at developing a small start-up business into a medium/large size business. It covers the main four business functions; marketing, operations, finance and human resources.

## How will it be examined?

The GCSE will be assessed in two equally weighted exam papers, each lasting 1 hour and 30 minutes. Both papers have a mixture of multiple choice, calculations, short answer and extended writing questions. The case studies used in the paper will be based on real life relevant business examples.

# Computer Science

Computing is of enormous importance to the economy, and the role of Computer Science as a discipline itself and as an ‘underpinning’ subject across science and engineering is growing rapidly. Businesses require an ever-increasing number of technologically-aware individuals. This is even more so in the gaming, mobile and web-related industries and this course has been designed with this in mind, to get pupils working with real-world programming but also to provide a good understanding of the fundamental principles of computer science.

## What is studied?

1. Fundamentals of algorithms
2. Programming
3. Fundamentals of data representation
4. Computer systems
5. Fundamentals of computer networks
6. Cyber security
7. Relational databases and structured query language (SQL)
8. Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy

This qualification is linear, which means you will sit all your exams and submit all your non-exam assessment at the end of the course.

## How will it be examined?

### THEORY: WRITTEN EXAMS

**Paper 1:** Computational thinking and programming skills

Written exam set in practically based scenarios: 2 hours, 90 marks and 50% of GCSE.

Computational thinking, problem solving, code tracing and applied computing as well as theoretical knowledge of computer science from subject content 1- 4 above. The exam consists of a mix of multiple choice, short answer and

longer answer questions assessing a pupil’s practical problem-solving and computational thinking skills.

**Paper 2:** Computing concepts

Written exam assessing pupil’s theoretical knowledge: 1 hour 45 minutes, 90 marks, 50% of GCSE.

Theoretical knowledge from subject content 1-7 is assessed in this written exam. A mix of multiple choice, short answer, longer answer and extended response questions assessing SQL programming skills and theoretical knowledge.

## After GCSEs

The course provides progression from previous years by building on the knowledge and skills taught and provides progression to A Level Computer Sciences, vocational courses and degree level courses including engineering and sciences.

# Design Technology

Design Technology gives pupils the opportunity to learn about a range of materials including Resistant Materials, Graphic Products and Textiles. The course helps pupils understand the design and manufacture of products and includes the use of CAD/CAM resources in the development and manufacture of your ideas.

Design Technology is ideal for pupils who enjoy:

- Making
- Testing your ideas
- Thinking creatively
- Problem solving
- Designing

## What is studied?

Pupils understand and apply iterative design processes through which they explore, create and evaluate a range of outcomes. The qualification enables the use of creativity and imagination to design and make prototypes (together with evidence of modelling to develop and prove product concept and function) that solve real and relevant problems, considering your own and others' needs, wants and values.

It gives opportunities to apply knowledge from other disciplines, including Mathematics, Science, Art and Design, Computing and the Humanities. Pupils learn how to take design risks, helping them to become resourceful innovative and enterprising citizens. They should develop an awareness of practices from the creative, engineering and manufacturing industries.

## What is the course structure?

**Theory:** Common Core

Examples of theory topics include:

- The impact of new and emerging technologies
- Appropriate sources to make products and power systems
- Modern and smart materials, composite materials and technical textiles
- Mechanical devices used to produce different sorts of movements
- The categorisation of the types, properties and structure of woods, paper & board, metals, polymers and textiles
- The work of past and present professionals and companies

Design and making project-based assignment to develop:

- Drawing and modelling skills
- Analytical skills
- ICT skills
- Hand, machine and CAM production methods

The latter part of Year 10 is dedicated to preparing pupils for their non-examination assessment task.

## How will it be examined?

### WRITTEN PAPER (50%)

1 hour 45 minutes Common Core:  
40 marks

Materials Specialism: 60 marks

### CONTROLLED ASSESSMENT (50%)

A single design-and-make activity consisting of the development of a made outcome and a concise design folder and / or appropriate ICT evidence.



# Drama

Drama help pupils develop as creative, effective, independent and reflective learner who can make informed choices in process and performance. Through working collaboratively pupils learn to generate, develop and communicate ideas. Pupils develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice and learn to reflect on and evaluate their own work and that of others.

## What is studied?

Pupils apply their knowledge and understanding when making, performing and responding to drama. They explore performance texts, understanding their social, cultural and historical context and how they could be staged. Pupils develop a range of theatrical skills inspired by different theatre practitioners and apply them to create performances.

## What is the course structure?

The Exam board we study is AQA. The following components will be taught concurrently throughout the GCSE years culminating in external and internal assessments and exams in Year 11.

### Component 1: Understanding drama (40%)

Written exam: 1 hour and 45 minutes

In Section A of the exam, pupils are asked 4 multiple choice questions about the professional theatre. Pupils will study the fantastic play *Blood Brothers* for section B of their exam and explore practically how they would design and perform it. They are asked a series of 4 questions on one extract of the play. In Section C, pupils are asked to write a Live Theatre Evaluation based on a performance they have seen during the course.

### Component 2: Devising a Drama (40%)

**Non-exam assessment:** internally assessed by teacher, moderated by AQA.

Pupils create their own performance based on stimuli given by the teacher. They are assessed on their individual performance. They also write a devising

log which analyses and evaluates their rehearsal process and the final performance.

### Component 3: Texts in Practice (20%)

Externally assessed.

Pupils perform in two extracts from the same play for a visiting examiner.

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*"I had a taster day at Wycliffe and I liked the feel of it. The Drama department was one of the main reasons why I chose Wycliffe. The most challenging part of GCSE Drama is the writing. I used to waffle but I have become much more precise. I enjoy performing most and played the villain Don John in the school production of *Much Ado About Nothing*.*

*Before GCSE Drama I didn't know about the things you could do to advance your character. So I thought about the techniques I could use to play Don John. I lowered my tone, I furrowed my brow and I changed my diction to be more precise with a bit of a snarl."*

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Morgan Year 10, has been at Wycliffe since Year 9. He was a Drama Scholar.

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# French

French improves communication skills and awareness of the world. Pupils learn about a different culture through music, film, travel, the internet and the media.

French is the second most frequently taught foreign language after English and is the only other language to be spoken on five continents. It is an official working language of many international organisations, including the United Nations, UNESCO, NATO, the European Union, the International Red Cross and the Olympic Committee.

Languages are beneficial in the workplace and employees with a language can be paid 20% more than those who do not have one. Universities and employers value languages highly and a GCSE in a language is a requirement for some courses. With more than 90 million tourists every year, France is the world's largest tourist destination – what better reason to study its language?

## What is studied?

Pupils study Reading, Writing, Listening and Speaking through Media, ICT and many authentic resources, includes stories, newspaper items, the internet, poems and song lyrics.

The themes that are covered:

- The world around us
- Social activities, fitness and health
- Home and abroad
- Education and employment
- Personal life and relationships

## What is the course structure?

Pupils follow the Edexcel IGCSE course, which is fully assessed by an exam at the end of the course. All pupils sit the same exam, which caters for the range of ability.

## How is it examined?

The qualification is assessed over four areas:

### SPEAKING (25%)

An oral exam at the end of Year 11.

### READING (25%)

Short passages with different types of task, such as multiple choice and true/ false.

### LISTENING (25%)

Short passages with different types of task, such as multiple choice and true/ false.

### WRITING (25%)

One short piece of writing based on a reading text and one longer piece based on a choice of questions.

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“I have always loved languages, so I am studying GCSE French and Japanese. If you want to go to university it looks good to have studied language and if you can speak a different language you can live anywhere.”

Millie Year 11

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# Geography

The world is likely to change extensively in the next 50 years. Our role in that change is more important than ever. Geography explains the changes and helps to prepare people. It is a subject about now and the future. Geography provides a balanced view.

Employers want people with the following attributes:

- Good communication skills
- Ability to work as a team
- Ability to manage themselves
- Numeracy and literacy
- Ability to solve problems

Employers want people with the following skills:

- Computer literacy
- Spatial awareness
- Environmental and social awareness.

Geography provides them all!

## What is studied?

Pupils follow the GCSE syllabus laid out by the AQA examining board. This is made up of three key components:

### PHYSICAL ELEMENTS

Natural Hazards (Tectonic and Weather Hazards)

Climate Change Ecosystems (Tropical Rainforests and Deserts)

The Physical Landscapes of the UK (River and Coastal Landscapes).

### HUMAN ELEMENTS

Urban Issues and Challenges

Changing Economic World

The Challenge of Resource Management (Food, Water, Energy).

### GEOGRAPHICAL APPLICATIONS

This element is based both on fieldwork and pre-exam release material. Pupils are asked structured questions based on their fieldwork experiences, as well as their understanding and analysis of primary and secondary data.

### GEOGRAPHICAL FIELD WORK EXPERIENCE

The Geography Department visits landscapes that pupils may be less familiar with, to broaden their knowledge and experiences within the UK and abroad. Two fieldwork days are recommended within the new syllabus. The excursions may

focus on an urban settlement study as well as a detailed look at a local river. Pupils also visit a tectonically active area. The Geography Department's biannual foreign trip has in the past visited the thermal pools, volcanoes and waterfalls of Iceland but may include the volcanoes of southern Italy and the ruins of Pompeii.

## How is it examined?

### UNIT 1: PHYSICAL GEOGRAPHY(35%)

1 hour 30-minute examination

### UNIT 2: HUMAN GEOGRAPHY (35%)

1 hour 30-minute examination

### UNIT 3: GEOGRAPHICAL APPLICATIONS (30%)

1 hour 15-minute examination

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**“Geography is my favourite subject as I enjoy learning about how the world works.**

**I have been on an amazing educational visit to Iceland, where we bathed in a thermal lake, climbed a dormant volcano, and saw first-hand the effects of Global Warming on the Icelandic Glaciers.”**

Isabella Year 11

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# German

Wycliffe German is a thriving department where pupils enjoy learning about language and culture in the German speaking world.

The pupils have a fun trip to a Christmas market in Germany every year and we also have a long-standing link with our partner school in Trier, Germany.

Learning German puts pupils in a great position in the future job market since German is a language widely used in business. Germany is renowned for its leading role in science, engineering, technology and medical research. Therefore, German language studies go exceptionally well alongside STEM subjects.

For pupils interested in the Arts, there is a rich culture of music, art, literature and film to explore. We also enjoy sharing our love of food with our pupils.

German is very logical and it has a surprisingly large number of words in common with English, and links to many other European languages.

Universities and employers value languages highly and a GCSE in a foreign language is even a requirement for some courses.

## What is studied?

Pupils develop skills in reading, writing, listening and speaking through media, ICT, contact with native speakers and many authentic resources, such as video clips, songs, recipes and comics.

The GCSE themes are:

- Personal Life and Relationships
- The World Around Us
- Social Activities, Fitness and Health
- Home and Abroad
- Education and Employment

## How is it examined?

Pupils follow the Edexcel IGCSE German course which is 100% assessed by exam at the end of the course. All pupils sit the exam, which caters for the whole range of ability. There is no Foundation and Higher Level.

### SPEAKING (25%)

An oral exam will be conducted by your teacher at the end of Year 11.

### READING (25%)

Short passages with different types of task, such as multiple choice and true/false.

### LISTENING (25%)

Short passages with different types of task, such as multiple choice and true/false.

### WRITING (25%)

One short piece of writing based on a reading text and one longer piece based on a choice of questions, as well as a short grammar exercise.

# History

If you enjoy finding out about people, events and places, have an enquiring mind and can argue your point of view then GCSE History could be for you.

“In Year 8, we studied the First World War. I enjoyed focussing on one person and what their lives at Wycliffe were like during the war. I enjoy learning facts and learning about people which is why I am taking GCSE History.

“The skills I am learning in History help me in other courses. It’s important to be able to write essays, to manage your time and be able to remember certain facts and be able to analyse information.”

Takara Year 9, has been at Wycliffe since Nursery

## What is studied?

The GCSE History course follows the AQA syllabus. This course is designed to give pupils experience of many different types of History. We will look at International and British History, ranging from Medieval to Modern.

Firstly, pupils study the development of Russia from the last Tsars through to Communism under Stalin or the development of Germany from 1890 through to the fall of Hitler in 1945. This will be followed by an in-depth study of the Cold War in Asia between 1950 and 1975, which concentrates on the Korean and Vietnam Wars.

Secondly, pupils look at a thematic study. This will investigate the History of Medicine from around C. 1000 to the present day showing the development from the continuing Medieval belief in ancient ideas and superstition, through the work of Edward Jenner and Louis Pasteur to the NHS and transplants. The third section of the course will be a British Depth Study of the reign of Edward I, examining Edward’s wars and Medieval life and will include a study of a specific historical site.

## What is the course structure?

### YEAR 10:

Health and the People: c. 1000 to the present day, Russia 1894-1945: Tsardom or Germany 1890-1945: Democracy and Dictatorship, and Conflict and Tension in Asia, 1950-1975.

### YEAR 11:

Conflict and Tension in Asia, 1950-1975, and Medieval England – the reign of Edward I, 1272-1307.

## How will it be examined?

The following is how each module is examined and what it is worth:

### PAPER 1

Topic: Russia 1894-1945: Tsardom and Communism and Conflict and Tension in Asia, 1950-1975

#### Assessment:

- Written Paper
- 1 hour 45 minutes – 84 marks
- 50% of the qualification
- Each topic worth 25% of the total GCSE

### PAPER 2

Topic: Health and the People: c. 1000 to the present day and Medieval England – the reign of Edward I, 1272-1307

#### Assessment:

- Written Paper
- 1 hour 45 minutes – 84 marks
- 50% of the qualification
- Each topic worth 25% of the total GCSE



# Japanese

Japan's influence in world commerce, trade, industry, media, sport and tourism makes it a leading global economy. Whether pupils wish to combine Japanese Language with any of these specialisms, or whether they simply wish to learn more about the arts, culture and heritage of the Japanese, they will find this course both fascinating and inspirational.

## What is studied?

Pupils study Listening, Reading, Speaking and Writing, through the media of ICT; contact with speakers of Japanese; many authentic resources, such as stories, newspaper articles, and texts from the internet.

Pupils follow the Edexcel GCSE. The themes covered are:

- Identity and culture
- Local area, holiday, travel
- Future aspirations, study and work
- School
- International and global dimension

## How is it examined?

Pupils will be entered for either Foundation or Higher Tier.

### SPEAKING (25%)

Short recorded task lasting 7-12 minutes related to the common topics. The task includes a role play, a discussion about a photo card and a general conversation.

### READING (25%)

1 hour and 5 minutes and includes responding to questions on texts as well as a translation from Japanese into English.

### LISTENING (25%)

Assessment at the end of the course relates to the common topic areas with questions in both English and Japanese. The paper lasts 35-45 minutes.

### WRITING (25%)

This paper lasts 70-80 minutes and includes one translation of a short paragraph into Japanese and 2-3 open response questions.

# Music

We experience music every day. No day goes past without being exposed to music of some description. Life without it is almost unimaginable. Studying GCSE Music helps pupils to understand how music works and why there are so many different types of music.

GCSE Music is an enjoyable course and pupils develop confidence and a wide variety of transferable skills. Studying the subject will show employers that you have a wide range of interests and have the dedication and commitment to learn a musical instrument (which includes voice) and study music.

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“I wanted to take a subject that was more diverse which is why I chose to do GCSE Music. It is a chance to look at something with a different perspective and is a nice contrast to the Science and Maths I take. The most enjoyable part of GCSE Music so far has been composing. I composed a piece for a string quartet in a minimalism style. I find performing the most challenging as I sometimes get nervous.”

Naomi Year 10

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## What is studied?

Music allows you to study music in depth, beginning with basic chords, melodies, devices and structures, moving onto the analysis of specific key works. We look at how different composers have approached writing music and a wide variety of different styles of music.

The course also allows you to develop your own musicality through performing and composing music. Ideally you will already be able to play an instrument or sing but no formal experience of composing is required. We provide GCSE Music students with free instrumental tuition in the instrument that they will be assessed on in Unit 1. You must join at least one of the school ensembles to develop your musicality and develop essential ensemble skills.

## What is the course structure?

### UNIT 1: PERFORMING

The recognition and development of performance skills, both in solo and ensemble situations, through discussion, demonstration and performance. The preparation and recording of the Solo and Ensemble coursework pieces for assessment.

### UNIT 2: COMPOSING

The study of basic composition techniques. The creation of two compositions: one free choice composition, and one composition to a set brief released by the exam board in September of Year 11.

### UNIT 3: APPRAISING

The development of listening and analysis skills, along with contextual studies of musical periods and styles. Pupils study eight different pieces of music across the two-year course,

ranging from classical music to popular styles and music from other cultures.

## How is it examined?

### UNIT 1: PERFORMING (30%)

One Solo and one Ensemble piece are recorded in Year 11. The performances are both internally assessed and externally moderated.

### UNIT 2: COMPOSING (30%)

Two compositions are completed over the two-year course. The compositions are internally assessed and externally moderated.

### UNIT 3: APPRAISING (40%)

There is a written paper that lasts 1 hour 45 minutes. It includes listening questions using extracts of music.

# Physical Education

Pupils who study Physical Education become increasingly physically competent through being actively engaged in a range of physical activities. They develop their performance in different types of physical activity. Pupils are inspired, moved and challenged by following a broad, coherent and enriching course of study and develop an awareness of your own and other cultures in relation to Physical Education.

## What is studied?

- The structure and function of the skeletal, muscular, cardiovascular and respiratory systems
- Effects of exercise on body systems
- Movement analysis
- Components of fitness
- Applying the principles of training
- Preventing injury in physical activity and training
- Socio-cultural influences in physical activities and sport
- Diet and nutrition
- Ethical issues in physical activity and sport
- The characteristics and classification of skilful movement
- Goal setting and mental preparation to improve performance
- Knowledge and understanding of guidance and feedback
- Health, fitness and well-being
- Diet and nutrition (including the use of data)

## How is it examined?

The human body and movement in physical activity and sport – 1 hour 15 minutes – Written Paper  
Sociocultural influences and well-being in physical activity and sport – 1 hour 15 minutes – Written Paper

## NON-EXAMINED ASSESSMENT PERFORMANCE IN PHYSICAL ACTIVITY AND SPORT

The practical consists of three practical activities – one activity from an ‘individual’ list, one from a ‘team’ list and one other from either list. Pupils are marked on: range of skills, quality of skills, decision making and the ability to apply them to the full context, i.e. competitive game or event.

### TEAM ACTIVITY

- Acrobatic gymnastics (cannot be assessed with gymnastics)
- Association football (cannot be five-a-side or assessed with futsal)
- Badminton (cannot be assessed with singles)
- Basketball (cannot be street basketball)
- Camogie (cannot be assessed with hurling)
- Cricket
- Dance (this can only be used for one activity)
- Figure skating (this can only be used for one activity, cannot be assessed with dance)
- Futsal (cannot be assessed with football)
- Gaelic football
- Handball
- Hockey (must be field hockey)
- Hurling (cannot be assessed with camogie)
- Ice hockey (cannot be assessed with inline roller hockey)
- Inline roller hockey (cannot be assessed with ice hockey)
- Lacrosse
- Netball
- Rowing (cannot be assessed with sculling, canoeing or kayaking)
- Rugby league (cannot be assessed with rugby union)
- Rugby union (can be assessed as sevens or fifteen a side; cannot be assessed with rugby league; cannot be tag rugby; this can only be used for one activity)
- Sailing Royal Yachting Association (recognised sailing boat classes only; this can only be used for one activity)
- Sculling (cannot be assessed with rowing, canoeing or kayaking; cannot be assessed with individual sculling)
- Squash (cannot be assessed with singles)
- Table Tennis (cannot be assessed with singles)
- Tennis (cannot be assessed with singles)

- Volleyball
- Water polo

### INDIVIDUAL ACTIVITY

- Amateur boxing
- Athletics
- Badminton (Cannot be assessed with doubles)
- Canoeing (Cannot be assessed with kayaking, rowing or sculling)
- Cycling Track, road or BMX cycling (racing, not tricks) only
- Dance (this can only be used for one activity)
- Diving Platform diving
- Equestrian
- Figure skating (this can only be used for one activity; cannot be assessed with dance)
- Golf
- Gymnastics Floor routines and apparatus only
- Kayaking (cannot be assessed with canoeing, rowing or sculling)
- Rock climbing (can be indoor or outdoor)
- Sailing Royal Yachting Association (recognised sailing boat classes only; this can only be used for one activity)
- Sculling (cannot be assessed with rowing, canoeing or kayaking; cannot be assessed with team sculling)
- Skiing Outdoor/indoor on snow; cannot be assessed with snowboarding. Must not be dry slopes
- Snowboarding (outdoor or indoor on snow; must not be on dry slopes)
- Squash (cannot be assessed with doubles)
- Swimming (not synchronised swimming, personal survival or lifesaving)
- Table Tennis (cannot be assessed with doubles)
- Tennis (cannot be assessed with doubles)
- Trampoline
- Windsurfing

For the Performance Analysis Assessment (written task) pupils are required to demonstrate their ability to analyse performance in order to:

- Determine the strengths and weaknesses of a performance
- Evaluate performance using theoretical principles to cause improvement

# Religious Studies

Religious Studies is an academically rigorous discipline which considers social, ethical, theological and philosophical issues through the lens of the beliefs and practices of religions, as well as exploring non-religious worldviews. The subject utilises a range of disciplines and approaches, with lessons featuring regular discussion and debate, along with articulating and developing these ideas in writing.

Blending approaches from the humanities, social sciences and philosophy, Religious Studies can help to develop academic writing and critical thinking. It is particularly useful for any careers which involve interacting with and understanding people. This includes education, politics, law and policing, medicine, health and social care, and a wide range of others.

## What is studied?

Pupils follow the Eduqas GCSE Religious Studies specification, focusing on Christianity and Islam. The course is divided into 'Religious, Philosophical and Ethical Studies in the Modern World', and two smaller components each on the 'Study of a World Faith'.

## What is the course structure?

**Year 10** - Religious, Philosophical And Ethical Studies

### Component 1

- Theme 1: Issues of human relationships
- Theme 2: Issues of life and death
- Theme 3: Issues of good and evil
- Theme 4: Issues of human rights

**Year 11** – Study Of Two World Faiths

### Component 2

- Christian beliefs & teachings
- Christian religious practices

### Component 3

- Muslim beliefs & teachings
- Muslim religious practices

## How will it be examined?

These components are assessed through three examinations at the end of the course, which will each fall on a different date. The four 'Issues' components are assessed in one longer paper of 2 hours, worth 50% of the overall GCSE grade, while the 'Study of a World Faith' components, each worth 25% of the overall grade, are assessed through two 1-hour exams.

"Religious Studies causes you to rethink your original views and often change them. It's interesting to know about different cultures and how they do things rather than just what we are used to. It made me understand much more about Islam and to look beyond what is reported in the media. There is a great deal of essay and long answer writing and I have improved my analysing skills and essay structures and I have become more precise in my writing. I enjoy the debating side of the course and thinking about different points of view."

Madeleine, Year 11



# Separate Sciences

Separate Sciences are an excellent preparation for A Level and university science-related courses. Pupils do not have to be committed to Sixth Form study, they should be open to widening horizons. They would also benefit from a natural inquisitiveness to learn by scientific enquiry.

Studying Biology, Chemistry and Physics as individual GCSEs is likely to be more challenging than the Double Award Science course. Do not expect just to sit and soak up knowledge, instead pupils are encouraged to ask questions and develop skills to help find answers through research and experimentation. Studying the sciences prepares pupils for careers which need new recruits even in times of recession.

## What is studied?

Those who select Separate Sciences as an option study the three sciences independently and will gain three GCSE grades at the end of Year 11.

## What is the course structure?

Pupils follow the new AQA Biology, Chemistry and Physics courses:

### BIOLOGY

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology

### CHEMISTRY

- Atomic structure and the periodic table
- Bonding, structure and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources

### PHYSICS

- Forces
- Energy
- Waves
- Electricity
- Magnetism and electromagnetism
- Particle model of matter
- Atomic structure
- Space physics

## How will it be examined?

Two exams at the end of Year 11 in each of the three sciences. Each exam is 1 hour 45 minutes long and has an equal weighting. A variety of types of question will appear on each exam.

There is no coursework but pupils will be required to complete a number of 'required practicals' in each science. Questions in the exams will expect a familiarity with these practicals. The exams come in two tiers: Foundation, with simpler questions styles and less content, allows access up to grade 5. Higher tier has more challenging questions and allows access to the highest grades.





# Spanish

Spanish will raise awareness of many different cultures and will provide strategies to improve communication skills. Spanish is the world's second most spoken language and ranks second in terms of native speakers.

It is the second most used language in international communication, and an official language of the UN and its organisations. If you speak Spanish you can communicate with almost 500 million people worldwide which is why it tops the British Council's list of the most important language to learn for the UK future. Think how many more employment options that gives! It will also give a better understanding of English (since much of the vocabulary of English has Latin origins), and to take a trip to Spain or Latin America, a little knowledge of Spanish will go a long way. Universities and employers value languages highly and a GCSE is a requirement for some courses.

## What is studied?

Pupils will study Reading, Writing, Listening and Speaking through media, ICT, contact with native speakers and many authentic resources, such as stories, newspaper items, the internet, and song lyrics.

The themes that we will cover over the two years are:

- Home and abroad
- Education and Employment
- Personal life and relationships
- The world around us
- Social activities, fitness and health

## How will it be examined?

Pupils will take the Edexcel IGCSE Spanish course which is 100% assessed by exam. All pupils sit the same exam, which caters for the whole range of ability. There is no Foundation or Higher level.

### SPEAKING (25%)

An oral exam conducted by your teacher at the end of Year 11.

### READING (25%)

Short passages with different types of task, such as multiple choice, true/false and open questions.

### LISTENING (25%)

Short passages with different types of task, such as multiple choice, true/false and open questions.

### WRITING (25%)

One short piece of writing (60 – 75 words) and one longer piece of writing (130 – 150 words) based on a choice of questions

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“I enjoyed the Spanish lessons when I tried it in Year 9 as they were interesting therefore, I decided I would take Spanish at GCSE level. I think that having a second language will be useful for the future and give me lots of opportunities.

The most enjoyable part of Spanish is writing because I can write about my ideas with lots of different phrases. The most challenging part of the course is listening.

Going to Cartagena on a Wycliffe Spanish trip meant that I could use my Spanish in a real situation. My favourite part was food shopping in the markets and ordering our food in Spanish from a checklist.”

Jasmine Year 11, has been at Wycliffe since Reception.

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# English for Speakers of English as an Additional Language

English language group courses for Years 10 and 11 are tailor-made to support the pupils' needs and command of English whilst providing stimulating content which enhances the learning experience as well as broadening cross-curricular knowledge, understanding of the UK and other anglophone countries.

## What is studied?

You will have two teachers. In one class, the main aim will be to take the IGCSE in English as a Second Language, plus potentially English as a First Language, during the two-year period. In your other class you will prepare for Cambridge English language qualifications such as PET, First or Advanced. An introductory IELTS course may also be studied in Year 11 for those who will need this qualification in the Sixth Form. Pupils also usually study for Trinity GESE oral examinations.

To do well you should be ready to communicate in English all the time, improve your reading and writing skills in particular, and develop your study skills. You will be expected to borrow books from the school library, read independently and revise vocabulary in order to make progress. Pupils doing EAL go on a range of interesting visits in the UK such as to Bristol and Stratford Upon Avon. You will also do social activities together such as trips to go bowling and meals out.



*Bold & Loyal*  
1882...

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