



# Sixth Form Enrichment Programme



2025 – 2026

*Bold & Loyal*  
1882...

# Introduction

## From September 2025, Wycliffe is delighted to announce the launch of our Sixth Form Enrichment Programme.

This programme has been specifically structured to offer a combination of examined and non-examined courses, allowing pupils to complete necessary additional qualifications, as well as to develop their wider skills and knowledge without the pressures of a formal specification or examination at the end. We believe that this will prepare pupils more fully and equip them to embrace their next step beyond Wycliffe College with confidence.


Alongside their A Level, BTEC or CTEC choices, pupils will choose a combination of options from the three “mini blocks” detailed in this document. Each pupil will be supported by Mr Archer (Head of Sixth Form) in choosing the right combination of topics that will best suit each person and their Sixth Form studies. We ask pupils to think carefully about the options on offer which will complement their studies, alongside those required to support them in their preferred next steps.

Before the end of term, Mr Archer will be communicating with Year 11 pupils continuing into the Sixth Form, to discuss the choices which he feels would be sensible options for them. Mr Archer will also be asking pupils to confirm their choices so that we can then finalise next year’s timetable.

Should you have any questions, then please do not hesitate to get in touch.



**Mr Matthew Routledge**  
**Deputy Head (Academic)**

 [Matthew.Routledge@Wycliffe.co.uk](mailto:Matthew.Routledge@Wycliffe.co.uk)

## Option Blocks

Block 1	Block 2	Block 3
Further Mathematics		EPQ
Core Mathematics	Core Mathematics	Classical Studies
Sociology	Business (Young Enterprise)	Learning Support
Learning Support	Learning Support	Sociology
IELTS	Media Portfolio Production	IELTS
EPQ	IELTS	Media Portfolio Production
Creative Writing	Geology	
	EPQ	

# Options Overview

## Extended Project Qualification (EPQ)

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The EPQ is an external qualification, run by AQA, which is internally assessed and moderated before being quality assured by the exam board. The EPQ is a valuable qualification, allowing pupils to create and explore their own question – ideal preparation for university and beyond. Pupils can produce an EPQ which can be an essay or an “artefact”, which may be something such as a piece of art, an event or a musical composition, for example.

### Key aspects of the taught element of the EPQ include:

- **Skills development**  
Pupils learn essential skills for independent research, project planning and report writing.
- **Research methods**  
The taught element covers various research technique, including primary and secondary research, and encourages proper citation and referencing.
- **Project management**  
Pupils learn about effective planning, time management and how to organise their work.
- **Critical thinking**  
Pupils must analyse information critically and evaluate different perspectives.
- **Presentation skills**  
Pupils must present their work to others, and are taught how to structure presentations and deliver them effectively.
- **Evaluation**  
Pupils are given guidance on evaluating their own work and reflecting on the learning process.

The EPQ is worth half of an A Level, ranging from 28 UCAS points for an A\* to 8 UCAS points for an E. At Wycliffe we expect that all those who are academic award holders choose to complete an EPQ for the educational benefits they yield. The EPQ allows pupils to demonstrate to universities and employers their interests and ability to carry out independent research; some universities are willing to reduce their offers by a grade to pupils completing an EPQ (for example reducing an AAB offer to ABB).

## International English Language Testing System (IELTS)

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IELTS lessons are for those pupils for whom English is an Additional Language (EAL), and who are looking to continue study in the UK at university. The IELTS qualification is a requirement for those pupils looking to study at UK universities, and is a measure of a pupil's ability to use academic English and continue studying in English. Pupils will receive IELTS lessons until they have achieved at least a score of 6.5 in all areas, in order for them to be best-placed to transition successfully to university.

## Core Mathematics

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Core Mathematics is for those pupils who require additional maths support in order to access other aspects of their option choices. Subject to a pupil's GCSE grade, the school may recommend that a pupil takes Core Mathematics as an additional option to support their study of other subjects, such as economics, psychology or geography (all of which require a certain level of mathematical skill and numeracy). Pupils may also opt for Core Mathematics to continue developing their abilities in this area as a complement to their study of the Sciences, without taking Mathematics A Level.

# Options Overview

## Further Mathematics

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The school offers Further Mathematics as an A Level for those pupils who are deemed able to cope with the challenge of the subject and the additional workload. This runs across two of the three “mini-blocks” and will therefore only allow for one additional choice. This subject is designed for those intending to study mathematics and other sciences at undergraduate level, and it would be expected that any pupil taking Further Mathematics would have at least a Grade 8 (but ideally a Grade 9) at GCSE.

## Creative Writing

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This course allows pupils to develop their creative writing through both fiction and non-fiction, exploring both prose and verse. The course is non-assessed, but there will be internal and external competitions for pupils to enter, which are for pupils but also budding writers.

In term one, pupils would focus on poetry, looking to enter the Keats/Shelley Young Romantics Prize. During term two, the theme will be on copywriting and advertising, culminating in the Lloyds Bank advertising and copywriting competition. The third term will focus on creative prose, with pupils entering the Gloucester Writers’ Network Competition, part of the Cheltenham Literature Festival.

This course would be ideal for those who want to develop their writing, creativity and editing skills, and would complement those studying literature or languages. It would also be an ideal complement to those looking to study Sciences more formally, as a means of developing further literacy and emotional intelligence.

## Classical Studies

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A grounding in Classical education remains an important tool to help navigate the modern world. This course aims to introduce pupils to the history, civilisation and language of the Ancient Greeks and Romans – exploring the works of Homer and Virgil, as well as the archaeology of Greek religion. Whilst not a focus of the course, it would also be possible to gain an introduction to the languages of Latin and Greek.

The course is not assessed initially, but if there are pupils for whom it is suitable, there may be the option to enter AS Classical Civilisation in the second year.

### Topics covered include:

- **Homer’s Odyssey**  
Explore one of the very first works of Western literature as we join Odysseus on his voyage home from the Trojan War. He must overcome monsters, gods and his own ego to be reunited with his wife and son.
- **Virgil’s Aeneid**  
The essential work of Roman epic poetry looks at Aeneas as he flees a burning Troy to establish a new city and civilisation in Italy. Commissioned by the Emperor Augustus, this text serves as both an insight into the Trojan myth cycle, but also a fascinating insight into Roman political propaganda, as Augustus legitimises his own rule.
- **Greek Art**  
This topic looks at the evolution of Greek sculpture and vase painting from the Archaic period through to the Late Classical period. Key themes include the depiction of gods and heroes, as well as evoking emotion from the viewer.
- **The Fall of the Roman Republic**  
The collapse of the Roman Republic and the emergence of a series of (sometimes ruthless) Emperors remains one of the enduring stories of Roman history. This topic explores how this happened, and looks at the roles of some of Rome’s most consequential figures, such as Julius Caesar, Cicero, Mark Antony and Augustus.

# Options Overview

## Sociology

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In the first year this course is internally assessed. Upon reaching satisfactory assessment results in the first year a pupil may be put forward to sit the AQA Sociology AS paper in the second year.

The central focus of study will be on UK society today, with consideration given to comparative dimensions where relevant, including the siting of UK society within its globalised context.

### The course will include:

Sociological theories, perspectives and methods. The design of the research used to obtain the data under consideration, including its strengths and limitations.

Core themes include socialisation, culture and identity. Also included are the concepts of social differentiation, power and stratification.

In addition, pupils must understand the significance of conflict and consensus, social structure and social action, and the role of values.

### Units will include:

- **Education**, for example the role and functions of the education system, including its relationship to the economy and to class structure.
- **Families and Households**, for example gender roles, domestic labour and power relationships within the family in contemporary society.
- **Research methods**, including sociologists' sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics.

Pupils will develop their essay writing skills, developing analysis and evaluation. Pupils will also gain critical thinking skills and develop an understanding of contemporary UK society and how the UK sits within a global context.

This course will complement pupils studying other social science subjects such as business, economics, history and psychology as many of the key skills, such as critical thinking and analysis, are required. There is particular overlap with A Level psychology in the research methods section that will help A Level psychology pupils gain a better understanding of research methods in both sociology and psychology.

## Geology

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This is a non-examined course for pupil to explore Geology and the study of the Earth.

### The course is based around three key ideas:

- **Key Idea 1**

Rock exposures contain evidence of how rocks were formed and subsequently deformed. This key idea enables candidates to analyse and interpret rock exposures from primary and secondary evidence.

- Minerals
- Igneous rocks and processes
- Sedimentary rocks and their fossil content
- Metamorphic rocks and processes
- Deformational structures

- **Key Idea 2**

Major concepts and techniques underpin our current understanding of the Earth and its history. This key idea enables candidates to demonstrate an understanding of the “big ideas” in geology.

- The rock cycle
- Plate tectonics
- Geochronological principles
- Global climate and sea level change
- The origin and development of life on Earth



# Options Overview

- **Key Idea 3**

Human interaction with the Earth can increase or reduce risk. This key idea enables candidates to appreciate the cause and effect of human interactions with the natural environment.

- Earth hazards and their mitigation
- Earth resources and engineering

The course would be useful for anyone looking to study any of the earth sciences at university. This would include courses such as Geography, Geology, Meteorology, Climatology, Oceanography and environmental science. Students looking to study geography and biology at A Level will also benefit from following this course as it covers aspects of physical processes and features, anatomy and evolution.

## Business (Young Enterprise)

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This is a non-assessed course, but can be used to support an EPQ. Pupils set up and run their own student company; they make all the decisions about their business, from deciding on their company name and product to managing the company finances. Pupils can promote and sell to the public through pop-up shops and the YE online store and YE Trading Station.

### **This course will cover:**

- Enterprise and entrepreneurship
- Finance
- Marketing
- Operations
- HR

This is an ideal complement for pupils studying Business at A Level or BTEC, as well as those who are interested in possibly forming their own company one day or being self-employed. Participants gain practical business experience, adaptability, entrepreneurial mindset and employability (including communication, planning, teamwork, organisation, presentation) skills.

## Media Portfolio Production

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This is a non-assessed course, where pupils look to develop the necessary study and research skills for further education and employment, through the lens of building a media portfolio for them to use beyond Wycliffe.

In year one, pupils will focus on research skills and portfolio production. The first term will look at a photography mini-project, alongside developing a creative portfolio concept. In term two, pupils will move on to portfolio development through video. Term three will then look at graphic design, video CVs and presenting the year's portfolio.

In year two, pupils will explore how to develop study skills for university and employment using their portfolio.

## Learning Support

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This slot is for those pupils identified as needing further specialised support from the Learning Support department as part of the College's graduated response. Those pupils and their families will be contacted directly by the school to explore the place of Learning Support as a part of Sixth Form provision.

# Sixth Form Enrichment Programme

2025 – 2026



Pupil's name:

Mr Archer (Head of Sixth Form) will meet with you to discuss the right combinations of options to help you choose the topics that will meet your individual needs.

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Please sign and date this form:


Signed:

Date:

**Please return your completed form to:**

Mr Matt Archer (Head of Sixth Form)

Wycliffe College, Bristol Road, Stonehouse, Gloucestershire GL10 2JQ, or email:

 [Matt.Archer@wycliffe.co.uk](mailto:Matt.Archer@wycliffe.co.uk)

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