



MALVERN
COLLEGE

Transform Their World

Programme of Study for IGCSE/GCSE Pupils

IGCSE/GCSE Information Booklet for pupils
taking IGCSE/GCSEs in 2026

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The IGCSE/GCSE Years

Compulsory and Optional Subjects, from September 2024

In the Remove (Year 10), pupils will study the curriculum shown below:

Compulsory subjects

- » English Language and English Literature (leading to two IGCSEs)
- » Mathematics
- » Sciences

There is a choice of taking:

either: Double Award Science (studying Biology, Chemistry & Physics)

or: Three Separate Award Sciences (studying Biology, Chemistry & Physics)

In order to take three Separate Award Sciences, pupils must use one of their five optional subject choices. In order to take either two Separate Award Sciences or Double Award Science, pupils do not have to use one of their five optional subject choices. Separate Award Science is a rigorous though rewarding course. Pupils are welcome to discuss their suitability for the Separate Award courses with their current science teachers. In a minority of cases, the Science department may advise against taking Separate Award sciences.

Those pupils taking Double Award Science study all three Sciences (Biology, Chemistry and Physics) separately but are awarded two combined IGCSE grades. Those pupils taking three Separate Award Sciences are awarded three IGCSE grades.

Pupils planning to study in Germany either at Sixth Form or University will need to study the Separate Award Science course because the Double Award course is not recognised as a qualification in Germany.

- » English as an Additional Language (EAL); All non-native English-speaking pupils who are studying English as an Additional Language (EAL) in the Foundation Year must continue with it in the Remove and Hundred unless the Head of EAL judges that they do not need EAL any longer.
- » Life Skills & Ethics

Optional Subjects

Pupils may choose FIVE subjects from the list below. Pupils taking Learning Enhancement lessons may choose FOUR optional subjects if they wish to leave space in their timetables to accommodate their Learning Enhancement lessons.

Please note that Computer Science GCSE is challenging mathematically and so would not be suitable for pupils in the lower Foundation Year Mathematics sets or for new entrants who do not perform strongly in the Mathematics entrance test.

- » Art and Design
- » Classical Civilisation
- » Computer Science (See note above)
- » Design Technology
- » Drama
- » French
- » Geography
- » German
- » Greek (Classical)
- » History
- » Latin
- » Music
- » Photography
- » Physical Education
- » Religious Studies
- » Spanish
- » Three Separate Award Sciences (see notes in the section above headed 'Sciences')

Procedure for Choosing Options

Pupils will be given the option blocks (shown below) and asked to make their provisional choices shortly before half term in the Spring Term, in consultation with the Parents, Form Tutor and Housemaster or Housemistress. Such choices are not irrevocable. However, options will only run if there are sufficient numbers in each class.

Setting in the Remove

In most subjects, those located in the option blocks, setting will be determined by the subject combination selected by the individual pupil, and so sets will be mixed ability. The only exception is where there is more than one set in a subject in a particular option block and they may be set by ability in that subject. In French, Mathematics, Double Award Science and Spanish, setting will be by ability. In English there is usually a streamed top and second set, a set for those who find English challenging, and, in between, three mixed ability sets.

OPTION BLOCKS				
A	B	C	D	E
History	Geography	Geography	Geography	Geography
Art	Classical Greek	History	Classical Civilisations	History
Drama	DT: Graphic Products	Classical Civilisation	DT: Resistant Materials	DT: Graphic Products
PE	Religious Studies	Latin	Music	Music
3 Separate Sciences	DT: Resistant Materials	Drama	PE	PE
Computer Science	3 Separate Sciences	German (for non-native speakers)	French (for non-native speakers)	DT: Textiles
	Photography	Art	Photography	English as an Additional Language (EAL)
		English as an Additional Language (EAL)		Spanish (for non-native speakers)
		Spanish (for non-native speakers)		

Compulsory Subjects

English

Throughout the Remove and the Hundred Years, pupils are made aware that our higher aims (higher, that is, than the mere accumulation of precious IGCSE certificates – none more precious than IGCSE English) are to teach effective communication in the world's first international language and to foster the enjoyment of reading with discernment. Accordingly, we aim to build on work completed in the Foundation Year and to look forward to the pleasures and challenges of still deeper English studies in the Sixth Form.

Pupils have three periods of English in the Remove. There is some setting according to ability, though it is normal also to have some parallel 'middle' sets. All sets have four periods per week in the Hundred. Pupils normally have the same teacher throughout the two-year course. The Department currently follows the Edexcel IGCSE English Language and the Cambridge (CIE) IGCSE Literature curriculums.

We aspire to be genuinely independent, offering a course that challenges and stimulates pupils beyond the bounds of the standard GCSE curriculum. Thus, alongside functional reading and writing skills, all sets study a range of texts including plays by Shakespeare and a range of poetry, prose and drama selected from a broad sweep of geographical areas and historical periods. This will lead to the award of two IGCSE qualifications. The English Language qualification includes a coursework component in addition to the examination, whereas the Literature qualification is purely assessed through examination. Both provide the opportunity to prepare our pupils for either the IB or A Level.

Mathematics

The Mathematics Department prepares most sets for the Higher Level Edexcel IGCSE, with the top two sets being prepared for the AQA Level 2 Further Mathematics course. These exams are sat in the Summer session, although the top set will take the IGCSE in January of the Hundred.

In the Remove all sets follow a common course until near the end of the first term, when some re-setting takes place. The top set then pull away and aim to complete 90% of the IGCSE syllabus by the end of the year. The lowest set aims to complete, and be accomplished on, the Foundation Level syllabus by the end of that year. In recent years the lowest set have then attempted the Foundation

exam in the summer; those that get a good pass (level 5) have the option to push on to Higher Tier and get a higher grade, and those who do not achieve this grade can re-attempt in the following year.

The IGCSE course is a good preparation for Mathematics in the Sixth Form (a high 7 is really the minimum grade needed for progress to be made at that level, but an 8/9 is recommended), as the course contains some integral topics such as calculus and function work in addition to the standard GCSE topics of algebraic manipulation, numeracy, trigonometry, geometry and data handling.

Able pupils are encouraged to look beyond the syllabus, through opportunities to participate in national competitions such as Intermediate Maths Challenge and the Year 10 Team Challenge, as well as In-House initiatives which include a House Mathematics Competition, occasional lectures and trips away. For pupils who struggle with Mathematics there is extensive support provided either through extra tuition or several clinics during the week.

For a calculator, we strongly recommend that pupils obtain the Casio 991EX Classwiz as the model which will best support them. This is most desirable for progressing to A Level and has superior functionality to more basic models.

Studying Science Subjects in The Remove and Hundred

At the end of the Foundation Year the science options are:

Either: Double Award IGCSE Science

In this option, pupils continue to take each Science subject for two periods per week. The qualification is equivalent to 2 IGCSEs in Science.

Or: Three Separate Award IGCSE Sciences

In this option pupils study each Science subject for three periods per week. The Science subjects are assessed and graded separately and pupils will achieve 3 IGCSEs in Biology, Chemistry and Physics.

Pupils planning to study in Germany either at Sixth Form or University level will need to take the Separate Award Science course because the Double award course is not recognised as a qualification in Germany.

Studying Science Subjects in The Remove and Hundred continued...

Although Double Award Science is a reasonable preparation for studying Science subjects in the Sixth Form, it is recommended that anyone wishing to take science in the Sixth Form at A Level or IB Higher level should consider taking the Separate Award Science Courses. The additional syllabus material covered in Separate Award Science subjects provides a more extensive subject knowledge base and explores the applications of Science and the impact of Science in society in greater detail. The extra time allocated to Separate Award Sciences also provides a greater opportunity to develop those practical, analytical and interpretive skills that are so important in modern Science courses in the Sixth Form and at university.

Reasons for doing Double Award Science

You do like Science, but you want to study another subject at GCSE which would not be possible if you did three Separate Award Sciences.

You find Science difficult and do not want to take on the Separate Award Sciences which involve more challenging material and additional examinations.

Reasons for doing three Separate Award Sciences

You really like Science and you want to study it in as much depth as possible.

You are considering studying a Science subject at university or in following a career involving some aspect of Science.

Assessment

All candidates will take a two-hour paper in each of the three Sciences. Pupils taking separate science will take an additional 75 minute paper in each of the three sciences they have chosen. The papers will assess both theoretical knowledge and understanding of practical procedures.

What are the entrance requirements for the Sixth Form at Malvern College?

Degree Course	Essential/desirable subjects
Biological/Life Sciences	Two sciences; Chemistry and Biology, sometimes Maths.
Chemistry	Chemistry and another science or Mathematics.
Computer Science & IT	Mathematics required; Physics and/or Computer Science useful.
Dentistry	Chemistry and Biology. Some like Mathematics or Physics too.
Engineering	Mathematics essential, plus a second science (usually Physics or Chemistry, depending on area of specialism).
Mathematics	Mathematics and sometimes Further Mathematics. Physics is useful.
Medicine	Chemistry plus Biology. Physics and Mathematics are useful.
Pharmacology & Pharmacy	Chemistry and Biology. Another science or Mathematics is useful.
Physical Sciences	Physics, Mathematics, sometimes Further Mathematics.
Physiotherapy	Biology or other science subject. Physical Education is useful.
Psychology	Biology, Psychology or Mathematics often required. There can be a GCSE Mathematics requirement: grade 7 or 6.
Sports Science	Biology or another science subject can be required; Physical Education is recommended.
Veterinary Science	Chemistry, plus one from Biology (which is preferred), Physics or Mathematics.

Information about UK university degree courses that require particular science subjects to have been studied at GCSE and A Level or the IB Diploma:

In the UK, universities require or recommend particular science subjects for a range of their degree courses. So, in making your choice of taking either Dual Award Science or 3 separate Sciences, you should consider the information presented in the table on page 5. If you want further information on this matter, please speak to Mr Thurlow, Head of Universities and Careers, or your science teacher.

Biology

The Edexcel IGCSE Biology course provides a broad foundation for pupils who may wish to continue the subject in the Sixth Form or at university after leaving school. Biology is a very important subject for anyone considering Medicine or Veterinary Medicine as a career but it is also valuable as a qualification for any number of other career areas.

The course sets out to provide pupils with solid knowledge and understanding of biological facts and principles as well as associated ethical, social, environmental, economic and technological issues.

Pupils will be taught to apply their knowledge to new situations and assess the validity of biological information. Practical work will form an important part of the course and pupils will develop skills in planning and carrying out investigations, making and recording observations and measurements, drawing conclusions and evaluating data.

The major themes studied in the course are:

- | | |
|--|-----------------------------------|
| » The nature and variety of living organisms | » Ecology and the environment |
| » Structure and function of living organisms | » The use of biological resources |
| » Reproduction and inheritance | |

These themes are common to both the Double Award and Separate Award Biology courses. In the Separate Award Biology course these themes are explored in greater depth.

Specification details:

Pearson Edexcel International GCSE in Science (Double Award) (4SD0)

Pearson Edexcel International GCSE in Biology (4BI1)

Chemistry

The Edexcel IGCSE Chemistry courses provides a good preparation for both A Level and the Higher Level of the International Baccalaureate, and is a stimulating and challenging course with plenty of good opportunities for interesting practical work. Chemistry is essential for any pupils who wish to apply for medical, veterinary or dentistry courses, as well as some engineering courses. As well as this Chemistry is the most widely accepted subject for University courses such as Law and Accountancy since it develops mathematical as well as logical reasoning skills.

The topics you will study are briefly listed below:

Principles of Chemistry

States of matter, atoms, atomic structure, bonding, electrolysis*, formulae and equations, practical techniques, calculating amounts of substances

Inorganic Chemistry

The periodic table, group 1, group 7, gases in the atmosphere, reactivity series, extraction and uses of metals*, acids and alkalis, salts, tests for ions and gases

Organic chemistry

Crude oil, alkanes, alkenes, alcohols*, carboxylic acids*, esters*, polymers

Physical chemistry

Energetics, rates of reaction, equilibria

Chemistry taken as part of Separate Award Science covers all these topics whilst Chemistry taken as part of the Double Award deals with the same topics, except those marked with an asterisk*, but in slightly less depth and detail.

Specification details

Pearson Edexcel International GCSE Science (Double Award) (4SD0)

Pearson Edexcel International GCSE Chemistry (4CH1)

Physics

The Physics in this course provides a good preparation for both A Levels and the International Baccalaureate and is stimulating and challenging with plenty of good opportunities for interesting practical work. As well as the University courses that require Physics, such as engineering, material science and Computer Science, it is also useful for entry into careers in the world of business, finance, law and politics because of the analytical, mathematical, logical reasoning and problem-solving skills involved.

The subject is examined in two written papers, with practical ability being assessed within these papers rather than by coursework.

The topics you will study are briefly listed below:

- | | |
|--|----------------------------------|
| » Forces and Motion | » Solids, Liquids and Gases |
| » Electricity | » Magnetism and Electromagnetism |
| » Waves | » Radioactivity and Particles |
| » Energy Resources and Energy transfer | » Astrophysics |

The main topics are the same whether you do Double Award or Separate Award Science, but if you do Separate Award Sciences each topic is looked at in slightly more depth.

Specification details

Pearson Edexcel International GCSE Science (Double Award) (4SD0)

Pearson Edexcel International GCSE Physics (4PH1)

English as an Additional Language (EAL)

All pupils whose first language is not English are usually expected to study EAL. The work in the Remove and Hundred focuses not only on the production of grammatically correct English, but also on the specific 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 small groups can be explored and enjoyed.

The work in the Remove and Hundred lays the foundation for the IELTS course in the Lower Sixth. The IELTS certificate (International English Language Testing System) is accepted by the vast majority of British universities and many others around the world as the most effective test of English language skills. This gives a detailed score across the four main skills rather than a pass/fail result. Pupils complete the IELTS examinations in the Lower Sixth (Year 12), as an IELTS certificate is only valid for two years.

The scores gained in the four sections are averaged to produce the Band Score. Most universities in the UK require an average Band Score of 6.5 with a minimum of 6 in each individual skills (listening, reading, writing and speaking). The top score is 9.

Life Skills & Ethics

In the Remove pupils have one lesson of Life Skills and Ethics per week and these lessons focus on mental health, healthy relationships and sex education, role models and social and emotional risks of drug/alcohol use, philosophy and ethics, finance and citizenship.

Topics

- | | |
|--------------------------------------|---|
| » Emotional wellbeing | » Pornography |
| » Dealing with stress | » Planning healthy meals and being active |
| » The teenage brain | » Health awareness (self-screening) |
| » Rights and responsibilities online | » Pressures and influences (body image) |
| » When things go wrong online | » Mental health and emotional wellbeing |
| » Sexual relationships | » Gender identity and transgender |
| » Sexual health | |
| » Contraception | |

Optional Subjects

Art, Craft and Design

Art, Craft and Design provides an opportunity for students to express their creative ideas whilst developing work that is of a technically high standard. This OCR GCSE can offer the first step for those who may wish to pursue an eventual career in any visual, media or creative discipline. Art is often required for related University studies, for example Architecture, Restoration, and History of Art.

The OCR GCSE course encourages pupils to develop personal projects across a range of relevant media and processes. A series of workshops in areas such as painting, printmaking, textiles, digital imaging, and photography further strengthen the range of media contained within projects. Students are encouraged to study the work of others through visual analysis and reflective writing. A number of visits to galleries and museums inform and give context to projects. The course demands high standards and to be successful students need to be open to exploring new ideas, have a capacity for hard work and a growing passion for Art, craft and design.

Course structure and assessment

The course is assessed by means of a coursework portfolio comprising work produced throughout the two-year course; this comprises 60% of the qualification. The Externally Set Component is completed in the second year of the course and consists of a preparatory period and 10-hour controlled test, comprising 40% of the GCSE. »

Areas of study

- » Drawing and Painting
- » Printmaking
- » Digital Imaging
- » Photography
- » Textiles
- » Installation

Classical Civilisation

Classical civilisation offers the opportunity to consider some of the thorniest questions of our modern era through the lens of our ancient past. What makes a hero a hero? What makes a good ruler? What power should we let our emotions have over our decisions? Where is the line between justice and revenge? What is the nature of the divine? How do humans conceive of their identity?

Examining ancient cultures and peoples, rather than modern ones, gives us the distance to consider relevant, exciting and tricky topics that have a huge impact on our own world like migration, democracy, death, community, leadership, and religion in an unbiased way. We can learn to become more aware of our own cultural baggage, the hidden aspects of our lives that shape the way we think, and we can become better at putting these to one side and approaching things objectively. In this way, Class Civ makes you a good communicator, analyser, and a good problem solver: someone who can look at a situation from many different angles and both see and value many different perspectives.

Moreover, you will build these important life skills by examining closely some of the greatest stories and cities the world has ever seen. Among others you will explore: the Olympian gods, the myths of Hercules/Heraclides, the founding stories and the cities of Athens and Rome. All written material is studied in translation, and no knowledge of Latin or Greek is required, though naturally the Classical subjects complement each other extremely well.

If you are struggling to choose between other humanities, like History, Geography or RS, you will likely find Classical Civilisation is perfect for you as it combines a little bit of them all. It will suit people who love to explore art and architecture, or who want to develop the unbiased mindset of a scientist or historian, or to examine how economics affects lives throughout history, or who love examining human emotion and experience: it has something for everyone. You might simply have loved the Percy Jackson books! Classical Civilisation complements almost every GCSE subject and develops key skills that support most other GCSE options.

You do not need to be taking Classical Civilisation in FY to take it at GCSE.

Key Details:

2-year OCR GCSE Course comprising two modules:

- » 'Myth and Religion'
- » 'The World of Homer' or 'Roman City Life'

Assessment is by an examination in each module at the end of the two years.

Computer Science

The OCR GCSE Computer Science course serves as an introduction to the world of professional software development. It combines the development of a theoretical basis for how computers work with a hands-on practical approach allowing the students to develop programming skills by writing high-level programming languages. The course will be taught with the programming language of Python, a simple yet powerful language that is easy to learn from.

The student is assessed with two written examinations, Paper 1 and Paper 2.

Paper 1 tests a student's ability to describe how computers work. The paper is broadly split into four topics:

- » **Hardware and Software:** We learn about how the hardware works together to make a computer function as well as the functions of the operating system and utility software in providing a way for the user to interact with the hardware.
- » **Data Representation:** How computers store numbers and represent media file types such as images and sounds.
- » **Networks:** We explore how computers are able to exchange data and the various threats associated with networking.
- » **Issues:** As well as learning about how computers work the students will explore the ethical, legal, cultural and environmental issues associated with various technologies.

Paper 2 tests a student's ability to use computers to solve problems and assess a student's algorithmic thinking. Within this they will need to show a mastery of using the Python programming language to solve algorithmic problems.

Whilst there is no assessment that tests a student's ability to program on a computer, a good number of our lessons will be learning to program in Python.

Design and Technology

Graphic Products, Resistant Materials & Textiles Design

"Studying DT was invaluable as it taught me to solve problems through creativity. To not accept things for how they may appear but to be curious and look under the car bonnet. It's the first and arguably the most important stepping stone toward working and succeeding in the creative industries."

**Jaala Kenchington OM EH, Art Director,
Gravity Road, London**

Design and Technology is a subject that both utilises and develops pupils' personal creativity to generate innovative ideas for solving visual, practical and technical problems. The skills to think literally and laterally, research and analyse information, generate ideas, identify solutions, understand the use of both traditional and modern techniques and processes are all part of the design process that can be applied to a much wider range of subject disciplines.

During the Foundation Year, all students gain experience of the fundamental elements of the design process to enable them to research, design, develop and make with a broad range of approaches, materials and techniques within our core disciplines of Fashion and Textiles, Resistant Materials and Graphic Product Design.

The Design and Technology department are particularly proud of the successes that students have gone on to, following the completion of GCSE level studies and students often return to say how grateful they are of the work that they completed and how it informed their future success, whether it be in Fashion Design, Product Design or Engineering.

OCR A&D Textiles Design (J174)

This GCSE provides students with a wide range of creative, exciting and stimulating opportunities to explore their interests in Fashion Design through the exploration of constructed, dyed, printed, stitched and embellished textiles in ways that are both personally relevant and developmental in nature.

This two unit specification enables students to develop their ability to actively engage in the processes of developing a personal response and visual language to build creative repertoire through learning and doing. This grows their confidence to develop imaginative and intuitive ways of working, in addition to building upon knowledge and understanding of media, materials and technologies in historical and contemporary contexts, societies and cultures.

Assessment for Unit 1: A Portfolio of Work (Controlled Assessment 60 per cent) and for **Unit 2:** An Externally Set Task (40 per cent). The externally set task is completed during the Spring Term of the Hundred year and culminates in a 10-hour practical assessment during which a personal response is created.

In the first year of study there are a series of mini projects including mark making on fabric, printing, and foiling. We have visiting textiles artists who come and work with the students engaging them in their work and setting them a design brief. Our most recent artists are Kathleen Murphy of Murgatroyd and Bean and Angie Hughes.

Design and Technology continued...

Resistant Materials (Cambridge IGCSE Design & Technology 0979)

This IGCSE covers a wide range of activities based on designing and making products that are manufactured using materials such as wood, metal and plastics in many forms. As well as learning hand skills, students will use a range of industrial processes to shape and form materials into functioning products with a particular focus on furniture design. Over the course of two years, students will develop a whole range of creative designing and making skills, technical knowledge and understanding relating to Resistant Materials and invaluable transferable skills such as problem solving and time management.

Assessment for this course is through three components. The first component is examination-based focusing on design skills and worth 25%. The second component is theory-based and is also worth 25%. The final component is Coursework and worth 50% of the final award.

Graphic Products (Cambridge IGCSE Design & Technology 0979)

This IGCSE covers a wide range of products with a focus on architectural design and 3D Concept design.

Over the course of two years, students will develop a whole range of creative designing and making skills, technical knowledge and understanding relating to Architectural Spatial Design and Conceptual Product Design. As well as developing hand modelling skills, students will use a range of industrial processes to shape and form materials into architectural models or prototypes.

As with Resistant Materials, assessment for this course is through three components. The first component is examination-based focusing on design skills and worth 25%. The second component is a theory-based examination and is also worth 25%. The final component is Coursework and worth 50% of the final award.

Progression opportunities

Pupils completing the GSCE/IGCSE may want to consider GCE or IB level study. These courses will build on the knowledge and skills achieved and prepare them fully for further study at degree level. Currently we offer OCR GCEs in Design Engineering, Fashion & Textiles and Product Design and IB Design and Technology (Standard and Higher).

Drama

The WJEC Eduqas GCSE in Drama is an exciting, inspiring and practical course. The specification promotes involvement in and enjoyment of drama, as performers and/or designers. Additionally, it provides opportunities to attend live theatre performances and to develop skills as informed and thoughtful audience members.

Through following this specification, learners will be given opportunities to participate in and interpret their own and others' drama. Learners have the option to work practically as performers and/or designers in Components 1 and 2.

Learners will investigate a practitioner or genre of drama, work collaboratively to develop ideas to communicate meaning and experiment with dramatic conventions, forms and techniques to produce and realise a piece of original theatre. They will also have the opportunity to participate in the performance of an extract from a play text. Learners will demonstrate their knowledge and understanding of drama, including their ability to interpret texts for performance, in a written examination. However, in preparation for this assessment, learners are encouraged to study their chosen text practically as a performer, designer and director.

Summary of assessment

Component 1: Devising Theatre

Non-exam assessment: internally assessed, externally moderated 40% of qualification

Learners will be assessed on either acting or design.

Learners participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus set by WJEC. Learners must produce:

- » a realisation of their piece of devised theatre
- » a portfolio of supporting evidence
- » an evaluation of the final performance or design.

Component 2: Performing from a Text

Non-exam assessment: externally assessed by a visiting examiner 20% of qualification

Learners will be assessed on either acting or design.

Learners study two extracts from the same performance text chosen by the centre.

Learners participate in one performance using sections of text from both extracts.

Component 3: Interpreting Theatre

Written examination: 1 hour 30 minutes 40% of qualification

Section A: Set Text

A series of questions on Macbeth, William Shakespeare

Section B: Live Theatre Review

One question, from a choice of two, requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.

As part of the GCSE course, organised visits to view a range of theatre performances are arranged.

Geography

Geography is an exciting and challenging subject that is unique in its study of human and physical patterns and the interaction of people and their environment in shaping the landscape. It also makes a wider contribution to the curriculum in the skills and personal development, and also the moral, social and cultural development it fosters. Geography is an essential component in preparing our pupils for life beyond school where the challenges to the environment are multiplying, and geographical knowledge and understanding are more vital than ever in all areas of trade and industry.

At Malvern, Geographers are taught a wide-ranging combination of skills drawing in ideas from many sources, including practical fieldwork. The course is taught solely in the Remove and the Hundred and culminates in the Edexcel IGCSE. There will be two papers in the examination, one covering Human topics, one covering Physical topics; both papers also include a series of fieldwork questions.

The IGCSE course requires all pupils to carry out fieldwork on at least two occasions. These field trips are an integral and essential part of the course, and will incur a charge to parents.

The skills learnt in Geographical studies make our pupils of potential interest to a wide range of employers. The close link between the subject and the world around us makes for a long and varied list of related careers including working with development or aid agencies, environmental work, using Geographical Information Systems, working for the census office and in tourism and recreation.

However most of these areas involve only one part of the broad subject of Geography. Statistics show that, compared with other subjects, Geographers are among the most employable. Many of those leaving university with a Geography degree enter three fields of employment: administration and management, marketing or finance.

Greek (Ancient)

Greek is taken by well-motivated pupils who have normally studied the language for around 3 terms, though for good linguists it is possible to start the course ab initio. It is encouraged that if you are an external applicant to the College you contact the Head of Classics (hannah.clarke@malverncollege.org.uk) before the start of the year to discuss the amount of Greek that has been studied so far, and support that can be offered in the summer prior to your arrival.

Key Details:

2-year OCR GCSE Course comprising three modules:

- | | |
|--|--|
| » Language
(Comprehension and
Translation) | » Literature Paper 1
» Literature Paper 2 or
Topic Study |
|--|--|

Assessment is by an examination in each module at the end of the two years.

'If the violin is the most perfect musical instrument, the Greek language is the violin of the human thought.'

– Helen Keller

'If the gods speak, they will surely use the language of the Greeks.'

– Cicero

Like all Classical subjects studying Ancient Greek asks us to question the fundamentals of life: who are we, where do we come from, what is the nature and purpose of the world around us, and of our place in it – and how do we weave and unravel narratives built around these ideas? It does so by allowing us to access some of the greatest stories and thoughts ever written down, without the cultural barrier of translation.

Whilst teaching the grammar required for GCSE, students will explore Greek culture from Aesop's fables to the story of the Odyssey, from the life of Alexander the Great to the philosophy of the Pre-Socratics, Socrates and Plato, and of course, Greek mythology.

The language course benefits from a defined vocabulary list of approximately 400 words which will be learnt thoroughly over the duration of the course. All words additional to this are glossed in the examination.

Class sizes are generally very small and thus staff can be guided by students in their selection of the literature and/or topic study, meaning the course can be tailored to suit the interests of the cohort. Offerings from the exam board cover a variety of areas and tastes, usually comprising history, mythology, tragedy and comedy.

Greek (Ancient) continued...

The study of Ancient Greek develops logic, language manipulation skills, an appreciation for accuracy, a broad English vocabulary, and independence of thought. It naturally pairs well with other Classical subjects, but additionally complements Maths, English, History and Modern Languages. Being taken by only around 700 pupils nationwide at GCSE, it is a subject which makes you stand out from the crowd on paper, while offering you the opportunity to develop skills which will make you do likewise in person.

History

The History course is the IGCSE offered by CAIE. For our candidates, the course consists of the following topics (subject to the possibility of minor change) and is examined via three papers:

Paper 1

Core content: twentieth-century international relations:

- » Was the Treaty of Versailles fair??
- » The League of Nations
- » The collapse of international peace by 1939
- » The Cold War: its origins
- » How effectively did the USA contain the spread of communism?

Paper 2

The examined topic changes every year. In 2025, it will be, "To what extent was the League of Nations a success?"

Paper 4

Depth Study: Germany 1918–1945.

Aims

The broad aim is for pupils to understand the course of international relations from the end of the First World War to the end of the Vietnam War.

As well as studying these two wars (and other aspects of the Cold War), pupils investigate the attempt to establish international peace and order between 1918 and 1939 and look at the impact of the Treaty of Versailles and the Great Depression in this section. A detailed 'depth study' on Germany during this period allows pupils to understand why attempts to secure democracy failed and why Germany was re-cast as a single-party state and dictatorship. The analysis of Germany also extends into the years of the Second World War.

The course makes use of the wealth of contemporary documents that are available. Pupils develop source analysis and essay writing skills. At every stage, they are taught to assess the significance of ideas such as Marxism and Fascism, of personalities such as Hitler and Stalin, and key events such as the Wall Street Crash, as causes of change. Equally, they are taught to identify trends of continuity.

Latin

Latin GCSE is generally taken by students who have already studied Latin for at least one year, though for good linguists it is possible to start the course ab initio. It is encouraged that if you are an external applicant to the College who has not studied Latin before you contact the Head of Classics (hannah.clarke@malverncollege.org.uk) to discuss support that can be offered in the summer prior to your arrival.

Key Details:

2-year OCR GCSE Course comprising three modules:

- » Language (Comprehension and Translation)
- » Literature Paper 1
- » Literature Paper 2

Assessment is by an examination in each module at the end of the two years.

"All right, but apart from the sanitation, the medicine, education, wine, public order, irrigation, roads, a fresh water system, and public health, what have the Romans ever done for us?"

Latin is the study of the language of the Romans, and thereby gives us access to a culture that, through its domination of North Africa, the Near East, and central and western Europe, has shaped much of the world. It allows us to examine Britain as a land colonised by a distant conqueror, and to reflect on how the language of Latin and the stories of the Romans have in turn been used as a weapon in the elitists' colonial toolbox. It affords us the opportunity to explore incredible technology and incredible brutality, beautiful literature and thought constructed amidst a turbulent and often ugly society, and a language that has shaped much of our modern world, not only through itself but through its descendants.

The study of Latin develops logic, language manipulation skills, an appreciation for accuracy, a broad English vocabulary, and independence of thought. It naturally pairs well with other Classical subjects, but additionally complements Maths, English, History and Modern Languages. Many students find their Latin exceptionally useful years after studying it – from reading early English or French, to accessing historical archive material, to taking up coding or Portuguese.

Whilst teaching the grammar required for GCSE, students will explore Roman history from the early days of the Roman Republic (5th Century BC) to the early days of the Roman empire (1st Century AD).

The language course benefits from a defined vocabulary list of approximately 400 words which will be learnt thoroughly over the duration of the course. All words additional to this are glossed in the examination.

Students are often at first apprehensive about what a literature paper involves, but find it is the best part of the course, as they explore a specific area of Roman culture in detail. The literature read changes year on year, but normally involves:

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| » scenes from Virgil's Aeneid | » a selection of the (often humorous) love poetry of Catullus or Ovid |
| » an episode from a historian such as Tacitus or Suetonius, centring on a figure such as Boudicca or Nero | » a selection from the letters of Cicero and Pliny on a given theme, e.g. terrible dinner parties |

Modern Foreign Languages: German, French and Spanish

We follow the Pearson Edexcel IGCSE courses for German, French and Spanish. Pupils are very welcome to study multiple languages.

We teach pupils to communicate in a range of situations, both in writing and orally, and focus on the structures and grammar that form the basis of the language so that pupils can modify and use the language creatively. We also discuss the culture and traditions of the many countries in which the given target language is spoken, as this is an important ingredient of the study of a language. We build pupils' competence in using all four skills by studying key grammar and vocabulary through the following topics:

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| » Home and abroad | » Personal life and relationships |
| » Education and employment | » The world around us |
| | » Social activities, fitness and health. |

Assessment

Assessment is undertaken in the four core skills: reading, writing, speaking and listening.

There are three exams:

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| » Paper 1: Listening (25%) | » Paper 2: Reading and Writing (50%) |
| | » Paper 3: Speaking (25%) |

All examinations require knowledge of core vocabulary from the five topics as well as the grammar studied throughout the courses.

Music

'I would teach children music, physics, and philosophy; but most importantly music, for the patterns in music and all the arts are the keys to learning.'

– Plato

'Music is the shorthand of emotion.'

– Tolstoy

The EDUQAS GCSE in Music is a wide-ranging and exciting course that encourages pupils to be creative and critical. Aside from building imagination and intellectual curiosity, musical training helps develop language and reasoning, fine-tuned auditory skills, memory, and pattern recognition. The study of music also promotes teamwork and self-discipline, and is linked to improvements in responsible risk-taking, spatial intelligence, as well as motor skills and coordination. Success in music leads to strong emotional and social development, confidence, and provides excellent preparation for success in society.

The course falls into three broad categories:

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| » Understanding Music | » Composing (coursework) |
| » Performing Music (coursework) | |

Component 1: Understanding Music (40%)

The assessment for this unit is by examination. Pupils will learn about music from four areas of study, and will develop an in-depth knowledge and understanding of musical elements, musical context and musical language. In the examination, pupils will listen to unfamiliar music from all four areas of study and identify and describe musical elements using musical language. They also need to study in depth two pieces of music from varying traditions.

Music continued...

Component 2: Performing Music (30%)

Pupils record a portfolio of performances that last for between four and six minutes. This must include at least one instrumental or vocal solo, and an ensemble performance (requiring two or more live instruments). Performances using music technology are also possible. Ideally, the technical difficulty of the pieces performed will be of at least Grade 3 standard but would normally be at a good Grade 4-5 level; consequently, the course will best suit pupils who enjoy performing, have some experience as a performer, and are having some formal tuition in an instrumental or vocal discipline. Membership of an ensemble or choir is also a key part of developing skills and confidence in this unit.

Component 3: Composing Music (30%)

Pupils compose two pieces; one to a brief issued by EDUQAS, and the other a free composition. These may be written in any style and for any combination of voices and/or instruments, and should develop the individual's interests and skills. The overall length of the combined pieces should be between three to six minutes. Pupils do not need to have significant composing experience in order to be successful at GCSE, just a passion for music and a willingness to learn.

GCSE Music is one of the few analytical subjects that still contains a significant amount of coursework. This can provide an excellent balance with subjects that lead only towards a terminal examination, dispersing the workload throughout the course and therefore relieving the build-up of pressure and anxiety.

Photography (Lens-based Media)

Photography teaches pupils how to look at the world in a new and creative way. This creativity will stimulate personal ideas and enable them to apply these using analytical and critical thinking and problem solving to produce visual responses through Photography. Pupils will follow the OCR Examination Board specification.

Students will critically analyse artists' work, to broaden their understanding of ways of working and helping to develop their own ideas through research, reaction, reflection, and personal response.

Throughout the OCR GCSE course, pupils will learn:

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| » How to operate a DSLR camera and be able to use manual settings. | » How to use a film camera |
| » Composition | » Pinhole cameras |
| » Depth of field | » How to make prints in the darkroom. |
| » Basic studio lighting | » How to manipulate their images on Adobe Lightroom and/or Adobe Photoshop |
| » The importance of using natural light | |

Pupils will have the opportunity to explore different fields within Photography including:

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| » Portraiture | » Fine Art |
| » Landscape | » Fashion photography |
| » Still life | » Photojournalism |
| » Abstract | » Architectural |
| » Sport | » Food photography |

There is also scope within the course to explore the medium of film-making.

Course structure

The course comprises two components:

Component 1

A coursework project where pupils will be developing skills in creative and practical problem-solving, developing ideas through research, practical application, analysis and critique. Work is recorded in a sketchbook, and earns marks over the entire course, resulting in a final grade.

Component 2 – Externally Set Assignment

A choice of five projects are set by the OCR Examination Board. There will be a preparatory period, leading to a 10 hour supervised practical to produce final, realised outcomes.

There is also a potential for further study, by choosing Photography at A Level.

Physical Education

Physical Education is on offer to all pupils as an examined subject at GCSE. The OCR GCSE course offers pupils the opportunity to develop their knowledge and understanding of factors that affect performance, and participation in their chosen sports and physical activity. The course provides an excellent foundation for those considering studying Physical Education at A Level.

Syllabus content

The syllabus is broken down into three components:

Examination Paper

Components 1 and 2 will be assessed in May/June 60% of the qualification. Students will be required to answer all questions, the assessment consists of multiple choice, short-answer, and extended writing questions. Calculators may be used within these examinations.

Component 1: Physical factors affecting performance

Written examination: 1 hour 30% (60 marks)

1.1 Anatomy & Physiology

1.1.1 The structure and function of the skeletal system

1.1.2 The structure and function of the muscular system

1.1.3 Movement Analysis

1.1.4 The cardiovascular and respiratory systems

1.1.5 Effects of exercise on body systems

1.2 Physical Training

1.2.1 Components of fitness

1.2.2 Applying the principles of training

1.2.3 Preventing injury in physical activity and training

Component 2: Socio-cultural issues and sports psychology

Written examination: 1 hour 30% (60 marks)

2.1 Socio-cultural influences

2.1.1 Engagement patterns of different social groups in physical activities and sport

2.1.2 Commercialisation of physical activity and sport

2.1.3 Ethical and socio-cultural issues in physical activity and sport

2.2 Sports psychology

2.3 Health, fitness and well-being

Component 3: Non-Exam Assessment

Non-examined assessment: internally marked and externally moderated: 40 % of the qualification (80 marks)

3.1 Performance practical in three activities (equally weighted 20 marks each)

The assessment consists of students completing three physical activities from a set list.

One must be a team activity:

Acrobatic Gymnastics, Association Football, Badminton Doubles, Basketball, Camogie, Cricket, Blind Cricket, Gaelic Football, Handball, Field Hockey, Figure Skating, Futsal, Goal Ball, Hurling, Ice Hockey, Inline Roller Hockey, Lacrosse, Netball, Powerchair Football, Rowing, Rugby League, Rugby Union, Sailing, Sculling, Squash Doubles, Tennis Doubles, Table Tennis Doubles, Volleyball, Table Cricket, Water Polo, Wheelchair Basketball, Wheelchair Rugby.

One must be an individual activity:

Amateur Boxing, Athletics, Badminton Singles, Boccia, Canoeing, Cross Country Running, Cycling (Track/BMX/Road), Dance, Equestrian, Platform Diving, Golf, Gymnastics, Kayaking, Polybat, Rock Climbing, Rowing, Sculling, Skiing, Snowboarding, Squash Singles, Swimming, Table Tennis Singles, Tennis Singles, Trampoline, Windsurfing.

The final activity must be one from either the individual or team activity list. Some activities may not be taken in combination together for example single tennis and doubles tennis.

Not all of the above activities can be assessed at Malvern College and therefore pupils may be required to gather video evidence outside of school for example skiing or equestrian.

3.2 Analysing and Evaluating Performance (AEP)

In addition to three practical performances, learners are required to demonstrate their ability to analyse and evaluate their own performance in order to:

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| » analyse aspects of personal performance in a practical activity | » produce an action plan which aims to improve the quality and effectiveness of the performance. |
| » evaluate the strengths and weaknesses of the performance | |

Religious Studies

(Philosophy, Ethics and Religion)

The unexamined life is not worth living.

– Socrates

It Is better to be a human being dissatisfied than a pig satisfied.

– John Stuart Mill

Man Is condemned to be free.

– Jean-Paul Sartre

I am the way, the truth and the life.

– Jesus

Are we free to make our own decisions and to choose to do either good or evil? At what point does valuable human life begin? What gives life meaning? Is violence ever justifiable, including capital punishment? What happens after we die? These are just some of the many questions explored in the Edexcel iGCSE specification.

This course equips pupils with a measure of ethical, philosophical and religious literacy vital to understanding history and culture, as well as contemporary issues of national and international significance. It encourages and supports informed, independent thinking on a wide range of issues such as the origins of the universe and humanity, abortion, euthanasia, divorce, the use of weapons of mass destruction, equality and social justice.

Paper 1, **Beliefs and Values**, contains four parts and is worth 60% of the final marks:

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| » Section 1: The Universe, Creation and the Place of Human Beings | » Section 3: Peace and Conflict |
| » Section 2: Life and Death | » Section 4: Rights, Equality and Social Justice. |

Paper 2, **The Religious Community**, is worth the remaining 40% of the marks:

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| » Section 1: Origins and their Impact on the Community | » Section 2: Celebration and Pilgrimage |
| | » Section 3: Worship and Practice. |



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