

Guide for Years 9 to 11



Including GCSE subject
information



Wycliffe



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Wycliffe has a number of defining characteristics that I think are very important: we are a lovely size, being big enough (c. 430 pupils) to have great facilities and yet small enough to truly know and recognise every single individual; we enjoy a 50/50 balance between Boarding and Day pupils, which creates a real richness of peer group with two-thirds of the school from the UK and one third from 30+ different countries around the world; and we offer an incredibly wide range of academic subjects (especially with 20+ A Levels and three different BTECs in the Sixth Form), allowing every individual to find his or her own academic pathway but also allowing very different siblings to thrive within the same institution.

If you want to understand Wycliffe in the proverbial nutshell, you can't go far wrong if you really focus in on our recently redefined 'Vision Statement' which includes, with the mention of 'pioneering spirit', the very reason that our founders in the late 1800s named us after the 14th century theologian John Wycliffe: "... **Wycliffe will promote a pioneering spirit and encourage individuals to flourish and embrace their futures as global citizens ...**"

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

Achieve their full academic, spiritual, physical and creative potential.

Behave with ‘a strong moral understanding’.. ‘taking responsibility for their own behaviour’*, showing generosity of spirit, respect for others and appreciation of diversity..

Cultivate social and environmental awareness and an understanding of their role as global citizens.

Develop skills, self-knowledge and resilience to face positively all future challenges.

Exhibit creativity, innovation and independence in their approach to learning and to life.

Feel happy and secure.

*This was a comment made by the Inspection team during the ISI Inspection (Autumn 2022) when seeking to describe the Wycliffe pupils they had met, the inspection found us to be “Excellent” in all areas.



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	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					1.45-2.30pm Games
1.45-2.30pm	Period 5	Period 5	Period 5	Games	Period 5	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	
4.10pm	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
- 3.** Send copies of your two most recent school reports (for those who require additional support, please send your most recent Educational Psychologist’s 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
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 October. Applicants take part in the Scholarship Assessments when they are in Year 8 and they can apply in January. Pupils can also apply for more than one Scholarship.

Wycliffe 13+ Scholarships are awarded for:

- Academic excellence
- Art
- Design and 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 to help with 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, along with a dual-award GCSE in 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



Optional Subjects: Each pupils need to choose five subjects from the optional list below



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.

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.

Our Houses

COLLINGWOOD: It is home to over 50 day pupils from Years 9-11 where they have their own desk, cupboard and shelf space. There are also Year 12 and 13 pupils in Collingwood.

HAYWARDSSEND: This beautiful 18th Century building is home to around 35 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 over 50 boys.

IVY GROVE: Situated in the new Ward's-Ivy Grove building, which opened in 2017, and is home nearly 40 girls.

LAMPETER: It is the best of both worlds – a beautiful Victorian building significantly extended in 2012. It is home to approximately 40 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 about 45 boys Ward's is located within the new Ward's-Ivy Grove building, opened in 2017.



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

Helping you find your chosen career

At Wycliffe we have a varied careers programme allowing pupils in Years 9 to 11 to build and develop their career identity and to explore the full range of possible future destinations.

CAREER PORTFOLIO

All pupils use their career portfolios to guide their exploration of their passions, interests and skills to discover clues to future possibilities and to build career management skills.

YEAR 9 ENTERPRISE AND OPTIONS DAY

A Dragon's Den event run by business leaders enables pupils to build their employability skills. This is followed by the options fair.

YEAR 10 FUTURE ME

Pupils work together to advise fictional characters on choices at 16, 18 and beyond using "clues" from their interests, skills, passions and priorities. This introduces them to decision-making and the full range of possibilities.

YEAR 11 MOCK INTERVIEWS

Pupils use their career management table to complete an application form promoting their USP prior to an interview with business professionals.



ONE-TO-ONE INTERVIEWS

Each pupil has a 1:1 interview with our professionally trained Career Education Manager. Together they create a plan of next steps. Interviews take place from summer of Year 10.

YEAR 10 UNIVERSITY VISIT DAY

Pupils visit a university to experience student life and learning.

LIFE SKILLS LESSONS

School staff cover topics such as "Getting to Know Yourself" and "Creating a CV".

RESOURCES

Pupils have access to eClips and Xello to help them research their career ideas and build their career personal career management table.

FUTURES FAIR

This annual event enables pupils to hear presentations from a range of employers, employees, apprentices, university staff and former pupils.

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 their 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 of 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 and Personal 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 hugely relevant to the world around us. The GCSE encourages pupils to discuss current affairs and issues and focusses on using business examples in 'real-life'. It is studied through investigation, not just listening and reading. Pupils develop a full range of skills that are 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. 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, such as finance, marketing, human resources management and operations. 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.

The focus here is on setting up a new business and covers 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

Computer Science pupils learn to think carefully and rigorously as programmers. 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 programming skills, SQL and theoretical knowledge.

After GCSEs

Many students go on to study Computer Science at A Level and at university, and Computer Science skills are also valuable in various engineering and scientific subjects. Computer Science skills are highly valued by employers, whether as a software engineer, database manager, network engineer, data security analyst, or in several other fields.

Design and Technology

Design and 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 and 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.

*“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.”

Morgan has been at Wycliffe since Year 9 and is a Drama Scholar.

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.

“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 who went on to study languages at A Level

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

“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 studied Geography at A Level

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.

“Taking German at GCSE was a great choice because it is very different from other subjects and gave me the variety of studies and skills that you need at GCSE level. German gave me a real feeling of satisfaction and achievement to see how much I had improved in terms of language and as a person.

What’s more it’s really nice to have such passionate teachers helping you make the most of the course. I enjoyed it that I am studying German A Level and hope to study it at University alongside International Relations.”

Ella, German Scholar at A Level

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 10, 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. 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: Tsarism and Communism or America 1920 - 1975: Opportunity and inequality 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: Tsarism and Communism or America 1920 - 1975: Opportunity and inequality and Conflict and Tension in Asia, 1950 - 1975.

Assessment:

- Written Paper
- 2 hours – 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
- 2 hours – 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%)

50 - 60 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 75 - 85 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.

“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.”

Naomi Year 11

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 on 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 took Religious Studies (Philosophy and Ethics) at A Level

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

If you speak Spanish you can communicate with almost 600 million people worldwide which is why it tops the British Council's list of the most important language to learn for the future of the UK. If you need more reasons, it is the world's second most spoken language and ranks second in terms of native speakers plus it is the second most used language in international communication, and an official language of the UN and its organisations. Think how many more employment options that gives you! Spanish will raise awareness of many different cultures and will provide strategies to improve communication skills. It will 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

“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 has been at Wycliffe since Reception.

English for Speakers of English as an Additional Language

International English courses for Years 9, 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?

Pupils will study two courses over a total of ten periods per fortnight. One course prepares them to take English IGCSE exams in either First or Second Language according to level, with an option of also possibly undertaking an IGCSE in World Literature. This latter qualification introduces less culturally biased texts to international pupils as compared to the GCSE literature course. In the other course, Cambridge English language qualifications are taken according to level. An introductory IELTS course may also be studied in Year 11 for those who will need this qualification in the Sixth Form. Trinity GESE oral examinations are also often undertaken.

Pupils need to be good communicators, ready to work on language skills that need improvement. They will also be expected to read independently and regularly, and therefore make good use of the school library in term time, as well as borrow books over the holidays. International pupils are introduced to the UK through cultural studies work and range of excursions to places such as Bristol and Stratford Upon Avon. The department is a friendly place for pupils to integrate and have fun in, with social activities also included such as bowling and meals out.



Bold & Loyal
1882...

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