



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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Introduction to GCSEs

Malvern College is passionate about tailoring education to ensure that pupils thrive and excel both inside and outside the classroom. Via a culture of coaching and challenge, we aim to inspire a lifelong love of learning. We strive to nurture pupils throughout their time here, to become reflective, collaborative and innovative young role models, ready to explore the world with confidence. Our focus is on the individual as part of the community to maximise achievement and wellbeing.

In keeping with evolving educational research and best practice, Malvern is moving to an 8 + 2 model at GCSE. This model allows for greater flexibility in ensuring a curriculum that suits each individual.

The aim is to enhance the Malvern Qualities, by developing free-thinkers, change-makers and great communicators. Our more tailored and flexible approach to learning aims to improve overall academic outcomes and drive academic excellence.

All pupils in the Remove (Year 10) and Hundred (Year 11) will have a curriculum based on a core of 8 GCSEs with two further options.

Aims of the Malvern model

- » To give pupils wider variety choices in the options process.
- » To allow pupils to individualise part of their programme of study to better suit their strengths and deepen their understanding.
- » To enable extension and enrichment beyond the GCSE syllabus.
- » To provide options for personal development.
- » To allow pupils to access support more easily within the timetable.

Every curriculum is built on key principles:

- » To enable pupils to become GCSE subject experts.
- » To encourage a love of life long learning.
- » To enable pupils to develop the knowledge, skills and understanding needed to successfully progress to the next stage in their education or post school career.
- » To encourage academic curiosity.

CORE			OPTIONAL SUBJECTS				
English	Mathematics	Sciences	Languages	Humanities	Creative Arts	Technology	Others
			German	Geography	Art	Design Technology (Resistant Materials)	Physical Education
			French	History	Drama	Design Technology (Graphic Products)	Classical Civilisation
			Spanish	Religious Studies	Music		Computer Science
			Classical Greek	PPE *	Photography		Coaching & Leadership *
			Latin		Textiles		

* non-examined content

What else is available to pupils?

In addition to the subjects above, there is a range of further options that the pupils will be able to choose. These will allow them to complete their timetable in a way that best suits them. These options can be broadly categorised under the headings of 'Support' or 'Extension' and 'Enrichment'.

Our tailored system enables pupils, in consultation with their parents, tutors and academic staff, to select their pathway based on the pupils' interests and strengths which will allow each pupil to plan the most appropriate route for the GCSE years.

Traditional Academic Route

10 GCSEs

Extension Academic Route

8 or 9 GCSEs +

- » Extension Maths
- » Extension English
- » Visual Arts Extension
- » Design Extension
- » PPE (Politics, Philosophy, Economics)

Tailored Route

8 or 9 GCSEs +

- » Arts Award
- » Music Practice
- » Coaching & Leadership
- » Art & Design Complementary Studies

Support Route

8 or 9 GCSEs +

- » EAL
- » Learning Support
- » Extra English Support
- » Extra Maths Support
- » Supervised Study

These routes can be tailored to meet individual pupils' needs as much as possible. There is flexibility between pathways.

What the pupils say

"One of my favourite things about GCSE's is that you are able to focus on the subjects which really interest you, and everyone in the class is also engaged. The opportunity to be able to spend more time on the subjects which excite me, makes having the option such an important part. If I could give some advice it would be to start preparing from the start of your GCSE course as I was told this and found it very useful."

– Current Remove pupil

"Going from the FY to the Remove has been different, although GCSEs seem ages away they're a lot sooner than you realise. The best thing to do this year is develop a clear revision technique and a strong work ethic that works best for you. The sooner you do this and find a method you like, revising and learning is 10x easier!"

– Current Remove pupil

"If I had to give any advice to anyone doing their GCSEs it would have to be, "just ask", there is nothing worse than struggling by yourself. I have never known a teacher to not go out of their way to help someone and I believe it also makes them feel happy too when they are able to share their knowledge with someone else."

– Current Hundred pupil

"Looking back on my GCSE years, I found them challenging at times, but extremely rewarding. Being able to narrow down my subjects slightly from FY, made it so that I enjoyed the subjects I chose. Some advice I would give is to use your time wisely – don't leave work until the last minute and try to get it done as soon as you can."

– Current Sixth Form pupil

Compulsory and Optional Subjects, from September 2026

Procedure for choosing options

Pupils are strongly encouraged to talk to their teachers and tutors about GCSE choices. It is important to get the full picture before making the decision. Science teachers will be able to give excellent advice when choosing between Double Award and Separate Award Science. In some cases, the Science department may advise against taking Separate Award Sciences. Please see the Science section for an explanation of the course differences.

Where English language proficiency, or individual educational needs justify a narrower focus, English Language only (Single English) may be recommended. This choice will be made in collaboration with the pupil, parents, Head of GCSE, their teacher of English and the Learning Support and EAL departments.

Pupils will be given the option blocks and asked to make their provisional choices shortly before half term in the Spring Term. This will be done after consultation with their parents, academic teachers, the Head of GCSE, their Form Tutors and Housemasters or Housemistress. Such choices are not binding; however, options will only run if there are sufficient numbers in each class.

Setting in the Remove

In most subjects 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, 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 more challenging, and, in between, three mixed ability sets.

Remove subject choices:

Compulsory subjects

- » English
- » Mathematics
- » Sciences
- » English as an Additional Language (EAL); All non-native English-speaking pupils continue with EAL in the Remove and Hundred unless the Head of EAL has assessed them and deemed EAL unnecessary.

There is a choice of taking:

either: Double Award Science (studying Biology, Chemistry & Physics) (2 GCSEs)

or: Three Separate Award Sciences (studying Biology, Chemistry & Physics) (3 GCSEs)

Pupils need to choose enough courses to take their number of GCSEs to at least 8 and a maximum of up to 10.

If a pupil has opted for Separate Award Science they will have to choose 3 to 5 more courses.

If the pupil has opted for Double Award Science they will have to choose 4 or 5 more courses.

For example:

Double English + Maths + Double Award Science = 5 GCSEs, so pupils can select 3, 4 or 5 more courses

Double English + Maths + Separate Award Science = 6 GCSEs, so pupils can select 2, 3 or 4 more courses

Single Award English + Maths + Double Award Science = 4 GCSEs, so pupils can select 4, 5 and 6 more courses

Single Award English + Maths + Separate Award Science = 5 GCSEs, so pupils can select 3, 4 or 5 more courses

Optional Subjects

- » Art and Design
- » Classical Civilisation
- » Computer Science
- » Design Technology
- » Drama
- » French
- » Geography
- » German
- » Greek (Classical)
- » History
- » Latin
- » Music
- » Photography
- » Physical Education
- » Religious Studies
- » Spanish

EAL
 English Literature
 French
 Latin
 Spanish
 Russian
 PPE
 Art & Design Complementary Studies
 Music for advanced musicians

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

Some UK university degree courses require particular science subjects to have been studied at GCSE and IB Diploma or A Level. If you want further information on this matter, please speak to Mr Thurlow, Head of Universities and Careers. It is also important to carry out your own research.

Whichever subject(s) pupils want to study at university, the vast majority of UK university courses (and, indeed, future employers) require at least a grade 5 in both GCSE English Language and GCSE Maths, and five to eight pass grades at GCSEs (grade 5 or above) in total. It is for this reason, we request these grades for entry to the Sixth Form at Malvern.

Some university courses ask for specific subjects with certain grades at GCSE (eg. Business Management courses often require at least grade 6 in GCSE Maths). Highly competitive universities (eg. Cambridge, Durham, Bristol, Edinburgh, Imperial, King's College London, LSE,

Oxford, St Andrews, University College London) expect applicants to have top grades in eight GCSEs - so it is better to have grades 8-9 in eight GCSEs rather than grades 6-9 in ten GCSEs.

Below is a list of skills which will be useful for study at university. It is therefore sensible to think which GCSE courses may help develop these, so pupils are fully prepared:

- » Critical Thinking
- » Analysis and Evaluation
- » Problem-solving
- » Time Management
- » Communication
- » Research
- » ICT
- » Literacy
- » Numeracy
- » Collaboration and Teamwork
- » Creativity

Core		
A	B	C
English Language	Mathematics	Dual Award Science

Options					
D	E	F	G	H	I
Optional Choice 1	Optional Choice 2	Optional Choice 3	Optional Choice 4	Optional Choice 5	Optional Choice 6
Art	Classical Greek	Art	Classical Civilisation	DT – Graphic Products	EAL
Computer Science	DT - Graphics	Classical Civilisation	DT – Resistant Materials	DT - Textiles	English Literature
Drama	DT – Resistant Materials	Drama	French	English Literature	French
English Literature	Geography	English Literature	Geography	Geography	Latin
History	Photography	Geography	Music	History	Spanish
Physical Education	Religious Studies	German	Photography	Latin	Russian
3 Separate Sciences	3 Separate Sciences	History	Physical Education	Music	PPE
Arts Award		Spanish	Religious Studies	Physical Education	Art & Design Complementary Studies
			EAL	Religious Studies	Music for advanced musicians

Course information for IGCSE/GCSE subjects

Course information for GCSE subjects

English

English at Malvern College covers the full range of language and literary forms. In the Foundation Year, students are introduced to the various literary genres of prose, drama and poetry via a number of theme-based modules, e.g Identity, Time and Place, and Nature's Voices. In this way, students are exposed to more mature texts, while gradually developing their skills in literary appreciation.

In their second year at the College, students begin their GCSE studies. All pupils will do English Language GCSE and most will also do English Literature GCSE. Any pupils intending to continue with academic studies post-16 will do GCSEs in both English Language (AQA) and English Literature (CIE). There is no coursework component in either course, which ensures that lesson time can be given over to the important task of covering texts in both a rigorous and engaging way. Exam skills can be taught and practised, with time still available for support and extension depending on what students need.

Specification details

English Language –
[AQA GCSE English Language \(8700\)](#)

English Literature –
[CIE - Literature in English 0992](#)

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 taken during the summer exam season, 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. Over Christmas, 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 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 Remove Team Challenge, as well as Inter-House initiatives which include a House Mathematics Competition, as well as occasional lectures and trips away.

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.

Specification details

Higher Tier –
[Pearson Edexcel IGCSE 4MA1 \(1H & 2H\)](#)

Foundation Tier –
[Pearson Edexcel IGCSE 4MA1 \(1F & 2F\)](#)

Further Maths –
[AQA level 2 certificate](#)

Science

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

Either: Double Award IGCSE Science

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

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 currently recognised as a qualification in Germany.

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 IB Higher level or A 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.

Each Science runs an inter-house competition which encourages students to work between year groups to come up with the best idea in order to win.

Reasons for doing Double Award Science

- » You 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.

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. Biology is a very important subject for anyone considering medicine, dentistry or veterinary medicine as a career but it is also valuable as a qualification for any number of other career areas, including general healthcare, engineering, sports and fitness or police and emergency services.

Pupils will learn 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 combination of practical work and broad syllabus makes IGCSE an excellent base that can be linked into any career. New pupils to the school are encouraged to contact the Head of Biology (lauren.pruden-lawson@malverncollege.org.uk) if they have not studied much Biology in the past as some components of the IGCSE curriculum are covered in the Foundation Year.

The major themes studied in the course are:

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

Specification details

[Pearson Edexcel International GCSE Science \(Double Award\) \(4SD0\)](#)

[Pearson Edexcel International GCSE Biology \(4Bi1\)](#)

Chemistry

The Edexcel IGCSE Chemistry courses provides a good preparation for both Higher Level of the International Baccalaureate and A Level 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 International Baccalaureate and A Level 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
- » Electricity
- » Waves
- » Energy resources and energy transfer
- » Solids, liquids and gases
- » Magnetism and electromagnetism
- » Radioactivity and particles
- » 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)

Following a thorough assessment of pupils' English Language skills, EAL lessons are made available on the timetable for pupils who require additional support with English. The work in the Remove and Hundred focuses on the production of grammatically correct English and 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 lays the foundation for the IELTS course in the Hundred with pupils entering for the final IELTS exams 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 proof of an applicant's English language ability. Pupils complete the IELTS examinations in the Lower Sixth (Year 12), as an IELTS certificate is only valid for two years and must be valid when pupils commence their chosen higher education course.

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

Optional Subjects

Art and Design

The Art and Design faculty brings together the departments of Art, Design and Technology and Photography. All subjects within the faculty utilise and develop pupils' personal creativity to generate innovative ideas for producing their work. The skills to think literally and laterally, research and analyse information, generate ideas, develop creative outcomes, understand the use of both traditional and modern techniques and processes are all part of the developmental process that can be applied across this wide range of subject disciplines.

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

All pupils that select either one or more of these subjects to pursue for GCSE must consider the implications of studying a practical aesthetic subject and the need to devote time to their work beyond the allocated lesson times. There is an expectation that every pupil will need to attend at least one Co-Curriculum session each week to supplement their progress throughout Year 10 and 11.

Progression opportunities

Pupils completing the GSCE/IGCSE may want to consider International Baccalaureate or A Level. These courses will build on the knowledge and skills achieved and prepare them fully for further study at degree level. Currently we offer OCR GCSEs in Art, Photography, Textiles Design, Product Design and 3D Design. For those pupils selecting to follow the IB, they can select Visual Art and Design Technology (Standard and Higher).

Fine Art

Fine Art provides an opportunity for pupils 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 of the Creative Industries. 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, sculpture and mixed media further strengthen the range of opportunities within projects.

Pupils are encouraged to study the work of Artists 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 passion for Fine Art.

Course structure and assessment

- » The course is assessed by means of a coursework portfolio comprising work produced throughout the two- year course; this accounts for 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
- » Painting
- » Mixed Media
- » Installation
- » Print Making
- » Sculpture

Specification detail

[Fine Art - OCR A&D GCSE \(J171\)](#)

DT: Graphic Products

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.

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.

Specification details

DT; Graphic Products –
[Cambridge IGCSE Design & Technology \(0979\)](#)

DT: Resistant Materials

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.

Specification details

DT; Graphic Products –
[Cambridge IGCSE Design & Technology \(0979\)](#)

* Please note that pupils can only select either Resistant Materials or Graphic Products, **not both**.

Photography

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 help to develop their own ideas through research, reaction, reflection, and personal response.

Component 1

A coursework project where pupils will be developing skills in creative and practical problem-solving, advancing 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.

Specification details

Photography –
[OCR A&D GCSE \(J173\)](#)

Textiles Design

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 deepen their ability to actively engage in the processes of shaping a personal response and gain the 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, constructed textiles, fashion design and thematic studies. This affords the pupils the opportunity to practise working with the assessment criteria and to learn how to achieve the best grades.

Specification details

[OCR A&D GCSE \(J174\)](#)

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, Classical Civilisation 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/Hercules, 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 have taken 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.

Specification details

Classical Civilisation – [OCR GCSE \(J199\)](#)

Computer Science

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

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.

Specification details

Computer Science – [OCR GCSE \(J277\)](#)



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.

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
- » an evaluation of the final performance or design.
- » a portfolio of supporting evidence

Component 2: Performing from a Text

Non-exam assessment: externally assessed by a visiting examiner - 20% of qualification. Pupils will be assessed on **either** acting **or** design. Pupils will study two extracts from the same performance text chosen by the centre. Pupils will 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.

Specification details

Drama – [WJEC Eduqas GCSE \(C690QS\)](#)

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 learn a wide-ranging combination of skills drawing in ideas from many sources, including practical fieldwork. 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.

Specification details

Geography –

[Pearson Edexcel International GCSE \(4GE1\)](#)

Classical Greek

'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?

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.

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.

The study of Ancient Greek develops logic, language manipulation skills, an appreciation for accuracy, a broad English vocabulary, and independence of thought. 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.

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.

Classical Greek can be studied at A Level or as a second language on the IB.

Specification details

Classical Greek – [OCR GCSE \(J292\)](#)



History

The broad aim is for pupils to understand some of the key historical developments of the 20th century, such as the impact of the First and Second World Wars, the reasons for the emergence of Communist states, their impact on Russia and China, and also globally and on international relations. Two of the four units cover a broad sweep of Russian history from 1905 to 1953, examining the causes and impacts of changes such as the Russian Revolutions of 1917 and the two world wars.

In the third unit, pupils will investigate the causes and development of the Cold War in the period 1943-72, focusing on key crises such as the Korean War, the Berlin Crises and the Cuban Missile Crisis. In the fourth unit, we will examine Chinese history from 1900 to 1989, looking at the causes of internal conflict from the Boxer Rebellion of 1899-1900 through to the victory of the Chinese Communist Party in 1949. This fourth unit also explores the impact of the rule of Mao Zedong and the huge economic changes introduced by Deng Xiaoping in the 1980s.

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, of personalities such as Mao Zedong and Stalin,

and key events such as the First and Second World Wars and the Russian Revolutions, as causes of change. Equally, they are taught to identify trends of continuity.

The History course is the IGCSE offered by Edexcel. For our candidates, the course consists of the following topics and is examined via two papers:

Paper 1

Depth Studies:

- | | |
|--|--|
| » Dictatorship and Conflict in the USSR, 1924-53 | » A World Divided: Superpower Relations, 1943-72 |
|--|--|

Paper 2

Investigation and Breadth Studies

- | | |
|--------------------------------|---|
| » Russia and the USSR, 1905-24 | » China: Crisis, Conflict & Change, 1900-89 |
|--------------------------------|---|

Specification details

History – [Edexcel International GCSE History \(2017\) | Pearson qualifications](#)



Latin

“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?”

– Monty Python, *The Life of Brian*

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 and culture 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:

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

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 or Topic Study

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

Specification details

Latin – [WJEC Eduqas GCSE \(C990U10\)](#)

Modern Foreign Languages: French, German and Spanish

A modern language at IGCSE allows pupils to enjoy a multi-faceted, culturally rich course, whilst benefitting from the practical communication skills that pupils gain from this highly respected academic discipline.

It also gives pupils more options for their Sixth Form studies, particularly if they decide to opt for the IB Diploma, which requires pupils to study a second language, apart from English.

Pupils that pursue a joint honours degree with a modern language will also have a considerable advantage when applying for competitive degree courses. As an example, pupils wishing to study Economics at a top-ten UK university, will be required to achieve higher grades to secure a place, compared to pupils applying for Economics and Spanish.

As multilingual professionals remain in high demand in the employment market, an (!)GCSE in French, German or Spanish is a valuable asset.

Assessment

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

There are three exams:

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

Specification details

Spanish – [Pearson International GCSE \(4SP1\)](#)

French – [Pearson International GCSE \(4FR1\)](#)

German – [Pearson International GCSE \(4GN1\)](#)

Off-timetable MFL options

Pupils wishing to complete an additional (!)GCSE in their native language, are able to do this as an off-timetable option in the languages above, as well as Russian, Chinese, Japanese and Italian.

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

- » Understanding Music
- » Performing Music (coursework)
- » Composing 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. They also need to study in depth two pieces of music from varying traditions.

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.

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.

Specification details

[Music - WJEC Eduqas GCSE \(C660QS\)](#)



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 Sports, Exercise, Health Science at IB, Physical Education at A Level or BTEC Sport.

Course content

The syllabus is broken down into three components:

Components 1 and 2 will be assessed in May/June of the Hundred and form 60% of the qualification. The assessment consists of multiple choice, short-answer, and extended writing questions.

Component 1: Physical factors affecting performance:

Written examination:
1 hour - 30% of the qualification

Component 2: Socio-cultural issues and sports psychology

Written examination:
1 hour - 30% of the qualification

Component 3: Non-Exam Assessment

Non-examined assessment: internally marked and externally moderated: 40% of the qualification

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, Rock Climbing, Sculling, Skiing, Snowboarding, Squash Singles, Swimming, Table Tennis Singles, Tennis Singles, Trampolining, 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 singles tennis and doubles tennis.

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

Analysing and Evaluating Performance (AEP)

In addition to three practical performances, learners are required to demonstrate their ability to:

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

Specification details

Physical Education – [OCR GCSE \(J587\)](#)

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. Religious and non-religious responses to these issues are considered, particularly Christian and humanist approaches.

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

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

Paper 2, The Religious Community, is worth the remaining 40% of the marks and explores different aspects of Christian belief and practice:

- » **Section 1:** Origins and their impact on the Community
- » **Section 2:** Celebration and Pilgrimage
- » **Section 3:** Worship and Practice.

Specification details

[Edexcel International GCSE Religious Studies | Pearson qualifications \(4RS1\)](#)

Extension options

Extension English

Extension English will be an unexamined course, allowing students to explore English in creative and exciting ways. The course will comprise modules on film studies, writing stories and poems, journalism, and word play. Students will evidence their learning by working collaboratively to design and maintain a blog aimed at the Malvern College Community. Copy will include, inter alia, extracts from work done during the course, as well as any news, views and reviews. Parallel to this, there will also be a reading project.

Philosophy, Politics and Economics (PPE)

The PPE course is designed to be very flexible, but based on a series of core concepts, theories and texts for these inherently linked subjects. This will enable pupils to chart their own way and shape their own path through a course that brings together three approaches to understanding the world in which we live and with an overt focus on current affairs and events.

Core to the course will be developing skills that will be highly applicable for future avenues of academic study, both in the sixth form and at university. The course will focus on:

- » Critical thinking
- » Analysis and evaluation
- » Synthesis of evidence and argument
- » Effective use of data with logic and rigour.

Philosophy subjects underlying values in society to scrutiny and explores a range of approaches to fundamental questions.

Politics is the study of power and the impact of political institutions and ideologies on society.

Economics is the study of the allocation of scarce resources by individuals, firms and the government using a variety of models to predict and explain potential and actual outcomes of economic decisions and behaviours.

Pupils will have one lesson in each of Philosophy, Politics and Economics each week, but there will be constant reference across the subjects and ample opportunity to combine insights across the disciplines.

Pupils will have the opportunity to decide on a focus area (involving one discipline or a combination) for further independent investigation and this will culminate in a presentation of their choice to their peers.

Extension Maths

Pupils that choose the Extension Maths pathway will be given the opportunity to develop their problem solving skills. Many will cover International Maths Challenge/Olympiad work to really stretch and challenge their mathematical ability. Other pupils will develop their co-ordinate geometry work to deepen their knowledge and understanding.

Tailored approach

Coaching & Leadership

Coaching is all about asking effective questions, collaboration and transformation.

There are many potential impacts. Some include:

- » Improved academic achievement.
- » Improved student wellbeing.
- » Improved communication & development.

The BE programme, designed by Graydin, is aimed at young people. The Graydin Start With Heart model was developed specifically for educational settings to support the distinct needs of educators, students and parents. With a common language that a seven-year-old or a 107-year-old can use, the model and coaching skills can be applied at every level to fulfil the potential of students.

Art & Design Complimentary or Elective Studies

'Complimentary Study' or 'Elective Study' courses can be chosen as a standalone course or alongside an existing GCSE course that pupils have already chosen to study.

Design Pathway- WMCP

Course

This course consists of creative projects aligned with acquisition of technical skills across the four disciplines of Wood, Metals, Ceramics and Plastics. You will develop your knowledge and understanding of the creative process and practice to establish a personal idea-led approach to producing your work. Having completed the diagnostic phase, you can specialise within either of the materials or choose a field associated with design, craft or engineering that combines materials and or generates innovative solutions to live or set problems.

Skills

You will learn an initial range of technical skills within each materials discipline. Alongside these, you will develop your personal design thinking methods to apply to a wide range of set briefs to enhance your ability to produce creative and innovative solutions.

Progress

As you accumulate knowledge and experience through the course, you will collate a portfolio of your work. This, with additional materials such as sketchbooks and finished pieces, will provide the evidence for assessing the progress you make throughout the course.

Who

This course is open to all pupils who have a creative ability and interest in developing their designing and technical skills within one of the specialisms within the course. They will need to be prepared to be motivated to explore different opportunities as well as applications for their ideas. Those pupils studying a GSCSE in a creative subject can utilise this course to enhance and compliment their GCSE work and will it be particular advantageous for their coursework component.

Where

This course provides a perfect foundation to enable those to go on to further study in the Sixth Form for Product Design or 3D design at A level or Design Technology for IB.

Arts Pathway- AGTP

Course

This course consists of creative projects aligned with acquisition of technical skills across the four disciplines of Art, Graphics, Textiles and Photography. You will develop your knowledge and understanding of the creative process and practice to establish a personal idea-led approach to producing your work. Having completed the diagnostic phase, you can specialise within either of the areas or choose a field associated with them, ie Architecture, Fashion, Film, etc.

Skills

You will learn an initial range of technical skills within each subject discipline. Alongside these, you will develop your personal visual language and creative approach to apply to a wide range of set briefs to enhance your ability to produce creative and innovative outcomes.

Progress

As you accumulate knowledge and experience through the course, you will collate a portfolio of your work. This, with additional materials such as sketchbooks and finished pieces, will provide the evidence for assessing the progress you make throughout the course.

Who

This course is open to all pupils who have a creative ability and interest in developing their creative and technical skills within one of the disciplines within the course. They will need to be prepared to be motivated to explore different opportunities as well as applications for their ideas. Those pupils studying a GSCSE in a creative subject can utilise this course to enhance and compliment their GCSE work and will it be particular advantageous for their coursework component.

Where

This course provides a perfect foundation to enable those to go on to further study in the Sixth Form for Art, Photography, Textiles, Product Design or 3D design at A level or Visual Arts for IB.

Looking to the Sixth Form and beyond

The table below is a useful summary of International Baccalaureate / A Level requirements for common university courses. However, it is always important for pupils to check for specific courses if you intend to specialise. Pupils wishing to study abroad must talk to Dr Harris (math.harris@malverncollege.org.uk). Each country has different requirements.

	Germany*	France	Canada	USA	Italy	Spain	Netherlands
Biological/Life Sciences	Maths + Biology	Maths + Biology	Maths + Biology	no previous knowledge needed	Maths + Biology	Maths + Biology	Maths + Biology
Chemistry	Maths + Chemistry	Maths + Chemistry	Maths + Chemistry	no previous knowledge needed	Maths + Chemistry	Maths + Chemistry	Maths + Chemistry
Computer Science	Maths + Computer Science	Maths + Computer Science	Maths + Computer Science	no previous knowledge needed	Maths + Computer Science	Maths + Computer Science	Maths + Computer Science
Dentistry	Maths + Biology (+ Chemistry preferred)	Maths + Biology (+ Chemistry preferred)	Maths + Biology (+ Chemistry preferred)	no previous knowledge needed	Maths + Biology (+ Chemistry preferred)	Maths + Biology (+ Chemistry preferred)	Maths + Biology (+ Chemistry preferred)
Engineering	Maths + Physics	Maths + Physics	Maths + Physics	no previous knowledge needed	Maths + Physics	Maths + Physics	Maths + Physics
Medicine	Maths + Biology + Chemistry	Maths + Biology + Chemistry	Maths + Biology + Chemistry	US Citizens only	Maths + Biology + Chemistry	Maths + Biology + Chemistry	Maths + Biology + Chemistry
Pharmacology/ Pharmacy	Maths + Chemistry	Maths + Chemistry	Maths + Chemistry	no previous knowledge needed	Maths + Chemistry	Maths + Chemistry	Maths + Chemistry
Physiotherapy	Maths + Biology preferred	Maths + Biology preferred	Maths + Biology preferred	no previous knowledge needed	Maths + Biology preferred	Maths + Biology preferred	Maths + Biology preferred
Veterinary Science	Maths + Biology + Chemistry	Maths + Biology + Chemistry	Maths + Biology + Chemistry	US Citizens only	Maths + Biology + Chemistry	Maths + Biology + Chemistry	Maths + Biology + Chemistry

*Please be aware that there are variations between universities – you must check for yourself!

The table above highlights courses with a requirement for science-based subjects. There is an assumption that if you are looking to study other specific courses, for example History or Art, you will have studied these at Sixth Form level.

What is life like in the Sixth Form at Malvern College?

The Sixth Form at Malvern is an incredibly exciting time when pupils start to look at their life beyond school. Pupils have the choice of studying the broad and diverse International Baccalaureate, or more focused A Levels and Enrichment programme which includes options such as the EPQ (Extended Project Qualification) or the Gold Arts Award. Both qualifications prepare pupils for whatever they choose to do after school, be it university in the UK or elsewhere, or perhaps a more vocational route. It is also an opportunity for pupils to be leaders in various aspects of Malvern College life such as the Super-Curriculum or the many CCA activities that are on offer. Ultimately, our aim is to prepare independent and responsible young adults who are ready and excited about the next stage of their lives.





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Transform Their World

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