



Wychwood Sixth

**A Level and BTEC**

**Courses Booklet  
2018 - 2020**

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## Wychwood Sixth

In Wychwood Sixth (The Study) the total number of students varies but is usually around 40 and generally about half are boarders.

Classes are small, and it is therefore possible for girls to receive a great deal of individual help and attention from the highly qualified and experienced teaching staff. In consequence in recent years a large majority of Wychwood Sixth girls have gone to their first-choice university. The small size of classes will prove particularly beneficial to all girls taking Key Stage 5 qualifications where depth of knowledge is essential. Key Stage 5 encompasses Level 3 qualifications such as A Levels and BTECs.

A Levels are a passport to higher education. An A Level qualification is an important one, but courses are demanding, and students must be prepared to spend time and energy on academic work and in many instances be willing to forego some social activities to concentrate on achieving success.

BTEC courses are the equivalent of an A Level and are recognised by all universities and a Distinction \* is the equivalent of A\* at A Level. They offer the advantage of having a vocational focus and drawn up in consultation with industry bodies. Please see subject pages for further details.

### Entry Qualification

We recommend that before embarking on Key Stage 5, girls should have achieved at least six GCSEs at grade C or above with A\*, A or B in the subjects they wish to study. It must be stressed that this is a minimum qualification and girls at the lower end of this grade requirement will find Key Stage 5 very difficult. For a girl to proceed from GCSE to Key Stage 5 the school must be satisfied that she has the academic potential to do so. The school reserves the right to enter a girl for the AS examination rather than the A Level examination if, in the staffs' professional opinion, it is unlikely she will succeed in achieving at least an E grade at A Level. This decision would be taken in the Hilary term of Study II (Year 13) in consultation with the girl and her parents.

### Choosing Level 3 Subjects

The choice of subjects at Level 3 is important. For some careers a coherent set of A Levels is essential. For example, medical schools prefer chemistry and biology. It is, however, much more acceptable now to mix arts and sciences and this helps students to choose subjects in which they have both ability and a keen interest. The choosing of a future career may involve changes of decision and direction and so it is unwise to choose too narrow a field of study, but rather to keep as many options open as possible. If you need help with choosing subjects and their implication for future careers make an appointment with Mrs Stacey, our Director of Studies, [a.stacey@wychwoodschoo.org](mailto:a.stacey@wychwoodschoo.org)

In Study I (Year 12) most pupils study the 3 subjects that they will take to A Level over the two years of the Wychwood Sixth A Level course. They may start 4 if they are unsure about the nature, content and demand of a subject, particularly when it is an *ab initio* subject. At Wychwood we follow linear specifications to allow the girls consistently to focus on building their depth of knowledge, understanding, skills and examination technique and to gain as much maturity of expression, analysis and evaluation as possible before taking the A Level examinations. Where students start on 4 subjects, the fourth will be dropped after half term in the Michaelmas term to ensure that the student has a clear understanding of all their subjects' requirements before making their decision. Students will sit their A Levels in the June of Study II (Year 13).

In very few cases a student may wish to take a stand-alone AS level at the end of Study I. Under these circumstances, the subject class will be progressing towards A Level, the teaching will be focused on A Level and there will be no study leave in the Trinity term of Study I. Girls will take AS examinations without missing any A Level lessons except while the actual AS examination takes place and they will be expected to manage their A Level work alongside any AS examinations they take.

### **A Level subjects regularly offered:**

Art	Further Mathematics	Physical Education*
Biology	Geography	Physics
Chemistry	History	Psychology
Drama*	History of Art	Religious Studies
Economics	Mathematics	Spanish
English Literature	Music	Textiles
French	Photography	

We would consider other subjects if requested, but there needs to be sufficient demand for this to be viable. This is also the case with the subjects marked with a \*.

### **BTEC Courses**

BTEC (Business and Technology Education Council) qualifications are a series of career based courses designed to supply students with the skills they need to progress on to either higher education or straight into employment.

The content in these courses is based around national occupational standards that professionals in a particular vocation must follow. It is possible to study BTEC courses by themselves, or combined alongside A level qualifications.

BTEC qualifications are assessed through a series of teacher marked assignments and external assessments rather than large summative examinations at the end of a two year course as A-levels are. This makes them particularly appealing and suitable to some students, particularly girls who thrive on coursework rather than terminal examination.

BTECs are graded as P(Pass), M(Merit), D(Distinction) and D\* (Distinction\*). More than one grade may be awarded for a course depending on its size. These grades qualify for UCAS points and are accepted by many universities for entry into higher education courses.

If you are interested in taking BTEC qualifications at Wychwood, please speak to one of the Study team for more information.

### **BTEC subjects offered:**

Business	Music	Travel and Tourism
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### **English as an Additional Language**

English as an Additional Language lessons and subject support are available for foreign students if necessary.

### **GCSE Retakes**

We hope these will not be necessary, but provision is made if we feel there is a genuine need.

### **University Applications**

These are dealt with very much on an individual basis. We hope girls will see this time as a very exciting one with all their future in front of them and wonderful opportunities available for everyone. We think it is essential to look at each girl's strengths and talk through her own ideas and ambitions. We are always happy to see parents at any time too and there is an evening entitled *The Next Stage* evening early in the Michaelmas term for parents to speak to the UCAS advisors.

We offer comments and help in completing the University Application (UCAS) form as it is essential for girls to do themselves justice here, especially when writing their personal statement. We can arrange for the girls to have interview practice in order to help them to feel confident and able to face any questions. We aim to provide support throughout the year, and although we emphasise that good grades allow a far greater choice for the future, we hope that we can help the girls achieve these grades without putting them through undue stress.

When the results are published in August a teacher is always available for consultation and advice. For anyone not gaining the qualifications required, or gaining better grades than expected, we make every effort to find a suitable alternative course and we are always willing to provide guidance and supplementary references.

### **Wychwood Sixth Programme**

Each Key Stage 5 subject is taught for a minimum of six and a maximum of ten 30 minute lessons per week with regular assignments. There are 11 lesson periods in each day. There are no formal Saturday classes. For day girls school starts with registration at 8.30am, and ends at 3.50pm, although Wychwood Sixth girls are welcome to remain in school for prep. Boarders have breakfast at 7.50am. There is a set minimum two hour prep period for all the school boarders every weekday but Wychwood Sixth girls are expected to work at other times as well. Girls may work in the Study area, or library, or Study II (Year 13) boarders may work in their bedrooms after lunch. Lights should be out by 11.00pm. Boarders are expected to attend all school meals and all registrations.

Wychwood Sixth girls do not wear school uniform but are expected to dress appropriately for a school day. They should wear clothes suitable for work, such as might be worn in an office, or as the staff wear for teaching. There is an expectation for smart casual wear, not leisure wear on a day to day basis, with smart clothes for formal occasions.

Wychwood Sixth girls have a considerable amount of freedom to organise their lives, both in and out of school. They play an important role within the school and every member will naturally assume some responsibility for the well-being of all. Traditionally Wychwood Sixth girls take part in and give their support to many school activities, and they are respected by those lower down the school as well as by all the staff. We are pleased that visitors to the school also appreciate their relaxed and friendly confidence.

### **Council**

One of the distinctive aspects of Wychwood is the school Council which is responsible for the day-to-day running of the school. During their time in Wychwood Sixth many girls are elected to be Councillors and to participate in the co-operative government of the school. This provides an opportunity to work together with the staff and to voice opinions in an atmosphere of discussion, debate and understanding.

A Councillor will take responsibility for others younger than herself in a variety of situations, and is expected to exercise authority wisely and fairly. Two head girls are chosen from among the Councillors and serve for a year from the Hilary term of Study I (Year 12).

### **Wychwood Sixth Curriculum**

In addition to lessons assigned to their Key Stage 5 subjects, girls in Study I (Year 12) are expected to attend other lessons and activities within the school week.

### **Sport**

All Wychwood Sixth girls are expected to take part in physical education on a regular basis: they ask for sports or exercise classes that they want to do and the Director of Sport will try to find an appropriate instructor. This could include sports such as badminton, lacrosse, volleyball, basketball, tennis, rounders, netball and other activities such as trampolining, zumba and aerobics. In addition girls may use the fitness suite. Students are expected to wear Wychwood School PE kit at all lessons. There are also inter-school matches and tournaments for the seniors.

Boarders may attend evening classes for example in yoga or fitness, and may go to the local swimming pool at the Ferry Centre. This centre, which is a few minutes' walk from the school, offers excellent gym and swimming facilities as well as various classes for which there will be a small charge. Both boarders and day girls are encouraged to take advantage of this.

### **Voluntary Service**

Wychwood Sixth girls may do about two hours of voluntary service each week during either year. They can choose the area in which they want to work. These vary from helping in local playgroups, charity shops and community centres to visiting elderly and disabled people in their homes. This service can be part of their Duke of Edinburgh award. Girls have the opportunity to start or continue this scheme throughout their time in Study.

### **Wychwood Sixth Extension Programme**

Wychwood's proximity to Oxford city centre means that girls are able to take part in and enjoy many of the activities of a University town. We encourage them to attend lectures, the theatre and concerts and to visit galleries and museums both independently and as part of a group. There are further opportunities for visits to London, Stratford, Birmingham and beyond when appropriate. Visits will complement the Art and Culture aspects of the General Studies course. At the beginning of the Michaelmas Term both Wychwood Sixth years undertake a challenge day and enjoy a Welcome to Wychwood Sixth dinner to integrate the year groups..

### **General Studies Week**

As part of the Wychwood Sixth Extension Programme, Study I girls participate in a General Studies week towards the end of the Trinity term. The content varies from year to year. Girls undertake cultural and educational activities and recent examples have included trips to the theatre in London, the Churchill War Rooms, cookery at Daylesford Organic Farm, a walking tour of Oxford, and courses in First Aid and Style and Make Up. We also have a variety of lectures with a mixture of in-house and outside speakers and we begin looking at the UCAS process as well as financial management.

### **Young Enterprise Scheme**

Wychwood Sixth has been actively involved in the Young Enterprise scheme since 1996. The Europe-wide scheme allows young people to form and run their own company for one year and so gain a real understanding of how business works. The company deals with real money and real problems requiring real solutions. As in real life the company risks failure but may be rewarded with success. In either event it is a valuable learning experience.

### **Music**

Girls are encouraged to participate in a variety of musical activities, both inside and outside school. These might include singing in the choir or in a school musical, and playing in ensembles. There are also opportunities to join larger choirs or orchestras and to be involved in external concerts or productions.

### **School Productions**

Wychwood Sixth girls are encouraged to take part in school productions of plays as well as musicals. Apart from performing, their help on the production side is appreciated and any initiatives are welcomed.

### **School Magazine**

Girls in the Wychwood Sixth are encouraged to write for The Elm, the school magazine. Art and Photography examination pieces are frequently featured.

### **Debating and Public Speaking**

Those interested in public speaking can compete in the Senior Youth Speaks Competition run by the Rotary Club. For those interested in debating, there is the chance to participate in the annual debating competition run by the Oxford Union. Model United Nations allows girls to investigate the world of international politics and to pit their debating skills against teams from other schools. The MUN team aims to do at least three weekend conferences a year.

**Life Skills**

A life skills programme operates within the extension programme across both years of Wychwood Sixth, offering PHSEE issues at a sixth form level, through forums after school, presentations out of school and occasionally presentations during a school day. It is expected that all Wychwood Sixth girls will attend these.

**Forum**

Regular 'Forum' meetings are held during the year. Some of these are open to parents as well as Wychwood Sixth girls. The style and content of these meetings is varied. Some are career talks, some discussions, and others are talks on topics of general interest using outside speakers. It is expected that all Wychwood Sixth girls will attend these meetings and will benefit from this opportunity to broaden their horizons.

It is difficult to avoid topics from biological science today. Any newspaper or television programme may well contain references to GM foods, the latest hopes in medicine for cancer, AIDS or asthma sufferers, organ transplantation, cloning, vaccines, the human genome project, the search for life on Mars, why the dinosaurs disappeared, saving a rare species, bringing a mammoth back to life, diet, rain forests, food scares, holes in the ozone layer or feeding the world.

The course cannot supply answers to all the questions raised. It does, however, provide a background from which to study them, understand present ideas and hopefully reach an informed viewpoint.

The course involves a study of the main chemicals in the cell, providing an introduction to biochemistry and emphasising how all life on earth follows a similar pattern. Cell biology is studied in detail and then how cells are specialised to form the different organs in animals and plants. Genetics considers the laws governing inheritance and what we know about the structure of the gene, whilst evolution involves some of the great ideas in biology and provides a unifying principle for the subject. There is slightly more emphasis on animals and human health and disease than on the plant kingdom and this seems to reflect the preference shown by many biology students.

The subject is a technical one and it draws on chemistry, geography and mathematics. It is also a practical subject and involves microscope work and experiments in the laboratory as well as a compulsory field trip to study organisms in their natural environment. Animal dissection is no longer compulsory but there are opportunities to do this should you wish. We are fortunate to be in Oxford, where visits to University lectures, the botanical garden and museums can all help to keep students and staff up-to-date.

**For A Level the units are:**

Module 1 – Development of practical skills in biology

Module 2 – Foundations in biology

Module 3 – Exchange and transport

Module 4 – Biodiversity, evolution and disease

Module 5 – Communication, homeostasis and energy

Module 6 – Genetics, evolution and ecosystems

Assessment will be by three written examination papers that test modules 1, 2, 3 and 5 then 1, 2, 4 and 6 and finally all 6 modules respectively. These will test both breadth and depth of the student's knowledge and understanding. At A Level practical skills are also tested but these will be reported on separately as a pass or fail and the marks will not form part of the overall grade.

The Extended Certificate is for students that are interested in learning about the business sector alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in business-related subjects. It is designed to be taken as part of a programme of study that includes other appropriate BTEC Nationals or A levels. It is equivalent to one A Level.

The course comprises of four units of study, 3 of which are mandatory.

**Unit 1 Exploring Business**

In this introductory unit, students study the purposes of different businesses, their structure, the effect of the external environment, and how they need to be dynamic and innovative to survive. This is a mandatory unit, assessed internally.

**Unit 2 Developing a marketing campaign**

Students will gain skills relating to, and an understanding of, how a marketing campaign is developed. This unit is assessed externally through a written exam following a pre released research activity

**Unit 3 Personal and Business Finance**

Students study the purpose and importance of personal and business finance. They will develop the skills and knowledge needed to understand, analyse and prepare financial information. This unit is assessed externally through a written exam.

**Unit 8 Recruitment and Selection Process**

Students will explore how the recruitment process is carried out in a business. The unit gives students the opportunity to participate in selection interviews and review their performance.

Mrs G Troth BSc (Hons) PGCE

A Level Chemistry is a stimulating and rigorous course which provides a sound basis for further academic study of any STEM subject as well as improving the employability credentials of students in the wider world of work and apprenticeships. It builds competence in analysis, enquiry, problem solving, communication, mathematical manipulation as well as practical laboratory skills. It also allows opportunities for students to develop their creativity and provides a framework for discovering the importance and power of chemistry in the world.

AQA A Level chemistry is a linear specification examinable at the end of the course. The three main areas of Chemistry: Organic, Inorganic and Physical Chemistry are all covered through a range of topics.

Material is examinable through three examination papers:

- Paper 1 – assesses material from the physical and inorganic topics. This is a two hour exam consisting of both long and short answers and contributes 35% of the marks available for the A Level award.
- Paper 2 – assesses some of the physical chemistry topics and material from the organic topics. This is also a two hour exam consisting of long and short answers and contributes 35% of the marks available for the A Level award.
- Paper 3 – assesses any content from the specification as well as extensive testing of the knowledge and understanding of practical techniques.
- Practical skills are also assessed through all exam papers as well as through the separate award of the practical endorsement.

The Practical endorsement allows students to develop competence in five key skill areas of experimental work through on going advice, guidance and practice. This ensures the gaining of real competence in laboratory procedures.

As well as the core curriculum A Level chemists have the opportunity to attend extra-curricular lectures and workshops, and participate in competitions and outreach events.

Mrs A Stacey BA (Hons) PGCE

**Component 1: Devising**

Coursework, 40% of the qualification.

Content overview: Devise an original performance piece. Use one key extract from a performance text and a theatre practitioner as stimuli. Performer or designer routes available.

**Assessment overview**

Internally assessed and externally moderated.

A portfolio which can be handwritten/typed evidence between 2500–3000 words or recorded/verbal evidence between 12–14 minutes.

**Component 2: Text in Performance**

Coursework, 20% of the qualification

Content overview:

- A group performance/design realisation of one key extract from a performance text.
- A monologue or duologue performance/design realisation from one key extract from a different performance text.
- Externally assessed by a visiting examiner.

**Component 3: Theatre Makers in Practice**

Written examination: 2 hours 30 minutes. 40% of the qualification

Content overview:

- Live theatre evaluation – choice of performance.
- Practical exploration and study of a complete performance text – focusing on how this can be realised for performance.
- Practical exploration and interpretation of another complete performance text, in light of a chosen theatre practitioner – focusing on how this text could be reimagined for a contemporary audience.

**Assessment overview****Section A: Live Theatre Evaluation**

Students answer one extended response question from a choice of two requiring them to analyse and evaluate a live theatre performance they have seen.

**Section B: Page to Stage: Realising a Performance Text**

Students answer two extended response questions based on an unseen extract from the performance text they have studied. Students will demonstrate how they, as theatre makers, intend to realise the extract in performance. Students answer from the perspective of a performer and a designer.

**Section C: Interpreting a Performance Text**

Students answer one extended response question from a choice of two based on an unseen named section from their chosen performance text. They will demonstrate how their re-imagined production concept will communicate ideas to a contemporary audience. Students will also need to outline how the work of their chosen theatre practitioner has influenced their overall production concept and demonstrate an awareness of the performance text in its original performance conditions.

## Economics Edexcel A Level 9EBO

In the first year of the course students are introduced to economics through building knowledge of core microeconomic, macroeconomic and business concepts, and applying that knowledge to business contexts and evidence relating to the macroeconomic environment.

The second year of study builds upon the first two themes explored and provides a wider breadth and depth of knowledge and understanding with applications of the more complex concepts and models. The qualification is assessed through three two-hour hour external examinations.

If you are considering taking this course, you must:

- be prepared to take an interest in current economic issues, national and international business news;
- want to learn how to analyse information effectively and be able to suggest solutions to real problems affecting businesses, the economy and individuals;

The four themes

### **Theme 1 – Markets, consumers and firms.**

In this theme, students explore the way in which consumers make choices and entrepreneurs create desirable products. Content from Theme 1 will be assessed in Paper 1.

### **Theme 2 - The wider economic environment**

This theme helps students to explore how firms can become more competitive. It introduces them to the wider international and economic environment in which firms operate. Content from Theme 2 will be assessed in Paper 2.

### **Theme 3 – The global economy**

This theme builds on the content of *Theme 2: The wider economic environment* and continues its focus on the international economic environment. Students will need to build upon the knowledge, skills and understanding developed from Theme 2.

### **Theme 4 - Making markets work**

This theme starts by considering degrees of competition within markets and then encourages students to apply their understanding to how governments may improve the functioning of markets and the economy.

### **Course Outline**

<b>Unit</b>	<b>Unit Titles</b>	<b>Assessment</b>
1	Markets and how they work	Exam: 2 hours.
2	Competing in a global economy	Exam: 2 hours
3	The economic environment and business	Exam: 2 hours

Mrs G Troth BSc (Hons) PGCE

## **English Literature   Edexcel   A Level 9ET0**

We hope that, after the two year course with us, girls will have acquired the ability to pass the A Level examination with a very high grade. They will also have developed an awareness of the English literary tradition, skills in critical analysis and an enjoyment of great literature which will serve them for the rest of their lives. Much of the work done during the UT and Shell years (Years 10 and 11) is a foundation for A Level.

The syllabus requires the study of 8 texts, with an emphasis on pre-1900 texts as well as post-2000 texts, as well as a comparative response to unseen poetry.

External assessment accounts for 80% of the final mark with three terminal examinations in each of Drama, Prose and Poetry. The further 20% of marks is drawn from a Coursework task which a 2500 - 3000 word is extended comparative essay comparing two of the eight texts.

The text is at the heart of the syllabus with a clear focus across the three main genres and a distinctive approach to literary criticism.

### **Drama**

Students will study a Shakespearean Tragedy, 'Othello' as well as the genre of Tragedy through critical essays and commentary related to this Shakespeare play. A further pre-1900 Drama text, 'The Importance of being Earnest' by Oscar Wilde, will also be studied. Each play is examined separately.

### **Prose**

Two prose texts are studied with a focus on Women and Society. The pre-1900 Hardy text 'Tess of the d'Urbervilles' will compare conditions and expectations of women in rural Victorian England with those of women in post 2000 Afghanistan and the history leading up to this period of history through Khaled Hosseini's text 'A Thousand Splendid Suns'. These texts are examined comparatively.

### **Poetry**

Students will study two anthologies of poetry, a selection of poetry by Philip Larkin and a post-2000 selection of poetry from poets such as UA Fanthorpe, Carol Ann Duffy, Andrew Motion, Seamus Heaney and Simon Armitage. A response to unseen modern poetry in response to the post-2000 anthology is a compulsory synoptic requirement of this paper. As such, Practical Criticism will be taught across both years.

We take every opportunity to see productions of set and related texts in Oxford, London or Stratford and, where possible, attend conferences held in London which enable the students to hear lectures from leading academics. However, the main focus of the course is written work and we also expect independent reading and research. Weekly essays and other written pieces are set and during the course the girls are helped to develop a fluent and mature written style and an ability to construct relevant, detailed and cogent arguments. These are skills which are invaluable at University level for many subjects.

We hope to teach by a constant but almost imperceptible refining of students' responses through written work and discussion. Students are encouraged to understand and challenge their own responses and gradually lessons become an opportunity for exchanging different attitudes and ideas. We think that, with growing confidence and experience, our students are able to approach the examinations prepared in both factual content and attitude, with confident critical skills and secure written expression. We have been delighted with the level of passes and high grades achieved in the past, but we are pleased most of all by those girls who have appreciated and enjoyed their studies here.

Ms B Sherlock BA (Hons) MEd (Oxon) PGCE  
Mrs H Kirby BA (Hons) PGCE  
Mrs E Dean MA (Oxon) PGCE

Fine Art is the area of Art and Design primarily concerned with personal expression, with producing something individual and creative. Work may be objective and analytical, or emotive and expressive, but fundamentally it is the response of the individual using the language of the visual arts, reflecting a critical and historical understanding of the subject.

Art at A Level incorporates and builds on the aims and patterns of work established in GCSE Art, allowing a natural progression in Art education both for those who intend to undertake further studies (a Foundation year and then a 3 year Degree course) and those who have an interest in and aptitude for the subject, but do not intend to take it further. A GCSE qualification is essential, preferably a grade A or A\*. The course consists of a mixture of internally and externally set work. Work presented for assessment must show that all the objectives demanded by the Board have been met.

Students keep sketchbooks throughout the course, showing evidence of the development of their ideas with reference to the work of other artists, and showing their understanding of meanings and their ability to make skilled judgments in visual and verbal form.

Those pupils who have done GCSE Art at Wychwood will have developed strong sketchbook skills which reflect their own individual approaches and these will stand them in good stead for A Level and beyond.

### **Year 12**

#### **Component 1:** The Personal Investigation

A programme exploring the formal elements, and then a more personal response, working sequentially through initial ideas to a conclusion. Supporting studies and practical work to be submitted.

#### **Component 2:** Externally Set Assignment (only taken by students taking the AS Level qualification)

A theme is set by the Board in January. The 10 hour timed exam will be done at the end of the Hilary term.

### **Year 13**

#### **Component 1:** The personal Investigation (60% of total A Level qualification)

Practical work with supporting studies and a final outcome linked to a personal written study of 1000 – 3000 words, which is worth 12%.

#### **Component 2:** Externally Set Assignment (40% of total A Level qualification)

A 15 hour period of sustained focus under examination conditions from a given theme. A final outcome, with preparatory studies submitted.

The Wychwood Sixth groups have their own studios, with each pupil having her own personal work space. These are always open. The development of a strong and confident individual style in a wide variety of materials is very important. The standard required is high, and students need to be self-motivated and able to work independently. Students with above average ability and a real desire to work at the subject are encouraged to embark on these courses.

## French

## AQA A Level 7652

French is a course worth studying in its own right. It is challenging but interesting. It builds on work that you will have met at GCSE and introduces new ideas and concepts. It serves as a very useful support for many other qualifications, as well as being a very sought-after qualification for the workplace and courses in Higher Education.

This qualification is linear which means that students will sit all their exams at the end of the course. The course will offer areas of study which are contemporary and age-appropriate to the students.

Learners will increase their knowledge of countries where French is spoken through the study of the language in its cultural, literary and social context. The assessment of speaking, reading, listening and translation will be based on the areas of study. For the assessment of the writing, students will produce essays related to the films and literary texts which have been chosen.

### A Level

Paper 1: **Comprehension:** (50% of A Level)

(listening, reading and translation into English and translation into French):

Written paper: 2 hours 30 minutes

Total marks: 100

Paper 2: **Writing:** (20% of A Level)

Written paper: 2 hours

Total marks: 80      Critical essay on a prescribed film and a literary text or 2 literary texts

**Speaking:** (30% of A Level)

Speaking test: 16-18 minutes + 5 minute preparation

Total marks: 60      Discussion of a sub-topic and presentation and discussion of individual research project

The following areas of study form the basis of listening and reading, comprehension, translation and the stimulus cards for the speaking test:

**Social issues and trends\*:** The changing nature of the family, the effects of communication technology on society, voluntary work.

**Aspects of French-speaking society, current issues:** diversity, marginalization, crimes and punishment.

**Aspects of artistic culture in the French-speaking world\*:** heritage, contemporary francophone music, and cinema.

**Aspects of the political life in the French-speaking world;** youth and political commitments, social unrest, politics and immigration.

Areas of study in the list above marked \* are common to both AS and A Level in order to offer the flexibility to teach both courses alongside each other.

**For their individual research project,** students must identify a subject or a key question which is of interest to them and which relates to a country or countries where French is spoken. They must select relevant information in French from a range of sources including the internet. The aim of the research project is to develop research skills.

Students will demonstrate their ability to initiate and conduct individual research by analysing and summarising their findings, in order to present and discuss them in the speaking assessment.

### **How can I develop my skills by doing this course?**

As well as covering an advanced level study of French, this course will enable you to develop some key skills, for example research skills which will be essential to you whatever you go on to do in the future.

Students for examination are required to demonstrate their knowledge of contemporary society. Consequently, we believe it is necessary for all students to spend **as much holiday time as possible abroad**, preferably with a francophone family. A number of organisations specialise in linguistic stays and we can advise you on the various possibilities. These visits should take place during **the summer before the beginning of the course** and, **for those taking an A Level, preferably again during the following summer. All students should appreciate this requirement before embarking on the course.**

### **What facilities and equipment will I use?**

We are fortunate in that the Maison Française, our local French cultural centre, is literally just around the corner, with its excellent library, reading room, exhibition hall and lecture rooms. Students will need to provide themselves with:

Collins-Robert Dictionary                      (bilingual)  
Robert French Dictionary                   (monolingual)  
MP4 player

### **What could I go on to do at the end of my course?**

A French language qualification is acceptable for virtually all University subjects, not only the obvious Language, Literature and Applied Language courses. It will often be a requirement or an option in the following courses: management and business studies, administration courses, travel and tourism studies. In science-based subjects (especially medicine, pharmacology and other biological sciences, not to mention recent developments in computing), many relevant papers are published in French. Knowledge of a European language, such as French, will weigh heavily in your favour when applying for either an *Erasmus* or *Comet* grant for a year of study abroad.

French can enhance your chances for a career in industry, commerce, management, fashion, diplomacy and bilingual secretariats or PA posts. If you would like to work abroad, do not forget that French is spoken not only in the core area (France and neighbouring Belgium, Luxembourg and Switzerland) but also in parts of North America and the Caribbean, many African countries, and even in southeast Asia and the Indian and Pacific Ocean islands.

Mrs C Collcutt, DEUG

Geography at A Level allows an in-depth study of subject matter which is topical and wide-ranging, thus providing a useful basis for a variety of career choices.

The specification whilst retaining many of the popular topics from the old specification, such as hazards and population, also contains new units that reflect the current issues in today's world.

Among the many benefits, the specification is designed to encourage students to:

- Develop fieldwork skills and study geographical issues and impacts.
- Develop a specialist interest within the field of geography and progress to higher education and employment.

This qualification is linear meaning that students will sit their examinations and the school will submit their non-examination assessment at the end of the course.

### **Subject content details**

#### **Component 1: Physical geography**

Section A: Water and carbon cycles

Section B: Coastal systems and landscapes

Section C: Hazards

#### **Component 2: Human geography**

Section A: Global systems and global governance

Section B: Changing places

Section C: Population and the environment

#### **Component 3: Geography fieldwork investigation**

Students will complete an individual investigation of between 3000 and 4000 words, which must include data collected in the field. The individual investigation must be based on a question or issue defined and developed by the student, and it must relate to some part of the specification content. A large proportion of this will be completed during the summer break between the first and second year of the course.

#### **Component 4: Geographical skills**

The specification will be taught linearly, with Hazards, Coastal Systems and Landscapes, and Changing Places occupying the first year and the remaining units of study being covered in the second year.

Students will also undertake four days of fieldwork during their A Level course organised by the school, which can be completed in a number of ways: locally or further afield; on full days or on part days.

The first two components of the course will each be assessed by way of a written examination, lasting 2 hours and 30 minutes, with each paper contributing 40% towards the A Level. The third component will account for the final 20% of the A Level, and will be marked internally in school before being sent to the examination board for moderation. The fourth component will be assessed across the two examinations and the fieldwork investigation.

The A Level course consists of four units. External assessment of three units at the end of Study II (Year 13) accounts for 80% of the A Level, with a coursework essay worth 20% of the marks.

For Unit 1, the students are required to study a British period in depth and we cover Modern Britain 1930-1997. This topic looks at the domination of the Conservatives, 1951-1964, the reasons for their decline, the resurgence of the Labour Party, and the end of the post-war consensus with the election of Margaret Thatcher as Britain's first female Prime Minister in 1979. We will also conduct a special enquiry into Winston Churchill, 1930-1951, looking in particular at his role as wartime Prime Minister. This will involve careful study of source material and introduces students to historical debate and varied opinions of historians.

Unit 2 is a non-British period study, and for this we look at Russia in 1894-1941. We will cover the last years of the Romanov dynasty, the impact of the changes caused by industrialisation and the First World War, the Bolshevik Revolution and concluding with the impact of Stalin's rule.

Unit 3 is a thematic study over 100 years. We investigate Rebellion and Disorder under the Tudors 1485-1603. This theme focuses on the causes, nature and extent of disorder in England and Ireland during this period. There will also be three depth studies into the Pilgrimage of Grace, the Western Rebellion and Tyrone's Rebellion. The girls are encouraged to assess the significance of events, ideas, attitudes and beliefs, and how they influenced behaviours and actions.

Unit 4 requires the students to undertake an historical enquiry, and we will study 20<sup>th</sup> Century Superpower Relations, c1941-1990. This topic builds on their knowledge of Russia in Unit 2, and looks at why the Cold War emerged and why it came to an end. As a class we will cover the general details of the topic and then each girl will select an issue or event to research. They will write up their choice as a 4,000-word essay that will be marked by the teacher and then moderated by OCR.

History requires a willingness to read and think about new information, and discussion of why people act as they do is an important part of this course. A strong written style is very helpful as essays are a key part of the assessment. History encourages students to be active learners and hopefully broaden their understanding of both the past and present day events. As such, it is particularly useful for anyone considering a career in Journalism or Law. The most important reason for choosing this subject should be a real interest in investigating key events and individuals and I look forward to watching girls becoming increasingly confident and knowledgeable as the course progresses.

Mrs J Sherbrooke BSc (Hons) MSc, PGCE

## **History of Art      Edexcel      A Level (9HT0)**

History of Art is an academic essay based subject. The course assumes no previous knowledge of art history and requires no practical artistic skills. It develops your understanding of the relationship between society and art; art historical terms, concepts and issues; the influence of cultural, social and political factors, as well as developments in materials, techniques and processes of both art and architecture. It includes work from beyond the European tradition introducing a global scope that is appropriate for the modern world. Work covered in the classroom is supplemented by frequent visits to galleries, exhibitions, lectures and architectural sites in Oxford, and collaboration with other art history departments in the locality. We also travel to London and further afield on an annual study trip abroad. In 2017 we visited Paris and plan to visit Rome in 2018.

Students will sit the Level 3 Advanced GCE

### **Paper 1: Visual analysis and themes**

3 hour written examination; 50% of the qualification

#### **Section A: Visual analysis**

Students answer a single compulsory question that requires them to comment on an unseen photograph of: a painting; a sculpture; and a building.

#### **Section B: Themes**

The two themes studied are Nature in art and architecture and Identities in art.

### **Paper 2: Periods**

3 hour written examination; 50% of the qualification

The two Periods studied are Invention and illusion: the Renaissance in Italy (1420–1520) and Rebellion and revival: the British and French Avant-Garde (1848–99)

For each Period, students answer a single compulsory question in four parts.

For further course information see

<https://qualifications.pearson.com/content/dam/pdf/A%20Level/history-of-art/2017/specification-and-sample-assessments/GCE-HISOFART-SPEC.pdf>

History of Art works well in combination with virtually any other subject, in particular History, English, Languages and the Arts. In terms of University entry, it equips students with a number of transferable skills including critical and analytical competencies, a valuable asset for most undergraduate courses as well as a sound cultural understanding. Universities respect the intellectual rigour and academic discipline of the subject. Many students go on to study History of Art at University. Careers can be found in galleries, museums, auction houses and publishing. It is an excellent subject to consider if you are aiming for a career in the creative and cultural industries, including architecture, design, film or advertising.

Even if this subject is not pursued at university, it will open students' eyes to a lifetime of critical analysis of the art and architecture in the world around them.

Dr J Williams BA (Hons) PGCE MA PhD

**Requirements**

A Level Mathematics is accepted toward the entrance qualifications of a wide range of university courses, and is a requirement for a few. It is also well thought of by many employers. The most important reason for studying Mathematics is the fascination of the subject, which is neither a science nor an art, and it is important that you find some enjoyment in learning more about the concepts and methods.

Most aspects of the GCSE course will be met at a higher level in the A Level course though it is particularly important to have a good grasp of the algebra and trigonometry studied at GCSE.

It is expected that those who join the course will have achieved a grade 7 or above in the Higher tier GCSE course.

**Aims**

A successful student will develop her ability to reason logically and to analyse problems and apply mathematical methods to solve them. Some of the problems will be set in the context of the 'real world', and the technique of mathematical modelling will be explored and used to allow their solution. As the course continues, the relations between the many different techniques first met at GCSE will become clearer, and the unity of the subject will become more apparent.

**Structure**

This subject is linear and the new specification was first taught in September 2017. There are no longer individual units for the course. There is a common course that has to be studied which includes Pure Mathematics, Statistics and Mechanics. At the end of the course there are three 2 hour papers; Papers 1 and 2 are both on Pure Mathematics and Paper 3 is on the Statistics and Mechanics topics. The total marks for all 3 papers is 100 and each paper is worth  $33\frac{1}{3}$  % of the qualification.

The Pure Mathematics topics extend the algebra, co-ordinate geometry and trigonometry studied up to GCSE and introduce new topics such as calculus and logarithms. Statistics is used by students of biology, economics, geography, and psychology. The topics studied will build on ideas already met at GCSE as well as new topics such as statistical distributions and hypothesis testing. Mechanics is the application of mathematical methods to specific problems in Physics. This builds on topics such as kinematics which have already been met at IGCSE as well as introducing forces and Newton's Laws of Motion.

Further Mathematics is taken **in addition** to A Level Mathematics, not as a separate subject. There is still some flexibility in the choice of units to make up the course, so the information below gives what options girls might take. It is expected that those who join the course will have an A\* grade at GCSE.

The course has four one and a half hour papers, the total marks for each paper is 75 and each paper is worth 25% of the qualification. Paper 1 and 2 are both compulsory and are called Core Pure Mathematics 1 and 2. There is a first option, which can be chosen from Further Pure Mathematics 1, Further Statistics 1, Further Mechanics 1 and Decision Mathematics 1. The second option can be chosen from Further Pure Mathematics 2, Further Statistics 1, Further Statistics 2, Further Mechanics 1, Further Mechanics 2, Decision Mathematics 1 and Decision Mathematics 2, but there are restrictions on which papers can be taken together.

Mrs B Stevens BSc (Hons), PGCE

## **Music            Edexcel            A Level 9MU0**

Before starting this course, girls must:

- Play an instrument or sing at grade 6 ABRSM standard.
- Have grade A or above at GCSE Music.

It is strongly recommended that girls pass the ABRSM grade 5 theory of music examination before commencing A Level music.

### **What does the course involve?**

The course will consist of three elements: Performing, composing and appraising.

- Performing is worth 30%. Students will have to perform for eight minutes. The performance can be either solo and/ or ensemble based.
- Composing is worth 30%. Pupils must compose two pieces. One piece must be in response to a brief set by the examination board, whilst the other is free choice.
- Appraising is worth 40%. It is assessed through a two hour examination at the end of the course. Girls study six areas of study, with three set works in each area. The areas of study are:
  - Vocal music
  - Instrumental music
  - Music for film
  - Popular music and jazz
  - Fusions
  - New directions

This is a course that will stretch students in all areas of music and give them a wide understanding of many different musical genres.

Mrs B A Walster BMus (Hons) MA PGCE

## **Music            Edexcel            BTEC Nationals:**

**For first teaching in September 2018. It should be noted that the course specification has yet to be released by Edexcel, so the details below may be subject to change.**

### **Who are these qualifications for?**

The music BTEC courses are for students wanting to continue their education through applied learning, and who aim to progress to higher education and ultimately to employment, possibly in the music sector or in the creative sectors as a whole. The music industry currently supports more than 117,000 full time jobs in the UK and contributes £4.1 billion to the UK economy.

BTEC courses carry UCAS points and are recognised by higher education providers as contributing to admission requirements to many courses, if taken alongside other qualifications as part of a two year programme of learning. The requirements of the qualifications also mean that students will develop the transferable and higher-order skills that are valued by employers.

No prior study of the sector is required, but students should normally have a range of GCSE passes, including English and Mathematics.

The music BTEC National will be offered at two levels:

The Pearson BTEC Level 3 National Extended Certificate in Music: Equivalent to one A Level

The Pearson BTEC Level 3 National Foundation Diploma in Music: Equivalent to one and a half A Levels.

### **The National Extended Certificate in Music**

Girls will undertake three core units, covering:

- Ensemble performance techniques
- Professional practice in the music industry
- Creating a music product

Students also choose one option unit. The option units have been designed to support progression to more specialist music courses in higher education and to link with relevant occupational areas such as composition, business, technology and performance.

### **The National Foundation Diploma in Music**

Girls will undertake four core units, covering:

- Music performance
- Professional practice in the music industry
- Music skills development
- Creating a music product

Students also choose two option units, both of which have been designed to support progression to more specialist music courses in higher education and to link with relevant occupational areas such as solo performance and live event management.

The BTEC National music courses offer an exciting opportunity to focus on practical music and to develop an understanding of the music industry. I would be delighted to welcome students onto the course.

Mrs B A Walster BMus (Hons) MA PGCE

Students who opt to take photography develop a means of personal enquiry and expression involving the selection and manipulation of images including digital imagery. Students employ creative approaches in their work, which go beyond mere observation and recording and are encouraged to work with both the still and the moving image. Students develop skills in all aspects of photographic practice including technical, theoretical and application of elements within creative photography.

It is essential that all students have a camera from the beginning of the course. The photography teacher can advise on make and model.

### Year 12

#### **Component 1:** Coursework ('Environment' project and 'Photographers' project)

The aim of this unit is to ensure that students develop an understanding of the expressive nature of the formal elements within photography and film. The possible range of practices might include: comparing, criticising, describing, collecting, investigating, analysing, evaluating, assimilating, exploring etc.

Students will develop a personal response to a theme. They work sequentially through a series of ideas towards diverse personal outcomes and a well-considered conclusion or conclusions.

#### **Component 2:** Externally Set Assignment (only taken by students taking the AS Level qualification)

Students will be given a preparatory period for the controlled test. They are given a theme with possible starting points and are required to develop ideas, research, make connections to other photographic artists and develop a personal, coherent response from the given theme. There is a 10 hour timed element, in school hours, under exam conditions, in which they must produce their outcome. Students are also required to keep and develop a work journal for each unit throughout the AS course and into A Level.

### Year 13

#### **Component 1:** Coursework (Personal Investigation)

This unit incorporates two linked elements: practical work in the form of studies and end pieces and personal study in the form of a written and illustrated dissertation. Students will build on their prior knowledge and experience developed during the GCSE and AS courses and develop a focus of study most suited to them and their own interests in photography.

The supporting studies will involve students:

- identifying and selecting a focus for personal creative ideas
- undertaking investigative and research work appropriate to their focus
- selecting and explaining appropriate media and processes
- developing, reviewing and refining ideas
- realising a personal response

#### **Component 2:** Externally Set Assignment

For assessment, students must submit unaided work produced under examination conditions in a period of 15 hours. The journal, preparatory work and unaided work in this final unit will show the extent to which they can use the skills and the language of the subject that they have developed throughout the course and is essential to success.

A Level PE is offered for those which have a keen interest in sport and who wish to extend their understanding and skills in all forms of physical activity. Students receive a well-rounded and full introduction to the world of PE, sport and sports science. This complete grounding in the subject provides an excellent base from which to build when moving on to higher education, employment or further training. Students can develop a range of practical skills, including communication using appropriate language, dealing with pressure, split second decision-making, analysing and evaluating performance, and more.

Related career paths that could be followed are Sports Science, Sports Psychology, working in the fitness industry, coaching or teaching Sport and PE, Performance Analysis, Physiotherapy, Nutrition and Sports Development.

**Paper 1: Factors affecting participation in physical activity and sport****What is assessed:**

Section A: Applied anatomy and physiology

Section B: Skill acquisition

Section C: Sport and society

**How it is assessed:**

Written exam: 2 hours

105 marks

35% of A Level

**Paper 2: Factors affecting optimal performance in physical activity and sport****What is assessed:**

Section A: Exercise physiology and biomechanics

Section B: Sport psychology

Section C: Sport and society and technology in sport

**How it is assessed:**

Written exam: 2 hours

105 marks

35% of A-level

**Non-exam assessment: Practical performance in physical activity and sport****What is assessed:**

Students are assessed as a performer or coach in the full sided version of one activity.

Plus written/verbal analysis of performance.

**How it is assessed:**

Internal assessment, external moderation

90 marks

30% of A Level

At this level students are highly encouraged to be participating in their chosen practical activity at a good standard, which should take place outside of school at a club or recreational activity.

The main aim of A Level physics is to encourage students to develop an interest in and enthusiasm for physics. Along the way they will develop an appreciation of how society makes decisions about scientific issues and how science contributes to the success of both the economy and of society.

In Study I students study mechanics, electrons, waves and photons and practical skills in physics.

In mechanics, girls will develop knowledge and understanding of the key ideas used to describe the motion of objects, understand the implications of several forces acting on a body and the applications to engineering and design, develop awareness of how the principle of conservation of energy can be applied to many situations, from rollercoasters to construction, as well as developing analytical and experimental skills.

In electrons, waves and photons, girls will understand how models and theories have changed and developed with the understanding of the electron, be able to build electric circuits and understand their uses and applications, deepen their understanding of waves and become aware of the concept of wave particle duality, develop an understanding of quantum physics and an appreciation of the role of symmetry in nature.

The practical skills module will be assessed in the external exams, but students are also required to satisfy an endorsement by an external moderator of a series of practicals undertaken throughout the year. This endorsement does not contribute to their final grade. Girls will be examined on their ability to design and carry out safe experiments, to analyse and interpret data, recognising correlations and causal relationships and on their ability to evaluate methodology and resolve conflicting evidence.

In Study II students study the Newtonian world, fields, particles, cosmology, medical physics and practical skills in physics.

In the Newtonian world girls will discuss the use of models in explaining the world around us and understand why Newtonian physics does not apply to situations involving speeds close to the speed of light. They will understand how theories are proposed and developed and apply Newtonian mechanics to the behaviour of gases.

In fields, particles and medical physics girls will extend their knowledge of electric and magnetic fields, investigate atomic theory, its applications to radioactivity and explore the possible viability of nuclear fission and fusion as ways of meeting the demand for electricity in the future. They will explore the application of physics to medical imaging and explore models of the universe, its possible origin and future.

In the second practical skills module students will be expected to extend their ability to carry out experimentation and analyse data. A practical endorsement of experimental work is again required as well as practical skills assessment within the written exams.

Studying A Level physics will provide girls with a rich experience, allowing them the exciting opportunity to understand the physical world and the secrets it holds.

**Psychology****OCR****A Level H567**

A Level Psychology will give you an understanding of the way people think and why people behave in certain ways. Psychology is the scientific study of the brain and behaviour, and the topics covered at A Level are diverse and fascinating. Beyond developing your knowledge of the subject itself, you will learn a variety of skills including analytical thinking, improved communication, problem solving and evaluation. These skills will be invaluable to you across other subjects and in preparation for studying at university level regardless of your chosen degree.

1. The study of classic and contemporary theories and research studies drawn from different topic areas and theoretical perspectives within psychology.
2. Developing an understanding of the methods used in psychological research and using this knowledge to design, carry out and analyse the results of small scale research investigations in regular class practical activities.
3. Developing critical thinking skills through the consideration of psychological issues and debates, for example, the interaction between nature and nurture in shaping behaviour, and gender bias in theories and studies.

This qualification is linear and is examined as follows:

<b>Paper</b>	<b>Topics</b>	<b>Weighting</b>	<b>Examination Taken</b>
Research Methods	Planning, conducting and reporting psychological research	30%	Summer of Study II (Year 13)
Psychological themes through core studies	Introduces key themes in psychology represented by classical and contemporary core studies	35%	Summer of Study II (Year 13)
Applied psychology	Compulsory section on Issues in mental health plus two options chosen from Child psychology, Criminal psychology, Environmental psychology and Sports and exercise psychology	35%	Summer of Study II (Year 13)

There is no coursework. The course involves some basic statistics and a B grade in Maths is, therefore, desirable. All three examinations contain a mixture of shorter answers and extended writing questions. The Research Methods paper includes some multi-choice answers and data analysis and presentation.

Dr M Donald PhD; MA Oxon BA (Hons) Oxon

Philosophy of Religion, Religious Ethics and Developments in Christian Thought.

Religious Studies is a course which is challenging, open-ended and discursive. It is for students who value the opportunity to explore in some depth real issues concerning human life and existence and it is not reliant upon any specific faith or belief system.

The aim of the OCR course is to:

- Develop an interest in and an enthusiasm for a rigorous study of religion and philosophy.
- Treat the subject as an academic discipline by developing knowledge and understanding appropriate to a specialist study of religion.
- Use an enquiring, critical and empathetic approach to the study of religion.

We will be studying the following areas:

- Unit H573/01 Philosophy of Religion- Plato and Aristotle; Soul, mind and body; Life after death; Religious Experience; Arguments for and against the existence of God; the nature of God; Religious language; Twentieth century perspectives.
- Unit H573/02 Religion and Ethics – Normative ethical theories – natural law, situation ethics, virtue ethics; Applied ethics – Sexual ethics, euthanasia; ethical language – egoism, duty, preference; metaethics; Freewill and conscience; Developments in ethical thought.
- Unit H573/03 Developments in Christian thought - Human nature and purpose of life; the self and immortality; Knowledge and revelation of God; The Bible; Jesus Christ; the challenge of secularism; responses to secularism.

These units are assessed through essay-style questions in the examinations and each paper is 2 hours long.

Ms C Crossley BA Theology (Hons), PGCE

Spanish is now spoken by nearly 450 million people all over the world. It is the most spoken mother tongue after Mandarin Chinese. It is also the second most studied language after English.

A Level Spanish is a course worth studying in its own right. It is challenging but interesting. It builds on work that you will have met at GCSE and introduces new ideas and concepts. It serves as a very useful support for many other qualifications, as well as being a sought-after qualification for the workplace and courses in Higher Education.

**What facilities and equipment will I use?**

Students will need to provide themselves with a bilingual Oxford Spanish dictionary or online equivalent.

**What could I go on to do at the end of my course?**

A Spanish language qualification is acceptable for virtually all University subjects, not only the obvious Language, Literature and Applied Language courses. It will often be a requirement or an option in the following courses: Management and Business studies, Administration courses and Travel and Tourism studies. In science-based subjects (especially medicine, pharmacology and other biological sciences, not to mention recent developments in computing), many relevant papers are published in Spanish. Knowledge of this European language will weigh heavily in your favor when applying for either an *Erasmus* or *Comet* grant for a year of study abroad.

Spanish can enhance your chances for a career in industry, commerce, management, fashion, diplomacy, and bilingual secretariats or PA posts. If you would like to work abroad, do not forget that Spanish is spoken not only in the core area (Spain and the neighboring Balearic and Canary Islands) but also in most of Latin America and the United States.

**Paper 1: Listening, reading and writing****What is assessed:**

- Aspects of Hispanic society
- Artistic culture in the Hispanic world
- Multiculturalism in Hispanic society
- Aspects of political life in Hispanic society
- Grammar

**How it is assessed:** (50% of A Level)

Written exam: 2 hours 30 minutes

Total marks: 100

**Questions**

- Listening and responding to spoken passages from a range of contexts and sources covering different registers and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail. Studio recordings will be used and students will have individual control of the recording. All questions are in Spanish, to be answered with non-verbal responses or in Spanish (30 marks).
- Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail. All questions are in Spanish, to be answered with non-verbal responses or in Spanish (50 marks).
- Translation into English; a passage of minimum 100 words (10 marks).
- Translation into Spanish; a passage of minimum 100 words (10 marks).

## **Paper 2: Writing**

### **What is assessed:**

- One text and one film or two texts from the list set in the specification
- Grammar

### **How it is assessed:** (20% of A Level)

- Written exam: 2 hours
- Total marks: 80 marks

### **Questions**

- Either one question in Spanish on a set text from a choice of two questions and one question in Spanish on a set film from a choice of two questions or two questions in Spanish on set texts from a choice of two questions on each text.
- All questions will require a critical appreciation of the concepts and issues covered in the work and a critical and analytical response to features such as the form and the technique of presentation, as appropriate to the work studied (e.g. the effect of narrative voice in a prose text or camera work in a film).

Students are advised to write approximately 300 words per essay

## **Paper 3: Speaking**

### **What is assessed:**

- Individual research project
- One of four sub-themes i.e. Aspects of Hispanic society or Artistic culture in the Hispanic world or Multiculturalism in Hispanic society or Aspects of political life in Hispanic society

### **How it is assessed:** (30% of A Level)

- Oral exam: 21–23 minutes (including 5 minutes preparation time)
- 60 marks in total

### **Questions**

- Discussion of a sub-theme with the discussion based on a stimulus card (5–6 minutes). The student studies the card for 5 minutes at the start of the test (25 marks).
- Presentation (2 minutes) and discussion (9–10 minutes) of individual research project (35 marks).

Students may take the assessment only once before certification. Assessments will be conducted by either the school or a visiting examiner and marked by an AQA examiner.

The A Level specification builds on the knowledge, understanding and skills gained at GCSE. It constitutes an integrated study with a focus on language, culture and society. It fosters a range of transferable skills including communication, critical thinking, research skills and creativity, which are valuable to the individual and society. The content is suitable for students who wish to progress to employment or to further study, including a modern languages degree.

The specification has been designed to be studied over two years.

The approach is a focus on how Spanish-speaking society has been shaped socially and culturally and how it continues to change. In Year 12 (Study I), aspects of the social context are studied, together with aspects of the artistic life of Spanish-speaking countries. In Year 13 (Study II) further aspects of the social background are covered, this time focusing on matters associated with multiculturalism. Students also study aspects of the political landscape including the future of political life in the Hispanic world by focusing on young people and their political engagement.

Students will develop their knowledge and understanding of themes relating to the culture and society of countries where Spanish is spoken, and their language skills. They will do this by using authentic spoken and written sources in Spanish.

The choice of works (literary texts and films) offers opportunities to link with the themes so that, for example, the play *La casa de Bernarda Alba* could be linked to the sub-theme Modern and traditional values while the film *Volver* could be connected to the sub-theme Equal rights.

Students following this specification will develop their language knowledge, understanding and skills through:

- using language spontaneously to initiate communication; ask and answer questions; express thoughts and feelings; present viewpoints; develop arguments; persuade; and analyse and evaluate in speech and writing, including interaction with speakers of Spanish
- applying knowledge of pronunciation, morphology and syntax, vocabulary and idiom to communicate accurately and coherently, using a range of expression – including the list of grammar in this specification
- using language-learning skills and strategies, including communication strategies such as adjusting the message, circumlocution, self-correction and repair strategies
- listening and responding to spoken passages including some extended passages from a range of different contexts and sources, adapted as necessary, covering different registers and types, including authentic communication involving one or more speakers
- reading and responding to a variety of texts including some extended texts written for different purposes and audiences drawn from a range of authentic sources, including contemporary, historical and literary, fiction and non-fiction texts, adapted as necessary
- understanding the main points, gist and detail from spoken and written material
- inferring meaning from complex spoken and written material, including factual and abstract content
- assimilating and using information from spoken and written sources, including material from online media
- summarising information from spoken and written sources, reporting key points and subject matter in speech and writing
- translating an unseen passage from Spanish into English
- translating an unseen passage from English into Spanish.

Students must also study either one book and one film or two books from the lists in this specification. They must appreciate, analyse and be able to respond critically in writing in Spanish to the work they have studied. Their understanding of the work must include a critical appreciation of the concepts and issues covered and a critical and analytical response to features such as the form and the technique of presentation as appropriate to the work studied (e.g. the effect of narrative voice in a prose text or camera-work in a film). In addition, students following this specification will:

- develop research skills in Spanish, demonstrating the ability to initiate and conduct individual research on a subject of personal interest, relating to the country or countries where Spanish is spoken
- identify a key question or subject of interest and select relevant information in Spanish from a range of authentic sources, including the internet
- use information to illustrate knowledge and understanding of the research subject
- analyse and summarise research findings, elaborating on key points of interest, as appropriate, through oral presentation and discussion.

Mr L Jimenez LLB MA Spanish

Textiles is part of the GCE Art and Design qualification and is delivered over two years. It is practical in content, involving no formal written examination. However work is annotated and Component 1 includes a 3000 word essay.

The Textile Design course involves producing work that involves creation, selection and manipulation across a variety of practices. Contemporary practice in Fine Art Textiles brings together different features of textile disciplines. It freely blends modern and traditional technologies with any and all possible fabrics.

Disciplines included within the specification are constructed textiles, dyed and printed either by computer or etching and other types of printing processes. Final designs can be developed into fashion, costume, or interior design or art sculptural 3D pieces.

The A Level course develops further from a GCSE course either in technology or fine art based Textiles. Students build on the repertoire of skills, techniques and interests they have already acquired.

Central to the course is a commitment to build and develop a core of resource ideas in a wide variety of techniques and samples. This central foundation of ideas enables students to develop their final resolved textiles pieces for assessment. Students are also required to keep and develop a work journal for each unit throughout the course.

### **Course content**

#### **Component 1 – Coursework (60% of the overall mark)**

This unit incorporates two linked elements:

- a) Practical work in the form of studies, sketchbooks and final pieces; a minimum of two.
- b) Personal study in the form of a written dissertation. Students will build on their prior knowledge and experience. This area of study will focus on areas that are most suited to them and their own interests.

The supporting studies will involve:

- Identifying and selecting a focus for personal creative ideas.
- Undertaking investigative and research work appropriate to their focus.
- Selecting and explaining appropriate media and processes.
- Developing, reviewing and refining ideas.
- Realising a personal response.

#### **Component 2 – Externally Set Assignment (40% of the overall mark)**

Students must submit for assessment unaided work produced under examination conditions in a period of 15 hours. The journal, preparatory work and unaided work in this final unit will show the extent to which they can use the skills and the language of the subject that they have developed throughout the course.

Throughout the two year course students come into contact with working professionals in the field of fashion and textiles by visiting a variety of exhibitions and galleries relevant to their research.

A materials fee of £50 per term covers additional materials.

**For first teaching in September 2018. It should be noted that the course specification has yet to be released by Edexcel, so the details below may be subject to change.**

The travel and tourism sector continues to grow at a rapid pace, with the amount of travel undertaken by individuals for both leisure and business purposes continuing to increase. An expansion in the short-break market has led to a growth of regional airports in the UK and across Europe and a rise in the number of new hospitality enterprises including health spas and boutique hotels. This rapid expansion has led to huge demand for a more flexibly skilled workforce.

This course has been designed to provide an all-round introduction to the travel and tourism sector for those who wish to further their careers in one of its many connected industries, including retail travel, visitor attractions, accommodation, transport and tour operations. Units reflect the ever-increasing need for staff with diverse skills who are able to handle a wide variety of situations.

BTEC courses carry UCAS points and are recognised by higher education providers as contributing to admission requirements to many courses, if taken alongside other qualifications as part of a two year programme of learning. The requirements of the qualifications also mean that students will develop the transferable and higher-order skills that are valued by employers.

No prior study of the sector is required, but students should normally have a range of GCSE passes, including English and Mathematics.

Full course information will be available in January 2018.

### **Why choose to study a BTEC National?**

Young people taking their first step into a new career need the right blend of technical and academic skills to support them. We know that employers and Higher Education are looking for highly skilled, job-ready individuals with a strong work ethic. The new BTEC Nationals have been created in collaboration with over 5,000 universities, employers and professional bodies with employability at the heart, so students can develop the skills and confidence they will need to step into a prosperous future.

Miss S Jones BA (Hons), PGCE

### What is the EPQ?

The EPQ provides an opportunity for students to extend their abilities beyond the A Level syllabus and prepare for university or their future career. The EPQ is a level 3 course, worth half an A Level and is taken into account by some universities when making offers. There are two strands to the EPQ:

#### 1 The Taught Component

Students will choose a topic of personal interest for in-depth, independent study. They will be matched with a supervisor who will approve the title and oversee the project. At the outset girls will be taught transferable study skills which are excellent preparation for study at university level. These will include: learning how to frame a research question, to identify, obtain, critically select and use information from a range of sources, as well as referencing skills. Tuition in statistical analysis will be available to those girls whose project involves quantitative data

#### 2 The Project Itself

This comprises three compulsory elements:

- **The product.** A variety of formats are acceptable, for example, an academic report of approximately 5,000 words, an artefact, or writing and producing a play.
- **The production log.** You will keep a step by step record of the research process and provide an analytical commentary on decisions taken in the style of a reflective practitioner.
- **The presentation.** On completion, a presentation explaining the project must be given. This might be a power point presentation in school to an invited audience of friends and family, or form part of an assembly or Celebration Day activity.

#### Assessment

The EPQ will be marked internally in school before being standardised and moderated by AQA.

#### Who should consider taking the EPQ?

This is a very flexible qualification but might be most suitable for girls who:

- are extremely able (in addition to their other subjects)
- do not perform well in exams
- have a passionate interest in a topic that does not form part of the taught curriculum

Further information is available from Dr Moira Donald in school and on the AQA website at <http://filestore.aqa.org.uk/subjects/AQA-W-7993-SP.PDF>

Dr M Donald PhD MA Oxon BA (Hons) Oxon

## **English as an Additional Language**

Non-native English speakers are given an English test, and are expected to have reached an advanced level (at least IELTS Band 5.5) on entrance. We require all students below IELTS Band 6.5 or equivalent to take EAL lessons. These are charged to parents.

The EAL lessons are used to prepare for IELTS and other examinations as well as supporting Key Stage 5 studies. The aim is to achieve a level of English enabling students to reach their potential in whatever subjects they choose. It is strongly advised that students look carefully at the language requirements of their courses before making their choices.

Ms J Bettridge PGCE TESOL



Wychwood Sixth

## Leavers' Destinations Summer 2017

Art Foundation	University of Leeds
Biomedical Science	Royal Holloway, London
English Literature	University of Exeter
Events Management	University of Surrey
Geography	University College, London
Mathematics	University of Kent
Mathematics	Queen Mary University of London
Natural Sciences	University of Cambridge (Newnham College)
Political Science	University of Bristol
Psychology	Bournemouth University
Psychology	Edge Hill University
Sport & Exercise Science	Swansea University

## Leavers' Destinations Summer 2016

Architecture	Oxford Brookes University
Architecture	University of Bath
Chemical Engineering	University of Surrey
English & Drama	University of Manchester
Events Management	Manchester Metropolitan University
Food & Nutrition	University in Hong Kong
Gap year (x3)	
Gap year / History of Art (2017)	University of York
History of Art	Oxford Brookes University
Midwifery	Birmingham City University
Modern Languages	University of Birmingham
Social Anthropology	École Polytechnique Fédérale de Lausanne
Speech Therapy	University of Reading
Translation & Interpretation	University in Hong Kong

## Leavers' Destinations Summer 2015

Agriculture with Animal Science	Harper Adams University
Applied Medical Sciences	UCL
Art Foundation	Oxford Brookes
Art Foundation	University of the Arts, London
Art Foundation	University of the Arts, London
Bachelor of Nursing	University of Hong Kong
Business Management & Marketing	University of West England
Business Studies	University of Stirling
Diagnostic Radiology	University of West England
Economics (deferred)	University of Warwick
English and Drama	University of Exeter
English Literature 2016 entry	GAP Year
English Literature	University of Sheffield
Fashion Foundation	London College of Fashion
GAP Year / International Relations & Marketing (2016)	
History of Art and Spanish	University of Bristol
History of Art	University of Bristol
Law	University of Greenwich
Pharmacology	University of Southampton
Practical Film-making	University of West London
Primary Education	University of West England
Sport and Exercise Science	Cardiff Metropolitan
Wildlife Conservation	Nottingham Trent University

## **Leavers' Destinations Summer 2014**

Accountancy and Finance	University of Warwick
Accountancy and Finance	UWE
Architecture	University of Westminster
Biomedical Sciences	University of Warwick
Economics	University of Warwick
English Literature and Drama	Royal Holloway, London
Film and Television Production	Westminster University
Gap year doing PA course	Oxford Business School
Marketing with Management	Royal Holloway, London

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