



Mayfield

# THE SIXTH FORM AT MAYFIELD

A GUIDE FOR PARENTS AND STUDENTS





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# The Sixth Form experience at Mayfield

We want the Sixth Form years at Mayfield to be the pinnacle of our students' school careers. The opportunity to specialise and delve deeper into academic subjects, coupled with the chance to broaden their life experience through a wide range of co- and extra-curricular activities make these two years very special indeed.

Greater independence is undoubtedly a feature of Sixth Form life at Mayfield. In addition, there are many positions of responsibility and leadership opportunities available to the girls: from House and Sport captaincies to mentoring the younger girls, Subject Ambassadors, Peer Counsellors, Chaplaincy Reps, actors, musicians and lifeguards (to mention just a few of the opportunities available) – girls in the Sixth Form play a vital role in the life and leadership of our School, helping Mayfield maintain its special character, but also helping them to develop important skills for the next stage of their lives.

Greater academic autonomy is also nurtured by the provision of individual study spaces for all students, boarders and day girls alike, in the Sixth Form Centre. Because the girls have chosen to extend their academic interests, students in the Mayfield Sixth Form are supported in developing self-motivated working habits and time management skills. We expect all the girls to demonstrate intellectual curiosity both within and beyond their examined curriculum. The extensive resources of the School Library are fully at their disposal, and there is wi-fi throughout the Sixth Form Centre. The girls' capacity for rational argument and critical thought is sustained not only through excellent, small group teaching but also through the Sixth Form Enrichment Programme, the wide range of extra-curricular options, and our programme of visiting speakers.

During the course of Year 12, Mayfield students receive personalised, detailed and up-to-date advice and guidance about their future options. Those considering further study are encouraged to make appropriately ambitious applications. Extensive specialist support is available for those aspiring to the most competitive courses and institutions, for example those applying to Oxford or Cambridge and/or Medicine, Engineering, Law, etc. Those interested in studying outside the UK (for example in North America or the European Union) receive appropriate advice and mentoring. Students undertake a work shadowing day at the beginning of July in Year 12 and are encouraged to pursue other work experience

opportunities in their holidays. Throughout the year we invite professionals from a wide range of career areas to visit the School and share with the girls their knowledge and experience of particular aspects of the world of work. All students also have access to Unifrog, an online Higher Education and Careers guidance service which brings together, curates and synthesises the sometimes baffling range of information available on the internet, giving students a structured and user-friendly platform in which to explore their next steps after Sixth Form.

The Form Tutor is the first point of contact for the pastoral care of our students: every Mayfield Sixth Form student belongs to a small tutor group, and each week there are opportunities for students to interact with their tutor and other members of the group in a number of ways, from reviewing academic progress to discussing current issues, both local and global. All our Sixth Formers attend a Liturgy each week as part of their engagement with the spirituality and ethos of the School.

All Mayfield girls are promising individuals with exciting potential and our Sixth Form provides strong academic support whilst also encouraging each girl to become actively involved in many aspects of school life, helping them to develop into confident, happy young people. Many of the friendships made here will last a lifetime, and the confidence that comes from the safe, nurturing but also challenging environment that we provide means our students go into the world with the strength, vision and compassion necessary to find fulfilment.

We invite you to review the information that follows and build your own picture of the exciting and extensive opportunities available in the Sixth Form at Mayfield. Should you have any questions or matters for further discussion, please contact me via email: [jdoy@mayfieldgirls.org](mailto:jdoy@mayfieldgirls.org) or via the School Office.

**Mr John Doy**  
Head of Sixth Form



## The structure of A Levels

A Levels are two year linear courses: the final examinations at the end of Year 13 assess all the material covered over the entire two-year period of study. There is no interim public examination at the end of Year 12. Instead, the School sets internal examinations at that point to ensure that the girls consolidate their learning from the year and to enable them and their teachers to assess their progress.

Since the A Level system was reformed, university entry requires applicants to have studied three subjects at A Level. This means it is likely that the majority of students will eventually focus on studying three subjects. However,

we continue to place great value on breadth as well as depth of learning in the Sixth Form at Mayfield and encourage girls for whom it is right, and who are interested and willing to take on the extra work, to study four A Level subjects. Some girls might want to start with four subjects and decide in due course to either continue with all four or to drop one and concentrate on just three.

We have developed an exciting Sixth Form Enrichment Programme, which enables the girls to maintain breadth in their education through extended study and enquiry.

## The Mayfield Enrichment Programme

The freedom to combine subjects in various – and sometimes eclectic – ways at A Level has always been a characteristic of the Mayfield School curriculum. The achievement of excellent examination results is extremely important, but we are also keen to offer breadth and depth of opportunity in the education we offer, incorporating a balanced approach to academic studies and fostering the development of the whole person..

In response to A Level reforms, we have created a variety of opportunities for the girls to maintain breadth in their education through an exciting bespoke Mayfield Enrichment Programme. This has been designed in a way that allows each girl in Year 12 to create a personalised enrichment timetable. It offers them many different ways to extend and develop their learning and skills, to participate in discussion and debate,

to pursue a particular interest and to try something different or new to them.

We believe the Enrichment Programme to be a vital part of our Sixth Form experience and have, therefore, placed it within the structure of the girls' normal school timetable. There are four sessions of enrichment each week, with at least four choices available during each session; girls will generally attend two of these each week. The majority of the enrichment courses will run for 12 weeks\*; there will be two 12 week rotations over the course of the year and girls will choose different options for each of these.

(\*The Extended Project Qualification, the Mayfield Certificate in Culinary Skills and the Sport Leadership Award are exceptions to this as they run for the whole year).

## EXAMPLES OF POSSIBLE ENRICHMENT OPTIONS

The exact programme will vary from year to year; this is an example of the options that are likely to be on offer:

### CTEC MEDIA

Girls will analyse media products and audiences. They'll investigate a media institution (e.g. Netflix) to find out about the institution's products, market position and competitors. They will then probe further into one media product that is produced by that institution (e.g. Stranger Things), analysing the demographics of the target audience.

Alongside this, they'll analyse one type of media text (e.g. music videos) with a view to planning, pitching, and producing their own one. They will be using industry-standard software - Adobe Premier Pro - to edit their media text, giving it a professional finish and helping to prepare them, if they so wish, for a further education/career in filmmaking.

### ART, MUSIC AND REVOLUTION

Making connections to give a critical appreciation of the cultural and social context for different historical periods – e.g. the way Art and Music were used as vehicles for promoting political propaganda in Mao's China and Stalin's Russia. Students will also explore the way Art and Music have been used subversively in various contexts.

### CODING WITH MINECRAFT

With over 122 million copies sold, Minecraft is one of the most popular apps of all time. Code Builder for Minecraft is a new feature that allows students to explore and create in an immersive Minecraft world. Partnering with familiar learn- to-code platforms such as ScratchX, Tynker, and a new open platform, Microsoft MakeCode, students can develop computational thinking and apply their creations across the curriculum. Using either the visual block-based editor, or the JavaScript editor, students will build programs that will spawn animals, construct buildings, alter game settings, or interact with their personal agents.

Want to create a tunnel of diamonds, or print your name in the sky? No problem! With a few blocks and lines of code, it is all possible. The sessions will develop skills such as planning, designing, building, creating and testing that are fundamental to many types of future employment. Working with Minecraft develops logical thought, patience, perseverance and a great sense of achievement.

### PHYSICAL FITNESS USING TECHNOLOGY

During the course, students will examine various types of personal training techniques using free mobile apps. They will learn about a variety of training methods, which could be used with minimal equipment to improve overall fitness, particularly looking at toning and strength. There will then be the opportunity to design and work on their own fitness programme, alongside fitness testing, to record progress over a six week period.

### MAYFIELD CERTIFICATE IN CULINARY SKILLS

We are offering girls the opportunity to obtain a Mayfield Certificate in Culinary Skills. All sessions are practical cooking activities using advanced techniques, focusing on using seasonal and local ingredients wherever possible. Sessions will give students the skills and expertise to present dishes to restaurant standards. We welcome all abilities and you do not need to have background skills to enjoy the course. All sessions will be run by Mrs Smeaton in the Food & Nutrition department. Please note the session will also use a period 4 lesson, lunch and A1 to allow more complex dishes to be successfully completed. Where possible, there may be a visiting high level cookery professional to help inspire the girls with their practical skills.

The cost for the whole course will be approximately £250 (dependent on numbers). Girls taking this enrichment activity must sign up for both 12 week rotations and have parental permission for the cost to be added to the Autumn Term School Bill.

### EXTENDED PROJECT QUALIFICATION (EPQ)

The Extended Project Qualification (EPQ) is a standalone qualification designed to extend and develop students' skills in independent research and project management. The EPQ is awarded UCAS points worth half an A-level and is recognised by universities and employers; some leading universities make alternative offers to students undertaking an EPQ. The EPQ requires students to carry out research on a topic that they have chosen and is not covered by their other qualifications. They then use this research to produce a written report and, in the case of practical projects, an artefact or a production.

### **EXPERIMENTAL JEWELLERY AND BODY ADORNMENT WORKSHOP**

A series of workshops provide an introduction to experimental jewellery and body adornment techniques. The course will cover wire work - twisting, bending, wrapping, folding, flattening, plaiting, spirals, fixing and joining methods using copper and/or silver plated wire. Working with plastics (but also with the possibility of incorporating fabrics, threads, found objects etc.) and using melting/heating/bending/fusing and stitching, students will design and make jewellery items such as bracelets, earrings, neckpieces, body pieces, headpieces or tiaras.

### **FARMING AND LAND MANAGEMENT**

During the course, students will investigate various types of farming and learn some basic animal husbandry. There will be opportunities to visit a working farm getting hands on to experience feeding and looking after the welfare of pigs and cattle. This course offers valuable experience to anyone interested in Veterinary Medicine.

### **GEOLOGY (EARTH SCIENCE)**

Geology is the scientific study of what is below the earth's surface. The course investigates 4,000 million years of earth history, scientifically studying rocks, minerals and fossil samples and using 3D geological maps; it also examines the oil and gas industry and fracking. We even go fossil-hunting on the south coast!

### **FRANCE – A JOURNEY OF DISCOVERY**

This course will take students on a journey of discovery through France. Depending on the experience of the group, it will be conducted in French and English or just English. It will appeal to those who simply want to find out more about France and the French way of life, as well as to those who have chosen to continue studying French at A Level. The course begins with an overview of the geography, culture, history and traditions of the country. Thereafter students will travel week by week through the different regions, looking at interesting facts such as dialects, famous landmarks, culinary specialities, famous people (both historical and contemporary) and traditions. By the end of the course, students will have compiled their own mini fact file and will have a much broader general knowledge about our closest European neighbour.

### **THE ART OF EFFECTIVE COMMUNICATION**

With practice, anybody can become a more confident speaker – a speaker who stands up in front of an audience and speaks convincingly without notes, awkward pauses, or filler words. Students will study a range of famous speakers, from Obama to Chimamanda, and analyse how they are effective. There will also be an opportunity to examine effective communication in politics, interview situations and advertisements, and consider the ethics of dishonest communication. The course includes student participation and regular feedback.

### **NO TIME FOR TED?**

If you are interested in the world around you but do not have time to do any research, this is the enrichment class for you. No Time for TED? is a discussion group to find out more about current hot topics and consider different points of view and ethical issues. The stimulus will be TED talks, newspaper articles and ideas from the group and there will be opportunities to undertake more in-depth research during the session.

### **PHOTOGRAPHY AND PHOTOSHOP**

The starting point of these sessions will be taking high quality photographs, looking at camera digital manipulation, still life, macro photography and landscapes using manual settings on a digital SLR. Students can then start to use Photoshop to create personal and original outcomes. This developing work will explore wallpaper designs and repeat patterns, as well as re-touching and cropping in order to create high quality photographs.



## The Sixth Form Centre

Mayfield's magnificent Sixth Form Centre is housed in a beautifully restored part of the School beside the Chapel. It is dedicated exclusively for use by the Sixth Form, and was designed with a view to providing a highly attractive context in which Mayfield girls can make the best possible progress in their academic studies and develop into fully rounded, self-reliant individuals who – most importantly – are happy and comfortable in their surroundings.

The Sixth Form Centre has spacious study rooms, in which the girls are allocated individual desks where they can work whenever they are free, such as during study periods and after school. These rooms all have wi-fi, giving access to the internet and the school network, and there is a printer/photocopier on the first floor. There is a large Sixth Form Common Room, with a kitchen, sofas and bean bags for convivial relaxation during breaks, lunch and after school. The Oratory, located on the first floor, offers, for those who choose to use it, a quiet space for prayer and contemplation at the heart of the building.

There are seven classrooms in the Sixth Form Centre, in which a variety of A Level subjects are taught; these classrooms are all equipped with the latest C-Touch screen technology.

With its light and airy rooms and its stunning views in all directions, the Sixth Form Centre offers the perfect setting for girls in the Sixth Form at Mayfield to flourish into mature, fulfilled, happy and successful individuals.

# The Sixth Form week at a glance

Each day starts with a 35 minute morning registration slot, that also includes extended tutor time, Assembly, Liturgy and in Year 12 General RE. The week is then divided into 30 x 55 minute periods. For most students, the week comprises:

## YEAR 12

Subject 1	6 periods
Subject 2	6 periods
Subject 3	6 periods
Subject 4	6 periods
Enrichment	2 periods**
Games	2 periods**
Actions not Words	1 Activity Slot
General RE	1 period
Study Periods	1 or 7 periods*

## YEAR 13

Subject 1	5 periods
Subject 2	5 periods
Subject 3	5 periods
Subject 4	5 periods
General RE	1 period
Games	2 periods
Study	7 or 12 periods*

\*Students who continue to study four subjects in Year 13 will have the lower number of study periods

\* Students studying four subjects will have the lower number of study periods

\*\* Year 12 students studying International English will only have one Enrichment session and one Games session. Subjects where there are an extremely small number of students may have fewer than five or six timetabled periods per week

## WHAT ARE STUDY PERIODS?

Study periods are times when girls do not have any timetabled lessons. Girls are expected to use this time maturely and responsibly: there is a reasonable expectation that the majority of study periods will be spent completing set study, preparing for lessons, consolidating learning and undertaking further research where appropriate.

Girls are usually expected to spend this time at their study desk in the Sixth Form Centre. There will also be times when they arrange to have extra lessons with their teachers, perhaps on a one-to-one basis; while there may also be times when study periods need to be used for meetings with other Sixth Formers or staff to organise debates, assemblies or other activities such as music lessons. However, the vast majority of this time should be used for study.



## How is Sixth Form study different?

**The move from GCSE to A Level study sees learning become more active and intense, while subject knowledge goes much deeper. Girls are expected to work hard to get the balance right. Managing time effectively is an important part of Sixth Form life, and an essential preparation for university, where students are required to stand on their own feet and will receive no instructions as to how to spend their time.**

Class sizes in the Sixth Form at Mayfield are smaller than at GCSE, with an average of eight students per group. Of course, this means that teachers have more opportunities to get to know pupils and how best they learn, but it also means that there is a greater chance to play an active and involved role in the life of the class. Students should come to lessons prepared to deploy and develop their understanding, to challenge their peers and to question, critically, the subject matter they encounter. Presenting to the rest of the group is an important element of Sixth Form teaching and learning.

Preparation is crucial to successful A Level study. Each lesson requires a pooling of ideas and the sharing of knowledge. Teachers supervise and direct and, at times, impart the knowledge which students need, but girls are always expected to read and research independently before the lesson begins and after it ends. The School Library has some 30,000 volumes relevant to A Level study and teachers will provide extra materials and guide students towards appropriate websites.

It is important to use study periods at school well and to commit additional time in the boarding house/at home to stay fully on top of everything. Time-management and planning are really important here, and Form tutors and Subject teachers will help students with prioritising their workload and meeting deadlines.

Students should expect to spend about five hours per subject per week studying outside timetabled lesson time.

At A Level the concepts become more sophisticated, the arguments more challenging and the practical work more absorbing. While this is exciting, there may be times when students become tired and when it feels a little overwhelming: at these times it is important to talk to staff. Form tutors, the Head of Sixth Form, Deputy Head of Sixth Form and Subject teachers understand that there will be times when a different kind of support is necessary; we can always find ways to help students through those times when the going gets tough.

At the end of the day, Sixth Form study at Mayfield will be enjoyable and rewarding. This is an opportunity to specialise and to study with like-minded individuals, in greater depth and under the guidance of teachers who have extensive knowledge of, and are extremely passionate about, their subjects.

## The Spiritual Life of the Sixth Form

**The Chaplaincy lies at the heart of the Mayfield Sixth Form just as it lies at the heart of the School. The School's ethos is summarised in seven principles, known as the Cornelian Principles. Each year group takes on one of these as their theme for the year: Year 12 cover 'Respect' and Year 13, 'Courage'. On the Sixth Form Day of Recollection, which takes place annually at Aylesford Priory, students will focus particularly on these themes.**

Each week, Mayfield Sixth Formers attend a Liturgy in the Chapel. Tutor groups take turns to facilitate the liturgies, which are constructed in such a way that no matter your personal faith perspective you will be able to take something away as food for thought and reflection. The Sixth Form Chaplaincy team ("CHAPS") participates more fully in the many activities of the Chaplaincy, taking on roles in leadership in which students will

also receive training. Meetings take place once a week in the evening. Please contact our Chaplain to find out more.

Religious Education in Years 12 and 13 is delivered through a programme of courses prepared by members of the Religious Studies Department aimed at informing, motivating and encouraging students to meet the opportunities and challenges of life in the contemporary world. This contributes to the aspiration of the School to provide not only an excellent academic education, but also to deliver an education which equips students to make a real difference in 21st century society. We believe that through examining the values, aspirations and ideals that motivate their own and other people's lives, students will be better able to contribute to the building of a better world.

# Actions not Words Service Programme

**A**ctions not Words is a service programme run by the School, primarily for Sixth Form students but open to all year groups. An essential element of the ethos which has been handed down from our Founder, Cornelia Connelly, highlights the importance of service, hence our motto 'Actions not Words'. Every girl in Year 12 undertakes a placement of her choice, working with the elderly, children or those with learning or physical disabilities; there are also opportunities to work with animals, in charity shops or to help with clubs and activities in school.

In service programmes of any kind, it is usually the one who gives service who gains the most. It is our aim to introduce our students to situations in which they are required to give

of themselves, to challenge themselves and to be challenged by others. It is hoped that their experience on placement will help them to become more rounded, confident, yet also humble young women.

Alongside practical placements, each girl is encouraged to reflect on their experience, meeting regularly with her assigned mentor (a member of our own staff) and completing a journal of her learning experience. Alternatively, girls may opt to enroll for the Community Volunteering Qualification, a more structured way of reflecting on the experience in which there is an opportunity to work on research skills, learn about how the third sector works and career options.

## Beyond your subjects

### Sport

All Sixth Form girls have two, one hour sessions of sport each week, where they may choose to participate in the following activities:

- Tennis
- Badminton
- Fitness work (in the fitness room)
- Exercise to music
- Swimming
- Volleyball
- Aerobics
- Dance
- Netball
- Hockey
- Cricket
- Football
- Lacrosse
- Yoga
- PBT (Progressing Ballet Technique)

Extra-curricular activities include:

- Cross Country
- Fencing
- Ballet/Dance
- Tennis (summer term only)
- Swimming
- Kickboxing
- Personal Training
- Hockey
- Netball
- Cricket
- Athletics

Riding lessons may be arranged during study periods or in PE lessons. Many girls enjoy representing the School in Hockey, Netball, Swimming, Cricket and Tennis. Equestrian teams also compete in regional and national events.



# Music and Drama

The Music and Drama departments at Mayfield offer many opportunities for Sixth Form students to become involved in a varied range of activities and performances.

## MUSIC

The Music Department offers a great many opportunities to Sixth Form girls to develop their talents and have fun at the same time. Individual or group tuition is available on instruments and voice and students can work for ABRSM, Trinity and LCM exams or simply learn an instrument for their own pleasure. Enquiries about learning an instrument or singing lessons should be directed to Miss Ainsworth, Music and Arts Administrator, at [jainsworth@mayfieldgirls.org](mailto:jainsworth@mayfieldgirls.org).

Instrumental ensembles at Mayfield include a wind band and string orchestra as well as chamber groups for other instrumental combinations. The Schola Cantorum is our flagship choir and regularly performance in prestigious venues including Westminster Cathedral. Girls who want to sing more contemporary music can join Mayfield Melodies.

Girls are encouraged to suggest other groups which they could lead themselves or have teacher guidance on running. Girls interested in participating in these – or any other of the musical opportunities available – should speak with our Director of Music, Dr Ward, or email him at [mward@mayfieldgirls.org](mailto:mward@mayfieldgirls.org).

## DRAMA

The Drama department at Mayfield offers many opportunities for Sixth Form students to be involved in the subject. Caedmon is the prestigious upper school Drama society where students have the opportunity to perform, write scripts, stage design,

stage manage as well as direct. They are encouraged to take leading roles in school productions that provide the opportunity to develop performance skills and confidence, as well as to work in a collaborative manner, whilst enjoying the camaraderie. Independent projects within the group are also encouraged. Involvement in school plays is invaluable - aside from creating positive memories, the transferable skills developed from such an experience are attractive to future employers.

All students are encouraged to be involved in Inter-House Drama competitions, where the Sixth Form take the initiative to organise the creative process of their particular House. In accordance with the set theme, students write the play, cast it, rehearse, design programmes, and gather costumes, props and set. The students have total creative independence, offering a sense of empowerment.

Year 12 students have the opportunity to work with Mayfield Theatre Company

Junior, as part of the Action Not Words initiative. Overseen by a member of the Drama department, once a week the students lead the workshop with the aim of a short performance. This offers the students a chance to enhance their leadership abilities, organisational skills, creativity and, ultimately, to have fun! The combination of the different year groups offers a unique opportunity to learn and laugh with each other.

The Department offers LAMDA examinations in both Performance and Communication. This can include individual or shared classes covering acting, improvisation, script work and stagecraft techniques. LAMDA exams are about achievement, recognising and rewarding the endeavours of each individual; they aid students in developing the life skills that are needed to be successful, such as self-confidence and the ability to communicate and present ideas clearly. For more information, please contact Miss Ainsworth at [jainsworth@mayfieldgirls.org](mailto:jainsworth@mayfieldgirls.org).





# Beyond your subjects

## A selection of student clubs and societies

A brief selection from the many Sixth Form clubs and societies is listed below. Girls are encouraged to set up their own clubs and groups if they feel that there is sufficient interest.

### DEBATING AND POLITICS

The Debating and Politics club meets to debate topics of current significance and to learn about government, politics and related issues. Sixth Formers play leading roles in the Inter-House debating competitions and competitive fixtures between schools. Where possible, interested students are encouraged to take part in a Model United Nations General Assembly.

### OXBRIDGE BOOK CLUB

The Oxbridge Book Club meets to discuss a wide range of literary texts. Students read the books before the meetings and then share their responses in lively discussions led by members of the English Department.

### DUKE OF EDINBURGH'S AWARD SCHEME ("DofE")

Students in the Sixth Form can work towards the Gold DofE. Please see the DofE booklet for full details.

### MEDSOC

Medsoc is for those interested in the sciences, the medical profession, and scientific and medical ethics. From the law of the double effect to stem cell research and the embryology debate, the aim is for girls to challenge and be challenged.

### CHAPS

Please see the section in this booklet on 'The spiritual life of the Sixth Form' for more information on the Chaplaincy at Mayfield.



# Sixth Form Boarding

**T**here are many benefits to boarding in the Sixth Form at Mayfield, both academic and social, and we welcome full, weekly and flexi-boarders in St Dunstan's, our Sixth Form boarding house.

Boarding in the Sixth Form helps many of our students to work hard on their studies in an environment which is both peaceful and focused. Students may use the School's IT facilities and the Library until 10.30pm and there are many opportunities to see staff after the end of the school day.

Girls themselves recognise that they often work much harder when in School and independent learning is always encouraged. As such, boarding is excellent preparation for the challenges of university life.

Life as a Mayfield boarder is full of opportunity. Girls often say that the best aspect of boarding is the social life, with boarding events regularly taking place. Another real highlight of the boarding experience is the mutual support offered by peers. The emphasis is sensibly placed on a balance between working hard and taking the time to relax. Boarders enjoy a range of social events throughout the year, including parties, cinema trips and other cultural experiences that really help to foster a sense of belonging and community. Our Year 13 leavers take with them many happy memories of fun, laughter and friendship.

Girls who board at Mayfield develop many other social and personal life skills. They learn to be tolerant of each other and develop a sense of humour, especially for those occasions when things don't quite go to plan. They are encouraged to take responsibility for their actions, manage their own money where appropriate and to be self-disciplined. Social, spiritual and emotional development is also fostered within the many activities that are organised.

Each week, a full House meeting is held in the boarders' Common Room, when issues are discussed and students have the chance to voice their concerns or opinions. We also come together socially for our famous House breakfasts on a Saturday and Sunday morning. These are informal gatherings which are really enjoyed by the girls.

If any student or parent would like to know more about boarding in the Sixth Form at Mayfield, please contact Mrs Karen Sunderland, St Dunstan's Housemistress (contact details below) to set up an appointment. Taster nights can be arranged and individual questions answered: this is an excellent way to experience the caring and supportive environment that is offered to and by the girls.

For more information on Sixth Form Boarding, please contact Mrs Karen Sunderland, St Dunstan's Housemistress at [ksunderland@mayfieldgirls.org](mailto:ksunderland@mayfieldgirls.org) or on 01435 874601.





# Choosing your subjects for Sixth Form study – key considerations

It is obviously important to study subjects you believe you will enjoy. However, you also need to look ahead to what career you may wish to pursue or what you might want to study at university.

Applicants to university are usually required to offer a minimum of three A Levels.

In a number of disciplines universities expect or require applicants to have studied one or more specific subjects at A Level. The information below offers an outline of the typical requirements in the most popular subjects. The university

websites provide detailed information about both subject and grade requirements; this information is also available in summary form on the UCAS website.

Although it is obviously important in these cases that a student's A Level choices offer subject-specific preparation for university, there is also full recognition of the value of breadth of choice, such as studying an Arts, Humanities or Language subject alongside Maths and the Sciences – or the other way round: there is no reason for students not to mix subject disciplines, should they wish to do so.

*Required subjects are in bold type; recommended subjects are in plain type. Please note that there is variation between institutions. What follows is only a summary of typical requirements and provides no guarantee of the exact requirements of any specific institution. Please consult individual university websites for their precise requirements.*

Architecture	Art, History of Art, Mathematics (one or more may be required or recommended)
Biochemistry	<b>Chemistry &amp; another Science/Maths</b>
Biological Sciences	<b>Biology &amp; another Science/Maths</b>
Biomedical Sciences	<b>Two Science/Maths subjects</b> – usually <b>Chemistry &amp; Biology</b> ; often with <b>Maths</b> or <b>Physics</b> in addition
Chemical Engineering	<b>Maths, Chemistry</b> , Biology, Physics
Chemistry	<b>Chemistry &amp; Maths</b> (or, as an alternative another <b>Science</b> at some universities)
Civil Engineering	Maths, Physics, Biology, Chemistry
Classics	<b>Greek</b> or <b>Latin</b>
Computer Science	<b>Maths</b> , Further Maths, Physics
Dentistry	varies, e.g.: <b>Biology, Chemistry &amp; Biology, Chemistry &amp; another lab-based Science</b>
Earth Sciences	<b>Two Science subjects</b> (check individual university requirements)
Economics	<b>Maths</b> (Further Maths preferred for some courses)
Engineering	<b>Maths, Physics</b> , Further Maths (required for some courses)
English	<b>English Literature</b>
Geography	Geography
Geology	<b>Two Science subjects (one of which can usually be Geography)</b>
History	History





Law	nothing specific; an essay-based subject or a language can be an advantage
Maths	<b>Maths, Further Maths</b>
Medicine	<b>Chemistry &amp; one other Science subject</b>
MFL	<b>a modern language (the language applied for if the School offers it)</b>
Music	<b>Music</b>
Natural Sciences	<b>at least two Science/Maths subjects</b>
Physics	<b>Maths, Physics</b>
Physiotherapy	<b>Biology</b> ; some accept PE
Psychology	most universities accept at least one Science subject – which can be Psychology
Veterinary Medicine	<b>Biology &amp; Chemistry</b>

All Year 11 students at Mayfield will have a careers and options interview with the Head of Sixth Form or Deputy Head of Sixth Form during the course of Year 11. Should any external applicants wish to come in to discuss options, please contact the Head of Sixth Form, Mr John Doy, on 01435 874643 or via [jdoy@mayfieldgirls.org](mailto:jdoy@mayfieldgirls.org).

The following points of information should be considered:

- Most girls eventually take three A Levels, although many start with four and drop one during the course of Year 12.
- We encourage students to choose subjects that they find interesting, stimulating and enjoyable but also subjects that will enable them to maximise their potential.
- Entry to courses generally requires a good spread of GCSE subjects with successful grades - particularly in the subjects you wish to study at A Level. More information is available in the A Level subject profiles, which follow.

# Preparing for life after the Sixth Form – specialist advice and guidance

At Mayfield, we provide a comprehensive careers education, information, advice and guidance programme which supports each girl to make informed decisions about her future. This is embedded in the curriculum across all year groups through our Life Skills Programme, which enables girls to discover their strengths and skills, explore a wide range of career and further study options and make appropriate GCSE and A Level choices. In addition, Subject teachers highlight the relevance of their disciplines to a range of career paths. We build on this further in the Sixth Form with additional personalised and impartial advice and guidance, together with a full programme of events to inform the girls of the opportunities and paths available after school, including further and higher education, employment, apprenticeships, gap year options and other alternatives.

Our provision incorporates the eight Gatsby benchmarks of Good Career Guidance:

- A stable careers programme
- Learning from career and labour market information
- Addressing the needs of each pupil
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experiences of workplaces
- Encounters with further and higher education
- Personal guidance

Sixth Form girls work closely with the Head and Deputy Head of Sixth form, the Head of Careers (a careers guidance specialist), the Sixth Form tutor team and Sixth Form teaching staff, who provide support and guidance relating to the girls' future options.

## YEAR 12

Year 12 students will spend the initial weeks of the Sixth Form settling into their new subjects. However, reflecting the university application timeline, which requires most applications to be completed by mid-September of Year 13, students will be encouraged to think ahead about their plans at an early stage of Year 12. As part of the Sixth Form induction programme, students are introduced to the Careers Library and the opportunities it offers to explore career and higher education options.

The School hosts regular Careers Networking events, aimed principally at the Sixth Form and Year 11, where visiting speakers from a range of different professions visit Mayfield to share their knowledge and experience of their particular career areas with the girls.

We hold a major Careers Information Evening and a Futures Fair at school each year to give the girls a valuable opportunity to

find out about a wide range of careers, apprenticeships, higher education and gap year options directly from professionals within these fields. Additionally, we accompany students to other Higher Education and Careers Fairs.

Work shadowing opportunities are available during Activities Week in early July of Year 12. We also encourage students to undertake further work experience during the summer holiday at the end of both Years 11 and 12. We assist them in researching and obtaining work experience opportunities and our alumnae network and parent body are instrumental in providing support.

Formal exploration of careers and higher education options takes place through one-to-one guidance sessions, group discussion and formal presentations from the Autumn Term of Year 12. Working with their Sixth Form tutors, Subject teachers and senior Sixth Form staff, students are guided through a process of self-examination and enquiry, designed to help them come to appropriate conclusions about themselves and their aspirations. This facilitates focused research into their areas of interest. During this time the girls are supported in identifying their preferred options and are encouraged to attend relevant taster courses, masterclasses and conferences.

The vast majority of Mayfield girls progress into higher education and we provide personalised advice and guidance with regard to university options both in the UK and overseas. Girls with potential for a successful application to Oxford or Cambridge are given in-depth advice and we provide weekly sessions for reading, debate and discussion that will help prepare them for their applications, entrance tests and interviews. Girls who are interested in the most competitive courses – such as Medicine, Veterinary Science, Dentistry, Law and Engineering – are similarly supported and encouraged, and in these cases given further assistance in arranging suitable work experience. Girls who need to prepare for entrance and admission tests, including the UKCAT or BMAT, are given advice on how to approach these successfully.

Information is also provided on gap year opportunities for those considering this option and also on alternative career pathways after school.

In the Spring Term of Year 12 the whole higher education application process is fully explained to students and their parents. The main period for attending university open days is during June in Year 12 and then again in September of Year 13. Before the end of the Summer Term of Year 12 girls are guided through the process of registering with UCAS and commencing their online applications. Advice is given on writing personal statements, which the girls are asked to draft over the summer vacation before bringing them to their subject teachers, Form Tutors and the Head of Sixth Form for advice in the Autumn Term of Year 13.

## YEAR 13

The School completes its references to support university applications for students in September of Year 13. Applications for Oxford, Cambridge, Medicine, Veterinary Science and Dentistry are submitted to UCAS by 15th October, with all other university applications submitted during the second half of October, significantly ahead of the mid-January deadline. All students are guided and supported through the final stages of the application process and the completion of personal statements by Sixth Form Tutors and the Senior Sixth Form team.

Many Oxbridge applicants, including/as well as aspiring medics, vets, dentists and lawyers, will sit the required tests for their subjects around late October. All students are provided with interview training and mock interviews, where possible by subject specialists from outside the School, and meet individually with the Head of Sixth Form for advice and support.

Students who wish to apply to Art College do so with the support of the Art department, completing their portfolios towards the end of the Autumn Term and submitting their applications early in the Spring Term. Similar support is provided for those applying to Drama School and for other specialist courses.

Students applying to overseas universities will also be guided through the relevant application process and will similarly receive support and advice in making their choices and completing their applications.

Offers generally start to arrive from as early as October. By the Spring of Year 13, most students have a clear idea of their destinations after the Sixth Form. Guidance and support is provided to assist students in making their firm and insurance university choices. For those who may still be uncertain, the Sixth Form team and Director of Co-curricular will provide further support and advice and this will continue after students leave school if necessary.

## An exciting future

**I**n our experience, Mayfield girls progress from our Sixth Form to be successful and fulfilled. The majority secure places at their first choice university, either in the UK or overseas. Recent leavers' destinations have included Oxford, Cambridge, Imperial College London, Durham, Edinburgh, Exeter, Bristol, Warwick, St Andrews, Bath, UCL, Kings College London, Leeds, Trinity College Dublin and NYU.

Our careers information, advice and guidance is designed to ensure that the choice of both course and college is the right one for each of our students. Whilst most Mayfield girls choose to progress to higher education, our programme provides information, advice and guidance on higher and further education, employment and gap year options to ensure our students are able to make informed choices.

For those who wish to take a year out between school and university, or for those who wish to enter the world of work, advice is given both by the Sixth Form team and by visiting speakers. All gap year students who wish to enter higher education are encouraged to apply to university through school. This can be done either in Year 13 requesting a deferred place, if appropriate, or in their gap year. In this way, if applying in their gap year, they will receive the same levels of support and advice as though they were here full time.

We look forward to welcoming you into the Sixth Form and to supporting you to make the most of every opportunity the Mayfield Programme offers you so that you will be happy and find fulfilment both in your final years at Mayfield and beyond.



# Sixth Form subject options offered at Mayfield

Art and Design  
Biology  
Business Studies  
Ceramics  
Chemistry  
Classical Civilisation  
Combined Arts (two of: Art/Ceramics/Textiles)  
Drama and Theatre  
Economics  
English Literature  
Extended Project Qualification (EPQ)  
Geography  
History  
History of Art  
International English (For non-native speakers)  
Latin and Classical Greek  
Mathematics; Further Mathematics  
Modern Foreign Languages (French, Spanish)  
Music  
Physical Education  
Physics  
Politics  
Psychology  
Religious Studies  
Textiles







# Art and Design

## WHY CHOOSE ART & DESIGN?

Are you passionate about enriching other people's lives through your creativity? Do you want to design living and working spaces to enhance people's daily life by becoming an architect? Are you interested in film, theatre or animation, designing or building sets for the latest movies? Will you work in wardrobe, construct prosthetic features or create special effects? Do you believe your purpose in life will be working through the eye of a lens as a documentary photographer out on the front line? Are you destined to produce exquisite fabrics for the fashion industry or to translate your talent through pattern, texture and colour to become an interior designer? As a graphic designer, do you hope to see your work in magazines, advertising or book illustrations?

A Level Art is an enriching complement to any combination of A Level subjects. Students develop their independence through creative thinking, analytical reasoning and problem solving. Taking risks, articulating meaning behind their work and making informed decisions are embedded within the course structure and are all vital skills for life and careers in the modern world.

If you are considering making your career in the art world the opportunities and the range of degree courses available are extensive. Courses include architecture, interior design, fine art painting, print making, sculpture, textiles, fashion, shoe design, millinery, jewellery, graphic illustration, photography and three-dimensional design, to name just a few.

### EXAM BOARD: EDEXCEL

## OUTLINE CONTENT

During Year 12, students complete a series of practical workshops working across four key disciplines. Drawing is an integral part of the course and underpins each discipline listed below. This course structure allows students to make informed decisions on their chosen areas of study within A Level and prepares them for their future training in the art world.

- Drawing and painting: students experiment with a wide range of media including oil paints, acrylics, watercolour, mixed media, charcoal, ink, pastel and collage. They develop their ideas using both traditional, contemporary and more experimental approaches. Students can produce work that ranges from large scale paintings on canvas and board to more mixed-media relief and sculptural pieces.
- Fine Art Textiles: students can develop their work in several ways, exploring processes such as screen printing, silk painting, stencil work and batik. Ideas can translate into one-off original printed lengths of fabric or students can construct more experimental textiles which manipulate fabric, threads, paper and collage. Within this discipline students can construct three-dimensional sculptural art forms which can include using mannequins and moulds. Using digital technology, students can further refine their work using Photoshop to create bespoke outcomes such as scarves, wall hangings and interior accessories, including cushions and screens.
- Sculpture: students can explore modelling with a range of media such as Modroc, withies and papier-mâché. Three-dimensional art works can also include experimental jewellery and body adornment, manipulating wire, metal, melting and fusing plastics, paper construction and assemblage.
- We have a fully equipped darkroom and photographic studio allowing students to experiment with traditional black and white photography alongside digital studio work. Students can explore traditional and contemporary photographic processes, including photograms, working with a lightbox, darkroom processes and studio work to create photographic outcomes. Using Photoshop, students will develop a fluent understanding of composition and design. Digital manipulation enables students to combine their work across the disciplines to create further final outcomes, mood boards, experimental development work - including repeat design which can translate into wallpaper and fabric design.

We work through the creative process of research, recording information, studying the work of other artists past and present, reflecting on how they influence and inspire our own evolving work and ultimately how to develop and refine ideas to create original and personal final outcomes. This broad programme enables each student to find their own personal creative route.

Students are required to keep a sketchbook/journal documenting thoughts, opinions, experiments and ideas. They will visit art galleries and museums to gain inspiration, as well as having the opportunity to work with visiting artists and attend life drawing workshops.



## THE TWO YEAR A LEVEL COURSE COMPRISES TWO UNITS OF WORK

### Component 1: Personal Investigation 60%

A unit of work with sketchbook, supporting developmental work with final outcomes and supporting contextual essay between 1,000 – 3,000 words.

### Component 2: Externally Set Assignment 40%

A unit of work with sketchbook, supporting developmental work with final outcomes.

### YEAR 12

During the Autumn Term the girls develop and refine their drawing skills with a range of media and embark on a series of foundation based workshops exploring the several disciplines outlined above.

In January students begin Component 1 Personal investigation, where they identify their chosen theme and begin their research to create a portfolio of art work with a range of skilled outcomes. To support this unit students must submit an essay of between 1,000 – 3,000 words which analyses the work of key artists who have fed and informed their own art practice. Component 1 must be submitted for assessment in January of Year 13.

### YEAR 13

On 1st February in Year 13 students begin Component 2, the externally set assignment. Students have several weeks to research their topic and create a unit of work, culminating in fifteen hours of supervised time to complete their final piece. All work is assessed internally and then moderated by a visiting examiner. In the Summer Term the students' achievements are celebrated with a summer exhibition and private view.



# Biology

## WHY CHOOSE THIS SUBJECT?

How many times do you hear references to a biological topic on the news? Which other subject gives you the chance to find out more about what keeps us alive and the importance of other animals and the environment around us?

Biology comprises a broad range of disciplines encompassing the study of life from the molecular level, through cells, tissues and organisms, to populations and ecosystems. Advances in the Biological Sciences have direct relevance to our everyday lives, for example, new medical treatments, the protection of endangered species and the development of new food products. These breakthroughs have improved the quality of life for millions of people, and led to a greater understanding of our impact on the environment, as well as the need for better resource management and conservation. Biology is of interest to anyone wanting to understand more about the way these issues will affect their lives.

Studying Biology at Mayfield will enable you to learn about many aspects of the Biological Sciences in an interesting, informative and intellectually stimulating way. You will build on your biological knowledge gained at GCSE as you study topics as diverse as genetically engineered 'glow in the dark' pigs for stem cell research to conservation on the Galapagos Islands. Our experienced teachers will work with you to ensure you have the very best opportunity to achieve your potential through guided and independent learning. Regardless of your chosen career you will gain invaluable skills which will be transferable to any career.

## WHAT OPPORTUNITY DOES THIS OFFER FOR UNIVERSITY AND CAREERS?

Biology will be the obvious choice if you wish to study towards one of the numerous careers in healthcare and biomedical sciences, for example, medicine, veterinary science, dentistry,

physiotherapy and nursing. In addition, an A Level in Biology can also lead to exciting academic research opportunities in the many fields of biological and medical research. There is also now much emphasis on the application of Biology in fields as diverse as conservation, molecular and biology, genetics, microbiology, marine biology, forensic science, and the environment to sports science, drug development, cosmetics, and the leisure industry. If, however, you choose not to pursue a career in the Biological Sciences the skills developed during this course will be highly regarded by employers in industry and commerce.

### EXAM BOARD: AQA

## COURSE STRUCTURE AND TOPICS

- Year 1:**
1. Biological Molecules
  2. Cells
  3. Organisms exchange substances with their environment
  4. Genetic information, variation and relationships between organisms
- Year 2:**
5. Energy transfers in and between organisms
  6. Organisms respond to changes in their internal and external environments
  7. Genetics, populations, evolution and ecosystems
  8. The control of gene expression

## COURSEWORK

There is no coursework component to the course; practical skills are assessed throughout Year 12 and Year 13, resulting in a PASS or FAIL.

## REQUIREMENTS TO STUDY THIS COURSE

At least Grade 7 in GCSE Biology or 7-7 in Trilogy Science. You should be enthusiastic about the subject, have an inquiring mind, an eye for detail, good literacy and good mathematical skills.

ASSESSMENT		
Paper 1	Paper 2	Paper 3
<b>What's assessed?</b> Any content from Topics 1-4, including relevant practical skills	<b>What's assessed?</b> Any content from Topics 5-8, including relevant practical skills	<b>What's assessed?</b> Any content from Topics 1-8, including relevant practical skills
<b>Assessment:</b> Written exam: 2 hours 91 marks 35% of A Level	<b>Assessment:</b> Written exam: 2 hours 91 marks 35% of A Level	<b>Assessment:</b> Written exam: 2 hours 78 marks 30% of A Level

# Business Studies

## WHY CHOOSE THIS SUBJECT?

- Business is front page news. The way companies operate is under greater scrutiny than ever before, while TV programmes such as The Apprentice and Dragon's Den have raised the profile of business to a new generation.
- Business Studies develops a wide range of skills – knowledge, application, discussion, analysis, synthesis, evaluation and organisation.
- The subject can be chosen in conjunction with any other combination of subjects, because as well as being a useful subject in its own right, it complements subject development across the curriculum.
- Girls are not permitted to study both Economics and Business Studies at A Level.

**EXAM BOARD: EDEXCEL**

## COURSE STRUCTURE

The specification covers four themes which are outlined below:

### Theme 1 – Marketing and People

Students will develop an understanding of meeting customer needs, the market, marketing strategy, managing people and the role of entrepreneurs / leaders.

### Theme 2 – Managing business activities

Students will develop an understanding of raising finance, planning, resource management and the impact of external influences.

### Theme 3 – Business decisions and strategy

Students will develop an understanding of business objectives and strategy, growth, competitiveness and managing change.

### Theme 4 – Global business

Students will develop an understanding of globalisation, global marketing, MNCs.

**ASSESSMENT – THE A LEVEL HAS THREE TWO HOUR WRITTEN EXAMS, TAKEN AT THE END OF YEAR 13:**

**Paper 1: Covers Theme 1 and 4**

**Paper 2: Covers Theme 2 and 3**

**Paper 3: All themes covered plus a pre-release**

**All questions are based on a data response extract, with marks awarded ranging from 4 to 20.**

*The A Level will assess the students' quantitative skills, applied in the context of Business Studies. This will include understanding and applying ratios, fractions, percentages, averages and calculation of profit and loss. These skills are tested across different assessment objectives. Assessment of these quantitative skills takes up a minimum of 10% of the overall marks for the A Level.*

## WHAT OPPORTUNITIES DOES THIS SUBJECT OFFER FOR UNIVERSITY AND CAREERS?

At university, Business Studies is a major growth area.

The subject can often be studied in conjunction with another subject, e.g. a foreign language. A knowledge of business can be advantageous in a wide range of careers; it is especially useful for management of any type, working with people, marketing, accounting and any career involving finance, e.g. banking (both specialist and general). Business Studies degrees can also be broad or more focused, with specialisms such as PR, retail, management science, enterprise and innovation, and human resource management.



# Ceramics

## WHY CHOOSE THIS SUBJECT?

The Ceramics course on offer at Mayfield is as far removed from the traditional pottery courses of the past as could be imagined. The course involves not only the practical hands-on aspect, but is also about ideas and concepts, self-expression and problem-solving. Glaze chemistry and an awareness of the history of ceramics is part of the course, which has an appeal to scientists and historians as well as those interested in a career in the Arts.

All universities accept Ceramics as a suitable subject for entrance. The course is a serious one and results have been consistently strong. Students obtain a sound knowledge of ceramics, learning many different and varied techniques. The course embraces all aspects of making: hand-building, slab construction and coiling, casting and use of moulds, throwing, modelling and sculpting, the application of colour and glaze, an understanding of the processes involved in drying, firing and decorating. We have a tradition of excellence and the studios at Mayfield are considered to be amongst the best-equipped in Europe.

**EXAM BOARD: OCR**

## COURSE STRUCTURE

From an initial open starting point generated by the Ceramics department, pupils are expected to research and develop a project that explores and develops a wide variety of ceramic techniques and processes. The first year focuses on developing necessary skills with both the medium and processes, while the final year is designed to refine skills further and extend knowledge and understanding of the medium. Pupils are fully supported in exploring their own individual creative interests.

## REQUIREMENTS TO STUDY THIS COURSE

Although it is expected that students have studied Ceramics for GCSE, it is not essential, especially if practical design ability in another area can be shown.







# Chemistry

## WHY CHOOSE THIS SUBJECT?

Chemistry is a popular Sixth Form subject at Mayfield. We aim to make the subject interesting and accessible, as well as ensure all of our students achieve their full potential. Each class is taught by two experienced teachers and follows the OCR A examination specification. Practical skills are developed throughout the course and, although now a separate qualification, they are examined within the written papers.

A qualification in Chemistry will open up a world of possibilities and expand your choices. No matter how the world changes in the 21st century, chemistry will always be at the heart of life and the centre of science. Our lives depend on chemistry in action - in our bodies, our food, and our environment. Chemistry underpins everything in our modern life-style.

### CHEMISTS:

- invent artificial fibres, plastics and dyes
- advise Governments
- convert crude oil into petrol
- tinker with tastes in food research laboratories
- develop medicines which help to fight disease, pain and disability
- design fireworks
- analyse and monitor the atmosphere and seas for pollutants
- restore paintings at the National Gallery
- work on BBC science programmes

There are very few things that we use which have not, at some stage, been made, processed or monitored by chemists. Although traditionally Chemistry is often combined with Mathematics and other science subjects, increasingly many of our students successfully combine Chemistry with Languages, Classics, Art, Geography, Economics, History and Ceramics. The study of Chemistry develops logical thought, numerical and communication skills. Employers and universities value these skills very highly.

**EXAM BOARD: OCR (CHEMISTRY A)**

## COURSE OVERVIEW

Chemistry OCR A is split into six modules. Modules 1 to 6, combined with the Practical Endorsement, constitute the full A Level.

**Module 1:** Development of practical skills – this underpins the whole specification, and covers the practical skills that students should develop throughout the course.

**Module 2:** Foundations in chemistry covering concepts required throughout the remaining modules.

**Modules 3 and 4:** Periodic Table and Energy and Core Organic Chemistry.

**Modules 5 and 6:** Physical Chemistry and Transition Elements and Organic chemistry and Analysis.

## EXAMINATION

**Paper 1** Periodic table, elements and physical chemistry (tests modules 1, 2, 3, 5)

**Paper 2** Synthesis and analytical techniques (tests modules 1, 2, 4, 6)

**Paper 3** Unified chemistry (tests modules 1 to 6)  
Practical Endorsement for chemistry (non-examination assessment)

## WHAT OPPORTUNITIES DOES THIS SUBJECT OFFER FOR UNIVERSITY AND CAREERS?

Chemistry is an essential subject for university courses in:

- Medicine
- Pharmacology
- Dentistry
- Veterinary science
- Biochemistry
- Chemical engineering

**Minimum requirements to study this course:** Grade 7 GCSE Chemistry or Additional Science, plus a good grade in GCSE Mathematics.



# Classical Civilisation

## WHY CHOOSE THIS SUBJECT?

Classical Civilisation A Level provides students with a broad, coherent and rewarding study of the literature and culture of the classical (Graeco-Roman) world, from the 8th century BC to the 1st century AD, which builds on the knowledge, understanding and skills of GCSE. Prior attainment of a GCSE qualification in Classical Civilisation is, however, not a requirement. Classical Civilisation will help students to understand the huge legacy of the classical world and its contribution to the development of the modern world. Students will:

- Learn about the history, art, literature and culture of Greece and Rome
- Understand the Classical foundations of our own society
- Study fascinating topics in detail
- Gain a valuable and respected A Level

**EXAM BOARD: OCR**

## COURSE STRUCTURE

All students will study 3 areas: Literature, Classical Thought and Material/Visual Culture.

**Literature:** students study The World of the Hero, including Homer's Odyssey and Virgil's Aeneid. Both of these great epics are studied in translation.

**Classical Thought:** students study Love and Relationships in the Ancient World, including the ideas of Plato and Seneca and the poetry of Sappho and Ovid. Greek and Roman ideas on the position of men and women, the purpose of marriage and attitudes to romantic love and desire are also studied.

**Material/Visual Culture:** Students study Greek Art, including sculpture, buildings and vase paintings.

## WHAT OPPORTUNITIES DOES THIS SUBJECT OFFER FOR UNIVERSITY AND CAREERS?

Classical Civilisation can be studied at many universities, as a single honours course or in combination with other subjects such as English, History of Art, Theatre Studies or Philosophy. You can continue your studies at university by specialising in the Classics, or use your classical grounding as the foundation for subjects such as History, Archaeology or Anthropology. Whether you see yourself digging for artefacts in sunny Greece or addressing the speaker as a Member of Parliament, studying Classics is a wonderful foundation.

## REQUIREMENTS TO STUDY THIS COURSE

It is not necessary to have studied the subject at GCSE, but it is essential that you enjoy reading and have a good grade in GCSE English.

# Combined Arts (Art/Ceramics/Textiles)

In addition to the separate A Levels in Art, Ceramics and Textiles, it may be possible to take a multi-discipline A Level, in which pupils can choose a combination of two of the Creative Arts specialisms. Combinations available each year will be restricted by the Timetable construction, but students choosing

this option will divide their time equally between the chosen two, developing skills and ideas around a common theme. The exact content covered by each Creative Arts subject can be found under each of the subjects' descriptors.

# Drama and Theatre

## WHY CHOOSE THIS SUBJECT?

Are you already studying or interested in Drama? Then this course will encourage and extend your interest through:

- Detailed study of dramatic texts and their contexts
- Assimilation of theatrical concepts
- Knowledge and understanding of past and present theatre practitioners
- Practical and analytical exploration of dramatic styles and theatrical methods
- Extending your practical skills, including design, performance, ensemble work, movement, physical theatre, voice, improvisation, characterisation and acting techniques.
- Critical analysis and enjoyment of live theatre as an audience member

### EXAM BOARD: AQA

This is essentially a practical subject. The majority of classes are workshops for the practical exploration of theories and for experimenting as Director, Actor, Designer and Audience. Developing physical, imaginative and analytical skills is key to the course. Considerable individual thought and analysis are required; interpretative ideas vary greatly but always need to be justified. As a group, we visit the theatre several times a term for enjoyment and analysis.

## COURSE STRUCTURE – TWO YEAR COURSE:

### Component 1

Examination: One question on a set play and three questions on a given extract from a second set play.  
One question on a live theatre production that you have seen.  
40% of total A Level.

### Component 2

Presentation of Devised Drama and working notebook.  
30% of total A Level.

### Component 3

Practical exploration of three extracts and reflective report.  
30% of total A Level.

## OTHER A LEVEL CHOICES & HIGHER EDUCATION

As drama is, in part, an exploration of life, many A level choices complement the subject. In order to understand the context of a play, the following areas need to be explored: themes, history, economics, politics, ethics and philosophy. Therefore, combination A levels such as English, Humanities, Religious Studies, Politics and Psychology work well. The Arts, Languages and Sciences are also recommended combinations.

## REQUIREMENTS TO STUDY THIS COURSE

Grade 5 or above in GCSE English Language is required.



# Economics

## WHY CHOOSE THIS SUBJECT?

- Economics has become a high profile subject in recent years. Brexit and austerity are just two topics rarely out of the news, throwing light on the importance of and divisions within the discipline.
- Economics develops a wide range of skills – knowledge, application, discussion, analysis, synthesis, evaluation and organisation.
- The subject can be chosen in conjunction with any other combination of subjects, because as well as being a major subject in its own right, it complements subject development across the curriculum. Many girls choose to study Economics with Maths, or Sciences, or Languages, or other Humanities subjects.
- Students are not permitted to study both Economics and Business Studies at A Level.
- Due to the quantitative skills required in Economics, students are required to achieve at least a level 7 in GCSE Maths in order to study the Economics course.

**EXAM BOARD: AQA**

## COURSE STRUCTURE

Students will study the following topics:

### The operation of markets and market failure:

- The economic problem and economic methodology
- Price determination in a competitive market
- Production, costs and revenue
- Competitive and concentrated markets
- The market mechanism, market failure and government intervention in markets

### The national economy:

- The measurement of macroeconomic performance
- How the macro economy works: the circular flow of income, AS/AD analysis and related concepts
- Economic performance
- Macroeconomic policy

### Individuals, firms, markets and market failure:

- Individual economic decision making
- Perfect competition, imperfectly competitive markets and monopoly
- The labour market
- The distribution of income and wealth: poverty and inequality

### The national and international economy:

- Financial markets and monetary policy
- Fiscal and supply side policies
- The international economy

**Assessment** – the A Level has three two hour written exams, taken at the end of year 13.

### Paper 1 – Markets and Market Failure

### Paper 2 – National and International economy

The structure of these examinations is identical: in both, students answer two questions. In Section A they choose one context from a choice of two; in Section B they choose one context from a choice of three.

### Paper 3 – Economic principles and issues

Section A – multiple choice

Section B – extended writing questions

*The examinations will assess the students' quantitative skills applied in the context of Economics. This will include understanding and applying ratios, fractions, percentages, revenue and profit and other factors, tested across assessment objectives. Assessment of quantitative skills forms a minimum of 20% of the assessment at A Level.*

## WHAT OPPORTUNITIES DOES THIS SUBJECT OFFER FOR UNIVERSITY AND CAREERS?

A degree in Economics is seen as highly marketable, creating opportunities in a wide variety of careers\*. It can be studied by itself, or in conjunction with other disciplines e.g. Politics, Government, Finance, Mathematics, etc.

The academic rigour of the subject makes it valuable in any of the professions e.g. law or accountancy, and it is applicable to any area of management or finance, e.g. banking (specialist and general), and also to any kind of career which involves planning and high-level decision making.

*\*A Level Mathematics is required to study Economics at degree level.*

## REQUIREMENTS TO STUDY THIS COURSE

GCSE Mathematics at grade 7-9.



# English Literature

## WHY CHOOSE THIS SUBJECT?

Understanding complex ideas and communicating them precisely are vital skills. English Literature, a highly regarded Russell Group 'facilitating' subject, allows you to develop these skills to a high standard. It is creative, enriching and exacting. Study of literature gives you close linguistic awareness and development of logic, together with knowledge and pleasure gained from studying "the best that has been thought and said" in English; considering what that might mean will test and extend your critical faculties to the full. Poetry, drama and prose texts are studied with equal weighting and students are encouraged to make cross-genre comparisons. The texts are complex, profound, beautiful, at times shocking and sometimes very funny; studying English at A level encourages you to love literature. You will also be able to pursue your personal literary interests through your coursework. At Mayfield we have extra-curricular reading groups that aim to introduce students to a wide range of British and world literature, exposing them to more authors and texts than the A Level curriculum alone would do. These are particularly useful for students who will take up this subject at degree level.

### EXAM BOARD: OCR

## A LEVEL COURSE STRUCTURE

Students study a minimum of eight texts, including at least two examples of each of the genres of prose, poetry and drama, to develop their ability to analyse and evaluate literary texts across a variety of genres and periods.

## ASSESSMENT

80% of the course is assessed in terminal exams, with 20% assessed through two independent coursework essays. Examinations on set texts are closed book; some involve analysis of unseen fiction excerpts.

## TEXTS

### Drama

Students study one Shakespeare play chosen from this selection

- *Coriolanus*
- *Hamlet*
- *Measure for Measure*
- *Richard III*
- *The Tempest*
- *Twelfth Night*

Students study one other play chosen from this selection

- Christopher Marlowe: *Edward II*
- John Webster: *The Duchess of Malfi*
- Oliver Goldsmith: *She Stoops to Conquer*
- Henrik Ibsen: *A Doll's House*
- Oscar Wilde: *An Ideal Husband*

### Poetry

Students study one poetry text chosen from this selection

- Geoffrey Chaucer: *The Merchant's Prologue and Tale*
- John Milton: *Paradise Lost Books 9 & 10*
- Samuel Taylor Coleridge: *Selected Poems*
- Alfred, Lord Tennyson: *Maud*
- Christina Rossetti: *Selected Poems*

### Prose

Students will study two novels and a variety of fiction excerpts. At least one novel will be chosen from the list below; the second may also come from this list or from a wider range of related texts.

- F. Scott Fitzgerald: *The Great Gatsby*
- John Steinbeck: *The Grapes of Wrath*
- Angela Carter: *The Bloody Chamber and Other Stories*
- Bram Stoker: *Dracula*
- Margaret Atwood: *The Handmaid's Tale*
- George Orwell: *Nineteen Eighty-Four*
- Jane Austen: *Sense and Sensibility*
- Virginia Woolf: *Mrs Dalloway*
- Mohsin Hamid: *The Reluctant Fundamentalist*
- Henry Roth: *Call It Sleep*

## COURSEWORK

This component encourages individual study, interest and enjoyment of modern literature. Students study three literary texts, which must include one prose text, one poetry text, and one drama text. All texts must have been first published or performed after 1900, and at least one must have been first published or performed after 2000. Students at Mayfield will write one comparative essay in Year 12 and one close analysis in Year 13. Individual tutorials will be given to students to guide them through their independent work processes. This is a useful precursor to University working methods.

## REQUIREMENTS TO STUDY THIS COURSE

At least grade 6 in both GCSE English Language and GCSE English Literature or equivalent qualification, and a determined interest in reading widely and independently.

# Extended Project Qualification (EPQ)

## WHY CHOOSE THIS QUALIFICATION?

The Extended Project Qualification is offered as part of the Sixth Form enrichment programme. It is assessed by AQA and is worth half an A Level. It is widely recognised by leading universities as excellent preparation for university study and, as a consequence, many institutions will adapt their offers based on a good performance in the EPQ.

The EPQ provides an opportunity for students to develop their own interests through independent research under the guidance of an internal supervisor at Mayfield School. Whereas A Level courses necessarily cover a set specification, the EPQ is designed to give students greater control and freedom in an area of study. Independent research projects can be on any topic. They can overlap with, combine and extend the studies undertaken in taught subjects. Projects usually take the form of a 5,000-word essay, but it can also be an event managed, an investigation undertaken, or an artefact created.

## WHAT OPPORTUNITIES DOES THIS QUALIFICATION OFFER FOR UNIVERSITY AND CAREERS?

The EPQ is designed as a useful preparation for university study and is particularly, but not exclusively, appropriate for those intending to apply for highly competitive subjects at Russell Group universities. The EPQ also provides crucial preparation for future employment by developing skills of investigation and research, project planning, time management, review and evaluation processes, and presentation skills. All of these skills will help participants stand out in the job application process.

**EXAM BOARD: AQA**

## COURSE STRUCTURE

EPQ work begins in October of Year 12 with weekly skills classes. After the first few weeks, students carry out initial planning, make a formal proposal and are allocated an internal supervisor. Students are encouraged to make contact with their internal supervisors on a fortnightly basis. A 500-word project outline is required by the start of the Spring Term.

Skills sessions continue during a weekly meeting with the EPQ Coordinator, and regular supervisions are held during the course of the academic year.

The project is to be complete by the end of September in Year 13 so that it can be externally assessed in the November exam session. There is also the opportunity to submit the final project in the summer exam session.

# Geography

## WHY CHOOSE THIS SUBJECT?

The AQA A Level Geography course aims to excite students' minds, challenge perceptions and stimulate their investigative and analytical skills. It equips learners to make a success of their subsequent studies at university and in future careers.

There are three components: Physical Geography, Human Geography and the Geography Fieldwork Investigation.

The first two components are assessed by a written examination, while the Fieldwork Investigation is assessed by a detailed report based on the student's fieldwork experience. Over the two-year course, learners develop the enquiry skills necessary to understand and explain a wide range of Geographical issues.

It is an examination requirement that students experience a minimum of 4 days fieldwork, and we intend to make the most of this opportunity. A range of day excursions to investigate different physical landscapes and aspects of the built environment is planned. We also hope to offer an overseas expedition on a biannual basis.

**EXAM BOARD: AQA**

## COURSE STRUCTURE

### Human Geography:

- Changing Places
- Global systems and global governance
- Environment and population

### Physical Geography:

- The water and carbon cycles
- Coastal systems and landscapes
- Hazards

### Individual Fieldwork Investigation:

- Students work on their own to contextualise, analyse and report on their fieldwork data to produce an independent investigation with a unique title that demonstrates a high level of Geographical knowledge, skills and understanding.

## WHAT OPPORTUNITIES DOES THIS OFFER FOR UNIVERSITY AND CAREERS?

In the past many Mayfield girls have gone on to university to read Geography or Geography related degrees.

## REQUIREMENTS TO STUDY THIS COURSE

GCSE Geography grade 7 or above is desirable but not essential.



# History

## WHY CHOOSE THIS SUBJECT?

We live in societies that have been shaped by past events and individuals: communities follow traditions that have been passed down through the generations and every day we depend on technologies, ideas and innovations that have been developed by people before us. History is a fascinating subject that will appeal to you if you have an interest in understanding the world around you and you enjoy learning about people.

History at Mayfield will give you the opportunity to further your historical knowledge and understanding of different social, cultural and religious identities over time. In our increasingly global world, this could not be more important.

**EXAM BOARD: OCR**

## COURSE STRUCTURE

A Level History covers both British and international History across a wide time frame, covering Early Modern and Modern History. You will learn about significant individuals, societies, events and developments through a combination of depth and breadth studies. Analytical skills are developed through examination of a wide range of primary evidence such as original documents, diaries, newspapers and images. In addition, historical problems are answered through the evaluation of historians' interpretations and source based enquiries.

Our A Level course includes topics on The Cold War, The Wars of the Roses and a thematic study on Russia and its Rulers 1855-1964. These have been chosen to follow on from your GCSE studies and to provide variety and interest. The Cold War unit will help you to understand how recent history has shaped Europe and our world today and examines a fascinating period that could have led to World War 3 and nuclear apocalypse on more than one occasion. As the historical inspiration for the Game of Thrones series, the Wars of the Roses was a particularly turbulent period of British History and spans the transition from the medieval to early- modern periods. Find out about the rivalries that tore England apart and the impact of the conflict on the foundation of the Tudor dynasty following Henry Tudor's (later King Henry VII) victory at the Battle of Bosworth.

As well as a coursework unit which comprises an independently researched essay on an area of your personal interest, your focus in Year 13 will be on Russian history. This unit traces the

major events and developments across some of the most turbulent years of world history as the country was transformed from traditional imperial rule to revolutionary communism. This topic aims to trace the changes and continuities, similarities and differences across the period so if you enjoyed the History of Medicine unit at GCSE you will certainly be well suited to this.

You will be assessed at the end of Year 13 through three written examinations, with a combination of source-based and essay questions. The coursework essay of between 3,000-4,000 words will also contribute 20% of your marks.

With particular relevance to the Cold War unit, we run a very popular trip to Germany and Poland every two years. Most recently we have visited Berlin to see how the city was affected by both the Second World War and Cold War, and Krakow to bear witness to the suffering during the Holocaust at Auschwitz. There are also possibilities for other outings to the Houses of Parliament, London museums (e.g. Imperial War Museum, V&A), exhibitions, conferences and seminars in order to broaden your historical awareness and understanding.

## WHAT OPPORTUNITIES DOES THIS OFFER FOR UNIVERSITY AND CAREERS?

History has a strong academic value and is highly regarded when applying for any degree course. A course combining both early and modern history modules makes for more interesting candidates for UCAS applications and well-rounded historians are preferred by university History departments.

There is no substitute for being able to evaluate evidence and make clear, concise, and convincing arguments, which is one reason why an A Level or a degree in History is valued widely by employers. The skills of argument, organisation and prioritisation are critical in a wide range of professions such as law, journalism, business, media, civil service, teaching, local and national government.

## REQUIREMENTS TO STUDY THIS COURSE

Entry requirement is GCSE History Level 7. Those without GCSE History will be considered on an individual basis. Successful historians will have a desire to analyse and investigate issues, an eye for detail, an enquiring mind and an ability to see events from a variety of perspectives. Most important of all is a genuine enthusiasm and passion for the subject.

# History of Art

## WHY CHOOSE THIS SUBJECT?

The study of History of Art provides a critical introduction to culture and a stimulating insight into the use of images in an increasingly visual world. We explore art and architecture in depth, understanding its past and present relationship to society, religion, politics, feminism, empire and the media. Students learn skills that are highly valued in the fast-growing creative industries as they undertake close visual analysis as well as manage and deploy evidence in constructing an argument. High-level communication skills, creative problem-solving and an independent questioning attitude are developed. Cultural awareness furthers empathy and insight, also giving students the basis for a lifelong enjoyment of art, architecture and sculpture. It is viewed by Russell Group universities as an enabling humanities subject equivalent to History and English.

**EXAM BOARD: EDEXCEL**

## COURSE STRUCTURE

History of Art provokes questions, and debates the answers, so students contribute actively with a focus on discussion. History of Art is taught in the Tower Room of the Sixth Form Centre. The course is structured around tutorial group lessons using the interactive screen and an extensive departmental library. You develop skills through close observation and systematic analysis using specialist terminology. You learn how to interpret works of art, through personal responses substantiated by argument and recognition of cultural contexts and meanings. Historical skills, such as the distinction between primary and secondary sources, the comparison of different narratives and the structuring of a logical and substantiated argument, are further developed. You practice research skills such as critical appraisal of a variety of sources, retrieving and organising material, managing time to a deadline, independent note-taking, summarising and referencing. You participate in group debates, and practice the presentation of information in a variety of ways.

Visits to London museums to study cultural masterpieces at first hand form an essential and enjoyable part of the course; biennial trips abroad have included Paris and Florence. Students enter a range of competitions to extend their skills in essay writing, public speaking, or documentary film making, such as the Cambridge Vellacott History Prize, and Paul Mellon Foundation Write on Art essay prize.

## EDEXCEL GCE HISTORY OF ART: 9HT0

You take Papers 1 and 2 together at the end of the linear course, each worth 50% of the qualification.

### Paper 1: Visual Analysis and Themes: 9HT0/01

#### Section A: Visual Analysis: one hour

An introductory overview, practicing skills of visual analysis of the rich tradition of painting, sculpture and architecture, including contemporary examples, using specialist vocabulary. Students discuss previously unseen images of one painting, one sculpture and one work of architecture.

#### Section B: Themes: two hours

Write one 20 minute and one 40 minute essay on global art and architecture, ancient and contemporary, through two major themes offering breadth of study:

- **Identities in art and architecture:** the expression of identities that shape our understanding of gender, nationality and ethnicity, as individuals and societies
- **War in art and architecture:** examines the expression of triumph or loss and how attitudes are shaped by works of propaganda that commemorate or challenge conflict

### Paper 2: Periods: 9HT0/02: three hours

Answer two 10 minute questions, a 20 minute question, and a 50 minute essay set on two historical periods studied in detail and depth:

- **The Renaissance in Italy 1420-1520:** Invention and Illusion: examine the ideas and iconic works that continue to have an impact on ideals of beauty and perfection today
- **The British and French Avant-Garde 1848-99:** Rebellion and Revival: discover how artists and architects responded to the challenge of an increasingly urban and industrial world

### **WHAT OPPORTUNITIES DOES THIS SUBJECT OFFER FOR UNIVERSITY AND CAREERS?**

At degree level Art History can be studied as a single subject or combined with other humanities such as English, History or Languages. Some universities may prefer applicants for History of Art degrees to have studied a foreign language.

Mayfield students have gone on to study History of Art at a number of leading universities, including Oxford and the Courtauld. Some progressed to undergraduate study in related disciplines including HSPS, Philosophy, History, Classics, Architecture, Fine Art and Design.

Careers that draw on History of Art include studio-based disciplines such as fine art, architecture and engineering, as well as arts and museum management, auctioneering, the media, publishing and the wider creative industries.

### **REQUIREMENTS TO STUDY THIS COURSE**

A critical curiosity about culture and an enthusiasm for the visual arts are essential. A good standard of written English at GCSE is desirable. Drawing skills are not required.





# International English (for non-native speakers)

## WHY INTERNATIONAL ENGLISH?

The International English department is here to help you develop excellent reading and listening skills, along with a good command of written and oral English, for three reasons:

Firstly, to help you in your other subjects, by giving you the skills you need to write essays or describe data or understand difficult texts or give presentations.

Secondly, to enable you to achieve a suitable university entrance qualification in English.

Thirdly, to equip you with the academic English skills you need in order to thrive at university.

## WHO DOES INTERNATIONAL ENGLISH?

Any girl who does not speak English as a first language unless she already has:

- GCSE English grade 6
- Cambridge C 1: Advanced English Examination (CAE) grade B
- IELTS band 7 (minimum 6.5 on each paper).

It is important to note that some universities only recognise the validity of C1:Advanced for two years. Similarly, the IELTS examination is universally only valid for two years, so even if you have already taken an IELTS exam, you will have to retake it (or show evidence of an alternative qualification) if applying to university in the UK.

## WHAT DO WE DO IN INTERNATIONAL ENGLISH?

In all International English courses we develop reading, listening, writing and speaking skills. In order to develop in these four skill areas, there has to be a considerable emphasis on improving grammar and vocabulary as well. You will be tested upon arrival to determine your level and language learning needs. There is a strong focus on global issues and current affairs, which helps to broaden your general knowledge and develop your argument making, reasoning and problem solving skills. In Year 12 you have 3 lessons a week, either in an advanced class to prepare for the C1:Advanced Examination (CAE), which you take in June of that year or possibly on a two-year IELTS course if you are unlikely to achieve CAE.

If you have passed CAE there may be the possibility of preparing for the Cambridge Proficiency Examination. In Year 13 there are 3 lessons a week focusing on the IELTS exam, which is taken in February or March.

## WHAT WILL I BE AIMING TO ACHIEVE?

For entry to a UK university you need at least CAE Grade B (accepted by most universities), or IELTS (usually at level 6.5 or above), or Proficiency grade B or higher (which is accepted by all universities). Most Year 13 students achieve a level 7 or above at IELTS, with some achieving level 8 or higher - which is very competitive for university entry. It should be noted that most universities expect students to achieve a minimum level in each skill, whether you are taking IELTS or C1:Advanced. It is your responsibility to find out what your particular requirements are, based both on where and what you are planning to study.

Most importantly, we hope you leave here extremely confident that you can study successfully at a UK university, which is not the same as simply meeting the entrance requirements. You will be able to handle long and complex reading texts and to articulate your ideas clearly both orally and on paper. You will also know what style of writing to use for different purposes, be able to manipulate your writing and be able to understand any English you come across in any situation. You will be familiar with and able to talk about British culture and institutions.

# Latin and Classical Greek

## WHY CHOOSE THIS SUBJECT?

The study of Latin or Classical Greek (or both) has a strong academic value. Both courses are broad in their scope, covering elements of classical civilisation, literature and language. The wide range of issues raised – aesthetic, ethical, linguistic, political, religious and social – are sure to deepen and develop understanding of ourselves and our society.

EXAM BOARD: OCR

### COURSE STRUCTURE: LATIN A LEVEL

**Unseen Translation (component 01):** an unseen Latin Prose passage of Livy and an unseen Latin Verse passage of Ovid for translation into English.

**Prose Composition or Comprehension (component 02):** a choice of comprehension questions on a passage of unseen Latin Prose or a passage of English prose for translation into Latin.

**Prose Literature (component 03):** study of two prose set texts in depth, plus additional literature in translation by the same author(s), in order to understand the context from which the set texts have been taken.

**Verse Literature (component 04):** study of two verse set texts in depth, along with additional literature in translation by the same author(s), in order to understand the context from which the set texts have been taken.

### COURSE STRUCTURE: GREEK A LEVEL

**Unseen Translation (component 01):** an unseen Greek Prose passage of Xenophon and an unseen Greek Verse passage of Euripides for translation into English.

**Prose Composition or Comprehension (component 02):** a choice of comprehension questions on a passage of unseen Greek Prose or a passage of English prose for translation into Greek.

**Prose Literature (component 03):** study of two prose set texts in depth, plus additional literature in translation by the same author(s), in order to understand the context from which the set texts have been taken.

**Verse Literature (component 04):** study of two verse set texts in depth, along with additional literature in translation by the same author(s), in order to understand the context from which the set texts have been taken.

### WHAT OPPORTUNITIES DOES THIS SUBJECT OFFER FOR UNIVERSITY AND CAREERS?

Both subjects can be studied at most universities; either can also be combined with a modern language, English or History. A mind trained in Classics is seen as a well-trained mind by employers in areas as diverse as administration, the legal profession and, increasingly, the world of computing.





# Mathematics

## WHY CHOOSE THIS SUBJECT?

Mathematics deserves to be studied for its own sake. There is no denying its use and application but its intrinsic value should not be underestimated. Many students find the rigour, the challenge and the abstract nature of mathematics most rewarding. Mathematics at its best is honest, linguistically elegant and concise. Mathematics provides the students with the opportunity to engage in risk taking within the structure of problem solving: "I like the logic of it and the satisfaction of getting a right answer".

**EXAM BOARD: EDEXCEL**

### COURSE CONTENT:

A Level Mathematics will have 100% prescribed content, containing both pure and applied (i.e. there is no optional content).

**Pure Maths topics involve:** Proof; algebra and functions; coordinate geometry in the (x, y) plane; sequences and series; trigonometry; exponentials and logarithms; differentiation; integration; numerical methods; vectors.

**Applied Maths topics involve:** Statistical sampling; data presentation and interpretation; probability; statistical distributions; statistical hypothesis testing; quantities and units in mechanics; kinematics; forces and Newton's laws; moments.

## WHAT OPPORTUNITIES DOES THIS SUBJECT OFFER FOR UNIVERSITY AND CAREERS?

Mathematics is a highly respected qualification in many fields and even a low grade at A Level can be of value in career terms. It is an essential requirement for degree courses in mathematical subjects and Architecture, Engineering, and a preferred subject for many others ranging from Accountancy to Law, Business Studies to Medicine.

**Coursework:** None. However, the Statistics component will require students to become familiar with one or more specific large data set(s) in advance of the final assessment.

## REQUIREMENTS TO STUDY THIS COURSE

Minimum grade 7 in GCSE Mathematics.

The use of an appropriate calculator is essential. It must include the following features: an iterative function; the ability to compute summary statistics and access probabilities from standard statistical distributions. We recommend Casio fx-991EX.

# Further Mathematics

## WHY CHOOSE THIS SUBJECT?

Further Mathematics is a separate two-year A Level course taken in addition to Mathematics A Level. The course is designed to appeal to those with a profound enthusiasm for Mathematics, many of whom will go on to study for degrees in Mathematics, Engineering, the Sciences and Economics. Those considering Oxbridge entrance in Natural Sciences, Engineering, Physics or Mathematics would find this course particularly useful.

**EXAM BOARD: EDEXCEL**

### COURSE CONTENT

**Pure Maths topics involve:** Complex numbers; roots of polynomials; volumes of revolution; matrices; linear transformations; proof; vectors; polar coordinates; hyperbolic functions; differential equations.

**Applied Maths topics involve:** Discrete random variables; the Poisson, geometric and negative binomial distributions; hypothesis testing; the central limit theorem; chi-squared tests; probability generating functions; errors; momentum and impulse; work, energy and power; elastic springs and strings; elastic collisions.

The use of an appropriate calculator is again essential. As well as the features listed for A Level Mathematics, a calculator must be able to perform calculations with matrices up to at least order 3x3. We recommend Casio fx-CG50.



# Modern Foreign Languages: French and Spanish

## WHY CHOOSE MODERN LANGUAGES AT A LEVEL?

Modern languages are unusual in that they can appeal to people with the most diverse talents and tastes. Whatever your academic and extra-curricular interests, studying a language can provide you with new insights into areas which interest you from the perspective of a different culture. Whether you are a scientist, a linguist, an historian, a musician or an artist, each language provides opportunities to pursue your particular interest.

As well as deepening your understanding of another country's culture, you will learn about a wide range of topical issues. You will read some literature, go to the cinema or theatre and discover more about a country's history. You will also be encouraged to spend time in a country where the language you are studying is spoken and should be prepared to maximise your exposure to the language and culture via the internet, radio and films. If you enjoyed the excitement of learning to communicate in another language at GCSE, A Level language learning will offer an enriching breadth of experience.

The ability to communicate in another language is one of the most important skills you can acquire and also one that, increasingly, is in short supply in this country. This means that if you choose to study one or more languages at A Level, you may make yourself more marketable when it comes to employment. A good knowledge of other languages will, therefore, not only enrich your experience of travel and broaden your mind but may also enhance your career prospects.

**EXAM BOARD: AQA**

## COURSE STRUCTURE

### A Level

**Unit 1:** Listening, Reading and Writing (50% of A Level)  
2 hours 30 minutes

**Unit 2:** Writing (20% of A Level)  
2 hours

**Unit 3:** Speaking (30% of A Level)  
21-23 minutes

## FRENCH

### YEAR 12 TOPICS

- The changing nature of the family
- Cyber-society
- The place of voluntary work
- A culture proud of its heritage
- Contemporary francophone music
- Cinema: the 7th art form

In addition to these, students will study one French film.

### YEAR 13 TOPICS

- Positive features of a diverse society
- Life for the marginalised
- How criminals are treated
- Teenagers, the right to vote, and political engagement
- Strikes – who holds the power?
- Politics and immigration

In addition to these, students will study one work of French literature.

## SPANISH

### YEAR 12 TOPICS

Students must study the following themes and sub-themes in relation to at least one Spanish-speaking country. Students must study the themes and sub-themes using a range of sources, including material from online media.

#### 1 Aspects of Hispanic society

- Modern and traditional values
- Cyberspace
- Equal rights

#### 2 Artistic culture in the Hispanic world

- Modern day idols
- Spanish regional identity
- Cultural heritage

In addition to these, students will study one Spanish film.

### YEAR 13 TOPICS

Students must study the themes and sub-themes below in relation to at least one Spanish speaking country.

## 1 Multiculturalism in Hispanic society

- Immigration
- Racism
- Integration

## 2 Aspects of political life in the Hispanic world

- Today's youth, tomorrow's citizens
- Monarchies and dictatorships
- Popular movements

In addition to these, students will study one Spanish film.

### WHAT OPPORTUNITIES DOES THIS SUBJECT OFFER FOR UNIVERSITY AND CAREERS?

Languages can be studied alone or combined with almost any other subject. In a global economy, whatever you study

and wherever you work, linguistic competence in at least one and preferably several languages will make you both more confident and potentially more employable. A degree in languages will also enable you to compete with other European graduates who take linguistic expertise for granted.

**Employment:** Education, Translation, Interpreting, Diplomatic service, Foreign Office, Civil Service, United Nations, European Union, Media, Banking, Law, Industry, Science, Tourism, British Council, Multinational Companies, Accountancy and Politics. In fact, in any area of employment, a knowledge of other languages can only enhance your prospects.

### REQUIREMENTS TO STUDY THIS COURSE

At least a 7 or above at GCSE in the language(s) to be studied.



# Music

## WHY CHOOSE THIS SUBJECT?

Music offers stimulating academic and practical study, with many cross-curricular elements and links to other subjects such as History, Literature, Languages and Art History. Students study a wide range of music from a variety of genres from the eighteenth to the twentieth centuries and incorporating both art and popular music styles.

The variety of skills employed includes listening, essay writing, creative organisation of musical ideas in composition, and performance. Such a broad range of disciplines make Music both challenging and rewarding, and it is a valued subject for university entrance.

**EXAM BOARD: OCR**

## COURSE STRUCTURE

COMPONENT	OVERVIEW	ASSESSMENT
Component 1 <b>Performing</b>	<p><b>Option A:</b> Recital of minimum 6 minutes duration (solo or ensemble)</p> <p><b>Option B:</b> Recital of minimum 10 minutes duration (solo or ensemble) including Free Choice and Focused Study</p>	<p><b>Option A:</b> 75 marks (25% of total A level)</p> <p><b>Option B:</b> 105 marks (35% of total A level)</p> <p>NEA – assessed externally via audio-visual recording</p>
Component 2 <b>Composing</b>	<p><b>Option A:</b> Compositions with combined minimum 8 minutes duration (one to brief, one free and three exercises)</p> <p><b>Option B:</b> Compositions with combined minimum 4 minutes duration (one to brief, one free)</p>	<p><b>Option A:</b> 105 marks (35% of total A level)</p> <p><b>Option B:</b> 75 marks (25% of total A level)</p> <p>NEA – assessed externally via audio recordings and written evidence</p>
Component 3 <b>Listening and appraising</b>	<p>Analysing and evaluating music from four areas of study:</p> <ul style="list-style-type: none"> <li>• Instrumental Music of the Classical Period (compulsory)</li> <li>• Popular Song: Blues, Jazz, Swing and Big Band (compulsory)</li> <li>• Developments in Instrumental Jazz, 1910 to the present day (option)</li> <li>• Religious Music of the Baroque Period (option)</li> <li>• Programme Music 1820-1910 (option)</li> <li>• Innovations in Music, 1900 to the present day (option)</li> </ul>	<p>2hr 30min written exam including aural extracts.</p> <p>120 marks</p>

## WHAT OPPORTUNITIES DOES THIS SUBJECT OFFER FOR UNIVERSITY AND CAREERS?

Many universities offer degree courses in Music, and also combined courses such as Mathematics and Music. This examination is a good preparation for either university or conservatoire study and thus caters for the potential performer, composer, teacher, critic, administrator and recording engineer. Music is regarded as a challenging subject with transferrable skills and makes a useful third or fourth subject for a talented musician looking to study another subject at university.

## REQUIREMENTS TO STUDY THIS COURSE

Grade 7-9 in GCSE Music is desirable, but not essential. Grade 5 or above on an instrument or voice is essential, and a good knowledge of music theory to ABRSM Grade 5 standard highly desirable.



# Physical Education

## WHY CHOOSE THIS SUBJECT?

This course takes a multi-disciplinary approach, encouraging the development of different methods of enquiry. Students have to draw on a range of skills to meet the demands of a syllabus which covers anatomy and physiology, biomechanics, psychology, socio-cultural studies of sport and practical work. The course is based on the interaction between the theory and practice of Physical Education.

The synoptic component of the course demands critical analysis and reflection within one area of the theory course, while the theoretical aspect of the course will help you develop your powers of interpretation and application.

The practical area of the course aims to provide students with the knowledge and understanding to improve their own level of performance through skill development, coaching and officiating in their chosen sporting activity. There is an extensive range of activities to choose from to allow students to pursue their areas of expertise.

**EXAM BOARD: OCR**

## COURSE STRUCTURE

### OCR - H555: A Level in Physical Education

#### Paper 1: Physiological factors affecting performance

30% of the A Level. 90 Marks. 2 hour written paper.

- The skeletal and muscular systems
- Motion and movement
- The cardiovascular and respiratory systems in relation to the performance of physical activity

#### Paper 2: Psychological factors affecting performance

20% of the A Level. 60 marks. 1 hour written paper.

- Skills Acquisition
- Sports Psychology

#### Paper 3: Socio-cultural issues in physical activity and sport

20% of the A Level 60 marks 1 hour written paper.

- Physical activity
- Sport and culture
- Contemporary sporting issues

#### Part 4: Acquiring, developing and evaluating practical skills in Physical Education

30% of the A Level.

- Performance
- Evaluating and planning for the improvement of performance

## WHAT OPPORTUNITIES DOES THIS OFFER FOR UNIVERSITY AND CAREERS?

A Level Physical Education is recognised by all universities. With this qualification, candidates can go on to higher education and pursue a career that may or may not be related to sport. Students interested in Physiotherapy, Occupation Therapy or studying Psychology or Sociology will benefit from the course. The subject combines well with other A Level choices, including Biology and Economics or any humanities subject.

### Coursework: Practical Units (30% in one Sport)

## REQUIREMENTS TO STUDY THIS COURSE

It would be desirable but not essential to have studied and gained a 6 or above in GCSE Physical Education. Grade 6 or above in GCSE Biology is required to meet the demands of the anatomy and physiology areas of the course.



# Physics

## WHY CHOOSE THIS SUBJECT?

As we progress further into the 21st century, the challenges faced by humanity become ever more apparent; however, with these challenges come opportunities. Technology has the potential to help us meet and overcome many of these challenges and Engineers are working collaboratively across the planet to come up with solutions but first the world is to be understood and that is where Physics comes in.

Physicists are always thinking deeper about the universe around us and have an insatiable curiosity. Using experimentation and mathematics, they are able to build models of the world that predict the future, look into the past and make our present better.

The career opportunities are immense; as well as continuing to study this vast subject at university, Physics A level gives one the tools required to study all types of engineering including civil, mechanical, medical, aeronautical and electronic. In addition, many candidates opt for computer science or financial courses as the problem solving skills of physicists are highly sought after.

### **You will have the opportunity to study a wide variety of topics, including:**

Forces; Different types of Motion; Electricity; Magnetism; Photoelectric Effect; Wave-Particle Duality; Energy in the Atom; Gravity; Structure and Evolution of the Universe; Medical Diagnostic Testing; Radioactivity & Nuclear Physics; Thermal Properties & Behaviour of Gases...and more!

Physics is at the heart of everything. It is a highly rewarding discipline to study and opens doors to a wide variety of careers - due, at least in part, to the transferable skills gained. These include developing a logical and numerate mind, the ability to solve problems, having good communication, computing and practical skills, and the ability to work flexibly and as part

of a team. Certainly at Mayfield, there will be an element of computer coding/modelling that should give one a head start in many technical careers or courses. At Mayfield, the Physics department offers students an opportunity to code in Python for data visualisation as well as making simulations to predict the results of experiments. This greatly enhances the CV of candidates looking to apply for technical courses at university. We also embrace life beyond the classroom with visits to institutes such as the JET fusion reactor in Didcot, England or CERN in Geneva, Switzerland.

### EXAM BOARD: OCR

## OVERVIEW OF THE COURSE

**Module 1:** Measurements and their errors

**Module 2:** Particles and radiation

**Module 3:** Waves

**Module 4:** Mechanics and materials

**Module 5:** Electricity

**Module 6:** Further mechanics and thermal physics

**Module 7:** Fields and their consequences

**Module 8:** Nuclear physics

**Optional Module 12:** Turning points in physics

There are three examinations, plus a Practical Endorsement (a non-examination assessment of practical skills which takes place throughout the two-year course).

## REQUIREMENTS TO STUDY THIS COURSE

A Level Physics is both stimulating and rewarding. Prospective students should ideally have a good grounding in Physics at GCSE, having achieved level 7-7 or above in Trilogy Science or level 7 in GCSE Physics at Higher Tier Level, plus a good grade in GCSE Mathematics.



# Politics

## WHY CHOOSE THIS COURSE?

A Level Politics gives students the opportunity to develop an understanding of political theories and systems. It offers a fascinating opportunity to explore both ideas and practice, with particular reference to the UK. It gives students an opportunity to enter the realm of political philosophy through the examination of political theories and by examining how each ideology addresses questions such as: What is human nature? What do we mean by equality? How important is freedom?

The second year of the course examines different perspectives on global politics. We live in a complex world with significant challenges, including global terrorism, poverty, economic instability, weapons proliferation, failing states and environmental degradation. These challenges require global co-operation if they are to be resolved. Global politics gives students an opportunity to develop an understanding of the local, national, international and global dimensions of political activity.

### EXAM BOARD: EDEXCEL

#### This course encourages students to:

- Develop critical thinking and the ability to interpret, evaluate and comment.
- Develop a critical awareness of the nature of politics and the relationship between political ideas, institutions and processes.
- Acquire knowledge and understanding of the structures of authority and power within the political system of the United Kingdom, and of how these may differ from those of other political systems.
- Acquire knowledge and informed understanding of the rights and responsibilities of the individual.
- Develop an interest in and engagement with contemporary politics.

## COURSE STRUCTURE

### Component 1: UK Politics

This module looks at the channels of communication between government and the people and encourages them to evaluate the state of democracy in the UK. It includes a study of political parties (their ideas and policies), electoral systems and the link between the media and voting behaviour. Students also study the three main political traditions of liberalism, socialism and conservatism, examining the key thinkers and ideas that shaped these ideologies.

### Component 2: UK Government

This module helps students develop a critical understanding of the role and effectiveness of key institutions, such as parliament. We look the role of the Prime Minister, the nature of the British constitution and the relationship between these branches of government. Students also study the key ideas of feminism in this component.

### Component 3: Comparative Politics – Global

This section of the course examines the issue of globalisation and considers its impact on national sovereignty. Students gain an understanding of abstract political concepts by studying contemporary real world examples and case studies that develop an international awareness and knowledge of multiple perspectives. The key mainstream perspectives on global politics are liberalism and realism, and students are expected to understand how these perspectives can be applied to real world situations. We study the role played by organisations such as the United Nations, NATO and the International Monetary Fund in global governance.

## WHAT OPPORTUNITIES DOES THIS COURSE OFFER FOR UNIVERSITY AND CAREERS?

Politics is a strong A Level choice which will be regarded positively by all universities. It is an especially appropriate choice for those expecting to study for a Law, Humanities or Social Sciences degree, including, of course, Politics, PPE, etc. Studying Politics is not 'vocational' in the sense that it is not geared to one particular form of employment, with the possible exception of political lobbying, a growing industry. In addition, many prominent political figures have studied Politics at A Level and/or university.

Studying Politics will prepare you for many forms of employment or further study. Many Politics graduates go on to pursue careers in journalism and law. You will gain key analytical and practical skills, which are invaluable in today's competitive employment market. In addition, this course will equip you to become an informed citizen with the ability to understand how laws are made and (once you come of age) to exercise your right to vote in a considered way.

### ASSESSMENT

There are 3 written exams, each of which is two hours long.

#### Component 1: Written examination of 2 hours

- The first section will be on UK Politics. You will be required to answer one 30-mark source-based question from a choice of two plus one 30-mark essay question from a choice of two.
- The second section will require you to answer one 24-mark question on one of the three ideologies that you have studied, from a choice of two.

#### Component 2: Written examination of 2 hours

- The first section will be on UK Government. You will be required to answer one 30-mark source-based question from a choice of two plus one 30-mark essay question from a choice of two.
- The second section will require you to answer one 24-mark question on feminism from a choice of two.

#### Component 3: Written examination of 2 hours

This paper will have three sections.

**Section A:** One 12-mark question from a choice of two.

**Section B:** One compulsory 12-mark question focused on comparative theories.

**Section C:** Two 30-mark questions from a choice of three.

### REQUIREMENTS TO STUDY THIS COURSE

Ideally a good grade in English GCSE. You need to be interested in the world of politics (even if you don't yet know that much about it!); a good knowledge of History would be an advantage.



# Psychology

## WHY CHOOSE THIS SUBJECT?

Psychology is the science of mind and behaviour. If you are interested in the reasons why people think and behave in the way they do, then this may be the subject for you. You will learn about how your memory works, mental disorders including depression, OCD and phobias, how being in a group influences behaviour, how the brain functions, the truth behind gender differences and many other topics. You will also learn how to design research studies to investigate human behaviour and interpret the findings.

Psychology A Level is suitable for studying alongside a large variety of other subjects for A Level. It can be studied alongside other science A Levels where the focus on psychological research methods will improve your understanding of the scientific method; it complements A Levels such as History and English and can be useful for students studying subjects like PE, Business Studies and other Social sciences.

**EXAM BOARD: AQA**

## COURSE STRUCTURE

**Three 2 hour examinations are taken at the end of Year 13:**

**Paper 1:** Memory; Attachment; Social Influence; Psychopathology (33.3 % of A Level grade)

**Paper 2:** Approaches in Psychology; Biopsychology and Research Methods (33.3 % of A Level grade)

**Paper 3:** Issues and Debates in Psychology; Gender; Stress and Aggression (33.3 % of A Level grade)

## BENEFITS OF STUDYING PSYCHOLOGY AT A LEVEL

Psychology is a well-regarded A Level for university entry. It is considered a science A Level for university courses that require one or more science A levels. The subject will help you to develop critical thinking, consider different perspectives, analyse and interpret data, plan and conduct research and present reasoned arguments. It is relevant to a range of future occupations including personnel management, teaching and education, sports science, advertising, medicine and other health care professions, as well as research and academic study.

## REQUIREMENTS TO STUDY THIS COURSE

Good grades in GCSE English and Maths are essential and GCSE Science is advantageous. Psychology is assessed through a range of different question types including short answer questions and essay questions where you will need to present evidence and make reasoned arguments. You will also design research studies to investigate human behaviour. Additionally, 10% of your A Level exams will assess data handling and mathematical skills.

## What Makes a Successful Psychology Student?

1. Interest in people – this increases your motivation to learn
2. Willingness to participate – active contribution in class makes sessions more interesting
3. Ability to write effectively – assessment is based on written work
4. Effort and initiative – taking responsibility for your own learning is crucial
5. Attendance and punctuality – the course is intensive and sessions are not optional
6. Meeting deadlines – keeping on top of assignments prevents a backlog of work and stress
7. Personal organisation – there is a lot of information and a range of materials to manage



# Religious Studies

## WHY CHOOSE THIS SUBJECT?

Religious Studies at A Level offers a fascinating insight into many of the fundamental problems of human existence, questions which people have pondered and discussed throughout history: Why am I here? Is there a God? Why do people suffer? Will I survive my death? How can I live a good life? Is Christianity true? What impact has evolution or feminism had on religious belief?

We study the ways in which thinkers from the past have responded to these (and other) questions and how they can help us to find meaning, purpose and a 'good life' ourselves. Dealing with such questions is a life-long task, and there is a wealth of resources from philosophical and religious traditions to help us examine them.

EXAM BOARD: OCR

## COURSE STRUCTURE

The options we study are:

- a) **Philosophy of Religion.** This applies critical reasoning to the ultimate questions of human existence. We look at the ways in which philosophers from the ancient Greeks to the present day have addressed these questions.
- b) **Religious Ethics.** This involves the study of theories of morality, in which thinkers have attempted to explain the basis upon which we judge actions to be 'good' or 'bad', 'right' or 'wrong'. Several theories, both religious and non-religious, are studied and applied to issues such as euthanasia, business and sexual ethics.
- c) **Christian Theology.** An in-depth study of the core teachings of Christianity and its relevance to a great many issues, including science, secularisation and feminist theology.

There are three separate exams, each of which is two hours in length and includes three essay questions.

There is no coursework assessment in this subject.

## WHAT OPPORTUNITIES DOES THIS SUBJECT OFFER FOR UNIVERSITY AND CAREERS?

Religious Studies is growing in popularity both at A Level and at university, and is increasingly seen by employers as an ideal preparation for a whole variety of careers. It is not only for 'religious' people, but for anyone with an interest in the deeper problems of existence. All religious and philosophical traditions from east and west can be studied. Skills such as being able to present and analyse arguments and ideas are essential in many careers from public relations to the law, and a study of religion involves developing all these transferable skills.

## REQUIREMENTS FOR THE STUDY OF THIS COURSE

Most students will have studied Religious Studies to GCSE Level, and normally those who continue the subject to A Level will have achieved at least a grade 6. It is quite possible to study the subject, however, without this background. You must have an interest in religious and philosophical questions, and a willingness to read complex material critically. Assessment is largely by essay, and you must be able to present abstract arguments and ideas in a coherent way. The subject does require serious thinking, and there will be ample opportunity for discussion and debate during lessons.



# Textiles

## WHY CHOOSE THIS SUBJECT?

The course on offer at Mayfield School is dynamic and exciting. Technology is moving at a rapid pace and the Textile Industry needs new talent to start emerging for the next generation of Makers, Designers and Innovators. A holistic approach is at the heart of our teaching of Textiles; mindfulness and awareness of wellbeing and the impact of mass industry on the planet. We will study and build on basic design and craftsmanship, broadening knowledge through practical workshops, and the study of costume history, designers and their influence on fashion and Art in today's society, as well as fabric properties and how they influence design. We will look at a variety of construction methods and techniques as we develop a deeper understanding of the processes involved in the making of Textiles, whether for the stage, as a piece of artwork or simply as an expression of who we are. During this course we will visit museums, shows and exhibitions as well having the opportunity to meet and work with many local Textile Artists.

### EXAM BOARD: OCR

## DID YOU KNOW THAT?

- Craft is a growing industry worth over £800 million and contributes to the UK's reputation as a world leader in creativity. There are 35,000 craft makers in the UK. As well as making their own work, they contribute to many businesses and industries, including film, theatre, dance, fashion and product design (Craft Council)
- The Fashion industry employs nearly a million people across a wide spectrum of roles and provides a diverse opportunity for young people (British Fashion Council)
- The Fashion and Textiles sector is very diverse and covers a wide range of roles, from processing raw fibres, such as spinning, weaving and dyeing, to sourcing new materials and products, manufacturing and production, textile technology, market branding and retail as well as design (Skillset UK)

## COURSE STRUCTURE

Textile OCR A-level is split into two components over two years

### Component 1: Personal investigation – 60% of total A-level

- Learners should produce two elements:
  - (i) a portfolio of practical work showing their personal response to either a starting point, brief, scenario or stimulus, devised and provided by the learner or centre
  - (ii) a related study: an extended response of a guided minimum of 1000-3000 words

### Component 2: Externally set task – 40% of total A-level

- The early release paper will be issued on 1 February and will provide learners with a number of themes, each with a range of written and visual starting points, briefs and stimuli.
- A response should be based on one of these options.
- Planning and preparation time determined by department at the beginning of the second year.
- Up to fifteen hours of supervised time, learners will realise their intentions to an outcome.

## REQUIREMENTS TO STUDY THIS COURSE

Although it is expected the students have some experience of Textiles, it is not essential, especially if practical ability in other areas can be shown. Sketchbook knowledge is helpful.



## Notes





# Educating girls to respond to the needs of the age

Cornelia Connelly, Founder





Mayfield

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