



# MALVERN

## COLLEGE

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# FOUNDATION YEAR CURRICULUM INFORMATION

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2021 – 2022

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# Foundation Year

## 2021-2022

SECTION A  
COMPULSORY SUBJECTS

# Introduction

## THE FOUNDATION YEAR (YEAR 9) CURRICULUM

Through the curriculum and co-curricular activities, we aim to nurture the personal, learning and thinking skills which are integral to the development of young people and the role they take on in life.

This guide provides a brief outline of the subjects taught in the Foundation Year. All subjects are compulsory, with the exception of Latin, German and Spanish. However, if a pupil has studied Latin or one of the modern foreign languages prior to joining us, it is the expectation that they would continue with their study. All pupils will have a half-term of lessons in both German and Spanish before deciding, at the end of the first term, which of the two they wish to continue for the rest of the Foundation Year.

Foundation Year pupils will work with their tutors to review and monitor their progress over the course of the year. Central to this is the FY Pupil Passport where each pupil will be able to keep a record of their achievements, their contributions to the wider life of the school and their academic performance. At the end of each term pupils are encouraged to take their passport home so that parents and guardians can get an overview of their child's achievements.

In addition to the subject based lessons there are also 3 cross-curricular projects that FY pupils are involved in over the course of the year. The aim of these projects is to give pupils the opportunity to work on complex, real-life situations and problems that encourage collaboration and practical problem solving. The three projects are "Codes and Coding", "Campaigning" and, finally, "Cosmetics," where pupils, working in groups, have to develop a new product and design its marketing campaign.

Teaching in the FY is focused on developing the skills that pupils will need to be successful as they move on through the school. To this end, departments will focus on developing nine transferable skills over the course of the year. Those skills are:

- Literacy
- Numeracy
- ICT
- Communication
- Working with others
- Research
- Questioning and Critical Thinking
- Analysis and Evaluation
- Creating

The FY curriculum should challenge and stimulate all pupils and allow them to develop the skills and attributes that will enable them to be successful as they move up through the school.

# Biology

In the Foundation Year pupils are given an introduction to major biological principles and experimental techniques so that all pupils, irrespective of their background in the subject, will be able to study Biology to IGCSE level and beyond. This is achieved through a mixture of theoretical and practical lessons each week.

A brief outline of the Foundation Year Biology course, which follows the Edexcel International GCSE (4BI1) syllabus, is as follows:

## Autumn Term

- Characteristics of living organisms
- Variety and Classification of living organisms (The Five Kingdoms, main phyla of plants and animals, the five vertebrate classes)
- Levels of organisation from cells to organisms
- Cell structure (major cell organelles, specialized cells)
- Biological molecules (carbohydrates, lipids and proteins, food tests, enzymes and their action)
- Nutrition in Humans (balanced diet, the role of vitamins and minerals, energy requirements and energy levels in foods, structure and function of the digestive system, ingestion, digestion, absorption and assimilation, peristalsis, the role of enzymes in digestion, the liver and the production of bile, absorption in the small intestine and the structure of villi)

## Lent Term

- Reproduction (asexual and sexual reproduction, the role of gametes in sexual reproduction);
- Reproduction in flowering plants (flower structure, differences between wind and insect pollinated flowers, pollination and the growth of pollen tubes, fruit and seed formation, seed structure and energy storage, germination and required conditions, artificial pollination and propagation methods);
- Human reproduction (structure and function of the male and female reproductive systems, puberty and the development of secondary sexual characteristics, the menstrual cycle and the role of oestrogen and progesterone, sexual intercourse, fertilisation and implantation, the role of the placenta and umbilical cord, the role of the extra embryonic membranes and amniotic fluid, birth).
- Respiration (anaerobic and aerobic respiration, equations and examples of each, observing and measuring respiration);
- Gas Exchange in Humans (structure of the breathing system, how we breathe, the role of the intercostal muscles and diaphragm, breathing experiments and the spirometer, structure and function of the alveoli, gas exchange, breathing and exercise, consequences and dangers of smoking).

## Summer Term

- Gas Exchange in flowering plants in relation to respiration and photosynthesis.
- Leaf structures and stomata; how their structure is related to gas exchange and photosynthesis.
- Photosynthesis equation; how carbon dioxide, light intensity and temperature affect the rate of photosynthesis.
- Plant mineral nutrition.
- Reproduction in flowering plants: structure of wind and insect pollinated flowers, pollination and fertilisation, fruit and seed formation, germination and asexual reproduction of plants.
- Assessed practical investigation.

# Chemistry

The aim of the Foundation Year Chemistry syllabus is three-fold:

- To provide an introduction and background to the Edexcel IGCSE course;
- To bring all pupils up to the same level of proficiency in the subject, whatever their background;
- To engage the pupils' interest in the enjoyable, important and highly relevant subject of Chemistry.

Wherever possible, the concepts of the subject are introduced and taught through practical laboratory work and this is especially true at the start of the course, which commences by looking at the separation techniques which chemists employ. It is vitally important that pupils learn to work safely in the laboratory, but with confidence, and the topic of separation techniques provides a lot of laboratory experience. Basic concepts such as elements, mixtures and compounds together with states of matter will be used by the pupils throughout their IGCSE course and beyond, and these are also introduced at this stage.

The pupils then move on to study atomic structure and isotopes, and the relationship between the atomic structure of an element and its position in the periodic table. There follows a more in-depth study of the very exciting and highly reactive Alkali metals (Group 1) and the Halogens (Group 7). From their prior understanding of electronic structure pupils are able to predict the reactivity of elements that they have not studied. We finish the term by comparing the reactivity of various metals in water and acid in order to establish a reactivity series.

In the Lent term, we start to consider the nature of chemistry between metals and non-metals in terms of ions, relating back to atomic structure and the periodic table and at the same time considering the properties of ionic substances, such as sodium chloride. The chemistry behind rusting and its prevention is also explored. The term concludes with an investigation of the behaviour of acids, bases and indicators and how their chemistry can be controlled to produce different types of product.

In the Summer term, pupils take on the challenge of writing chemical formulae and equations. Following this we study the chemistry of the Earth's air, including its composition and the causes and impacts of greenhouse gases and acid rain.

After each topic pupils sit an end of topic test and the marks are collated to provide an idea of progress and understanding. A full examination is then sat at the end of the Summer Term.

# Design & Technology

In Design and Technology, we encourage all pupils to develop their creative abilities, problem solving and practical skills. Throughout the Foundation Year, pupils gain an insight into the exciting possibilities within the subject through a wide range of experiences in response to focused designing and making tasks. During the year, each student will complete a project associated within each of our three main specialist areas that we have to offer. These are Resistant Materials, Graphic Products and Fashion & Textiles.

## **Resistant Materials**

Pupils concentrate on designing and making products that are manufactured using the materials; wood, metal and plastics in many forms. As well as learning hand skills, they are introduced to a range of industrial processes to shape and form materials including computer aided manufacturing.

## **Graphic Products**

Pupils are introduced to designing and developing ideas for interior architectural design, garden design and 3D product (concept) design. This introduces a range of creative designing and making skills, technical knowledge and understanding relating to graphic products including CAD using Solidworks and Sketch up.

## **Fashion & Textiles**

Pupils develop their understanding and abilities in design through processes associated with Textiles, including machine embroidery, sewing by hand and construction skills. They will build up their creative approach through the exploration of imaginative and intuitive ways of working by using different media, materials and technologies associated with the field.

Students are encouraged to utilise the department outside of lessons to further develop their practical skills either by completing a self-initiated project or enroll on the many CCA activities hosted by the department.

# Drama and Theatre

Drama and Theatre at Malvern provides every pupil in the College with the opportunity of acquiring knowledge and experience of performing, directing and designing from both an historical, practical or technical perspective. Opportunities exist for our pupils to develop skills and talents in various aspects of Theatre and performance. These opportunities are provided both within and outside the organised curriculum – through GCSE/A Level study, participation in a varied programme of co-curricular productions, the annual House Drama competition, Speech and Drama/Musical Theatre (LAMDA) tuition, Technical Theatre club or co-curricular Dance activity. The College is fortunate to have its own theatre, the Rogers Theatre, which has recently undergone a £4 million refurbishment. The hub of the department's activities, it is a flexible performance space, which lends itself to many styles of staging, from end-on, thrust and theatre in the round. The lighting provision is excellent, with a 'ladder-free' accessibility, cat walks and a tension wire grid enabling our pupil technicians to be completely 'hands-on', a large stock of lanterns and fully computerised digital control consoles for lighting and sound. Stage design and set construction are well catered for, and there is a large and varied stock of in-house costumes. Pupils are encouraged to play a very full part in all these aspects of theatre. Speech and Drama/Musical Theatre tuition is an increasingly popular choice for our pupils wishing to study for LAMDA examinations or participate in local competitive arts festivals.

In the Foundation Year the basis of the academic drama course is to use theatre games, improvisations, role plays and short script extracts to develop basic skills of movement, response, speech, use of performance space and audience awareness. Pupils will work on collaborative and communication skills, confidence performing before an audience, creation of character, consideration of design aspects and understanding of basic theatre terminology.

In the Summer term all pupils participate in a Shakespeare Film project, involving storyboarding, performing, recording and editing a short movie. The FY have the opportunity to audition for the Lower School drama production, currently performed in the penultimate week of the Summer Term. Recent plays performed by the Remove and FY include Grimm Tales, Treasure Island, Alice, The Lion, The Witch and The Wardrobe, The Odyssey, Private Peaceful, Holes and Animal Farm.

# English

English plays a key role in the Foundation Year, both as a support for the other subjects and as an area of study in its own right. Pupils build on their previous work and look forward to the stretch and challenge of the IGCSE course.

Though the order in which we study texts sometimes varies, we generally begin with a focus on the novel in conjunction with the launch of the Reading Ladder (see below). Through wide reading and negotiated learning, all pupils will be involved in a wide range of oral and written assignments.

A Shakespeare play will be the second of the year's major texts. The main purpose here is to familiarise pupils with Shakespeare's language and power as a dramatist, and to look at the context in which the plays were written. It is sometimes the case that we will include a second drama text for study in the course of the year.

Poetry is another area for specialised focus. This normally requires a degree of independent research as we challenge the pupils through a selection of poems by a variety of poets from various periods and contexts. We will also work on what makes poetry distinct as a genre, particularly in relation to form, imagery and diction, while developing their 'toolkit' of poetic devices for both analysis and original composition.

Opportunities for formal and informal creative writing will arise throughout the year. We are firm believers in the dictum that good writers make good readers and pupils will be encouraged to write their own stories, poems and dramatic extracts at different times. Equally, grammar and expression are explicitly taught and all written work is marked with a view to improving the accuracy and fluency of pupils' writing.

Throughout the year and alongside the literature, pupils will be thinking about the ways in which we argue, persuade and advise one another. They will also be looking at how the media and advertising work more broadly, from the language of newspapers and magazines to the jargon of the blogosphere.

As we believe that reading is central to our pupils' progress, we are particularly proud of the Reading Ladder scheme. This is the means by which Foundation Year pupils are rewarded for reading in their own time. There is a huge range of books for them to choose from and the more they read, the more points they accumulate towards their end of year score. Each set teacher and the librarians will provide help and encouragement in getting pupils started and in climbing the ladder as the year goes on.

# English as an Additional Language

EAL is usually compulsory for those pupils for whom English is not their native language. All pupils are carefully assessed when they arrive at Malvern to establish their English language level and their cultural and educational background with regard to English. All relevant information will then be used to make a decision about a pupil's English language needs.

The work in the FY focuses on not only the production of grammatically correct English but also on writing styles and techniques needed in other academic subjects. We use course books and authentic material to develop vocabulary and include cultural topics in which the diversity of background within the small group can be exploited and enjoyed. Regular discussions of current affairs are an important aspect of developing pupils' general knowledge and understanding.

It is vital for all pupils to feel confident in their use of English in order for them to perform to the best of their ability in all subjects. Pupils at Malvern study EAL until the GCSE year, ultimately taking the Cambridge IELTS examination in the Hundred.

Where appropriate we can offer one to one private tuition EAL teaching to support the development of a pupil's English language skills. This can only go ahead with parental consent.

# French

Our approach in the Foundation Year is a combination of modern resource-based techniques and traditional learning of the structure of the language. There are three main aims:

- grammatical sophistication and accuracy
- communicative competence
- cultural awareness

Communication skills are developed as a priority but cultural objectives are not ignored, and the understanding of a different people's way of thinking and feeling is an important ingredient of French and of the intellectual benefit of the course. Whilst enthusiastic in the development of practical skills, we ensure that this is not to the detriment of rigorous training for a precise and accurate appreciation of linguistic problems. From the Remove year onwards, pupils are encouraged to take part in French trips organized by the department.

Pupils in the Foundation Year follow this programme, which prepares them for (I)GCSE examination.

## Autumn Term

- Grammar: present tense, passé composé, imperfect, immediate future, simple future, regular and irregular verbs, reflexive verbs, modal verbs, adverbs, adjectives, possessive adjectives, comparatives and superlatives, prepositions, negative forms, en + present participle, introduction to more sophisticated grammatical structures.
- Topics: Personal life and relationships, social activities.

## Lent Term

- Grammar: present tense, passé composé, imperfect, immediate future, simple future, conditional mood, pronoun Y, asking questions, direct and indirect object pronouns, emphatic pronouns, relative pronouns, preceding direct object, prepositions, sophisticated grammar structures
- Topics: Home and abroad, Education and Employment

## Summer Term

- Grammar: present tense, passé composé, imperfect, immediate future, simple future, conditional mood, imperative mood, introduction to subjunctive mood, past conditional, partitive articles, falloir, avant de + inf, après avoir/être + past participle, revision major tenses and structures.
- Topics: Fitness and Health, The world around us.

The French department uses a variety of resources (books, magazines and online resources) which pupils can readily use to support their learning and to help them consolidate their skills in Listening, Reading and Writing. French assistants are also available to help pupils acquire conversational French and develop their fluency.

# Geography

Geography is fundamentally a subject where ideas are tested and concepts explored. The aim of the Foundation Year course is to challenge the pupils in terms of their own perceptions and encourage them to learn through practical experience and fieldwork.

We will begin the year with a study of the Anthropocene. Each topic will have at its core an element of theory, which will be explored via a number of different skills and practical tasks, including fieldwork. Where fieldwork takes place off the school campus there will be an extra charge to parents. Pupils will learn to work with and to manipulate a range of data, using ICT, traditional mapping techniques, GIS, graphs, photographs, sketches and diagrams.

Our aim is to produce pupils who are inquisitive, systematic and thorough in their research, with the ability to challenge preconceptions and present data to support their own ideas. The 'tool box' of techniques that they learn in this year will be vital to the study of the subject at IGCSE and later for A level or IB.

# History

The Foundation Year syllabus provides the opportunity to study the causes and course of the First World War, to undertake a project relating to a historical period of each pupil's own choosing, to investigate the history of Malvern College, and to study American history. Some of this material forms valuable background to the IGCSE (Cambridge) History course. Essential skills that are nurtured in the Foundation Year include analysis and interpretation of sources and writing coherent and developed explanations of why events happen and the extent to which change occurs. In so doing, literacy skills and those required for independent research are also developed. Pupils explore crucial political, social and military themes.

Pupils begin with a study of the history of Malvern College from 1865 until 1914 and this leads into work on the First World War. They consider the origins and outbreak of the war, before analysing the Western Front and other Fronts and the reasons for the collapse of the Central Powers. The exploration of the First World War finishes with an account of the German Revolution of 1918 and the background to the Peace Settlement of 1919.

Each pupil also selects a research project from a wide range of options, spread both chronologically and geographically. Pupils then have about six weeks in which to conduct their own research, guided at all stages by their teacher. They then learn about the Slave Trade, including the nature of slavery, the anti-slavery movement, and the achievement of abolition in the UK. They also examine the impact of slavery as a cause of the American Civil War, study the course of the Civil War, and analyse the Civil Rights movement in the USA.

# Life Skills

In the Foundation Year, pupils build on the knowledge and understanding, skills, attributes and values they have acquired and developed at their prep schools. The Malvern College Life Skills education programme acknowledges and addresses the changes that young people experience, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Pupils learn to manage diverse relationships, their online lives, and the increasing influence of their peers and the media.

Life Skills in the Foundation Year takes place formally through a series of lessons which are divided into three core themes:

- Health and Wellbeing
- Living in the wider world
- Relationships

## **Health and Wellbeing**

This covers First Aid, peer pressure and work/leisure/exercise balance and healthy coping strategies. The Self Awareness unit concentrates on developing pupils' self-knowledge and ability to manage emotions. Lessons on Developing a Healthy Lifestyle complement the work on Health Education taking place elsewhere in the curriculum. Pupils are taught using a normative approach how to assess the risks of drug and alcohol abuse.

## **Living in the wider world**

This theme is supported by careers seminars and tutor time but in Life skills the students look at online reputation and sexting. The E-Safety and Cyberbullying unit will encourage pupils to learn strategies to avoid getting into or contributing to negative online situations and will give advice on where to go and who to turn to for help and advice. Pupils will also learn about appropriate online behaviour and how to be a responsible digital citizen. At the end of the FY year the students are all involved in an enterprise project.

## **Relationships**

The students explore conflict between friendships and family. The Relationships and Responsibilities unit of the course deals with responsibilities that individuals have both within their families and within the community. Issues such as homophobia and sexism are explored. Pupils should understand the different forms of bullying – how it feels, why people do it, the College's Code of Practice and what is expected of individuals.

Relationship and sex education in the FY covers healthy relationships, consent, the risks of STIs, and pornography.

# Mathematics

Good mathematicians need a variety of skills and the FY syllabus has been set up to develop those skills, with the focus being on enjoyment and skill-development rather than an abundance of new content. Pupils will be encouraged to work independently, researching some of their learning themselves, sharing in class through presentations, investigating patterns and connections, and developing their use of technology. The year is divided into 5 modules as follows:

- Autumn Term: Algebra and Graphs and Sequences
- Lent Term: Shape and Data
- Summer Term: Number (focus on Excel work)

Each pupil will need a calculator, and we are now recommending the CASIO 991ES PLUS (sold through the school) as the one most suited to IGCSE preparation. Good mathematics students who are considering A level might want to purchase the Casio 991 EX Classwiz which has been produced with extra functions to fit the new A level specification.

Each of the topics taught falls broadly into one of the following categories: Number; Algebra; Shape & Space, Data.

The following topics are likely to be new for a significant number of pupils:

**Number:** Standard form, Percentage change and compound interest problems.

**Algebra:** Use of the three index laws; simplification of indices in algebraic products and quotients (involving more than one variable); expansion of brackets and factorisation (involving one bracket and two variables); formulae for the  $n$ th term of sequences with constant difference; straight line equations of the form  $y = mx + c$  (or  $ax + by = c$ ); solution of linear inequalities; re-arrangement of formulae to change the subject (involving fractions, brackets, roots and squares); expansion of two and three brackets.

**Shape & Space:** Pythagoras' theorem; mid-point and length of a line segment between two co-ordinate points; proof of angle sum for a triangle and quadrilateral; interior and exterior angles in regular polygons; trigonometry.

The top sets are entered for the Intermediate Maths Challenge, and some time in class is spent preparing for this. Classes are set loosely at the start of the year and then again after the second tracking test.

# Music

Music is at the very heart of the Malvern community, with a vibrant calendar of events and a thriving academic and co-curricular programme.

In the Foundation Year, pupils experience musical learning through three roles; the performer, the composer, and the listener. All pupils, regardless of prior musical experience, will be able to immerse themselves in a variety of musical genres, developing skills and understanding that will enable any pupil to access the AQA GCSE.

## 1. The Language of Music (Autumn Term 1)

In unit one, pupils will be given the opportunity to become familiar with the language used to describe music and develop their ability to apply vocabulary to a wide range of music. The music studied will relate to three contexts; Personal (music that pupils are already familiar with), Local (music that has local (British) significance but may be unfamiliar to pupils) and Global (music from a variety of places, societies and cultures). Pupils will also start to embody the roles of performer and composer through short related activities.

## 2. Music and the Moving Image (Autumn Term 2)

In unit two, pupils will explore the impact of music on the moving image, with a particular focus on Film, TV and Gaming music. Pupils will continue to develop and use the language encountered in unit one and develop confidence in performing and composing using DAWs (Digital Audio Workstation) and live instruments.

## 3. Elgar (Spring Term)

In unit three, pupils will encounter a famous British classical composer who lived in Great Malvern, Sir Edward Elgar. As well as exploring the music of Elgar through listening, performing, and composing, pupils will have the opportunity to learn some local history by exploring some of the Elgar Route.

## 4. Blues, Reggae & Rap (Summer Term 1)

In unit four, pupils will study music of black origin; musical forms that arose out of the historical condition of slavery and have since inspired all modern popular music. As well as exploring the genres of Blues, Reggae and Rap through listening, performing, and composing activities, pupils will also have the opportunity to discuss and raise awareness of racism and the Black Lives Matter movement.

# Music

## 5. Independent Project (Summer Term 2)

In unit five, pupils will be able to self-select activities from a wide range of available topics. Pupils may choose to further develop their use of vocabulary and music theory, revisit previous topics and complete further research into an area of particular interest, encounter new musical genres or styles, practise and perform on a musical instrument, or compose using DAWs or live instruments.

# Philosophy and Religious Studies

We recognize that pupils come to us with very different experiences of Philosophy and Religious Studies in their previous schools. Some will have studied the Bible, questions of faith and world faiths and/or philosophical issues through the Common Entrance syllabus; others will have followed the National Framework in schools, and others will have been in environments where there have been no formal lessons in Philosophy or Religious Studies. Therefore, the course does not make any assumptions about previous learning; rather, it builds on the principles of the National Non-Statutory Framework for RE and helps to prepare pupils for their future studies.

In their study of religion, pupils will focus on Christian belief and practice. Secular and humanist beliefs will also be explored. In addition, there will be an introduction to critical thinking, as well as philosophical terms and values. Pupils will be encouraged to uncover the implicit assumptions in arguments, to discuss a wide range of issues whilst listening carefully to each other as well as to develop independent research skills. The course fosters an enquiring, questioning approach.

## Autumn Term

Pupils will cover selected themes in Applied Ethics and Religion: Crime and Punishment, Wealth and Poverty, Equality and Ideas of Justice.

We shall consider the causes of poverty and the use of money. Pupils study Christian responses to poverty and inequality on a national and international scale.

We shall encourage pupils to examine the meaning of equality, and its application in practice, considering areas such as racism and gender discrimination.

The final issue concerns responses to offending, from retribution and deterrence through to reform, forgiveness and reconciliation.

## Lent and Summer Terms

Pupils will cover a further ethical topic on Religion, Peace and Justice, producing their own project on an influential campaigner for social justice of their choosing.

We shall consider different religious approaches to war and violence, including Christian beliefs about pacifism and activism. Animal rights and the philosophical concept of personhood will also be explored, as well as issues in Medical Ethics (organ donation, genetic engineering and abortion).

# Physical Education

## AIM

The College adopts best practice guidelines from the National Curriculum whilst using its excellent facilities and highly trained staff to tailor a bespoke programme for our pupils.

The aim of the physical education programme at Malvern College is to ensure that all pupils:

- Develop competence and confidence in a broad range of physical activities
- Encourage healthy, active lives now and in the future
- Develop the Malvern qualities through 'learning to move' and 'moving to learn'

## OBJECTIVES

- Participate in activities to promote a healthy active lifestyle
- Develop an understanding of establishing a healthy and active lifestyle
- Reinforce and develop cooperative behaviour, leadership skills and reflection

Foundation Year girls and boys are educated in activities appropriate for their development. Where possible to support each individual, lessons are 'team taught'. The pupils remain in groups for the entire year and follow a programme of activities which changes every 4-6 weeks. Pupils who do not study Latin attend an additional PE lesson where they follow a more varied programme throughout the year.

All pupils complete some or all of the blocks looking at the following activities:

Fundamental physical qualities, leadership activities, athletics, personal survival, swimming, health related fitness, striking and fielding, invasion activities, net/wall activities and outdoor activities.

There is no official grading system for pupils in the FY as we want them to associate their willingness to engage and participate in the activities as success. Encouraging pupils to be physically active across a wide spectrum of activities is the priority rather than grading them on how good they may be in performance. They will have the chance to reflect on aspects of performance as well as key teaching points throughout the academic year.

If pupils are unable to participate physically, they will still have the opportunity to adopt alternative roles such as coach, leader and official.

In addition, all pupils in the Foundation Year are encouraged to pursue and participate in a wider selection of physical endeavours on offer at the College, such as outdoor pursuits and of course the mainstream and minor sports.

# Physics

The aim of the Foundation Year Physics course is to give pupils an introduction to Physics as an independent subject, and to provide a foundation for the two focused IGCSE years which follow. Experimental work takes a very high profile, and the intention is that the pupils will be involved in some practical work during at least one of the two weekly lessons, with the other devoted to explanation of new concepts and consolidation of old ones. The subject matter is broken up and tackled thematically as follows:

**Section 1 – Experimental Physics (6 Weeks):** A basic introduction into the scientific method, experimental work, calculations and experimental analysis. We use the topics of speeds and stretching things to give the students this basis.

**Section 2 - Space (10 Weeks):** We tackle a great many concepts in this topic with the aim of relating them to space. The topic is broadly broken into two: firstly, look at what objects exist in space and how they move. Secondly, we tackle waves in space including the Electromagnetic spectrum, reflection and refraction with the aim of explaining how astronomers are able to take measurements of objects far away.

**Section 3 – Submarines (10 Weeks):** Once again there are many concepts within this topic with the aim of being how to relate them to submarines. As with the space topic, this one is broadly split into two, the first topic handles how submarines are able to float and sink including concepts such as density and pressure. The topic then moves on to look at what waves a submarine may use/encounter.

The Physics Department has an extensive section on the school's virtual learning environment which is aimed at allowing students to review topics independently and enhance their understanding.

A whole year-group progress test takes place at the end of each half-term and there is also an end of year examination.

# Visual Arts

Pupils are encouraged to learn new skills and build upon their previous experience in the Visual Arts. This will involve working creatively and imaginatively to develop a rich vocabulary across the range of disciplines offered in Art and Photography. Artistic talent will certainly be nurtured and developed; however, we believe in teaching all pupils to make exciting and technically refined work.

In Art and Photography, we observe and react to our understanding of the world and make considered visual work in response. The course encourages and values both traditional and contemporary ways of working. In Art, pupils will develop their drawing and painting skills using a range of media on a number of scales. This might, for example, involve using a piece of charcoal, paint, printmaking, a piece of wire or a camera in response to a theme or subject matter. In Photography pupils will be taught how to use a camera for digital photography. Images will be developed using digital imaging and manipulation.

Pupils will be encouraged to produce outcomes that might be highly realistic, abstract or experimental. Through learning from the work produced by other artists and photographers, pupils will skilfully chart their creative process in sketchbooks, enabling visual ideas to be evaluated and refined. By the end of the year pupils will be proud of their achievements, and for those electing to study Art and/or Photography at GCSE, this work is likely to contribute to their coursework.

Outside timetabled Visual Arts lessons pupils have access to the department to refine and make further work started in class. Pupils are also able to learn additional skills through a range of co-curricular activities and specialist workshops.

# Foundation Year

## 2021–2022

SECTION B  
OPTIONAL SUBJECTS

# German and Spanish

At Malvern College we aim to provide a broad range of languages in the Foundation Year, offering pupils real flexibility when it comes to selecting modern language options at IGCSE.

During the Autumn Term of the Foundation Year, pupils will receive 6 weeks of tuition in both Spanish and German either side of half-term (alongside French), before selecting one of either Spanish or German for the remainder of the year. This will pave the way for a choice of any combination from French, Spanish and German at IGCSE, be it one or two of these languages for the Remove and Hundred. In entering the Remove, pupils are expected to choose for study at IGCSE at least one Modern Foreign Language or Classical Language, unless they are in the lowest set for languages in the Foundation Year, in which case they do not have to choose a foreign language for IGCSE.

Where pupils have no prior experience of German or Spanish, a 6-week beginners' programme will cover topics such as introducing oneself, family, home town, classroom objects, colours, numbers, food and drink, school and hobbies, with a focus on building a grounding of vocabulary to use effectively in both spoken and written communication. Elements of the German and Spanish-speaking worlds' cultures will be introduced, along with the fundamentals of each language's grammatical principles such as articles, subject pronouns, gender of nouns, adjectival agreement and core verb tenses.

Where pupils already have some experience as learners of German or Spanish, they will be placed in a more advanced class for the 6-week block, in which the IGCSE topics of Travel and Holidays, House and Home, and Sport and Leisure will be introduced. We aim to ensure that a secure base of grammar and vocabulary is established, in preparation for the IGCSE courses in each language, and the core skills of Listening, Reading, Speaking and Writing will be practised along with a more detailed review of major verb tenses and other grammatical principles.

Following their first term introduction, pupils then opt to continue with either Spanish or German for the Lent and Summer terms of the Foundation Year, with Beginners' and Advanced sets offered according to ability and experience, with the remaining two terms building upon the work covered in the initial 6-week block and culminating in end of year internal examinations.

Bilingual speakers of German will take German lessons after school in preparation for an IGCSE exam, sat at the end of Remove. Bilingual speakers of Spanish can sit an IGCSE in Spanish following discussion with the Head of Spanish.

Both German and Spanish departments have a wide variety of resources available, all easily accessible via the Buzz page and pupils will also be provided with a username to the online tool [www.thisislanguage.com](http://www.thisislanguage.com), providing a wide range of listening, reading and writing exercises that have proved invaluable to pupils throughout the Lower School in practising comprehension skills and consolidating vocabulary. More traditional media such as magazines, story books, textbooks and board games are abundant in each department, and native-speaking language assistants are also available to assist the main classroom teachers to help develop confidence and competence with pupils' spoken language skills.

# Latin, Greek and Classical Civilisation

Latin or Classical Civilisation is taught in three sets to pupils with considerable, intermediate and little or no experience of the language. The aim is that pupils continue with their study of Latin as far as is possible from the point they had reached in their previous school; or, if they have not studied Latin before, explore the Classical World of the Greeks and the Romans..

All pupils in Sets 1 and 2 study language topics via the Cambridge Latin Course and John Taylor's Latin to GCSE books; they also explore the appropriate historical and cultural background via projects and videos. Pupils in Set 3 study Roman and Greek Civilisation topics. In the Summer Term of the Foundation Year pupils in all 3 sets sit an internal end-of-year Latin paper.

In Sets 1 and 2 some pupils are also given the chance to begin or continue with Classical Greek (usually in extra lessons off timetable).



# MALVERN

## COLLEGE

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