

FOURTH AND
FIFTH FORM
INFORMATION AND
GCSE CURRICULUM



Choices & Decisions



CHELTEMHAM
COLLEGE



“Pupils’ strong academic progress, both within lessons and over time, is clearly evident in their academic outcomes.”

Independent School’s Inspectorate, 2023

Welcome to the Fourth and Fifth Forms



GCSEs and IGCSEs (International GCSEs) are the qualifications that pupils work towards during Fourth and Fifth Forms (Year 10 and 11). They are mandatory public examinations and have two main functions: they are important stepping-stones on the way to A Level, and increasingly they play a significant role in university admissions and job applications.

Introduction

GCSE and IGCSE

GCSE and IGCSE are fundamentally the same qualification. GCSEs are the courses offered by all UK Exam Boards and form the basis of the government's National Curriculum Key Stage 4. IGCSEs are offered in a smaller number of subjects by the Edexcel and CIE exam boards and are often used by leading independent schools. At Cheltenham, pupils take a mixture of GCSEs and IGCSEs. Each academic department selects the course that offers the best introduction to A Level study, and the deepest and broadest education. Universities and employers welcome both IGCSEs and GCSEs.

The courses and examinations

Pupils sit GCSE examinations at the end of the Fifth Form, except Maths for Set 1 and some native language GCSEs. Most GCSEs are examined through linear examinations, i.e. exams that happen at the end of the Fifth Form. A minority of subjects offer a mixture of written examinations and coursework; this is work that the pupils do during the year, which then forms part of the final GCSE mark. Coursework varies from essays to projects and is intended for pupils to work independently and on a broad scale.

Results

The Government's reformed GCSEs grading system, introduced in September 2016, replaced alphabetical grading with numerical grading: 9 is the top grade and 1 the lowest. Grade 4 is considered as a pass (what would have been a Grade C) and the previous A and A* grades are now 7 and 8. The very top grade 9 has no alphabetical equivalent; essentially, it denotes a grade higher than the previous A*. Some IGCSEs still use alphabetical grading, however. Therefore pupils may have a mix of numerical and letter grades when they receive their results.

Subjects: Mandatory, Modern Languages and Options

Most pupils take ten GCSEs – five mandatory subjects: English Language, English Literature, Mathematics, and two Science subjects; and then a Modern Foreign Language; and four subjects chosen from the remaining 13 options.

Mandatory subjects:

- English Literature and English Language: At the end of the Fourth Form, a small number of pupils may be offered the possibility of concentrating their efforts on English Language as opposed to Literature. These pupils will therefore achieve nine GCSEs.
- Mathematics
- Sciences: all pupils take two GCSEs in Science. They can choose two separate subjects from Biology, Chemistry and Physics; or the Double Award Science, which includes aspects of Physics, Chemistry and Biology, and results in two GCSE grades. Some pupils opt to study all three sciences; anyone who wishes to do this can select the third science as one of their choices.

Modern Foreign Language

- French, German, or Spanish
- English as an Additional Language for pupils for whom English is not their native language. (These pupils therefore sit a maximum of nine GCSEs.)

A choice of a further four subjects from:

- Art
- Classical Civilisation
- Classical Greek
- Computer Science
- Design and Technology
(Resistant Materials or Textiles)
- Drama
- French, German, Spanish
- Geography
- History
- Latin
- Music
- Sports Science (leading to a GCSE in PE)
- Theology, Philosophy and Ethics (leading to a GCSE in Religious Studies)

Breadth and Balance

Pupils should aim for a good balance: pupils should study at least one Humanities subject (e.g. Geography, History, TPE). Good linguists are urged to consider taking two Modern Languages and/or Latin and/or Classical Greek. Pupils should consider taking one of Art, Design and Technology, Drama or Sports Science. These subjects have a large practical element and add breadth to the GCSE curriculum.

Continued support

In addition to their GCSE lessons, pupils continue to have their tutor-led Floreat course (our Personal, Social, Health and Economic curriculum) as well as the full programme of sports, music, and activities. All pupils have weekly tutorial periods and fortnightly 1-2-1 reflection meetings that allow their Tutor to address issues concerning academic progress.

Extension and Support

Cheltenham is committed to finding the right level of extension and support for every pupil. Classes in some subjects are differentiated by Setting, especially in English, Maths and Modern Languages. The Setting arrangements in Fourth Form depend on performance throughout Third Form in class and in exams. In these Set subjects, the top groups go beyond the confines and requirements of IGCSE, to work in more breadth or at a more advanced level. Optional subjects are not usually Set so there is flexibility to timetable as many pupils' desired choices as possible. Pupils who are aiming for the most competitive universities and university courses should make full use of the extension activities which include:

- extension classes in departments
- Lower College Society
- evening subject society meetings
- trips and visits.

Pupils who need extra support should work with their tutors and Learning Support. Please note that any pupil seeking special arrangements in exams, such as extra time, need to be assessed by the Learning Support Department. For some pupils, ten subjects at GCSE may not be appropriate.

In these cases, pupils are advised to opt for nine GCSEs; the timetabled lessons for the tenth subject are allocated to supervised study periods and, where appropriate, Learning Support sessions.

Choosing options

Heads of Departments and the Deputy Head (Academic) speak to the Third Form before the Spring Half Term. Pupils also benefit from a 'GCSE Options afternoon' in January when they attend presentations from the optional subjects they are considering. Options choices are requested by the middle of February. Please discuss these choices as widely as possible, especially with parents, Housemistresses and Housemasters, subject teachers, and Tutors.

The teaching timetable

The first choice of subjects is made completely freely. Based on these choices, the timetable is created. The aim is to meet pupils' options; however, the balancing of timetabling and staffing mean that not every combination of subjects can be accommodated. If there is a problem with the combination of chosen subjects, pupils are contacted over the Easter to discuss suitable alternatives. There is an opportunity to amend choices over the summer; by then, choice is constrained by numbers, the timetable, and the options blocks. If a pupil wishes to alter their choices, they need to inform the relevant staff at College as soon as possible.

CORE SUBJECT

English

English Language and English Literature

The English Department thrives upon a collective passion for literature. A genuine sense of delight and excitement infuses and energizes lessons and activities in and outside the classroom. Our key aims are simple: to foster that same passion in our pupils; to ensure that they are inspired by the set texts; to encourage every pupil to aspire to the highest standards; to nurture pupils so that they fulfil or even exceed their potential.

Throughout the GCSE English Literature and GCSE English Language courses, every pupil is given the opportunity to learn to appreciate, understand and respond to literature in all its manifestations, to write accurately, to argue effectively and to speak confidently. Every pupil is taught to tackle and enjoy the challenge of independent study.

The English Department is totally committed to shaping each pupil into a rounded, confident individual, who is expertly prepared to perform well in public examinations.

What does the course cover?

At Cheltenham, all eight sets study the following:

- A collection of sixteen poems from various cultures and time periods in the Edexcel International GCSE English Literature anthology.
- *An Inspector Calls* by J.B. Priestley – a play that explores the power dynamics of the Birling family in early Twentieth Century England.
- *Macbeth* by William Shakespeare – a play about a formerly loyal soldier whose 'black and deep desires' drive him to kill the King of Scotland.
- A Modern Prose text of your teacher's choice.

For the English Language GCSE, pupils are prepared for the exams through units of work on story writing and non-fiction persuasive writing. Tasks encountered often spring from the themes and issues covered on the English Literature course. Each of the two exams feature a reading and comprehension section on unseen texts. Pupils are prepared for these sections through expert guidance and the insight of in-house examiners. They are taught specific approaches for each question and these techniques are perfected through repetition under timed conditions.

Both courses equip pupils with skills in close analysis, comparative judgement, and the evaluation of biographical and historical contexts.

“From Shakespeare to 21st century persuasive speeches, these courses will develop your thinking and writing for any academic path you choose to take in the future.”

Head of English, Cheltenham College

Recommended reading

BBC 'Great Lives' Podcast

– J.B. Priestley

[bbc.co.uk/programmes/b00x95hm](https://www.bbc.co.uk/programmes/b00x95hm)

BBC 'In Our Time' Podcast – *Macbeth*

[bbc.co.uk/programmes/m000mytn](https://www.bbc.co.uk/programmes/m000mytn)

Course specifications

Eduqas English Language GCSE (C700)

Pearson Edexcel International English

Literature GCSE (4ET1)

CORE SUBJECT

Mathematics

Mathematics

Mathematics is taught in ability sets from Third Form to Fifth Form. Movement between the sets occurs as is appropriate to the individual's progress. Pupils work with scientific calculators which are used in examinations and all pupils must have a scientific calculator, which they must learn to use appropriately. Cheltenham College supply a scientific calculator and currently it is the Casio FX-991 ES – these are, chargeable at a rate which is below that of the main retailers. The Maths Society meets regularly and provides pupils with a chance to research and present on mathematical topics largely outside of the syllabus. This is mainly pupil led but also with some talks from members of staff and outside speakers.

What does the course cover?

The syllabus develops a broad approach to Mathematics, which is relevant and appropriate to the many different uses of the subject in the modern world while maintaining the traditional academic rigour. Pupils study number, space, data and algebra amongst other topics. Algebra and shape feature strongly. The syllabus touches on some higher-level topics including calculus. Pupils aim for the Higher Tier, but this is kept under review. The Department runs weekly clinics where pupils receive help from staff, and pupils are encouraged to seek support outside of lessons. Regular tests are conducted throughout Fourth and Fifth Form. Pupils in higher Sets compete in the UKMT Intermediate Maths Challenge in February.

“Mathematics plays a central role in the modern world; it is not only the language of Science and Technology but also a fascinating and challenging subject in its own right.”

Brendan Enright, Head of Mathematics

Recommended reading

Puzzle books by Martin Gardner
dfrostmaths.com
nrich.maths.org

Course specifications

Edexcel IGCSE in Mathematics (4MA1)

CORE SUBJECT

Science and Double Award Science

Science

Science plays a pivotal role in the modern world. From understanding how an F1 car accelerates at such speed, to how small molecules can cure and kill, science provides the answers. At Cheltenham, pupils are supported and stretched in their science education so they can leave as highly literate and competent scientists. Biology, Chemistry and Physics are taught by specialist teachers who are passionate about their field and draw upon extensive experience to best support our pupils. Pupils are encouraged to go beyond the curriculum and pursue the many avenues that science has to offer.

Housed in state-of-the-art teaching laboratories, the department is a bright and exciting place to be. As well as offering a stimulating science lecture series, there are pupil-run Astronomical, Eco and Sustainability and Science Societies that meet regularly.

In the Fourth Form, pupils choose one of two academic streams: either all three Sciences (commonly called Triple Award Science, the equivalent of three IGCSEs), or Double Award Science.

Double Award Science

In Double Award Science pupils study all three Sciences (Biology, Chemistry and Physics) which is the equivalent of two GCSEs. Double Award Science allows pupils to maintain an all-round Science education, covering all disciplines at sufficient depth required for progression to A Level. Double Award is most suited to pupils who enjoy science but are perhaps not planning to take a science at A Level. If a pupil enjoys science and is passionate about it, then the Triple Award is probably more suitable.

What does the course cover?

In the Fourth Form pupils study the following topics across the three sciences:

- In Chemistry: structure and bonding, acids and bases, the Periodic Table and energetics.
- In Physics: energy, forces, motion, and astrophysics.
- In Biology: the world outside, circulation, human impacts and life cycles.

In the Fifth Form pupils study the following topics across the three sciences:

- In Chemistry: organic molecules, further mole calculations and redox.
- In Physics: magnetism, radioactivity and waves.
- In Biology: reproduction, homeostasis and cell division.

Pupils sit three two-hour papers at the end of the two-year course. These papers assess course content, scientific skills and practical work covered throughout the course.

Practical work is central to the IGCSE course and pupils undertake practical work most weeks with demonstrations accompanying this.

Course specifications

Edexcel IGCSE specification Biology (4BI1)

Edexcel IGCSE specification Chemistry (4CH1)

Edexcel IGCSE specification Physics (4PH1)

Edexcel Double Award Science Specification (4SD0)



CORE SUBJECT

Biology

Biology

Biological research and understanding is progressing at a rapid rate making it a fascinating subject to study, with an ever-developing curriculum. Since the turn of the millennium, the world has seen the complete sequencing of the human genome, advances in the therapeutic use of stem cells and further analysis to explain climate change.

Pupils are encouraged to investigate and explore many of these developments for themselves as they build an appreciation of the biological world around them. As they explore this subject, pupils develop problem solving and experimental planning skills.

Experimental work forms a significant part of biological study; it is a means not only for learning science skills but also for arriving at a more secure understanding of the concepts. Science staff stay up-to-date with the latest developments in the subject and forge strong relationships with pupils to offer the best learning support and guidance available.

All pupils in the Fourth Form can compete in the Royal Society of Biology's Biology Challenge, Nancy Rothwell Biological Drawing competitions and the Photography competition.

What does the course cover?

The Edexcel IGCSE offers an academically rigorous course that is stretching for the most able and accessible to all. IGCSE is an excellent preparation for Sixth Form sciences and universities welcome the retention of a more academically rigorous course. In Fourth Form, pupils are grounded in human physiology, ecology, reproduction, and the impact of a growing global population. Fourth Form finishes with a week exploring, outside the IGCSE curriculum, the structure and function of the human brain. These opportunities allow pupils to broaden their wider general knowledge in the sciences.

In Fifth Form, pupils study cell division, homeostasis, excretion, and genetics. Biological study helps pupils to develop skills in research, problem solving and analysis.

At the end of Fifth Form, the IGCSE assessment comprises a two-hour Paper 1 and a separate one-hour 15 minute Paper 2. Paper 1 assesses the core content of the IGCSE Biology, whereas Paper 2 tests additional content and the scientific skills specific to IGCSE Biology.

“Biology lies at the heart of today’s global challenges, from pandemic disease and antibiotic resistance to climate change, personalised medicine, poverty and biodiversity loss.”

Head of Biology, Cheltenham College

Recommended reading

Adventures in Human Being

by Gavin Francis

Do No Harm: Stories of Life, Death and Brain Surgery by Henry Marsh

Genome by Matt Ridley

Eating the Sun by Oliver Morton

CORE SUBJECT

Chemistry

Chemistry

Chemistry connects the biological and physical worlds; it is the playground where Mathematics, Physics and Biology meet. Chemistry tackles issues such as, global energy demands, water scarcity, food for a growing population and the development of innovative medicines.

At a basic level, Chemistry describes how one set of substances can be converted into another set of substances. Chemistry investigates the structure, properties and interactions of matter and has a bearing on everything that goes on in the world.. The rigor of the IGCSE course equips pupils with a detailed knowledge of modern chemistry. For those interested in medicine, dentistry, veterinary sciences, engineering, a science-based or a life science-based degree, IGCSE Chemistry is a key subject. Outside the confines of the course, pupils take part in The Chemistry Race and Royal Society of Chemistry's Top of the Bench Competition.

What does the course cover?

The Edexcel IGCSE offers an academically rigorous course that is stretching for the most able and accessible to all. IGCSE is an excellent preparation for Sixth Form sciences and universities. In the Fourth Form pupils cover a wide range of fundamental concepts in Chemistry; organic chemistry, structure and bonding; and acids and alkalis and energetics. In the Fifth Form concepts become more challenging, building upon the fundamentals of Fourth Form; and pupils study mole calculations, further organic chemistry, redox and electrolysis.

At the end of Fifth Form, the IGCSE assessment comprises a two-hour Paper 1 and a separate one-hour 15-minute Paper 2. Paper 1 assesses the core content of IGCSE Chemistry, whereas Paper 2 tests additional content and the scientific skills specific to IGCSE Chemistry.

**“Fritz Haber – saint or sinner?
Thomas Midgely – saviour or
enemy of mankind? Alfred Nobel
– danger to society or hero of
science? – study Chemistry and
decide for yourself.”**

James Copeland-Jordan, Head of Chemistry

Recommended reading

Periodic Tales by Hugh Aldersley-Williams

The Disappearing Spoon by Sam Kean

Why Does Asparagus Make Your Wee Smell? by Andy Brunning

Seven Elements That Have Changed the World by John Browne

CORE SUBJECT

Physics

Physics

Climate change, driverless cars, robotics, and green energy supplies are just some of the problems modern physicists and engineers need to tackle. With a solid understanding of the physical world, scientific advances can be made, leading to innovative technologies which impact our daily lives.

Pupils are encouraged to investigate and explore many of these developments as they build an appreciation of the physical world around them. Whilst they explore this subject, pupils develop problem solving and experimental planning skills.

Experimental work forms a significant part of Third to Fifth Form Physics study; pupils not only learn science skills but also arrive at a more secure understanding of the concepts. Science staff stay abreast of the latest developments in the subject and pupils are offered the best support and guidance available.

Pupils in Fourth and Fifth Form are invited to enter for the British Physics Intermediate challenge. Many pupils also regularly attend stargazing evenings held with the Cheltenham College Astronomical society.

What does the course cover?

The Edexcel IGCSE offers an academically rigorous course that is stretching for the most able and accessible to all. IGCSE is an excellent preparation for Sixth Form sciences and universities. Each year the curriculum builds upon the foundations of the last. In Third Form, pupils are introduced to the fundamental concepts. In Fourth Form, pupils build their understanding of forces and motion, electricity, energy stores and transfers, solids, liquids and gases, and Astrophysics. In Fifth Form, pupils study forces and motion, delving into momentum and impulse, before moving on to look at waves and radioactivity.

There are many opportunities to undertake practical work to investigate core concepts.

At the end of Fifth Form, the IGCSE assessment comprises a two-hour Paper 1 and a separate one-hour 15-minute Paper 2. Paper 1 assesses the core content of IGCSE Physics, and Paper 2 tests additional content and the scientific skills specific to IGCSE Physics.

“Physics is about using experimental evidence to make sense of the physical world around us.”

Head of Physics, Cheltenham College

Recommended reading

A Little History of Science

by William Bynum

How to teach Quantum Physics to your dog by Chad Orzel

Wonders of the Universe

by Professor Brian Cox

CORE SUBJECT

Modern Foreign Languages

“Pupils are excellent communicators; in particular they are articulate and expressive speakers and respectful listeners.”

Independent Schools Inspectorate, 2023

MFL – French, German, Spanish

The study of Modern Languages is fundamental in ensuring that individuals are competitive, global minded and culturally aware citizens. The Modern Language GCSE courses (French, German and Spanish) develop linguistic ability and instil a passion for language by offering insights into the culture and civilisation of countries where the language is spoken.

Pupils are encouraged to speak the language as much as possible; creating role plays, imaginative presentations, or discussions to reduce concern over making mistakes. During the course, pupils experience a wide range of tasks, including debating topical issues, presenting their views on a range of topics, researching the culture of the country, and writing creatively. Pupils are encouraged to use IT to improve their learning and independence, using sites such as Quizlet, WordReference, ActiveLearn, Seneca and Zut/Oye/Gut. There are opportunities for trips abroad, and the Modern Languages Society meets regularly to experience events from film evenings, taster sessions in a new language, visiting guest speakers, to tapas and crepes evenings.

What does the course cover?

The two-year course covers three general themes:

- Identity and Culture (Theme 1)
- Local, National, International and Global Areas of Interest (Theme 2)
- Current and Future Study and Employment (Theme 3).

In the study of sub-topics within these themes, pupils develop their vocabulary and comprehension skills. Strong emphasis is placed on gaining confidence in communication, based on a strong grammatical foundation.

Pupils are assessed in the four skills of listening, speaking, reading, and writing, which are equally weighted. The listening and reading papers test comprehension skills, and pupils are expected to translate from the target Language into English.

The Speaking examination consists of a role-play, a discussion of a photo, and general conversation based on two of the themes above. In the Writing examination, pupils complete a structured writing task, an open-ended task, and a translation into French/German/Spanish. The tasks assess effective communication as well as grammatical competence.

Course specifications

AQA GCSE for French, German and Spanish



OPTION SUBJECT

Art

“Art is a pivotal subject which enables our pupils to intellectually challenge the world they exist in.”

Jo Millar, Head of Art

Art

The course is an incredibly exciting and developmental experience. The department is a secure and respectful environment where pupils enjoy personalised learning. Pupils explore and develop skills in painting and drawing, ceramics, and some venture into glass fusing, photography, and printmaking. The department is richly equipped with specialist materials and facilities including, easels, photography studio, iPads and Apple pens, projectors, printing presses, kilns, potter's wheel, and a well-stocked Art library. Annual visits to museums and galleries inspire and enrich the pupil experience and curriculum.

Art is suited to freethinkers, to those who are curious and who want to challenge perceptions. It suits pupils who have a need to create and produce work without constraints and reflects modern thinking within the Arts. Art GCSE is open to pupils who can draw, those who can sculpt, or those with a talent for photography, though not necessarily all three. The subject develops transferrable skills which include problem solving, personal research and information gathering, independent thought and time management.

What does the course cover?

Immersing themselves in studio practise, pupils learn a wealth of methods and technical processes to express ideas and opinion in a range of media and processes including clay, painting and drawing, printmaking, photography, digital media – driving an exciting and varied course. There are further opportunities to develop a passion for using unconventional methods including spray painting, resin, glass-fusing, and large-scale construction.

Regular assessment occurs at intervals through non-exam assessment (NEA) and is against the assessment criteria as set by the board. Pupils are encouraged to develop their understanding of the assessment criteria; and opportunities for peer assessment, self-assessment, and response to feedback is an ongoing process.

Recommended reading

The Oxford Dictionary of Art

The Ashmolean, Oxford: ashmolean.org

The Pitt Rivers Museum: prm.ox.ac.uk

Course specifications

AQA GCSE Art and Design



SYNTHETIC

MAN MADE

REGENERATIVE

PETROCHEMICALS COAL
eg OIL

SOURCE

PLANTS + C

POLYMERISATION

PROCESS

CLOSED

ELASTANE, POLYESTER,
ACRYLIC, NYLON,
P.V.C

FIBRES

VISCOSE, RAYON,
LYOCCELL, TENCEL,
MODAL, ACRYLIC

HARDWEAR

PROPERTIES

COMFORTABLE

STRONG

PLASTIC

ABSORBANT

FLAME RESISTANT

WASHABLE



OPTION SUBJECT

Design & Technology (DT), Fashion and Textiles

“Fashion and textiles form part of every person’s decision making every single day. We foster new and creative young minds to help us continue to shape, and dress our future generations.”

Head of Fashion and Textiles

DT, Fashion and Textiles

This highly creative and dynamic specification enables pupils to work creatively throughout the two-year course. Pupils develop innovation and enterprise whilst considering their role as a responsible designer. The department focuses upon developing pupils’ intellectual curiosity about the design and manufacture of products, and their impact on daily life and the wider world.

Pupils who choose this subject receive a qualification in Design and Technology from the Edexcel exam board and study the DT core. However, pupils can specialise in their chosen area of the subject to help them focus their practical work. These two areas are Resistant Materials and Textiles.

There are many co-curricular opportunities within Fashion and Textiles. Pupils visit the Bath Fashion Museum to view historical costumes, linking with the theory taught within the specification. They also visit the Mulberry factory, where pupils see real-life prototypes being developed, plotted on a CAM cutting machine and made on a factory line. Pupils have the chance to create their own leather goods, such as a bracelet or keyring, branded with the Mulberry logo.

What does the course cover?

During the two-year course, pupils use a variety of media to communicate ideas, such as freehand sketching, formal working, and presentation drawings, 2D and 3D modelling and 3D printing. Primary and secondary research is conducted, where pupils identify trends and styles, whilst understanding the social, moral, political, and ethical influences on designs, production, and products. Assessment is through one three-hour written examination and through a non-exam assessment (NEA) consisting of 80 hours of design and project work. The written examination is based around design and technology within the 21st century, with a mix of structured and extended writing questions that assess knowledge and understanding of technical, designing and making principles along with ability to analyse and evaluate wider issues. The NEA consists of producing an A3 sketchbook and supporting digital portfolio of work.

Recommended reading

Vogue
Selvedge
Drapers
Harpers Bizarre

Course specifications

Edexcel - Design Technology GCSE
Textiles specialism

OPTION SUBJECT

Design & Technology (DT), Resistant Materials

DT, Resistant Materials

This course aims to build innovative designers who understand the demands of a truly modern and evolving society. It is a qualification that enables the pupils to apply themselves and develop the knowledge, design and practical skills needed to succeed in their chosen pathway.

Pupils who choose this subject receive a qualification in Design and Technology from the Edexcel exam board and study the DT core. Then pupils specialise in their chosen area of the subject to help them focus their practical work. These two areas are Resistant Materials and Textiles.

What does the course cover?

The course is divided into two elements, the examination, and the non-examined assessment, which is an A3 portfolio of work, both of which are equally weighted. In the written examination, the paper consists of two sections. Section A is assessed on the core content and Section B is assessed on the material category pupils – the Resistant Material group work with Timber.

Pupils work with a wide variety of materials that suit their product's needs. For example, pupils could make a deckchair with a wooden frame that is covered in hand made fabrics using a wide variety of dyeing/embellishing and finishing techniques; or pupils could create a tent from nylon that includes metal poles and waterproof zips and seals. This diversity allows pupils to design products that are highly innovative and exciting, encompassing a wide variety of materials that many products include today.

The Fourth Form course sees pupils completing theory work based around the core and the chosen theory option. Practical projects are completed to help develop the skills required to develop the non-examined assessment project. These courses are appropriate for anyone who has an interest in Design. They are a compliment to almost any GCSE subject, particularly as they now have a focus on science and mathematics and will be excellent preparation for anyone looking to study Design at a higher level.

“The school wholeheartedly fulfils its aim to equip pupils to lead purposeful and fulfilling lives by providing an excellent all-round education.”

Independent Schools Inspectorate, 2023

Course specifications

Edexcel - Design Technology GCSE
Timbers specialism

OPTION SUBJECT

Classical Civilisation

Classical Civilisation

Pupils who choose Classical Civilisation (Class Civ) have a love of learning about the past; enjoy reading and writing; and analysing historical contexts. There is no requirement to have studied Classical Civilisation in Third Form; and pupils do not need to know Latin or any other ancient language.

The aims of the course are:

- For pupils to gain a broad understanding and insight into the Classical world
- For pupils to develop awareness of how the ancient world reflects modern day issues, such as questions of gender, belief, sexuality and citizenship
- For pupils to develop transferable skills of analysis, evaluation and written argument.

The civilisations of the ancient Mediterranean and Near East hold an enormous influence over the modern Western world through the cultures they created and left behind. Studying Classical Civilisation offers a unique, accessible, and broad window into these ancient worlds. Pupils study the past through a wide range of sources, ranging from beautiful sculptures and majestic temples to heartfelt love poetry and brutal accounts of wars, and appreciate both our cultural heritage and the achievements of the Greeks and Romans (and their neighbours) in their own right.

The Classics Department comprises six specialist teachers and six classrooms situated in a historic part of the central Quad. A rotating programme of annual lectures, competitions and trips is complemented by the lively Classics Society, featuring games, quizzes and talks by pupils and staff at twice-termly evening events.

What does the course cover?

In the Fourth Form, pupils study the daily lives of the inhabitants of the Roman Empire in the 1st century AD. Half of the course involves studying the culture of the Romans through the artefacts they left behind, covering topics from gladiatorial combat to raucous comedies. The other half focuses on poems, stories, and letters about daily Roman life, from bawdy dinner parties to brutal slave murders, and the different voices of the past inherent within these writings.

In the Fifth Form, material splits evenly between Greek and Roman Civilisation in a thematic study of the myths and religion of the ancient world. Famous heroes such as Heracles, Theseus and Romulus are studied through the art and literature that depict them, alongside topics as diverse as ancient festivals, animal sacrifices, and the use of religion and myth for propaganda purposes.

Assessment takes the form of analysing ancient sources and using them to explain facts and opinions about the ancient world, both through shorter answers and more extended source analysis or essay questions.

“Classical Civilisation offers a broad insight into the lives, monuments and myths of the ancient Mediterranean world.”

Tom Lambert, Head of Classics

Recommended reading

Mythos by Stephen Fry
A Very Short Introduction to Classics
 by Mary Beard
The Classical World by Robin Lane Fox

Course specifications

OCR Classical Civilisation GCSE (J199)

OPTION SUBJECT

Classical Greek

Classical Greek

A major benefit of being a pupil at Cheltenham College is the opportunity to study a Classical subject. Classical Greek is aimed at pupils who are coping very well with their Latin in Third Form. There is no need for any previous experience with Greek – pupils do need to show strong linguistic ability elsewhere. Greek is best studied alongside Latin.

The aims of the GCSE course in Classical Greek are:

- To help pupils to produce clear and precise translations of the language
- To encourage a fascination with the workings of language
- To help pupils to access and enjoy ancient works of literature by actual Greek authors.

Greek takes the foundations provided by Latin and elevates expectations of precision, expressivity, and understanding of the Classical world. It offers challenge and rewards consistency; it opens the door to ancient world even wider. Greek is one of the specialist subjects unique to schools like Cheltenham. Even more so than Latin, Classical Greek's robust academic reputation sees it provide one of the strongest pillars of the most ambitious university applications.

The Classics Department comprises six specialist teachers and six classrooms situated in a historic part of the central Quad. A rotating programme of annual lectures, competitions and trips is complemented by the lively Classics Society, featuring games, quizzes and talks by pupils and staff at twice-termly evening events.

What does the course cover?

Greek GCSE splits evenly into two sections: Language and Literature. The Language papers test pupils' ability to understand the language, through translation and comprehension tests. Pupils learn a Defined Vocabulary List of approximately 365 words (one for each day of the year!) and recognise and translate many of the endings and constructions commonly found in 5th Century Athenian Greek.

The Literature papers require pupils to read 220 lines of Greek by a selection of ancient authors. We study 110 lines of historical writing in the Fourth Form, and the remaining 110 lines of poetry in the Fifth Form. The texts reflect the Greeks' interest in cunning, bravery, adventure, and the bizarre, and provide pupils with a real insight into the methods of storytelling in the Hellenic world.

“Greek boasts a globally renowned line-up of authors and thinkers and offers pupils a uniquely expressive second Classical language.”

Tom Lambert, Head of Classics

Recommended reading

The Ancient Greeks: Ten Ways They Shaped the Modern World by Edith Hall
A Very Short Introduction to Ancient Greece by Paul Cartledge
The Odyssey by Homer

Course specifications

OCR GCSE Classical Greek (J292)

OPTION SUBJECT

Computer Science

Computer Science

Computer Science helps pupils develop an interest in computational thinking and an understanding of the principles of problem-solving using computers. They apply this understanding to create computer-based solutions to problems using algorithms and a high-level programming language. Learners develop a range of technical skills, and the ability to effectively test and evaluate computing solutions. Computer Science has strong connections to Mathematics and Sciences.

What does the course cover?

In Computer Science, pupils learn the theory behind how computers work from operating systems and architecture to binary systems and hexadecimal. Pupils also spend a large proportion of the course learning to program in Python. The aim of the course is to become experienced in a wide range of technical and social tools, develop skills such as time management, communication and digital literacy and develop technical skills that can be applied to problem solving in every day.

We follow the Edexcel Course which consists of two examined units.

- Paper 1 (Theory) 50%, The paper consists of multiple-choice, short-, medium- and extended-open-response, tabular and diagrammatic items.
- Paper 2 (Problem solving with programming) 50%, The questions are practical in nature and require students to design, write, test, and refine programs to solve problems.

Recommended reading

Computational Fairy Tales

by Jeremy Kubica

Once Upon an Algorithm: How Stories Explain Computing

by Martin Erwig

Algorithms to Live By: The Computer Science of Human Decisions

by Brian Christian and Tom Griffiths.

Hidden Figures: The American Dream and the Untold Story of the Black Women Who Helped Win the Space Race

by Margot Lee Shetterly

Course specifications

Edexcel GCSE Computer Science

OPTION SUBJECT

Drama

Drama

The aim of this course is to develop a wide range of creative and performance skills, alongside an ability to analyse text both as a performer and an audience member. As part of the course pupils gain an awareness of a variety of dramatic styles, genres and conventions and develop an appreciation of live theatre from a critical standpoint. The course is highly practical and suits people who really enjoy performing. It is also a course that requires pupils to work productively within a group, as candidates are always ultimately assessed as part of a performance group. To excel on this course pupils need a passion for all things dramatic, a willingness to take risks and an ability to use their imagination.

Studying Drama at Cheltenham pupils can be confident that they have highly qualified and experienced teachers and are taught in a suite of specialist rooms; a black box theatre, a dance studio and a dedicated classroom. Pupils study with like-minded individuals with a genuine passion for Drama.

Beyond the classroom pupils can take part in workshops from visiting practitioners and attend numerous live performances both local and in the West End.

What does the course cover?

The emphasis throughout the course is the creation of outstanding performance; theoretical knowledge and understanding is gained through practical exploration and performance. However, to prepare effectively for the written exam there are regular classroom-based theory lessons. 60% of the assessment is of practical / performance skills and 40% is assessed by written exam. The subject content for GCSE Drama is divided into three components:

- Understanding Drama is a written exam assessing knowledge and understanding of theatre through the study of one set text and one live performance.
- Devising Drama involves the process of creating a piece of original Drama as part of a group and writing a devising log to explain the creative process. This unit is internally examined and externally moderated.
- Texts in practice is externally assessed and involves the performance of two scripted extracts from one play.

“Live theatre performance is the most vibrant and exciting of all mediums, with the power to change the perspective of every audience member.”

Sian McBride, Head of Drama

Recommended reading

Things I Know to Be True

by Andrew Bovell

Blood Brothers by Willy Russell

Playwright's Podcast – Royal Court Theatre

Theatre Podcast – Shakespeare Globe

Course specifications

AQA GCSE Drama (8216)

OPTION SUBJECT

Geography

Geography

Geography provides full knowledge of the physical and human environments, and an understanding of the connections between them. The course offers contemporary issues whilst maintaining the traditional core of the subject. An IGCSE geographer develops transferable key skills including numeracy, literacy, IT, investigation and research, problem posing and solving, logical reasoning, teamwork, and statistics to help assess and clarify everyday issues.

The Geography teaching team has a wealth of experience as well as its own library with book and journals. Pupils can participate in a vibrant Bingen Geography Society, which is run by Sixth Form Geographers, where the Society attends or hosts numerous seminars, lectures, debates, and reading groups. Many of our Geographers enter the annual extended essay competitions such as the Fitzwilliam College Cambridge Land Economy Essay Competition and the Royal Geographical Society Young Geographer of the Year Competition which combine to produce excellent results and global citizens. A biennial trip to Iceland combines experiential Geography with the opportunity for glacial trekking, climbing volcanoes, dodging geysers and swimming in geo thermal pools.

What does the course cover?

The following themes are studied during the two-year course:

- **Physical Environments:** The IGCSE introduces important interactions between complex natural systems and human activities. How humans exploit and manage the natural environment (River Environments), and how the forces of nature on the world (Natural Hazards).
- **Human Environments:** The evolution of human society at a range of scales, and how it may continue to develop sustainably are examined through Economic Activity and Energy, and Urban Environments.
- **Global Issues:** The topic of Development and Human Welfare is explored looking at poverty and underdevelopment – how is it propagated by our globalised systems and how can the international community address the problems using trade and aid?
- **Geographical Skills:** Although there is no coursework in the IGCSE, fieldwork skills are still examined. There are two separate full-day field trips in the Fourth Form to study River Environments in the Forest of Dean and urban land use, environmental quality, and regeneration in Cheltenham.

“Geographers are literate, numerate, empathetic, independent thinkers who are able to apply theories and models to real world places, people and environments.”

Head of Geography, Cheltenham College

The IGCSE is assessed through two examination papers: Paper 1 on Physical Environments. Paper 2 on Human Environments. Both papers include a fieldwork section.

Recommended reading

Prisoners of Geography

by Tim Marshall

Origins by Professor Lewis Dartnell

Factfulness by Hans Rosling

Peak Inequality

by Professor Danny Dorling

Course specifications

Pearson Edexcel IGCSE (9-1) – (4GE1)

OPTION SUBJECT

History

History

History IGCSE is designed to further historical understanding and political awareness, as well as sheer enjoyment of exploring the past: it is so rich, the History Department want pupils to be both entertained and deeply engaged by it.

History suits those who care about the world and how different societies operate; about how to be a thinking individual, interacting meaningfully as a citizen both nationally and globally; those who see that perspective and context are critical as modern navigational tools; and those who like to lose themselves in different places and eras, amongst different people.

Through our Morley Society the History Department offers a range of extension, including seminars, external lectures, members' papers and quizzes, and an unbelievably well-attended and fully costumed Annual Dinner.

What does the course cover?

The course follows international affairs in the Modern World. The Fourth Form opens with a 'roar' as pupils track America's heady experience of boom and bust between the wars. This understanding is developed further through a contrast with Germany's parallel experience between 1918 and 1945.

Heading into the Fifth Form pupils examine change in the Middle East, 1919-2012. Britain's evolving position, and indeed, in many places, culpability, is stressed. Cheltenham College is proud to be one of the few schools in the country to offer this challenging unit, working with other schools and external organisations on all sides of the debate to ensure pupil's understanding of the complexities is all-rounded.

A world divided: superpower relations, 1943-72: This part of the course places the geo-strategic significance of events in the Middle East within a global context, tracing the shifting periods of freeze and thaw between the Western Allies versus the rise of the USSR, through the early years of the Cold War 1945-72. The bold personalities and actions of Hitler, Stalin, Roosevelt, Churchill, Khrushchev, Kennedy, Dayan, Nasser and Arafat, amongst many others, beg many questions in class discussion.

Assessment is taken through six types of shorter questions across the four units. In addition, there is an extended essay response per unit, where pupils choose which out of two essays they prefer to sit. So pupils pick the topic that best serves their interests.

Recommended reading

Dissolution by C.J. Sansom

The Missing of The Somme

by Geoff Dyer

The Cold War by John Gaddis

Forty Autumns by Nina Willner

Course specifications

Edexcel International GCSE in History (4HI1)

OPTION SUBJECT

Latin

Latin

Latin is a popular GCSE subject, chosen by around thirty pupils per year. Pupils enjoy the challenge and academic rigour of the subject, the analytical skills it helps to develop, and the gateway it opens to a different world.

Latin develops logical and analytical patterns of thought, to broaden pupils' vocabulary and understanding of their own language, and to widen their cultural and literary knowledge and sensitivity. The Latin language provides academic challenge, and the study of the Romans provides intrinsically interesting literature and background. Those pupils studying GCSE Latin have often been among Cheltenham's most ambitious university applications, with many Oxbridge applicants across numerous subjects amongst our alumni.

The aims of the GCSE Latin course are:

- to help pupils to produce clear and precise translations of the language
- to provide pupils with a clear framework for appreciating other European languages
- to help pupils to access and enjoy ancient works of literature by actual Roman authors.

The Classics Department comprises six specialist teachers and six classrooms situated in a historic part of the central Quad. A rotating programme of annual lectures, competitions and trips is complemented by the lively Classics Society, featuring games, quizzes and talks by pupils and staff at twice-termly evening events.

What does the course cover?

The GCSE Latin course splits evenly into two sections: Language and Literature.

The Language paper tests pupils' ability to understand the language, through translation and comprehension tests. Pupils are required to learn a Defined Vocabulary List of approximately 420 words and recognise and translate many of the endings and constructions commonly found in Classical Latin. There is no requirement to translate from English into Latin, though the exam provides an optional section for those who wish to develop this skill.

The Literature element requires pupils to read 220 lines of Latin by a selection of Roman authors. Pupils study 110 lines of 'prose' (non-poetic) writing in the Fourth Form, and the remaining 110 lines of poetry in the Fifth Form. The texts cover a wide variety of topics such as war, love,

entertainment, and happiness. A great read, the literature element is also of particular interest to those planning to study English, History or Modern Languages, as well as to Classical specialists.

“Latin offers pupils a supremely logical and coherent structure and the rich cultural and literary heritage of the Romans.”

Tom Lambert, Head of Classics

Recommended reading

SPQR by Mary Beard

The Cicero Trilogy by Robert Harris

Amo, Amas, Amat and All That
by Harry Mount

Course specifications

OCR GCSE Latin (J281)

OPTION SUBJECT

Music

Music

Musicians should study Music and see it as an opportunity to deepen their understanding and appreciation of the subject, as well as developing their musical skills. All pupils in the Third Form study Music for one period a week and are encouraged to become involved in the co-curricular music activities. Following this foundation year, Music should be studied by pupils who have a keen musical interest, who are keen to learn how Music works through active listening and score analysis, who are keen to develop their performance and composition skills, and who are willing to put in the time needed outside of lessons to do this to the best of their abilities.

What does the course cover?

The course is divided into three components, which cover aural perception, appraising, performance, and composition. The three components allow for an integrated approach, where the study of music for the exam can also feed into candidates' performing and composing work. The course is suitable for enthusiastic musicians who are keen to further their understanding of how music works across a broad range of genres, as well as to develop their performing and composing skills.

In the Understanding Music component, which accounts for 40% of the course, pupils learn about a wide range of music framed by four areas of study:

- Western Classical Tradition (1650- 1910)
- Popular Music
- Traditional Music
- Western Classical Tradition since 1910

NEA (Non-exam assessment) accounts for 60% of the course. In the Performance component, pupils must record two performances: one as a soloist, and one as part of an ensemble.

To achieve the highest marks, performances must be at Grade 5 (or above) standard, with a sliding scale of mark deductions for Grade 4, Grade 3 and so on. Less-confident performers can complete a music technology sequenced performance for both the solo and ensemble. Candidates should be signed up for individual instrumental/vocal/music technology lessons to support their learning and progress in this component.

In the Composition component, pupils must submit two compositions which demonstrate their ability to create and develop musical ideas appropriate to their compositional intentions. One composition is written in response to an externally set brief, and the other is a free composition. Both compositions can be written in any style or genre to best reflect the skills, strengths, and interests of the individual.

“Our ability to express ourselves has never been more important, and Music continues to allow this in a way that no other subject can.”

Shaun Pirttijarvi, Director of Music

OPTION SUBJECT

Sports Science

Sports Science

Sports Science is the study of both the practical and theoretical aspects of physical education and results in a PE IGCSE qualification. In Sports Science pupils develop skills in a range of sports and activities and improve performance through a broader and deeper understanding of the human body and a healthy lifestyle. Pupils learn the key principles and theories that form the foundations for physical activity and gain an understanding of how these systems can be developed to optimise an athlete's performance or improve one's social, mental, and physical well-being.

This is a popular GCSE choice, sparking interest in able athletes, budding physiologists and individuals who have an interest in the ever-growing world of sport science.

Pupils must have a strong level of all-round practical ability and a keen interest in Human Biology. It is expected that pupils will have played at B team standard or above in the main games in which they will be assessed. Sports played to a high level outside Cheltenham College may also be considered. Lectures by outside speakers have included talks by; Alex Danson, GB Gold Medallist; Dr Rossiter, Team GB Doctor; and Old Cheltonian Ollie Thorley, Gloucester Rugby.

What does the course cover?

There are two aspects to the PE IGCSE course: Theory and Practical.

The theory component consists of three key areas:

- Factors affecting performance
- Health, Safety and training
- Reasons and opportunities for participation in physical activity.

The practical aspect requires candidates to be assessed in terms of their performance in four chosen activities from a wide selection of sports.

The course offers pupils the chance to gain lifelong skills, including:

- an ability to plan, perform, analyse and improve, and evaluate physical activities
- knowledge, skills and understanding of a range of relevant physical activities
- an understanding of effective and safe performance
- an understanding of the role of sport and physical activity in society and in the wider world
- an excellent foundation for advanced study
- an enjoyment of physical activity.

Pupils also take part in practical experiments looking at the following questions:

'How does exercise affect our breath and breathing?'

'How does the body respond to changing energy needs?'

'What are the implications for sporting training programmes?'

“Pupils display high levels of self-understanding, self-esteem and self-confidence within the classroom and more widely around the school. They develop resilience through their endeavours in team and individual sports.”

Independent Schools Inspectorate, 2023

Recommended reading

Real Science of Sport Podcast

The Sport Psych Show Podcast

I can: The Teenage Athlete's Guide to Mental Fitness by Dr Josephine Perry

Sports Psychology: A Complete

Introduction by John Perry

The Crossover by Kwame Alexander

OPTION SUBJECT

Theology, Philosophy and Ethics (TPE)

TPE

In the TPE department we stimulate critical engagement with all aspects of human life. This exciting IGCSE course enables pupils to look at issues that really matter in today's society. Pupils who are interested in careers in law, academia, politics, economics, charities and non-governmental organisations, teaching, journalism, publishing, or the church should strongly consider this IGCSE.

The aim of IGCSE in the Theology, Philosophy and Ethics Department is to provide a rigorous introduction to philosophical, ethical and theological argument whilst exploring the questions that have preoccupied some of history's most famous thinkers. Pupils who take this subject should enjoy thinking, reading, writing, being openminded, and be comfortable with a lack of certainty.

What does the course cover?

Pupils who opt for GCSE in the TPE department take the Pearson Edexcel IGCSE Religious Studies course. Paper 1 involves studying philosophical and ethical issues, exploring pupils' personal views as well as what different Christians and philosophers might say about the topics covered. Paper 2 involves exploring different Christian views on the topics on the specification.

There are two components of study:

Beliefs and Values (60%)

- The Universe, Creation and the Place of Human Beings – pupils look at science and religion on the origin of the universe, world and humanity, as well as exploring issues such as free will and the problem of evil for an all-loving God.
- Life and Death – pupils explore medical ethics, the meaning of life, the afterlife, and human relationships.
- Peace and Conflict – pupils study war and peace, crime and punishment.
- Rights, Equality and Social Justice – pupils cover issues to do with rights, race, gender, disability, religious pluralism, and poverty and wealth.

The Religious Community (40%)

- Origins and their Impact on the Community – pupils look at the life of Jesus and different sources of authority for Christians.
- Celebration and Pilgrimage – pupils study Jerusalem, Bethlehem, Christmas and Easter.
- Worship and Practice – pupils study prayer, the sacraments, church buildings, different kinds of worship.

“Pupils develop excellent communication skills throughout the school. They relish regular opportunities to discuss and debate in lessons.”

Independent Schools Inspectorate, 2023

Recommended reading

[bbc.co.uk/bitesize/topics/zh7bxyc](https://www.bbc.co.uk/bitesize/topics/zh7bxyc)
[bbc.co.uk/bitesize/topics/z447vk7](https://www.bbc.co.uk/bitesize/topics/z447vk7)

Course specifications

Pearson Edexcel IGCSE in Religious Studies (4RS1)

FOURTH AND FIFTH FORM CURRICULUM

Learning Support

Learning Support

Cheltenham College aims to support all pupils in their learning and actively seeks to identify and to provide for a pupil's individual learning requirements.

If specific learning requirements have been identified at a previous school, it is essential that parents or guardians inform the Head of Learning Support and provide copies of any relevant assessment reports from other professionals, such as educational psychologists or doctors. This ensures the continuity of appropriate provision.

All pupils take a series of standardised tests of literacy skills when they join Cheltenham. Test results identify pupils' strengths and indicate any areas of difficulty. Where difficulties are noted, options and strategies for support are discussed with staff, parents, and pupils. Pupils may also be referred to the Learning Support Department for monitoring, further assessment or for individual support by teachers. There is usually a charge for regular extra lessons, parents are contacted before such extra lessons are arranged.

Parents who believe their daughter or son should be considered for any examination arrangements are invited to contact the Head of Learning Support. Eligibility accords with requirements of the regulatory body for public examinations, which updates the regulations annually.

FOURTH AND FIFTH FORM CURRICULUM

English as an Additional Language (EAL)

EAL

EAL is a useful subject for those pupils who are speakers of other languages. For many pupils, depending on their entrance scores and/or subsequent testing, it may be necessary and therefore compulsory. Although this results in one fewer GCSE, it is recommended if pupils are to work at their highest capability levels.

The aim of the department is to equip EAL pupils with the necessary skills and confidence in English to allow them to integrate successfully at the school, support the skills and language required by other GCSE subjects, and reach their full potential, at GCSE and beyond.

What does the course cover?

Throughout the GCSE course, different projects and themes are explored, which are adapted and updated to coincide with current affairs and other subjects' content.

Project and Theme Examples

Myths, crimes and legends

- Pupils investigate mysteries from around the world
- Pupils read books by Agatha Christie

Dorian Gray reading and horror stories

- Pupils explore narrative tenses and descriptive language
- Pupils write their own horror stories

World War One

- Pupils write from the perspective of soldiers in the trenches
- Pupils analyse poetry inspired by WW1

Skills

Listening, reading, writing, speaking, vocabulary building and strengthening of grammatical accuracy

It is also possible to have individual, shared or small group lessons, for which there is an extra charge. Those identified with particular needs are encouraged to take extra lessons and parents are informed.

“We are dedicated to internationalism and want to ensure that all pupils thrive to achieve their potential.”

Helen Davies, Head of EAL

Chatfeild Roberts Library

The Library is a stunning space combining fabulous period features with cutting-edge resources to create a welcoming and calm ambience for both study and relaxation. Based in the centre of the campus, the Library holds thousands of books – both fiction and non-fiction, daily newspapers and a variety of current magazines.

Non-fiction resources encompass books and online databases. The Librarian and Library Assistants are here to help pupils find pertinent information, and become

responsible, ethical consumers and communicators of information.

For those who enjoy a challenge, the College Reading Diploma is intended to improve literacy by promoting reading for pleasure. Pupils who successfully complete all three levels are awarded a tie.

The Library is open until 9,00pm from Monday to Friday and at times over the weekend. All year groups are welcome before lessons, during morning break, at lunch time, and after school.



Higher Education and Careers

The Careers and Higher Education Team offer support and guidance in whatever routes a pupil is considering after their Sixth Form studies. Careers guidance and personal skills development are central aspects of a pupil's education at Cheltenham, with more time dedicated to this from the Fourth Form onwards. The department has a full and impressive resource centre consisting of purpose-built offices, a meeting room,

and a specialist library – based next to the main Library.

With a Sixth Form of over 300 students, Cheltenham College handles a large and diverse range of university, apprenticeship and employer applications and has a great deal of experience (and success) in placing pupils where they want to go.

Overview of the Higher Education and Careers Programme

Fourth Form	Pupils take part in the Morrisby Profiling Programme.	Pupils discuss higher education options, as well as employability skills, jobs of the future and work experience, with their Tutor as part of the Tutorial Programme throughout the two years.
Fifth Form	Meetings with the Head of Higher Education and Careers to discuss the results of the Morrisby Profiling, as well as further and higher education options and career pathways.	
Lower Sixth	Meetings with Head of Higher Education and Careers for advice and guidance on post 18 options, university and apprenticeship applications.	Staff offer continued support, encouragement and help with CV writing, interview skills and understanding the graduate job market.
Upper Sixth	Weekly UCAS clinics to assist with university applications as well as specific programmes for those applying for medicine, Oxbridge and international universities.	



Individualised support

The Higher Education and Careers Team are highly qualified specialist career and higher education advisors who are available to the pupils throughout term time in a dedicated careers area. Support is personalised to the pupil and their own aspirations and choices, and includes:

- Internal preparations for university tests such as those for Medicine (BMAT and UCAT), for international universities, and for Oxford and Cambridge.
- Comprehensive mock interview programme for all pupils interested in Oxbridge, as well as for those applying for medical, dental and veterinary science courses.
- Regular visits from university representatives from a range of disciplines speak to pupils and parents about the UCAS process and personal statements.
- Opportunities for pupils to attend events at universities and visit local employers to gain a greater understanding of their subject area in the working world.
- Network of organisations that are fostered by the Department with local and national businesses, hospitals and charities.
- Virtual and physical events provide opportunities for pupils to talk to our alumni through the Cheltonian Association providing the chance to discuss future education and career ambitions.

FOURTH AND FIFTH FORM CURRICULUM

Floreat

Floreat

Floreat is Cheltenham College's well-being programme, delivered primarily by Tutors, augmented by visiting specialist speakers. The Tutor Group provides a supportive environment in which to explore themes that are relevant to young people. Use of resources such as video clips activities and worksheets, allow for discussion and engagement so that pupils' interests and queries can be addressed.





