



Mayfield

GCSE OPTIONS AT MAYFIELD

A GUIDE FOR PARENTS AND PUPILS



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An aerial photograph of Mayfield Girls' School, showing its large, historic stone buildings with red-tiled roofs. The school is surrounded by lush green trees and a well-maintained lawn. In the background, rolling hills and a clear blue sky with scattered clouds are visible.

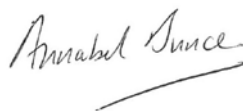
Introduction

Mayfield girls generally study between 9 and 10 subjects at GCSE and this Options Booklet has been designed to help parents and pupils understand the GCSE curriculum and find further information about the GCSE courses taught in Years 10 and 11. The booklet contains information about the broad range of compulsory 'core' subjects, which all girls are expected to study. These core subjects will equip the girls with a strong foundation of general knowledge and skills. In addition, it contains information about all the Option Subjects. Girls choose two subjects from this selection of options.

Making GCSE choices involves narrowing down the range of subjects studied in order to study some in more depth. This is really the start of a process that will continue throughout an individual's education, and it is an important opportunity to give serious thought to interests and talents.

Taking time to reflect upon your academic interests and abilities, and considering which subjects to study at GCSE, is an important part of your development. When choosing option subjects there are many factors to consider. However, the most important one is that girls should play to their strengths by selecting subjects which they are good at, enjoy and find stimulating. The individual subjects are not as vital as the consistency of achievement across 9 or 10 subjects. It is important to remember, however, that the material that will be covered in a particular subject in Years 10 and 11 may well be quite different from that which was covered in Year 9. For this reason, it is very important that girls undertake some research into exactly what each GCSE entails. This booklet will help by giving key information in this respect.

We hope that you will find this booklet useful as a basis for discussion between parents and daughters and that it will allow each girl to find a combination of subjects that will enthuse and inspire her next year.



Mrs A R Bunce
Director of Studies



Mrs J Stone
Head of Middle School

Making Choices

Throughout Year 9, each pupil receives advice and guidance from a number of sources to help her choose her GCSE options.

As part of the Tutor programme, she begins to look at her strengths and interests.

In the Spring Term, the option choices process is explained and Heads of Department ensure that each girl is aware of what is involved in every GCSE option.

Girls are encouraged to discuss these options with their subject teachers, Form Tutors, parents and guardians. The Head of Middle School will interview every girl to discuss her options.

The Year 9 Options Evening for parents and girls will start with a presentation of the School's curriculum policy and this will be followed by the opportunity for girls and parents to discuss Option Subjects with the appropriate Heads of Department.

If parents are unable to attend the evening, members of staff will be pleased to provide specific subject guidance.

Core Subjects



To ensure a good basis for further study and for a wide variety of career options, all pupils in Years 10 and 11 follow a compulsory common core which comprises:

- **ENGLISH LANGUAGE**
- **ENGLISH LITERATURE**
or
- **ESL FOR GIRLS WHO DO NOT HAVE ENGLISH AS A FIRST LANGUAGE**
- **MATHEMATICS**
- **AT LEAST ONE LANGUAGE**
French, Latin or Spanish
- **RELIGIOUS STUDIES**
- **SCIENCE (SEPARATE OR TRILOGY)**
Biology, Chemistry, Physics

In addition to these core subjects, your daughter, in consultation with you and her teacher, may choose a further two subjects to be studied for GCSE.

ICT, Physical Education and Games are also an integral part of the timetable. The PE curriculum has an options programme with choices ranging from traditional sports such

as hockey and netball, cricket and tennis to new activities such as water polo, fitness room, circuits, volleyball and badminton. Clubs continue in hockey, netball, swimming, dance, tennis, athletics and cricket. As part of a weekly computing course all girls will study for a British Computer Society (BCS) ECDL Award in IT User Skills.

WHY IS ENGLISH A CORE SUBJECT?

Using the English language to effectively express an infinite range of meaning in speech and writing, and being able to understand the complex meanings expressed by others, are essential social and professional skills. Both the English GCSEs support students in understanding and enjoying complex and interesting texts, developing their own ideas about them. They also gain knowledge of great works of literature which have shaped our ideas and language, and which help us to express and to feel what it is to be human.

English Language

EXAMINING BOARD: AQA

Students read a range of fiction and non-fiction texts written from the 19th century to the present day, and work towards thoughtful and perceptive analysis of unseen texts. They practise writing their own stories, descriptions, letters, articles and speeches for clarity and impact.

Students build these reading and writing skills towards two final exams, one testing their ability to understand and create literary fiction texts, and one on non-fiction writers' viewpoints and perspectives and students' own non-fiction writing skills.

PAPER ONE: CREATIVE READING AND WRITING

50% of GCSE: Assessment by exam – 1 hour 45 minutes

PAPER TWO: WRITERS' VIEWPOINTS AND PERSPECTIVES

50% of GCSE: Assessment by exam – 1 hour and 45 minutes

Spoken Language

Throughout the course students are expected to practise their speaking and listening skills by listening and contributing regularly to class discussions, and on occasion by making formal oral presentations. They will be assessed on their ability to present ideas through speech using Standard English, to respond to and ask questions, and to discuss complex subjects clearly and thoughtfully. This element of the GCSE is recognised on their GCSE certificate with a separate endorsement of pass, merit or distinction..

English Literature

EXAMINING BOARD: AQA

PAPER ONE: SHAKESPEARE AND THE 19TH NOVEL

40% of GCSE: assessment by exam – 1 hour and 45 minutes

Girls will study one Shakespeare play, and one nineteenth-century English novel. The exam requires one essay on each.

Whenever possible, teachers choose a play which students will have the chance to see in live production at some point in the course. Typical text choices have included Macbeth and Romeo and Juliet.

Recent novel choices include Dickens' Great Expectations and Austen's Pride and Prejudice.

PAPER TWO: MODERN TEXTS AND POETRY

60% of GCSE: assessment by exam – 2 hours and 15 minutes

Section A - Modern texts

Girls will study a modern play or novel.

Section B - Poetry

Girls will study an anthology of heritage and modern poetry, and in the exam will write a comparative essay on two poems.

Section C - Unseen Poetry

Girls will read a range of poetry to prepare for this section. The exam requires them to read, analyse and compare two previously unseen poems.

International English

EXAMINING BOARD EDEXCEL

Should English not be your first language, depending on your language level and previous learning experience, instead of studying GCSE English you will either do: English as a foreign language taking **CAMBRIDGE B2: FIRST FOR SCHOOLS** in Year 10 and **IGCSE ESL** in Year 11

OR

IGCSE ENGLISH LANGUAGE AND LITERATURE

Girls with prior experience of studying at a UK school or doing Literature may be considered for GCSE English lessons, but only at the discretion of the International English department after consultation with the English Department and the Director of Studies.

International English provides overseas girls with the opportunity to:

- Follow a curriculum designed with overseas students in mind, including more open questions than in GCSE and a wide range of textual options.
- Study Literature with or without prior formal experience in small groups of ten or fewer pupils.
- Develop language skills which specifically support the development of academic English skills, such as the ability to paraphrase and summarise.
- Receive specialist individual language support in lessons.
- Access language clinics and subject specific language support as required, as well as an additional source of pastoral care from staff used to living, studying and working abroad.
- Be part of the International English community of overseas students and able to participate in a wide range of departmental events.

Vocabulary acquisition and reading skills remain two of the weakest areas of language development amongst foreign language learners. IGCSE Literature helps to foster growth in these areas. Learning English through Literature also benefits those students who find the formal study of grammar challenging.

IGCSE ENGLISH LITERATURE

The aims and objectives of this qualification are to enable students to:

- Engage with and develop the ability to read, understand and respond to a wide range of literary texts from around the world
- Develop an appreciation of the ways in which writers achieve their literary effects
- Develop the skills needed for literary study
- Explore, through literature, the cultures of their own and other societies
- Find enjoyment in reading literature and understand its influence on individuals and societies.

PAPER ONE: POETRY AND MODERN PROSE

60% of IGCSE: assessment by exam – 2 hours

Girls study a set anthology of 16 poems and then answer a comparative exam question on two of them along with an essay response commentary on an unseen poem. They also answer an essay question on a modern prose text.

PAPER THREE: MODERN DRAMA AND LITERARY HERITAGE TEXT

40% of IGCSE: assessment by coursework

Girls complete two assignments of 650-800 words each on a modern drama and a literary heritage text. These are assessed within School and externally moderated.

Continued...

International English

IGCSE ENGLISH LANGUAGE B

The aims and objectives of this qualification are to enable students to:

- Read a wide range of texts fluently and with good understanding
- Read critically and use knowledge gained from wide reading to inform and improve their own writing
- Write effectively and coherently using Standard English appropriately
- Use grammar correctly, punctuate and spell accurately
- Acquire and apply a wide vocabulary alongside knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language

PAPER ONE

100% of IGCSE: assessment by exam – 3 hours

Section A: Short and long answer questions on two previously unseen text extracts (fiction or non-fiction).

Section B: Directed writing based on ideas presented in Section A texts with a specified audience, form or purpose.

Section C: 1 writing task from a choice of 3 – discursive, narrative and descriptive.

IGCSE ESL

PAPER ONE: READING AND WRITING

662/3% of IGCSE: assessment by exam – 2 hours

Girls have to demonstrate skimming and scanning skills, and read for gist and detail. They have to produce three pieces of writing including a summary of a text.

PAPER TWO: LISTENING

331/3% of IGCSE: assessment by exam – approx. 40 minutes

Girls have to respond to a number of audio texts ranging from short extracts to complex arguments or discussions.

CAMBRIDGE B2: FIRST FOR SCHOOLS

A B2 First qualification proves you have the language skills to live and work independently in an English-speaking country or study on courses taught in English. It shows that you can:

- Communicate effectively face-to-face, expressing opinions and presenting arguments
- Follow the news
- Write clear, detailed English, expressing opinions and explaining the advantages and disadvantages of different points of view
- Write letters, reports, stories and lots of other types of text.



Mathematics

EXAMINING BOARD: EDEXCEL

OUTLINE CONTENT

- Number
- Ratio, Proportion and Rates of Change
- Algebra
- Geometry and Measures
- Statistics & Probability

EXAMINATIONS

There will be three equally-weighted written exam papers at the end of Year 11:

Paper 1 will be Non-calculator; in Papers 2 and 3 a calculator is allowed.

Each paper will have a range of question types, utilising both structured and unstructured questions. Some questions on the papers will be set in context (both mathematical and non-mathematical) with an emphasis on problem-solving.

Languages - French, Spanish or Latin

There is an expectation that all girls will study at least one language in Years 10 and 11. The importance of learning languages cannot be overstated: whatever your career, knowledge of other languages is an enormous asset. You learn not only a specific language but also how to learn languages in general. The more languages you learn, the more competent a linguist you become. Along the way, you

experience the excitement of communicating in another tongue and understanding another culture, while enhancing your employment prospects at the same time. In short, language learning is a lifelong adventure.

Please see separate entries for French, Spanish and Latin in the Option Subject pages.

Religious Studies

EXAMINING BOARD: AQA

SPECIFICATION: RELIGIOUS STUDIES B

Two components:

- Catholic Christianity
- Perspectives on Faith

COMPONENT 1 CATHOLIC CHRISTIANITY

What is assessed?

Catholic beliefs, teachings, practices, sources of authority and forms of expression in relation to six topics:

- Creation
- incarnation
- The Triune God
- Redemption
- Church and the Kingdom of God
- Eschatology

COMPONENT 2 PERSPECTIVES ON FAITH

What is assessed?

Section A: Judaism, beliefs and practices

Section B: Theme 1: Religion, relationships and families.

Theme 2: Religion, human rights and social justice.

How is it assessed?

Both components are fully assessed by examination, each lasting one hour and 45 minutes.

EXAMINING BOARD: AQA

All girls study Biology, Chemistry and Physics, either as separate subjects, or as part of a Combined Science “Trilogy” course. This ensures that every pupil studies a balanced Science curriculum. Each science discipline has two lessons per week in Year 10 and three in Year 11, taught by subject specialists.

The examination board chosen is AQA. This tests the knowledge and understanding of Science and the application, analysis and evaluation of that knowledge in a context relevant to the 21st century. It is also designed to develop core skills for studying Science subjects at A level. Full details of this course can be accessed from the AQA website at the following address:

<http://www.aqa.org.uk/qualifications>

There are two Science courses

- Three separate GCSEs in Biology, Chemistry and Physics (equivalent to old triple science).
- Combined Science: Trilogy (equivalent to old double science and two GCSEs and covers much of the same content as the current core and additional science GCSEs from the previous specification).

Both of these are made up of equal components of Biology, Chemistry and Physics, together with required practicals that are assessed in the terminal examinations. There is no coursework element to these specifications. All the written papers for these courses are available at Higher Tier or Foundation Tier. We expect almost all girls to be entered at Higher Tier. The Biology, Chemistry and Physics courses will be graded from 1 to 9 and the Trilogy course will have a double grading system from 9-9 through to 1-1, reflecting the new GCSE grading system.

Pupils considering studying any Science-related subject in Year 12 are recommended to take the three separate GCSEs and are expected to achieve a minimum of Grade 7. It is still possible to access Science A levels from the Trilogy GCSE course. We would recommend a minimum of Grade 8 in this case. Pupils will be assessed at the end of Year 9 and recommendations are made to parents regarding which course is most appropriate for their daughter based on this assessment and performance throughout the year. The outcome of this would not in any way affect the choices available at A level.

COURSE STRUCTURES

BIOLOGY GCSE

- This is made up of 7 units.
- Two papers, each 1 hour and 45 minutes, with equal weighting of 50% with 100 marks available - Paper 1 will assess topics 1-4 and Paper 2 topics 5-7
- Questions are multiple choice, structured, closed short answer and open responses.

CHEMISTRY GCSE

- This is made up of 10 units.
- Two papers each 1 hour and 45 minutes with equal weighting of 50% with 100 marks available – Paper 1 will assess topics 1-5 and Paper 2 topics 6-10
- Questions are multiple choice, structured, closed short answer and open responses.

PHYSICS GCSE

- Two papers each 1 hour and 45 minutes with equal weighting of 50% with 100 marks available – Paper 1 will assess topics 1, 2, 3 and 4 and Paper 2 topics 5, 6, 7 and 8.
- Questions are multiple choice, structured, closed short answer and open responses.

GCSE COMBINED SCIENCE TRILOGY

- This consists of 7 Biology topics, 10 Chemistry topics and 7 Physics topics.
- Six papers – two Biology, two Chemistry and two Physics. Each will assess different topics. Each paper has equal weighting of 16.7% of the final grade and has 70 marks.
- Questions are multiple choice, structured, closed short answer and open responses.

Practical skills

At least 15% of marks in all courses will come from questions relating to practicals.

Mathematical skills

A minimum of 10% of marks will test maths skills in GCSE Biology; 20% in GCSE Chemistry and 30% in GCSE Physics. For the combined course the ratio will be 1:2:3.

Information and Communication Technology Certificate

British Computer Society (BCS) ECDL Award in IT User Skills

During Year 10, all girls will have the opportunity to complete their British Computer Society (BCS) ECDL Award in IT User Skills. This Level 2 Certificate is a qualification which provides girls with effective IT user skills whilst discovering

new, faster ways to communicate, solve tasks and access information. Furthermore improving study skills, efficiency and productivity. It is anticipated that the girls will complete the qualification by the end of Year 10, however there will be the opportunity to complete any outstanding units during activity time in Year 11.



Optional Subjects



Girls will choose two of the following subjects to study, alongside their core subjects:

- ART & DESIGN
- CERAMICS (3D DESIGN)
- CLASSICAL CIVILISATION
- CLASSICAL GREEK**
- DRAMA
- FOOD PREPARATION AND NUTRITION
- FRENCH
- GEOGRAPHY
- HISTORY
- LATIN
- MUSIC
- PHYSICAL EDUCATION
- SPANISH

**N.B. Classical Greek will be taught during two afternoon activity sessions. It can therefore be taken as an additional GCSE and there will be the opportunity to sign up for this separately on the choices form.

Note to girls

So, now the choice is yours and to help you with your decision the course content for each GCSE is outlined in this booklet. Talk to your subject teachers and parents. Do not choose a subject because your best friend is doing it or because you like the teacher! Choose a subject because you enjoy it, expect to

excel in it and, if appropriate, it meets the requirements for any future career path. Please be aware that some subjects have certain requirements; these are to be found in the relevant subject sections and should be considered carefully before subject choices are made.

Art & Design

WHY CHOOSE ART & DESIGN?

EXAMINING BOARD: EDEXCEL

This course is perfect if you have an interest in Art and enjoy working with a range of media to create highly original, personal and innovative two and three dimensional artwork, and if you are considering making your career in the art world the range of specialisms are endless. GCSE Art & Design forms the starting point for your journey. Many Mayfield pupils progress further and study Art to degree level, or related courses such as architecture, interior design, fine art painting, print making, sculpture, textiles, fashion, shoe design, millinery, jewellery, graphic illustration, photography and three-dimensional design.

This course offers candidates an opportunity to think independently and creatively, discovering personal strengths and qualities within a stimulating environment. As practising artists, pupils refine their skills, trust their judgement, take risks, make informed decisions and articulate the meaning behind their evolving work, all vital skills for life in the modern world.

OUTLINE CONTENT

By following the Unendorsed Art & Design course pupils can work across a range of disciplines. During Year 10 candidates complete a series of workshops across the four areas in which they can specialise: Drawing and Painting, Fine Art Textiles, Three-Dimensional Form and Photography with Photoshop.

- Drawing and painting, both traditional and experimental using a wide range of scale and media including pencil, paint, charcoal, inks, scalpel work, pastel and collage. Pupils work with oil paints, acrylics, watercolour and mixed media on a variety of scales using canvas and board to create final pieces.
- Textiles, girls can create experimental textile work combining fabric, threads and paper to create stitched mixed media outcomes. They can also construct three dimensional sculptural forms using mannequins and moulds, also exploring screen printing, silk painting, stencil work and batik.

- Sculpture, exploring modelling with a range of media such as Modroc, withies and papier-mâché. Three dimensional art works can also include experimental jewellery and body adornment, experimenting with wire, metal, melting and fusing plastics, paper construction and assemblage.
- Photography with Photoshop and digital manipulation. Pupils explore traditional and contemporary photographic processes including photograms, working with a lightbox, darkroom processes and studio work. Using Photoshop girls develop a fluent understanding of composition and digital manipulation enabling them to create final outcomes, mood boards, developmental work as well as repeat designs. Themes explored include portraiture, still life and landscape.

We work through the creative process of research, recording information, studying the work of other artists past and present, reflecting upon how they influence and inspire our own work and ultimately how to develop and refine ideas towards original and personal final outcomes. This course enables each pupil to work as an individual to find their own personal creative route.

COURSEWORK (60%)

From Year 10 through to January of Year 11 girls produce a portfolio of art work. This consists of sketchbooks and mounted large scale pieces of art in both two and three dimensions. They are required to keep a sketchbook/journal which documents thoughts, opinions, experiments and ideas. We will visit art galleries and museums to gain inspiration as well as work with visiting artists.

EXAMINATIONS (40%)

In the Spring Term of Year 11 girls will begin their externally set paper. Candidates have several weeks to research their own topic and develop ideas, followed by ten hours of supervised time to complete their final piece.

All work is assessed internally and then moderated by a visiting examiner. In the summer term the achievements are celebrated with a summer exhibition and private view.

Ceramics (3D Design)

EXAMINING BOARD: OCR

Clay is a wonderful and ubiquitous material, whose popularity lies in its ability to be transformed. It is important to have a creative discipline in a rounded educational programme and Ceramics offers an excellent opportunity for the expression of personal and creative ideas and the development of the necessary skills and techniques required for their realisation. Ceramics encourages flexibility of thought and engenders the development of analytical and aesthetic judgement. It allows for personal expression, teaches self-discipline and provides an opportunity for a healthy alignment between intellectual and feeling processes. Within its base in both the creative and technological areas, it can appeal to artistic pupils and also to those more scientifically orientated. Mayfield pupils benefit from having excellent and extensive facilities suitable for research, experimentation and practical work, enabling them to achieve outstanding examination results. There will be an opportunity to take part in a residential trip to Jindezhen in China, a world famous centre for Ceramics. In addition to museum visits and cultural excursions, there will be daily workshops taught by Chinese masters, covering various techniques from the Potter's wheel to blue on white brush decoration. The stunning accommodation overlooks the ancient town and is secured in its own compound with a resident chef to cook all meals.

OUTLINE CONTENT

The course builds on the body of knowledge, skills and understanding established in previous years and is designed to combine the necessary breadth and depth of study with the freedom of choice to accommodate individual interests, strengths and talents. A vast range of materials and techniques is available for pupils to employ and enjoy. Techniques involve coiling, slab-building, sculpting, modelling, extruding, throwing, casting, joining, pressing, surface colouring and decoration glazing and firing.

GCSE candidates are required to complete two mandatory units:

UNIT 1: DESIGN PORTFOLIO (60%)

Candidates will be required to produce a portfolio of work developed from personal or given starting points or briefs, determined by the Department. The portfolio will consist of a sustained project, theme or course of study. It may be presented in an appropriate format, for example: test tiles, finished ceramic pieces, annotated mounted sheets, ideas sketchbooks and written support, clearly showing the development and realisation of ideas.

UNIT 2: TIMED SET TASK (40%)

Candidates select one question from this paper and have five weeks to plan and prepare supporting studies and tests. This is followed by a 10-hour practical exam over a period of days, taken before Easter.

These units are then marked internally and externally moderated by OCR.

The course is aimed at developing creative and imaginative powers and enabling pupils to express and communicate ideas, feelings and meanings in both two and three dimensions. Museum visits and Potters' Day are essential elements of the course: one is arranged per year. The course culminates in an exhibition of pupils' work to which parents, governors, teaching staff and friends are invited.

The study of Ceramics develops personal confidence and self-esteem and has a beneficial spin-off for other subject areas.

Classical Civilisation (Greek & Roman)

WHY CHOOSE CLASSICAL CIVILISATION?

EXAMINING BOARD: OCR

Classical Civilisation opens your eyes to two important cultures, Ancient Greece and Rome, which have greatly influenced our own. The subject allows for an in-depth study of the role of women in ancient society, provoking discussion and comparison with today's values and thinking.

We also look at the core elements of the city of Ancient Rome, everyday life, housing, education, entertainment and the family.

OUTLINE CONTENT

THEMATIC STUDY: 50% OF TOTAL GCSE

'Women in the Ancient World' – Pupils will study Women in Mythology; the experiences of young women and their status in both cultures; the roles and responsibilities of female members of the household; Improper Women; Women and religion; Warrior Women and Women to be Feared. Both components involve a comparative study of ancient Greece and Rome, and combine literary and visual/material sources. All literature is studied in translation.

LITERATURE AND CULTURE: 50% OF TOTAL GCSE

'Roman City Life' - In this component learners will explore everyday life in Roman cities, with a particular focus on the Imperial period and popular sites and artefacts from Rome, Ostia, Pompeii and Herculaneum. Topics include: Roman Housing, The Family, Society, and Leisure and Entertainment. Not only will students study artefacts and buildings, but also some of the most fascinating literature from the time, including poetry, satire and letters. All literature is studied in translation.

EXAMINATIONS

Two examination papers: Thematic Study and Literature & Culture. Both papers are 1 hour and 30 minutes in length and are worth 90 marks (50% of the GCSE) each.

Classical Greek

WHY CHOOSE CLASSICAL GREEK?

EXAMINING BOARD: OCR

This subject gives you the opportunity to study the language and literature of classical Greece, reading the works of famous authors such as Homer, Euripides, Herodotus and Plato. Pupils experience elements of the culture, language and social and political life of the Greek civilisation which has inspired many later generations.

OUTLINE CONTENT

Language: Starting from learning the Greek alphabet, pupils will gradually develop an understanding of the grammar and syntax of Ancient Greek, which will then allow them to read short historical passages, which tell a story or stories drawn from history, mythology or Greek domestic life.

This course is best suited to those pupils who have a good working knowledge of Latin, although this is not essential.

Prose Literature: Pupils will answer comprehension and literary appreciation questions on the prose texts by authors such as Herodotus, Plato or Antiphon. Topics may include writings on themes such as Socrates, murder trials and the boyhood of the King of Persia!

Verse Literature: Pupils will answer comprehension and literary appreciation questions on the verse texts by authors such as Homer and Euripides. Topics may include writings on themes such as Odysseus' struggle to return home and the tragedy of Iphigenia!

EXAMINATIONS (100%)

Paper 1 1 hour 30 minutes Language (50%)

Paper 2 1 hour Prose literature (25%)

Paper 3 1 hour Verse literature (25%)



Drama

WHY CHOOSE DRAMA?

EXAMINING BOARD: AQA

Drama is a creative subject, with a wealth of benefits. All pupils grow and mature at different rates, but Drama tends to speed up the process in areas of emotion, aesthetic appreciation and self-confidence. It enhances pupils' self-belief, and nurtures the transferable skills of cooperation, commitment and control. It encourages pupils to develop their empathetic understanding. The course promotes resilience, independent learning and discipline. Drama has the power to explore, shape and change ideas.

The everyday skills needed to succeed in the world of work; the skills of communication, listening, organisation, co-operation and problem solving: Drama covers all of these.

The course develops creativity, encouraging a more rounded individual. Consequently, it compliments and supports a variety of different subjects.

The pupils are given the opportunity to attend a selection of theatre performances and workshops held by professional practitioners. This is an essential part of the course.

COMPONENT 1: UNDERSTANDING DRAMA

(40% of available mark)

- Knowledge and understanding of drama and theatre
- The practical study of one set play
- Analysis and evaluation of the work of live theatre makers

How it's assessed

- Written exam: 1 hour and 45 minutes
- Open book

COMPONENT 2: DEVISING DRAMA (PRACTICAL)

(40% of available mark)

- Process of creating devised drama
- Performance of devised drama (pupils may contribute as performer or designer)
- Analysis and evaluation of own work

How it's assessed

- Devising performance or design
- Devised log

This component is marked by teachers and moderated by AQA.

COMPONENT 3: TEXTS IN PRACTICE (PRACTICAL)

(20% of available mark)

- Performance of two extracts from one play (pupils may contribute as performer or designer). Free choice of play but it must contrast with the set play chosen for Component 1.

How it's assessed

This component is marked by AQA.

Past pupils have enjoyed the contrast of working freely in a studio, as oppose to at a desk. Many have stated how much fun they have had and indeed alluded to the fact that the course has indeed aided them with their future career choices.

Food Preparation and Nutrition

WHY CHOOSE FOOD PREPARATION AND NUTRITION?

EXAMINING BOARD: OCR

Pupils have the opportunity to work in a completely different environment. They will learn many new techniques, improve their organisation and time management, develop problem solving skills and obtain culinary skills for life.

THE COURSE

This qualification in food preparation and nutrition enables pupils to make connections between theory and practice so that they are able to apply their understanding of food science and nutrition to practical cooking.

COMPONENT 1

Principles of Food Preparation and Nutrition

- Written examination: 1 hour 30 minutes
- 50% of the qualification
- 100 marks

Pupils will develop their knowledge and understanding of the following four areas of content through practical and investigation work. This opportunity will allow them to develop different levels of technical skills whilst exploring and consolidating knowledge and understanding relating to food preparation and nutrition.

AREAS OF CONTENT

- A. Nutrition
- B. Food provenance and food choice
- C. Cooking and Food Preparation
- D. Skills requirements: preparation and cooking techniques

COMPONENT 2

Food Preparation and Nutrition in Action

- Non-examination assessment within two different projects
- 50% of the qualification
- 150 marks

THE ASSESSMENTS

Assessment 1: The Food Investigation Task 15% of total qualification

A Food Investigation will be set that will require pupils to:

- (i) (a) research and plan the task;
(b) investigate the working characteristics, function and chemical properties of ingredients through practical experimentation and use the findings to achieve a particular result;
(c) analyse and evaluate the task; and
- (ii) produce a report on all of the above and includes photographs and/or visual recordings to support the investigation.

Assessment 2: The Food Preparation Task 35% of total qualification

This assessment is synoptic and assesses the application of knowledge and understanding in relation to selecting dishes and identifying cooking skills/techniques and the execution of practical skills. The written report must include the planning, preparation and cooking of three separate dishes within three hours, evidencing a range of practical skills and presentation methods. Evaluation of sensory analysis results is also included in this task.

French

WHY CHOOSE FRENCH?

EXAMINING BOARD: AQA

In a globalized world, where mobility is facilitated, learning a language is a wonderful benefit. Not only does it help when traveling, it is also a great advantage for studying in general and for career prospects abroad. Acquiring a second language enables us to develop various mental abilities at all ages.

With France as our closest European neighbour, a top worldwide holiday destination and a diverse historical and cultural centre, the ability to speak French is a major advantage. In addition, French is an official language of the United Nations, the European Union and many other international organisations. French speakers are therefore in demand in a wide range of careers, including banking and finance, international trade, tourism, translation and interpreting, diplomacy and international relations.

OUTLINE CONTENT

Four skills:

- Listening
- Reading
- Speaking
- Writing

PUPILS WILL STUDY THE FOLLOWING TOPICS:

Theme 1: Identity and culture : family and relationships, the use of technology in every life, free-time activities and customs and festivals

Theme 2: Local, national, international and global areas of interest : home town, social issues – health and poverty, global environmental concerns and travel and tourism

Theme 3: Current and future study and employment : Life at school and college, jobs and career choices

Pupils will complete a variety of tasks, including reading and listening, comprehension, translation, grammar practice and essay writing.

EXAMINATIONS (100%)

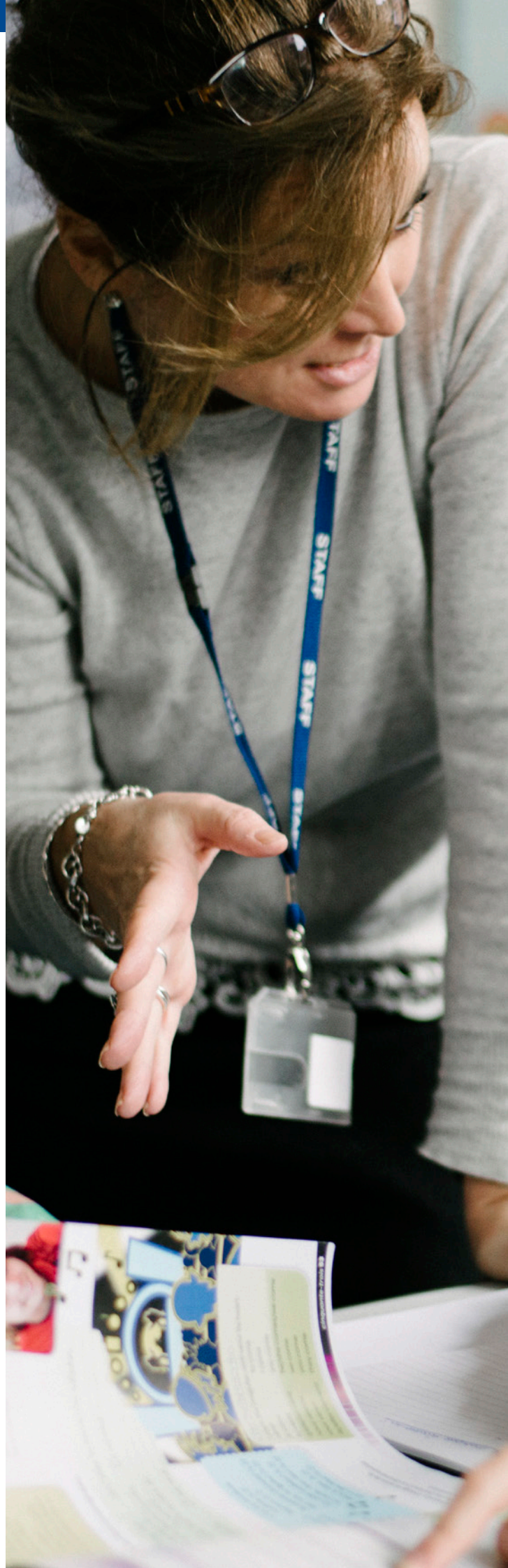
This qualification is linear. Pupils will sit all examinations at the end of the course.

Unit 1: Listening 25% of the total marks

Unit 2: Reading 25% of total marks

Unit 3: Speaking: 25% of total marks

Unit 4: Writing: 25% of total marks





Geography

WHY CHOOSE GEOGRAPHY?

EXAMINING BOARD: AQA

Studying Geography provides pupils with the opportunity to travel the world from the classroom, exploring case studies in the United Kingdom, 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. Girls are also encouraged to understand their role in the world, by considering and challenging different viewpoints, values and attitudes.

Geography enables pupils to develop a 'sense of place', a greater appreciation of the natural environment and a profound awareness of the ways in which people and places interact. Put simply, Geography provides an enhanced understanding of the world in which we live.

Pupils will learn to appreciate that the study of Geography is dynamic, not only because places, Geographical features, patterns and issues change, but also because new ideas and methods lead to new interpretations.

OUTLINE CONTENT

Living with the physical environment (35% of available marks)

- **Section A:** The challenge of natural hazards
- **Section B:** Physical landscapes in the UK
- **Section C:** The living world

Challenges in the human environment (35% of available marks)

- **Section A:** Urban issues and challenges
- **Section B:** The changing economic world
- **Section C:** The challenge of resource management

Geographical applications (30% of available marks)

- **Section A:** Issue evaluation
- **Section B:** Fieldwork

Fieldwork is a very important part of the Geography curriculum as it enables girls to test theory learnt in class. Furthermore, it is not unusual for Mayfield Geography fieldwork to be truly awe-inspiring. It is our intention to run a non-compulsory fieldwork course to the High Atlas in Morocco (or other suitable overseas location) either in late Year 10 or early Year 11. Alternative locally-based fieldwork is organised for those girls who choose not to travel to Morocco. An AQA requirement is that two enquiries are carried out in contrasting environments and that they show an understanding of both physical and human Geography.

In at least one of the enquiries pupils are expected to show an appreciation of the interaction between physical and human Geography.

Pupils' understanding of the fieldwork enquiry process will be assessed in the following two ways:

1. Questions based on the use of fieldwork materials from an unfamiliar context.
2. Questions based on pupil's individual enquiry work.

WHY CHOOSE HISTORY?

EXAMINING BOARD: EDEXCEL GCSE

History helps us to understand the world we live in, allows us to explain where we have come from, and perhaps even where we are going. It looks at the big issues that affect our lives and gives us the opportunity to explore how much of our present life is owed to events and developments in the past. Pupils will gain a variety of skills in History such as, analytical thinking, evaluation, the ability to select relevant evidence, problem-solving and good communication skills. These skills are not only highly regarded by employers and universities, but can also complement and support other subject choices. If you enjoy learning about people and have an interest in the world around you, then History is an excellent choice.

OUTLINE CONTENT

Medicine in Britain through Time c. 1250 - present

In this unit pupils will investigate the development of medical knowledge and practice over the centuries. This unit will help to develop a sense of chronology and to learn about how people's lives improved over time. It also incorporates a focus study on Surgery and Treatment on the Western Front 1914-18 which complements the Year 9 First World War topic and visit to the battlefields of France and Belgium. We will also visit the Old Operating Theatre in London to participate in a re-enactment of Victorian surgical techniques and enjoy a walking tour around Southwark focusing on the impact of cholera. This unit may be of particular interest to girls interested in a career in medicine or science.

Early Elizabethan England 1558-88

This British depth study will examine the fascinating rule of Queen Elizabeth I and explore the political and religious challenges she faced when she took the throne, including the religious settlement, Mary Queen of Scots and the Spanish Armada. Pupils will also have the opportunity to investigate elements of Elizabethan society such as education, leisure, poverty and exploration.

To support and extend classroom learning, we run a fascinating trip to Westminster Abbey where girls participate in a hands-on workshop to discover more about one of England's most famous monarchs.

British America 1713-83

This is a chance to find out more about the foundations of modern America. Pupils will investigate the development of the British colonies including issues of piracy, slavery and revolt. Girls will then explore how this part of the empire was lost, through a tea party, war and the Declaration of Independence.

Weimar and Nazi Germany 1918-39

This depth study focuses on one of the most turbulent and interesting periods of history. Pupils will study the social, economic and political crises and achievements of the Weimar government during the 1920s, the collapse of democracy and rise of the Nazis in the early 1930s.

There is also the exciting possibility to join a trip to the dynamic city of Berlin and Krakow in October half-term to experience some of the sites that have been explored on the course, including the Jewish Museum and Auschwitz-Birkenau.

EXAMINATIONS

- Paper 1:** Medicine in Britain through Time c. 1250–present (30%)
- Paper 2:** Early Elizabethan England 1558-88 and British America 1713-83 (40%)
- Paper 3:** Weimar and Nazi Germany 1918-39 (30%)

Latin

WHY CHOOSE LATIN?

EXAMINING BOARD: OCR

Latin provides pupils with the opportunity to study the language and literature of ancient Rome, reading the works of famous authors such as Virgil, Ovid, Cicero and Tacitus. Girls will experience elements of the culture, language, and social and political life of the Roman civilisation which has inspired many later generations. They will develop a sensitive and analytical approach to language generally, including an awareness of the relationship between Latin and the languages of today.

OUTLINE CONTENT

Language: Pupils will continue and develop their study of the Latin language allowing them to translate and respond to more complex Latin passages, which tell a story or stories drawn from history, mythology or Roman domestic life. Pupils will also be expected to answer questions on a passage, showing comprehension, understanding of grammar and derivations.

Prose Literature: Pupils will answer comprehension and literary appreciation questions on the prose texts by authors such as Cicero, Tacitus and Pliny. Topics may include writing on themes such as Druids, Boudica's rebellion and the poisoning of emperors.

Latin Literature and Culture: In this unit pupils will develop their knowledge and understanding of Roman civilisation and culture through the study of ancient literature and other ancient source material, including archaeological artefacts, inscriptional evidence and architecture. They will learn how to evaluate the usefulness of primary sources as evidence, identifying gaps, distortion or literary bias. The areas for study will be: Myths & Beliefs and The Romans in Britain.

All the material for this paper is studied in English.

EXAMINATIONS (100%)

Paper 1: 1 hour 30 minutes Language (50%)

Paper 2: 1 hour Prose literature (25%)

Paper 3: 1 hour Latin Literature and Culture (25%)





WHY CHOOSE MUSIC?

EXAMINING BOARD: AQA

Music is all around us, and is a huge part of life across the world in various different ways. GCSE Music offers pupils the opportunity to study a wide range of music, through listening and theory, performing and composing. The course is designed to celebrate many different musical styles, and would suit anyone who is enthusiastic about music and music-making. Candidates should have already started to learn an instrument or have singing lessons by the time they make their option choice, but will need to be at least Grade 4 (or equivalent) by the middle of the second year of the course.

Specification at a glance

The qualification is linear which means that pupils will sit all their examinations and submit all their non-exam assessment at the end of the course.

SUBJECT CONTENT

Core content

1. Understanding music

Divided into four Areas of Study, this part of the course will explore music from a wide variety of contexts, cultures and historical periods. Examined in a listening examination, this unit will sharpen musical understanding and listening skills, and broaden pupils' tastes and minds, fostering a life-long love of many different forms of music.

a. Area of Study 1. Western Classical tradition 1650-1910

In this area of study pupils will learn about Baroque vocal music, Classical symphonies, Romantic piano music and late nineteenth-century choral works, covering a broad spectrum of Western art music.

b. Area of Study 2. Popular Music

In this area of study pupils will delve into the musicals of Broadway (1950s-1990s), Rock music of the 1960s and '70s, Film and computer gaming music and popular music from the 1990s to the present.

c. Area of Study 3. Traditional Music

This area of study comprises Blues music (1920-1950), Fusion music incorporating African and/or Caribbean music, Contemporary Latin music and Contemporary folk music of the British Isles.

d. Area of Study 4. Western Classical tradition since 1910

The final area of study introduces more modern art music, including the orchestral music of Aaron Copland, music by British and Hungarian composers, and the Minimalist music of Adams, Reich and Terry.

2. Performing music

This unit involves performing as a soloist and in an ensemble. Lesson time is not devoted to performance preparation, and students will need to work on this performance with their individual music teacher.

3. Composing music

Pupils will compose two pieces of music: one in a style of their choosing, and a second in response to a brief set by the examination board. Composing will begin at the start of Year 10 and will explore a variety of different styles and approaches, using Sibelius software and/or Soundtrap depending on the style chosen.

ASSESSMENTS

Pupils must complete all three components of this qualification.

Component 1: Understanding music (worth 40% of GCSE marks)

What's assessed? - Listening and contextual understanding
How is it assessed? - Examination paper with listening exercises using excerpts of music.

Questions

- **Section A:** Listening (68 marks)
- **Section B:** Contextual understanding (28 marks)

The examination is 1 hour and 30 minutes

Component 2: Performing music (worth 30% of GCSE marks)

What's assessed? - Music performance
How is it assessed? - As an instrumentalist and/or vocalist and/or via technology:

Performance 1: Solo performance (36 marks)

Performance 2: Ensemble performance (36 marks)

A minimum of four minutes and a maximum of seven minutes of performance in total is required, of which a minimum of one minute must be the ensemble performance. Non-exam assessment (NEA) will be internally marked by teachers and externally moderated by AQA. The performance must be completed in the year of certification (Year 11).

Component 3: Composing music (worth 30% of GCSE marks)

What's assessed? - Composition

How is it assessed? - **Composition 1: Composition to a brief (36 marks)**

Composition 2: Free composition (36 marks)

A minimum of three minutes and a maximum of four and a half minutes in total is required. Non-exam assessment (NEA) will be internally marked by teachers and externally moderated by AQA.

Physical Education

WHY CHOOSE PHYSICAL EDUCATION?

EXAMINING BOARD: OCR

If you play and have an interest in Sport and you want to learn how to improve your own performance as well as more about the wider world of sport this is the subject for you. You can explore your performance through the science behind your body and training as well as Psychology and Sport in a wider Societal setting. GCSE PE will suit girls who already represent the School teams and/or as an individual in at least two activities and are interested in developing their theoretical knowledge of Sport and analysis of performance.

All those who choose to study GCSE PE must commit to attending practices in their chosen assessed activities in order to get the best possible grade.

SUMMARY OF THE COURSE

- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- Understand how the physiological and psychological state affects performance in physical activity and sport
- Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- Develop their ability to analyse and evaluate to improve performance in physical activity and sport
- Understand the contribution which physical activity and sport make to health, fitness and well-being
- Understand key socio-cultural influences which can affect people's involvement in physical activity and sport

60% theory:

Unit 1: Physical factors affecting performance – 1 hour paper (30%)

- Applied anatomy and physiology
- Physical training

Unit 2: Socio-cultural issues and sports psychology – 1 hour paper (30%)

- Socio-cultural influences
- Sports psychology
- Health fitness and wellbeing

Practical activity assessment Analysing and Evaluating Performance (AEP) 40%

Girls select three sports – 1 team, 1 individual and 1 other (either category) all from a specific list of sports: For example Hockey (Team), Swimming (Individual) and Cricket (choice) OR Dance (individual), Netball (Team), Equestrian (choice).

The list is extensive and covers a wider variety of sports that we don't compete in here at Mayfield, e.g Skiing, Rowing, Sculling, Football, Rugby, Basketball, Badminton.





Spanish

WHY CHOOSE SPANISH?

EXAMINING BOARD: AQA

Spanish is the second most spoken language in the world, and with the number of Spanish speakers superseding the number of English speakers, never before has there been a more opportune time to learn the language. Spanish is considered one of the easiest languages for an English speaker to learn as the pronunciation is simpler and more consistent. As almost 30% of English vocabulary derives from Latin, it is easy to recognise and understand many Spanish words that share the same roots. As the official language in Spain, most countries in Central and South America, as well as several Caribbean countries, pupils have many of the most beautiful places in the world to visit. Spain itself has a unique physical and cultural inheritance and speaking the local language will help get you off the beaten path and see more of the real culture.

OUTLINE CONTENT

Four skills:

- Listening
- Reading
- Speaking
- Writing

Pupils will study the following topics:

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment.

Pupils will complete a variety of tasks, including reading and listening, comprehension, translation, grammar practice and essay writing.

EXAMINATIONS (100%)

This qualification is linear. Pupils will sit all examinations at the end of the course.

Unit 1: Listening 25% of the total marks

Unit 2: Reading 25% of total marks

Unit 3: Speaking: 25% of total marks

Unit 4: Writing: 25% of total marks

Notes





Mayfield

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