

# LOWER 5 – UPPER 5 COURSE PROGRAMME

2025-27



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# COURSE PROGRAMME FOR GIRLS ENTERING LOWER 5 (YEAR 10) IN SEPTEMBER 2025

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

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

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

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

Good luck!

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

Independent Schools Inspectorate

## OPTIONS CALENDAR

<b>Thursday 5 December</b>	U4 GCSE Options Evening
<b>Monday 16 December</b>	Intention forms deadline
<b>Wednesday 8 January</b>	Options forms issued
<b>Wednesday 15 January</b>	U4 Parents’ and Daughters’ Evening
<b>Friday 24 January</b>	Options forms deadline

## HELPFUL HINTS

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

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

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

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

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

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

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

The intentions form will be used for the school to develop timetable option blocks. Students indicate what combination of subjects they are considering at GCSE on the Intentions form. This information will be used to create an options form with subject blocks that suit as many of our students' choices as possible. Our aim is to give you at least three out of your first four choices from Group 3, with the vast majority of students getting all four. Certain subject combinations will not be possible on the final Options form, and should a GCSE subject not have sufficient interest, we may not be able to run it.

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

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

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

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

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

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

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

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

[www.cambridgeinternational.org](http://www.cambridgeinternational.org)





# GROUP 1: CORE GCSE SUBJECTS

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## ENGLISH AND ENGLISH LITERATURE

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**Awarding Body: Cambridge (English Language); Edexcel (English Literature) International GCSEs.**

**Specification: English Language 0990 & English Literature 4ET1**

English Language and English Literature are examined as separate subjects, and our students will gain an IGCSE from each of them. Both subjects are taught simultaneously throughout the Lower and Upper 5. In the English Language course, 50% of assessment is through NEA (coursework), whilst in the English Literature course, 40% of assessment is through NEA work; both will be graded according to the 1-9 system.

Lessons are varied and stimulating and consist of debate and discussion as well as both analytical and creative reading and writing. For English Literature, pupils work towards one examination which covers a poetry collection set by the board and a modern prose text. The NEA work for Literature encompasses Modern Drama and a Literary Heritage text. For the English Language course, pupils are encouraged to produce accurate descriptive, narrative and transactional written work and to respond to a range of fiction and non-fiction texts taken from nineteenth, twentieth and twenty-first century sources. Assessment of spelling, punctuation and grammar contributes to both English Language and Literature.



# MATHEMATICS

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**Awarding Body: Edexcel**

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

The course aims to enable students to:

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

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

The purposes of this qualification are to:

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





# SCIENCE

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## **Awarding Body: AQA**

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

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

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

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

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



## GROUP 2: CORE GENERAL SUBJECTS

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### PHYSICAL EDUCATION

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

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

In the autumn term the Games curriculum includes basketball, fitness and hockey, whilst in the Physical Education lessons we cover netball, badminton, tag-rugby and volleyball, to name a few. During this term the Under 15 squad train for and play hockey fixtures.

In the spring term, during Games lessons, girls are introduced to a taster session system where they get to try activities that are options in Upper 5. In Physical Education we cover volleyball and Fitness for Life. Leadership opportunities are offered. During this term the Under 15 squad train for a play netball fixtures.

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

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

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

In the autumn and spring terms option are chosen from a range of different activities. The Under 16 and Senior squads play hockey in the autumn term and netball in the spring term.

# PSHE

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At The Maynard, PSHE education is viewed as an important and necessary part of our pupils' education. In Years 10 and 11, our expert teachers deliver a planned programme of learning based on the National Curriculum through which our students acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. As part of our whole-school approach, we aim to develop the qualities and attributes pupils need to thrive as individuals, family members and members of society.

Our students are taught to apply the knowledge and understanding they learn to practical, real-life situations and enable them to feel safe and secure enough to fill their academic potential.

Topics taught include drug education, financial education, internet safety, mental wellbeing, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle. Relationships and sex education (RSE) is compulsory for all secondary school pupils.

The aim of RSE is to give our young people the information they need to help them develop healthy, nurturing relationships of all kinds and to know what a healthy relationship looks like; what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. We help pupils to understand the positive effects that good relationships have on their mental wellbeing, and to identify when relationships are not right and understand how such situations can be managed. Pupils are taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way.

Pupils complete a number of different and varied activities in PSHE lessons including class discussion, written tasks, group work and role play. Work is assessed through: self-reflection, oral feedback and teacher assessment and is included in our school reports.

## GROUP 3: GCSE OPTION CHOICES

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### ART & DESIGN

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

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

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

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

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

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

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

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

# COMPUTER SCIENCE

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## Awarding Body: OCR, Specification: J277

Computer Science is an exciting, hands-on subject where you will not only learn but also apply skills to real-world challenges. Whether you're intrigued by technology, enjoy problem-solving, or want to explore your creativity, this subject offers it all. It's designed to inspire the next generation of innovators and problem-solvers, helping you gain essential skills for the future.

OCR has created this forward-thinking, relevant qualification in collaboration with industry giants like Microsoft, Google, and Cisco, as well as educational organisations like Computing at School (CAS), teachers, and academic experts. This ensures the course is not only engaging but also prepares you for the rapidly changing world of technology.

## What will you learn?

### Computer Systems Component

- In this part of the course, you'll explore the fascinating world of hardware, software, and networks:
- How processors work: Get inside the 'brains' of a computer and see how instructions are executed.
- Memory and storage: Discover how computers store and access data quickly and efficiently.
- Modern network layouts: Explore how networks like the internet are structured and how they communicate across the globe.
- Cybersecurity skills: Learn how to protect systems from hackers and keep data safe—one of the most important skills in the digital age.
- Software in action: Understand the role different types of software play within computer systems.
- Ethical, legal, and environmental impacts: Explore the broader issues around technology—how it impacts our lives, culture, and the planet.

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

- This component takes you deep into the world of programming, algorithms, and data:
- Algorithms in action: Study the fundamental algorithms that drive the software we use every day.
- Programming techniques: Build solid programming skills to design your own programs from scratch.
- Program design with diagrams: Visualise how your code works by creating diagrams to represent program flow.
- Testing and robustness: Ensure your programs are resistant to errors and misuse, making them reliable and secure.
- Boolean algebra: Master the logic behind computers with the essential building blocks of digital systems: AND, OR, and NOT.
- Data in binary form: Understand how computers store everything—from text to images—in binary code.

### **Why study Computer Science?**

Computer Science isn't just about computers—it's about creativity, problem-solving, and innovation. Whether you dream of designing video games, building websites, creating apps, or developing the next big tech breakthrough, this course is your first step. You'll develop skills in critical thinking, collaboration, and communication, all of which are in high demand in today's digital world. Plus, you'll be joining a growing movement of women in technology, where your contributions will help shape the future.

The technology industry is evolving rapidly, and there is a huge demand for skilled women to enter the field. By studying Computer Science, you'll have the opportunity to work in exciting areas such as artificial intelligence, cybersecurity, game development, and beyond.

**Be a part of the future of technology. Start your journey in Computer Science today.**



# DRAMA

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## **Awarding Body: Edexcel, Specification: 1DR0**

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

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

Assessment is as follows:

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

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

Students are required to:

- Work within a given time frame
  - Use a range of theatrical techniques to achieve a collective aim
  - Shape and craft their work ready for performance to an audience
  - Keep dedicated notes on their process and create portfolio style written coursework
  - Learn to analyse and evaluate their own work and the work of others
- Individual Practical internal assessment, Written coursework element.

Performer and designer routes available.

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

External examination by a visiting examiner of a combination of group/solo/duologue performances of two extracts from a play text. Individual practical external assessment.

Performer and designer routes available.

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

There are two areas of focus in this written paper; analysis and evaluation of a seen live performance and performing, directing and designing for a set text. Watching a range of live theatre will be required for this element and is a highlight of studying this course. Written examination.

# FOOD PREPARATION AND NUTRITION

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## **Awarding Body: AQA**

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

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

Subject content:

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

Food preparation skills are integrated into the five sections.



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

Theoretical knowledge of food preparation and nutrition from sections 1-5

Written exam: 1 hour 45 minutes, 100 marks.

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

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

Practical investigations are a compulsory element of this NEA task.

**Task 2: Food preparation assessment**

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

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

**How is it assessed?**

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

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



# GEOGRAPHY

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## Awarding Body: AQA

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

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

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

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

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

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

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

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

Geography helps to develop a wide range of skills by using maps of various kinds and scales, analysing graphs, photographs and diagrams, collecting fieldwork data and making reasoned judgments on geographical issues.

Students are encouraged to read widely and pursue their own interests in depth using the internet. GIS and ICT are regularly used in lessons to bring the world into the classroom. There are regular fieldwork opportunities including overseas trips to destinations such as Iceland and Costa Rica and there will be two compulsory fieldwork days to prepare for Unit 3.

# HISTORY

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## Awarding Body: AQA

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

History continues to be a popular option choice at GCSE. It is not only fascinating, but it is also recognised by the Russell Group of top universities as one of their highly rated 'facilitating subjects'. History is also highly regarded by future employers too, opening the door to many professional careers.

History is more than just a practical choice 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.

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

### Assessment 1: Written exam - 2 hours

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

### Assessment 2: Written exam - 2 hours

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

# LATIN

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## Awarding Body: Eduqas

From the role of women in ancient Rome and the nature of marriage in Roman society to the study of the character of the Emperor Nero, Latin involves discussion, analysis and the translation of original ancient texts. The first three years of Latin at Key Stage 3 are the foundation for the GCSE course. We continue to develop language skills, grammatical understanding and vocabulary knowledge through translation and comprehension work. Further aims of the course are to read and appreciate some of the literature in the original language and to acquire a wider understanding of the life, history and customs of the Roman people and their contribution to the culture of Europe.

We read from a variety of authors, e.g. the poetry of Virgil, Ovid, and selections from Suetonius, Pliny and Juvenal.

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

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





# MODERN FOREIGN LANGUAGES (FRENCH & SPANISH)

**Awarding Body: AQA, Specifications: 8652, 8692**

French and Spanish GCSE courses aim to:

- encourage students to develop confidence in, and a positive attitude towards, French/Spanish and to recognise the importance of languages.
- provide a strong linguistic and cultural foundation for students who go on to study French/Spanish at a higher level post-16.
- develop their ability and ambition to communicate independently in speech and writing with speakers of the language for authentic purposes and about subjects which are meaningful and interesting to them.
- build students' confidence and broaden their horizons, enabling them to step beyond familiar cultural boundaries, develop new ways of seeing the world, and better understand relationships between the foreign language and the English language.

The four skills (listening, reading, speaking and writing) are assessed in terminal examinations each accounting for 25% of the overall grade.

Pupils are assessed on three main themes, namely:

- Theme 1: People and lifestyle (Identity and relationships with others, Healthy living and lifestyle, Education and work)
- Theme 2: Popular culture (Free-time activities, Customs, festivals and celebrations, Celebrity culture)
- Theme 3: Communication and the world around us (Travel and tourism, including places of interest, Media and technology, The environment and where people live)



The elements assessed on the four papers:

- Paper 1: Listening

- Understanding and responding to spoken extracts comprising the defined vocabulary and grammar for each tier
- Dictation of short, spoken extracts

- Paper 2: Speaking

- Speaking using clear and comprehensible language to undertake a role-play
- Carry out a reading aloud task
- Talk about visual stimuli

- Paper 3: Reading

- Understanding and responding to written texts which focus predominantly on the vocabulary and grammar at each tier
- Inferring plausible meanings of single words when they're embedded in written sentences
- Translating from French/Spanish into English

- Paper 4: Writing

- Writing text in the language in a lexically and grammatically accurate way in response to simple and familiar stimuli
- Translating from English into French/Spanish.



# MUSIC

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## Awarding Body: Eduqas

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

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

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

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

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

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

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

### There are four different areas of study:

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

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

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

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

# PHYSICAL EDUCATION

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**Awarding Body: OCR,**

**Specification: Physical Education (9-1) - J587**

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

## **Component 01:**

### **Physical factors affecting performance**

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

There are two topics:

- Applied anatomy and physiology
- Physical training.

## **Component 02:**

### **Socio-cultural issues and sports psychology**

Students develop their knowledge of the social-cultural and psychological influences on levels of participation in sport, and how sport impacts on society more broadly. This includes the individual benefits to health, fitness and wellbeing of participating in physical activity, as well as the influences of commercialisation, sponsorship and the media.





There are three topics:

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

### **Component 03: Practical performances**

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

### **Component 04: Analysis and evaluation of performance (AEP)**

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

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

- Non-Exam Assessment (NEA). Three practical performances
- NEA. One Performance Analysis task.
- A total of two hours' assessment split over two examination papers (2x1 hour) taken at the end of the two-year course.
- A wide range of question types including multiple choice, single mark, short answer and extended response questions.
- The opportunity to demonstrate your knowledge of the theory and performance skills in both your NEA and through the examinations.



# RELIGIOUS STUDIES

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

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

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

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

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

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

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

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

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



## INTENTIONS FORM

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



## OPTIONS FORM

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





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MADE FOR GIRLS AGE 4 - 18

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