



THE
MAYNARD
SCHOOL
EXETER

SIXTH FORM COURSE GUIDE

2024 ENTRY



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WELCOME TO THE MAYNARD SIXTH FORM!

We are delighted that you want to find out more about The Maynard Sixth Form. We welcome girls from schools across Devon, the UK and abroad. The Sixth Form is a vibrant, friendly community where everyone is encouraged and supported to achieve their very best, whatever they aim to do in the future.

At The Maynard there is a friendly, family atmosphere where students receive individual attention and support from their tutor and the Sixth Form team. When coupled with our small class sizes, this enables us to give everyone the bespoke academic, university and pastoral advice critical to success in Sixth Form study, whilst our broad curriculum facilitates access to a full range of university courses; 22 subjects are on offer which are detailed in this guide.

It is beyond the curriculum, however, where the real difference is made. The Sixth Form programme is designed to help students develop holistically, to thrive at A-level, at university and in the workplace. They have the opportunity to undertake the Extended Project Qualification, focusing on an area of their choice, which acts as an excellent induction into university learning styles. The Aspire Plus course sharpens university focus and gives pupils those crucial application advantages. Sixth Formers also enjoy a unique Extension Studies Programme; whether choosing car maintenance, critical thinking, philosophy, politics or cookery, horizons are broadened. With our popular Voluntary Work Scheme, Young Enterprise Programme, the Duke

of Edinburgh Award, the Ten Tors Challenge and flourishing Sport, Music and Drama Departments, the greatest task will be deciding what not to do! In essence, we seek to challenge and nurture all students so that they can realise their potential, whatever their interests.

So if you are looking to develop your sense of adventure and leadership skills, as well as receiving an excellent education, then The Maynard is definitely for you. Each year we are thrilled to be able to celebrate our students' achievements as they move on to the university or career of their choice and we are privileged to work in such a vibrant environment; it is this dynamic, created by ambitious, enthusiastic young women working together, that drives us all forward.

Please feel free to contact me if you have any questions. I am always happy to help.

Good luck!

Mr Tom Hibberd
Director of Sixth Form
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A-LEVEL RESULTS 2023

Percentage of A* grades:	21.7%
Percentage of A*/A grades:	50.9%
Percentage of A* - B grades:	73.3%

Department for Education Performance Tables:

At the last official measure in 2019, we were the **top independent school** in Devon for A-level results and **'above average'** for value added, proving our ability to significantly improve an individual's performance.



WHY THE MAYNARD SIXTH FORM?

One of the Maynard Sixth Form's key strengths is the wide variety of opportunities on offer. We offer a full range of A-level subjects, with a free choice of combinations, in a friendly, supportive atmosphere. As a member of The Maynard Sixth Form you will receive individual attention and support from your tutor and the Director of Sixth Form.

The Maynard has an enviable track record of outstanding success in public examinations. Having a girls-only Sixth Form enables students to develop their leadership skills, celebrate learning without social distractions and use girl-centred learning strategies. Research from the Girls' School Association (GSA) shows that girls in single-sex schools obtain a considerably higher percentage of A grades than girls in other sectors in nearly every subject. They are also more likely to take A-level subjects which have traditionally been dominated by boys, such as Science and Maths.

Our Sixth Form programme is designed to help you develop the skills that you will need to cope successfully with work at A-level, university and in the workplace. We encourage you to organise your own study time outside lessons to prepare yourself for life at university.

You will stay with a personal tutor for your two years in the Sixth Form. They will help you to organise your work and oversee your applications for Higher Education or employment. You will take part in regular tutorial sessions covering topics such as study skills, higher education, student finances, gap year opportunities and interviews.

As a senior member of the school community you will also take on responsibilities that will develop your management and leadership skills. You will have the opportunity to run clubs, organise activity sessions and take whole school assemblies – all excellent experience for entering 'the real world'. Sixth Formers enjoy an informal dress code and are based in a dedicated centre, with space for individual study, excellent computer provision, a common room with kitchen, Sixth Form classrooms and tutor offices.

ASPIRE PLUS

The Maynard Aspire Plus Programme is an enrichment initiative for students in the Sixth Form enabling them to develop their interests and skills with a wide range of activities. Support for application to the most competitive courses at universities such as Oxbridge, Medical or Veterinary School is part of the scheme. Most of the activities will take place in the daily pastoral slot and there will

be evening talks from visiting speakers and away days at the weekends.

SIXTH FORM SCHOLARSHIPS

There are a number of Sixth Form Scholarships available to talented internal and external candidates. We offer Awards for Music, Drama, Art, Sport and Academic Excellence. For further details, please contact our Admissions team on **admissions@maynard.co.uk** or **01392 355998**.



MAYNARD AWARDS

The Maynard Award Programme is an initiative which mirrors the strong ethos of The Maynard School – that an excellent education should be accessible to the most talented and gifted girls, regardless of household income. We are committed to offering opportunities to girls from all sectors of the community to access all that we, as the leading independent girls' school in the South West, have to offer.

Maynard Awards are aimed at girls who can demonstrate outstanding academic and/or extracurricular achievements which would further enhance our vibrant community, exemplifying the ethos of our school.

There are several Maynard Awards available to students joining the school in the Sixth Form, **two of which offer 100% scholarships**.

These awards incorporate two key elements:

- A scholarship awarded at the discretion of the Headmistress, primarily for academic ability but enhanced due to sporting, musical or creative talent.
- A means-tested bursary, based on total family income and calculated by the Finance Office. This can account for up to a 45% reduction in fees although a family with a combined income of over £50,000 is unlikely to be considered.

If your daughter would benefit from the educational experience at The Maynard School, but your family is not in a position to cover the full fees, she may well be eligible for a Maynard Award.

To apply for a Maynard Award, please contact our Admissions team on **01392 355998** or **admissions@maynard.co.uk**. The Application Form for the Maynard Award Programme is available online at maynard.co.uk/admissions/maynard-awards or from our Admissions Department. This should be completed in conjunction with the Maynard School Registration Form and returned to the Admissions Office.

A-LEVEL SUBJECTS

At The Maynard we currently offer 22 A-level subject choices, all of which are detailed in this booklet. Each subject is allocated approximately five hours per week. The current A-level system gives everybody the opportunity to study three subjects, or four subjects if two of those are Mathematics and Further Mathematics.

EXTENSION STUDIES PROGRAMME

On Friday afternoons we provide a timetabled programme of Extension Studies for both the Lower and Upper Sixth. This is separate from the A-level subjects and is not assessed. It includes a variety of topics including Arabic, Psychology, Law, Politics, Cookery for Students, Hot Debates, Photography, Self Defence, Drawing, Film Animation, Signing for the Deaf, Car Maintenance, Astronomy, Ethics, Relaxation Techniques and First Aid. In addition, the Extension Studies programme integrates talks by a number of external speakers on a variety of topics.



EXTRA-CURRICULAR ACTIVITIES

In the Sixth Form you will have the opportunity to participate in a very wide range of activities. Tuesday afternoons are timetabled for some of these activities, and you can take part in others at weekends, after school or at lunchtime. Within school you can run clubs for younger pupils, gain management experience in a Young Enterprise Team, test yourself to the limit in the Ten Tors Challenge, edit the Upper Sixth Year Book and take part in Drama and Music Productions. You can join school sports teams and take part in squash, golf, aerobics and outdoor activities, including mountain biking, rock climbing and surfing.

Opportunities also exist for you to get involved in volunteering activities outside school, for example, helping disabled children in the swimming pool at Vranck House, or the 'Singing for the Brain' scheme where volunteers help organise a singing session for people with Alzheimer's and their carers. The Sixth Form Charity Representatives organise the whole school's charity events; one recent project raised funds to pay for a South African student's education. You may well be surprised at how much you enjoy and gain from helping others, passing on your skills, organising activities or taking responsibility.

Our students often come up with ideas of their own for activities such as reading clubs, inter-school debating, Model United Nations, the Eco Schools Programme and a fashion show; we are delighted to help them set these up.

YOUNG ENTERPRISE

Young Enterprise is a national scheme which members of the Lower Sixth join each year. Any girl can take part whatever her A-level subjects. Meetings take place after school one day a week. The participants set up a company with the help of advisers from local industry; they raise finance through shares and then use it to make their chosen product. Hopefully, these sell well and by the end of the school year when the company is liquidated, the business has made a profit.

Young Enterprise is a challenging commitment. Problems arise – and have to be solved. Deadlines are set – and have to be met. Decisions have to be taken – and then justified.

All the learning which results from Young Enterprise is applicable to the real world and this is why many employers now see students who have taken part in the scheme as having had valuable work experience.

ADVICE ON COURSES AND CAREERS

The Lower Sixth tutorial programme is designed to prepare you for the university or employment application process. You will begin the year by reviewing your career route preferences and be introduced to UCAS Course Search to help you identify potential subjects to study at university. You will be supported throughout the programme by the Sixth Form Tutor team who will also arrange visiting speakers, mock interviews and application practice. Your tutor will help you through the application process – whether you are going on to university or to employment. ASK Apprenticeships run sessions each year covering degree apprenticeships and preparation for group assessment interviews.

In the Sixth Form Study Centre, information about new courses and open days is posted on the School's website careers page and notice boards. There is easy access to the internet and the wealth of information it provides about universities and careers. Students also have access to Morrisby profiling online, which offers on-going university course & careers information. Your parents are welcome to join you in browsing through this information.

Trips to University Open Days and Higher Education Fairs are organised during the Sixth Form.

UNIVERSITY SUCCESS

Year-on-year, our students attend some of the most academically selective university courses including Aeronautical Engineering, Architecture, English, Medicine, Law, Business, Art or Midwifery.

Well over 80% of our students obtain offers each year from the prestigious Russell Group universities. Recent destinations include Oxford, Cambridge, Durham, Imperial College, UCL, St Andrews, Bristol and Edinburgh as well as the most highly regarded institutions for Nursing, Fashion and Art.

Our A-level subjects are detailed in the following pages of this booklet.



ART & DESIGN

The aim of A-level Art & Design is to develop your intellectual, imaginative and creative abilities. The course will enable you to work within a broad context of Art & Design, covering a range of disciplines including: drawing, painting, sculpture, mixed media and digital photography.

You will be fully supported and encouraged to develop as a creative individual where your own interests can and should shape the work you do.

ENTRY REQUIREMENTS

We would normally expect you to have gained a grade 6 or above in GCSE Art & Design. However, if you have a lower grade, or are interested in the subject and have not taken GCSE, then please come and talk to us. Interest in the subject is the most important qualification!

LINKS WITH OTHER SUBJECTS

Current and past students have combined A-level Art & Design with Humanities, Science or Maths. You will enjoy developing your creative thinking and practical skills alongside your other subjects.

HIGHER EDUCATION AND CAREER OPPORTUNITIES

Art & Design is a fully recognised A-level course for University entry. It is one of the fastest growing areas of study nationally, with skills such as visual literacy and creative thinking being greatly valued by both universities and employers.

Many career opportunities are widened by a qualification in Art & Design (e.g. Architecture, Interior Design, Engineering, Industrial Design, Product Design, Fashion, Creative Direction, Marketing, Media and Computer Science) as well as the obvious routes into Art & Design Degrees.

This practical, creative, problem solving course will equip you with the skills and confidence to be successful in a very wide area of careers.

Recent destinations and courses for girls that have studied Art & Design A-level are varied. They include Architecture, Dentistry, Product Design, Theoretical Physics, Land Management, Design Engineering, Medicine, History and English, as well as going on to Art Colleges to study Fashion, Illustration, Fine Art and many more.

“As a Consultant Electrical and Electronic Engineer, I use my Art skills every day in my work; in presenting my ideas to clients and being inventive in my field.”

Maynard Alumna



COURSE CONTENT

Exam Board: OCR

Unit 1: Personal Investigation - 60%

This component comprises two discrete but linked elements.

Element 1: Practical Portfolio

This is a practical portfolio of your work. You will develop your skills and own interests during the course and will work on projects where you choose and develop your own theme. You may work in any media and final pieces can be paintings, drawings, mixed media, sculpture, installations, photography and other outcomes. The practical work accounts for 80% of the Personal Investigation marks.

Element 2: Related Study

This is a written and illustrated study (guide 3000 words). It will closely relate to the theme of your practical portfolio work. The written study accounts for 20% of the Personal Investigation marks.

Unit 2: Externally Set Task - 40%

The question paper is released early allowing you ample time to plan and prepare for a fifteen-hour period of controlled time in which to realise your ideas into a final outcome. You choose one theme to develop from the many choices on the set-task paper.

The course content will include:

- Drawing
- Painting
- Photography (both digital and darkroom)
- Life-drawing
- Critical and Contextual studies
- Sketchbook development
- Mixed Media work
- Sculpture and 3D work
- Visiting exhibitions
- Creative and experimental use of media
- Organising and presenting work
- Analysis and evaluation

We have a dedicated Sixth Form Art studio where you are taught and can use outside of lesson times. You will be able to leave work out and return to it. Each student has their own storage space.



“I wouldn’t have been able to achieve so highly in my other subjects without the creativity and stimulus that my Art & Design studies gave me”

“I enjoy the creative freedom of Art”

**Maynard
Sixth Form Students**

BIOLOGY

At The Maynard School we offer Salters' Nuffield A-level Biology (SNAB) from Edexcel. The specification has been divided into eight topics. The course has been designed to show how an understanding of many contemporary issues requires a grasp of fundamental biological ideas.

ENTRY REQUIREMENTS

The qualification builds on the knowledge, understanding and practical skills that you gained in GCSE Biology or in GCSE Combined Science. You should have at least a grade 7 in GCSE Biology (or 7:7 grades in Combined Science). You should have at least a grade 6 in GCSE Mathematics, as numerical and mathematical skills are important in Biology and form 10% of the assessment, and at least a grade 7 in English Language as you will need to be able to communicate effectively. In this course you will learn to plan and carry out research and to think critically about problems.

HIGHER EDUCATION AND CAREER OPPORTUNITIES

Pursuing a career in Biology can be immensely rewarding and exciting. Studying Biology teaches us to ask questions, make observations, evaluate evidence and solve problems. Biologists learn how living things work, how they interact with one another, and how



they evolve. They may study cells under a microscope, insects in a rainforest, viruses that affect human beings, plants in a greenhouse or lions in the African grasslands. Their work increases our understanding about the natural world in which we live and helps us address issues of personal wellbeing and worldwide concern, such as environmental depletion, threats to human health and maintaining viable and abundant food supplies. There are many career paths you can follow as a Biologist, including research, health care, environmental management and conservation, education, biotechnology and forensic science.

COURSE CONTENT

Exam Board: Edexcel

Year 1:

- Lifestyle, health and risk
- Genes and health
- Voice of the genome
- Biodiversity and natural resources
- A field course to Slapton Ley Field Studies Centre

Year 2:

The A-level examination consists of three papers:

Paper 1: 2 hours

- On the wild side
- Immunity infection and forensics
- All Year 1 Topics
- Experimental methods/core practicals

Paper 2: 2 hours

- Run for your life
- Grey matter
- All Year 1 Topics
- Experimental methods/core practicals

Paper 3: 2 hours

This is a general paper assessing topics across the A-level qualification. There are questions on a pre-release article and questions on experimental methods that will draw on students' experiences on the core practicals.

Science Practical Endorsement:

Students will also be assessed for a separate qualification known as the Practical Endorsement. It is internally assessed and externally moderated by Pearson Edexcel. Students must show practical competency by completing 18 core practicals throughout the course. Students will be given opportunities to use relevant apparatus and techniques to develop and demonstrate specific practical skills throughout the two years.



BUSINESS STUDIES

Business studies is about the workings of a business. It looks into what makes a successful business and examines a broad range of the issues and challenges that businesses face. It then looks at possible ways of solving or reducing those issues. The subject also studies the external environment in which businesses operate.

Topics studied include:

- Marketing
- Business aims and objectives
- Cash flow and break-even analysis
- Human Resource Management
- Sources of Finance
- Balance Sheets and Income Statements
- Decision making
- The role of stakeholders
- Motivation
- Ratio analysis

ASSESSMENT

Examination questions are in the form of Multiple Choice and Data Response questions. These require relatively short written answers. There is no coursework. We study the AQA specification.

ENTRY REQUIREMENTS

Business Studies is a new subject for all students who join the course. An interest in current affairs will make the study of this subject even more fascinating.

HIGHER EDUCATION AND CAREER OPPORTUNITIES

You have a wide choice. A Business Studies qualification is highly respected by universities and employers.

You could take a degree in Business - there is an extremely wide range of Business courses offered by universities. Some of these are aimed at specific businesses such as hospitality, tourism and banking while others offer a more general approach. Many of these courses now last for four years with one year being spent on a placement in industry.

Business Studies is also an excellent foundation for many other higher education courses such as Geography, Politics, Law and History.

You could go directly into employment. Opportunities are very wide but Business is particularly valued for careers in Business, Management, Finance and Insurance.

A Business Studies A-level will help you:

- Find the world of business and finance easier to understand and explain.
- Acquire strong skills of analysis and evaluation, especially when addressing business issues.
- Be able to find jobs more quickly and command higher starting salaries than many.
- Become familiar with Business English (particularly important for students from abroad).

COURSE CONTENT

Exam Board: AQA

The A-level is examined at the end of a two year course. There are 3 papers:

Paper 1 & Paper 2

A combination of multiple choice and short written questions covering the whole specification.

Paper 3

Questions based on a written case study.

To obtain a detailed specification of the course please go to: <https://filestore.aqa.org.uk/resources/business/specifications/AQA-7131-7132-SP-2015.PDF>

CHEMISTRY

At The Maynard School we offer the Edexcel Chemistry syllabus. The course aims to provide a rigorous and stimulating treatment of Chemistry that both lays appropriate foundations for future studies and satisfies those who will study no further Chemistry.

ENTRY REQUIREMENTS

The qualification builds on the knowledge, understanding and practical skills that you gained in GCSE Science and GCSE Combined Science, or GCSE Chemistry.

You should have at least a grade 7 in these subjects. You should also have at least a grade 7 in GCSE Mathematics, as numerical and mathematical skills are very important in Chemistry. You will need to be able to communicate effectively, be able to plan and carry out research and think critically about problems.

HIGHER EDUCATION AND CAREER OPPORTUNITIES

A-level Chemistry is a very versatile qualification which is particularly prized by universities and employers for the development of transferrable skills it provides.

It is not only valuable in its own right, but it is an essential requirement for many careers, particularly Chemistry, Biochemistry, Pharmacology, Pharmacy, Medicine, Veterinary Medicine, Microbiology, Biotechnology, Chemical Engineering and Teaching.

Many people will tell you that Chemistry is hard but really it is about having a good understanding of the basic principles and then spending the time necessary to practise all the skills you need.

Chemists have developed many of the new technologies around you; mobile phones, electric cars and iPads all owe their existence to chemical advances. New medicines, ever smaller computers, and payloads for space missions are all developed by chemists.

If you like solving problems, if you are curious about the world around you or if you enjoy using your imagination, then Chemistry is for you.



COURSE CONTENT

Exam Board: Edexcel

There are 19 different topics to cover; some long, some very short.

- 1: Atomic Structure and the Periodic Table
- 2: Bonding and Structure
- 3: Redox I
- 4: Inorganic Chemistry and the Periodic Table
- 5: Formulae, Equations and Amounts of Substance
- 6: Organic Chemistry I
- 7: Modern Analytical Techniques I
- 8: Energetics I
- 9: Kinetics I
- 10: Equilibrium I
- 11: Equilibrium II
- 12: Acid-base Equilibria
- 13: Energetics II
- 14: Redox II
- 15: Transition Metals
- 16: Kinetics II
- 17: Organic Chemistry II
- 18: Organic Chemistry III
- 19: Modern Analytical Techniques II

There is also a practical qualification that is a required part of the A-level, and students will complete a minimum of 12 of the 16 core practicals that will allow them to improve, and then demonstrate their practical skill. These practicals are also assessed by questions within the examinations.

Full details of the specification and course requirements can be found at the exam board website: <http://qualifications.pearson.com/en/home.html>

CLASSICAL CIVILISATION

This course is becoming increasingly popular both at school and university level and offers a variety of topics from the Ancient Greek and Roman world.

You will be expected to study each topic in detail with special reference to selected texts and, since the material is all in English, you can explore the topics in depth and will have the opportunity to relate various works of literature to their social and cultural contexts.

You will be encouraged to appreciate literary techniques, to collect relevant evidence and to develop and present arguments based on your findings. The course is not only literary but also involves the appreciation of social values and an understanding of both the historical and archaeological background. By the end of the course you will be able to appreciate distinctive Ancient Greek and Roman ways of thought and feeling.

The course also involves the aesthetic appreciation of works of art. As well as studying art and literature in school there will be opportunities to attend performances of Greek plays and to visit museums in which material remains from the Ancient World are on display.

ENTRY REQUIREMENTS

There are no formal entry requirements for A-level Classical Civilisation.

LINKS WITH OTHER SUBJECTS

Classical Civilisation will be of particular relevance to those of you studying English, History, Art or Drama. The ideas formulated in the Graeco-Roman world have been fundamental to the development of medieval and modern Europe while the art and literature of that society have been dominant influences upon European writers and artists for many centuries.

HIGHER EDUCATION AND CAREER OPPORTUNITIES

Classical Civilisation is fully recognised by University Admissions Officers. You can study it in its own right at university or in combination with other subjects including a classical language.

COURSE CONTENT

Exam Board: OCR

Year 1:

The World of the Hero

The works of Homer were considered by the Greeks themselves to be the foundation of Greek culture, standing as they do at the beginning of the Western literary canon. Study of Homer's Iliad provides students with the opportunity to appreciate the lasting legacy of the Homeric world and to explore its attitudes and values. Not only do we analyse the text from a literary point of view, but we also approach the epic from historical, archaeological and sociological contexts. We study the text's oral tradition, and its transmission; the structure of the epic genre; narrative techniques; the language of Greek epic, including its formulae and similes.

In this module we also focus on the concept, values and behaviour of the Homeric hero including the ideas of time (honour) and kleos (reputation). Pupils will have the opportunity to gain insight into Troy and the Greek war camp. Characterisation of major and minor characters, the portrayal of war, death and mortality, and menis (wrath, anger) are also key themes. In addition, the module also focuses on the social and cultural context in which Homer first composed the work; this includes studying moral concepts, such as justice and revenge; archaic Greek life and society as portrayed by Homer; the role of women and their position in ancient Greek society.

Imperial Image: Augustus

The idea of a politician 'spinning' their public image is one which is very familiar from our contemporary media; and so this exploration of a Roman politician and his successful propaganda campaign is both highly relevant and engaging for learners. Augustus Caesar was, through careful management of public opinion, able to convince a society that was fundamentally anti-monarchical to turn away from its republican values and to accept one-man rule. Through an examination of the literature and visual/ material culture of the period, this component allows learners to examine the ways in which Augustus conveyed his personal brand to all social classes of Rome.

Year 2:

Virgil's Aeneid

The principle focus of this module is on Rome in the first century BC, and the epic literature produced by Rome's finest poet. We study the composition of Virgil's Aeneid; the plot, narrative techniques and

the poet's use of descriptive techniques including similes and imagery as well as characterisation. We also study in detail the classical concepts of heroism, honour and reputation, family, women, the role of the gods, the power of fate, the portrayal of war, moral values and the role of Aeneas in Rome's imperial destiny. The social and cultural environment is important for the study of a work of his magnitude, and so we also cover the topics of Virgil's relationship to emperor Augustus, and the political strife in Rome which led to the creation of the empire and Augustus' ascension.

Love and Relationships

Ideas about love and relationships are key aspects of the literature, thoughts, and ethics of any society. This component offers the opportunity for learners to recognise and relate to the passions, frustrations and delights of love in the ancient world. The ethical questions raised by these ideas continue to be wrestled over by successive generations and this unit

will generate interesting and important discussions about love, desire, sex, sexuality and the institution of marriage.

Ancient ideas about men, women and marriage enable learners to discuss the reality of love and relationships in everyday life, whilst study of Seneca and Plato provides a more conceptual approach. Throughout this material, learners will be able to draw comparisons and make judgements about ideal and reality, and the nature of 'right' and 'wrong' ways to love or be loved. The study of poetry forms the second half of the unit. Sappho provides a link between the Homeric poems and the literature of 5th and 4th century Athens.

She is one of very few female voices from the ancient world; the context of her life is fascinating, and her verse is powerful and evocative. Ovid offers a lighter presentation of relationships and concentrates on the fun and flirtation of budding romances.



COMPUTING

Computer Science is a practical subject allowing students to apply the academic principles learned in the classroom to real-world systems. It is a creative subject that combines invention with excitement and looks at the natural world through a digital prism. The aims of this qualification are to enable learners to develop:

- An understanding and ability to apply the fundamental principles and concepts of computer science, including: abstraction, decomposition, logic, algorithms and data representation.
- The ability to analyse problems in computational terms through practical experience of solving such problems, including writing programs to do so.
- The capacity to think creatively, innovatively, analytically, logically and critically.
- The capacity to see relationships between different aspects of computer science.
- Mathematical skills.

“At its heart lies the notion of computational thinking: a mode of thought that goes well beyond software and hardware, and that provides a framework within which to reason about systems and problems.”
(CAS - Computer Science a Curriculum for Schools).

A-level Computer Science will, above all else, be relevant to the modern and changing world of computing. There is very little in our world that does not have an aspect of computer science. The subject enables teachers to tailor the qualification to meet the needs of their learners and has an open source ethos allowing any programming language (that meets the needs of the course) to be used.

An A-level in Computer Science will value computational thinking, helping learners to develop the skills to solve problems, design systems and understand the power and limits of human and machine intelligence. Learners will develop an ability to analyse, critically evaluate and make decisions. The project approach is a vital component of 'post-school' life and is of particular relevance to Further Education, Higher Education and the workplace. Each learner is able to tailor their project to fit their individual needs, choices and aspirations.

HIGHER EDUCATION AND CAREER OPPORTUNITIES

Computer Science, Software Engineering, Computer Games Production, Information Systems, Forensic Computing, Computer Technology, Networking and Electronics. Coding is now vital for many maths and science based degrees.

Computer Science offers Maynard students an unparalleled employment opportunity:

- The technology industries will continue to grow using AI and robotics.
- Traditional industries are being replaced by automation and online services.
- There is a drive to employ more women into the sector, with the hi-tech industries currently having a female workforce of just 7%.

COURSE CONTENT

Exam Board: OCR

Computer Systems

This component will introduce learners to the internal workings of the Central Processing Unit (CPU) and the exchange of data. It will also look at software development, data types and legal and ethical issues. It is expected that learners will draw on this underpinning content when studying computational thinking, developing programming techniques and devising their own programming approach in the Programming Project component (03 or 04). Learners will be expected to apply the criteria below in different contexts including current and future uses of the technologies.

Algorithms and Programming

This component will incorporate and build on the knowledge and understanding gained in the Computer Systems component (01). In addition, learners should:

- Understand what is meant by computational thinking
- Understand the benefits of applying computational thinking to solving a wide variety of problems
- Understand the principles of solving problems by computational methods
- Be able to use algorithms to describe problems
- Be able to analyse a problem by identifying its component parts.

Programming Project

Students will be expected to analyse, design, develop, test, evaluate and document a program written in a suitable programming language. The underlying approach to the project is to apply the principles of computational thinking to a practical coding problem. Students are expected to apply appropriate principles from an agile development approach to the project development.



DRAMA & THEATRE STUDIES

If you choose to study A-level Drama and Theatre Studies, you will have a wonderful opportunity to build on your performance skills and explore creating work for 21st Century audiences, as well as increasing your knowledge of Theatre and the Performing Arts. You will explore drama from the standpoint of both director and performer and focus on studying specific playwrights and their influence on society at the time of writing. You will also have the opportunity to practically implement the work of influential theatre practitioners both in rehearsal and performance. The course gives scope for all kinds of creative interests such as directing, devising, writing, choreographing, designing set, costume & props and mask or puppet making.

ENTRY REQUIREMENTS

Whilst it is an advantage to have studied GCSE Drama there are no entry requirements, just passion for performance, extra-curricular experience and a desire to learn.

LINKS WITH OTHER SUBJECTS

This course links with all subjects that embrace the study of people, societies and lifestyles. Drama has strong connections with Literature, Philosophy, Psychology and Humanities subjects where powers of analysis and constructing well developed and supported arguments are key.

HIGHER EDUCATION AND CAREER OPPORTUNITIES

A qualification in Drama & Theatre Studies can be helpful if you wish to pursue a career in the Theatre, Film, Media, Psychology, Politics, Law, Medicine or Public Relations. In fact, any profession where you are required to think creatively, to work closely as a

team, to solve problems, to argue coherently, to use initiative and imagination, and above all, to become a rounded, self-assured member of society. Drama A-level will help you to excel in these skills, as well as provide you with an exciting outlet for your creative aspirations. This subject is well respected and regarded as a rigorous programme of A-level study by universities and employers.

COURSE CONTENT

Component 1: Devising (40%)

Creation of an original devised performance with reference to one theatre practitioner, accompanied by detailed working evaluative notes (internally assessed).

Component 2: Text in performance (20%)

Rehearsal and group performance or design of a key extract of a chosen play text, alongside a performance or design of a contrasting monologue (visiting examiner).

Component 3: Theatre makers in practice (40%)

Written examination consisting of three major areas: live theatre evaluation, interpreting a set play text and realising a contrasting set play text (externally assessed). Experiencing the work of current theatre makers is key at A-level for drama students. To that end, we run a bespoke and wide-ranging programme of trips and visits to see high level professional theatre; on average between 5-8 productions per year. We also join with the English department on the legendary four-day Stratford residential in the Lower 6. Equally, we invite theatre makers to work with our students in the form of practical workshops wherever possible.

ECONOMICS

Economics is a Social Science which attempts to understand the behaviour of individuals, governments, firms and nations in attempting to reconcile unlimited wants with scarce resources. It seeks to find the right answers for many of the problems facing these agents. In this course, economic theory is applied to 'real world' current affairs questions such as:

- Should we get rid of the British Pound and replace it with the single European currency (Euro)?
- What is the 'Credit Crunch' or the 'Budget Deficit' and how does it affect us?
- Should we provide more aid to poor countries?
- Should we protect UK jobs from foreign competition?
- Why does the UK import so much but export so little and does it matter?
- Do supermarkets give value for money or do they exploit the consumer and their suppliers?
- What is globalisation and why does it create such controversy?
- What is the best way of reducing global warming?
- Will raising the national minimum wage reduce poverty?
- Are big firms better for society than many small competing ones?
- To what extent should governments interfere in the activities of firms?
- Why do poor countries find it so difficult to increase their prosperity?
- Is a 'strong' pound good for the UK economy?
- How can we avoid financial crises such as the Great Depression (1930s) and the 2008 Credit Crunch?
- What are the implications of Brexit?



HIGHER EDUCATION AND CAREER OPPORTUNITIES

You have a wide choice. An Economics qualification is highly respected by universities and employers.

You could take a degree in Economics - all universities offer this subject. Economics is also an excellent foundation for many other higher education courses such as Business Studies, Geography, Politics and History. It also combines very well with Mathematics. You could go directly into employment. Opportunities are very wide but Economics is particularly valued for careers in Business Management and Finance.

The student of Economics will:

- Find current affairs easier to understand and more interesting.
- Acquire strong skills of analysis and evaluation, especially when addressing current affairs issues.
- Be able to find jobs more quickly and command higher starting salaries than most.
- Become familiar with Business English (particularly important for students from abroad).

ASSESSMENT

Examination questions are in the form of Multiple Choice and Data Response questions. The latter are usually based on newspaper articles relating to current economic events. These require relatively short written answers. There is no coursework.

ENTRY REQUIREMENTS

It would be useful to have a grade 6 or above in GCSE Mathematics. An interest in current affairs will make the study of this subject even more fascinating.

COURSE CONTENT

Exam Board: Edexcel

The A-level is examined at the end of a two year course. There are 3 papers:

Paper 1

- Markets and Business Behaviour.
- Microeconomics (looking at individuals and business).

Paper 2

- The National and Global Economy.
- Macroeconomics (looking at countries and the world).

Paper 3

- Microeconomics and Macroeconomics (looking at both together).

To obtain a detailed specification of the course please go to www.edexcel.com/quals/gce/gce15/economics/

ENGLISH LITERATURE

English Literature A-level is an ideal choice for anyone who loves reading and discussing and is interested in the big questions. You will develop your enjoyment of literary studies through reading and writing widely, independently and critically. We will also focus on the significance of cultural and historical influences upon readers and writers, and invite you to research connections and comparisons between different literary texts, informed by interpretations of other readers.

ASSESSMENT

The course will be assessed through three open book examination units on drama, prose and poetry. These units are worth 80% and will be examined at the end of the course. There is also a coursework component (Unit 4), which takes the form of a comparative essay between 2500 and 3000 words. This coursework unit is worth 20%.

ENTRY REQUIREMENTS

The standard entry requirement for A-level English Literature is GCSE Grade 6 or above in both English Language and English Literature. Enthusiasm and reading are also important, as is a willingness to take an active part in discussions.

LINKS WITH OTHER SUBJECTS

As a subject choice, English Literature not only links with and supports the other Arts and essay-based subjects, but also acts as the perfect foil to the Sciences. Art and History students find that the critical skills used to examine works of art and historical sources overlap with our approach to literature. Medical schools realise the importance of sophisticated communication skills and understanding of human emotions, both of which are an integral part of our studies.

HIGHER EDUCATION AND CAREER OPPORTUNITIES

English Literature is a highly respected A-level that can be instrumental in helping students gain university places in a variety of subjects as well as equipping them for vocational courses and real life. English students are taught to think analytically, consider different interpretations and listen and respond to one another sensitively. One of the most important skills they learn is how to write coherently and critically – invaluable in higher education and the world of employment.

COURSE CONTENT

Exam Board: Edexcel

Unit 1: Drama

- Shakespeare play and a tragedy or comedy (30% of the total mark)

Unit 2: Prose

- Comparison of two prose texts (20% of the total mark)

Unit 3: Poetry

- Edexcel's anthology of post-2000 poems
- Victorian or Romantic poetry (30% of the total mark)

Unit 4: Coursework

- Extended comparative essay
- Two texts linked by a theme or movement (20% of the total mark)

The specification requires students to show knowledge and understanding of prose, poetry and drama; as such our study will include an exploration of two plays, two novels and a selection of poetry.

We are also pleased to organise a range of theatre visits throughout the year. Perhaps most notably, the four day residential trip to Stratford-Upon-Avon, during which we see several performances and enjoy excellent workshops which students always find highly stimulating.



FASHION & TEXTILES

Why not study and achieve an A-level in this exciting fashion course?

It is widely recognised that the UK's thriving fashion industry makes a huge contribution to the economy; it employs hundreds of thousands of people and is one of our most sought-after exports. The employment opportunities are endless - both in the UK and worldwide - for young people with a solid understanding of this vibrant industry.

Students will explore the creative, commercial and technical aspects of fashion, studying major historical design styles and movements such as Art Nouveau, Pop Art and Punk as well as influential fashion designers including Chanel, Vivienne Westwood and Alexander McQueen.

In addition, you will study socio-economic influences: street culture, music and media, world events, the rise of youth culture and anti-authoritarian attitude, music, film, royalty and celebrities as well as the role of women in society, design theory and other associated topics.

Students will develop skills in a range of communication and presentation techniques for conveying design proposals; this could include the use of mixed media, drawing, fashion photography and video.

A significant part of the course is learning how to create and make your own designs and to use a variety of new textiles and design technologies. Alongside the creative elements of the course you will study the commercial side of fashion, including branding and marketing.

Visits and trips will play an important part of your learning; anticipate visiting important fashion destinations during the course!

ENTRY REQUIREMENTS

There are no formal entry requirements for A-level Fashion and Textiles but an interest in fashion, design, media, creativity and style is essential.



LINKS WITH OTHER SUBJECTS

Fashion and Textiles uses Mathematics and Science to support decisions made in the processes of designing and completing your non-examined assessment. Other complementary subjects at A-level could include: Drama, Economics, Business Studies, Computing, Maths, History and English.

HIGHER EDUCATION AND CAREER OPPORTUNITIES

This creative course gives students the practical skills, theoretical knowledge and confidence to succeed in a variety of careers. Fashion and Textiles A-level is fully recognised by University Admissions Officers. Degree courses include: Fashion Design, Fashion Marketing, Fashion Buying & Merchandising, International Fashion Promotion, Business Management and Marketing amongst many others.

COURSE CONTENT

Exam Board: AQA

- 50% exam (Maths and Science contribute 15%)
- 50% non-examined assessment (NEA). NEA consists of a single design and make activity. Students are free to choose their design.

The course content will include:

- Fashion cycles
- Design methods and processes
- Design theory
- Responsible design
- Project management
- Enterprise and marketing in the development of products
- The requirements of product design
- Development and manufacture
- Design illustration and communication
- Digital design and manufacture
- Critical analysis and evaluation
- Industrial and commerce practice
- How technology and cultural changes can impact on the work of designers
- Additional specialist knowledge
- The characteristics and working properties of materials
- Methods of joining fabrics and construction methods
- The use of pattern drafting and toiles
- The application of smart materials, e-textiles and technical textiles

GEOGRAPHY

How do you prepare for careers which don't yet exist and ensure you have the skills to deal with technologies which are not yet invented? Whether you are taking subjects in the Humanities or Sciences, A-level Geography adds breadth and global perspective to your studies. If you enjoy independent research and want to develop both written, numerical and investigative skills, if you relish doing practical work outdoors and if you find exploring current events and new places stimulating, Geography is for you!

ASSESSMENT

Assessment is by the examinations outlined below.

ENTRY REQUIREMENTS

You do not need to have studied the subject at GCSE in order to take A-level Geography. We have had many students who have wanted to try a new subject and have done very well starting Geography afresh. You should have GCSE Mathematics (Grade 6 or above).

LINKS WITH OTHER SUBJECTS

Geography bridges the Arts and Sciences and links with almost any combination of subjects including the Sciences, Economics, Languages and History.

HIGHER EDUCATION AND CAREER OPPORTUNITIES

A-level Geography is identified by the Russell Group as one of eight facilitating subjects which provide the best grounding for pursuing a wide range of career and higher education opportunities. In Geography you will gain transferable skills that are in great demand by employers and universities, e.g. numeracy, literacy, ICT, research, presentation skills and the ability to work independently. Geography can give breadth and perspective to your studies. Alongside Sciences, you can apply for courses like Medicine, Engineering, Architecture and Geology. With English, History, Economics or Languages you can try for courses such as Law or Politics. Almost any course or career choice is open to you with A-level Geography.



COURSE CONTENT

Exam Board: OCR

All units are examined, except for 'Investigative Geography' which is an independent coursework investigation.

Unit 1: Landscape Systems (24%) - 1 hour 30 minutes

Glaciated Landscapes

Factors affecting landscapes: Landform development, Influence of climate change, Impact of human activity.

Earth's Life Support Systems

Importance of water and carbon to life on earth. Case studies of Tropical Rainforest and the Antarctic Tundra. Understanding change over time, and the links and interdependence between cycles. The impact of climate change on stores and fluxes.

Unit 2: Changing Spaces; Making Places (24%) - 1 hour 30 minutes

Changing Spaces; Making Places

Two contrasting places at a local scale. How place is understood and represented; Economic change and social inequality, with players involved; Place making processes.

Global connections

An increasingly interconnected world with patterns, unequal flows, challenges and geopolitics studied through:

- Global systems - Global migration: Examining flows of people, reasons for flows and patterns and government policy influencing voluntary and forced migration.
- Global Governance - Power and Borders: Exploring Geopolitics and the challenge of maintaining Territoriality and Sovereignty. How governance at different levels can influence territory. Includes contemporary examples e.g. Ukraine/Crimea, conflict in Mali.

Unit 3: Geographical debates (32%) - 2 hours 30 minutes

Hazardous Earth

Tectonics including the Physical Processes behind volcanic and Seismic activity. Impacts of Hazards and Management & Responses.

Exploring Oceans

The Physical processes in the oceans and changes which threaten the environment e.g. pollution, climate change. Exploration of the governance of oceans and their uses, such as piracy, conflict in the South China Sea.

Unit 4: Investigative Geography:

Independent Coursework worth 20% including fieldwork of your choice.

Exams:

Physical systems: (22%) - 1 hours 30 minutes

Human Interactions: (22%) - 1 hour 30 minutes

Geographical Debates: (36%) - 2 hours 30 minutes

Independent Investigation: (20%)

Year 1: Glaciated Landscapes, Earth's Life Support Systems, Changing Spaces; Making Places, Hazardous Earth.

Year 2: Independent Investigation, Global Migration, Power and Borders, Exploring Oceans.



HISTORY



History continues to be a popular A-level choice at The Maynard. It appeals to those with a love of learning about the eras, individuals and issues that have shaped our modern world and our own identities within it. It is not only engaging and enjoyable but it is also recognised by the Russell Group as one of their key 'facilitating' subjects for accessing the top universities.

In choosing History you will be developing skills that are highly rated by universities and employers alike - above all, the skills of analysis, argument, self-discipline, empathy and intellectual independence. The course will also feature the important key skills of communication and information technology.

ASSESSMENT

Assessment is by examination and one piece of coursework known as the historical enquiry.

ENTRY REQUIREMENTS

There are no specific entry requirements and it is not necessary to have studied History at GCSE.

LINKS WITH OTHER SUBJECTS

History can be successfully combined with any other subject. Most recently History has been recognised as complementing the Medical subjects as it pairs the intellectual rigour of a facilitating subject with the 'soft skills' that are increasingly sought after in successful Medical applicants.

HIGHER EDUCATION AND CAREER OPPORTUNITIES

As a Russell Group 'facilitating' subject, History is highly regarded by both universities and employers. It is an excellent qualification for a wide variety

of careers including Business, Advertising, Public Relations, Law, the Civil Service, Journalism and the Media, Accountancy, Insurance and Banking.

Apart from being useful, History at its core is about real people and gripping stories. If you have a love of these then you will love this choice.

COURSE CONTENT

Exam Board: Edexcel

There are four units in total: two units in Year 1 and two in Year 2

Year 1:

Paper 1: Historical Themes in Breadth and Associated Historical Controversies.

Students will study a broad period of modern history in order to develop a thematic understanding of the role of individuals, events, ideas, attitudes and beliefs and how these influenced behaviour and action over the period. Your chosen topic will be Germany and West Germany, 1918-1989.

Paper 2: Depth Study.

Students will study a period of history in depth in order to develop an in-depth understanding of specific events, actions, attitudes and beliefs, their causes and their consequences for the wider nation. Your chosen topic will be 'The Rise and Fall of Fascism in Italy, 1911-46'.

Both papers will be examined at the end of Year 2.

Year 2:

Paper 3: Themes in Breadth with Aspects in Depth.

Students will undertake a study of at least 100 years of British History to explore the nature of challenges and conflict relating to society in the period studied. Your chosen topic will be 'Industrialisation and social change in Britain, 1759-1928'. Paper 3 is sat at the end of your two year course.

Unit 4: Historical Enquiry.

This coursework unit is internally assessed and externally moderated at the end of your two year course. You will work with your tutor to undertake your own personal research and enquiry, culminating in an assignment of between 3,000- 4,000 words. Your chosen topic will focus on the Sixties and ask: 'To what extent did Britain experience a social revolution in the 1960s?'

LATIN

Building on what you have learned at GCSE, you will become able to translate with increasing confidence, to appreciate literary technique and to develop your own skills of literary criticism through close reading and discussion of prose and verse texts. You will also learn to collect relevant evidence and to present an argument based on that evidence. Thus, the course develops skills needed in a wide range of careers demanding the ability to analyse and assess.

By studying Latin in the Sixth Form you will learn to evaluate Latin poetry and prose in its original form. You will also learn about the historical and cultural background of the works studied and will see just how influential both the Latin language and the culture of the Roman Empire have been for us today.

ENTRY REQUIREMENTS

GCSE Grade 7 Latin is the standard entry requirement for Latin at A-level.

LINKS WITH OTHER SUBJECTS

Since the course in Latin comprises language work, literary appreciation and some work on historical background, it will help you in a number of other subjects, especially English, History and Modern Foreign Languages. It will also help you in your study of the Sciences where attention to detail and the ability to analyse carefully are appreciated. Latin is widely recognised as providing a sound academic training and therefore will be an advantage for anyone wishing to apply for a university place in very competitive subjects such as English and Law.

HIGHER EDUCATION & CAREER OPPORTUNITIES

As a subject, Latin requires a rigorous approach to texts on account of the logical structure of its grammar. However, it combines with this the flexibility required of a human language. As such, the subject is recognised as providing a sound training for university and careers. You may study Latin at university on its own or in combination with Classical Greek under the degree title Classics. You may also combine it with another subject such as English, a Modern Foreign Language, Art, Archaeology or Classical Civilisation. University Careers Officers report that graduates in Classical Languages find employment in an enormous variety of fields: some vocational (research, teaching, librarianship, museum work), many in the public sector (Civil Service, Local Government, Social Work) and most in the private sector (Managerial, Law, Accountancy, Banking, IT).

COURSE CONTENT

Exam Board: OCR

Year 1:

Unit 1: Latin Language

You will become familiar with the language of prose authors and be examined by a passage for translation into English and either by translating five sentences into Latin or by answering comprehension questions.

Unit 2: Latin Literature

You will study one prose set text and one verse set text. Questions test comprehension and appreciation of prescribed texts. The verse sections studied will be taken from either Virgil, Horace or Ovid and prose sections from either Cicero, Tacitus or Apuleius. Each author is studied in detail, including their literary techniques and the social and cultural milieu in which they wrote in order to gain an appreciation for the Latin text.

Year 2:

Unit 1: Unseen Translation

You will build your knowledge of vocabulary and linguistic structures through reading and studying prose and verse texts in Latin. You will be examined by translating a passage of unseen narrative prose into English and by translating a passage of unseen verse into English.

Unit 2: Prose Literature

You will develop your understanding and appreciation of prose literature through reading prescribed texts. The set texts will be sections taken from Cicero, Tacitus or Apuleius.

Unit 3: Verse Literature

You will develop your understanding and appreciation of verse literature through reading prescribed texts. The set texts will be taken from Virgil, Ovid or Horace.

MATHEMATICS & FURTHER MATHEMATICS



Mathematics plays a vital role in many aspects of the modern world and in areas of our working life such as Business, Economics, Engineering, Management, Medicine and Computer Science. Advances in technology and the breaking down of traditional barriers between Arts and Sciences mean that mathematicians are in great demand. Science-based subjects such as Physics, Chemistry and Biology require some clear knowledge of results and processes which go beyond GCSE but the ability to apply secure mathematical thinking is highly regarded in many other disciplines.

The A-level Mathematics courses are designed to enable you to develop your mathematical knowledge and understanding in a way which increases your confidence in solving problems in the real world. Emphasis is placed upon the ability to reason logically, develop sound mathematical arguments and use Mathematics as an effective means of communication. These invaluable skills can be transferred to a wide range of contexts and situations. At this level - as well as its practical side - you can expect to discover and appreciate the aesthetic and creative aspects of Mathematics.

COURSE CONTENT

Exam Board: Edexcel

Mathematics is a very broad field of study and this is reflected in the various units which make up the syllabus.

Pure Mathematics involves the continued study of algebra, trigonometry and co-ordinated geometry but also introduces you to the exciting new areas of calculus, series, vectors and numerical methods.

Mechanics illustrates the applications of Mathematics to physical problems. Emphasis is placed on the ability to model a real problem mathematically, solve it and then interpret the resulting solution back in terms of the original problem.

Decision Mathematics involves the study of mathematical algorithms in the solution of certain practical problems and their use in decision making processes.

Statistics illustrates the application of the concepts of mathematical probability to the drawing of inferences from data. Again, emphasis is placed upon experimentation, modelling and the analysis of real data.

MATHEMATICS COURSE STRUCTURE

- A-level Mathematics has 100% prescribed content, containing both pure and applied (no optional content).
- Mechanics and Statistics are part of the compulsory content for A-level Mathematics students.
- A-level Mathematics has a 2:1 ratio of pure to applied content.
- All assessments will be linear, with 100% examination.
- AS and A-level Mathematics are different qualifications; an AS qualification does not count towards an A-level.
- The A-level Mathematics qualification will follow a three-paper model, with defined content and calculator usage allowed in all three papers (each paper is a two-hour paper).

A-level Mathematics assessment

Paper 1: Pure Mathematics 1 (2 hours)

Paper 2: Pure Mathematics 2 (2 hours)

Paper 3: Statistics and Mechanics (2 hours)

FURTHER MATHEMATICS COURSE STRUCTURE

Both AS and A-level Further Mathematics have a 50:50 split between compulsory and optional elements.

The Further Mathematics qualifications are structured to allow the best range of opportunities for students. The depth of study is clearly greater than that required for A-level Mathematics. In addition to the modelling and interpretative aspects of the subject, there is an emphasis on the structures and techniques, the ability to develop mathematical arguments, make logical deductions and manipulate mathematical expressions.

This course introduces key concepts and ideas central to Mathematics - e.g. complex numbers, hyperbolic functions, matrices - and allows you to study in more depth topics such as differential equations, series and calculus techniques whilst gaining further insight into the applied side of Mathematics.

The course is particularly suitable for those who enjoy their Mathematics and wish to embrace the challenges it offers to extend them fully. Anyone wishing to study Mathematics further on leaving school is strongly advised to take this course.

A-level Further Mathematics assessment

The A-level Further Mathematics qualification follows a four-paper model.

Paper 1: Further Pure Mathematics 1 (1.5 hours)

Paper 2: Further Pure Mathematics 2 (1.5 hours)

Paper 3: Further Mathematics Option 1 (1.5 hours)

Paper 4: Further Mathematics Option 2 (1.5 hours)

AS Further Mathematics assessment

The content of the AS Further Pure Mathematics Paper is aligned to Paper 1 of the A-level Further Mathematics but is assessed at AS standard.

Paper 1: Further Pure Mathematics (1.5 hours)

Paper 2: Further Mathematics Option (1.5 hours)

Mathematics and Further Mathematics count as two of your subjects in Lower Sixth and an AS or A-level in Further Mathematics count as separate, additional qualifications. This is ideal preparation if you wish to undertake university studies in Mathematics, Engineering, Physics or Natural Science and many universities are keen to encourage more students to follow this highly respected option.

OTHER OPPORTUNITIES

All our Mathematics Sixth Formers are encouraged to take full advantage of opportunities to broaden their mathematical understanding and experience outside lessons.

As a department, we are proud of the support we are able to offer throughout the A-level course: staff are always willing to find time to help a student with a particular topic, to provide further explanations and to discuss any issues with revision, questions and exercises.

A-level students are strongly encouraged to read extensively around the subject and a selection of suitable books are offered throughout the course. Many of our girls have found this additional reading helpful when going for their university interviews.

We endeavour to attend the annual one-day conference "Let Maths take you Further" with our Lower Sixth students: this has proved popular and valuable in helping them make informed decisions and in considering a future career. All Mathematics Sixth Formers take part in the National Senior Mathematics Challenge and relevant follow-up rounds. Many of our students gain an award in this contest which can be a valuable addition to a UCAS application.

ENTRY REQUIREMENTS

Girls wishing to study Mathematics in the Sixth Form are expected to have a good GCSE pass (grade 7 or above). If you wish to take Further Mathematics, you will normally be expected to have gained a grade 8 at GCSE.

DIFFERENCE BETWEEN GCSE & A-LEVEL

The subject is studied to a wider degree and to a greater depth than at GCSE level. The approach is more rigorous. Ultimate success depends upon the ability to understand concepts, solve problems independently and to use the language and notation of the subject correctly. There is a continued emphasis on the application of Mathematics but the approach is rather more analytical than at GCSE level.

Mastering and practising techniques which will be used in familiar and unfamiliar situations as well as building up methodically a thorough understanding of the principles involved are the key to a successful and rewarding completion of any Mathematics course.

MODERN FOREIGN LANGUAGES

French, German & Spanish are offered at A-level.

The study of a Modern Foreign Language enables you to learn to communicate confidently and imaginatively in the chosen language. As well as developing your listening, speaking, reading and writing skills, you will acquire a deeper understanding of the culture of the countries and the people whose language you are studying. You will also develop your skills in independently researching a chosen topic and presenting your ideas and opinions in the spoken and written language.

Lessons are conducted in the target language and an important part of lesson time is the general conversation which is to encourage your spoken fluency. You will be encouraged to use the internet to watch television broadcasts and to read newspapers and magazines in the foreign language.

ENTRY REQUIREMENTS

A GCSE at grade 7-9 in the appropriate language is required to study Modern Foreign Languages at A-level.

LINKS WITH OTHER SUBJECTS

The study of a Modern Foreign Language can be combined with the full range of other subjects, since it promotes analytical, critical and communication skills. A range of topics will be explored, including Current Affairs, Geography, History, Art and Literature.

HIGHER EDUCATION AND CAREER OPPORTUNITIES

Advanced language skills open opportunities in higher education, not only in the study of foreign languages but also in obtaining grants and scholarships for studying abroad. An A-level in a foreign language extends your career possibilities in many fields including international business, law, banking and the travel industry. The communication skills and confidence you acquire are an asset in any higher education course or career.

COURSE CONTENT

For French read also Spanish.

Exam Board: AQA

Paper 1 - Listening, Reading and Writing

- Aspects of French-speaking society: current trends
- Aspects of French-speaking society: current issues
- Artistic culture in the French-speaking world
- Aspects of political life in the French-speaking world

Paper 2 - Writing

- One text and one film from the list set in the specification

Paper 3 - Speaking

- Individual research project
- One of four sub-themes i.e. 'Aspects of French-speaking society: current trends', 'Aspects of French-speaking society: current issues', 'Artistic culture in the French-speaking world', 'Aspects of political life in the French-speaking world'.

For German

Exam Board: Eduqas.

The skills and requirements are exactly the same as for French and Spanish.

The order of the component papers and the titles of the sub-themes are slightly different.

Paper 1 - German Speaking

- Presentation and discussion of an individual research project
- Discussion based on a stimulus card relating to one of the four sub-themes below.

Paper 2 - Listening, Reading and Translation based on the four sub-themes:

- Being a young person in German-speaking society
- Understanding the German-speaking world
- Diversity and difference
- The making of modern Germany: 1989 onwards

Paper 3 - Critical and analytical response in writing

- One text and one film from the list set in the specification

MUSIC

This course offers a solid musical foundation, requiring performing, composing, listening and analytical skills in almost equal measure and with considerable scope for the development of each individual's special talents. You will improve your skills in performing and composing in a range of styles. You will listen to a wide variety of music and develop a more informed appreciation of how and why it was written and/or performed. As a Sixth Form Music student, you will be encouraged to take some responsibility for music within the school, participating in activities and taking the lead whenever possible.

ENTRY REQUIREMENTS

- A keen interest in creating and listening to different styles of music and a wish to broaden your experience and deepen your understanding of both live and recorded music.
- The ability to perform on an instrument or sing to a standard that is roughly equivalent to a pass at Grade 6.

LINKS WITH OTHER SUBJECTS

Music links well with Modern Languages, English and History but can also be a good complement to studying Science subjects.

HIGHER EDUCATION AND CAREER OPPORTUNITIES

Music can be studied at either a university or a conservatoire, which focuses on performing. The music industry is vast and there are a wealth of job opportunities including a composer; working with a record company; running arts festivals; as a music critic; in music therapy and in sound engineering to name a few.



COURSE CONTENT

Exam Board: OCR

The course contains 3 units – Performing, Composing and Listening & Appraising. There are two pathways that candidates may choose from:

Option A:

Performing: 25%; minimum length 6 minutes

Composing: 35%; minimum length 8 minutes

Listening & Appraising: 40%

Option B:

Performing: 35%; minimum length 10 minutes

Composing: 25%; minimum length 4 minutes

Listening & Appraising: 40%

Unit 1: Performing

In this unit you will develop your skills as a performer. You can perform on any musical instrument or sing and will have the opportunity to take part in ensemble performances as well as solo performing.

Unit 2: Composition

Candidates complete two compositions, one to a brief set by OCR and one free composition.

Unit 3: Listening and Appraising

Through studying a variety of genres, you will develop and improve your listening skills so that you can recognise different sounds and make judgements about performances. Knowledge and understanding of musical elements, contexts and language will be appraised through the context of four areas of study and you will be asked in the exam to apply knowledge to unfamiliar works.

Students follow four areas of study. Areas of Study 1 and 2 are compulsory:

- **Area of Study 1:** Instrumental Music of Haydn, Mozart and Beethoven
- **Area of Study 2:** Popular Song: Blues, Jazz, Swing and Big Band

Candidates then choose to study two areas from the following four Areas of Study:

- **Area of Study 3:** Developments in Instrumental Jazz 1910 to the present day
- **Area of Study 4:** Religious Music of the Baroque Period
- **Area of Study 5:** Programme Music 1820–1910
- **Area of Study 6:** Innovations in Music 1900 to the present day



ASSESSMENT

Unit 1

Teacher-assessed performance. Externally moderated.

Unit 2

Compositions are externally assessed.

Unit 3

2 hour 30 minute examination:

- Analysing and evaluating music
- Familiar and unfamiliar pieces
- Prescribed works
- Questions based on aural extracts

PHYSICAL EDUCATION

The OCR course includes study in a number of disciplines and encourages the development of different methods of enquiry with the focal point being the Performer and the Performance. The course is based on a strong interaction between the theory and practice of Physical Education in an academic setting, enabling students to critically analyse and evaluate physical performance.

ASSESSMENT

Assessment is by examination and coursework, with practical performance and application of theory to practice.

ENTRY REQUIREMENTS

You will need to have an interest in PE and Sport with some ability in effective performance or coaching in one activity profile of your choice.

LINKS WITH OTHER SUBJECTS

You will find that some areas of study are strongly linked to Biology, Physics, History and Psychology.

HIGHER EDUCATION AND CAREER OPPORTUNITIES

A-level Physical Education will provide an excellent foundation for a university degree and could lead to careers in the Sport and Leisure Industry, Education, Coaching, Sports Psychology and Physiotherapy.

COURSE CONTENT

Exam Board: OCR

The A-level course is divided into four units. Three of the units are examined by written examination papers and the final unit is coursework. The outline of the units is shown below.

Component 1: Physiological Factors Affecting Performance (30%)

- Anatomy & Physiology
- Exercise Physiology
- Biomechanics

Component 2: Psychological Factors Affecting Performance (20%)

- Skill Acquisition
- Sports Psychology

Component 3: Socio-Cultural issues in Physical Activity and Sport (20%)

- Sport and Society
- Contemporary issues in physical activity & sport
- Technological Influences

Component 4: Performance in Physical Education NEA (30%)

There are two parts to this component

- Assessment of performance/coaching of a sport or activity from the approved DfE list
- Evaluating and Analysis of Performance for Improvement (EAPI) of Performance of a sport or activity from an approved list

This component is internally assessed and externally moderated.



PHYSICS

We deliver the Edexcel A-level Physics course. Students following this course develop an understanding of key Physics principles and apply these to explain physical phenomena and technologies. They are taught in small, friendly groups in well-equipped laboratories and have many opportunities for hands-on experimental work to develop their understanding of scientific method. Students quickly become confident and independent experimentalists, happy to try out new challenges.

ENTRY REQUIREMENTS

This qualification builds on the knowledge, understanding and practical skills that you gained when studying GCSE Physics. You should have gained at least a Grade 7 in GCSE Physics (or 7:7 grades in Combined Science) and you should also have at least a Grade 7 in GCSE Mathematics. Numerical and mathematical skills are important in Physics and form 40% of the assessment. It is important that you can rearrange formulae competently, think logically about problems and communicate your knowledge effectively.

HIGHER EDUCATION AND CAREER OPPORTUNITIES

A-level Physics provides a broad training in skills, such as problem solving and presenting clear explanations, which are valued by many employers. Moreover, A-level Physics is a prerequisite for many specialist careers in Science and Engineering.

As a physicist, you could be investigating the realities of climate change and meeting the energy demands of the future. Physics also plays an integral role in the development of new medical technologies such as developing artificial limbs, improving hearing and sight, or designing specialist medical equipment. Furthermore, A-level Physics prepares you for careers in a myriad of engineering fields such as Aeronautical, Mechanical, Electrical and Civil Engineering. For example, you might be designing bridges, developing the latest mobile phone or even testing new aeroplane designs! Or you could be conducting research in organisations all over the world on anything from particle accelerators to analysing the data collected from the Hubble Space Telescope!

As you can see, there is a wealth of opportunities out there for physicists and engineers. Studying Physics could take you anywhere from studying the tiniest particle to studying the evolution of the whole universe!



COURSE CONTENT

Exam Board: Edexcel

The A-level examination consists of three papers:

Paper 1: 1 hour and 45 minutes

- Mechanics
- Electric Circuits
- Further Mechanics
- Electric and Magnetic Fields
- Nuclear and Particle Physics

Paper 2: 1 hour and 45 minutes

- Materials
- Waves and Particles - Nature of Light
- Thermodynamics
- Nuclear Radiation Oscillations
- Gravitational Fields and Space

Paper 3: 2 hour and 30 minutes

This focuses on both practical skills and synoptic questions. The paper will include questions that assess conceptual and theoretical understanding of experimental methods that will draw on students' experiences of the core practicals.

Science Practical Endorsement

Students will also be assessed for a separate qualification known as the Practical Endorsement. It is internally assessed and externally moderated by Pearson Edexcel. Students must show practical competency by completing practicals throughout the course. Students will be given opportunities to use specialist apparatus and techniques to develop and demonstrate specific practical skills throughout the two years.

PSYCHOLOGY

Psychology is the science of mind and behaviour. Within the course we investigate how the brain works, why people behave in certain ways and what happens when the brain functions abnormally. Psychology produces students who have the ability to analyse and evaluate their ideas and put forward an informed argument, aware of individual, social and cultural diversity.

The A-level Psychology course is an excellent introduction to the subject. The course is useful for those who intend to read Psychology at university; for those who think an insight into the mind and behaviour would be a useful supplement for other courses or careers; and for those who are simply looking for an interesting subject that contains many of the skills essential to the world of work.

The subject is based around essay and report writing. Other skills acquired during the course include Computer Science skills (e.g. word processing, spreadsheets, and internet searching), simple mathematical and statistical procedures, debating and researching your own ideas. Further activities have included visits to the zoo for fieldwork and attending conferences.

ENTRY REQUIREMENTS

No specific GCSE subjects are required, but the core GCSE subjects (Mathematics, English and Science) are essential.

LINKS WITH OTHER SUBJECTS

Psychology has links with topics taught in Physical Education, Biology, Religious Studies, History and Statistics.

HIGHER EDUCATION AND CAREER OPPORTUNITIES

AQA Psychology A-level is classed as a science and so it is recognised by all universities. Related careers would include Clinical Psychology, Occupational Psychology, Research, General Management, Ergonomics, Advertising, Social Work, Health Education, Law or Police work.

COURSE CONTENT

Awarding Body: AQA

Paper 1:

Memory, Attachments, Abnormal Psychology, and Social Influence.

Paper 2:

Approaches in Psychology, Biopsychology, and Research Methods

Paper 3:

Three options including Gender, Schizophrenia, and Forensic Psychology along with issues and debates in Psychology.



RELIGIOUS STUDIES

Religious Studies is an ideal option for those of you who enjoy exploring perplexing questions about life, the universe and everything: 'Is there a God?'; 'Why is there suffering?'; 'Why should we live morally?'; 'Is it ever right to end a life?'; 'What happens when we die?'

The Maynard Religious Studies course follows the OCR A-level Religious Studies specification (H573), which comprises three equally weighted areas of study: Philosophy of Religion, Religion and Ethics and Developments in Christian Thought.

This syllabus provides an opportunity to explore the rich heritage of western philosophical and ethical thought and to undertake a study of key concepts in Christianity. Students will encounter significant thinkers such as Plato, Aristotle, St Thomas Aquinas, Immanuel Kant, David Hume, J. S. Mill and Karl Marx, as well as prominent philosophers and theologians of the 20th century and the present day.

This qualification is designed to nurture the development of critical and reflective thinking with the aim of developing a greater comprehension and appreciation of religious beliefs and teachings, as well as the disciplines of ethics and philosophy of religion. Emphasis is placed on critical analysis and the construction of balanced, informed arguments within the context of religious, philosophical and ethical understanding.



ENTRY REQUIREMENTS

It is not necessary to have GCSE Religious Studies, or to be 'religious' to do this subject. What is necessary is an open, inquiring mind, plenty of enthusiasm and a willingness to engage in discussion and debate. All assessment is by essays written in the examinations so a good standard of written English is required and you will be expected to do a lot of reading to support your learning in class.

HIGHER EDUCATION AND CAREER OPPORTUNITIES

This course will enable you to develop a range of transferable skills which will be invaluable to you whatever you go on to do afterwards. Universities and employers welcome Religious Studies at A-level as a rigorous academic subject. It enables you to analyse and evaluate both your own arguments and those of others, whilst exposing you to a wide range of current issues and debates that will provide an excellent foundation for Higher Education. You might choose to pursue a degree course in Philosophy, Religious Studies or Theology; alternatively, Religious Studies provides a strong basis for a wide range of other subjects such as Law, Politics and Sociology as well as History and English. Many of our students choose RS to support their study of the sciences. Knowledge of ethics and, in particular, the study of the ethics of euthanasia would be of particular relevance and interest to those considering applying to read Medicine.

COURSE CONTENT

Exam Board: OCR

Philosophy of Religion

Ancient philosophical influences (Plato and Aristotle); arguments about the existence or non-existence of God; the nature and impact of religious experience; the challenge for religious belief of the problem of evil; the nature of the soul, mind and body; the possibility of life after death; ideas about the nature of God; issues in religious language.

Religion and Ethics

Normative ethical theories (Natural Law, Situation Ethics, Kantian Ethics and Utilitarianism); the application of ethical theory to contemporary issues of importance (sex and sexuality, business ethics, euthanasia); ethical language and thought; debates surrounding the significant ideas of conscience and free will.

Developments in Christian Thought

Augustine's teaching on human nature; death and the afterlife; knowledge of God's existence; the person of Jesus Christ; Christian moral principles; Christian moral action (Dietrich Bonhoeffer); religious pluralism and theology; religious pluralism and society; gender and society; gender and theology; the challenge of secularism; liberation theology and Marx.

You will find more details at www.ocr.org.uk.

THE EXTENDED PROJECT QUALIFICATION

The Extended Project Qualification (EPQ) is popular with students and teachers alike. It provides an opportunity for students to extend their abilities beyond the A-level syllabus, stand out and prepare for university or their future career. The EPQ is 100% coursework.

An EPQ is a research-based project undertaken on any topic of the student's choice: it can be further extension of a subject being studied at A-level, a subject area the student wishes to study at university but which is not part of their school curriculum (e.g. Medicine, Law, Politics) or simply an area of personal interest unrelated to their other studies. Thus an EPQ is a unique and exciting opportunity for students to manage their own learning.

The project itself can take several forms. In most cases the student will produce an extended essay of approximately 5,000 words. However, it is also possible for the project to take the form of an artefact, model or construction, a CD/video/DVD of performances or activities, an audiotape/multimedia presentation or a journal of activities or events. In these cases a report of at least 1,000 words will accompany the project.

As part of the EPQ, the student must complete a Production Log. This documents the planning and progress of the project, including decision-making and the learner's reflections on the process. They also deliver a 15-minute presentation to an invited audience, explaining their project and answering questions about it.

Projects are undertaken with the assistance of a supervisor who guides the student at every level, although they are not allowed to contribute directly to its content. The initial 30 guided learning hours where the necessary study skills are delivered through tutorial and other sessions. The EPQ is anticipated to take an extra 90 hours of independent study. Students at The Maynard School can study it through the Extension Studies Programme in addition to their A-level subjects.

Because an EPQ requires the student to identify and design their own project, adopt a strategic approach to managing this project and work independently, it is an ideal vehicle for curriculum enrichment and academic extension. The EPQ is warmly welcomed by universities because it provides evidence of a student's capacity for independent learning and the development of the skills they will need to succeed at university. The EPQ also carries up to 70 UCAS points for an A*.



"I achieved the best results of my academic career so far since joining the Maynard and I am confident that with the continued support of the staff, this year will be just as successful."

Maynard Upper Sixth Student

NOTES

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MADE FOR GIRLS AGE 4 - 18

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