



Wychwood School

**GCSE Courses  
Booklet**

**2018 - 2020**



## **GCSE Courses at Wychwood**

This booklet summarises the aims, assessment objectives and form of the various GCSE examinations, and is intended to help you and your daughter in deciding which subjects she wishes to study for the next two years.

At Wychwood most girls take 9.5 subjects at GCSE. Variations on this are possible on an individual basis. In order to provide breadth and balance and in preparation for university matriculation requirements the compulsory core curriculum consists of English, Mathematics, double Science, a modern foreign language (MFL) (mother tongue possible, dependent on EAL and SEND requirements), a humanity, short-course RS worth 0.5 of a GCSE and non-GCSE PE. This leaves most girls three further subjects to choose – triple science, a second MFL or humanity should be considered and at least one creative subject should form part of the mix.

Girls are asked to list their choices in order of preference. This is because we are a small school and so we may have to ask that girls make an alternative choice if timetable clashes dictate this. We will make every effort to minimise the timetable clashes by designing the timetable blocks to suit the maximum number of girls. The blocks are organised differently each year, based on girls' preferences as indicated in initial interviews with staff and after consultation with parents. Please return subject choices as soon as possible and certainly by the deadline as once the subject blocks are set, it is only possible to change subjects in the context of the existing blocks. We will always consult girls and parents where there is a clash.

The School week comprises 55 half hour periods. Consideration should be given to fitting in instrumental music lessons and practices as well as other extra-curricular commitments both inside and outside school when making choices.

Any Study Periods will be spent under supervision in the Library or the Art Block, doing prep.

Girls are required to attend Council on Wednesdays for one period if they show themselves sufficiently responsible to be elected as form representative to Council. This honour usually lasts for one term at a time. Citizens are called to Council on average twice a term.

### **GCSE Subjects**

#### **Core Curriculum**

There are two options for English – either single English leading to one GCSE or English language and English literature taken as two separate subjects but which must be taken together, leading to two GCSEs.

The minimum requirement in science is that girls do combined science trilogy which leads to two GCSEs. Separate sciences is the other option and the girls would then receive grades in biology, chemistry and physics, with three separate grades. The core requirement in science is that girls do double science (referred to as trilogy) which leads to two GCSEs with two combined grades. Separate or triple science is an option and the girls would then receive grades in biology, chemistry and physics.

There are two curriculum options for MFL – French and Spanish. German is available on a private basis.

There are two curriculum options for the humanity offered – geography and history.

Most subjects are run on 3 hours a week or 6 half hourly periods.

## Core Curriculum Information

Subject	Notes
<b>English literature</b>	Must be taken with English language. In order to study English literature at A Level, girls will need to have followed the GCSE course.
<b>English language</b>	May be taken with English literature or alone
<b>Mathematics</b>	This is an international GCSE (IGCSE).
<b>Double science (trilogy)</b>	Double science is taught as biology, chemistry and physics. Each subject has 1.5 hours a week.
<b>MFL</b>	MFL options are either French or Spanish but at least one must be taken unless a girl is relatively dyslexic or would prefer to take a MFL GCSE in her mother tongue. Optional conversation lessons are available on both French and Spanish at additional cost.
<b>Humanity</b>	The humanities offered are geography and history. In exceptional cases drama may be considered as the humanity.
<b>RS short course</b>	
<b>Non GCSE PE</b>	All girls are required to do PE

## Options Curriculum Information

Subject	Notes
<b>Art</b>	
<b>Computer science</b>	
<b>Drama</b>	Sufficient girls must opt for this course for it to run.
<b>Music</b>	Girls should have at least two instruments to offer for GCSE music, one of which can be voice.
<b>Photography</b>	There is an associated charge for materials and a suitable camera is required at the start of the course
<b>PE</b>	Sufficient girls must opt for this course to allow it to run.
<b>Psychology</b>	
<b>Textiles</b>	There is an associated charge for materials.
<b>Triple science</b>	Triple science is taught as biology, chemistry and physics. Triple science requires a total of 15 lessons or 7.5 hours a week.

## **Art**

### **Edexcel 1FA0**

The Art and Design (Fine Art) GCSE is examined on the basis of Component 1: a personal portfolio (60%), completed throughout the course during art lessons, and Component 2: an externally set assignment (40%) – on a theme which will be explored, researched and responded to during from January in the Shell year (Year 11). This culminates in a supervised 10 hour exam at the end of the Hilary term.

Pupils produce their portfolio of coursework over the two years and build up a collection of sketches, studies, paintings and allied material. This, along with their externally set assignment is marked internally, and then moderated externally by a visiting examiner from the board, at the end of the course.

The syllabus is based on a strong core of 2D work: painting and drawing in a variety of materials to develop a wide range of technical skills. The traditional language of art and design: line, tone, form, texture, colour, etc., will be explored, and the use of sketch/work books forms an important part of the course. Visits are made to galleries and museums, either as a starting point for projects or where the exhibition is thought to be a valuable experience for any pupil working in this area. Some History of Art will be studied to cultivate an appreciation of painting and drawing from different periods and cultures.

Girls are encouraged to work in much greater depth on a project than before, thinking, researching and planning for themselves. Consequently they develop a strong and confident personal style. This mature approach to the subject leads naturally on to A Level Art and beyond, to Foundation and then Degree level work.

Ms A Jones, BA (Hons), PGCE (A&D)

**Why study computer science?**

You have grown up in a world where technology is evolving rapidly, changing the way that people work in every area from medicine and fashion to engineering and economics. So whatever your career plans, it is vital to develop your grasp of these ideas and concepts that will shape your world.

GCSE computer science is an excellent opportunity to investigate how computers work and how they are used. A chance to develop skills in computer programming and problem solving. This three unit course gives you an in-depth understanding of how computer technology works and a look at what goes on 'behind the scenes'.

**Who will enjoy it?**

You need to be able to think logically and enjoy solving puzzles. Computer science is creative and you will get a sense of satisfaction from getting something to work for yourself, especially when programming. If you have enjoyed creating a game in Scratch, designing an app or experimenting with Python or Small Basic then computer science could be for you. We do not expect you to start the course as expert programmers. All we ask is that you are willing to experiment with different ideas and be prepared to be creative and 'have a go'.

**What skills will I get from it?**

In addition to developing your IT skills, this course will help you to learn about critical thinking, analysis and problem solving. Skills that can be transferred into other subjects and applied in day-to-day life.

The course is divided into three units. Two are assessed through a final written examination, each worth 40% of the final mark. Questions will be a mix of multiple choice, short and long answer. The third unit is a project (Non-Examination Assessment or NEA) that has to be completed in school under supervision. This is worth 20% of the final mark.

**What will I learn?**

You will look at computer systems and will learn about the theory of a wide range of issues such as hardware and software, the representation of data in computer systems, databases, computer communications and networking and more.

You will consider the ethical, legal, environmental impacts of digital technology on society, including issues of privacy and cyber security.

In the NEA you will use your ability, knowledge and skills gained through the course to solve a practical programming problem. It is an opportunity to engage with computing in the real world. This piece will be set by the examination board in your second year of study and will be assessed internally and moderated externally.

**How could it help with my future?**

With the increasing importance of information technologies there will be a growing demand for professionals who are qualified in this field. Areas of work that rely upon skills and their application to technical problems such as engineering, financial and resource management, science and medicine will be options open to you.

GCSE Drama encourages students to develop a variety of creative skills including acting, improvisation, analysis, group work and communication.

The students will learn to respond to a variety of stimuli, encouraging the expression of ideas and meanings through the language of drama. They will explore a range of drama forms – recognising them in others' work through group and individual activities. Script work will be used to aid understanding of how practitioners realise text in performance, as well as giving the student opportunity to develop her own performance skills.

Assessment takes place in the final term of Year 10 and throughout Year 11 in the following ways:

**Component 1: Devising (Coursework: 40% of the qualification)**

- Create and develop a devised piece from a stimulus.
- Performance of this devised piece or design realisation for this performance.
- Analyse and evaluate the devising process and performance.
- Performer or designer routes available.

**Assessment overview**

Internally assessed and externally moderated. There are two parts to the assessment:

1. A portfolio covering the creating and developing process and analysis and evaluation of this process. The portfolio submission recommendations are: can be handwritten/typed evidence between 1500–2000 words OR can be recorded/verbal evidence between 8–10 minutes OR can be a combination of handwritten/typed evidence (between 750–1000 words) and recorded/verbal evidence (between 4–5 minutes)
2. A devised performance/design realisation (15 marks, assessing AO2).

**Component 2: Performance from Text (Coursework: 20% of the qualification)**

- Students will either perform in and/or design for two key extracts from a performance text.
- Performer or designer routes available.

**Assessment overview**

Externally assessed by visiting examiner.

**Component 3: Theatre Makers in Practice (Written examination: 1 hour 30 minutes)**

40% of the qualification

- Practical exploration and study of one complete performance text.
- Live theatre evaluation – free choice of production.

**Assessment overview**

- Section A: Bringing Texts to Life. This section consists of one question broken into six parts (short and extended responses) based on an unseen extract from the chosen performance text.
- Section B: Live Theatre Evaluation
- This section consists of two questions requiring students to analyse and evaluate a live theatre performance they have seen.

## **English Language AQA 8700**

English language must be taken with English literature if a girl is considering English literature at A Level. Usually at Wychwood we will run two English language classes to allow the specific needs of our girls to be met.

For GCSE English language girls will read fluently, and with good understanding, a wide range of texts from the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism. These will be read and evaluated critically and comparisons will be made between texts. Girls will summarise and synthesise information or ideas from texts and use knowledge gained from wide reading to inform and improve their own writing.

They will write accurately, effectively and coherently using Standard English appropriately. Girls will also be expected to listen to and understand spoken language, and use spoken Standard English effectively.

The final mark and numerical grade of this linear course will be drawn from performance in two equally weighted examinations of 1 ¾ hours at the end of Shell (Year 11). The reading and writing component of each paper has equal weighting.

The first examination is on 'explorations in creative reading and writing' and aims to engage the girls in a creative text and to inspire them to write creatively themselves.

The second examination on 'writers' viewpoints and perspectives' aims to develop the girls' insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. Girls will compare linked sources and they will be encouraged to express their own viewpoints on the same theme.

Please note that whilst the Spoken Language endorsement of this qualification will be reported on as part of the qualification, it will not form part of the final mark and grade.

Ms B Sherlock, BA (Hons), M.Ed, PGCE



## English Literature AQA 8702

The course is to encourage girls to read, understand and respond to a wide range of literature, drawn from contemporary and modern texts, and texts which have a significant influence on our English literary and cultural heritage. Girls will develop the skills necessary for literary study. Those who choose this course should be prepared to read widely and independently to strengthen their understanding and to acquire a more mature and fluent written style, both essential foundations for future advanced studies in English literature.

English Literature is a 'facilitating subject' for the purposes of University applications. Many universities require English Literature GCSE as part of the GCSE portfolio. In order to study English Literature at A level, girls will need to have followed the GCSE course.

The course comprises the study of a Shakespeare play and a nineteenth century novel accounting for 40% of the overall grade and examined in a 1 ¾ hour closed book examination paper. Modern (from 1914 onwards) British fiction or drama, a poetry anthology from 1789 including representative Romantic poems and a response to unseen poetry accounts for 60% of the GCSE and is examined in a 2 ¼ hour closed book examination.

Likely texts to be studied are:

Shakespeare's 'Macbeth' or 'The Merchant of Venice'

Jane Austen's 'Pride and Prejudice'

J.B. Priestley's 'An Inspector Calls'

The Love and Relationships poetry cluster featuring works by Byron, Shelley, Browning, Barrett, Hardy, Bridges, Mew, Causley, Heaney, Armitage, Duffy, Sheers, Nagra and Waterhouse.

Further poetry studied in preparation for the response to unseen poetry.

Ms B Sherlock, BA (Hons), M.Ed, PGCE

The teaching of the new AQA GCSE geography specification started in September 2016, and will be first assessed in June 2018.

Geography plays a vital role in understanding and managing some of the most pressing challenges facing us today. Over the coming years, our world will be changing faster than ever before, affecting individuals, communities, nations and the planet as a whole. Geography in the 21<sup>st</sup> century is central to understanding the causes of these changes and their consequences in different places. This also includes the problems posed for the sustainable futures of societies, resources and landscapes.

We have chosen the new AQA specification because in the words of the examination board:

“Students will travel the world from the classroom, exploring case studies in the United Kingdom (UK), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.”

There are four areas to the course: Living with the physical environment, Living in the human environment, Geographical applications and Geographical skills.

- Each of the first two areas will be assessed by way of a written examination of 1 hour 30 minutes, with each paper being 35% of the overall qualification.
- The Geographical applications will be assessed through a 1 hour written examination, which accounts for the remaining 30% of the course.
- The Geographical skills will be assessed across the three written papers.
- The examinations will include a mixture of question types including multiple-choice, short answer, levels of response and extended prose.

### **Subject content details**

#### **Living with the physical environment**

Section A: The challenge of natural hazards

Section B: Physical landscapes in the UK

Section C: The living world

#### **Living in the human environment**

Section A: Urban issues and challenges

Section B: The changing economic world

Section C: The challenge of resource management

#### **Geographical applications**

Section A: Issue evaluation

Section B: Fieldwork

#### **Geographical skills**

The specification will be taught linearly with the physical environment occupying the UT year and the human environment in the Shell year. The girls will also complete two geographical enquiries, which will include collecting primary data outside the school in contrasting environments.

Mrs F Roitt, BSc. (Hons), PGCE

The GCSE history course contains 4 separate topics, in two assessments:

### Understanding the Modern World

1. Section A  
Russia 1894-1945 – Tsardom and Communism  
This period study focuses on the development of Russia during a turbulent half century of change. It was a period of autocracy and communism – the fall of the Tsar and the rise and consolidation of communism. Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change.
2. Section B  
Conflict and tension between East and West, 1945-1972  
This wider world depth study focuses on the causes and events of the Cold War and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions which arose between America and the Soviet Union. This unit builds on the students' knowledge of Russia in Section A.

### Shaping the Nation

3. Section A  
Britain: health and the people  
In this study the pupils will gain an overview of the main changes and the trends in medicine and public health in Britain from 1100 to the present. We will study key individuals such as Hippocrates and Pasteur and look at factors that enabled them to make their contributions. We consider issues such as war, religion, chance, technology and government and evaluate the importance of these.
4. Section B  
Elizabethan England, 1568-1603  
This concentrates on various aspects of the government, life and culture of the England of Elizabeth I. We will explore and appreciate the important characteristics and dynamics of the period. This study offers a contrast of cultures, not only between rich and poor within the period, but also between the Elizabethans and ourselves. The students will also be examined on a specific site, such as a Tudor manor house, which will enrich their understanding of Elizabethan England.

Understanding the Modern World and Shaping the Nation are assessed in two separate exams, each providing 50% of the final mark.

This course aims to build up a detailed knowledge of events and ideas on a variety of periods and also encourages the pupil to analyse and evaluate people's actions. Active participation is encouraged from each girl in class discussion and in the use of sources, and there is always at least one topic that each girl finds particularly enjoyable.

Mrs J Sherbrooke, BSc (Hons), MSc, PGCE

## **Mathematics            Edexcel International GCSE (Mathematics A)**

The new specification was ratified towards the end of Trinity term 2016 and we have decided to continue with the modified course, so the girls will continue to be prepared for the Edexcel International GCSE in Mathematics, following the Mathematics A course.

The content is similar to GCSE Mathematics, but with less emphasis on Statistics and more on Algebra and related topics. More information is available on the Edexcel website at <http://qualifications.pearson.com/en/qualifications/edexcel-international-gcses-and-edexcel-certificates/international-gcse-mathematics-a-2016.html>

There are two tiers of entry, Foundation and Higher. It is expected that usually most girls will be entered for the Higher Tier examinations. Assessment is currently through two examinations taken at the end of the Shell (Year 11). There are no controlled assessments for the International GCSE in Mathematics.

There are two teaching groups for Mathematics. The decision on which teaching group is most suitable for each girl will be made at the start of the Lower Transit year (Year 9), but it will be reviewed regularly in the light of later progress. Changes are made when an individual girl would benefit from being in a different group. The decision on which teaching group is most suitable for any new pupils will be based, initially, on the result of their entrance paper.

Mrs B Stevens, BSc, PGCE

The new GCSE (9-1) Modern Foreign Language specifications focuses on a skills-based approach to learning which aims to create confident linguists in both spoken and written contexts.

It is a linear GCSE with assessment at the end of the two-year course in June. Learners must sit exams in all four skills at the same tier and assessment is predominantly by external exam only, using the new 9-1 grading system (9 = top level).

The best communication showing a real understanding of the foreign culture and environment, as well as the language, we want to encourage a positive approach, so that students will use their skills practically in authentic situations. This will be supported by parallel encouragement of traditional linguistic skills.

We expect that all language pupils will attend the trips that we organise to France and Spain on a regular basis as this will bring the language to life.

Girls must complete all 4 components to be awarded the GCSE (9-1) Modern Foreign Languages in French and Spanish.

Listening	Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier) 40 marks (Foundation Tier), 50 marks (Higher Tier)	25% of total GCSE
Speaking	Non-exam assessment 7–9 minutes (Foundation Tier) 10–12 minutes (Higher Tier) 60 marks (for each of Foundation Tier and Higher Tier)	25% of total GCSE
Reading	Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier) 60 marks (for each of Foundation Tier and Higher Tier)	25% of total GCSE
Writing	Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier) 50 marks at Foundation Tier 60 marks at Higher Tier	25% of total GCSE

**Content**

The new GCSE contains translation both from English into target language and from target language into English as well as Literature as part of the assessment. There are three main themes:

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment

Mrs C Collcutt, DEUG  
Mr L Jimenez, LLB, MA

## Music\_ Edexcel 1MU0

### What does the course involve?

There are four areas of study:

- Instrumental Music 1700-1820
- Vocal Music
- Music for Stage and Screen
- Fusions

These are studied in three units:

#### Unit 1: Performing (30%)

- Students perform for at least four minutes' combined duration
- Solo performance: this must be of at least one minute in duration, and may comprise one or more pieces.
- Ensemble performance: this must be of at least one minute in duration, and may comprise one or more pieces.
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#### Unit 2: Composing (30%)

- Students compose two compositions, of at least three minutes combined duration
- One composition is to a brief set by the examination board, of at least one minute in duration.
- One free composition to a brief set by the student, of at least one minute in duration.

#### Unit 3: Appraising (40%)

- This unit is assessed in a written examination at the end of the course. The length of the examination is one hour and forty-five minutes. During the examination, a CD with the musical extracts for each question is played to the students a set number of times. Students respond to questions based around the eight set works they have studied and a number of unfamiliar pieces.
- The paper is made of up of two sections and is out of a total of 80 marks.
- In section A, there are six questions about the set works, a rhythmic/ melodic dictation exercise and a question on an unfamiliar piece.
- In section B, there is one extended essay question that asks students to compare and/or evaluate the musical elements, musical contexts and musical language of one set work with one unfamiliar piece of music.

This is a course that will expand a pupil's knowledge of music. She can expect to enjoy studying and listening to an interesting cross-section of styles and types of music, as well as writing her own music and performing both as a soloist and in groups.

Mrs B A Walster, BMus (Hons), PGCE

## **BTEC First Award in Music**

### **Who is this qualification for?**

This qualification is equivalent in size to one GCSE. It is designed for pre-16 students who want to include a study of the music industry in their broader Key Stage 4 curriculum. Students will engage with music as an industry and will develop a range of relevant practical and technical skills.

### **What is studied?**

The qualification consists of two mandatory units. An additional two units are then chosen from a choice of five optional units.

### **Mandatory Units**

#### **Unit 1 'The Music Industry'**

This unit provides an overview of the music industry. It covers the fundamental knowledge and understanding of music industry organisations and the roles and responsibilities of those that work within them.

#### **Unit 2 'Managing a Music Product'**

This unit requires pupils to plan, develop and deliver a music product, by undertaking basic business planning activities, research and marketing as well as the promotion and running of an event or launch of a product.

### **Optional Units**

The five internally assessed optional units are:

#### **Unit 3 'Introducing Live Sound'**

#### **Unit 4 'Introducing Music Composition'**

#### **Unit 5 'Introducing Music Performance'**

#### **Unit 6 'Introducing Music Recording'**

#### **Unit 7 'Introducing Music Sequencing'**

This qualification will be an exciting exploration into the music industry. It is designed to be taken as part of a broad and balanced curriculum at Key Stage 4. It will go well with other GCSE subjects to provide both curriculum breadth and the skills needed to make informed choices about study at post-16 level.

Mrs B A Walster, BMus (Hons), PGCE

## **Photography      Edexcel 1PY0**

Photography is a practical course which provides pupils with the opportunity to be creative, expressive and imaginative in a wide variety of lens-based contexts. Pupils will have 3 hours of studio lessons per week and will be taken on appropriate workshop and exhibition trips. They will also be expected to work regularly outside the classroom.

Current GCSE pupils produce a series of projects over the course of their two years of study, on the themes of Portraiture, Still Life, Landscape, Architecture, Alternative Processes and Collage/Montage. As well as using Photoshop and iPhoto students will be introduced to iMovie and encouraged to make at least one short film or stop frame animation. Within this course framework students will be encouraged to employ techniques that they have been taught, refer to the work of artists discussed in lessons and explore their own particular interests and talents.

GCSE Photography has the potential to enable pupils to make a personal response to their own individual experiences, environments and culture. On a wider theme, the subject will enhance their understanding and provide practical experience of the role, purpose and function of photography in society. The course offers a thorough foundation for study at A level, a valuable skill that can be used across all visual arts practice as well as an exciting interest or hobby that can be carried in later life.

Girls will need their own Digital SLR camera for the majority of their practical work as well as a suitable camera memory card and a USB for their work storage. They may work on their own laptops or iPads if they wish.

Mr M Pennington, MA (RCA) Photography



## Physical Education                      AQA

We follow the AQA GCSE Physical Education syllabus which covers a wide range of theoretical as well as practical elements.

The theoretical side consists of two written papers, which is taken at the end of the course, carrying 60% of the total mark.

### **Paper 1: The human body and movement in physical activity and sport**

#### **What is assessed:**

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data

#### **How it is assessed:**

- Written exam: 1 hour 15 minutes
- Total: 78 marks = 30% of GCSE

### **Paper 2: Socio-cultural influences and well-being in physical activity and sport**

#### **What is assessed:**

- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being
- Use of data

#### **How it is assessed:**

- Written exam: 1 hour 15 minutes
- Total: 78 marks = 30% of GCSE

### **Practical performance in physical activity and sport**

#### **What is assessed:**

- Students are assessed as a player/performer in **three** different activities plus
- Written/verbal analysis and evaluation of performance

#### **How it's assessed:**

- Internal assessment, external moderation
- Total: 100 marks = 40% of GCSE

The practical unit is assessed in both Upper Transits (Year 10) and Shell (year 11) as a continuous practical assessment. Girls choose three practical sports to be assessed in over the course. These must include one individual sport and one team sport. The third assessment can be either an individual sport or a team sport.

Girls need to be capable of taking part in a wide range of sporting activities at a good standard. As well as having enthusiasm and keenness to learn about all aspects of an activity is necessary. This could involve playing in a school team, umpiring games or organising teams, among other possibilities. ***It is highly encouraged girls also take part in one or more sports at a higher level, which should take place outside of school in a club or recreational activity.***

The Physical Education course overall could be an asset to anyone wanting a career in many sport related professions, the leisure industry or primary/secondary teaching.

What makes people behave the way they do? Studying psychology will help you to understand some of the many different views and explanations which have been put forward to answer this question.

Studying psychology will enable you to develop both subject-specific and generic academic skills which will be useful across all of your subjects, including:

- The acquisition of knowledge and understanding of psychology, developing an understanding of self and others, and how psychological understanding can help to explain everyday social phenomena
- The presentation of information, development of arguments and conclusions through a critical approach to psychological evidence; development as reflective thinkers
- Understanding of how psychological research is conducted, including the role of scientific method and data analysis
- The development of an understanding of the relationship between psychology and personal, moral, social and cultural issues, and of an understanding of ethical issues in psychology
- The development of an understanding of psychological issues, the contribution of psychology to individual, social and cultural diversity, and how psychology contributes to society

**Overview of specification:**

Content overview	Assessment overview	
Criminal Psychology Development Psychological Problems Research Methods	Examined paper: Studies and applications in psychology 1  Written paper 1 hour 30 minutes	50% of total GCSE
Social influence Memory Sleep and dreaming Research methods	Examined paper: Studies and applications in psychology 2  Written paper 1 hour 30 minutes	50% of total GCSE
The brain and neuropsychology is a topic which is embedded throughout the topics listed above and which may be examined in either paper either in stand-alone questions or in the context of the topics above.		

Dr M Donald BA (Hons) PhD

## **Religious Studies Edexcel 3RB0 Beliefs in Action – Specification B (short course)**

This course builds on the knowledge, understanding and skills established in Religious Studies in Years 7, 8 and 9 (Remove, Inters and Lower Transits). It is a part of the core curriculum which all students will follow and leads to a half GCSE. This is the same level of difficulty of a full GCSE but half the content.

### **Aims**

- to acquire knowledge and develop understanding of the beliefs, values and traditions of Christianity and Islam
- to consider the influence of the beliefs, values and traditions associated with these religions
- to consider religious and non-religious responses to moral issues arising from studying the following themes:
  - Marriage and the Family
  - Crime and Punishment

This course will cover a number of important issues and will give the girls an opportunity to develop and express their views through discussion, debate and reasoned essay writing.

Religious Studies is assessed through two examinations at the end of two years, each 50 minutes long: Christianity, marriage and the family; Islam, crime and punishment.

Students will be able to progress on to the A Level Philosophy and Ethics Religious Studies course, having taken the short course GCSE.

Mrs C Crossley, BA Theology (Hons), PGCE  
Postgraduate Diploma in Jewish-Christian Relations

## Science

## AQA

**Biology**  
**Chemistry**  
**Physics**

Girls have the choice of two different AQA courses at GCSE.

1. Combined Science: Trilogy (broadly similar to the former Core and Additional Science) and leading to two GCSEs
2. A triple science option  
Biology GCSE  
Chemistry GCSE  
Physics GCSE

All girls will start the Triple Award option, taught as three separate subjects by subject specialists. They may then be advised to change to Combined Science: Trilogy at the end of the Upper Transits (Year 10) but will continue to be taught in separate subject classes.

Coursework no longer forms part of the formal assessment in science. All written papers will be taken at the end of Shell (Year11).

More information is available at [www.aqa.org.uk](http://www.aqa.org.uk)

We believe this course design will advantage our students in being able to cater for different abilities. The Combined Science classes will work at a steady pace and being smaller sets they will allow us to give individual help. The course design is in line with the national trend for all students to study elements of all three specific disciplines until they are 16 years old. It allows those who wish to study our popular science Advanced Level courses to have the best possible grounding for them.

Mrs A Stacey BA (Hons) PGCE

## **Textiles**

## **Edexcel 1TE0**

The GCSE Art and Design textiles course is entirely practical in content, involving no written examination. Girls are assessed on two units of coursework, a personal portfolio completed throughout the two years in lesson time, and an externally set assignment, set by Edexcel, from a broad based thematic starting point. This will be taken over a supervised 10 hour period of sustained focus.

During the course, students will be introduced to a variety of dyeing and creative fabric techniques. They will experience the work of other textile artists at exhibitions to expand their creativeness and understanding of this subject. The focus of the course encourages research and development of ideas through a variety of creative processes and students need to research their subject from historical, cultural and contemporary perspectives.

Work can develop and evolve in either two or three dimensions and there are opportunities to produce surface and decorative fabric lengths appropriate for interiors, as well as for fashion garments and theatrical costumes. Textiles is a versatile practice that involves the creation, selection, manipulation and application of a range of materials such as fibers, yarns and fabrics. Textile designers work in a multi-disciplinary way to create ideas and they play an important role in the world of fashion, theatre, performance and retail.

Throughout the two years students are encouraged to develop a personal style involving research and exploration of ideas and to process these ideas into resolved textile pieces.

A number of trips to exhibitions are undertaken during the two years.

A materials fee of £30 per term covers additional materials.

Mrs M Bridgman, LDS

## The Duke of Edinburgh's Award Scheme

Established in 1956 by HRH The Duke of Edinburgh and opened to girls in 1958, The Duke of Edinburgh's Award is a life-changing experience for participants. Based on Kurt Hahn's philosophy that young people possess an innate sense of morality and decency that should be cultivated, The Award encourages young people to partake in self-improvement through developing a skill, a passion for sport and by helping within their community. The Award is split into three stages: Bronze, Silver and Gold and each stage is gained by completing a personal programme of activities in four sections:

- Volunteering: undertaking service to individuals or the community
- Physical: improving in an area of sport, dance or fitness activities
- Skills: developing practical and social skills and personal interests
- Expedition: planning, training for and completion of an adventurous journey in the UK or abroad (last year the girls went to the Southern Chiltern Hill and the Lambourn Downs).

The timescales necessary for completing Bronze and Silver are below:

### Bronze (Lower Transits (Year 9) upwards)

Volunteering	Physical	Skills	Expedition
3 months	3 months	3 months	Plan, train for and undertake a 2 day, 1 night expedition.
All participants must undertake a further 3 months in the Volunteering, Physical or Skills sections.			

### Silver (Upper Transits (Year 10) upwards)

Volunteering	Physical	Skills	Expedition
6 months	Once section for 6 months and the other section for 3 months.		Plan, train for and undertake a 3 day, 2 night expedition.
<i>Direct entrants <b>must</b> undertake a further 6 months in either the Volunteering or the longer of the Physical or Skills section.</i>			

When picking their activities, the girls have a wide variety of options. It is highly likely that they are already participating in something that can be used for a section of their Award. Learning a musical instrument is always a popular choice for their Skills while playing in various sports teams within Wychwood can be used for Physical. There are also ample opportunities within school and the local community for the girls to work on.

For the expedition, we work with A to Z Expeditions, an Approved Activities Provider with the Duke of Edinburgh scheme. They provide training, instructors and camping equipment for the girls.

The Duke of Edinburgh's Award is highly valued by university admissions' tutors and employers as it provides evidence of life skills. Beginning with Bronze, before working through Silver and Gold, girls demonstrate a considerable level of dedication and commitment. It is an excellent addition to a personal statement. More than this though, The Duke of Edinburgh's Award provides you with many unforgettable experiences and opportunities for personal development.

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