

Guide for Years 12 and 13



A Level and BTEC Level 3
Subject Information



Wycliffe

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Your Sixth Form Choices

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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. 450 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.



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 accept applications at any point in the academic year.

Five Steps to Joining Wycliffe

- 1** Come and see Wycliffe – at an Open Morning or book a tour, either in person or virtually.
- 2** Complete and send the Registration Form and pay the £100 Registration Fee.
- 3** Send copies of your child's two most recent school reports (for those who require additional support, please send your child's most recent Educational Psychologists report).
- 4** Sit the online Cognitive Abilities Test assessment.
- 5** Wycliffe will 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



As Head of Sixth Form, the most important aspect of my role is to ensure that every pupil is able at the time of leaving Wycliffe to progress to the best university or career that they are capable of and want to be part of.

For most pupils that will mean getting the best exam results that they can, but I also need to ensure they have a Curriculum Vitae and the necessary life skills to make that possible.

Every pupil will have a different path and every pupil is treated as an individual and nurtured to fulfil their potential.

Mr Matt Archer
Head of Sixth Form

Sixth Form Scholarships

Sixth Form Scholarship Assessments take place over one week in both October and March, except for the Sport Scholarships which is only available in the October. Applicants take part in the Scholarship Assessments when they are in Year 11 or the Development Year and they can apply for either October or March or both. Pupils can also apply for more than one Scholarship.

Sixth Form Scholarships are a recognition of excellence and commitment. Sixth Form Scholarships are awarded for:

- Academic excellence
- All-rounder (awarded to candidates who show how they would make a significant contribution across several areas of School life)
- Art
- Design and Technology
- Drama
- Modern Foreign Languages
- Music
- Sport



Years 12 and 13 Weekly Timetable

| | Mon | Tue | Wed | Thurs | Fri | Sat |
|------------------------|------------------------|----------|----------|----------|-------------|--|
| 8.15am | Registration in Houses | | | | | |
| 8.30-8.45am | Assembly | Chapel | Chapel | Chapel | House meets | |
| 8.50-9.35am | Period 1 | Period 1 | Tutorial | Period 1 | Period 1 | |
| 9.40-10.25am | Period 2 | Period 2 | Period 2 | Period 2 | Period 2 | |
| 10.25am | Break | | | | | |
| 10.50-11.35am | Period 3 | Period 3 | Period 3 | Period 3 | Period 3 | |
| 11.40am-12.25pm | Period 4 | Period 4 | Period 4 | Period 4 | Period 4 | |
| 12.25pm | Lunch* | | | | | |
| 1.35pm | Registration in Houses | | | | | |
| 1.45-2.30pm | Period 5 | Period 5 | Period 5 | Games | Period 5 | Saturday afternoon School Sports Matches |
| 2.35-3.20pm | Period 6 | Games | Period 6 | | Period 6 | |
| 3.25-4.10pm | Period 7 | | Period 7 | | Period 7 | |
| 4.10-4.20pm | Recreational Time | | | | | |
| 4.20pm-5.20pm | Activities | | | | | |
| 5.45pm-6.30pm | Prep 1 | | | | | |
| 6.30pm | Supper/Buses depart | | | | | |
| 7.30pm (min 1 hour) | Prep 2 | | | | | |

*Many activities run during lunchtime.

Your Sixth Form Choices

In our Sixth Form, we offer a broad curriculum of A Levels and the Extended Project Qualification, as well as BTECs in Business, Digital Content Production and Sport. Our option blocks are created around your choices and so we are able to offer a greater freedom of choice.

To find out more about our Sixth Form choices, please contact Matt Archer, Head of Sixth Form matt.archer@wycliffe.co.uk

Subject Requirements

| A Level Subject | Minimum GCSE required grades |
|-----------------------|--|
| Art | 6 in Art |
| Biology | 6 in Biology or 6,6 in Dual Award Science |
| Business | 6 in Mathematics |
| Chemistry | 6 and 7 out of Mathematics and Chemistry (or Dual Award Science) |
| Computer Science | 6 in Computer Science and programming experience, 4 in Mathematics |
| Design and Technology | 4 in Design and Technology and Mathematics |
| Drama | 5 in Drama and 5 in English |
| Economics | 6 in Mathematics and 5 in English |

| A Level Subject | Minimum GCSE required grades |
|---|--|
| English Literature | 6 in English Literature |
| Film Studies | 5 in English |
| French | 6 in French |
| Further Mathematics | 7 in Mathematics |
| Geography | 5 in Geography |
| German | 6 in German |
| History | 6 in English |
| Japanese | 6 in Japanese |
| Mathematics | 6 in Mathematics or equivalent |
| Music | 6 in Music plus instrument to Grade 6 |
| Physical Education | 6 in Biology or Dual Award Science and 5 in PE |
| Physics | 6 and 7 out of Mathematics and Physics (or Dual Award Science) |
| Psychology | 6 in a Science, 5 in Mathematics and English |
| Religious Studies (Philosophy and Ethics) | 6 in English |
| Spanish | 6 in Spanish |

| BTEC Subject | Minimum GCSE required grades |
|--|--|
| BTEC Business (2 A Level equivalent) | 4 in Mathematics and English |
| CTEC Digital Media (1 A Level equivalent) | 4 in English |
| BTEC Sport (2 A Level equivalent) | 4 in PE, where taken, and Biology or 4,4 in Dual Award Science |
| Extended Project Qualification (AS equivalent) | 6 in specialist subject area and a 5 in English |
| Core Mathematics (AS equivalent) | 4 in Mathematics |

We also offer

GCSE Mathematics Retake

GCSE English Language Retake

IELTS Exam (compulsory for International pupils without a first language GCSE in English)

Helping you find your chosen career

Our qualified Careers staff deliver bespoke careers advice for Years 12 and 13 and a dedicated well-equipped Careers Library.

FUTURES FAIR

This annual event enables you to hear presentations from a range of employers, employees, apprentices, university staff and Old Wycliffians.

ASPIRE PROJECT

In Year 12 you will create an Aspire Project where you reflect on who you are, research a future objective and present your findings to an external professional.

EXPERT TALKS

Weekly Life Skills sessions will feature successful professionals talking about their career journeys. We have designed a series of lectures and guest speakers to give you a comprehensive understanding of higher education.

CAREER PORTFOLIO

You will use your career portfolio to guide your exploration of your passions, interests and skills to discover clues to future possibilities and to build career management skills.

ONE-TO-ONE INTERVIEWS

The Career Education Manager and your tutor will work with you to explore, consider and support your future plans.

RESOURCES

You will have access to Unifrog and eClips to help you research your career ideas and build your personal career management table. A weekly career newsletter advertises work experience, insight days and competitions.

Write your own story...

Applying to University

The majority of Wycliffe pupils go on to higher education, studying at a range of universities across the world.

Wycliffe supports you to develop a portfolio of life skills that will enable you to be mobile, effective and confident. Through our wide variety of activities, we enable you to develop the seven key skills identified by the Association of Graduate Recruiters:

1. Self awareness—the ability and confidence to identify and use personal skills, interests and strengths.
2. Exploring opportunities—the ability to identify, create, investigate and seize opportunities.
3. Action planning—the ability to organise time effectively and to monitor and evaluate progress.
4. Negotiation—the ability to reach ‘win/win’ agreements.
5. Networking—the ability to define, develop and maintain a support network of personal contacts for advice and information.

6. Coping with uncertainty –the ability to adapt goals and apply skills to new contexts.
7. Development focus—a commitment to life-long learning and an understanding of preferred methods and styles of learning.

Universities in America and other overseas universities

The PSAT, SAT and ACT testing systems are rarely permitted outside the USA and very few places in the UK are authorised to run them. Wycliffe is among the elite and since 2013 we have had a specialist USA and Overseas University Applications Co-ordinator. Wycliffe is one of only a few host centres for the tests in Wales and South West England.

Wycliffe is able to support US university applicants with SAT and ACT preparation courses, essay writing and differences in application types. Our pupils have been able to obtain offers at highly prestigious universities and have even received very generous scholarship and financial aid packages to further their studies.



Life at Wycliffe

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

We have eight Houses and 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 in all the House Competitions, whether it is House Song or Quiz Night.

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 you need them. Matron is the main presence in the Houses during the day. She is always on hand to welcome you 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 can easily talk to, and the relationship with their Housemaster or Housemistress is a particularly significant one.

Our Houses

COLLINGWOOD: It is home to pupils from Years 12 and 13 where they have their own desk, cupboard and shelf space. There are also Year 9, 10 and 11 pupils in Collingwood. It is the only House that is for Day pupils only.

HAYWARDSEND: This beautiful 18th Century building is home to approximately 35 girls.

HAYWARDSFIELD: It is Wycliffe’s oldest boarding house; situated at the heart of the campus and is home to 50 boys.

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

LAMPETER: It is the best of both worlds – a beautiful Victorian building significantly extended in 2012. It is home to 40 girls.

LOOSLEY HALLS: A House for Senior pupils. Loosley Halls is home to about 60 boys and girls in three separate houses.

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

WARD’S: Home to 45 boys Ward’s is located within the 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 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.

The following activities are offered:

- Art
- Athletics
- Badminton
- Basketball
- Beekeeping
- Ceramics
- Cookery
- Charities Committee
- Choir
- Chess
- Chinese
- Christian Union
- Combined Cadet Force (CCF)
- Community Service Activities
- Creative Writing
- Debating
- Design and Technology
- Duke of Edinburgh's Award (DofE)
- Fencing
- Film Appreciation
- Football
- Gardening Club
- Hockey
- Investment Club
- Italian
- Jazz Combo
- Mandarin
- Model United Nations (MUN)
- Netball
- Orchestra
- Philosophy for Life
- Photography
- Podcasting Club
- Pottery
- Pupil Book Club
- Quiz Club
- Robotics
- Rowing
- Rugby
- Rugby 7s – (Spring Term)
- Running
- Science
- Small Bore Target Shooting
- Squash
- Strength and Conditioning Training
- String Group
- Swimming
- Table Tennis
- Tennis
- Ten Tors Expedition
- Theatre Trips
- War Gaming
- Wind Groups
- Wycliffe Youth Theatre
- Young Dragons
- Young Enterprise (YE)

Art

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

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

Where does Art lead?

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

What can I do to prepare for the course?

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

What is the course structure?

The A Level specification is taken over two years with all assessments submitted at the end of the course. This allows you to use the first year to build skills, experiment and create an exciting portfolio before realising your own area of interest in Year 13. Life drawing, artist lead workshops and gallery visits are all integral parts of the course and help to develop students visual and critical understanding.

COMPONENT 1 (60%)

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

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

COMPONENT 2 (40%)

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

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

Biology

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

Where does A Level Biology lead?

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

range of degree courses that are seemingly unrelated.

What can I do to prepare for the course?

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

What is the course structure?

We follow the AQA Biology A Level specification. This is a linear qualification, meaning all pupils will sit their final exams at the end of Year 13. Pupils must also demonstrate competence in the practical aspect of biology by completing a number of required practicals over the course of the two years.

“Biology has always been my favourite subject. I am interested in Human Biology, especially the global impact of DNA sequencing. I hope to study Medicine.

I have been able to apply that interest to my Extended Project Qualification which will be evaluating the principles of Darwinian evolution in the treatment of cancer.

I also take A Level Chemistry and Psychology and there are many links between them and Biology. One thing that is different from Biology is writing essays. Instead of learning separate topics and applying them in different places you have to bring them all together and write about it in a synoptic way. That skill will be useful in university.”

Grace, former pupil

Business

Business is the world around us. None of us can live without interacting with business.

From the manufacturing of the bed we sleep in, to the food we eat and the clothes we wear, everything has been touched by business. In A Level Business we try to understand organisations. We find out how they operate, the relationships they have with each other and the world around them and why some are profitable while others aren't.

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

You will develop a variety of skills – numerical, analytical and evaluative – and learn to apply theoretical concepts to real business examples.

Where does Business lead?

Business is such a broad subject and it is relevant for many different degrees. The content of the course and skills developed will help in any Business, Economics or Financial courses in Higher Education. If becoming an entrepreneur is your dream then the course will give you the background knowledge on how to avoid the major difficulties that cause the majority of small businesses to fail. If your ambition is to work in a large multi-national organisation then a Business-related degree will be vital in gaining a place on graduate training schemes.

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

What is the course structure?

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

The course is split into 10 different units, including:

- What is Business?
- Managers, leadership and decision-making
- Decision-making to improve marketing performance
- Decision-making to improve operational performance
- Decision-making to improve financial performance
- Decision-making to improve human resource performance

“I enjoyed Business from GCSE, so I decided to take it at A Level. My parents are in business and I hope to take over the family business when I leave Wycliffe.

In Year 12 I also took part in Young Enterprise. It helped me apply leadership styles. There were times I had to be autocratic and times when I had to be democratic.

The challenge was having to delegate and ensuring people understood where you are coming from and the overall vision. We won the award for Best Teamwork in a Gloucestershire competition and also won the award for best stage presentation.”

Atolani, former pupil

Chemistry

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

Where does Chemistry lead?

Chemistry is essential for those pupils who wish to study a variety of medical and science based degrees.

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

What can I do to prepare for the course?

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

What is the course structure?

The A Level course is linear and finishes with three examinations.

Paper 1 is Inorganic and some Physical Chemistry.

Paper 2 is Organic and the remainder of the Physical Chemistry.

Paper 3 contains a mixture of multiple choice and short answer questions and will cover the whole course as well as testing knowledge of a range of practical skills.

We have regular visits to and from the Chemistry Department at the University of Bristol.

“Wycliffe set me up for life. The teachers didn’t try to squeeze me into a certain shape, but found value in what I had to offer in both Art, Science and Music, and also as an autistic human. They were always very keen to jump on opportunities where I could show my potential, nurturing confidence and a natural freedom of thought - an imperative part of my evolution that is still valuable to this day.

“The teachers themselves were also very progressive and human in their teaching and are great influencers as well as educators. My A Level Chemistry teacher is a biochemist and he wasn’t afraid to integrate the different sides of science within his teaching, which for me helped bring science to life. He influenced my learning and career a great deal. From all the above, I look back on Wycliffe with warmth since they were the days where I started to grow into myself, realising that I have a right to be a human who could contribute to the wider world.”

Dr Camilla Pang, attended Wycliffe from 2005 to 2010. She holds a PhD in Bioinformatics from University College London (UCL) and works as a postdoctoral scientist for a pharmaceutical company. Her first book, *Explaining Humans*, won the 2020 Royal Society Insight Investment Science Book Prize.

Computer Science

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

Where does Computer Science lead?

Computer Science pupils go on to study the subject at university and in apprenticeships.

Computing skills are also valuable in various engineering and scientific subjects. Computer Science is highly valued by employers - pupils follow careers in many fields including software engineering, database design and management, network engineering, and cyber-security.

What is the course structure?

In A Level Computer Science we look in more depth at the topics covered in the GCSE course, as well as introducing some new areas of study. Pupils will also develop their programming skills to a more advanced level.

There are 12 modules:

- Programming
- Data structures
- Algorithms
- Theory of Computation
- Data Representation
- Computer Systems
- Computer Organisation and Architecture

- Consequences of Uses of Computing
- Communication and Networking
- Databases
- Big Data
- Functional Programming
- Systematic Approach to Problem Solving

In Year 13 there is a programming project worth 20% of the A Level. Pupils choose either an application, a web-based product, or an investigation. Over the course of the year, working independently, they design, build, and test it.

"I have always been interested in understanding how things work. I have most enjoyed the Computer Systems unit in the course. You learn about how different systems work in applications we use every day, such as emails and the security used for online banking.

I enjoy the coursework side and my programming has improved a great deal in the past 12 months. Maths and Computer Science overlap especially in coding and algorithms.

I hope to take Computer Science at university and become an Analyst."

Nathan, former pupil

Design and Technology

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

Where does Design and Technology lead?

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

What can I do to prepare for this course?

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

What is the course structure?

This A Level is examined at the end of Year 13. The course followed is Pearson Edexcel 9DT0.

COMPONENT 1 (50%)

Written paper (2 hours 30 minutes) – Principles of Design and Technology

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

COMPONENT 2 (50%)

Coursework – Independent design and make project

You identify a client/user group for who you must design and make a product that meets the original need. You will liaise with your client/user group in order to develop a commercial product. You are encouraged to be creative and are given the freedom to choose your own project. There are no limits to project selection beyond the time and resources available. The coursework will take the form of a substantial design portfolio and making (using appropriate tools and materials) a high quality outcome, that could be a fully functioning product, a concept or architectural/interior design scale model.

Drama

Drama and Theatre Studies is a course where you discover how theatre has developed over time and explore the wide variety of styles and genres from past to present. It gives pupils the opportunity to understand how the professional theatre operates and focus not only on their acting skills but their directing and designing skills too.

Pupils will grow in confidence and develop their communication skills, analytical and evaluative skills, self discipline and creativity. Pupils will also develop understanding of how theatre has helped to reflect human nature and social issues throughout history and how it has changed the way we think and feel.

What is the course structure?

A Level Drama will be 60% non-exam assessment (which includes internal and external assessments) and 40% exam assessment. This is split into 3 components, studied over two years.

COMPONENT 1: THEATRE WORKSHOP

Non-exam assessment: 20% of qualification

Pupils participate in the creation, development and performance of a piece of theatre (either as a designer or actor) based on a reinterpretation of an extract from the text *A Doll's House*. The piece is developed using the techniques and working methods of the Splendid Theatre Company. They also write a creative log alongside their performance.

COMPONENT 2: TEXT IN ACTION

Non-exam assessment: 40% of qualification

Pupils participate in the creation, development and performance of two pieces of theatre based on a stimulus supplied by the exam board - a devised piece and a scripted piece. This is performed for a visiting examiner. They also produce a process and evaluation report based on their performances.

COMPONENT 3: TEXT IN PERFORMANCE

Written examination: 2 hours 30 minutes 40% of qualification

Pupils study two texts for this exam, one written pre-1956 and one written post-1956. We currently study *Machinal* by Sophie Treadwell and *Accidental Death of an Anarchist* by Dario Fo. They answer questions on how they would direct, act or stage the plays. They also answer a question based on a specified extract from *The Curious Incident of the Dog in the Night-Time*

“Not only do you need to know how to do the practical stuff with Drama but you also need to know how to write essays, how to direct a play and to design a play.

Drama has helped my communication skills. Learning to present in front of a lot of people is an important skill. There is a lot of research when you study performance texts and you need to be able to explain it from the point of view a director, a designer and an actor.”

Gaia, former pupil

Economics

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

Where does Economics lead?

To be given a set of tools and a language to describe and understand the behaviour of friends, financiers and foreign countries is to be given the keys to open many doors after A Level. Economists are increasingly vital in decision-making in private and public sectors and as 'new' areas like Behavioural Economics become more demonstrably useful, their importance is growing all the time.

As these Economic concepts are applicable to all human actions, so the subject itself is readily applicable to complement any field of study. Pupils taking Economics A Level will be well-equipped with an excellent

grounding for further studies in Economics as well as any business/management/international. Given the A Level also covers the social cost to society and the 'fairness' of the world, Economics also works well as an introduction to courses concerned with human behaviour such as Psychology, Philosophy and History. Courses of Econometrics are available for those who prefer to continue their Economics with a greater focus on statistical analysis.

What can I do to prepare for this course?

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

"What I most enjoy about Economics is how it links to everything that is going on in the world today. Not only do you learn the theory, but you put it into action by applying it to the current environment.

"I also study A Level Art and Psychology and applied all three to my Extended Project Qualification (EPQ). I most enjoy Behavioural Economics, and that probably links back to my interest in Psychology."

Annie, former pupil

English Literature

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

By its very nature, English Literature requires you to consider individual, moral, ethical, social, cultural and contemporary issues. It not only promotes analytical skills and the ability to synthesise material, but also encourages you to consider the viewpoints of others and work towards reasoned conclusions. We hope that the course will enable you to appreciate the life-long pleasure that is gained through informed and critical reading.

What is the course structure?

20% of the final mark is a coursework dissertation.

80% is final exams in Year 13.

Where does English Literature lead?

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

What can I do to prepare for the course?

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

All my chosen A Levels subjects - History, Drama and English - have a strong analytic element to them. In English Literature, I love uncovering a mystery and revealing the relationship between characters. Modern Literature has been particularly fascinating and I have found 'A Streetcar Named Desire' and 'The Handmaid's Tale' immensely enjoyable to study.

Wycliffe has helped me develop an analytical mindset and an ability to discover hidden subject layers. These skills will help me when I read Politics at university. I hope to complete my DoE Gold Award before my exams through which I am volunteering for Eco-Alliance."

Hywel, former pupil

Film Studies

At its core Film Studies is the critical and analytical deconstruction of challenging filmic texts, products and theories from around the world and through modern history.

It also revolves strongly around a thorough understanding of the film industry (globally, contemporary and historical), as well as being a highly creative subject where creation of original short film and tuition in technical film-making is a cornerstone.

This subject is highly interesting and teaches important skills, such as critical autonomy. You will learn an appreciation for many modern classic films texts, how and why they were constructed and how they reflect society and culture.

Also you will learn highly valuable ICT skills and develop your own creative skills to produce your own professional-level products. Film Studies is a highly marketable subject to higher education institutions.

What is the course structure?

The course is linear (it runs over a full two years) but it is split into two halves – Exam preparations (final exam assessment at the end of Year 13 ‘Components 1 and 2’) and coursework (guided short film production over Years 12 and 13).

Exam: Learning over Years 12 and 13

COMPONENT 1: VARIETIES OF FILMS AND FILM-MAKING

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

Section B: American film since 2005 – Group 1: Mainstream film / Group 2: Contemporary Independent Film

Section C: British film since 1995

COMPONENT 2: GLOBAL FILM-MAKING PERSPECTIVES

Section A: Global Film – Group 1: European Film / Group 2: Global Film

Section B: Documentary Film

Section C: Film Movements – Silent Cinema

Section D: Film Movements – Experimental Film

COMPONENT 3 – NON-EXAMINED ELEMENT

Five-minute short film written, shot, directed and edited by each pupil individually, followed by written critical evaluation.

“My decision to joint Wycliffe in Year 12 was primarily influenced by the option to do an A Level in Film Studies.

I have enjoyed cinema and short films for as long as I remember so it felt like a good choice to go with Film Studies. I have a particular interest in comedy and documentary style films, I felt hugely supported in my decision to create a mocumentary film by Mr Beamish and the rest of the Film class. Analysing the Films on the course has allowed me to consider a career path in Film and I am looking forward to studying combined Film and English at university in 2023.”

Emily, former pupil

French

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

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

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

What is the course structure?

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

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

Year 13: The National Front, immigration and multiculturalism in French society. France: The Occupation, Vichy regime and the Resistance. A book: We are likely to study *Un Sac de Billes*, an autobiographical novel about a 10-year-old boy whose father gives him and his brother 50 francs and instructions to flee Nazi-occupied Paris and, somehow, get to the south where France is free. However, there is also the opportunity to study some more classic writers if the pupils are interested, such as Anouilh, Camus or Maupassant.

Where does French lead?

There is practically no career where being able to speak French is not an advantage – MI5, MI6, the diplomatic service, airlines, advertising, publishing, film, law, sommelier, manufacturing, the United Nations, the EU, politics, business, nursing, teaching and much more.

There is a current trend of universities offering lower entry requirements for courses with languages. For example Law with French has lower entry grades than just Law.

Further Mathematics

Further Mathematics can be taken in addition to A Level Mathematics. Pupils who wish to study Further Mathematics are given double curriculum time and will often have two Maths lessons per day. The curriculum is organised so that Further Mathematics pupils study AS Level Mathematics in Year 12 alongside AS Level Further Mathematics, with the A Level work for each, covered in Year 13. You may choose to just take an AS in Further Mathematics if this qualification (worth 40% of an A Level) is appropriate and valuable to you.

Where does Mathematics lead?

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

What can I do to prepare for the course?

The following website published by the Russell Group of universities is worth looking at before you make the choice about studying Further Mathematics. <https://www.informedchoices.ac.uk/>

Also take a look here to see what some universities say about Further Mathematics: <https://amsp.org.uk/students/A-Level-further/what-next>

Course Structure

The Further Mathematics A Level is examined at the end of Year 13 with three 2 hour examinations. Papers 1 and 2 cover the Pure Mathematics content. Paper 3 covers Mechanics and Discrete Mathematics.

All pupils are also entered for an AS in Further Mathematics qualification at the end of Year 12 for which they sit two 1.5hour assessments: Paper 1 Pure and Paper 2 Mechanics/ Discrete. Some pupils choose to finish studying Further Mathematics after gaining this AS qualification and it is sometimes possible for a pupil studying the main mathematics A Level to add in AS Further Mathematics by studying it in Year 13.

“The majority of pupils take three subjects at A Level. Of those that take four, the fourth subject tends to be Further Mathematics”

Matt Archer Head of Sixth Form

Geography

Geography is a unique subject, bridging the Social Sciences (Human Geography) with the Natural Sciences (Physical Geography). Human Geography concerns the understanding of the dynamics of cultures, societies and economies, and Physical Geography concerns the understanding of the dynamics of physical landscapes and the environment.

Geography puts this understanding of social and physical processes within the context of places and regions – recognising the great differences in cultures, political systems, economies, landscapes and environments across the world, and the links between them. Understanding the causes of differences and inequalities between places and social groups underlies much of the new developments in Human Geography.

Where does Geography lead?

Geography is the study of Earth's landscapes, peoples, places and environments. It is, quite simply, about the World in which we live. There has never been a better or more important time to study Geography. With growing interest in issues such as climate change, migration, environmental degradation and social cohesion, Geography is one of the most relevant courses you could choose to study.

Geographers are highly employable. The role geographers take up are as diverse as the subject itself. Some of the more obvious links are listed but there are many more that use the diverse skills and attributes studying Geography delivers. A career position directly related to acquired geographical knowledge and skills may include town and transport planning, chartered surveying, land and water management, sustainability, environmental consultancy, resource management, development, tourism, conservation, demography,

housing and social welfare. However Geography provides you with a wealth of transferable skills such as good communication, presentation and competent IT skills.

What can I do to prepare for the course?

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

Topics to look out for include:

- Water and carbon cycles
- Coastal systems and landscapes
- Hazards
- Eco-systems under stress
- Cold environments
- Global systems and global governance
- Changing places
- Contemporary urban environment
- Population and the environment
- Resource security

“I decided to study Geography at A Level, as I am fascinated by the relationship between humans and our environment. I enjoy understanding how the physical limitations set by our landscapes affect how we interact and how our cultures and settlements develop. I focus on global warming and how, as individuals, we respond to that, as well as how we relate emotions to the environment. In turn that all relates to English Literature as the poetry anthology we are studying is about the personal relationship to the environment.”

Iona, former pupil

German

You will develop your language skills and find out about life in countries where German is spoken. You will also make choices about a film and a book to study, and choose a research topic on any aspect of German speaking culture that interests you. It could be about art, music, film, sport, even a German TV programme. Your discussion of this research then forms part of your speaking exam at the end of the course. You learn to discuss and argue your point on the following four topic areas:

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

During a pupil's time at Wycliffe, there are lots of opportunities for trips and visits. There are the annual trips to traditional Christmas markets in Germany, Austria or Switzerland and a chance to be involved with our long standing exchange with the Friedrich Wilhelm Gymnasium in Trier. Recently, pupils have enjoyed trips to German pop concerts, attending German language lectures and wine tastings.

Where does German lead?

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

What can I do to prepare for the course?

GCSE German or equivalent (CEFR A2/B1) is essential for the course. You can prepare for A Level studies by building upon your grammar, vocabulary and skills from GCSE and practising the language as often as possible. Try to visit a German speaking country over the summer (if the situation allows). If a family holiday is not an option, we can advise you on several different ideas including revision courses in German and a variety of media sources. Watch German films, listen to German radio and find German websites you can enjoy. We also provide you with a pack of materials to take home over the summer to help you begin Year 12 ready to learn.

“For the majority of my life I studied in a simple State School in Belarus and it was quite obvious that nobody saw students as individuals with hidden talents.

I actually was very pleased with the attitude that teachers had towards their students at Wycliffe. That is where I got my inspiration to study Languages as an international student in DY. My teachers have totally helped me to get a clue that I do have a talent in learning new languages and this fact was previously unknown to me. Then, I decided to take German as my A Level and now I am still working on my German language skills at the University, hoping to settle in Germany in the near future.”

Klim, former pupil

History

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

“Many of the skills I have learned in History are useful in other subjects and, which I’m sure will be useful in my future career ambitions.

“I have learned to work more independently, especially with the Ottoman Empire section (Component 3) which has a focus on independent research.

“The course has also helped me improve my critical thinking, revision skills, source evaluation and analysis and self-discipline in time management and research. I am now more eloquent in my writing and have learned to be more precise.”

Charllie, Year 12 has been at Wycliffe since Year 9.

Why study History?

History is popular and highly regarded. It goes well with other Arts and Social Science subjects such as English and Geography. History is also one of the most popular choices of scientists looking to add a little breadth to their Sixth Form programme. It is not essential to have studied History at GCSE.

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

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

With a qualification in History, you can go on to work in a variety of jobs in law, the civil service, business, management and administration, the police, the Armed Forces, journalism, publishing and the media, leisure and tourism – as well as the more ‘obvious’ History – related careers such as teaching or working in museums or libraries.

Course structure

This A Level in History has all assessments at the end of the two-year course:

COMPONENT 1

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

COMPONENT 2

The study in depth of a period of major historical change or development and associated primary evidence. We study Democracy and Nazism: Germany, 1918 - 1945.

COMPONENT 3

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

Japanese

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

What can I do to prepare for the course?

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

Where does Japanese lead?

Studying any language can put you at a great advantage when applying for university courses or future jobs. Studying Japanese is even more advantageous as it is a less-commonly

taught language in the UK. The Japanese economy is the third largest in the world and more than 1,000 major Japanese companies work in the UK. The UK is also a popular tourist destination for the Japanese. You are given many opportunities to sample the diverse culture and further develop your language skills.

There have been trips to Japan in past years, various cultural trips within the UK and pupils can enter a National Speech Contest and an International Haiku Contest. A Level Japanese pupils have often combined Japanese with a variety of other subjects, and former pupils are now working in architecture, design, finance, marketing and the judiciary. Having done Japanese A Level they found they stood out when applying to university and for jobs.

“I have always enjoyed Japanese since first encountering it in Year 9 at Wycliffe. It helps me understand the culture and lifestyle of Japanese people which gives me a wider view of the world. Moreover, the teachers are encouraging and inspiring especially for my written evaluation of Japanese literature. One more language would expand your future life choices.”

Jerry, former pupil

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. You will use technology to support your Mathematics, making use of mathematical and statistical graphing tools. You will also study a large data set, use technology to explore the data and interpret the real life data in preparation for the examination.

What can I do to prepare for the course?

Pupils will be given a workbook called *Preparation for A Level Mathematics* and should complete this over the summer break.

Where does Mathematics lead?

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

The A Level is examined at the end of Year 13 with three 2 hour examinations. These cover the following areas of the course:

Paper 1 - Pure Mathematics

Paper 2 - Pure Mathematics and Mechanics

Paper 3 - Pure Mathematics and Statistics

All pupils are also entered for an AS Mathematics qualification at the end of Year 12 for which they sit two 1.5 hour assessments: Paper 1 Pure and Mechanics, Paper 2 Pure and Statistics. Some pupils choose to finish studying mathematics after gaining this AS qualification.

"Maths is not as subjective as other subjects and I like knowing that there is a right answer.

Maths has always been my favourite subject. A Level is of course much harder than GCSE, but when you do understand it you feel that you have really achieved something.

At Wycliffe, everyone has the opportunity to enjoy Maths and the teachers are great at making sure we understand everything and have all that we need to succeed."

Katie, former pupil

Music

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

The course is divided into three areas: Performing (35%), Composing (25%) and Listening and Appraising (40%).

For Performing, you perform a 10-minute recital that is recorded in the Spring Term of Year 13.

We provide A Level Music students with free instrumental tuition in their chosen recital instrument.

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

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

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

Where does Music lead?

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

“I chose to come to Wycliffe because of its diverse culture. I wanted to study somewhere in the UK which was not necessarily in a metropolitan setting.

The key aspect of A Level Music I enjoy most is composition. I play the piano and I spend most of my time composing.

I like to analyse music, figure out what key the piece is in and what instruments are involved. The Listening and Appraising section of the course helps you develop your analytical skills.

Wycliffe’s specialist US Applications Co-ordinator has helped me with preparing for the SAT entry examination. (Because Wycliffe is a host centre I was able to sit the entry exams here). My end goal is to become a film composer, game composer or music therapist.”

Zannix, former pupil

Physical Education

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

What can I do to prepare for the course?

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

to correctly apply their theoretical knowledge of the course to obtain high marks.

Where does Physical Education lead?

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

“I chose Wycliffe because Wycliffe would support me with my academics whilst also playing National Performance League Netball.

My dream is to be a Sports Physiotherapist and I plan to study Physiotherapy at university. I also study Biology and Psychology A Levels, so they all work nicely together with Physical Education (PE).

My favourite part is the Anatomy and Physiology studies because that is what I want to do. I enjoy biomechanics though I also find it the most challenging.

My role models are women who are playing Netball at a high level and balancing their sport with a career. That's what I hope to do in the future.”

Darcey, former pupil

Physics

Physics is crucial to understanding the world around us and the world beyond us. It is the most basic and fundamental science. Physics challenges our imaginations with concepts such as wave-particle duality and relativity. It leads to great discoveries, such as computers and lasers that change our lives. Physics encompasses the study of the universe from the greatest galaxies to the smallest subatomic particles.

What can I do to prepare for the course?

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

Where does Physics lead?

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

“What I love about A Level Physics is that you get to apply what you learn and use it to problem solve. It’s not just theory. In Physics, when they tell you something you immediately think ‘yes, I can see how I can use that in real life applications’, whether it is to generate power or get someone into space.

In Year 12 I did Air-engineers (activity club) where I learned to use CADS software which I will use in an engineering degree. We made a design of a drone and 3-D printed it and then constructed it. The best thing about Wycliffe is that the teachers are always available. You don’t have to struggle with something.”

Robbie, former pupil

Psychology

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

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

Where does Psychology lead?

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

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

“I have always been interested in the mind and how it works. I plan to take a degree in Neuroscience with the long-term goal of becoming a Neurologist.

The most challenging and favourite part of the course is Biopsychology, the study of the brain and how it works underpins everything.

I enjoy learning about neurological disorders, which is why, as part of my volunteering for my Gold Duke of Edinburgh’s Award I worked with a charity that supports children with autism and neurological conditions.

Covering the topics in Psychology has prompted me to develop my own study skills because I enjoy researching in more detail independently.

I decided to stay at Wycliffe for Sixth Form because I like the Sports - especially Netball and Hockey - and the extracurricular activities.”

Amy, former pupil

Religious Studies

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

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

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

"Religious Studies teaches you a different way of thinking and gives you a wider understanding of the world. I take A Level Biology and Chemistry and Religious Studies complement these because you study Ethics which underpins all Sciences.

For me, it is of particular interest because I plan to study Medical Biochemistry at university and then go on to take a Law conversion degree and focus on Medical Law. Ethics, for example, are an important part of the process in the development of drugs."

James, former pupil

What can I do to prepare?

There are numerous resources on the study of religion, philosophy and ethics. Especially for the Philosophy component, you can find many accessible introductory books, such as 'Think' by Simon Blackburn, 'Philosophy: the Basics' by Nigel Warburton, as well as 'The Pig that wants to be Eaten' by Julian Baggini, exploring thought experiments from history, literature and popular culture. For both this and the Ethics component, there is also a vast array of internet resources, such as the YouTube CrashCourse Philosophy channel, first-hand classics online for free, and podcasts such as the History of Philosophy without any Gaps. For Ethics in particular, you would also do well to keep up to date with topical affairs, as the applied ethics parts of the course include issues such as embryology and abortion, euthanasia, capital punishment, immigration and the use and development of nuclear weaponry. For the Buddhism component, Damien Keown's 'Very Short Introduction to Buddhism' or similar short intros are a good place to start, or works on the study of religion in general as we look at historical and sociological approaches to religion.

Where does this lead?

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

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

Spanish

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

Where does Spanish lead?

The great advantage to studying Spanish is that it matches well with all subjects so you can study Spanish with any subject. The skills you learn are transferable which will suit your career choice. Some of the job sectors that favour knowledge in Spanish include business, law, engineering, media, journalism, public relations, airlines, MI5 and MI6, the United Nations, the EU and tourism. Universities value language A Levels as it is perceived as a challenging A Level.

What can I do to prepare for the course?

BBC Mundo website (www.bbc.com/mundo) is a great resource to start with. It is a BBC news page in Spanish with current articles and videos. Most of the readings in the exams are from newspapers or journalism websites so this website will help you become used to reading this style of language.

Download the free language app Memrise which will help reinforce your knowledge of vocabulary.

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

“I took GCSE Spanish and it was one of my favourite subjects so I decided to continue with it at A Level. I like the language and the Spanish culture. My ambition is to study at a Spanish university either in Tourism or Hospitality.

The most challenging part of the course is the grammar but once you learn it, then the language makes sense.

The classes are my favourite part as they are always interesting and I enjoy practising my Spanish in conversation.”

Pippa, former pupil

The Extended Project Qualification

What is The Extended Project Qualification (EPQ)?

The EPQ will provide you with the opportunity to demonstrate your academic prowess in a field/context of your choice and enable you to illustrate within your UCAS application, (specifically your Personal Statement) that you have completed a 'superior piece of independent research'. The EPQ will intrinsically support your application and provide a tangible discussion point upon interview and an opportunity to 'stand out' among other applicants, with respect to the courses and universities, which you apply in the future.

Some pupils chose to align their projects to their choice of undergraduate courses of study, although this is not essential, some recent projects can be found below:

- At what point should parental authority to make medical decisions for their children be challenged? Lessons to be learned from the case of Charlie Gard.
- How are art and literature shaped by our responses to War?
- Controlling the transmission of malaria using gene-drive technologies: analysing the implications of population suppression and population modification strategies.
- To what extent have the pressures placed upon professional cyclists by government and political organisations contributed to increased drug use?
- Multiple Sclerosis: How common is misdiagnosis and how might such errors be reduced?
- Life or Death: are we taking full advantage of the therapeutic values of animal venom and its potential to contribute to medical science and the treatment of diseases.

What does the Extended Project Qualification involve?

The project involves you:

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

The EPQ is equivalent to half an A Level, ranging from 28 points for an A* to 8 points for an E. You can write a report, (approx. 5000 words) undertake a performance i.e. music/drama, (report with this is approximately 3000 words) or produce an artefact, i.e. design/build/Art/DT, (approximately 3000 words).

You may not know that many universities lower their offers to applicants who are completing an EPQ, with AAB offers reduced to ABB, for example.

Core Mathematics

(Quantitative Reasoning)

The Level 3 Certificate in Core Mathematics A (MEI - H868) gives pupils with at least a Grade 4 at GCSE, the mathematical skills to tackle problems in a variety of authentic situations. It enables you to strengthen the mathematical knowledge and skills which you have learnt at GCSE so that you can apply them to the problems which you will encounter in further study, life and employment. It also attracts UCAS points, equivalent to an AS Level.

Where does Core Mathematics lead?

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

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

This qualification is examined in two 2 hour examinations at the end of Year 12.

Paper 1: Introduction to quantitative reasoning

Pupils use problem-solving cycles in modelling, statistics and financial mathematics in a variety of contexts, and check the outcomes of their calculations. They also use appropriate technology to work with quantitative information.

Paper 2: Critical maths

Starting from a problem to solve, a quantitative statement to evaluate or a question that has mathematics underlying it, pupils use a number of skills and processes in engaging in their reasoning. They are expected to think flexibly and use their mathematical and statistical knowledge to make logical and reasoned decisions.

This qualification is examined in two 2 hour examinations at the end of Year 12.

It is sometimes possible for a student to study this qualification in Year 13.

“Some UK universities will now accept a reduced Grade offer if a pupil passes Core Mathematics. This is discussed as part of your career support.”

Matt Archer, Head of Sixth Form

BTEC Business

(Pearson BTEC Level 3 Diploma in Business)

The business world influences everything that we see and touch. This course takes a broad view of business and allows you to form an in-depth understanding of the business world around you.

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

The units covered are called

- * Exploring Business
- * Developing a Marketing campaign
- * Personal and Business finance
- * Managing an Event
- * International business
- * Principles of Management
- * Recruitment and Selection process
- * Investigating Customer Service

The ethos of the course is that practical skills and knowledge are just as important as the theoretical knowledge, and therefore the course relies heavily on links to industry professionals and numerous visits to businesses.

“I chose BTEC Business because its focus on practical skills means you can apply to real life situations and real businesses.

You have assignments over the two years which has improved my time management and my research skills. The course also includes role play and presentations. Not only do you learn to see both sides by putting yourself in the situation, but it takes you out of your comfort zone. You learn about yourself and how you might react.

In the unit on Event Management you work as a team which is beneficial, because you work with pupils from different countries and that improves your communication skills.”

Sabrina, former pupil

Where does BTEC Business lead?

The BTEC Business course will lead on to a degree course in any business-related subject such as Business, Marketing, Accounting, Management, Event Management and Economics. It is a good foundation for many of the business-related courses due to its practical nature.

The skills and knowledge developed in studying the BTEC, are skills which universities and business value, such as problem solving, time management, team working and independent learning. Many high-profile businesses publicly support the course.

CTEC Digital Media

(Pearson CTEC Level 3 Extended Certificate in Digital Media)

The CTEC (Cambridge Technical) Digital Media course is a Level 3 qualification, meaning it is equal to a full A-Level, and it is widely accepted by most Higher Education institutions in the UK.

It is an exciting and engaging course, ideally suited to people who are innately interested in the media, current events, business, and who are artistic, creative, and drawn to digital skills (computer use).

The course comprises of two elements – 1.) A pair of exams (question-based); one sat in year 1, and the other in year 2 – Unit 1: ‘Media Products and Audiences’ / Unit 2: ‘Pre-Production & Planning’ (both contemporary media industry/creative process-related), 2.) Four creative coursework-based projects that are internally assessed – Unit 21: ‘Plan and Deliver a Pitch for a Media Product’, Unit 3: ‘Create a Media Product’, Unit 20: ‘Advertising Media’, Unit 24: ‘Cross-Media Industry Awareness’.

From the units above a student on the course will develop, and be proficient, in both contemporary media industry knowledge and creative digital practical skills; with a portfolio of high-quality creative media product with which to apply to HE courses, apprenticeships, or professional employment.

*Due to the nature of the assessed content, it is strongly recommended that a student on the course has achieved at least a ‘5’ in GCSE English and Maths. Although not required, if a student has studied/is also studying Art, DT, Business, and/or English, this will be advantageous to them on the CTEC Digital Media course.

What is the course structure?

This course is designed for pupils looking to find a career in media. It gives the opportunity to explore a wide range of media industries and get an introduction to different roles and study areas. Pupils have the chance to experience media production, digital photography and more.

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

Digital Media pupils are taught to a high level of technical skill using industry-level software (Affinity Photo, Affinity Publisher, and Affinity Designer), using prosumer-level hardware (Canon DSLRs, a variety of lenses, Apple Macs, studio lighting) and environments designed to drive creativity (mini-studios, the Mac Suite).

A visualisation of course structure:

| Year 1 | |
|--|--|
| Exam (externally assessed): Unit 1: ‘Media Products and Audiences’ | Coursework (internally assessed)*: Unit 21: ‘Plan and Deliver a Pitch for a Media Product’, Unit 3: ‘Create a Media Product’ |
| Year 2 | |
| Exam (externally assessed): Unit 2: ‘Pre-Production & Planning’ | Coursework (internally assessed)*: Unit 20: ‘Advertising Media’, Unit 24: ‘Cross-Media Industry Awareness’ |

BTEC Sport

(Pearson BTEC Level 3 Diploma in Sport)

BTEC Sport allows you to view sport from all angles, from performers to professionals.

It is a great basis for anyone wishing to take up a career based around sport or study Sport at university. The course offers a vast range of units and indepth knowledge to help you understand all aspects of the sporting spectrum. It differs from A Level Physical Education as it is worth two A Levels and is predominately coursework based.

What can I do to prepare for this course?

It is not essential to have take GCSE Physical Education, but it would make some of the areas easier if you have done so. Any decent text book or magazine on the study of human movement (units 1 and 2) would help, but ideally you should have a good English Language, Biology and Physics background and be interested in the sporting world. Although you will be able to utilise your own experiences, it would be good that you are aware of the latest news and issues. It might give some an advantage to be an excellent performer in the practical performance (unit 7) – but it would

also depend on the individual's observational and analysis skills (unit 23) and to apply correctly their theoretical knowledge of the course to obtain high marks.

Where does BTEC Sport lead?

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

“I decided to take BTEC Sport rather than Physical Education because it is more coursework based and I thought it would be a good balance with my other subjects.

I like the variety of topics in the units as they cover different aspects of the sport industry, from teaching to professional development, anatomy and Physiology to Business in Sport.

It can be challenging managing different assignments at the same time but the course has helped me improve my time-management and my essay writing skills.

I study A Level Biology and the crossover of topics between the two courses has helped my understanding in subjects such as anatomy and Physiology. I plan to study Biology at university.”

Archie, former pupil

IELTS

The International English Language Testing System (IELTS) is the most widely recognised certificate of English for international pupils wishing to enter Higher Education institutions in the United Kingdom, as well as many other English-speaking countries. The preparation course not only improves a pupil's academic English fluency but also complements A Level studies in other subjects, by providing study skills input.

Non-native speakers of English will be enrolled in IELTS classes in Year 12, unless they have already gained a good (I)GCSE pass in English First Language or equivalent. Those whose English is already advanced will receive a crash course in exam skills, in order to enrol as soon as they have mastered the techniques required. Other pupils will continue to attend lessons to improve their overall fluency in English language.

The IELTS exam tests the four skills of reading, writing, listening and speaking, and requires candidates to have a good awareness of current affairs: they will need to both understand, and demonstrate their opinion on topics such as education, crime, travel, health, science and technology, social and global issues and the environment; all this with a high degree of precision and fluency. Therefore it is critical to keep up to date with the news and endeavour to expand command of topical vocabulary on a regular basis. Online media sites such as TED talks, which provide stimulating, relevant content, are great for enhancing language skills, too. Above all, success in this subject depends on good independent study habits, as well as the determination to communicate regularly with peers around campus in English.



2023 Leavers' Destinations

| Destination | Subject |
|-------------------------------------|---|
| Cardiff Metropolitan University | Product Design |
| University of Sheffield | Economics |
| UWE, Bristol | Psychology |
| UWE, Bristol | Psychology |
| UWE, Bristol | Business Management and Economics |
| University of Reading | Business and Management |
| UWE, Bristol | Environmental Management |
| Durham University | Sport and Exercise Sciences |
| University of Reading | Psychology with Foundation |
| Northumbria University, Newcastle | Computer Science |
| Art Foundation | - |
| Lancaster University | Biochemistry |
| Degree Apprenticeship – Accountancy | - |
| UWE, Bristol | Psychology |
| Bangor University | Marine Biology |
| University of the Arts London | Fashion Photography |
| University of Exeter | Exercise and Sport Sciences |
| University of Bath | Social Policy with Professional Placement |
| Nottingham Trent University | Business |
| Harvard University | - |
| Apprenticeship | - |
| Gloucester College | Level 3 BTEC in Game Design |
| University of Kent | Business and Management |
| University of Bath | Civil Engineering |
| University of Portsmouth | Engineering and Technology with Foundation Year |
| University of Exeter | Liberal Arts with Study Abroad |
| University of Birmingham | Chemistry with a Modern Language |
| University of Birmingham | Psychology |
| German University | - |
| University of Texas at Austin | - |
| University of Reading | Business and Management with Placement Year |
| Heriot-Watt University | Chemical Engineering |
| University of Surrey | Veterinary Medicine and Science |
| University of Kent | Economics and Management |
| Manchester Metropolitan University | Economics |
| London South Bank University | Advanced Baking Pastry and Technology |
| Nottingham Trent University | Artisan Food Production |
| UWE, Bristol | Filmmaking |
| University of Manchester | Mental Health Nursing |
| University of the Arts London | Games Design |

| Destination | Subject |
|--|---|
| University of Surrey | Physics with Astronomy with Foundation Year |
| University of Reading | Accounting and Management with Foundation |
| University of Boston | Computer Engineering |
| University of Birmingham | Psychology |
| University of Birmingham | Biomedical Science |
| New Model Institute for Technology and Engineering | Integrated Engineering (BEng) |
| University of Birmingham | Law |
| University of Worcester | Law with Forensic Psychology |
| Lancaster University | Business Management (Entrepreneurship) (Study Abroad) |
| University of Nicosia | Medicine |
| University of Sussex | Drama and Film Studies |
| University of Reading | Art and Psychology |
| University of Warwick | History and Philosophy |
| Cardiff University | Physical Geography |
| Oxford Brookes University | Sport, Coaching and Physical Education |
| University of East Anglia | Biological Sciences |
| University of Plymouth | Events Management |
| Aberystwyth University | Economics |
| University of Reading | Business and Management |
| University of Liverpool | Architectural Engineering |
| University of Gloucestershire | Games Art |
| University of Gloucestershire | Games Art |
| UWE, Bristol | Automotive Engineering |
| Apprenticeship | - |
| Oxford Brookes University | Nutrition |
| Royal Agricultural University | Rural Land Management with Placement Year |
| Hartpury University | Sports Business Management |
| UWE, Bristol | Biomedical Science |
| South Glos and Stroud College | ND in Business Studies |
| University of Reading | Real Estate |
| University of East Anglia | Computing Science |
| University of Plymouth | Film Making |
| University College Birmingham | Business Management |
| Nottingham Trent University | Business Management and Entrepreneurship |
| UWE, Bristol | Law |
| University of Manchester | Medicine |
| The University of Edinburgh | History and Politics |

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