



THE
MAYNARD
SCHOOL
EXETER

SIXTH FORM COURSE GUIDE

2025 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
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A-LEVEL RESULTS 2024

Percentage of A* grades:	31.7%
Percentage of A*/A grades:	71.2%
Percentage of A* - B grades:	86.3%

THE DAILY TELEGRAPH'S 'BEST UK PRIVATE SCHOOLS BY A-LEVEL RESULTS 2024':
 Best in the Southwest and well ahead of other schools throughout Devon.



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 both digital and traditional film and darkroom 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, Product Design, Theoretical Physics, Land Management, Design Engineering, Medicine, History and English, as well as going onto 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

We are all fascinated by the intricate processes and relationships found in living organisms and communities. Who has not been fascinated by David Attenborough describing the perils and hardships of the living world? But the knowledge of biological issues is also central to the way we lead our lives, from understanding health issues to considering the welfare of the planet. Many new and exciting areas of employment have opened up with the development of new biological technologies and knowledge such as the human genome project and stem cell technology.

A-level Biology at The Maynard reflects the excitement and challenge of the new Science. We follow the AQA syllabus which supports and challenges the students as they develop their understanding of the living world. Students are taught in small groups with access to a rich variety of resources with a strong emphasis on independent learning and practical activities.

Our students achieve excellent results and go on to study a wide variety of biologically related courses from Medicine, Nursing, Veterinary Science and Dentistry to Food Science, Psychology, Biology and Biochemistry to name just a few.

BIOLOGY A-LEVEL: THE CONTENT

A-level Biology is divided into eight topics. Four are taught in Lower 6 and four in Upper 6. The topic titles are:

Lower 6 year

- Biological molecules
- Cells
- Organisms exchange substances with their environment
- Genetic information, variation and relationships between organisms

Upper 6 year

- Energy transfers in and between organisms
- Organisms respond to changes in their internal and external environments
- Genetics, populations, evolution and ecosystems
- The control of gene expression

ASSESSMENT

A-level Biology

The A-level course is assessed by three terminal examinations each lasting 2 hours. Paper 1 covers all the Lower 6 topics and Paper 2 covers all Upper 6 topics. The final paper examines all 8 topics and includes a synoptic essay. The papers will include questions that target the conceptual and theoretical

understanding of experimental methods. In addition, practical skills will be assessed and reported separately as a Science Practical Endorsement. This will be awarded a 'pass' or 'fail' grade and will not affect the overall A-level grade.

Learning Biology does not just happen in the classroom. An important part of the course is fieldwork and we offer a variety of opportunities to study biology through extracurricular trips.

We encourage students to build up their knowledge by wider reading and debate. Our school library takes several relevant magazines and we run a Science Reading Group, as part of ESP, where all Science-based Sixth Formers are encouraged to debate the findings of recent scientific articles. All students also have the opportunity to take part in the Biology Olympiad, an exciting opportunity to test their knowledge to the full.

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.





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.

The student of Business will:

- 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

Chemistry is very popular at The Maynard. We have well-equipped laboratories with dedicated and enthusiastic teachers. Our students go on to study Chemistry, Natural Science, Medicine, Veterinary Science, Engineering and a wide range of other degrees. They pursue careers in all manner of disciplines, from Dentistry to Business Management to Food Science.

OVERVIEW

We offer the Edexcel A-level Chemistry syllabus. The course aims to build on the skills and knowledge acquired at GCSE and apply them to a wide range of situations. It allows us to look more closely at the particles and processes that make up the material world and to be able to explain and predict their behaviour. There is a large mathematical component and an emphasis on analysis and problem solving.

BENEFITS OF STUDYING CHEMISTRY

Chemistry is an ideal grounding for a wide range of careers and provides analytical skills that are useful in any profession. It requires students to acquire knowledge, use mathematical skills, be very clear and precise in their use of language, be able to use their imagination, debate issues, solve problems, make predictions, and acquire practical skills. The developments taking place in alternative fuels, nanotechnology and computing are driven by advances in materials science. Students with an understanding of Chemistry will be in great demand for many years to come, both for their knowledge and their skills.

ENTRY REQUIREMENTS

This qualification builds on the knowledge, understanding and practical skills that you gained in GCSE Science and GCSE Additional 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 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.

EXAMINATIONS

PAPER 1: Advanced Inorganic and Physical Chemistry (9CH0/01)

30% of the A2 1 hour 45 minutes 90 marks

Topic 1: Atomic Structure and the Periodic Table
 Topic 2: Bonding and Structure
 Topic 3: Redox I
 Topic 4: Inorganic Chemistry and the Periodic Table
 Topic 5: Formulae, Equations and Amounts of Substance
 Topic 8: Energetics I
 Topic 10: Equilibrium I
 Topic 11: Equilibrium II
 Topic 12: Acid-base Equilibria
 Topic 13: Energetics II
 Topic 14: Redox II
 Topic 15: Transition Metals

PAPER 2: Advanced Organic and Physical Chemistry (9CH0/02)

30% of the A2 1 hour 45 minutes 90 marks.

Topic 2: Bonding and Structure
 Topic 3: Redox I
 Topic 5: Formulae, Equations and Amounts of Substance
 Topic 6: Organic Chemistry I
 Topic 7: Modern Analytical Techniques I
 Topic 9: Kinetics I
 Topic 16: Kinetics II
 Topic 17: Organic Chemistry II
 Topic 18: Organic Chemistry III
 Topic 19: Modern Analytical Techniques II

PAPER 3: General and Practical Principles in Chemistry (9CJO/03)

40% of the A-level 2 hours 30 minutes 120 marks

Overview of content

Questions in paper 3 may draw on any of the topics in this specification. The paper will include synoptic questions that may draw on two or more different topics listed. The paper will include questions that assess conceptual and theoretical understanding of experimental methods (indirect practical skills) that will draw on students' experiences of the core practicals.



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 technique, 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 Greco-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. Some people are put off from studying Classics because it doesn't seem to lead to any obvious form of employment at the end of it. They couldn't be more wrong. Certainly an A-level in Classics is not vocational, in the sense of funnelling you directly into one particular form of employment, as Law or Medicine do, but Classicists are very highly prized by employers of all kinds.

Classics provides mental training in a whole range of different disciplines, and produces students of exceptional intellectual flexibility. In our world of rapid social and technological change, it is

the capacity to react to new and unforeseen developments with flexibility which employers value most, and it is widely recognised that Classics and related subjects produce just the kind of graduate they are looking for, with an unparalleled capacity to adapt to new circumstances and learn new skills.

Examples of professions which attract Classicists include:

1. Accountancy
2. Law
3. Theatre and Performing Arts
4. Media
5. Teaching
6. Arts Management
7. Journalism
8. Media
9. Management Consultancy
10. Librarianship
11. Military
12. Information Technology
13. Academia
14. Archive Work
15. Auction House Work
16. Archaeology
17. Publishing
18. Social Work
19. Museum Work
20. Politics
21. Civil Service

COURSE CONTENT

Exam board: OCR

The A-level course is made up of 3 components:

1. Component 1: The world of the Hero. Homer's Iliad and Virgil's Aeneid. (40% of total A-level)
2. Component 2: Culture and the Arts. Imperial Image. Encompassing the study of material and visual culture. (30% of total A-level)
3. Component 3: Beliefs and Ideas: Love and Relationships. (30% of total A-level)

Year 1

The World of the Hero

The works of Homer were considered by the Greeks to be the foundation of Greek culture, standing 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 a hero including the ideas of time (honour) and kleos (reputation).

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 and the Greek works which influenced him. We study the composition of both Homer's Iliad and Virgil's Aeneid; their plot, narrative techniques including the eloquent and moving speeches; the poets' use of descriptive techniques including similes and imagery; 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 the 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. 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 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.



COMPUTER SCIENCE

Computer Science is a dynamic and practical subject, allowing students to apply theoretical principles to real-world systems. It combines creativity and innovation, offering a unique way to understand the modern world through a digital lens. The course aims to develop:

- A solid understanding and the ability to apply fundamental principles of computer science, including abstraction, decomposition, logic, algorithms, and data representation.
- Skills to analyse problems in computational terms, with hands-on experience in writing and developing programs to solve them.
- The capacity to think critically, logically, creatively, and analytically.
- An understanding of how different aspects of computer science interrelate.
- Strong mathematical skills that underpin problem-solving and analytical thinking.

Computer Science strongly complements subjects like Mathematics and Physics. The logical thinking, problem-solving, and analytical skills developed in Maths directly support the algorithms and data manipulation in Computer Science. Meanwhile, the understanding of physical systems in Physics aids in grasping the hardware and mechanics behind computing. The intersection of these subjects gives students a holistic view of how digital systems can be applied to solve both theoretical and practical challenges.

As CAS (Computing at School) states: “At its heart lies the notion of computational thinking: a way of approaching problems that goes beyond software and hardware, providing a framework to reason about systems and challenges.”

A-level Computer Science equips students with vital skills for a rapidly changing, technology-driven world. With technology playing an ever-growing role in every industry, this course is highly relevant. It allows flexibility, enabling students to learn using various programming languages suited to their needs and interests.

This qualification not only values computational thinking but also helps learners to design systems, solve complex problems, and explore the capabilities and limitations of both human and machine intelligence. Through the project-based approach, students will develop critical skills that are essential for success in Higher Education and the workplace, with projects tailored to their individual aspirations and goals.

HIGHER EDUCATION AND CAREER OPPORTUNITIES

Studying Computer Science opens doors to a range of exciting career paths, such as Software Engineering, Game Development, Forensic Computing, Artificial Intelligence, and Information Systems. Careers in tech continue to grow and evolve, offering numerous opportunities, including:

- Expanding industries based on artificial intelligence, automation, and robotics.
- The increasing digital transformation of traditional industries.
- A strong drive to increase female representation in tech, where women currently make up only 7% of the workforce.

A-level Computer Science prepares Maynard students for these in-demand careers, ensuring they have the technical and analytical skills needed for success.

COURSE CONTENT

Exam Board: OCR

Computer Systems

This component introduces students to the inner workings of the Central Processing Unit (CPU), data exchange, software development, and the legal and ethical issues surrounding technology. The foundational knowledge gained is essential for computational thinking and programming skills.

Algorithms and Programming

Building on the Computer Systems component, students will:

- Master computational thinking and apply it to a wide range of problems.
- Learn the principles of solving problems using computational methods.
- Use algorithms to break down and analyse complex problems.

Programming Project

In this practical project, students will analyse, design, develop, test, evaluate, and document a program in a suitable programming language. They will apply computational thinking principles and an agile development approach to solve a real-world coding challenge.



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:

- What is the "Cost of Living Crisis" and how does it affect us?
- Should we provide more aid to poor countries?
- Should we protect U.K. jobs from foreign competition?
- Why does the U.K. 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?
- Has Covid changed the economy forever?
- Is a 'strong' pound good for the U.K. economy?
- How can we avoid financial crisis such as the Great depression (1930's) and the 2008 Credit Crunch?
- What are the implications of Brexit?

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.

COURSE CONTENT

Exam Board: Edexcel

The A-level is examined at the end of the two year course. There are three 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).

ENTRY REQUIREMENTS

Minimum Grade 6 in GCSE Maths. An interest in current affairs will make the study of this subject even more fascinating.

HOW WILL THE STUDENT BENEFIT FROM STUDYING ECONOMICS?

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.
- Will become familiar with Business English (particularly important for students from abroad).

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, Law, Politics and History. It also combines very well with Mathematics. You could go directly into employment.

Opportunities are wide, but Economics is particularly valued for careers in business management and finance.

MORE INFORMATION

To obtain a detailed specification of the course please go to:

www.edexcel.com/quals/gce/gce15/economics

ENGLISH

English, with its combination of technical and creative elements, is a wide-ranging subject with no clear limits – it is a humane and civilising project and, in our experience, pupils enjoy English in the Sixth Form because their own personal contribution really matters. The English Department, with its wealth of material and intellectual resources, aims to equip our students with the skills needed to speak confidently and fluently, and to write with accuracy and sophistication; we aspire to instil in students a lasting enthusiasm for literature and to ensure that this wonderful subject is something rich and strange for all our students for all their time here – and, as importantly, beyond.

THE COURSE

The course is very wide-ranging, and we expose students to as great a variety of drama, poetry and fiction as possible. The coursework module also allows students with a specialised interest in a particular author or period to explore and to pass on their personal enthusiasms, as we give them free rein in choosing one of their texts. Discussion of literature ranges broadly across historical, political, philosophical, moral and psychological issues as well as offering an insight into the history of the English language and linguistic change. We study literature as a means of questioning our deepest held beliefs, whilst also allowing us to empathise with situations and states of mind we are yet to encounter, so that when we do face them we are all the better prepared.

Our students are taught in small, friendly groups to enable all of them to participate confidently. We are lucky to be based in the stunning surroundings of the Rosemary Langley Room overlooking the Rose Garden at Ryan House. In such comfortable conditions, it's no wonder that the English Department is renowned for its successes at A-level. Many girls go on to read English at university; extension sessions and specialist support through the application process are offered by the department.

OUTSIDE THE CLASSROOM

English in the Sixth Form isn't all about exams. We offer a rich programme of cultural activities that enhance the students' response to literature. Sixth Formers run the Oxford University Ten Minute Book Club, experiencing and discussing wide-ranging texts recommended by tutors from Oxford. We maintain that drama and texts should be seen and experienced, and so we organise regular theatre trips including, last year, a trip for both Lower 6 and Upper 6 to see an adaptation of 'Frankenstein' at the Northcott Theatre. Where possible, we attend screenings of national productions.

We also look to explore the curriculum in environments outside of the classroom whenever we can; for example, A-level students attended and enjoyed a reading by former Poet Laureate, Simon Armitage in the spring term.

OUR ANNUAL STRATFORD TRIP

We believe that our famous annual trip to Stratford with the Lower 6 is a unique and enriching experience for our girls; it ignites a spark about Shakespeare and about literature that goes well beyond what can be achieved in a classroom.

During our last stay, we saw three plays including 'School for Scandal' and 'The Merry Wives of Windsor'. The production of 'Pericles' we experienced was sensational and provided the opportunity to get to know this rarely-performed play. We attended some superb lectures at the Shakespeare Birthplace Trust and engaged in interactive pre and post-performance talks on all the plays. We also visited the church to pay respect to our hero's grave, shimmied up the Tower, learned how to create stage wounds in the Wigs and Makeup demonstration, had a fascinating backstage tour and visited most of the Shakespeare properties. The current Lower 6 are already looking forward to their trip next year!

COURSE OVERVIEW

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%.

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.
Chaucer's 'The Wife of Bath's Prologue and Tale'.
(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.



FASHION & TEXTILES

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 attitudes, 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.

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 and there is an extensive range of high-quality university courses on offer nationwide, including: Fashion Design, Fashion Marketing, Fashion Buying and Merchandising, International Fashion Promotion, Business Management and Marketing amongst many others.

This exciting A-level is also suitable for degree courses such as: Product Design, Architecture, Engineering Design, Art, Interior Design, Textile Design, Print Design, Textiles Science and Technology, Journalism, Environmental Fashion and Technology... to name but a few!

ASSESSMENT

Exam Board: AQA

How is it assessed?

A-level

- 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.

COURSE CONTENT

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

LINKS WITH OTHER SUBJECTS

Fashion and Design uses Mathematics and Science (15%) to support decisions made in the processes of designing and completing your non examined assessment. Other complimentary subjects at A-level could include Drama, Economics, History and Psychology.

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.

GEOGRAPHY

How do you prepare for careers which don't exist yet and ensure you have 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 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!

CONTENT

Exam Board: OCR

We follow the OCR A-level Specification. All units are examined, except for 'Investigative Geography' of the A-level specification which is an Independent coursework investigation.



TOPICS COVERED

Year 1

Glaciated Landscapes
Earth's Life Support Systems
Changing Spaces, Making Places
Hazardous Earth

Year 2

Independent Investigation
Global Connections
Power and Borders
Exploring Oceans

FIELDWORK

Fieldwork is a regular feature of the A-level Geography course and you will be required to do least four compulsory days. There will be lots of opportunities, including an annual residential in Lower 6 and bi-annual overseas trips to locations such as Iceland and Costa Rica. Expect a number of day trips including visits to the Jurassic Coast, Bristol University, Plymouth University for the Geohazards Conference and regular lectures offered by the Geographical Association.

ENTRY REQUIREMENTS

You do not need to have studied the subject at GCSE in order to take A-level Geography, but 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 & 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 as one of your options.

A-LEVEL GEOGRAPHY

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 Arctic Tundra; Change over time; Links and interdependence between the cycles; The impact of climate change on stores and fluxes.

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

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: Option B – Global Migration
- Global Governance: Option D – Power and Borders

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

Exploring oceans Hazardous Earth

Unit 4: Investigative Geography (20%)

Non-examined assessment, which is an independent geographical investigation conducted by each candidate based on primary and secondary data.



HISTORY

History continues to be a popular A-level choice at The Maynard. It is not only engaging and enjoyable but it is also recognised by the Russell Group as one of their core 'facilitating' subjects for accessing the top universities.

History is more than just practical though. It is about real people and gripping stories. It is about the eras, individuals and issues that have shaped the world around us and our own identities within it.

WHY STUDY HISTORY?

Firstly, for the love of it! A-level History is:

- Learning about people: how they interact, the motives and emotions that tear people apart or draw them together for a common cause.
- Learning about countries, societies and cultures: in today's world how can you successfully work with, trade with or report on countries if you know nothing of their history and identities?
- Learning to locate and handle the facts: to identify truth and recognise myth, propaganda or downright lies.
- Learning to deliver your knowledge clearly and persuasively: Giving you the confidence to stand up and be counted!

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.

History is many things but, above all, it's a detective story and a hugely enjoyable one at that!

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 complimenting 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, the Law, the Civil Service, journalism and the media, accountancy, insurance and banking.

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.

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.

Unit 4: Historical Enquiry

This 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 3000-4000 words. Your chosen topic will be 'To what extent did Britain experience a social revolution in the 1960s?'

LATIN LANGUAGE & LITERATURE

Building on what you have learned at GCSE, you will become able to translate with growing 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 A-level Latin.

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. An A-level course in Latin provides 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, Law and Medicine.

HIGHER EDUCATION AND 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, and Information Technology). Regardless of career choice, a qualification in Latin sets you apart from other candidates.

WHY STUDY LATIN?

The study of Latin, even for a short while in your academic career, will improve your understanding of English and the Romance languages, and hence your language and communication skills. By learning to “read slowly” in the tradition of classical philology, you will get excellent insight into Latin’s beauty, dynamics, limitations, and strengths. For all its practical value (intellectual, cultural, and personal), improving your understanding of Latin can also be one of the most challenging, exciting and inspiring undertakings of your life. *Carpe diem!*

COURSE CONTENT

Exam Board: OCR

Year 1:

Latin Language

You will become familiar with the language of authors of the 1st century BC and the 1st century AD and be examined by passages for translation into English.

Latin Verse and Prose Literature

The focus of the module is on two authors. The sections studied will be taken from such authors as Tacitus and Virgil. Each author is studied in detail, including their literary techniques and the social and cultural milieu in which they wrote. Students will gain an appreciation for each Latin text.

Year 2:

You will develop your understanding and appreciation of Latin prose through reading prescribed texts. Selections are taken from such authors as Seneca, Cicero and Tacitus. You will also develop your unseen prose translation through wider reading. You will be assessed on both the prescribed text and unseen translation. You will become familiar with the language of authors of the 1st century BC and the 1st century AD and be examined by passages for translation into English.

MATHEMATICS

WHY MATHEMATICS AT THE MAYNARD?

Mathematical skills are an essential part of the modern world. The Internet would not exist without the mathematical research done by the American military half a century ago. The public imagination was captured by the revolutionary work of British mathematicians at Bletchley Park in cryptography and code breaking. The development of computer hardware and software has depended on the work of mathematicians and the space programme would not have been able to put a man on the moon without the pure Mathematics of Leonard Euler 200 years earlier.

The Mathematics team at The Maynard know that confidence in using mathematical skills, together with analytical thinking and logical deduction, is needed today in many fields of work: mathematical skills which go beyond GCSE can greatly help your study in subjects such as Biology, Chemistry, Physics, Engineering, ICT, Psychology, Geography and Economics.

Our outstanding results are a reflection of our commitment and extreme dedication to teaching. Our students make the most of being taught in small groups and take full advantage of the resources, care and support available to them.

All our Mathematics Sixth Formers are encouraged to embrace opportunities to broaden their Mathematical understanding and experience outside lessons. They are strongly encouraged to read extensively around the subject and a selection of suitable books are offered throughout the course. We attend annually the one-day conference “Let Maths take you Further” with our Lower 6 students: this has proved popular and valuable in helping them make informed decisions and in considering a future career. All Mathematics students take part in the Senior Mathematics Challenge.

A-LEVEL MATHEMATICS

A-level Mathematics has 100% prescribed content, with pure and applied in a 2:1 ratio; Mechanics and Statistics are part of the compulsory content.

The A level Mathematics qualification follows a three-paper model, with calculator usage allowed in all papers.

Paper 1 Pure Mathematics 1 (2 hours)

Paper 2 Pure Mathematics 2 (2 hours)

Paper 3 Statistics and Mechanics (2 hours)



A-LEVEL FURTHER MATHEMATICS

A-level Further Mathematics has a 50:50 split between compulsory and optional elements.

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 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)

MATHEMATICS MATTERS

If you look carefully, Mathematics is never out of the news for too long. Technological advances often rely on new Mathematics and our Sixth Formers are amazed to discover that very large prime numbers are the basis for encrypting information exchanged on the Internet.

We often use cuttings, articles and pieces of news to promote discussion and stimulate students' natural curiosity.

An exhibition in London by the artist Justin Mullins resulted in an interesting display which led us to debate the idea of beauty in Science and the notion of what can be aesthetically pleasing in Mathematics.

MODERN FOREIGN LANGUAGES

The study of a Modern Foreign Language at A-level 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 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 Modern Foreign Languages 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 and Current Issues, 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

French and Spanish

For French please 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 or Spanish-speaking world

Paper 2 - Writing

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

Paper 3 - Speaking

- One sub-theme from 'Aspects of French-speaking society: current trends' and one sub-theme from 'Artistic culture in the French-speaking world'.
- 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'.

German

Exam Board: Eduqas

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

- 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; there is considerable scope for the development of the 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. Sixth Form Music students are 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 – as a composer, 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

A-level Music:

The course contains three 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%

COURSE FORMAT

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

Examination:

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

PHYSICAL EDUCATION

Studying Physical Education at A-level will give you a fantastic insight into the amazing world of sports performance. Not only will you have the chance to perform or coach a sport through the non-exam assessment component, you will also develop a wide ranging knowledge into the how and why of Physical Activity and Sport. You will learn the reason why we do things, why some people outperform others- mentally and physically. You will also delve into ethical considerations behind the use of drugs and also the influence that modern technology is having on sport.

A-level PE involves the study of three theory components and the assessment in one practical component.

COURSE OUTLINE

Component 1: Physiological Factors Affecting Performance

A 2 hour written paper focusing on Applied Anatomy & Physiology, Exercise Physiology and Biomechanics.

(30% of total A-level)

Component 2: Psychological Factors Affecting Performance

A 1 hour paper focusing on Skill Acquisition and Sports Psychology.

(20% of total A-level)

Component 3: Socio-Cultural and Contemporary Issues

A 1 hour paper focusing on Sport, Society and Technological Influences.

(20% of total A-level)

Component 4: Performance within Physical Education

There are two parts to this component:

1. Analysis and evaluation of physical activity as a performer or coach in student's chosen sport.
2. Evaluating and Analysis of Performance for Improvement of Performance (EAPI). This component is internally assessed and externally moderated. It does not have to be the same sport or activity that was undertaken in part one, although it can be.

(30% of total A-level)

EXAMPLES OF PRACTICAL ACTIVITIES

(from approved DfE list)

- Athletics
- Badminton
- Basketball
- Dance
- Equestrian
- Hockey

FURTHER INFORMATION

Pupils with a genuine interest in studying sport will find the A-level PE course a wonderful platform from which to launch a career in the world of sports therapy, teaching, coaching, sports psychology, sports technology and not least sports science.

Many of our past students have gone on to study Sports Science, Medicine, Dentistry, Physiotherapy and Food Science amongst other subjects.

Full course details can be found at: www.ocr.org.uk



PHYSICS

We follow the Edexcel A-level Physics course which is delivered through firstly introducing the Physics concepts and then applying them to real-life contexts.

Students are taught in a friendly group in well-equipped laboratories. They have many opportunities for hands-on practical work which enhances their scientific understanding of the Physics concepts. They work either individually or in small groups depending on the nature of the activity.

The girls quickly become confident and independent experimentalists, happy to try out new challenges.

ENTRY REQUIREMENTS

This A-level qualification builds on the knowledge, understanding and practical skills that students gained when studying GCSE Physics.

We require a minimum of a Grade 7 in GCSE Physics (or 7:7 in Combined Science) and a Grade 7 in Mathematics.

Students will also need to be able to communicate effectively. This involves being able to plan and carry out experiments, think logically about problems and present clearly structured explanations.

40% of the marks in A-level Physics examinations target Mathematics. Therefore, it is a requirement that students taking the A-level Physics are confident mathematicians. However, students are not required to study A-level Mathematics.

Mathematical aspects of the A-level course will encourage students to develop skills within the areas of:

- Arithmetic
- Numerical computation
- Handling data
- Algebra
- Graphs
- Geometry
- Trigonometry

ADDITIONAL COURSES

Students in the Lower Sixth may apply for a place on an EDT Insight into University course or a Smallpeice Trust course. The EDT Insight into University course is a comprehensive online course allowing students to experience STEM studies at university and the career opportunities that these subjects lead to. It provides information on university and student life, STEM projects and activities set by leading UK universities and global STEM companies, first-year undergraduate lectures, live interactive sessions with

academics, admissions tutors, employers and current students. Whilst the Smallpeice Trust provides exciting programmes to promote engineering careers to young people through residential and day courses. On request, students will receive support in their applications for these courses from their Physics teachers.

These courses can provide various opportunities such as participating in design, build and test projects, practical problem-solving activities, lectures and seminars, discussions with recent graduates, meetings with prospective employers and visits of scientific interests.

COURSE CONTENT

Paper 1

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

Assessment is 1 hour 45 minutes.
(30% of the total qualification)

Paper 2

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

Assessment is 1 hour 45 minutes.
(30% of the total qualification)

Synoptic and practical paper

- This will include synoptic questions that may draw on any of the topics in this specification
- It will also include questions that assess conceptual and theoretical understanding of experimental methods that will draw on students' experiences of the core practicals.

Assessment is 2 hours 30 minutes.
(40% of the total qualification)

Science Practical Endorsement

In addition to the A-level students are assessed for the Science Practical Endorsement. This qualification is internally assessed and externally moderated by Pearson Edexcel. Students must show practical competency by completing practical tasks throughout the course. This qualification is accumulative. We will give students many opportunities to use relevant apparatus and techniques to develop and demonstrate specific practical skills throughout the two years.

PSYCHOLOGY

WHY PSYCHOLOGY?

Psychology is the scientific study of the mind and human behaviour. Psychologists observe and conduct experiments to find out more about the way people act and interact. They try to understand what motivates, challenges or changes us and use this understanding to help us tackle personal and social problems. Psychologists can work in social care, mental health, education, business, research and sports. The AQA awarding body classes Psychology as a science A-level and it is accepted by all universities.

SO WHAT EXACTLY DO WE STUDY?

Below are examples of the sorts of questions that are asked during the course:

Developmental Psychology:

How do early experiences shape our futures?
How do we develop our gender identity?

Social Psychology:

Why do people obey other people?
How do social norms in society change?

Research Methods:

Learn how to carry out research by designing, carrying out and analysing your own experiments, surveys, interviews and observations.

Cognitive Psychology:

How can you improve your memory for exams?
Is eyewitness testimony reliable?

Approaches in Psychology:

What was Freud's influence in psychology?
Is my future set by my biology?

Biological Psychology:

How does the brain process language and speech?
Do genes play a role in criminal behaviour?

Issues in Psychology:

How can you compare research from different countries?
What does research tell us about freewill?

Psychopathology:

What are the biological roots of OCD?
How does CBT work with depression?

For more general information about psychology and examples of ideas discussed in A-level classes, go to: www.simplypsychology.org

And to explore ideas further: www.ted.com/topics/psychology

HOW IS THE COURSE ASSESSED?

Examinations consist of short essays and structured questions. There is no coursework in the chosen specification.

HOW IS THE COURSE ORGANISED?

As with all subjects in The Maynard, the students are taught in small, friendly groups to enable all of them to participate confidently. Other skills acquired during the course include IT skills (using, for example, PowerPoint, Excel and Word), simple mathematical and statistical procedures, debating and researching your own ideas.

SUBJECT CONTENT

Compulsory content

- Social influence
- Memory
- Attachment
- Psychopathology
- Approaches in Psychology Biopsychology
- Research methods
- Issues and debates in psychology

Option 1 (one of these topics)

- Relationships
- Gender*
- Cognition and development

Option 2 (one of these topics)

- Schizophrenia*
- Eating behaviour
- Stress

Option 3 (one of these topics)

- Aggression
- Forensic psychology*
- Addiction



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 EPQ is a popular qualification that compliments your subject driven A-levels, giving you the opportunity to investigate a topic of your choice. You can either write a 5000 word report or produce an artefact (e.g. video, music CD, performance, artwork, website, book, fashion item, robot). Students use the EPQ as an opportunity to develop their passion in an area of interest, to be creative, to take an academic idea well beyond A-level or to immerse themselves in a subject that is not offered at A-level.

The EPQ demonstrates your ability to plan and organise a research project independently, obtain and analyse relevant data or evidence, use and develop skills to achieve planned outcomes and to evaluate those outcomes at the end of the project. You will be expected to spend 120 hours on the EPQ, including around ten hours of meetings with your supervisor. It is equivalent to an AS and carries up to 70 UCAS points if an A* is achieved.

COURSE STRUCTURE AND ASSESSMENT

(100% coursework)

Though the emphasis of the EPQ is on independent research and self-regulation, you will be assigned a supervisor who will advise and assist you at each stage of the project. In broad terms, the project will be organised and assessed like this:

- Initial planning meeting with your supervisor
- Submission of research topic and outline plan
- Mid project review with mentor
- End of project review with mentor
- Submission of research project and/or artefact
- Presentation of research project and/or artefact

The project should be 5000 words in length, or an equivalent artefact and written report combination. You might submit a 5000 word dissertation-style extended essay, but if you were conducting, for example, sociological research then an observation journal could count towards the word limit, a linguistic study might include a CD, an engineering project might include a model or construction, etc. All artefacts must be accompanied by a written report of at least 1500 words.

Universities and employers value the EPQ. The EPQ not only gives applicants something to write about in personal statements or talk about in interviews, but it is recognised in offers for many competitive courses:



"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

“The University is supportive of the requirement to undertake an Extended Project... It is expected that some admissions tutors may make two alternative offers to those offering this qualification, one of which involves success in the Extended Project (for example either AAA at A-level or AAB at A-level plus Extended Project).” University of Bristol

Awarding Body: AQA Duration: One year

SKILLS DEVELOPED

- Independent research and evidence analysis including visits to University Libraries
- Selection and analysis of data
- Time management
- Self-evaluation and reflection
- Giving a presentation on a complex subject

The Maynard School has been running the EPQ for a few years now and we have witnessed some very unique and fascinating projects. Each year around 50% of students take the Extended Project Qualification. Their results are stunning underlining the quality of our students' work. This year 100% of students achieved A*-B grades, with 73% at A*.

PAST STUDENTS HAVE PRODUCED THE FOLLOWING PROJECTS:

To what extent was the financial crisis in France the main factor that led to the French Revolution in 1789?

To what extent should Islamic law be recognised in the UK legal sphere?

An exploration of Philip Taaffe in the context of African themes.-producing a piece of Art work

To what extent is the 'Virtual Mirror Box' therapy effective in treating Stroke patients?

Do genetics and nature play a more important role in donor conceived families than the role of nurture?

An investigation into the manner in which anthropomorphism is used on animals to make relating to them as characters easier for viewers

To what extent was the 'One child policy', as applied in China moral from a utilitarian perspective

How are the Metaphysical Poets Relationships' with God Portrayed in their Poems

'Vaccination vs. Eradication: the UK fight against Bovine Tuberculosis'

Is the 'Virgin Queen' an accurate representation of Elizabeth I?

To what extent is social cost the main impact of the Vietnam War?

To what extent has British Army involvement had an effect on the War on Terror?

Cull or Cure? An investigation into preventing the spreading of bTB'.

To what extent would investing money in property be better than saving?

To what extent has the manufacture and distribution of antiretroviral drugs impacted on the lives on HIV/AIDS sufferers in Sub-Saharan Africa?

To what extent does Thalidomide effect the human body?

To what extent does Confucianism impact on modern day Chinese Society?

To what extent does HIV/AIDS impact on girls development in Africa?

Is the brain hard-wired for hierarchy?

How accurate is the biological approach in explaining Anorexia Nervosa?

To what extent does the translation of literature affect readership with specific reference to 18th Century French texts?

Is the preservation of languages the responsibility of society?

How is our perception of historical events affected by literature which has been censored with reference to George Orwells 1984 and Animal farm

How have been Gm crops been developed and what problems and solutions do they engender?

To what extent did the external factors of the Victorian era influence Oscar Wildes' collection of his major works?

To what extent can the Shmallenberg virus be seen as a ticking timebomb?

To what extent is the devleopment of Alzheimers diseaese influenced by extrinsic risk factors?

To what extent are current treatments effective at eliminating or severely reducing the frequency of seizures in children and adolescents with epilepsy?

**Is there an interesting title not yet written?
Sign up for the EPQ and write it!**



MADE FOR GIRLS AGE 4 - 18

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