

# LOWER 5 - UPPER 5 COURSE PROGRAMME

2022-24



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# COURSE PROGRAMME FOR GIRLS ENTERING LOWER 5 (YEAR 10) IN SEPTEMBER 2022

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We offer a broad range of GCSE subjects with a wide choice of combinations, in a friendly, supportive environment.

The GCSE curriculum is designed to challenge and develop you as an individual learner. You will study for 9 qualifications: 5 core GCSE subjects and 4 options. In line with other leading girls' schools this is the optimum number of qualifications to aim for in order to avoid overload.

Life beyond the classroom through extra-curricular and community activities is an important part of school life for Maynard girls; all are encouraged to take part in a wide range of opportunities alongside their studies. We offer in excess of 60 clubs each term, from Sport, Ten Tors and Duke of Edinburgh to Drama, Music, Rocket and STEM.

We hope that this Course Programme will provide you with the information you need about the courses on offer and help you to make these important decisions about your future. All of our subject teachers are always on hand if you ever need somebody to talk to about your options.

Good Luck!

**“An excellent, broad and balanced curriculum supports fully the pupils’ very positive attitudes to their learning. The curriculum is further enhanced by a wide range of extracurricular activities, with outstanding pupil successes at both individual and team level.”**

Independent Schools Inspectorate

## OPTIONS CALENDAR

<b>Thursday 2 December</b>	U4 GCSE Options Evening
<b>Wednesday 15 December</b>	Intention forms deadline
<b>End of Term</b>	U4 Progress Checks
<b>Monday 10 January</b>	Options forms issued
<b>Tuesday 11 January</b>	U4 Parents’ and Daughters’ Evening
<b>Friday 28 January</b>	Options forms deadline

## HELPFUL HINTS

All GCSEs are now graded on the new GCSE 9-1 scale with exams at the end of the course. A few subjects will have non-exam assessments (coursework).

Old grading structure	New grading structure
<b>A*</b>	<b>9</b>
<b>A</b>	<b>8</b> <b>7</b>
<b>B</b>	<b>6</b>
<b>C</b>	<b>5 Strong Pass</b> <b>4 Standard Pass</b>
<b>D</b>	<b>3</b>
<b>E</b>	<b>2</b>
<b>F</b>	<b>1</b>
<b>G</b>	<b>1</b>
<b>U</b>	<b>U</b>

Look carefully at Groups 1, 2 and 3 overleaf. Everyone does all the subjects in Groups 1 and 2 and in addition everyone must choose three subjects from Group 3. This gives you 9 GCSEs overall.

- Everyone will study Biology, Chemistry and Physics. You have the option of either studying these as three separate GCSEs (by choosing Separate Sciences as one of your 3 options) or the two GCSE Combined Science route. Studying Separate Sciences would be a better foundation for A-level Sciences although not essential.
- We would strongly recommend choosing a Modern Foreign Language, although this is not essential. If you wish to study French, German or Spanish remember that you must be studying your chosen language in Upper 4 (Year 9).
- If you want to study any language (Classical or Modern) at A-level it is essential to have studied it to GCSE level.

The guiding principle is choosing a broad and relevant curriculum that should inform future choices at A-level.

<b>GROUP 1:</b> <b>Core GCSE subjects</b>	<b>GROUP 2:</b> <b>Core Subjects</b> <b>(non -GCSE)</b>	<b>GROUP 3:</b> <b>Option Choices</b> <b>(Choose 4)</b>
<ul style="list-style-type: none"> <li>• English</li> <li>• English Literature</li> <li>• Mathematics</li> <li>• Science (Biology, Chemistry, Physics covering a 2 GCSE Combined Science course)</li> </ul>	<ul style="list-style-type: none"> <li>• Physical Education</li> <li>• PSHE</li> <li>• Philosophy, Politics and Religion</li> </ul>	<ul style="list-style-type: none"> <li>• Art and Design</li> <li>• Classical Civilisation</li> <li>• Computing</li> <li>• Drama</li> <li>• Food and Nutrition</li> <li>• French</li> <li>• Geography</li> <li>• German</li> <li>• History</li> <li>• Latin</li> <li>• Music</li> <li>• Physical Education GCSE</li> <li>• Religious Studies</li> <li>• Separate Sciences (Biology, Chemistry Physics as 3 GCSEs)</li> <li>• Spanish</li> </ul>

You will have plenty of opportunity to discuss your choices with your Year Head, Form Tutor and Subject Teachers over the coming weeks.

The intentions form will be used for the school to develop timetable option blocks. Students indicate what combination of subjects they are considering at GCSE on this form. This information will be used to create an options form with subject blocks that suit as many of our students’ choices as possible. Our aim is to give you at least three out of your first four choices from Group 3, with the vast majority of students getting all four. Certain subject combinations will not be possible on the options form or if students subsequently change their minds.

You must return your final subject selection on the options form before February.

Careers is an essential element of the Lower 5 (Year 10) and Upper 5 (Year 11) PSHE programme. Towards the end of the Lower 5 year all students take the Morrisby Psychometric profile, which gives an indication of an individual’s personality, academic and practical strengths, skills and interests. It outlines possible career choices suited to the student. During Lower 5 and Upper 5 there will be opportunities to listen to speakers from a variety of careers and to have a careers interview. We also cover how to write letters for job application, CV writing and how to make informed decisions about on-going education provision. Work experience takes place at the end of the summer term of the Upper 5 year.

Information about Careers events and opportunities can be found on the school's website under Academic/UCAS and Careers.

Every half term parents will be given feedback on progress. We will either send a "snapshot" progress check, have a parents' and daughters' meeting or produce full written reports.

More information on the content of the GCSE courses the student will follow can be found on the school website and on the Awarding Body websites:

[www.eduqas.co.uk](http://www.eduqas.co.uk)

[www.aqa.org.uk](http://www.aqa.org.uk)

[www.edexcel.com](http://www.edexcel.com)

[www.ocr.org.uk](http://www.ocr.org.uk)



# GROUP 1: CORE GCSE SUBJECTS

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## ENGLISH AND ENGLISH LITERATURE

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**Awarding Body: AQA**

**Specification: English Language 8700 & English Literature 8702**

English Language and English Literature are examined as separate subjects and our students will gain a GCSE from each of them. Both subjects are taught simultaneously throughout the Lower and Upper 5. Both subjects are assessed by 100% linear examination (no coursework or controlled assessment) and will be graded according to the new 1-9 system.

Lessons are varied and stimulating and consist of debate and discussion as well as both analytical and creative reading and writing. For English Literature, pupils work towards two examinations which cover a play by Shakespeare, a nineteenth century novel, a modern text (either drama or prose) and a selection of poetry. For the English Language course, which also culminates in two examinations, pupils are encouraged to produce accurate descriptive and transactional written work and to respond to a range of fiction and non-fiction texts taken from nineteenth, twentieth and twenty-first century sources. Assessment of spelling, punctuation and grammar make up 20% of English Language and 5% of English Literature.

Pupils will complete a Spoken Language assessment that consists of a presentation and a question and answer session. A mark is awarded for this assessment which is recorded separately on certificates as a further endorsement to the English Language qualification.





# MATHEMATICS

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**Awarding Body: Edexcel**

**Specification: GCSE (9-1) in Mathematics 1MA1**

The course aims to enable students to:

- Develop fluent knowledge, skills and understanding of mathematical methods and concepts.
- Acquire, select and apply mathematical techniques to solve problems.
- Reason mathematically, make deductions and inferences and draw conclusions.
- Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

Topics covered include all aspects of numerical calculation, algebra, geometry, trigonometry, data handling and applications of Mathematics.

The purposes of this qualification are to:

- Provide evidence of students' achievements against demanding and fulfilling content, to give students confidence in the mathematical skills, knowledge and understanding that they will have acquired during the course of their study.
- Provide a strong foundation for further academic and vocational study and for employment and to give students the appropriate mathematical skills, knowledge and understanding to help them progress to a full range of courses in further and higher education. These courses include Level 3 Mathematics as well as Level 3 and undergraduate courses in other disciplines such as Biology, Geography and Psychology, where the understanding and application of Mathematics is crucial.



# SCIENCE

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**Awarding Body: AQA**

**Specifications: 8461, 8462, 8463 (Separate Science) and 8486 (Combined Science)**

All Maynard pupils embark on AQA Science GCSEs in Upper 4 and study Biology, Chemistry and Physics separately over a 3-year period (Upper 4/ Lower 5/Upper 5). Students may study the Combined Science GCSE route or may choose Separate Sciences as one of their GCSE options. These are both exciting and challenging courses designed to make Science relevant to everyday life, whilst also offering academic rigour.

For pupils who choose the GCSE Separate Science route, each of the three separate Science GCSEs will be graded using the 1-9 system and will consist of two written examined units at the end of the Upper 5 year. We believe this route offers the best support for moving on to A-level Science, should students choose to do so.

Pupils who follow the GCSE Combined Science route still study Biology, Chemistry and Physics separately, however less content is delivered in each Science subject maximising pupil potential. Pupils following this route sit two shorter written examinations for each Science at the end of the Upper 5 year. The marks in the examinations are then combined and two Science GCSEs, graded using the 1-9 system, are awarded. The Combined Science route is still appropriate preparation for A-level Science.

There is no longer a practical controlled assessment within Science, however, pupils will conduct a number of Core Practical Activities in each Science subject, the details of which can be assessed in the written examinations.



# GROUP 2: CORE GENERAL SUBJECTS

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## PHYSICAL EDUCATION

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The emphasis is on encouraging girls to take more responsibility for their own fitness and build good habits for life-long participation in sport.

### Lower 5 Programme: Two 1 hour lessons per week

In the autumn term the Games curriculum includes basketball, aerobics and hockey, whilst in the Physical Education lessons we cover netball (including an introduction to the Young Umpires Award), badminton, tag-rugby and volleyball. During this term the Under 15 squad train for and play hockey fixtures.

In the spring term, during Games lessons, girls are introduced to an options system where they can choose dance/fitness, an on-site activity or squash. In Physical Education we cover volleyball and Fitness for Life. During this term the Under 15 squad train for a play netball fixtures.

In the summer term the programme includes tennis, athletics, rounders and softball.

### Upper 5 Programme: One 2 hour lesson per week

We offer an options system which encourages girls to choose according to their interest. We also provide opportunities to follow the Sports Leaders Award.

In the autumn and spring terms an option is chosen from: aerobics, fencing, golf, squash, swimming, Sports Leadership and a selection of activities as an on-site option. The Under 16 and Senior squads play hockey in the autumn term and netball in the spring term.

# PHILOSOPHY, POLITICS AND RELIGION

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PPR is The Maynard’s Citizenship and Religious Studies core curriculum for Lower 5 and Upper 5, which involves discussing, reflecting on and reasoning about our values, with the aim that girls will develop into active citizens in society.

The PPR schemes of work incorporate many of the topic areas on the National Curriculum Key Stage 4 Citizenship and PSHE Personal Development curriculum documents. The schemes of work are a considerable contribution to The Maynard’s provision of Spiritual, Moral, Social and Cultural Education.

Topics currently covered in Lower 5 and Upper 5 include units on: “Why should we act morally?”, “Fair Trade or Free trade?”, “Globalisation and Poverty”, “A Brave New World - justifying the state”, “Liberty” and “Sexual Ethics”.

PPR aspires to be a model of best practice in incorporating debate, innovation and thinking skills (e.g. de Bono’s CoRT-1 skills) to develop higher cognitive and reasoning abilities, while maintaining academic rigour and addressing the agreed Religious Studies, Citizenship and Values content.

N.B. All girls follow the PPR programme, which will be delivered through half- day sessions once every half term. It is entirely distinct from the GCSE Religious Studies option, details of which are to be found in Group 3: GCSE Option Choices.



# GROUP 3: GCSE OPTION CHOICES

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## ART & DESIGN

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### **Awarding Body: OCR Specification: J171**

This exciting and enjoyable practical course develops students' creativity and visual literacy. It encourages an enquiring approach, develops practical as well as analytical and communication skills. Students will develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds. During the course, students will visit galleries and take part in a whole day Artist in Residence workshop. The achievements of all students are celebrated in the group Art Exhibition held at the end of the course.

Studying Art & Design will develop the valuable visual and practical skills which are valued in many careers from Architect, Design Engineering to Medicine.

All coursework for submission is produced in school during Art & Design lessons. The course consists of:

- **Unit 1: Art and Design Portfolio (coursework, 60%).**

Students will produce a portfolio of work that demonstrates a personal response to the subjects and themes set. A variety of 2D and 3D media is explored and pupils are encouraged to discuss their work with their teacher at all times.

- **Unit 2: Art and Design Externally Set Task (examination, 40%).**

For this unit students will receive an early release question paper from which they will research, plan and develop their chosen starting point for their own personal response. They will be able to discuss their ideas and approach with their teacher. Up to 10 hours are given to complete the final piece.

# COMPUTER SCIENCE

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## **Awarding Body: OCR, Specification: J277**

Computer Science is a very practical subject – students will be able to use the knowledge and skills they learn in the classroom on real-world problems. It's also a highly creative subject that calls on learners to be inventive. To help OCR develop this engaging, modern qualification, they talked to companies like Microsoft, Google and Cisco; organisations like Computing At School (CAS) and also teachers and academics.

### **Computer Systems Component**

- Study how processors work.
- Investigate computer memory and storage.
- Explore modern network layouts and how they function.
- Build skills in the ever important realm of cyber security.
- Investigate how types of software are used within computer systems.
- Stretch wider comprehension of how computers and computing affect ethical, legal, cultural and environmental issues.

### **Computational Thinking, Algorithms And Programming Component**

- Study fundamental algorithms in computer science.
- Build a firm foundation in programming techniques.
- Produce programs through diagrams.
- Thoroughly test programs and make them resistant to misuse.
- Explore Boolean algebra (AND, OR, NOT).
- Understand how we store data within computers in binary form.

### **A Programming Project**

- Use new-found programming skills on an independent coding project by solving a real-world problem.
- Students will spend 20 classroom hours engaging with the Programming Project.

# DRAMA

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## **Awarding Body: Edexcel**

GCSE Drama challenges students to work both creatively and intellectually whilst also furnishing them with valuable communication skills such as interpreting and communicating meaning to an audience, confidently voicing opinion and constructing persuasive argument. Students will also experiment with different ways of visually presenting ideas, whilst encouraging quick and lateral thinking.

Over the two years students will develop skills in creating their own devised work for performance. They will analyse play texts practically with a focus on staging and work as performers, directors and designers. There is also the opportunity to watch and review a range of professional theatre productions and attend workshops with professional companies. This is a well-respected qualification in which no two lessons are the same and where pupils are encouraged to think outside of the box. The first year follows a programme of study with all assessments in the Upper 5 year.

Assessment is as follows:

### **Component 1 (40%) Devising:**

Creation of a devised drama piece in response to stimulus materials (selected in-house).

Practical internal assessment, written coursework element.

### **Component 2 (20%) Performance From Text:**

External examination by a visiting examiner of a combination of group/solo/duologue performances of two extracts from a play text. Performer and designer routes available.

Practical external assessment.

### **Component 3 (40%) Theatre Makers in Practice:**

There are two areas of focus in this written paper; analysis and evaluation of a seen live performance and performing, directing and designing for a set text. Written examination.

# FOOD PREPARATION AND NUTRITION

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## **Awarding Body: AQA**

This is an exciting GCSE course from AQA with a very strong practical element on a weekly basis, enabling students to investigate a wide variety of nutritional and health issues. During the course we build upon the work we have completed in Upper 4 and investigate the relationship between nutrition, food choice, diet and health. We aim to equip students with a range of life skills including organisation, management and practical skills, problem solving and decision making, all in the context of a relaxed and fun environment.

This course has the added bonus of having a Non-Exam Assessment known as an NEA which accounts for 50% of the total mark.

Subject content:

1. Food, nutrition and health
2. Food science
3. Food safety
4. Food choice
5. Food provenance

Food preparation skills are integrated into the 5 sections.





**Paper 1: Food preparation and nutrition (50% of GCSE)**

Theoretical knowledge of food preparation and nutrition from sections 1-5  
Written exam: 1 hour 45 minutes, 100 marks.

**Non-exam assessment (NEA) (50% of GCSE)****Task 1: Food investigation**

Students' understanding of the working characteristics, functional and chemical properties of ingredients.

Practical investigations are a compulsory element of this NEA task.

**Task 2: Food preparation assessment**

Students' knowledge, skills and understanding on relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.

Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.

**How is it assessed?**

**Task 1:** written or electronic report (1,500-2,000 words) including photographic evidence of the practical investigation.

**Task 2:** written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.



# GEOGRAPHY

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## **Awarding Body: AQA**

The GCSE syllabus covers some of the most important global issues facing the planet today. Geography provides a global perspective to GCSE studies and helps students develop the knowledge, skills and understanding needed to deal with the issues which will affect them throughout their life.

There are six main topics (three Physical Geography, three Human Geography), plus an examination of two pieces of fieldwork and an issues evaluation.

### **Unit 1: Living with the Physical World: 1 hour 30 minutes (35%)**

- Challenges of Natural Hazards: Tectonic hazards (volcanoes and earthquakes), tropical storms, extreme weather in the UK and climate change.
- Physical Landscapes in the UK: Coasts and rivers.
- The Living World: Local ecosystems, tropical rainforests and cold environments.

### **Unit 2: Challenges in the Human Environment: 1 hour 30 minutes (35%)**

- Urban Challenges: Global patterns in two contrasting cities and sustainable urban futures.
- The Changing Economic World: Global patterns, closing the development gap, contrasting studies of economic development.
- The Challenge of Resource Management: Overview of resources in the UK, global resources and food security.

### **Unit 3: Geographical Applications: 1 hour 15 minutes (approximately 30%)**

- Issue Evaluation: Theme of an issue which can be selected from any part of the specification based on secondary material in a pre-release booklet.
- Fieldwork: two fieldwork enquiries of physical and human environments. The fieldwork enquiry process is assessed through examination.

Geography helps to develop a wide range of skills by using maps of various kinds and scales, analysing graphs, photographs and diagrams, collecting fieldwork data and making reasoned judgments on geographical issues. Students are encouraged to read widely and pursue their own interests in depth using the internet. GIS and ICT are regularly used in lessons to bring the world into the classroom. There are regular fieldwork opportunities including overseas trips to destinations such as Iceland and Costa Rica and there will be two compulsory fieldwork days to prepare for Unit 3.

# HISTORY

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## **Awarding Body: AQA**

This qualification will take students on a journey through some of the most significant events in modern world history, linking these events with the present and basing their understanding on a wide variety of historical evidence. The focus will not just be on learning history but learning from history!

The course will make extensive use of multi-media in its delivery and our students are encouraged to present their work in many different ways including class presentations, written essays, posters, wall displays and app-based iPad learning tasks.

Our new specification consists of two assessments, each worth 50% of your final grade. There is no longer any controlled assessment.

### **Assessment 1: Written exam - 1 hour 45 minutes**

- **Section A:** focuses on the key developments in a country's history over a 50 year period. We will be studying Option 1D: USA 1920-1973: Opportunity & Inequality in which you will learn about the huge changes that took place within American society during these years.
- **Section B:** focuses on the wider modern world as a depth study with an emphasis on understanding rising tensions and growing conflict. We will be studying Conflict and Tension between East and West, 1945-1972, focusing on the dramatic events that surrounded the 'Cold War'.

### **Assessment 2: Written exam - 1 hour 45 minutes**

- **Section A:** is a thematic study looking at the key developments that have taken place over a long sweep of time. We will be studying Option 2A Britain: Health and the people. We will learn about the extraordinary journey of progress (and occasional regress) that medicine and public health has undergone from Roman times right up to the present day and the controversies that surround health care in the 21st century.
- **Section B:** is specifically focused on learning about a period of British history in depth and will include the study of an historic environment. We will be studying Elizabethan England, focusing on the final 35 turbulent years of her reign and weighing the extent to which this was a 'Golden Age'.

# LATIN

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## Awarding Body: Eduqas

From chariot racing, magic and superstition to ancient myth, Latin involves discussion, analysis and the translation of original ancient texts. The first three years of Latin at Key Stage 3 are the foundation for the GCSE course. We continue to develop language skills, grammatical understanding and vocabulary knowledge through translation and comprehension work. Further aims of the course are to read and appreciate some of the literature in the original language and to acquire a wider understanding of the life, history and customs of the Roman people and their contribution to the culture of Europe. We read from a variety of authors, e.g. the poetry of Virgil, Ovid, and selections from Suetonius, Pliny and Juvenal.

### Three units will be examined for GCSE, these are:

- One language unit consisting of unseen prose translation and answering comprehension questions. The girls will also choose between answering questions on accident and syntax or translating short English sentences into Latin.
- One unit comprising Latin Literature and Sources centred around the theme of “Magic and Superstition”
- One unit consisting of a prescription of Latin forming a narrative from an author such as Pliny (on the eruption of Vesuvius) or Ovid (The Metamorphoses).



# CLASSICAL CIVILISATION

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## Awarding Body: OCR

As the Swiss army knife of subjects, Classical Civilisation has something for everyone. This course provides an exciting opportunity to study a wide range of evidence from the ancient world, including literary, visual and material sources.

### Two units will be examined for GCSE, these are:

- **J199/12: Women in the Ancient World (50% of total GCSE)**

Pupils will develop knowledge and understanding of the roles of women in the societies of Athens and Republican Rome, Sparta and Pompeii. We shall examine the realities of life as a woman in these societies; both women who are portrayed as living a respectable, ideal life of virtue, and those who created scandal. There are a wealth of famous women in classical myth and legend. From Helen of Troy to Cleopatra, pupils will enjoy learning about these figures in more depth and exploring how the ancient world thought about these women, about whom stories are still written.

- **J199/22: Roman City Life (50% of total GCSE)**

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. The Culture section of this component comprises a study of a variety of aspects of Roman society. Examining typical Roman housing can be an excellent way to make learning tangible and relatable for pupils, as can the study of education and the lives of young people in the Roman world. The Roman social system was notorious for its intrigues and politics and this, coupled with the study of the spectacle provided by Roman entertainment, provides an exciting and enjoyable course.



# MODERN FOREIGN LANGUAGES (FRENCH, GERMAN & SPANISH)

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**Awarding Body: AQA**

**Specifications: 8658, 8668, 8698**

French, German and Spanish GCSE courses aim to:

- Develop the ability to understand and use the language effectively for practical communication in a wide variety of everyday situations.
- Promote skills which have a wider application such as analysis, drawing inferences and memorising.
- Develop an understanding of grammar.
- Offer insights into other cultures.
- Provide enjoyment and intellectual stimulation.
- Form a sound base of the skills required for further study, work and leisure.

The four skills (listening, reading, speaking and writing) are assessed in terminal examinations each accounting for 25% of the overall grade. Pupils are assessed on three main themes, namely:

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



# MUSIC

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## Awarding Body: Eduqas

GCSE Music offers students the opportunity to not only perform and create their own music but also to listen to a wide variety of musical styles, ranging from classical and world music to musicals and popular genres. This course balances practical music-making with listening and understanding and students will enjoy discovering what makes a piece of music unique and gets your toes tapping!

- **Component 1: Performing (30%)**

You will perform one piece as a soloist and one piece as part of an ensemble. Performances take place in the final year of the exam and must last a minimum of 4 minutes in total.

- **Component 2: Composing (30%)**

During the course we compose in various styles and learn compositional techniques. Two compositions are completed under controlled conditions and submitted. One composition is to a brief set by the exam board and the other is in the style of your choosing.

- **Component 3: Appraising (40%)**

You will listen to a wide variety of music and learn more about how and why it was written and performed.

### There are four different areas of study:

1. Musical forms and devices
2. Music for ensemble
3. Film music
4. Popular music

### Two pieces will be studied in greater depth:

- Badinerie by J.S.Bach for Flute and String Orchestra with Harpsichord (Final movement, Orchestral Suite No.2 in B minor, BWV 1067)
- Africa: Toto

This area of the subject is assessed by a written listening examination lasting 1 hour 15 minutes in the summer of the Upper 5 year.

# PHYSICAL EDUCATION

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## **Awarding Body: OCR, Specification: Physical Education (9-1) - J587**

Studying GCSE Physical Education will open your eyes to the amazing world of sports performance. Not only will you have the chance to perform in three different sports through the non-examination assessment component, you will also develop wide ranging knowledge into the how and why of Physical activity and sport.

### **Component 01: Physical factors affecting performance**

Students explore how parts of the human body function during physical activity and the physiological adaptations that can occur due to diet and training. They also develop skills in data analysis, and an understanding of the principles of training, why we train in different ways and how training plans can be made to optimise results.

There are two topics:

- Applied anatomy and physiology
- Physical training.

### **Component 02: Socio-cultural issues and sports psychology**

Students develop their knowledge of the social-cultural and psychological influences on levels of participation in sport, and also how sport impacts on society more broadly. This includes the individual benefits to health, fitness





and wellbeing of participating in physical activity, as well as the influences of commercialisation, sponsorship and the media.

There are three topics:

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

#### **Component 04: Practical performances**

Students are assessed in performing three practical activities and one performance analysis task. In the practical performance, they demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules and conventions under applied conditions.

#### **Component 05: Analysis and evaluation of performance (AEP)**

Students are required to demonstrate their ability to analyse and evaluate their own or a peers practical performance to produce an action plan for improvement.

#### **How will you be assessed?**

- Non-Exam Assessment (NEA). Three practical performances
- NEA. One Performance Analysis task.
- A total of two hours assessment split over two examination papers (2x 1 hour) taken at the end of the two year course.
- A wide range of question types including: multiple choice, single mark, short answer and extended response questions.
- The opportunity to demonstrate your knowledge of the theory and performance skills in both your NEA and through the examinations.



# RELIGIOUS STUDIES

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## **Awarding Body: AQA, Specification: Religious Studies A (8062)**

This GCSE RS specification is designed to inspire students to engage with major issues that are interesting, relevant and important in the 21st century world. By taking this course, you can gain a deeper understanding of two religions and explore key themes in philosophy and ethics. You will develop your skills of critical evaluation and analysis while broadening your knowledge of the world around you.

### **This course is divided into two components. These are:**

1. The study of religions: beliefs, teachings and practices.
2. Thematic studies.

For component one, we will be exploring the beliefs and practices of Christianity and Islam, the two largest world religions. This component will be examined by one examination of 1 hour 45 minutes.

For component two, you will explore different religious and non-religious perspectives on four themes. These are:

- Relationships and Families
- Religion and Life
- The Existence of God and Revelation
- Religion, Peace and Conflict

Within these four broad themes, you will have the opportunity to learn about, discuss and evaluate a wide range of topics, such as: gender and sexuality; marriage and divorce, philosophical arguments about God; religious experience; animal rights; medical ethics; prejudice and discrimination.

This second component will be examined by another written examination of 1 hour 45 minutes.

## INTENTIONS FORM

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Please follow this QR link to the online form. It will be live between the Upper 4 GCSE Choices Evening and Intentions Form deadline. Make sure you have discussed this with your parents and have taken notice of order in which you prioritise subjects. You will need to sign in with your school account to access this form.



## OPTIONS FORM

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Please follow this QR link to the Options online form. It will be live from early January once the options groups have been decided. You will need to sign in with your school account.





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MADE FOR GIRLS AGE 4 - 18

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**The Maynard School**

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