



Mayfield

GCSE OPTIONS AT MAYFIELD

A GUIDE FOR PARENTS AND PUPILS



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An aerial photograph of Mayfield Girls' School, showing its large, multi-story brick buildings with red-tiled roofs. The school is surrounded by lush green trees and a well-maintained lawn. In the background, rolling hills and a clear blue sky with scattered clouds are visible.

Introduction

Mayfield girls study 9 subjects at GCSE and this Options Booklet has been designed to help parents and pupils understand the GCSE curriculum and find further information about the GCSE courses taught in Years 10 and 11. The booklet contains information about the broad range of compulsory 'core' subjects, which all girls are expected to study. These core subjects will equip the girls with a strong foundation of general knowledge and skills. In addition, it contains information about all the Option Subjects. Girls choose three subjects from this selection of options.

Making GCSE choices involves narrowing down the range of subjects studied in order to study some in more depth. This is really the start of a process that will continue throughout an individual's education, and it is an important opportunity to give serious thought to interests and talents.

Taking time to reflect upon one's academic interests and abilities, and considering which subjects to study at GCSE, is an important part of one's development. When choosing option subjects there are many factors to consider. However, the most important one is that girls should play to their strengths by selecting subjects which they are good at, enjoy and find stimulating. The individual subjects are not as vital as the consistency of achievement across 9 subjects. It is important to remember, however, that the material that will be covered in a particular subject in Years 10 and 11 may well be quite different from that which was covered in Year 9. For this reason, it is very important that girls undertake some research into exactly what each GCSE entails. This booklet will help by giving key information in this respect.

We hope that you will find this booklet useful as a basis for discussion between parents and daughters and that it will allow each girl to find a combination of subjects that will enthuse and inspire her next year.



Mrs A R Bunce
Deputy Head, Academic



Mrs J Stone
Head of Middle School

Making Choices

Throughout Year 9, each pupil receives advice and guidance from a number of sources to help her choose her GCSE options.

As part of the Tutor programme, she begins to look at her strengths and interests.

In the Spring Term, the option choices process is explained and Heads of Department ensure that each girl is aware of what is involved in every GCSE option.

Girls are encouraged to discuss these options with their subject teachers, Form Tutors, parents and guardians.

The Head of Middle School will interview every girl to discuss her options.

The Year 9 Options Evening for parents and girls will start with a presentation of the School's curriculum policy and this will be followed by the opportunity for girls and parents to discuss Option Subjects with the appropriate Heads of Department.

If parents are unable to attend the evening, members of staff will be pleased to provide specific subject guidance.



Core Subjects



To ensure a good basis for further study and for a wide variety of career options, all pupils in Years 10 and 11 follow a compulsory common core which comprises:

- **ENGLISH LANGUAGE**
- **ENGLISH LITERATURE**
or
- **INTERNATIONAL ENGLISH**
- **MATHEMATICS**
- **RELIGIOUS STUDIES**
- **SCIENCE** (Trilogy – worth two GCSEs covering aspects of all three sciences, or two separate sciences from a choice of Biology, Chemistry or Physics)

In addition to these core subjects, your daughter, in consultation with you and her teacher, may choose a further three subjects to be studied for GCSE. Pupils are strongly encouraged to take at least one language from a choice of French, Latin or Spanish.

Digital Literacy and Technology, Physical Education and Games are also an integral part of the timetable. The PE

curriculum has an options programme with choices ranging from traditional sports such as hockey and netball, cricket and tennis to new activities such as water polo, fitness room, circuits, volleyball and badminton. Clubs continue in hockey, netball, swimming, dance, tennis, athletics and cricket. As part of weekly digital literacy and technology lessons, all girls will continue to develop their computer skills.

WHY IS ENGLISH A CORE SUBJECT?

Using the English language to effectively express an infinite range of meaning in speech and writing, and being able to understand the complex meanings expressed by others, are essential social and professional skills. Both the English GCSEs support students in understanding and enjoying complex and interesting texts, developing their own ideas about them. They also gain knowledge of great works of literature which have shaped our ideas and language, and which help us to express and to feel what it is to be human.

English Language

EXAMINING BOARD: AQA

Students read a range of fiction and non-fiction texts written from the 19th century to the present day, and work towards thoughtful and perceptive analysis of unseen texts. They practise writing their own stories, descriptions, letters, articles and speeches for clarity and impact.

Students build these reading and writing skills towards two final exams, one testing their ability to understand and create literary fiction texts, and one on non-fiction writers' viewpoints and perspectives and students' own non-fiction writing skills.

PAPER ONE: CREATIVE READING AND WRITING

50% of GCSE: Assessment by exam – 1 hour 45 minutes

PAPER TWO: WRITERS' VIEWPOINTS AND PERSPECTIVES

50% of GCSE: Assessment by exam – 1 hour and 45 minutes

Spoken Language

Throughout the course students are expected to practise their speaking and listening skills by listening and contributing regularly to class discussions, and on occasion by making formal oral presentations. They will be assessed on their ability to present ideas through speech using Standard English, to respond to and ask questions, and to discuss complex subjects clearly and thoughtfully. This element of the GCSE is recognised on their GCSE certificate with a separate endorsement of pass, merit or distinction.

English Literature

EXAMINING BOARD: AQA

PAPER ONE: SHAKESPEARE AND THE 19TH NOVEL

40% of GCSE: assessment by exam – 1 hour and 45 minutes

Girls will study one Shakespeare play, and one nineteenth-century English novel. The exam requires one essay on each.

Whenever possible, teachers choose a play which students will have the chance to see in live production at some point in the course. Typical text choices have included Macbeth and Romeo and Juliet.

Recent novel choices include Dickens' Great Expectations and Austen's Pride and Prejudice.

PAPER TWO: MODERN TEXTS AND POETRY

60% of GCSE: assessment by exam – 2 hours and 15 minutes

Section A - Modern texts

Girls will study a modern play or novel.

Section B - Poetry

Girls will study an anthology of heritage and modern poetry, and in the exam will write a comparative essay on two poems.

Section C - Unseen Poetry

Girls will read a range of poetry to prepare for this section. The exam requires them to read, analyse and compare two previously unseen poems.

International English

EXAMINING BOARD EDEXCEL

Should English not be your first language, depending on your language level and previous learning experience, instead of studying GCSE English you will either do: English as a foreign language taking **CAMBRIDGE B2: FIRST FOR SCHOOLS in Year 10 and **IGCSE ESL** in Year 11**

OR

IGCSE ENGLISH LANGUAGE AND LITERATURE.

Girls with prior experience of studying at a UK school or doing Literature may be considered for GCSE English lessons, but only at the discretion of the International English department after assessment and consultation with the English Department and the Director of Studies.

International English provides overseas girls with the opportunity to:

- Follow a curriculum designed with overseas students in mind, including more open questions than in GCSE and a wide range of textual options.
- Study Literature with or without prior formal experience in small groups of up to 8 pupils.
- Develop language skills which specifically support the development of academic English skills, such as the ability to paraphrase and summarise.
- Receive specialist individual language support in lessons.
- Access language clinics and subject specific language support as required, as well as an additional source of pastoral care from staff used to living, studying and working abroad.
- Be part of the International English community of overseas students and able to participate in a wide range of departmental events.

Vocabulary acquisition and reading skills remain two of the weakest areas of language development amongst foreign language learners. IGCSE Literature helps to foster growth in these areas. Learning English through Literature also benefits those students who find the formal study of grammar challenging.

IGCSE ENGLISH LITERATURE

The aims and objectives of this qualification are to enable students to:

- Engage with and develop the ability to read, understand and respond to a wide range of literary texts from around the world
- Develop an appreciation of the ways in which writers achieve their literary effects
- Develop the skills needed for literary study
- Explore, through literature, the cultures of their own and other societies
- Find enjoyment in reading literature and understand its influence on individuals and societies.

PAPER ONE: POETRY AND MODERN PROSE

60% of IGCSE: assessment by exam – 2 hours

Girls study a set anthology of 16 poems and then answer a comparative exam question on two of them along with an essay response commentary on an unseen poem. They also answer an essay question on a modern prose text. The text we currently study is 'The Whale Rider' by Witi Ihimaera.

PAPER THREE: MODERN DRAMA AND LITERARY HERITAGE TEXT

40% of IGCSE: assessment by exam – 1 hour 30 minutes

Girls complete one 30-mark essay question from a choice of two on each of the set texts. The texts we currently study are 'Kindertransport' by Diane Samuels and 'Great Expectations' by Charles Dickens.

Continued...

International English

IGCSE ENGLISH LANGUAGE

The aims and objectives of this qualification are to enable students to:

- Read a wide range of texts fluently and with good understanding
- Read critically and use knowledge gained from wide reading to inform and improve their own writing
- Write effectively and coherently using Standard English appropriately
- Use grammar correctly, punctuate and spell accurately
- Acquire and apply a wide vocabulary alongside knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language

PAPER ONE

100% of IGCSE: assessment by exam – 3 hours

Section A: Short and long answer questions on two previously unseen text extracts (fiction or non-fiction).

Section B: Directed writing based on ideas presented in Section A texts with a specified audience, form or purpose.

Section C: 1 writing task from a choice of 3 – discursive, narrative and descriptive.

IGCSE ESL

PAPER ONE: READING AND WRITING

Two thirds of IGCSE: assessment by exam – 2 hours

Girls have to demonstrate skimming and scanning skills, and read for gist and detail. They have to produce three pieces of writing including a summary of a text.

PAPER TWO: LISTENING

One third of IGCSE: assessment by exam – approx. 40 minutes

Girls have to respond to a number of audio texts ranging from short extracts to complex arguments or discussions.

CAMBRIDGE B2: FIRST FOR SCHOOLS

A B2 First qualification proves you have the language skills to live and work independently in an English-speaking country or study on courses taught in English. It shows that you can:

- Communicate effectively face-to-face, expressing opinions and presenting arguments
- Follow the news
- Write clear, detailed English, expressing opinions and explaining the advantages and disadvantages of different points of view
- Write letters, reports, stories and lots of other types of text.



Mathematics

EXAMINING BOARD: EDEXCEL

OUTLINE CONTENT

- Number
- Ratio, Proportion and Rates of Change
- Algebra
- Geometry and Measures
- Statistics & Probability

EXAMINATIONS

There will be three equally-weighted, 1½ hour written exam papers at the end of Year 11:

Paper 1 will be Non-calculator; in Papers 2 and 3 a calculator is allowed.

Each paper will have a range of question types, utilising both structured and unstructured questions. Some questions on the papers will be set in context (both mathematical and non-mathematical) with an emphasis on problem-solving.

Religious Studies

EXAMINING BOARD: AQA

SPECIFICATION: RELIGIOUS STUDIES B

Two components:

- Catholic Christianity
- Perspectives on Faith

COMPONENT 1: CATHOLIC CHRISTIANITY

What is assessed?

Catholic beliefs, teachings, practices, sources of authority and forms of expression in relation to six topics:

- Creation
- Incarnation
- The Triune God
- Redemption
- Church and the Kingdom of God
- Eschatology

COMPONENT 2: PERSPECTIVES ON FAITH

What is assessed?

Section A: Judaism, beliefs and practices

Section B: Theme 1: Religion, relationships and families.

Theme 2: Religion, human rights and social justice.

How is it assessed?

Both components are fully assessed by examination, each lasting one hour and 45 minutes.

Science

EXAMINING BOARD: AQA

All girls are expected to study Science at GCSE and we offer courses in separate Biology, Chemistry and Physics, as well as Trilogy Science, which is a Combined Science course worth two GCSEs.

As part of the compulsory common core, all pupils are expected to study science for six periods a week in Years 10 and 11.

GCSE SCIENCE TRILOGY:

To ensure that every pupil has a balanced Science curriculum, we strongly encourage girls to study the AQA Trilogy Science course. This tests the knowledge and understanding of Science and the application, analysis and evaluation of that knowledge in a context relevant to the 21st century. It is also designed to develop core skills for studying Science subjects at A level.

Pupils taking the Trilogy option will have two dedicated lessons each week covering each science discipline separately, which will be taught by subject specialists.

The Trilogy course consists of seven Biology topics, ten Chemistry topics and seven Physics topics. At the end of Year 11 pupils will take six papers – two Biology, two Chemistry and two Physics. Each will assess different topics. Questions are multiple choice, structured, closed short answer and open responses.

At least 15% of marks in all courses will come from questions relating to practicals. There is no separate coursework element.

All the written papers for these courses are available at Higher Tier or Foundation Tier, although we would expect almost all girls to be entered at Higher Tier.

Each paper has equal weighting of 16.7% of the final grade and has 70 marks. The Trilogy course has a double grading system from 9-9, 9-8 through to 1-1, resulting in pupils obtaining two GCSEs.

Pupils considering taking any Science related subject in Year 12 are well prepared by the Trilogy GCSE course, as long as they achieve a minimum of an 8-7.

Full details of this Trilogy Science course can be accessed from the AQA website at the following address:

www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464/introduction

SEPARATE SCIENCES:

If students wish to focus on studying only two sciences in greater depth, they may instead choose to take two separate sciences as their compulsory common core component. They will then have three periods each week devoted to their chosen two sciences.

Please note, pupils cannot take a specific A level science without either having studied Trilogy (which covers all three science disciplines), or the appropriate single science.

For more information about separate Biology, Chemistry or Physics please see the individual entries below:

GCSE BIOLOGY

Biology is the science that studies life and living organisms. It looks at anatomy, chemical processes, physiological mechanisms and the interactions between organisms. It therefore has a valuable part to play in helping you to become aware of the environment, the working of your body and health issues. The AQA Biology GCSE course has an emphasis on 'scientific literacy' as well as scientific content. In addition to studying a body of scientific knowledge you will come to understand the process of science which allows you to be able to evaluate the scientific data that you see on the Internet, in newspapers and magazines, and on television. The course is a stimulating, inspiring and thought provoking.

You will be provided with many resources on the class One Note to stretch your lesson-based learning and are encouraged to complete independent research.

The topics covered are by the AQA Biology course are:

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology
- Examinations

There are two written papers, each worth 50% of the GCSE. The papers are offered at both Higher tier and Foundation tier, but both papers must be taken at the same tier. We expect that the students will be entered for Higher tier, which assesses grades of 9 to 4. There is no formally assessed practical coursework.

Students have to complete ten compulsory practical activities. Knowledge and understanding of these experiments and general practical work will form at least 15% of the marks in the written papers.

- **Paper 1:** One hour 45 minutes. Cell biology; Organisation; Infection and response; and Bioenergetics
- **Paper 2:** One hour 45 minutes. Homeostasis and response; Inheritance, variation and evolution; and Ecology

If you follow the trilogy GCSE course, instead of the separate Biology GCSE, you still cover the seven topic areas listed above. However, if you opt for separate Biology, you study the topics in more depth, so for example in the topic 'Homeostasis and response' you also will learn about the brain and the eye, which are not covered by the Trilogy course.

GCSE CHEMISTRY

The imperatives for continuing the study of Chemistry at GCSE, whether as a separate science or as part of the Trilogy Combined Science GCSEs, are strong and persuasive. Here, at Mayfield, we strive to offer an engaging and relevant pathway for the young women of the future to make a positive difference to the big challenges we face, which so often have chemistry at the core, both globally and locally.

An understanding of chemistry will be personally empowering, informing opinion and decision making, and broadening of, and enhancing of, attractive and productive career options.

The study of the AQA chemistry specifications that we follow at GCSE includes a development of the experimental skills that support the understanding of chemistry as an empirical science, where ideas and arguments are tested against the evidence, using a range of techniques, and evaluated. Theoretically at GCSE we make a serious start to answering fundamental questions such as: what are things made of and how do we find that out, how do we explain how substances behave, and how can substances be made and/or changed.

The topics covered in both separate Chemistry GCSE and the Trilogy Chemistry include:

- atomic structure
- chemical bonding
- quantitative chemistry (the mole concept)
- chemical change
- rate and extent of change
- associated energy changes
- chemistry of the atmosphere
- organic chemistry
- chemical analysis
- using resources

The additional material found in the separate Chemistry GCSE specification and not in the Trilogy that is required at A level is limited to some aspects of the quantitative, the organic and the analysis topics. However, this material is covered comprehensively in the first year of A level study.

Broadly, if you know now that you want to study Chemistry at A level or at University level then there is a good case for taking the separate Chemistry GCSE, which will allow you to spend more class and study time on the subject and to develop the thinking skills involved more deeply. However, a challenging alternative to studying the three separate sciences, might be the Trilogy course paired with the new option of GCSE Computer Science, which would be excellent preparation for aspiring university physical scientists.

Science

GCSE PHYSICS

To understand the world, one needs to understand Physics. At Mayfield, this can be studied as part of the Trilogy course, or for those who wish to explore topics such as Space and Optics, separate Physics.

In Year 10, we are hoping to develop the skills needed that allow you to engage meaningfully with the modern world. The department has worked hard to create a meaningful, contemporary curriculum that should provide you with many opportunities to develop, not only your understanding of the scientific process, but enhance your mathematical skills, and even introduce you to some coding concepts for data visualisation. An understanding of Physics can provide access to many technical fields, and is looked on extremely favourably by any higher level education institute.

The study of the AQA Physics specifications that we follow at GCSE includes a development of the experimental skills that support the understanding of Physics as an empirical science, measurement is at the heart of all we do. Moreover, we look at developing ideas and arguments in light of evidence, showing how to critically evaluate data. Theoretically at GCSE we make a serious start to answering fundamental questions such as: what is energy, how does electricity transfer energy, how do forces make things move.

The topics covered in both separate Physics GCSE and the Trilogy Physics include:

- Energy
- Electricity
- Particle model of matter
- Atomic structure
- Forces
- Waves
- Magnetism and electromagnetism

The additional material studied in the separate Physics GCSE specification broadens all of these topics and in addition gives students the opportunity to look at the topic of Space and the nature of the universe.

Physics, either studied through the Trilogy course, or as the separate science, paired with the new option of GCSE Computer Science, would be excellent preparation for aspiring university physical scientists.

Languages

Although languages are not part of the core compulsory subjects, we strongly encourage all pupils to study a language as one of their Option Choices in Years 10 and 11. The importance of learning languages cannot be overstated: whatever your career, knowledge of other languages is an enormous asset. You learn not only a specific language but also how to learn languages in general. The more languages you learn, the more competent a linguist you

become. Along the way, you experience the excitement of communicating in another tongue and understanding another culture, while enhancing your employment prospects at the same time. In short, language learning is a lifelong adventure.

Please see separate entries for French, Spanish and Latin in the Option Subject pages.

Inspiring Digital Enterprise Award

As part of their DLT lesson, during Year 10, all girls will have the opportunity to complete their bronze and silver Inspiring Digital Enterprise Awards. This award (known as iDEA) is an international award-winning, industry-recognised programme that helps our students develop digital, enterprise and

employability skills. The course covers crucial knowledge to help our students thrive as citizens, workers, makers and entrepreneurs. It is anticipated that all girls will complete their bronze award by the end of Year 10, with the opportunity to gain their silver award through extra-curricular work.



Optional Subjects



Girls will choose three of the following subjects to study, alongside their core subjects:

- ART & DESIGN
- BIOLOGY*
- CERAMICS (3D DESIGN)
- CHEMISTRY*
- CLASSICAL CIVILISATION
- CLASSICAL GREEK**
- COMPUTER SCIENCE
- DRAMA
- FOOD PREPARATION AND NUTRITION
- FRENCH
- GEOGRAPHY
- HISTORY
- LATIN
- MUSIC
- PHYSICAL EDUCATION
- PHYSICS*
- SPANISH

Notes

*Any pupil wishing to take three separate sciences (Biology, Chemistry and Physics), must include the third science as one of their three option choices. For more information about each separate science please see the science section at the front of the booklet.

**N.B. Classical Greek is offered biennially and taught during two afternoon activity sessions. It can therefore be taken as an additional GCSE and there will be the opportunity to sign up for this separately on the choices form.

Note to girls

To help you with your decision the course content for each GCSE is outlined in this booklet. Talk to your subject teachers and parents. Do not choose a subject because your best friend is doing it or because you like the teacher! Choose a subject because you enjoy it, expect to excel in it and, if appropriate,

it meets the requirements for any future career path. Please be aware that some subjects have certain requirements; these are to be found in the relevant subject sections and should be considered carefully before subject choices are made.

Art & Design

WHY CHOOSE ART & DESIGN?

EXAMINING BOARD: EDEXCEL

GCSE Art provides the opportunity to work across a range of two and three-dimensional disciplines. If one of your strengths is creating personal and innovative artwork and you enjoy problem solving, manipulating media and enjoy thinking within a creative capacity this course is an enriching complement to your other core subjects.

If you are considering making your career in the art world, GCSE Art forms the starting point for this journey. The degree courses on offer to you are extensive and include specialisms such as architecture, interior design, fine art painting, print making, sculpture, textiles, fashion, shoe design, millinery, jewellery, animation, graphic illustration, photography and three-dimensional design.

This course offers students an opportunity to think independently and creatively, discovering personal strengths and qualities within a stimulating environment. As practising artists, pupils refine their skills, trust their judgement, take risks, make informed decisions and articulate the meaning behind their evolving work, all vital skills for life in the modern world.

OUTLINE CONTENT

By following the Unendorsed Art & Design course pupils can work across several disciplines. During Year 10 candidates complete a series of workshops across the four areas in which they can specialise: Drawing and Painting, Fine Art Textiles, Three-Dimensional Form and Photography with Photoshop.

- Drawing and painting, both traditional and experimental using a wide range of scale and media including pencil, paint, charcoal, inks, scalpel work, pastel and collage. Pupils work with oil paints, acrylics, watercolour and mixed media on a variety of scales using canvas and board to create final pieces.
- Textiles - girls can create experimental textile work combining fabric, threads and paper to create stitched mixed media outcomes. They can also construct three dimensional sculptural forms using mannequins and moulds, also exploring screen printing, silk painting, stencil work and batik.

- Sculpture, exploring 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, experimenting with wire, metal, melting and fusing plastics, paper construction and assemblage.
- Photography with Photoshop and digital manipulation. Pupils explore traditional and contemporary photographic processes including photograms, working with a lightbox, darkroom processes and studio work. Using Photoshop girls develop a fluent understanding of composition and digital manipulation enabling them to create final outcomes, mood boards, developmental work as well as repeat designs. Themes explored include portraiture, still life and landscape.

We work through the creative process of research, recording information, studying the work of other artists past and present, reflecting upon how they influence and inspire our own work and ultimately how to develop and refine ideas towards original and personal final outcomes. This course enables each pupil to work as an individual to find their own personal creative route.

COURSEWORK (60%)

From Year 10 through to January of Year 11 girls produce a portfolio of art work. This consists of sketchbooks and mounted large scale pieces of art in both two and three dimensions. They are required to keep a sketchbook/journal which documents thoughts, opinions, experiments and ideas. We will visit art galleries and museums to gain inspiration as well as work with visiting artists.

EXAMINATIONS (40%)

In the Spring Term of Year 11 girls will begin their externally set paper. Candidates have several weeks to research their own topic and develop ideas, followed by ten 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 achievements are celebrated with a summer exhibition and private view.

Ceramics (3D Design)

WHY CHOOSE CERAMICS?

EXAMINING BOARD: OCR

Clay is a wonderful and ubiquitous material, whose popularity lies in its ability to be transformed. It is important to have a creative discipline in a rounded educational programme and Ceramics offers an excellent opportunity for the expression of personal and creative ideas and the development of the necessary skills and techniques required for their realisation.

Ceramics encourages flexibility of thought and engenders the development of analytical and aesthetic judgement. It allows for personal expression, teaches self-discipline and provides an opportunity for a healthy alignment between intellectual and feeling processes. Within its base in both the creative and technological areas, it can appeal to artistic pupils and also to those more scientifically orientated. Mayfield pupils benefit from having excellent and extensive facilities suitable for research, experimentation and practical work, enabling them to achieve outstanding examination results.

There will be an opportunity to take part in a residential trip to Jindezhen in China, a world famous centre for Ceramics. In addition to museum visits and cultural excursions, there will be daily workshops taught by Chinese masters, covering various techniques from the Potter's wheel to blue on white brush decoration. The stunning accommodation overlooks the ancient town and is secured in its own compound with a resident chef to cook all meals.

OUTLINE CONTENT

The course builds on the body of knowledge, skills and understanding established in previous years and is designed to combine the necessary breadth and depth of study with the freedom of choice to accommodate individual

interests, strengths and talents. A vast range of materials and techniques is available for pupils to employ and enjoy. Techniques involve coiling, slab-building, sculpting, modelling, extruding, throwing, casting, joining, pressing, surface colouring and decoration glazing and firing.

GCSE candidates are required to complete two mandatory units:

UNIT 1: DESIGN PORTFOLIO (60%)

Candidates will be required to produce a portfolio of work developed from personal or given starting points or briefs, determined by the Department. The portfolio will consist of a sustained project, theme or course of study. It may be presented in an appropriate format, for example: test tiles, finished ceramic pieces, annotated mounted sheets, ideas sketchbooks and written support, clearly showing the development and realisation of ideas.

UNIT 2: TIMED SET TASK (40%)

Candidates select one question from this paper and have five weeks to plan and prepare supporting studies and tests. This is followed by a 10-hour practical exam over a period of days, taken before Easter.

These units are then marked internally and externally moderated by OCR.

The course is aimed at developing creative and imaginative powers and enabling pupils to express and communicate ideas, feelings and meanings in both two and three dimensions. Museum visits and Potters' Day are essential elements of the course: one is arranged per year. The course culminates in an exhibition of pupils' work to which parents, governors, teaching staff and friends are invited.

The study of Ceramics develops personal confidence and self-esteem and has a beneficial spin-off for other subject areas.

Classical Civilisation

WHY CHOOSE CLASSICAL CIVILISATION?

EXAMINING BOARD: OCR

Classical Civilisation allows students to experience key elements of the two cultures which have had a profound influence on the shaping of Western civilisation. In the first paper students will study the lives and experiences of ancient women from Athens, Sparta and Rome; their education, expectations, and roles in society as mothers, wives, courtesans, warriors and women of influence through a variety of sources. These include ancient inscriptions, drama, sculpture, vase painting and translated texts. We will see how women were revered and feared, stereotyped and mythologised and examine why this was the case. This in-depth study provokes discussion and comparison with today's values and thinking around the status and role of women.

The second paper examines the core elements of the lives of the citizens of Ancient Rome in the 1st century AD. We look at the structure of the family, the role of men and women in family life, education of children, the hierarchical structure of society and political advancement, from the senators at the top, to the slaves and freedmen at the bottom. We study the etiquette and food of dinner parties and the experience of Roman baths. We make a specific study of exclusive Roman houses from Pompeii and Herculaneum as well as the high-density housing of Roman apartment living. We examine the fascinating topic of Roman entertainment: theatre, chariot racing and gladiatorial combat as well as the buildings which housed these spectacles.

Classical Civilisation will develop your analytical skills as you will assess and analyse material from a culture entirely different in many ways to modern society. You will learn to use and interpret a wide variety of primary evidence to support your answers and how to see an issue from a variety of perspectives. You will learn to structure logical arguments in longer pieces of writing and argue for and against a position. You will have to use your imagination to think how problems could be solved in a prescientific age and see how views, which today we find alien and challenging, dominated and shaped an entire society.

OUTLINE CONTENT

THEMATIC STUDY: WOMEN IN THE ANCIENT WORLD 50% OF TOTAL GCSE

Pupils will study Women in Mythology, Young Women, Women in the Home, Improper Women, Women and Religion, Women in Power, Warrior Women and Women to be Feared. Both components involve a comparative study of ancient Greece and Rome and combine literary, inscriptional and material sources. All literature is studied in translation.

LITERATURE AND CULTURE CITY OF ROME: 50% OF TOTAL GCSE

In this component learners will explore everyday life in Roman cities, with a particular focus on the Imperial period and popular sites and artefacts from Rome, Ostia, Pompeii and Herculaneum. The four overarching topics are: Roman Housing, The Family, Structure of Society, and Leisure and Entertainment. There is a range of literature to be read in translation.

Not only will students study artefacts and buildings, but also some of the most fascinating literature from the time, including poetry, satire and letters. All literature is studied in translation.

EXAMINATIONS

Two examination papers.

Both papers are 1 hour and 30 minutes in length and are worth 90 marks (50% of the GCSE) each.

Classical Greek

WHY CHOOSE CLASSICAL GREEK?

EXAMINING BOARD: OCR

This subject gives you the opportunity to study the language and literature of classical Greece as well as experiencing elements of the culture, language and social and political life of Greek civilisation.

OUTLINE CONTENT

Language: Starting from learning the Greek alphabet, pupils will gradually develop an understanding of the structured grammar and syntax of Ancient Greek. Gradual mastery of this will allow them to read short historical passages, which tell stories drawn from history, mythology or Greek domestic life. These stories give a fascinating insight into the psychology and world view of the Greeks and life in an ancient society.

Prose Literature: Pupils will answer comprehension and literary appreciation questions on pre-prepared prose texts by authors such as Herodotus, Plato or Antiphon. Topics may include writings on themes such as the death of Socrates, murder trials and the boyhood of the King of Persia.

Verse Literature: Pupils will answer comprehension and literary appreciation questions on the verse texts by authors such as Homer and Euripides. Topics may include writings on themes such as Odysseus' struggle to return home and the tragedy of Iphigenia, sacrificed by her own father so that he could sail to Troy.

A good working knowledge of Latin is of benefit for this course but this is not essential.

EXAMINATIONS (100%)

Paper 1 1 hour 30 minutes Language (50%)

Paper 2 1 hour Prose literature (25%)

Paper 3 1 hour Verse literature (25%)

Please note GCSE Greek is offered biennially to girls in Year 9 and 10. Girls starting Greek in Year 10 (2023-2024) will complete the GCSE qualification at the end of Year 11. Girls starting Greek in Year 9 (2023 – 2024) will complete the GCSE qualification at the end of Year 10.

This is an extra-curricular course.



Computer Science

WHY CHOOSE COMPUTER SCIENCE?

EXAMINING BOARD: EDEXCEL

Computer Science stands alongside the traditional sciences; it underpins almost every aspect of our lives. Being responsible for many inventions that are now the bedrock of the way we live, Computer Science is an innovative, evolutionary subject at the heart of helping to combat some of the world's most pressing issues from climate change to healthcare to economics. It is a dynamic subject that is constantly evolving.

The field of Computer Science is currently experiencing rapid growth and is a highly sought-after industry in today's job market. The demand for Computer Science professionals is increasing rapidly, as technology continues to play an ever-growing role in all aspects of our lives. The integration of technology in nearly every industry means that proficiency in this subject can be valuable for a wide range of careers.

GCSE Computer Science will allow you to develop your logical, lateral and computational thinking skills. Developing your programming skills through this GCSE course will enhance your ability to think creatively and persevere when solutions are not immediately obvious. The study of Computer Science at GCSE and beyond complements most other areas of study but works particularly well with Mathematics, Physics, Economics, as well as creative disciplines such as Music or Art.

OUTLINE CONTENT

The aims and objectives of this qualification are to enable students to:

- understand and apply the fundamental principles and concepts of Computer Science including abstraction, decomposition, logic, algorithms, and data representation.
- analyse problems in computational terms through practical experience in solving such problems, including designing, writing, and debugging programs.
- think creatively, innovatively, analytically, logically, and critically.
- understand the components that make up digital systems and how they communicate with one another and with other systems.
- understand the impact of digital technology on wider society, including issues of privacy and cybersecurity.
- apply mathematical skills relevant to Computer Science.

EXAMINATIONS

Paper 1: Principles of Computer Science

This is a written examination that lasts 1 hour and 30 minutes. It is worth 50% of the qualification and is marked out of 75 marks.

This paper covers the following topics:

1. Computational Thinking - understanding of what algorithms are, what they are used for and how they work; ability to follow, amend and write algorithms; ability to construct truth tables.
2. Data - understanding of binary, data representation, data storage and compression.
3. Computers - understanding of hardware and software components of computer systems and characteristics of programming languages.
4. Networks - understanding of computer networks and network security.
5. Issues and impact - awareness of emerging trends in computing technologies, and the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.

Paper 2: Application of Computational Thinking

This is an on-screen examination that lasts 2 hours. It is worth 50% of the qualification and is marked out of 75 marks.

This practical paper requires students to design, write, test and refine programs to solve problems. Students will use the Python 3 programming language for this examination. The main focus of this paper is:

- understanding what algorithms are, what they are used for and how they work in relation to creating programs.
- understanding how to decompose and analyse problems in order to design solutions.
- ability to read, write, refine and evaluate programs.

Drama

WHY CHOOSE DRAMA?

EXAMINING BOARD: AQA

Drama is a creative subject, with a wealth of benefits. All pupils grow and mature at different rates, but Drama tends to speed up the process in areas of emotion, aesthetic appreciation and self-confidence. It enhances pupils' self-belief, and nurtures the transferable skills of cooperation, commitment and control. It encourages pupils to develop their empathetic understanding. The course promotes resilience, independent learning and discipline. Drama has the power to explore, shape and change ideas.

The everyday skills needed to succeed in the world of work; the skills of communication, listening, organisation, co-operation and problem solving: Drama covers all of these.

The course develops creativity, encouraging a more rounded individual. Consequently, it compliments and supports a variety of different subjects.

The pupils are given the opportunity to attend a selection of theatre performances and workshops held by professional practitioners. This is an essential part of the course.

COMPONENT 1: UNDERSTANDING DRAMA

(40% of available mark)

- Knowledge and understanding of drama and theatre
- The practical study of one set play
- Analysis and evaluation of the work of live theatre makers

How it's assessed

- Written exam: 1 hour and 45 minutes
- Open book

COMPONENT 2: DEVISING DRAMA (PRACTICAL)

(40% of available mark)

- Process of creating devised drama
- Performance of devised drama (pupils may contribute as performer or designer)
- Analysis and evaluation of own work

How it's assessed

- Devising performance or design
- Devised log

This component is marked by teachers and moderated by AQA.

COMPONENT 3: TEXTS IN PRACTICE (PRACTICAL)

(20% of available mark)

- Performance of two extracts from one play (pupils may contribute as performer or designer). Free choice of play but it must contrast with the set play chosen for Component 1.

How it's assessed

This component is marked by AQA.

Past pupils have enjoyed the contrast of working freely in a studio, as oppose to at a desk. Many have stated how much fun they have had and indeed alluded to the fact that the course has indeed aided them with their future career choices.

Food Preparation and Nutrition

WHY CHOOSE FOOD PREPARATION AND NUTRITION?

EXAMINING BOARD: OCR

Pupils have the opportunity to work in a completely different environment. They will learn many new techniques, improve their organisation and time management, develop problem solving skills and obtain culinary skills for life.

THE COURSE

This qualification in food preparation and nutrition enables pupils to make connections between theory and practice so that they are able to apply their understanding of food science and nutrition to practical cooking.

COMPONENT 1

Principles of Food Preparation and Nutrition

- Written examination: 1 hour 30 minutes
- 50% of the qualification
- 100 marks

Pupils will develop their knowledge and understanding of the following four areas of content through practical and investigation work. This opportunity will allow them to develop different levels of technical skills whilst exploring and consolidating knowledge and understanding relating to food preparation and nutrition.

AREAS OF CONTENT

- A. Nutrition
- B. Food provenance and food choice
- C. Cooking and Food Preparation
- D. Skills requirements: preparation and cooking techniques

COMPONENT 2

Food Preparation and Nutrition in Action

- Non-examination assessment within two different projects
- 50% of the qualification
- 150 marks

THE ASSESSMENTS

Assessment 1: The Food Investigation Task 15% of total qualification

A Food Investigation will be set that will require pupils to:

- (i) (a) research and plan the task;
(b) investigate the working characteristics, function and chemical properties of ingredients through practical experimentation and use the findings to achieve a particular result;
(c) analyse and evaluate the task; and
- (ii) produce a report on all of the above and includes photographs and/or visual recordings to support the investigation.

Assessment 2: The Food Preparation Task 35% of total qualification

This assessment is synoptic and assesses the application of knowledge and understanding in relation to selecting dishes and identifying cooking skills/techniques and the execution of practical skills. The written report must include the planning, preparation and cooking of three separate dishes within three hours, evidencing a range of practical skills and presentation methods. Evaluation of sensory analysis results is also included in this task.



French

WHY CHOOSE FRENCH?

EXAMINING BOARD: AQA

In a globalized world learning a language is a wonderful benefit. Not only does it help when traveling, it is also a great advantage for studying in general and for career prospects abroad.

With France as our closest European neighbour, a top worldwide holiday destination and a diverse historical and cultural centre, the ability to speak French is a major advantage. In addition, French is an official language of the United Nations, the European Union and many other international organisations. French speakers are therefore in demand in a wide range of careers, including banking and finance, international trade, tourism, translation and interpreting, diplomacy and international relations.

OUTLINE CONTENT

Four skills:

- Listening
- Reading
- Speaking
- Writing

PUPILS WILL STUDY THE FOLLOWING TOPICS:

- Theme 1:** Identity and culture : family and relationships, the use of technology in everyday life, free-time activities and customs and festivals
- Theme 2:** Local, national, international and global areas of interest : home town, social issues – health and poverty, global environmental concerns and travel and tourism
- Theme 3:** Current and future study and employment : Life at school and college, jobs and career choices

Pupils will complete a variety of tasks, including reading and listening, comprehension, translation, grammar practice and essay writing.

EXAMINATIONS (100%)

This qualification is linear. Pupils will sit all examinations at the end of the course.

- Unit 1:** Listening 25% of total marks
- Unit 2:** Reading 25% of total marks
- Unit 3:** Speaking: 25% of total marks
- Unit 4:** Writing: 25% of total marks





Geography

WHY CHOOSE GEOGRAPHY?

EXAMINING BOARD: AQA

Studying Geography provides pupils with the opportunity to travel the world from the classroom, exploring case studies in the United Kingdom, newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Girls are also encouraged to understand their role in the world, by considering and challenging different viewpoints, values and attitudes.

Geography enables pupils to develop a 'sense of place', a greater appreciation of the natural environment and a profound awareness of the ways in which people and places interact. Put simply, Geography provides an enhanced understanding of the world in which we live.

Pupils will learn to appreciate that the study of Geography is dynamic, not only because places, geographical features, patterns and issues change, but also because new ideas and methods lead to new interpretations.

OUTLINE CONTENT

Living with the physical environment (35% of available marks)

- **Section A:** The challenge of natural hazards
- **Section B:** Physical landscapes in the UK
- **Section C:** The living world

Challenges in the human environment (35% of available marks)

- **Section A:** Urban issues and challenges
- **Section B:** The changing economic world
- **Section C:** The challenge of resource management

Geographical applications (30% of available marks)

- **Section A:** Issue evaluation
- **Section B:** Fieldwork

Fieldwork is a very important part of the Geography curriculum as it enables girls to test theory learnt in class. Furthermore, it is not unusual for Mayfield Geography fieldwork to be truly awe-inspiring. It is our intention to run a non-compulsory field trip to Italy (or other suitable overseas location) alongside compulsory local fieldwork.

An AQA requirement is that two enquiries are carried out in contrasting environments and that they show an understanding of both physical and human Geography.

In at least one of the enquiries pupils are expected to show an appreciation of the interaction between physical and human Geography.

Pupils' understanding of the fieldwork enquiry process will be assessed in the following two ways:

1. Questions based on the use of fieldwork materials from an unfamiliar context.
2. Questions based on pupil's individual enquiry work.



WHY CHOOSE HISTORY?

EXAMINING BOARD: EDEXCEL GCSE

History helps us to understand the world we live in, allows us to explain where we have come from, and perhaps even where we are going. It looks at the big issues that affect our lives and gives us the opportunity to explore how much of our present life is owed to events and developments in the past. Pupils will gain a variety of skills in History such as, analytical thinking, evaluation, the ability to select relevant evidence, problem-solving and good communication skills. These skills are not only highly regarded by employers and universities, but can also complement and support other subject choices. If you enjoy learning about people and have an interest in the world around you, then History is an excellent choice.

OUTLINE CONTENT

Medicine in Britain through Time c. 1250 - present

In this unit pupils will investigate the development of medical knowledge and practice over the centuries. This unit will help to develop a sense of chronology and to learn about how people's lives improved over time. It also incorporates a focus study on Surgery and Treatment on the Western Front 1914-18 which complements the Year 9 First World War topic and visit to the battlefields of France and Belgium. This unit may be of particular interest to girls interested in a career in medicine or science.

Early Elizabethan England 1558-88

This British depth study will examine the fascinating rule of Queen Elizabeth I and explore the political and religious challenges she faced when she took the throne, including the religious settlement, Mary Queen of Scots and the Spanish Armada. Pupils will also have the opportunity to investigate elements of Elizabethan society such as education, leisure, poverty and exploration.

To support and extend classroom learning, we run a fascinating trip to the National Archives and Westminster Abbey, where girls participate in a workshop handling genuine Tudor documents, and a tour to discover more about one of England's most famous monarchs.

British America 1713-83

This is a chance to find out more about the foundations of modern America. Pupils will investigate the development of the British colonies including issues of piracy, slavery and revolt. Girls will then explore how this part of the empire was lost, through a tea party, war and the Declaration of Independence.

Weimar and Nazi Germany 1918-39

This depth study focuses on one of the most turbulent and interesting periods of history. Pupils will study the social, economic and political crises and achievements of the Weimar government during the 1920s, the collapse of democracy and rise of the Nazis in the early 1930s.

There is also the exciting possibility to join a trip to the dynamic city of Berlin and Krakow in October half-term to experience some of the sites that have been explored on the course, including the Jewish Museum and Auschwitz-Birkenau.

EXAMINATIONS

- Paper 1:** Medicine in Britain through Time c. 1250–present (30%)
- Paper 2:** Early Elizabethan England 1558-88 and British America 1713-83 (40%)
- Paper 3:** Weimar and Nazi Germany 1918-39 (30%)

Latin

WHY CHOOSE LATIN?

EXAMINING BOARD: OCR

Latin provides pupils with the opportunity to study the language and literature of ancient Rome. They will continue building on the foundations of language established in years 7-9, developing a deeper understanding of linguistic structure and increasing their vocabulary. This will be tested by translation and comprehension questions on short passages of Latin, aiming for a level where they can read a small amount of the original work of the greatest Classical authors such as Virgil, Ovid and Tacitus. They will develop a sensitive and analytical approach to language, including an awareness of the relationship between Latin and the languages of today. Girls will also experience elements of the cultural, religious, social and political life of Roman civilisation and its Empire which have inspired the greatest writers, thinkers and artists for centuries.

OUTLINE CONTENT

Language

Pupils will continue and develop their study of the Latin language allowing them to translate and respond to more complex Latin passages, which tell a story or stories drawn from history, mythology or Roman domestic life. Pupils will also be expected to answer questions on a passage, showing comprehension, understanding of grammar and derivations.

Literature Set Text

Pupils will answer comprehension and literary appreciation questions on small amounts of pre-studied and pre-analysed texts by authors such as Cicero, Tacitus and Virgil. Topics may include writing on themes such as Druids, Boudica's rebellion and the poisoning of emperors. The text may be prose or verse.

Latin Literature and Culture

In this unit pupils will develop their knowledge and understanding of Roman civilisation and culture through the study of ancient literature and other ancient source material, including archaeological artefacts, inscriptional evidence and architecture. They will learn how to evaluate the usefulness of primary sources as evidence, identifying gaps, distortion or literary bias. The areas for study will be Myths & Beliefs and Roman Entertainment.

All the material for this paper is studied in English.

EXAMINATIONS (100%)

Paper 1: 1 hour 30 minutes Language (50%)

Paper 2: 1 hour Literature set text (25%)

Paper 3: 1 hour Literature and Culture (25%)



WHY CHOOSE MUSIC?

EXAMINING BOARD: AQA

Music is all around us, and is a huge part of life across the world in various different ways. GCSE Music offers pupils the opportunity to study a wide range of music, through listening and theory, performing and composing. The course is designed to celebrate many different musical styles, and would suit anyone who is enthusiastic about music and music-making. Candidates should have already started to learn an instrument or have singing lessons by the time they make their option choice, but will need to be at least Grade 4 (or equivalent) by the middle of the second year of the course.

Specification at a glance

The qualification is linear which means that pupils will sit all their examinations and submit all their non-exam assessment at the end of the course.

SUBJECT CONTENT

1. Understanding music

Divided into four Areas of Study, this part of the course will explore music from a wide variety of contexts, cultures and historical periods. Examined in a listening examination, this unit will sharpen musical understanding and listening skills, and broaden pupils' tastes and minds, fostering a life-long love of many different forms of music.

a. Area of Study 1. Western Classical tradition 1650-1910

In this area of study pupils will learn about Baroque vocal music, Classical symphonies, Romantic piano music and late nineteenth-century choral works, covering a broad spectrum of Western art music.

b. Area of Study 2. Popular Music

In this area of study pupils will delve into the musicals of Broadway (1950s-1990s), Rock music of the 1960s and '70s, Film and computer gaming music and popular music from the 1990s to the present.

c. Area of Study 3. Traditional Music

This area of study comprises Blues music (1920-1950), Fusion music incorporating African and/or Caribbean music, Contemporary Latin music and Contemporary folk music of the British Isles.

d. Area of Study 4. Western Classical tradition since 1910

The final area of study introduces more modern art music, including the orchestral music of Aaron Copland, music by British and Hungarian composers, and the Minimalist music of Adams, Reich and Terry.

2. Performing music

This unit involves performing as a soloist and in an ensemble. Lesson time is not devoted to performance preparation, and students will need to work on this performance with their individual music teacher.

3. Composing music

Pupils will compose two pieces of music: one in a style of their choosing, and a second in response to a brief set by the examination board. Composing will begin at the start of Year 10 and will explore a variety of different styles and approaches, using Sibelius software and/or Soundtrap depending on the style chosen.

ASSESSMENTS

Pupils must complete all three components of this qualification.

Component 1: Understanding music (worth 40% of GCSE marks)

What's assessed? Listening and contextual understanding
How is it assessed? Examination paper with listening exercises using excerpts of music.

Questions

- **Section A:** Listening (68 marks)
- **Section B:** Contextual understanding (28 marks)

The examination is 1 hour and 30 minutes

Component 2: Performing music (worth 30% of GCSE marks)

What's assessed? Music performance

How is it assessed? As an instrumentalist and/or vocalist and/or via technology:

Performance 1: Solo performance (36 marks)

Performance 2: Ensemble performance (36 marks)

A minimum of four minutes and a maximum of seven minutes of performance in total is required, of which a minimum of one minute must be the ensemble performance. Non-exam assessment (NEA) will be internally marked by teachers and externally moderated by AQA. The performance must be completed in the year of certification (Year 11).

Component 3: Composing music (worth 30% of GCSE marks)

What's assessed? Composition

How is it assessed?

Composition 1: Composition to a brief (36 marks)

Composition 2: Free composition (36 marks)

A minimum of three minutes and a maximum of four and a half minutes in total is required. Non-exam assessment (NEA) will be internally marked by teachers and externally moderated by AQA.

Physical Education

WHY CHOOSE PHYSICAL EDUCATION?

EXAMINING BOARD: OCR

If you play and have an interest in Sport and you want to learn how to improve your own performance as well as more about the wider world of sport this is the subject for you. You can explore your performance through the science behind your body and training as well as Psychology and Sport in a wider Societal setting. GCSE PE will suit girls who already represent the School teams and/or as an individual in at least two activities and are interested in developing their theoretical knowledge of Sport and analysis of performance.

All those who choose to study GCSE PE must commit to attending practices in their chosen assessed activities in order to get the best possible grade.

SUMMARY OF THE COURSE

- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- Understand how the physiological and psychological state affects performance in physical activity and sport
- Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- Develop their ability to analyse and evaluate to improve performance in physical activity and sport
- Understand the contribution which physical activity and sport make to health, fitness and well-being
- Understand key socio-cultural influences which can affect people's involvement in physical activity and sport

60% theory:

Unit 1: Physical factors affecting performance –
1 hour paper (30%)

- Applied anatomy and physiology
- Physical training

Unit 2: Socio-cultural issues and sports psychology –
1 hour paper (30%)

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

Practical activity assessment Analysing and Evaluating Performance (AEP) 40%

Girls select three sports – 1 team, 1 individual and 1 other (either category) all from a specific list of sports: For example Hockey (Team), Swimming (Individual) and Cricket (choice) OR Dance (individual), Netball (Team), Equestrian (choice).

The list is extensive and covers a wider variety of sports that we don't compete in here at Mayfield, e.g Skiing, Rowing, Sculling, Football, Rugby, Basketball, Badminton.



Spanish

WHY CHOOSE SPANISH?

EXAMINING BOARD: AQA

Spanish is the second most spoken language in the world, and with the number of Spanish speakers superseding the number of English speakers, never before has there been a more opportune time to learn the language. Spanish is considered one of the easiest languages for an English speaker to learn, as the pronunciation is largely phonetic and more consistent. As almost 30% of English vocabulary derives from Latin, it is easy to recognise and understand many Spanish words that share the same roots.

As the official language in Spain, as well as most countries in Central and South America, and several Caribbean countries, pupils have many of the most beautiful places in the world to visit. Spain itself has a unique physical and cultural inheritance and speaking the local language will help get you off the beaten path and see more of the real culture.

Learning Spanish will help you to stand out from the crowd in the job market and improve your employability. Companies are continually looking for individuals with language skills as this helps them connect with clients and businesses. Speaking Spanish will look brilliant on your CV and certainly open new job prospects for you.

Spanish speakers are sought after in a wide range of industries and fields such as banking, human resources, travel and tourism, diplomacy and international organisations, teaching and translation and interpreting.

OUTLINE CONTENT

Four skills:

- Listening
- Reading
- Speaking
- Writing

Pupils will study the following topics:

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment.

Pupils will complete a variety of tasks, including reading and listening, comprehension, translation, grammar practice and essay writing.

EXAMINATIONS (100%)

This qualification is linear. Pupils will sit all examinations at the end of the course.

Unit 1: Listening 25% of total marks

Unit 2: Reading 25% of total marks

Unit 3: Speaking: 25% of total marks

Unit 4: Writing: 25% of total marks



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