Mayfield

GCSE Options at Mayfield

A guide for parents and pupils







Chart your course

At Mayfield, the learning journey can be as unique as each of our students. Our curriculum is designed to ignite interest, foster creativity, and stimulate intellectual growth. Here's how we make that happen:

Small class sizes, big opportunities

Imagine a learning environment where every voice is heard, every question is explored, and every student receives individualised attention. With our small class sizes, typically around 15 students per class, that's precisely what we offer. This intimate setting allows for dynamic discussions, hands-on learning, and the kind of personal guidance that helps each girl flourish.

Education, your way

At Mayfield, we encourage girls to follow their passions and create diverse subject combinations that reflect their interests and aspirations. Our flexible curriculum allows for almost any combination of subjects, empowering students to craft an educational journey that's truly their own.

Beyond the classroom

Education at Mayfield extends far beyond textbooks and exams. Our girls engage in real-world projects, collaborative research, and hands-on experiments that bring their studies to life. From conducting fieldwork within our beautiful grounds to participating in international academic competitions, learning is an adventure that never ends.

Preparing for the future

While we pride ourselves on our girls' excellent academic results, we're even prouder of how well-prepared they are for challenges they'll almost certainly meet in the future. Our curriculum is constantly evolving to include cutting-edge subjects and skills, ensuring our students are ready to thrive in a rapidly changing world.

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John Doy
Deputy Head Academic

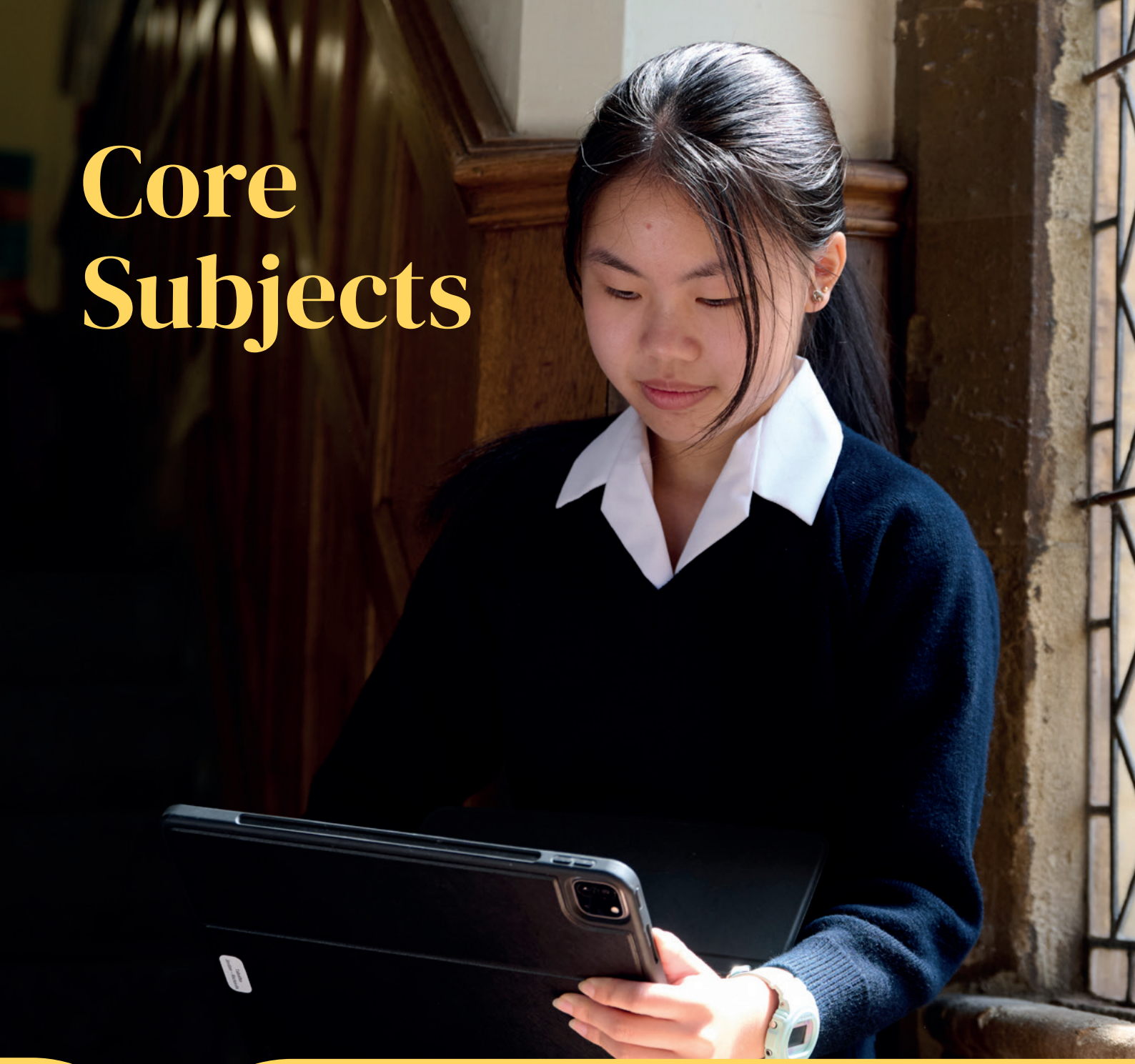
GCSEs are the first opportunity students get to really test themselves academically. At Mayfield we help girls to embrace that challenge and ensure each student makes the right choice for them.

All girls study 9 subjects at GCSE, which enables them to maintain a broad range of skills and interests – building their core academic skills in English, Maths, RS, Science and Languages as well as developing individual passions in the creative arts and humanities.

Taking time to reflect on academic interests and abilities, and considering which subjects to study at GCSE is an important part of personal development and we hope the information in this booklet will help our students, parents and guardians in this process.

Making Informed 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 Year 9 will interview every girl to discuss her options. The Year 9 Options Evening in February provides a further opportunity for girls and parents to discuss option subjects with the appropriate Heads of Department.



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 or three separate sciences)

In addition to these core subjects, your daughter, in consultation with you and her teacher, may choose a further two or 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.

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: PEARSON EDEXCEL IGCSE SPECIFICATION A

First component: Non-fiction texts and transactional writing (one examination, externally moderated). Students read a range of non-fiction texts, dating from the 19th century to the present day, and work towards perceptive understanding and detailed analysis, including comparisons. The examination tests their skills in interpreting both an anthology studied in class and unseen texts, and evaluates their writing skills for various purposes.

Second component: Poetry and Prose Texts and Imaginative Writing (internally assessed and externally moderated). Students submit two pieces of work: one comparative essay on an anthology of classic and modern prose and poetry; and one imaginative prose composition.

English Literature

EXAMINING BOARD: PEARSON EDEXCEL IGCSE ENGLISH LITERATURE

Modern novel: themes, characters, narrative techniques

Poetry: Language, structure, and meaning across a range of poems

Modern drama: characterisation, dialogue, dramatic devices

Literary Heritage: a Shakespeare play

Whenever possible, teachers choose plays which students will have the chance to see in live production at some point in the course.

SKILLS DEVELOPED:

- Close reading and analysis of language, form, and structure
- Interpretation of themes and perspectives
- Essay writing with clear, detailed arguments
- Understanding historical and cultural influences on literature

ASSESSMENT:

Paper 1: Poetry and Modern Prose

Paper 2: Drama and Literary Heritage
(Both papers are written exams)

International English

EXAMINING BOARD: EDEXCEL

Should English not be your first language, depending on your language level and previous learning experience, you are likely to study:

English as a foreign language with the option to take CAMBRIDGE B2: FIRST FOR SCHOOLS if you have not already achieved it, and potentially IGCSE ENGLISH LANGUAGE at the end of Year 11 depending on your ESL competency.

The Department offers a variety of options within the full suite of EDEXCEL IGCSE examinations: English as a Second Language, English Language B and English Literature. Decisions are made on the best courses to pursue following induction testing at the beginning of year, working from the needs and interests of the girls identified during this process.

It may be possible for girls with prior experience of studying at a UK school or doing Literature to do IGCSE English Language and Literature with the English Department, but only at the discretion of the International English department after assessment and consultation with the English Department and the Deputy Head Academic. The expectation is that all EAL pupils study International English, with course content highly customised to their individual needs and designed to achieve the best possible academic outcomes for them across the curriculum.

The Pearson Language B specification has specifically been adopted in place of the Language A offered by mainstream English due to the more practical and functional transferrable language skills it focuses on, particularly transactional and discursive writing. International English also offers the speaking endorsement to continue the development of oracy skills alongside strong reading and writing academic proficiency.

International English provides overseas girls with the opportunity to:

- Follow a curriculum designed with overseas students in mind, including open style questions and a culturally rich range of textual options.
- Study in small groups of up to 8 pupils that enable optimal teacher pupil ratios and a high level of personalised feedback.
- Develop language skills which specifically support the development of academic English skills, such as the ability to paraphrase, summarise, and write for specific purposes.
- Receive specialist individual language support in lessons – ESL input alongside and in support of first language skills.
- Access language clinics and subject specific language support as required, as well as pastoral care from staff used to living, studying and working abroad.
- Be part of a supportive community of overseas students within a department that works to champion their needs and promote their visibility within School.

IGCSE English Language B

SECTION A: READING (40%)

Pupils answer short- and long-answer questions related to two previously unseen text extracts.

This section tests their ability to:

- Develop skills to analyse how writers use linguistic and structural devices to achieve their effects.
- Explore links and connections between writers' ideas and perspectives as well as how these are conveyed.

SECTION C: WRITING (30%)

Pupils choose one 30-mark writing task from a choice of three (discursive, narrative and descriptive).

This section tests their ability to:

- Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.
- Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.

Pupils may also be entered for the separate spoken language endorsement. This may take a variety of forms including:

a) a speech or talk by a student, followed by questions from the audience.

b) a formal debate or dialogue, such as an interview where the student is able to prepare extended responses to questions or prompts, which have been shared in advance, followed by questions from the audience.

Mathematics

All girls will study Mathematics, preparing for the IGCSE. Some girls will also have the opportunity to sit an additional qualification in Further Mathematics.

IGCSE Mathematics

EXAMINING BOARD: PEARSON EDEXCEL INTERNATIONAL GCSE MATHEMATICS A SPECIFICATION

OUTLINE CONTENT

- Numbers and the number system
- Equations, formulae and identities
- Sequences, functions and graphs
- Geometry and trigonometry
- Vectors and transformation geometry
- Statistics and probability

EXAMINATIONS

Most girls will sit the Higher Tier examinations where grades 3-9 are available. A few girls may sit the Foundation Tier examinations, where grades 1-5 are available.

There are two two hour examinations at the end of Year 11. Girls are able to use their calculator in both papers, and a formula sheet is provided. Any topic can appear on either paper.

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.

Level 2 Certificate in Further Mathematics

EXAMINING BOARD: AQA

OUTLINE CONTENT

- Number
- Algebra
- Coordinate geometry
- Calculus
- Matrix transformations
- Geometry

EXAMINATION

This qualification is aimed at girls likely to get at least grade 7 in IGCSE Mathematics.

There are two examination papers, both one hour 45 minutes long. Paper 1 is non-calculator, and in Paper 2 a calculator is allowed. Any topic can appear on either paper, and there are a range of question styles, from short, single-mark questions to multi-step problems.

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

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 all three sciences in Years 10 and 11.

The two available routes are as follows:

GCSE Science Trilogy

To ensure that every pupil has a balanced Science curriculum, the Trilogy Science course comes highly recommended. This course 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 any of the 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 individual sciences in greater depth, they may instead choose to take three separate sciences.

Please note, pupils can take a specific A level science having studied Trilogy (which covers all three science disciplines), or separate sciences.

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

EXAMINING BOARD: AQA

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 extensions to aspects of the quantitative, the organic and the analysis topics. Whilst this material is interesting and challenging it is also 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 science 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 option of GCSE Computer Science, which would be excellent preparation for aspiring university physical scientists.

Science

EXAMINING BOARD: AQA

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 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 provides 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 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.



Optional Subjects

Girls will choose three of the following subjects (or two if they are studying three separate sciences) to study, alongside their core subjects:

- Art & Design
- Ceramics (3D Design)
- Classical Civilisation
- Classical Greek*
- Computer Science
- Drama
- Food Preparation and Nutrition
- French
- Geography
- History
- Latin
- Music
- Physical Education
- Spanish

Notes

**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

EXAMINING BOARD: EDEXCEL

Why Choose Art & Design?

GCSE Art provides the opportunity to work across a range of two and three-dimensional disciplines including photography and digital manipulation. 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 animation, architecture, fashion, fine art, graphic illustration, interior design, jewellery, millinery, painting, photography, print making, sculpture, shoe design, textiles, 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.
- 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.
- 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 and also explore: screen printing, silk painting, stencil work, batik, sculpture and 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, with wire, metal, melting and fusing plastics, paper construction and assemblage.

  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 UNIT (60%)

From Year 10 through to January of Year 11 girls select their theme and produce a portfolio of art work. This unit consists of sketchbooks and mounted large scale pieces of art exploring the different disciplines on offer. They are required to keep a sketchbook which documents thoughts, opinions, experiments and ideas. We will visit art galleries and museums to gain inspiration as well as work with visiting artists.

EXAMINATION UNIT (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 their achievements are celebrated with a summer exhibition and private view.

Ceramics (3D Design)

EXAMINING BOARD: OCR

Why Choose Ceramics?

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

EXAMINING BOARD: OCR

Why Choose Classical Civilisation?

Classical Civilisation allows pupils 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 pupils 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 of 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

EXAMINING BOARD: OCR

Why Choose Classical Greek?

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.

Literature and culture: Pupils will expand their knowledge and understanding of Greek civilisation and culture through the study of the Ancient Olympic Games and the Athenian society.

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 how Arion was saved by a dolphin and Odysseus' time on Circe's island.

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

EXAMINATIONS (100%)

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

Paper 2: 1 hour Verse Literature (25%)

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

Please note GCSE Greek is offered biennially to girls in Year 9 and 10. Girls currently in Year 9 choosing to take Greek will start tuition in September 2026 and complete the qualification at the end of Year 11.

This is an extra-curricular course.



Computer Science

EXAMINING BOARD: EDEXCEL

Why Choose Computer Science?

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 subject 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.

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.

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

EXAMINING BOARD: AQA

Why Choose Drama?

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.

Drama everyday skills are needed to succeed in the world of work; the skills of communication, listening, organisation, cooperation and problem solving.

The course develops creativity, encouraging a more rounded individual. Consequently, it complements 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 text
- 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 the drama studio, with the majority of lessons being practical. Many have stated how much fun they have had and alluded to the fact that the course has indeed aided them with their future career choices.



Food Preparation and Nutrition

EXAMINING BOARD: OCR

Why Choose Food Preparation and Nutrition?

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 include 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

EXAMINING BOARD: AQA

Why Choose French?

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: People and lifestyle

- Identity and relationships with others
- Healthy living and lifestyle
- Education and work

Theme 2: Popular culture

- Free time activities
- Customs, festivals, and celebrations
- Celebrity culture

Theme 3: Communication and the world around us

- Travel and tourism, including places of interest
- Media and technology
- The environment and where people live

Pupils will complete a variety of tasks, including reading and listening comprehension, translation, dictation, grammar practice and essay writing as well as the oral component which includes reading a passage aloud, carrying out a role play, describing a photograph and general conversation.

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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Geography

EXAMINING BOARD: AQA

Why Choose Geography?

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 range from investgating landscapes and natural hazards to the challenges faced by urbanisation, social and economic inequalities, and climate change. Pupils 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. International trips in recent years have included Italy, Iceland and Morocco. Local fieldwork is carried out for both Physical and Human Geography topics.



History

EXAMINING BOARD: EDEXCEL GCSE

Why Choose History?

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, where girls participate in a fantastic workshop handling genuine Tudor documents, including letters penned by one of England's most famous monarchs herself.

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.

The History Department runs exciting overseas trips to support girls' historical knowledge and awareness, for example our recent visit to the dynamic city of Berlin during October half-term to experience some of the sites that have been explored on the course, including the Jewish Museum, Reichstag and Sachsenhausen Concentration Camp.

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%)




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Latin

EXAMINING BOARD: OCR

Why Choose Latin?

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 Laocoon's death and the story of Cupid and Psyche. 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 the Romans in Britain.

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%)

Music

EXAMINING BOARD: AQA

Why Choose Music?

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 assessments 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 of performance 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 is required. Non-exam assessment (NEA) will be internally marked by teachers and externally moderated by AQA.

Physical Education

EXAMINING BOARD: AQA

Why Choose Physical Education?

If you play and have an interest in Sport and you want to learn how to improve your own performance as well as learn 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 all practices in their chosen assessed activities in order to achieve 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: The Human Body and Movement in Physical Activity and Sport (1 hour 15 minutes)

- Applied Anatomy and Physiology
- Movement Analysis
- Physical Training
- Use of data

Unit 2: Socio-cultural influences and well-being in physical activity in sport (1 hour 15 minutes)

- Sport Psychology
- Socio-cultural influences
- Health, fitness and well-being
- Use of data

Non-Examined Assessment 40% Practical
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, Sculling, Rugby, Basketball, Badminton.

AEP

Students are required to analyse and evaluate performance in one activity from the specification. Students can analyse and evaluate their own performance or the performance of another person, so long as it is in an activity that is from the specification. Students are required to analyse and evaluate performance to identify two strengths and two weaknesses. They then need to produce an action plan that suggests ways to improve upon the two weaknesses that they have identified. This work can be completed in either written or verbal format. If it is written, then written evidence must be available for moderation. If it is completed verbally, then it must be evidenced by an audiovisual recording, which must be available for moderation.

Please note that for students wanting to be assessed in 'equestrian', students will need to have access to a horse, or their own horse, and at a level where they can be competing (minimum jump height 75cm).

Spanish

EXAMINING BOARD: AQA

Why Choose Spanish?

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.

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.

Pupils will study the following topics:

Theme 1: People and lifestyle

- Identity and relationships with others
- Healthy living and lifestyle
- Education and work

Theme 2: Popular culture

- Free time activities
- Customs, festivals, and celebrations
- Celebrity culture

Theme 3: Communication and the world around us

- Travel and tourism, including places of interest
- Media and technology
- The environment and where people live

Pupils will complete a variety of tasks, including reading and listening comprehension, translation, dictation, grammar practice and essay writing on the themes covered in the GCSE course.

In the oral paper students read a passage aloud and answer follow-up questions connected to the text, carry out a role-play, describe two photographs and take part in general conversation.

EXAMINATIONS (100%)

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

Paper 1: Listening: 25% of total marks
Paper 2: Reading: 25% of total marks
Paper 3: Speaking: 25% of total marks
Paper 4: Writing: 25% of total marks

Mayfield

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