



MALVERN
COLLEGE

Transform Their World

**A Level and International
Baccalaureate
Curriculum Information
2024-2025**

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

In order to gain a place in the Sixth Form, students are expected to achieve a minimum of six GCSE or IGCSE passes which must include the following:

- » English and mathematics
- » a minimum of three passes at grade '5'
- » a minimum of three passes at grade '6'
- » at least a '6' in each of the three subjects they wish to study at A Level or IB Higher Level.

In addition, at least a '7' will be required for Mathematics A Level and at least an '8' for Further Maths A Level and IB Higher Level Maths.

While an '8' and above at GCSE or IGCSE is advisable for A Level or IB Higher Level Biology and Chemistry courses, it is not a requirement.

While a '7' and above at GCSE or IGCSE is advisable for A Level or IB Higher Level Physics, it is not a requirement. Physics A Level and Physics IB Higher Level are very mathematical and so students should ideally have a grade 7 or higher in GCSE/IGCSE Mathematics.

UK Universities

In the UK, universities and colleges set their own entry requirements for higher education degree courses, and these vary widely depending on the subject, the specific course, and the course provider. They set the entry requirements for each course to ensure that students have the right skills and knowledge to complete the course successfully. Pupils are strongly advised to look at www.ucas.com/students/coursesearch to see which subjects are recommended for the areas they are potentially interested in. If they are unsure, they should ask for advice from the school's Head of UK University Admissions (richard.thurlow@malverncollege.org.uk) or the Head of Sixth Form (jennifer.major@malverncollege.org.uk).

The table below gives broad guidance on the subjects which suit common degree courses at UK universities:

Degree Course	Essential/desirable A Levels or IB Higher Levels
Accounting	Accounting, Mathematics and Economics or Business Studies are useful.
Archaeology	Generally, no specific requirements; History, Geography or Chemistry useful.
Architecture	Mathematics and Physics may be required, plus an art-based subject.
Art & Design	Art or Product Design; a portfolio is usually required.
Biological/Life Sciences	Two sciences; Chemistry and Biology, sometimes Maths.
Business & Management	Some have a Mathematics requirement: grade 7 or 6 at GCSE or at AS/A Level.
Chemistry	Chemistry and another science or Mathematics.
Classics	Latin and/or Greek; useful to have History, English or Modern Languages.
Computer Science & IT	Mathematics required; Physics and/or Computer Science useful.
Dentistry	Chemistry and Biology. Some like Mathematics or Physics too.
Drama	Drama or English Literature.
Economics	Economics; Mathematics Grade 6 or above at GCSE required. Economics required at A Level or IB.
English	English Literature. Other essay-based subjects useful.
Engineering	Mathematics essential, plus a second science (usually Physics or Chemistry, depending on area of specialism).
Geography & Environmental Science	Geography. Some require one or more science subjects.
History	History is usually required. Other essay-based subjects useful.

UK Universities continued...

International Relations	Generally, no specific requirements. Politics, Economics and History are useful.
Law	No essential requirements, but a preference for traditional subjects which require logic and the ability to write well such as History or English.
Mathematics	Mathematics and sometimes Further Mathematics. Physics is useful.
Media Studies	English or Media Studies preferred. Relevant work experience often considered. Psychology can be useful.
Medicine	Chemistry plus Biology. Physics and Mathematics are useful.
Modern Languages	Target language almost always required. A second language is desirable.
Music	Music required, and Grade 7 or 8 in the main instrument.
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.
Politics	History, Politics, Modern Language. English or Economics often 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 can be useful.
Teaching (primary)	Traditional subjects preferred. GCSE Science grade 6 can be a requirement.
Veterinary Science	Chemistry, plus one from Biology (which is preferred), Physics or Mathematics.

International Universities

Each country tends to have its own philosophy when it comes to university applications. We strongly encourage pupils to check that they are taking A Level or IB courses that will allow access to the university courses that they want. If they are unsure, they should contact the school's Head of International University Applications for advice: math.harris@malverncollege.org.uk. But here are some general points:

Universities in German-speaking countries usually want Maths, Biology, Chemistry, or Physics as one of the A Level choices or at IB Higher Level. Some universities do not accept all subjects: Philosophy, Drama, Art, Music, Sports Science are not always accepted.

Universities in Belgium and the Netherlands usually only require a pass in the IB Diploma or three E grades at A Level, but the drop-out rate in the first year is huge – they expect students to work very hard in the first year. However, some courses, such as Medicine, Engineering, Psychology, International Business Administration, International Relations, and Physiotherapy, are 'Numerus Fixus' and are very competitive—successful applicants must get the best grades they can.

US and US-style admissions are holistic and non-course specific. There is usually no restriction on A Level or IB courses, although stronger applicants generally choose 'challenging' courses (i.e. not the easy option) and get high grades in them.

Canada and Australia are more like the UK in requiring course-specific applications, but do have an element of US holistic admissions.

English as an Additional Language

Those non-native English speakers who have not already taken the IELTS examination and achieved a suitable level of attainment in it can expect to study English as an Additional Language (EAL) in the Lower Sixth. The purpose of this is to equip students with the necessary language skills (reading, writing, listening and speaking) to perform to the best of their ability in their chosen A Level or IB subjects. During the Lower Sixth year, students will also prepare for the IELTS examination which they take at the end of the Lower Sixth.

The Life Skills Programme

Our young people today are growing up in a rapidly changing world, full of opportunities but with few guarantees. The Life Skills education programme at Malvern College prepares them for life and work; it is the subject that imparts information, stimulates debate and has the intention of keeping our pupils safe, healthy and boosting their life chances. This 'curriculum for life' helps to protect them and others both online and offline, improves their physical and emotional health, and develops character, resilience, academic attainment and employment prospects. The Life Skills programme will be delivered across five dedicated days during the two years of the Sixth Form.

The students will:

» **Understand and assess risk in relation to:**

- Drugs
- Alcohol
- How it affects decision making
- Personal safety including looking out for friends, safe travel and drink spiking.

» **Understand relationships in relation to:**

- Intimacy
- Consent
- Sexual Health
- How to exit unhealthy relationships
- Families and Fertility

» **How to maintain a healthy body and mind**

- Negative influences: social media
- Healthy eating and being active
- Self-screening and immunisations
- Mental health and emotional wellbeing

» **How to access services:**

- How to register with and access health services in new locations
- To recognise illnesses that particularly affect young adults, such as meningitis and 'freshers' flu'
- How to maintain a healthy diet on a budget
- Maintain work life balance

» **Understanding your finances**

- Managing bills
- Consumer rights
- Employment contracts
- Resolving disputes
- Managing contracts: including mobile phones and accommodation
- Understanding debt

A Levels

2024-2025

A Levels

What is the standard A Level programme at Malvern College?

The vast majority of A Level students will take three subjects throughout their two years in the Sixth Form, with the exception of those choosing a combination of Mathematics and Further Mathematics who often take four subjects. Almost all students taking A Levels will, in addition to their three A Level subjects, choose an Enrichment course. All public examinations will be at the end of the two year A Level course.

What subjects does Malvern offer at A Level?

- | | |
|--------------------------|---------------------------------------|
| » Art and Design | » Greek |
| » Biology | » History |
| » Business | » Latin |
| » Chemistry | » Mathematics and Further Mathematics |
| » Classical Civilisation | » Music |
| » Computer Science | » Photography |
| » Design Technology | » Physical Education |
| » Drama | » Physics |
| » Economics | » Politics |
| » English Literature | » Psychology |
| » French | » Religious Studies |
| » Geography | » Spanish |
| » German | |

A Level choices

At Malvern, we only allocate subject blocks once initial subject choices have been made. Those students currently at Malvern will make their choices in late January and the subject blocks will be fixed by early February. Those students entering the Sixth Form will have their preferred choices considered alongside those of students already at Malvern but no choices can be guaranteed until February. Experience has shown that using this system, rather than announcing the subject blocks in advance, enables a larger number of students to be given their first choices.

Please note that Economics and Business cannot be chosen together.

NB: We will run all of the courses detailed in this prospectus in September 2024 as long as there is reasonable demand.

The A Level Enrichment Programme

The Enrichment Programme is designed to enhance students' Lower Sixth Form studies and, in due course, strengthen their university applications. The courses we are currently offering include: The Extended Project Qualification, Mathematics in Context Level 3 Certificate, AS Level Further Mathematics and Global Perspectives AS Level. The vast majority of A Level candidates will be expected to choose one course from the Enrichment Programme, unless they are studying four A Level subjects or have chosen Further Mathematics A Level, or require English as an Additional Language lessons, or are intending to take another subject (e.g. Mandarin) by private tuition. Any student who receives Learning Enhancement lessons in the Lower Sixth may opt to have them timetabled during the Enrichment Programme lesson times instead of choosing an Enrichment course.

The Enrichment Programme aims to be varied and tailored to the interests and skills of pupils in the Lower Sixth. Therefore, different courses may run to stretch and stimulate pupils in the cohort, such as the Gold Level Arts Award; AS Level in Philosophy, Ethics and Religion; coaching and leadership qualifications in paddle sports, biking and climbing (and bicycle mechanics), as well as support to study a variety of online courses.

Mathematics In Context Level 3 Certificate

A course designed to apply Mathematics in real world contexts, this course will support pupils who are not taking Mathematics A Level, but who do a course with some mathematical content, such as Sciences, Business Studies and Geography. The course expands on IGCSE teaching with a focus on statistics, probability, linear programming and sequences.

Topics looked at range across the subject disciplines:

- | | |
|---------------------|---------------|
| » Social networking | » Environment |
| » Sport | » Engineering |
| » Clothing Industry | » Travel |
| » Finance | » Disasters |
| » Creative Arts | » Health |

The course will be project focused and lends itself to learning Excel Spreadsheet skills. The course will be delivered over 1 year with the examination taken at the end of the Lower Sixth year.

Cambridge International AS Level Global Perspectives & Research

It is widely recognised that we live in an increasingly digitised and inter-connected world. The means by which we access information and the pace with which this takes place are profoundly changing the way we learn, communicate and work. Increasingly, young people are faced with access to a multiplicity of competing ideas. In such an information-rich society, young people need the skills and dispositions to be able to think critically. In the broadest sense this means that they need to: deconstruct arguments, differentiate between the ways in which people express their perspectives, views and arguments, assess and evaluate claims and develop strong lines of reasoning. This will ensure that the learner has the 21st century skills to communicate and collaborate in today's society.

There are three course elements which are all completed during the Lower Sixth year:

Component 1: Written Examination 1 hour 30 minutes | 30%

Written examination consisting of compulsory, structured questions based on sources provided with the examination paper. (30 marks)

Component: 2 Essay (1750-2000 words) | 35%

The essay title is devised by candidates themselves. (35 marks)

Component 3: Team Project Presentation | 35%

Each candidate presents an 8-minute live presentation of their individual research and proposed solutions to the problem. (25 marks)

Reflective Paper

Each candidate explains these team solutions in an individual 800-word reflective paper. (10 marks)

The Extended Project Qualification (EPQ)

The AQA Extended Project Qualification is an opportunity for students to engage in an independent research project culminating in the creation of either a 5000-word essay or the production of an artefact (+1500-word report). The value of this qualification lies in the fact that students have free reign over their topic choice and complete ownership over the planning and production of their project.

Students will be assigned a supervisor and provided with 30 hours of taught skills focussing on researching, referencing and project management. It must be emphasised that this is a truly independent project and students are assessed on the process of project management as well as their final product. Universities value the skills that students develop through undertaking an EPQ, namely independent learning, time management, researching, referencing, essay writing and reflecting. The EPQ is worth half an A Level in terms of UCAS points. Some universities will lower their offer by one grade in another subject if a student achieves a certain grade in the EPQ.

Further Mathematics AS

This is taken as an addition to Mathematics A Level, for those who want to enhance their Mathematics studies but might not be up to full Further Mathematics A Level. There is a greater emphasis on Pure Mathematics and Mechanics which will appeal to potential Engineering students. Topics also include Complex Numbers, Matrices, Proof by Induction and Differential Equations, giving students a broad mathematical background.

A Level Subjects

Art

OCR A Level Art and Design

Fine Art at Malvern focuses on both two-dimensional and three-dimensional work covering a range of traditional media such as drawing, painting, printmaking and photography as well as digital imaging and a contemporary take on three-dimensional outcomes. The course will allow students to develop an in-depth knowledge of materials and mark-making. This will enable them to express creative ideas both visually and through reflective writing with a growing level of skill and sophistication.

All work is initially developed to explore a theme agreed on between teacher and student and is informed by a critical understanding of Art Practice, (studying the work of other artists and designers). The course demands high standards and to be successful students will need to be open to exploring new ideas, have a capacity for hard work and a growing passion for Art. Studying art at this level is a life enhancing as well as an academically rewarding experience.

Students will be encouraged to work in the studios and in house outside of lesson times and an opportunity to study life drawing and painting will be available. A number of visits to galleries and museums in the UK and abroad will inspire and inform students' visual and written work. A Level Fine Art is particularly relevant if students wish to pursue a career in any visual or media discipline. This course can lead directly on to an Art Foundation Course and University Degree Courses in Art and Design. Fine Art is often required for related university studies, for example Architecture, Restoration, and History of Art.

The course comprises two components. Component 1 is studied during the Lower Sixth and is completed in the Upper Sixth and Component 2 is taken in the Upper Sixth.

Component 1: Personal Investigation (60% of the Qualification)

Through a project developed to suit the students' own interests and skills, they will generate and develop visual ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcomes. The unit comprises supporting studies and practical work that will take the form of a portfolio of work, and a written personal study.

Component 2: Externally Set Assignment (40% of the Qualification)

Through responding to an externally set starting point students will generate preparatory work and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and, refine ideas. Students will produce final outcomes during a fifteen-hour period of sustained focus under exam conditions.

Textiles Design* OCR A Level Textile Design H604

Our Textile Design course encompasses both printed and constructed textiles and a wide range of possible outcomes for students to explore in their ideas. This could include garments and fashion accessories, soft furnishings, sculpture, installations and digital textiles.

Through a series of initial projects, students locate a personal theme and direction to their own work which is underpinned with the development of a personal visual language and a wide range of Textiles related skills. Building on drawing and mark making explorations in a wide range media and materials, student develop the personal creative thematic basis for Component 1 Personal Investigation (60%). This project is developed to suit the students' own interests and skills and they will generate and develop visual ideas via research of primary and contextual sources and combine this with practical experimentation in textile-based materials and processes, to refine ideas towards producing personal resolved outcomes.

The unit comprises of a portfolio of work, and a written personal study.

For Component 2: Externally Set Assignment (40%) Students will respond to an externally set starting point and generate preparatory work which includes primary research, contextual sources, written observations, practical experimentation with materials and processes development of concepts to lead to refined final ideas. Students will produce final outcomes during a fifteen-hour period of sustained focus under exam conditions.

*This course will only be available if student numbers are sufficient.

Three-Dimensional Design* OCR A Level 3D Design H605

This course focuses on developing an individual approach to three-dimensional design. Building upon a student's personal interest, they will develop a body of work that demonstrates their individual design process and knowledge of materials and construction. Students will be able to use a wide range of materials and equipment found within the Art & Design workshops. These include the traditional wood, metal, ceramics and plastics as well as new technology such as CAD and 3D Printing. The outcomes produced will vary dependant of the development of the ideas, which will be informed by research of primary and contextual sources.

Through a series of initial projects, students locate a personal theme and direction to their own work which is underpinned with the development of a personal visual language and a wide range of related techniques and processes. Building on drawing and design explorations, student develop the personal creative thematic basis for Component 1 Personal Investigation (60%). The unit comprises of a portfolio of work, and a written personal study.

For Component 2: Externally Set Assignment (40%) Students will respond to an externally set starting point and generate preparatory work which includes primary research, contextual sources, written observations, practical experimentation with materials and processes development of concepts to lead to refined final ideas. Students will produce final outcomes during a fifteen-hour period of sustained focus under exam conditions.

Specialist areas of study could include Furniture Design, Jewellery Design, Ceramics, Sculpture, Stage Design, Architectural Design, Product design and Experimental Design.

This course will be of interest to those students who have enjoyed the practical and creative approaches within Graphic Products and Resistant Materials IGCSE but do not want to continue with the Mathematical requirements embedded within the A Level in Design & Technology: Product Design.

*This course will only be available if student numbers are sufficient.

Biology

Edexcel Level 3 Advanced GCE in Biology B (9BI0)

Aims and Objectives

to enable students to develop:

- » essential knowledge and understanding of different areas of the subject and how they relate to each other
- » demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods
- » competence and confidence in a variety of practical, mathematical and problem-solving skills
- » their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject
- » understanding of how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

Syllabus Outline

Topics studied:

The Natural Environment and Species Survival

- » **Topic 1:** Biological Molecules
- » **Topic 2:** Cells, Viruses and Reproduction of Living Things
- » **Topic 3:** Classification and Biodiversity
- » **Topic 4:** Exchange and Transport
- » **Topic 5:** Energy for Biological Processes
- » **Topic 6:** Microbiology and Pathogens
- » **Topic 7:** Modern Genetics
- » **Topic 8:** Origins of Genetic Variation
- » **Topic 9:** Control Systems
- » **Topic 10:** Ecosystems

2. General and Practical Applications in Biology

Assessment:

There will be three externally assessed written examinations and a Science practical endorsement.

Examination Paper 1 (9BIO/01): Advanced Biochemistry, Microbiology and Genetics. Worth 30% of the total marks.

- » The paper will cover topics 1–7.
- » Assessment is 1 hour and 45 minutes.
- » The paper consists of 90 marks.
- » The paper may include multiple-choice, short open, open-response, calculations and extended writing questions.
- » The paper will include questions that target Mathematics at Level 2 or above.
- » Overall, a minimum of 10% of the marks across the three papers will be awarded for mathematics at Level 2 or above.

Examination Paper 2 (9BIO/02): Advanced Physiology, Evolution and Ecology. Worth 30% of the total marks.

- » The questions will cover Topics 1–4, and 8–10.
- » Assessment is 1 hour and 45 minutes.
- » The paper consists of 90 marks.
- » The paper may include multiple-choice, short open, open-response, calculations and extended writing questions.
- » The paper will include questions that target mathematics at Level 2 or above: Mathematical skills and exemplifications). Overall, a minimum of 10% of the marks across the three papers will be awarded for mathematics at Level 2 or above.

Examination paper 3 (9BIO/03): General and Practical Applications in Biology. Worth 40% of the total marks.

- » Overview of content.
- » This paper will include questions from topics 1–10.
- » Overview of assessment.
- » Assessment is 2 hours 30 minutes.
- » The paper consists of 120 marks.
- » The paper will include synoptic questions that may draw on two or more different topics.
- » The paper will include questions that target mathematics at Level 2 or above. Overall, a minimum of 10% of the marks across the three papers will be awarded for mathematics at Level 2 or above.
- » The paper will include questions that target the conceptual and theoretical understanding of experimental methods.

In addition to the examination grade the students will achieve at the end of their 2 years, they will also receive a simple PASS/FAIL in practical competencies. These are assessed throughout the 2 years through 12 required practicals, completed at the relevant points in the syllabus.

Fieldwork

Please note that, in the case of students choosing to study Biology at Advanced level, there is a Sixth Form field trip which we strongly encourage students to attend. This will incur a parental charge, although alternative arrangements can be made at the College for students if their parents do not wish them to go.

Minimum Requirements for Biology

Experience has shown that in order for students to have a strong enough base from which to study Biology A Level with confidence, they should ideally have a minimum of a grade 8 in GCSE/IGCSE Biology (or Double Award Science). They should also have at least grade 7 in GCSE/IGCSE Mathematics. We will consider students with lower grades for the Biology A Level course but they need to be aware that they will find the course particularly challenging.

Business at Malvern

Business is taught in a department that includes Economics and Politics. The department has a strong tradition in teaching academically rigorous subjects in a real world context. Our Economics background enables teachers to have a strong foundation in the more mathematical and technical aspects of Business and with our specialist Business teachers we have considerable practical experience of business and financial sectors. This enables theories and concepts to be securely illustrated by events in the global business environment.

The A Level Business course allows those with a desire to focus on the practical nature of business and economic worlds to structure their idea around a proven course.

Nature Of The Subject

Business seeks to study how individuals and institutions interact in a dynamic business environment. How are business decisions made? How do these decisions impact on both firms and consumers? What are the different frameworks in which these decisions are made? The course aims to enable students to develop business principles, practices and skills that they will find applicable in the real world.

The course covers a wide range of business topics from market analysis and marketing to the production process, from company accounting to the impact of the Monetary Policy Committee on interest rates and from business ethics to the impact of new technologies.

The aims and objectives of the A Level Business course are to enable students to:

- » develop an enthusiasm for studying business
- » gain an holistic understanding of business in a range of contexts
- » develop a critical understanding of organisations and their ability to meet society's needs and wants
- » understand that business behaviour can be studied from a range of perspectives
- » generate enterprising and creative approaches to business opportunities, problems and issues
- » be aware of the ethical dilemmas and responsibilities faced by organisations and individuals
- » acquire a range of relevant business and generic skills, including decision making, problem solving, the challenging of assumptions and critical analysis
- » apply numerical skills in a range of business contexts.

Throughout the course, active discussion is encouraged as is the use of current business events to illustrate concepts covered throughout the course. Business can be taken with virtually any combination of A Levels, and the only combination not allowed is with Economics. It is important to note that some mathematical competence is required, and students wishing to study Business in the Sixth Form should obtain at least a grade 6 at IGCSE Maths.

Edexcel A Level Business

1. Course structure

Theme 1: Marketing and the people

Meeting customer needs; Marketing mix and strategy; Managing people; Entrepreneurs and leaders

In this theme, students are introduced to the market, explore the marketing and people functions and investigate entrepreneurs and business start up.

Theme 2: Managing business activities

Raising finance; Financial planning; Managing finance; Resource management; External influences

In this theme, students explore the finance and operations functions, and investigate external influences on business.

Theme 3: Business decisions and strategy (develops the concepts in Managing business activities)

Business objectives and strategy; Business growth; Decision-making techniques; Influence on business decisions; Assessing competitiveness; Managing change

In this theme, students develop their understanding of the concepts introduced in Theme 2 and explore influences on business strategy and decision-making.

Theme 4: Global business (develops the concepts in Marketing and the people)

Globalisation; Global markets and business expansion; Global marketing; Global industries and companies (multinational corporations)

In this theme, students develop their understanding of the concepts introduced in Theme 1 and explore business activity in a global context.

2. Assessment

Three 2 hour examinations

Paper 1: Marketing, people and global business
(Themes 1 and 4)

- » 2 hour examination
- » 100 marks
- » 35% of A Level
- » Two sections
- » **Sections A and B:** One data response broken down into a number of questions, including one extended open-response question

Paper 2: Business activities, decisions and strategy
(Themes 2 and 3)

- » 2 hour examination
- » 100 marks
- » 35% of A Level
- » Two sections
- » **Sections A and B:** One data response broken down into a number of questions, including one extended open-response question

Paper 3: Investigating business in a competitive environment

- » 2 hour examination
- » 100 marks
- » 30% of A Level
- » Two sections
- » **Sections A and B:** One data response broken down into a number of questions, including one extended open-response question

This paper assesses content across all four themes. Questions will be drawn from local, national and global contexts. There will be a pre-released context document issued on the Edexcel website in November of the previous year. The context will focus on a broad context, such as an industry or market in which businesses operate.

Section A will focus on the broad context provided and questions will focus on the broad context. Section B will focus on at least one strand within the context provided, such as a particular business.

Each section will contain unseen stimulus materials comprising quantitative and qualitative evidence. Students will be required to apply their knowledge and understanding from Themes 1, 2, 3 and 4 and their understanding of the broad context to this evidence. Students will not be able to take any of their research or investigation data carried out as part of the pre-release into the examination.

3. Quantitative skills in Business

Throughout the course of study, students will develop competence in the quantitative skills listed below. There are opportunities for students to develop these skills throughout the content and students are required to apply these skills to relevant business contexts.

The assessment of quantitative skills will include at least Level 2 mathematical skills as a minimum of 10% of the overall marks for this qualification.

- » calculate, use and understand ratios, averages and fractions
- » calculate, use and understand percentages and percentage changes
- » construct and interpret a range of standard graphical forms
- » interpret index numbers
- » calculate cost, revenue, profit and break-even
- » interpret values of price and income elasticity of demand
- » use and interpret quantitative and non-quantitative information in order to make decisions
- » interpret, apply and analyse information in written, graphical and numerical forms

Chemistry

Chemistry at A Level is a challenging though very rewarding subject to study. Chemistry is a requirement for university courses in Medicine, Biology, Agriculture, Geology, Dentistry, Physiotherapy, Veterinary Science and more directly chemistry-based studies such as Metallurgy, Pharmacy, Food Science, Biochemistry and Chemical Engineering. Due to the analytical and problem-solving skills involved in the study of Chemistry it is also a useful qualification for a wide range of other courses such as Engineering, Management, Business Studies and Accountancy. Chemistry fits well into a programme involving the other sciences and mathematics. However, it would also fit nicely as the only science in a programme of humanities, arts or languages keeping a broad base of subjects.

The new OCR syllabus (H432) covers the following topics:

Module 1 – Development of practical skills in chemistry

- » Skills acquired throughout the course are assessed in the written examinations

Module 2 – Foundations in chemistry

- » Atoms, compounds, molecules and equations
- » Amount of substance
- » Acid–base and redox reactions
- » Electrons, bonding and structure

Module 3 – Periodic table and energy

- » The periodic table and periodicity
- » Group 2 and the halogens
- » Qualitative analysis
- » Enthalpy changes
- » Reaction rates and equilibrium (qualitative)

Module 4 – Core organic chemistry

- » Basic concepts
- » Hydrocarbons
- » Alcohols and haloalkanes
- » Organic synthesis
- » Analytical techniques (IR and MS)

Module 5 – Physical chemistry and transition elements

- » Reaction rates and equilibrium (quantitative)
- » pH and buffers
- » Enthalpy, entropy and free energy
- » Redox and electrode potentials
- » Transition elements

Module 6 – Organic chemistry and analysis

- » Aromatic compounds
- » Carbonyl compounds
- » Carboxylic acids and esters
- » Nitrogen compounds
- » Polymers
- » Organic synthesis
- » Chromatography and spectroscopy (NMR)

The course is assessed in 3 papers:

Paper 1 assesses Modules 1, 2, 3, and 5
(2 hours 15 mins)

Paper 2 assesses Modules 1, 2, 4, and 6
(2 hours 15 mins)

Paper 3 assesses all Modules (1 hour 30 mins)

In addition to the examination grade the students will achieve at the end of their 2 years, they will also receive a simple PASS/NOT PASS in practical competencies. These are assessed throughout the 2 years through 12 required practicals, completed at the relevant points in the syllabus.

Minimum Requirements

Experience has shown that in order for students to have a strong enough base from which to study Chemistry A Level with confidence, they should ideally have a minimum of a grade 8 in GCSE/IGCSE Chemistry (or Double Award Science). They should also have at least grade 7 in GCSE/IGCSE Mathematics. We will consider students with lower grades for the Chemistry A Level course but they need to be aware that they will find the course particularly challenging.

Classical Civilisation

Why Classics?

Classics tends to attract people who have a love of learning and discovery: they want to be challenged in their preconceptions, examine alternative ways of acting and being, and experience new cultures and ways of thinking. Classical Civilisation offers the opportunity to access the ancient world through literature, art, architecture and archaeology, but where all texts are studied in translation: no Latin or Greek is required. As you are foregoing the language component, the course can offer greater breadth, allowing for the study of both Roman and Greek cultures. For the way it teaches analytical thinking, the ability to synthesise information and communicate objectively but with empathy, Classical Civilisation A Level is highly valued by Universities, as it creates open-minded, curious and collaborative students. It complements every subject: from Philosophy to Photography it explores aesthetics, from History to Sciences it cultivates objectivity, and from Economics to Geography it encourages to look at how we create and organise societies and allocate their resources. It is the ultimate interdisciplinary subject.

Course Content

Pupils will prepare for 3 examination papers on 3 separate topics:

Paper 1: The World of the Hero

- » Building an understanding of the culture of the Greek world and its storytelling through study of the *Odyssey* (in translation).
- » Exploring the culture of the Roman world and the influence of the *Odyssey* on storytelling through the study of the *Aeneid* (in translation).
- » Examining two cultures which we can compare and contrast to the modern world, to explore our own cultural baggage and generate open-mindedness about cultures different to our own. The following themes will emerge:
 - Heroism
 - Gender roles
 - War & its emotional impact
 - Love, Loyalty and Leadership
 - Organisation of societies
 - Nature of the gods & the supernatural

Paper 2: Culture and the Arts

One topic from the following:

- » Greek Theatre (Comedy & Tragedy)
- » Imperial Image (Augustus and his propaganda)
- » Invention of the Barbarian (Perspectives on Persia)
- » Greek Art

Paper 3: Beliefs and Ideas

One topic from the following:

- » Greek Religion
- » Love & Relationships
- » Politics of the Late Republic (the rise and fall of Pompey, Cicero and Julius Caesar)
- » Democracy & the Athenians

The topics taught in Papers 2 and 3 are determined by the timetable allocation of teachers each academic year: the department has a wide variety of specialist areas and so unlike many schools does not limit itself to one particular choice of module ahead of time.

Course Aims

Students will:

- » acquire a sophisticated level of knowledge and understanding of the literature and culture of the classical world through studying a diverse range of ancient material and making connections and comparisons between them.
- » understand classical literature, thought and material culture in its context; including how issues and values relevant to the society in which they were created are reflected in ancient sources and materials
- » further develop skills of critical analysis and evaluation and apply these to the range of source materials studied in order to gain insight into aspects of the classical world
- » articulate an informed response to the material studied, using a range of appropriate evidence to formulate coherent arguments with substantiated evidence based judgements
- » acquire a sound basis for further study of the classical world.

Minimum Requirements for A Level Classical Civilisation

You do not need to have completed GCSE Classical Civilisation.

Experience has shown that, in order for students to have a strong enough academic base from which to study Classical Civilisation with confidence in the Sixth Form, they should have a grade 6 or higher in GCSE/IGCSE (or similar) in one of the following subjects which develops strong written communication skills:

- » English
- » English Literature
- » History
- » Religious Studies

Computer Science

The Computer Science A Level programme (H446) seeks to extend knowledge already studied in the GCSE course to develop a student's understanding of how computers work, how to make them do useful things and how to think like a computer. As with the GCSE course, Python will be the programming language of choice. The A Level course also introduces new topics not previously taught in the GCSE syllabus such as website development, Object-orientated programming and relational databases.

The course is assessed predominantly through 2 examinations at the end of the Upper Sixth. Both examinations are 2 hours and 30 minutes long and each contributes towards 40% of the final mark. Paper 1, on Computer Systems, tackles a student's understanding of the way a computer works. Paper 2, on Algorithms and Programming, seeks to determine how well a student can solve problems. The final 20% of the final mark comes from an extensive programming project the students undertake in the final year of the course. The programming project is an excellent opportunity for students to demonstrate all the skills they have learnt by producing a large piece of software that tackles a problem.

Requirements for Computer Science

Experience has shown that in order for students to have a strong enough base from which to study Computer Science with confidence in the Sixth Form, they should have a grade 7 or higher in GCSE/IGCSE Computer Science, although students will be accepted on the course with a grade 6.

Design & Technology

"The facilities at Malvern are second to none and the teaching staff allowed me to think outside of the box, which prepared me to apply to one of the best Industrial Design Universities. This then allowed me to pursue my dream career as a footwear designer. So in summary, Malvern sparked my passion to pursue a future in the design industry."

- James Eaton OM, House No.2: Sports Footwear Designer (Nike, Puma and Clarks)

Recently the recipient of a Red Dot and iF Design Award.

Nature of the Subject

Design and technology is an inspiring, creatively rigorous and practical subject with an increasing relevance to those who aspire to study or follow a career within design, engineering and architecture.

By studying Design and Technology (D&T) students gain experience directly about the design of products, services, systems, as well as artefacts relevant to designing and enabling modern society and the society of tomorrow. Within these studies, the importance of engineering skills such as modelling, and calculation, and the use of CAD in simulations is balanced against pure creative flair. In this way, the OCR D&T course complements not only Mathematics and the Sciences but also Art.

In addition, students will learn how the manufacturing industry operates, the social aspects of technology has on the environmental (sustainable and green design) and the influence of culture and ethics on the design of products including inclusive design.

Designing and making is a key practical element of D&T syllabus. Students will spend approximately 45 hours of their time making one project in the course. They will learn how to make a product of high quality and to test and evaluate this. In doing so each student will learn details about modern technology. Manufacture follows planning; writing a production plan and taking account of time and resource management help to develop skills necessary in industry.

Making a product cannot be done without first designing it. Here the student will discover how to analyse problems and user needs and to carry out imaginative research to develop a product specification. Developing their communication skills is a core element of education and in D&T, the use of traditional drawing skills are valued alongside computer modelling for realisation and presentation.

At the end of the course all students will be well equipped to move into higher education in related disciplines which may include: Architecture, Interior Design, Design Engineering, Mechanical Engineering or Materials Science as well as Industrial and Product Design, Fashion Design and Textiles based courses.

In Design and Technology, we offer three endorsed routes which will aim to prepare students for tertiary education or training:

- » Design Engineering (OCR H404)
- » Fashion & Textiles (OCR H405)
- » Product Design (OCR H406)

Design & Technology continued...

Design Engineering

Design Engineering is focused towards engineered and electronic products and systems. Students use the analysis of these in respect of function, operation, components and materials, in order to understand their application and uses in engineered products/ systems. Students also take into account the commercial viability of design solutions and consider marketing and entrepreneurship.

Students wishing to choose Design Engineering require IGCSE Mathematics at Grade 7-9 and GCSE Design Technology at Grade 6 or higher. Students who would like to study Engineering in the future should consider having Mathematics A Level as a complementary subject. If they have not chosen Mathematics, they will be required to complete a short bridging module.

Fashion & Textiles

Fashion and Textiles is focused towards fashion and textiles products and accessories in a range of applications. Students will use the analysis in respect of materials, processes, trends and use in relation to industrial and commercial practices within the world of fashion and textiles.

Students wishing to choose Fashion & Textiles require a GCSE in Textiles (Grade 6 or above) and IGCSE Mathematics (Higher Tier: Grade 6 or above).

Product Design

Product Design is focused towards consumer products and applications. Students use analysis in respect of materials, components and marketability to understand the selection and uses of industrial and commercial practices within the sphere of product development.

Students wishing to choose Product Design require a GCSE in Design & Technology (Grade 6 or above) and IGCSE Mathematics (Higher Tier: Grade 6 or above).

Course Content and Examination

The A Level course comprises 3 separate assessment units.

Unit 1: Principles of Specialism (Design Engineering/ Fashion and Textiles/ Product Design)

1 hour 30 minutes written Paper

This paper includes questions on product analysis, application of mathematical skills, technical knowledge and the wider implications that effect design and manufacture. (25% of total A Level)

Unit 2: Unseen Challenge (Design Engineering/ Fashion and Textiles/ Product Design)-

2 hour 30 minutes design paper

This paper has two components. Section A- Design Task. Section B- Reflection of the design in consideration of wider issues.

(25% of total A Level)

Unit 3: Iterative Design Project (Design Engineering/ Fashion and Textiles/ Product Design)

Approximately 45 hours Design, Make and Evaluate portfolio.

Students will identify a design opportunity from a context of their own choosing, and create a portfolio of evidence in real time to demonstrate their ability and competence.

(50% of total A Level)

Drama & Theatre

GCE A Level (WJEC) Summary Of Assessment

Component 1: Theatre Workshop (20% of qualification)

- » Non-exam assessment: internally assessed, externally moderated
- » Students will be assessed on either acting or design.
- » Students participate in the creation, development and performance of a piece of theatre based on a reinterpretation of an extract from a text chosen from a list supplied by WJEC.

The piece must be developed using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company.

Students must produce:

- » a realisation of the performance or design
- » a creative log.

Component 2: Text in Action (40% of qualification)

Non-exam assessment: externally assessed by a visiting examiner

Students will be assessed on either acting or design.

Students participate in the creation, development and performance of two pieces of theatre based on a stimulus supplied by WJEC:

1. a devised piece using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company (a different practitioner or company to that chosen for Component 1)
2. an extract from a text in a contrasting style chosen by the learner.

Students must realise their performance live for the visiting examiner. Students choosing design must also give a 5 to 10 minute presentation of their design to the examiner.

Students produce a process and evaluation report within one week of completion of the practical work.

Component 3: Written examination: 2 hours 30 minutes (40% of qualification)

Sections A and B

Open book: Clean copies (no annotation) of the two complete texts chosen must be taken into the examination.

Two questions, based on two different texts, one written pre-1956 and one written post-1956.

Pre-1956:

- » The Trojan Women, Euripides
- » As You Like It, William Shakespeare
- » Hedda Gabler, Henrik Ibsen
- » Machinal, Sophie Treadwell
- » Cat on a Hot Tin Roof, Tennessee Williams

Post-1956:

- » Saved, Edward Bond
- » Accidental Death of an Anarchist, Dario Fo
- » Racing Demon, David Hare
- » Love and Information, Caryl Churchill
- » Chimerica, Lucy Kirkwood

Section C

Closed book: The extract of text required for answering the questions will be printed on the examination paper. A series of questions based on a specified extract from:

The Curious Incident of the Dog in the Night-Time, Mark Haddon, adapted by Simon Stephens.

Economics at Malvern

Malvern has a long and proud tradition of teaching Economics, being one of the first schools in the country to offer it as a Sixth Form subject. Economics attracts those who have broad intellectual skills which they are keen to develop and who have an interest in what is going on in the world and why. Many students continue with their Economic studies at university and we have a significant number of ex-students teaching at top universities, working for central banks and acting as economic advisors at the highest level.

Nature of the Subject

Economics is a social science and as such is concerned with explaining and predicting human behaviour. It is evident from even the most casual glance at any day's news that economic aspects of such behaviour are key factors in understanding modern society. All of us engage in economic behaviour and knowledge of the forces at work can help us to improve our own decision making and also better understand the actions of others.

The subject matter of Economics covers everything from how the commodity markets work to the challenges facing the Chancellor of the Exchequer and central banks when trying to 'manage' the economy. It examines why some people enjoy a higher standard of living than others, what can be done to help reduce poverty and how to become a billionaire as well as the issue of sustainable development.

Considerable emphasis is placed on the use of resources such as periodicals, newspapers, IT and the Internet. Active discussion in class is very much encouraged.

Economics can be taken with virtually any combination of A Levels. and requires no prior knowledge of the subject. Whilst some mathematical competence is required at A Level Economics, those considering taking a university degree in Economics would find A Level Mathematics a distinct advantage or even requirement. The only combination that is not allowed is with Business. It provides an excellent preparation for those wishing to read Economics, Business or the Social Sciences at university and is a good foundation for a wide range of careers but especially as an Economist, Law, Accountancy, Business, Banking, Financial and Equity markets. Economics and Psychology would be a good combination, given Economics as a social science includes the study of human psychology in economic decision making.

AQA A Level Economics

1. Course structure

The operation of markets and market failure;

The economic problem and economic methodology; Individual economic decision making; Price determination in a competitive market; Production, costs and revenue; Perfect competition, imperfectly competitive markets and monopoly; The Labour market; The distribution of income and wealth: poverty and inequality; The market mechanism, market failure and government intervention in markets

The national economy and international economy

The measurement of macroeconomic performance; How the macroeconomy works: the circular flow of income, aggregate demand/supply and related concepts; Economic performance; Financial markets and monetary policy; Fiscal policy and supply-side policies; Economic development.

The international economy

2. Assessment

Three 2 hour examinations

Markets and market failure (Paper 1)

- » 2 hour examination
- » 80 marks
- » 33.3% of A Level
- » **Section A:** Data response question (40 marks) – choice of 1 from 2
- » **Section B:** Essay question (40 marks) – choice of 1 from 3 questions

The national economy and international economy (Paper 2)

- » 2 hour examination
- » 80 marks
- » 33.3% of A Level
- » **Section A:** Data response question (40 marks)–choice of 1 from 2
- » **Section B:** Essay question (40 marks)–choice of 1 from 3 questions

Economic principles and issues (Paper 3)

- » 2 hour examination
- » 80 marks
- » 33.3% of A Level
- » **Section A:** Multiple choice questions (30 marks)
- » **Section B:** Case study question (50 marks)
- » All questions on this paper are compulsory.

3. Quantitative skills in Economics

In order to develop their skills, knowledge and understanding in economics, students need to have acquired competence in the quantitative skills that are relevant to the subject content and which are applied in the context of an Economics A Level, including:

- » calculate, use and understand ratios and fractions
- » calculate, use and understand percentages and percentage changes
- » understand and use the terms mean, median and relevant quantities
- » construct and interpret a range of standard graphical forms
- » calculate and interpret index numbers
- » calculate cost, revenue and profit (marginal, average, totals)
- » make calculations to convert from money to real terms
- » make calculations of elasticity and interpret the result
- » interpret, apply and analyse information in written, graphical and numerical forms.

The assessment of quantitative skills will include at least Level 2 mathematical skills as a minimum of 20% of the overall A Level marks. These skills may be assessed across the assessment objectives.

English Literature

Why A Level English Literature?

So ends John Milton's epic *Paradise Lost* with Adam and Eve expelled from the garden and things looking not remotely rosy. Choosing English Literature A Level is a way of regaining paradise. All that wonderful poetry, those fascinating dramas and intriguing novels; the world is all before you once again and you are presented with the opportunity to make some sense of it. The new A Level course puts central texts at the heart of what you study as well as providing the chance to read much more recent literature. It also presents the opportunity for close literary analysis and comparison that remains so central to an understanding of texts.

English Literature remains one of the 'gold standard' A Levels and is widely respected by universities regardless of your eventual course of study. The syllabus offers opportunities for close reading and analysis as well as the consideration of texts in context. It provides some wonderful opportunities for exploring related texts and getting to grips with the mechanics of literary analysis before we start on the main set texts.

What sorts of Texts will you be Studying?

The new course presents students with the opportunity to study a wide range of texts. The focus on Shakespeare is retained, as is the study of poets and dramatists who have remained at the core of university study over the past century (the set texts and authors are listed below). Alongside these there is the option to study more thematically linked texts in topic areas like the Gothic, Dystopia, American Literature, Women in Literature and The Immigrant Experience. These provide the chance to read mainstream classics like Scott Fitzgerald's *The Great Gatsby* or *1984* by George Orwell as well as exploring less widely known novels such as *The Reluctant Fundamentalist* by Mohsin Hamid or Margaret Atwood's *The Handmaid's Tale*.

The Syllabus

We follow the OCR syllabus. The A Level Specification (H472) is as follows:

Component 1 includes Shakespeare and Drama and Poetry from before 1900. The Shakespeare play is chosen from the following: *Coriolanus*, *Hamlet*, *Measure for Measure*, *Richard III*, *The Tempest* or *Twelfth Night*. The poets include Chaucer, Milton, Coleridge, Tennyson and Christina Rossetti. The dramatists are Marlowe (*Edward II*), Webster (*The Duchess of Malfi*), Goldsmith (*She Stoops to Conquer*), Ibsen (*A Doll's House*) and Wilde (*An Ideal Husband*). In each case one text is chosen for detailed study. The Shakespeare question will require the close analysis of an extract from the play followed by an essay question. The drama and the poetry texts will be tested by an essay question with a thematic or literary focus requiring candidates to compare the two texts in question. The exam is 2 hours and 30 minutes in duration and is closed text.

Component 2 requires close reading in a chosen topic area. The topic areas are American Literature 1880–1940, The Gothic, Dystopia, Women in Literature and The Immigrant Experience. This is a comparative and contextual paper requiring the study of two texts from a prescribed list. The examination will include a close reading question on an unseen prose extract and a comparative essay on two whole texts. The examination is 2 hours and 30 minutes in duration and is closed text. Components 1 and 2 count for 40% of the total marks each.

Component 3 is coursework based on literature from after 1900. Task 1 requires candidates to choose either a close reading or a re-creative writing task with a commentary amounting to 1000 words. Task 2 will be a 2000 word essay that explores contrasts and comparisons between two texts, informed by different interpretations and an understanding of contexts.

The full specification for the qualification can be found on the OCR website.

Geography

Nature of the Subject

Geography is at the interface of the Humanities and the Sciences; it is a Social Science that examines the manner in which people live, are distributed and interact with their environment. The A Level syllabus provides an excellent foundation both for students wishing to continue studying Geography and Environmental Studies at degree level and for those considering the Social Sciences at university. Geography is also ideal for those keen to maintain a broad interest in, and understanding of, the world in which we live. Geographers can understand and analyse contemporary events, examining the social, economic and environmental processes behind the news headlines.

The A Level Course

The department will be teaching the AQA A Level specification. This explores the nature and impact of cultural, social, economic, political and physical processes from the global to the local scale. The course looks at the natural environment and the management challenges it poses, and at how human society – individuals, institutions and governments – makes and shapes places. Throughout the courses there is a focus on developing a wide range of research methods and techniques, drawing on a variety of data sources and enabling students to develop a broad portfolio of transferable skills.

Geography continued...

The course will involve the study of core geographical concepts along with contrasting themes of contemporary or environmental impact, management and sustainability. Investigative, cartographic, graphical ICT and statistical skills will be included in the course. Topics to be covered will be chosen from the list below:

Physical geography

- » Water and carbon cycles
- » Hot desert environments and their margins
- » Coastal systems and landscapes
- » Hazards
- » Ecosystems under stress
- » Cold environments

Human geography

- » Global systems and global governance
- » Changing places
- » Contemporary urban environments
- » Population and the environment
- » Resource security

Schemes of Assessment

The A Level course will be examined by two exams, both worth 40% of the final grades and 2½ hours long. There will also be one piece of individual coursework, which will be 20% of the final exam mark.

As part of the A Level course the students will be expected to undertake a four-day residential field course, as well as other trips in both the Lower and Upper Sixth.

For students choosing Geography (both at A Level and IB) Field Trips are an integral and essential part of the course, which will incur a charge to parents.

Greek

Why Greek?

Being able to read Ancient Greek literature gives you access to the foundations of a major literary canon, the origins of forensic historiography and stories which have never gone out of style. Experiencing these in the original language enables you to access parts which are lost in translation, and to get closer to the minds and values of the peoples of the Greek world than you could otherwise. Ancient Greek has a huge impact on the English language, and many modern European languages: it will not only broaden the vocabulary (and be particularly useful for pupils intending to study medicine) but also develop language learning and logic skills. At A Level, nuance,

idiom and precision become increasingly a feature of the linguist landscape and being able to recognise and employ these is a transferable skill that will assist in all interpersonal roles. This is what Greek is valued for most by future universities and employers: it identifies someone who can assess a situation, a task or a statement and think rapidly and logically, whilst not letting their thinking be blunted by this speed or an ingrained process. Greek students can think outside of the box, make interpretive leaps that are based on well-synthesised evidence and are problem solvers who can apply a methodology with tenacity, but are also able to see its limitations and where straying from it is necessary.

Greek A level is taken by approximately 300 students nationwide, from a cohort of around 275,000 A level pupils. If you want a way to stand out on a University application form and highlight your academic credentials at the same time, there is little better!

Course Content

Pupils will prepare for 4 examinations on the following topics:

- » Unseen translation
- » Comprehension
- » Verse Literature (comprehension, translation, close text analysis, thematic mini-essay)
- » Homer Iliad and/or
- » Euripides Hippolytus and/or
- » Aristophanes Frogs
- » Prose Literature (comprehension, translation, close text analysis, thematic mini-essay)
- » Herodotus and/or
- » Plato Republic and/or
- » Plutarch Anthony

As classes are normally 1-1 or 1-2, there is flexibility in tailoring the choice of verse and prose literature module to the preferences of the student(s).

Course Aims

Students will:

- » develop an appropriate level of competence in the language, which enables them to read literary texts, both prose and verse, in the original language
- » develop an interest in, and enthusiasm for, the literary, historical and cultural features of the ancient world
- » acquire the literary skills which enable learners to read ancient literature, both prose and verse, in its original language applying analytical and evaluative skills with appropriate attention to literary techniques, styles and genres

Greek continued...

- » make an informed personal response to the material studied
- » develop a sensitive and analytical approach to language and literature generally
- » develop research and analytical skills that will empower them to become independent learners.

Minimum Requirements for A Level Greek

Grade 7 or higher in GCSE Greek or equivalent. The Advanced (Größes) Graecum is an equivalent qualification, and if you have studied at a Liceo Classico for at least 2 years this is also a good starting place.

If you have not taken GCSEs (or have done the Intermediate (Kleines) Graecum), please contact the Head of Classics, Ms Hannah Clarke, at hannah.clarke@malverncollege.org.uk, who can help you decide whether your level of Greek will enable you to feel confident in undertaking the A Level course.

History

Nature of the Subject

History is an intellectual study that aims to understand the past and to enable us to make sense of the world we live in. It is an essential discipline for those who want to know how international and domestic politics work. It examines human development by looking at ideas and personalities in their context. It is an assault on ignorance and, by broadening one's experience, it is a profoundly civilising subject. A key feature of historical study is examining differing interpretations and developing the capacity to reach satisfactory and convincing explanations of events. At the highest level, in the philosophy of history, we examine what these discoveries say about human nature and experience.

The subject remains a first rate academic and cultural training. It is widely respected at universities as a background for many courses, not least Law. It is also highly regarded as a discipline that prepares students for a range of careers. The emphasis on examining evidence, writing lucidly, developing the skills of argument and debate, understanding the variety of human experience, and the knowledge of how societies and institutions have evolved make it an invaluable study for both the Sixth Former and the undergraduate.

Course Content

We follow the OCR syllabus, which is composed of four units, as below.

Assessment

Unit Group 1 (British Period Study and Enquiry)

Britain c. 1930–1997

- » Enquiry Topic: Churchill 1930–1951.
Key Topics: Churchill's view of events 1929–1940, Churchill as wartime Prime Minister, Churchill and international diplomacy 1939–1951.
- » British Period Study: Britain 1951–1997.
Key Topics: Conservative domination 1951–1964, Labour and Conservative Governments 1964–1979, Thatcher and the end of consensus 1979–1997, Britain's position in the world 1951–1997.

Assessment: 25% of the total A Level, 1.5 hours written paper, 50 marks.

The Period Study element is assessed by essays. In the Enquiry element, the focus is on the critical use of evidence in investigating and assessing historical questions, problems, and issues.

Unit Group 2 (Non-British Period Study)

- » Italy and Unification 1789–1896
Key Topics: Italy 1789–1847, The Revolutions of 1848–1849 and their aftermath, The Risorgimento and the establishment of a new Kingdom of Italy 1850–1861, Italy 1861–1896

Assessment: 15% of the total A Level, 1 hour written paper, 30 marks.

Candidates are required to answer both a traditional essay question and a mini-essay question.

Unit Group 3 (Thematic Study and Historical Interpretations)

Russia and its Rulers 1855–1964

- » Thematic study: Russia and its Rulers 1855–1964
Key Topics: the nature of government, the impact of dictatorial regimes on the economy and society of the Russian Empire and the USSR, the impact of war and revolution on the development of the Russian Empire and the USSR, Russia: empire, nationalities and satellite states.
- » Depth Studies: Russia and its Rulers 1855–1964
Key Topics: Alexander II's domestic reforms, the Provisional Government, Khrushchev in power 1956–1964.

History continued...

Assessment: 40% of the total A Level, 2.5 hours written paper, 80 marks. Two essays based on the thematic study, and one question requiring candidates to evaluate historians' interpretations of events.

Unit Group 4 (Coursework)

Each candidate will write a 3000–4000 word essay on a subject of their choice.

Assessment: 20% of the total A Level, 40 marks. Each study must include evidence of using primary and secondary sources, while half of the marks are for reaching a substantiated judgement through demonstrating and organising concepts and knowledge.

Latin

Why 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

Why wouldn't you want to study in their own words the people who had, arguably, the biggest impact on the European, North African and Middle-Eastern landscape until the urbanisation of the Industrial Revolution? Who colonised Britain and who were used as reasoning (and as the core education) for the British as colonisers? Who for much of their time were ruled by absolute autocrats, but who created new and subversive genres of art and literature, including satire, without which the Monty Python quote above would not exist? Who for all their pioneering technology and world-altering philosophy were slave-owning status-obsessed preeners? Who were culturally arrogant, yet not racist, and who at the same time had a chip on their shoulder the size of Greece? The Romans are such a fascinating mix of human strengths and frailties, of cultures and peoples, of ideas and flaws: why wouldn't you want to be able to read what they think about themselves in their own words?

The Latin language doesn't only give you access to the literature, culture and history of this fascinating world of the Ancient Mediterranean, but as the foundation of most modern foreign languages it enables you to learn them much quicker and more easily in the future. Most students who complete Latin A Level can comprehend a Spanish newspaper, an Italian magazine or a French web-page, despite never having studied the languages before, and their English vocabulary will broaden considerably. They will leave the course equipped with an understanding of grammar and syntax in Latin and English that is unparalleled by any other school qualification, save perhaps Greek A Level. Add to this their analysis of the use of language within the literature component of the course, and they will become superb communicators: clear, persuasive, nuanced and stylish. The path to creating these skills will involve the development of logic, determination, sensitivity and problem-solving skills – the reason why Classicists were chosen as code-breakers at Bletchley Park.

Course Content

Pupils will prepare for 4 examinations on the following topics:

- » Unseen translation
- » Comprehension
- » Verse Literature (comprehension, translation, close text analysis, thematic mini-essay)
- » Virgil Aeneid and/or
- » Juvenal Satires and/or
- » Ovid Fasti
- » Prose Literature (comprehension, translation, close text analysis, thematic mini-essay)
- » Cicero Pro Caelio and/or
- » Tacitus Annales and/or
- » Pliny Letters

As classes are normally small, there is often some flexibility in tailoring the choice of verse and prose literature module to the preferences of the student(s).

Course Aims

Students will:

- » develop an appropriate level of competence in the language, which enables them to read literary texts, both prose and verse, in the original language
- » develop an interest in, and enthusiasm for, the literary, historical and cultural features of the ancient world
- » acquire the literary skills which enable learners to read ancient literature, both prose and verse, in its original language applying analytical and evaluative skills with appropriate attention to literary techniques, styles and genres
- » make an informed personal response to the material studied
- » develop a sensitive and analytical approach to language and literature generally
- » develop research and analytical skills that will empower them to become independent learners.

Minimum Requirements for A Level Latin

Grade 7 or higher in GCSE Latin/Greek or equivalent. The Advanced (Größes) Latinum/Graecum is an equivalent qualification, and if you have studied at a Liceo Classico for at least 2 years this is also a good starting place.

If you have not taken GCSEs, (or have done the Intermediate (Kleines) Latinum), please contact the Head of Classics, Ms Hannah Clarke, at hannah.clarke@malverncollege.org.uk, who can help you decide whether your level of Greek will enable you to feel confident in undertaking the A Level course.

Entry for this course requires the ability and the desire to take the subject well beyond IGCSE level. Many university courses require an A Level in Mathematics. It is therefore a very useful subject from a careers point of view, being applicable not only to Natural Sciences and Economics but also to areas such as Social Studies and Architecture.

The subject combines particularly well with Physics and Chemistry, and also with subjects such as Geography and Economics, which have some mathematical content.

Candidates who are very strong at Mathematics may obtain an additional A Level by taking Further Mathematics, which involves more advanced work and a broader field of study. The course is very desirable for those wanting to be Mathematics specialists later on, and is also a good fourth A Level for those who want a strong mathematical background for work in other areas. Students who would like to apply for Oxford or Cambridge for a Mathematics or Science course should study Further Mathematics, and for any mathematically related degree at a Russell Group university, Further Mathematics is recommended.

Further Mathematics AS is offered to provide some further variety beyond the prescriptive A Level course. Further Mathematics AS is run over 2 years with one compulsory pure paper and one applications paper made up of 2 optional topics. This course may be especially useful for students considering Engineering or other Science courses as a way of getting further mechanics content in their portfolio.

We would recommend that anyone choosing Mathematics at A Level has either a grade 8 or 9 at IGCSE (7 correlates to a low A grade on the old GCSE system) as our experience has shown the increased standard is too much for a candidate starting from below this level. Further Mathematicians ideally ought to have a 9 at IGCSE and gained an 8 or 9 at Further Mathematics, if they have had the opportunity to take it.

Mathematics continued...

The Aims

It is intended that the Edexcel A Level specification in Mathematics should encourage students to:

- » develop their understanding of Mathematics and mathematical processes in a way that promotes confidence and fosters enjoyment;
- » develop abilities to reason logically, to generalise and to construct mathematical proofs;
- » extend their range of mathematical skills and techniques and use them in more difficult, unstructured problems;
- » develop an understanding of coherence and progression in Mathematics and of how different areas of Mathematics can be connected;
- » recognise how a situation may be represented mathematically and understand the relationship between 'real world' problems and possible mathematical models;
- » use Mathematics as an effective means of communication;
- » read and comprehend mathematical arguments and articles concerning applications of Mathematics;
- » use technology such as calculators and computers when appropriate, recognise when such use may be inappropriate and be aware of limitations;
- » develop an awareness of the relevance of Mathematics to other fields of study, to the world of work and to society in general;
- » take increasing responsibility for their own learning and the evaluation of their own mathematical development.

Course Content

The exam consists of three 2-hour papers; there will be two Pure Maths papers similar in content to the old A Level, with no distinction between the two papers, and an Applied paper which will consist of Mechanics and Statistics in equal measure. The Statistics content will be focused upon a 'Big Data' set provided by the exam board.

For Further Maths there is a compulsory Further Pure Maths component and then more flexibility is built in with options of: Mechanics, Statistics, Further Pure and Decision Maths. The examination consists of four papers; two compulsory Pure units and then two options from Mechanics, Statistics, Decision Maths or more Pure Maths.

Calculators

Although a Graphical calculator is not a necessity for the course, we recommend the Texas Instruments TI-84 Plus CE as the most helpful. Teaching will be geared around the assumption that pupils have the Cassio 991EX Classwiz but the graphing calculator will be demonstrated and used considerably. Both calculators are stocked in the bookroom.

Modern Languages

Competence in a foreign language is of increasing importance for any young person preparing for higher education and subsequently a career in the era of globalisation. The College offers A Level courses in French, German and Spanish. Special arrangements to study other languages through private tuition may also be discussed for Italian, Japanese, Mandarin and Russian. Good linguists are encouraged to consider two modern languages in the Sixth Form.

Nature of the Subject

Communication, comprehension and cultural understanding are the core of a modern language course. Within the framework of our Sixth Form curriculum, students will develop at advanced level the knowledge and skills required for understanding, expression and literary analysis, gaining experience in working with and in the target language. Discussion, oral work and learning about other countries and cultures go alongside rigorous tuition in grammar and vocabulary.

Knowledge of another language clearly has enormous direct cultural and vocational benefits. Language acquisition also provides key transferable skills in terms of analysis, group work, argumentation and the forming and expressing of opinions. A wide range of techniques is applied and full use is made of online resources. There is also the more traditional but crucial provision of Modern Language Assistants, theatre trips, trips abroad and inter-school competitions (e.g. for debating).

Modern Languages continued...

The Aims

We aim to:

- » develop the ability to communicate effectively with both the spoken and the written word;
- » offer insights into the culture of the countries where the language is spoken;
- » provide a sound basis in the language for further study, work and leisure;
- » further foster accuracy and fluency of expression in the target language;
- » study literature and/or film in the target language;
- » develop pupils' research skills through the Independent Research Project.

All candidates will sit their exams at the end of the second year of the course.

French

We follow the Pearson Edexcel specification for the A Level course.

Themes:

- » Changes in French society (family, education, work)
- » Artistic and political culture in French-speaking countries (music, media, festivals and traditions)
- » Immigration and French multicultural society (integration and multiculturalism, the rise of the extreme right)
- » Occupation and Resistance (France during WW2)

Grammar

A Level candidates will be expected to have studied the grammatical system and structures of the language during their course. Knowledge of the grammar and structures specified for GCSE is assumed. In the exams, candidates will be required to use, actively and accurately, grammar and structures appropriate to the tasks set, drawn from the specification lists. The mention of an item in these lists implies knowledge of both its forms and its functions at an appropriate level of accuracy and complexity.

Assessment

Paper 1: Listening, reading and translation

- » 40% of the qualification
- » 80 marks
- » 2 hours

Content overview: This paper draws on vocabulary and structures across all four Themes (see above).

Assessment overview:

Section A: Listening (30 marks)

A listening assessment based on a recording, featuring male and female French speakers. Candidates will respond to comprehension questions based on a variety of contexts and sources.

Section B: Reading (30 marks)

A reading assessment based on a variety of text-types and genres where candidates will have to respond to comprehension questions.

Section C: Translation into English (20 marks)

An unseen passage to be translated from French to English.

Candidates are not permitted access to a dictionary during the examination.

Paper 2: Written response to works and translation

- » 30% of the qualification
- » 120 marks
- » 2 hours 40 minutes

Content overview: This paper draws on the study of two French works: either two literary texts, or one literary text and one film. The works must be taken from the prescribed literary texts and films list below.

Assessment overview:

Section A: Translation (20 marks)

Candidates translate an unseen passage from English into French.

Section B: Written response to works (literary texts) (50 marks)

Candidates must write an extended response on either one or two of the literary texts listed in the prescribed literary texts list below. Students select one question from a choice of two for each of their chosen literary text(s). If a candidate answers questions on two literary texts then they do not complete section C.

Section C: Written response to works (films) (50 marks)

Candidates who answer only one question from a literary text in Section B must now write an extended response on one of the films listed in the prescribed films list below. »

French continued...

List of prescribed literary texts and films:

Literary texts:

- » Boule de Suif (Un Duel, Deux Amis, La Mère Sauvage), Guy de Maupassant, 1880 (short story)
- » La Place, Annie Ernaux, 1983 (novel)
- » Le Blé en Herbe, Colette, 1923 (novel)
- » Le Château de ma Mère, Marcel Pagnol, 1957 (novel)
- » Le Gone du Chaâba, Azouz Begag, 2005 (novel)
- » Les Mains Sales, Jean-Paul Sartre, 1948 (play)
- » Les Petits Enfants du Siècle, Christiane Rochefort, 1961 (novel)
- » Le Tartuffe, Molière, 1669 (play)
- » L'Étranger, Albert Camus, 1942 (novel)
- » No et Moi, Delphine de Vigan, 2007 (novel)
- » Thérèse Desqueyroux, François Mauriac, 1927 (novel)
- » Un Sac de Billes, Joseph Joffo, 1973 (novel)

Films:

- » Au Revoir les Enfants, dir. Louis Malle (1987)
- » Deux Jours, une Nuit, dirs. Jean-Pierre Dardenne, Luc Dardenne (2014)
- » Entre les murs, dir. Laurent Cantet (2008)
- » Intouchables, dirs. Oliver Nakache, Eric Toledano (2011)
- » La Haine, dir. Mathieu Kassovitz (1995)
- » La Vie en Rose, dir. Olivier Dahan (2007)
- » Le Dernier Métro, dir. François Truffaut (1980)
- » Les Choristes, dir. Christophe Barratier (2004)
- » Les 400 Coups, dir. François Truffaut (1959)
- » Un Long Dimanche de Fiançailles, dir. Jean-Pierre Jeunet (2004)

Please note that we have currently opted to study one literary text and one film but depending on the interest of the students, we may study two literary texts and no film:

- » L'Étranger, Albert Camus, 1942 (novel)
- » Au Revoir les Enfants, dir. Louis Malle (1987)
- » Un Sac de Bille, Joseph Joffo, 1973 (novel)

Paper 3: Speaking

30% of the qualification

72 marks

21–23 minutes

Content overview: Task 1 draws on vocabulary and structures across all four Themes mentioned above. Task 2 is based on independent research selected and carried out by the candidate. The research may be based on one of the Themes or on the candidate's own subject of interest related to the society and culture of the language studied.

Assessment overview: Candidates complete two tasks. Task 1 worth 30 marks and Task 2 worth 42 marks.

Task 1 (discussion on a Theme)

Candidates discuss one Theme from the specification based on a stimulus containing two different statements.

Task 2 (presentation and discussion on independent research)

Candidates present a summary of the key findings of the written sources they have used for their research and answer questions on this. They then have a wider discussion on their research.

Dictionaries may not be used during the assessment (including the 5 minutes preparation).

German

We follow the Pearson Edexcel specification for the A Level course.

Themes

- » Social Development in Germany (environmental issues, education, the world of work)
- » Artistic and political culture in German-speaking countries (music, media, festivals and traditions)
- » Immigration and German multicultural society (positive effects and challenges of immigration, national reaction to immigration, extremism)
- » The re-unification of Germany (society in the former GDR, historical events of the re-unification, modern life in unified Germany)

Grammar

A Level candidates will be expected to have studied the grammatical system and structures of the language during their course. Knowledge of the grammar and structures specified for GCSE is assumed. In the exams, candidates will be required to use, actively and accurately, grammar and structures appropriate to the tasks set, drawn from the specification lists. The mention of an item in these lists implies knowledge of both its forms and its functions at an appropriate level of accuracy and complexity.

Assessment

Paper 1: Listening, reading and translation

- » 40% of the qualification
- » 80 marks
- » 2 hours

Content overview: This paper draws on vocabulary and structures across all four Themes (see above).

Assessment overview:

Section A: Listening (30 marks)

A listening assessment based on a recording, featuring male and female German speakers. Candidates will respond to comprehension questions based on a variety of contexts and sources.

Section B: Reading (30 marks)

A reading assessment based on a variety of text types and genres where candidates will have to respond to comprehension questions.

Section C: Translation into English (20 marks)

An unseen passage to be translated from German to English.

Paper 2: Written response to works and translation

- » 30% of the qualification
- » 120 marks
- » 2 hours 40 minutes

Content overview: This paper draws on the study of two German works: either two literary texts, or one literary text and one film. The works are chosen by the teacher from the prescribed literary texts and films list below. All of the films are feature length.

Assessment overview:

Section A: Translation (20 marks)

Candidates translate an unseen passage from English into German.

Sections B & C: Written response to works (50 marks)

Candidates must write two extended responses (essays) on either two of the literary texts, or one literary text and one film, listed in the prescribed list of works below. Pupils will answer questions on the two works that they have studied with their teachers throughout the A Level German course.

Literary texts:

- » Andorra, Max Frisch, 1961 (play)
- » Der Besuch der alten Dame, Friedrich Dürrenmatt, 1956 (play)
- » Der kaukasische Kreidekreis, Bertolt Brecht, 1944 (play)
- » Der Vorleser, Bernhard Schlink, 1995 (novel)
- » Die Entdeckung der Currywurst, Uwe Timm, 1993 (novella)
- » Die neuen Leiden des jungen W., Ulrich Plenzdorf, 1972 (novel)
- » Die Verwandlung, Franz Kafka, 1915 (novella)
- » Die verlorene Ehre der Katharina Blum, Heinrich Böll, 1974 (novel)
- » Ich fühl mich so fifty-fifty, Karin König, 1994 (novella)
- » Sansibar oder der letzte Grund, Alfred Andersch, 1957 (novel)
- » Sommerhaus, später und andere Erzählungen, Judith Hermann, 1998 (short stories)
- » Stern ohne Himmel, Leonie Ossowski, 1958 (novel)
- » Tonio Kröger, Thomas Mann, 1903 (novella)

Films:

- » Almany, Willkommen in Deutschland, dir. Yasemin Samdereli (2011)
- » Das Leben der Anderen, dir. Florian Henckel von Donnersmarck (2006)
- » Das Wunder von Bern, dir. Sönke Wortmann (2003)
- » Der Untergang, dir. Oliver Hirschbiegel (2004)
- » Der Wald vor lauter Bäumen, dir. Maren Ade (2003)
- » Die fetten Jahre sind vorbei, dir. Hans Weingartner (2004)
- » Die Welle, dir. Dennis Gansel (2008)
- » Good Bye, Lenin!, dir. Wolfgang Becker (2003)
- » Lola rennt, dir. Tom Tykwer (1998)
- » Nirgendwo in Afrika, dir. Caroline Link (2001) »

German continued...

Paper 3: Speaking

- » 30% of the qualification
- » 72 marks
- » 21–23 minutes

Content overview: Task 1 draws on vocabulary and structures across all four Themes mentioned above. Task 2 is based on independent research selected and carried out by the candidate. The research may be based on one of the Themes or on the candidate's own subject of interest related to the society and culture of the language studied.

Assessment overview: Candidates complete two tasks. Task 1 is worth 30 marks and Task 2 is worth 42 marks.

Task 1 (discussion on a Theme)

Candidates discuss one Theme from the specification based on a stimulus containing two different statements.

Task 2 (presentation and discussion on independent research)

Candidates present a summary of the key findings of the written sources they have used for their research and answer questions on this. They then have a wider discussion on their research.

Spanish

We follow the AQA syllabus for the Spanish A Level course.

Alongside developing pupils' knowledge of the grammar and vocabulary of the language, the course covers various areas of Hispanic culture. There is an emphasis on the life of young people in Spain and Latin America today and traditions in various regions of Spain. The list of themes and sub-topics can be found below. We also study one work of literature and one film, analysing plot as well as cinematic and literary techniques.

Themes

Social Issues and trends

- » Aspects of life in Hispanic society (modern and traditional values, cyberspace, equal rights)
- » Multiculturalism in Hispanic society (immigration, racism, integration)

Political and Artistic Culture

- » Artistic Culture in the Hispanic world (modern-day idols, Spanish regional identity, cultural heritage)
- » Aspects of Political Life in the Hispanic World (today's youth, tomorrow's citizens; monarchies, republics and dictatorships; popular movements)

Grammar

A Level candidates will study the grammatical system and structures of the language during their course. Knowledge of the grammar and structures specified for GCSE is assumed at A Level though of course revision of these takes place alongside teaching the more complex structures required for A Level. In the exam candidates will be required to use, actively and accurately, grammar and structures appropriate to the tasks set, both in writing and translation exercises.

Film and Literature

Possible Literary texts:

- » Crónica de una muerte anunciada, Gabriel García Márquez
- » Como agua para chocolate, Laura Esquivel
- » La sombra del viento, Carlos Ruiz Zafón
- » La casa de los espíritus, Isabel Allende
- » Réquiem por un campesino español. Ramón J. Sender
- » Rimas y leyendas, Gustavo Adolfo Bécquer
- » Las bicicletas son para el verano, Fernando Fernán-Gómez
- » El lápiz del carpintero, Manuel Rivas
- » El coronel no tiene quien le escriba, Gabriel García Márquez

Possible Films:

- » Volver
- » Ocho apellidos vascos
- » María, llena eres de gracia.
- » El bola.
- » Las trece rosas.

Assessment

Paper 1: Listening, reading and translation

- » 50% of the qualification
- » 160 marks
- » 2 hours 30 minutes

Content overview: This paper draws on vocabulary and structures across all four themes (see above).

Assessment overview: Listening and responding to spoken phrases from a range of contexts and sources covering different registers. Studio recordings in Spanish will be used and students will have individual control of the recording. All questions are in Spanish, to be answered with non-verbal responses or in Spanish (60 marks).

Spanish continued...

Reading and responding to a variety of texts written for different purposes drawn from a range of authentic sources or adapted if necessary. All questions are in Spanish, to be answered with non-verbal responses or in Spanish (60 marks).

Translation into English; a passage of minimum 100 words (20 marks).

Translation into Spanish; a passage of minimum 100 words (20 marks).

Paper 2: Writing

- » 20% of the qualification
- » 90 marks
- » 2 hours

Content overview: One text and one film or two texts from the list set in the specification

Assessment overview: Either one question in Spanish on a set text from a choice of two questions and one question in Spanish on a set film from a choice of two questions or two questions in Spanish on set texts from a choice of two questions on each text (see list above).

All questions will require a critical appreciation of the concepts and issues covered in the work and a critical and analytical response to features such as the form and the technique of presentation, as appropriate to the work studied.

Paper 3: Speaking

- » 30% of the qualification
- » 60 marks
- » 21–23 minutes

Content overview: Individual research project

Pupils will choose an aspect of Spanish or Latin American culture or history to research individually. They will then present and discuss their research in the oral exam.

Assessment overview: Discussion of a sub-theme from the themes list, with the discussion based on a stimulus card (5–6 minutes). The candidate studies the card for 5 minutes at the start of the test (25 marks).

Presentation (2 minutes) and discussion (9–10 minutes) of individual research project (35 marks).

Music

The aims of the course are to engage actively in the process of music study through the development of performing and composing skills as well as recognising the interdependence of musical knowledge, understanding and skills, underpinned by attentive listening. It will broaden musical experience and interests, develop imagination and foster creativity. Pupils will develop as effective, independent learners and as critical and reflective thinkers with enquiring minds through reflecting critically and making personal judgements on their own and others' music. The course encourages pupils to engage with, and extend appreciation of, the diverse heritage of music in order to promote personal, social, intellectual and cultural development.

For components 1 and 2, pupils have the option to weight their submissions according to their strengths as either a performer or composer.

Component 1: Performing Option A: 35% of qualification or Option B: 25% of qualification

The purpose of this component is to develop students' skills in interpreting musical elements in order to communicate musical ideas with technical and expressive control. Through their performance students must also demonstrate an understanding of context, including the chosen style or genre of the music being performed and the composer's purpose and intention. This component is externally assessed by a visiting examiner from WJEC.

Component 2: Composing Option A: 25% of qualification Option B 35% of qualification

This component allows students to develop musical ideas and compose music that demonstrates technical control in the use of appropriate musical elements and how they are combined to make sense as a whole. One composition must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to an externally set brief. Compositions may either be traditional with a notated score and recording, or may be produced entirely using music technology with an appropriate annotation. This non-examined component is externally assessed by WJEC. »

Music continued...

Component 3: Appraising Music (40%) Examination

The purpose of this component is to allow students to appraise, develop and demonstrate an in-depth knowledge and understanding of musical elements, musical contexts and musical language. This examination will assess knowledge and understanding of music through three areas of study.

1. The Western Classical Tradition

Pupils study the development of the symphony from its emergence in the early classical period to the close of the romantic period, 1750 to 1900. Learners will gain an understanding of how the symphonic genre developed, using a number of examples from different composers and different periods.

2. Rock and Pop

Pupils will study five rock and pop genres between 1960 and 2000: Pop, Rock (including progressive rock, heavy metal, folk-rock and punk rock), Soul, Funk (and disco), Folk (and country).

3. Into the Twentieth Century

Pupils study the works of representative European composers from the period as a basis for understanding how music is created, developed and performed for different audiences in the late nineteenth and early twentieth centuries. The development of music in this period is categorised into successive but overlapping 'schools' of composition: Impressionism, Expressionism (including Serialism), Neo-classicism.

Photography

OCR A Level Art and Design (Photography)

Photography is an exciting and challenging A Level which is well-regarded by universities, Art Colleges and employers alike. Studying Photography shows that a student is a forward-thinker, a good research student, an open-minded individual, an independent learner, and a creative artist who can see the world differently.

Learning the art of 'making', rather than 'taking' photographs is a life-long skill, and will change the way that a student will see the world forever. Photography is an art form as well as a stand-alone discipline.

The Lower Sixth

Students will be introduced to a variety of experiences exploring a range of photographic media, techniques and processes. Students will learn about both traditional and new techniques.

Areas of study

Students will be required to work in one or more areas of Photography, such as:

- » Portraiture
- » Landscape (rural/urban/coastal)
- » Still-life
- » Documentary/photo-journalism
- » Experimental imagery
- » Video/film

Skills and Techniques

Students will be taught:

- » How to explore elements of visual language, e.g. line, form, colour, pattern and texture.
- » The ability to respond to an issue, theme, concept or idea or work to a brief or answer a need in Photography.
- » Appreciation of viewpoint, composition, depth of field, and movement, through such techniques as sequence or 'the frozen moment'.
- » The appropriate use of the camera: film, lenses, filters, and lighting for work in a student's chosen area of Photography.
- » How to understand techniques relating to the developing and printing of photographic images in the darkroom.
- » Photographic studio practice, and lighting techniques.

By the end of the Lower Sixth, students will be confident and competent photographers. Students will have an excellent working knowledge of their cameras, both digital and film.

Students will begin their coursework project (a subject of their own choice), and produce a substantial sketchbook/digital sketchbook. This will include research, reflection, exploration, self-evaluation, response etc. This is vitally important, and will stand students in good stead for Year 2.

Besides the 6 teaching hours per week, students are required to work an additional 5 hours a week outside of the classroom, which can include shoots/research etc.

Students are expected to produce a 'glossary of terms', i.e. a book dedicated to photographic terms and their meanings.

We will also go on numerous 'shoots', and wherever possible students will accompany their teacher on professional shoots. The teacher will give students insights into the Photographic industry, and what life is like as a Photographer.

Photography continued...

The Upper Sixth

During the Upper Sixth, students will continue with their coursework projects, and also produce a Related Study Essay, of 1000 to 3000 words, on a subject which is related to their area of study. Their coursework projects are substantial pieces of work, which are to be backed up by a sizeable sketchbook/digital sketchbook/website. This will address the Assessment Criteria of research, exploration, reflection, recording and final presentation of photographs/films. This project is worth 60% of the total marks for A Level.

Students will also receive an Externally Set Task question from the Examining Board at the beginning of February and their response will follow the same process as their coursework project. This project is worth 40% of the total marks for A Level.

Photography A Level is an immensely rewarding and enjoyable area of study. Students will gain an amazing skill to enjoy for the rest of their lives, and which will impact on whichever course of study they choose to follow.

Physical Education

Nature Of Subject

This course is examined by OCR and encourages enquiry drawn from a wide range of disciplines, with the focal point being the performer and the performance. The syllabus is based on the interaction between theory and practice in Physical Education.

The syllabus relates well to other A Levels within the social and natural sciences and is rapidly becoming an essential qualification for specialist study in Physical Education and Sports Science at Higher Education. This course provides an excellent foundation for students intending to pursue a career in professional sport, physiology, sports management and health.

Content Overview

A Level PE includes the compulsory study of Applied Anatomy and Physiology, Exercise Physiology, Biomechanical Movement, Skill Acquisition, Sports Psychology, Sport and Society and the Role of Technology in Physical Activity and Sport. This is taught alongside the skills of PE which covers analysis of performance and practical performance in one activity.

1. Physiological factors affecting performance - 30%

2hr written paper

This focuses on developing the learner's knowledge of the science behind physical activity. This includes the structure and function of key systems in the human body, the forces that act upon us and the adaptations we make to our bodies through diet and training regimes.

1.1. Applied anatomy and physiology

1.2. Exercise Physiology

1.3. Biomechanics

2. Psychological factors affecting performance - 20%

1hr written paper

This topic will develop learners' knowledge and understanding of the role of skill acquisition in performance of physical activities and sports. It aims to develop knowledge and understanding of the principles required in order to optimise the learning of new, and the development of existing, skills.

2.1. Skill acquisition

2.2. Sports psychology

3. Socio-cultural issues in physical activity and sport - 20%

1hr written paper

This component focuses on the sociological and contemporary issues that influence and affect physical activity and sport for both the audience and the performer and how sport affects society. It includes the emergence and evolution of modern sport and how social and cultural factors shaped characteristics of sports and pastimes in pre-industrial and post-industrial Britain.

3.1. Sport and society

3.2. Contemporary issues in physical activity and sport.

4. Performance in Physical Education - 30%

Non-exam assessment

Candidates are internally assessed in one practical activity. This can be as a performer or in the role of coach. Candidates are asked to complete the evaluation and analysis of performance for improvement (EAPI) in their chosen activity. Learners are required to demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules, and conventions under applied conditions. The EAPI consists of learners observing a live or recorded performance by a peer in either their own assessed performance or another approved activity. Learners will provide an oral response analysing and critically evaluating their peers' performance »

Physical Education continued...

4.1. Performance/coaching of a sport or activity from the approved list.

Acrobatic Gymnastics, Amateur Boxing, Association Football, Athletics, Badminton, Basketball, Blind Cricket, BMX Racing, Boccia, Camogie, Canoeing, Cricket, Cross Country Running, Cycling, Dance, Equestrian, Figure Skating, Futsal, Gaelic Football, Goal Ball, Golf, Gymnastics, Handball, Hockey, Hurling, Ice Hockey, Inline Roller Hockey, Kayaking, Lacrosse, Netball, Polybat, Powerchair football, Rock Climbing, Rowing, Rugby League/union, Sailing, Sculling, Skiing, Snowboarding, Squash, Swimming, Table Cricket, Table Tennis, Tennis, Trampolining, Triathlon, Volleyball, Water Polo, Wheelchair Basketball & Wheelchair rugby, and Windsurfing.

4.2. Evaluation and Analysis of Performance for improvement (EAPI) of a sport or activity from the approved list.

This does not have to be the same activity that was undertaken for 4.1.

Physics

The study of Physics to A Level provides an excellent preparation for an almost endless list of university courses and careers. In addition to the obvious ones such as engineering, ICT, research and medicine, physicists are also welcome in the worlds of finance, business, law and politics because of the excellent training the course gives in analytical skills, logical thought processes and problem solving. Physics is also highly respected simply as an excellent, no-nonsense academic subject.

Course Content

The A Level Physics course taught at Malvern is OCR H556.

It is an innovative course which has been designed to engage and inspire students. It introduces some exciting ideas such as quantum physics during the first year while also extending the knowledge of Newtonian physics taught at GCSE. This pattern continues during the second year, with sections on particle accelerators and further quantum physics combined with more traditional topics such as electromagnetism and field theory. In the Upper Sixth, the exciting topics of astrophysics, cosmology and medical physics give a real sense of the cutting edge of Physics research.

Structure of the Course and Examinations

There will be internal tests at the end of each module (about every 6 weeks), and a trial examination when the syllabus teaching is completed. We will aim to achieve this at about Christmas time in the second year to leave a generous period for revision.

There are three two hour external examinations at the end of the second year. Papers 1 and 2 focus on select topics taught throughout the 2 years of study, whilst Paper 3 is a synoptic paper that assesses knowledge from everything taught. There is no coursework.

In addition to the examination grade the students will achieve at the end of their 2 years, they will also receive a simple PASS/NOT PASS in practical competencies. These are assessed throughout the 2 years through 12 required practicals, completed at the relevant points in the syllabus.

Minimum Requirements

Experience has shown that in order for students to have a strong enough base from which to study Physics with confidence in the Sixth Form, they should have a grade 7 or higher in GCSE/IGCSE Physics (or the equivalent in Dual Award Science), although students will be accepted on the course with a grade 6. Physics A Level is very mathematical and so students should ideally have a grade 7 or higher in GCSE/IGCSE Mathematics.

Politics

Government and Politics

Political Science, broadly speaking, is about power, how it is achieved, used and lost. It deals with such fundamental philosophical questions as what is the best form of government to enable people to live a free and fulfilling life. Politics combines well with a range of A Levels, but especially History and Economics. It can lead on to a wide variety of courses and careers and is an excellent preparation for business and the professions such as Law, the Civil Service and, of course, Politics itself.

As with all social sciences, students need to have an interest in the interaction between individuals and society and have a curiosity not only about what is going on but why it is going on. For those who do not like listening to the news, never read a newspaper and don't care about current affairs, this A Level is not for them. On the other hand, for students who have a good analytical mind, like discussing ideas and can write essays, Politics A Level may well be just what they are looking for and no prior knowledge is needed to take it.

This A Level aims to build core knowledge and understanding of politics based on a study of UK politics and government. This knowledge and understanding is then developed through a study of four core political ideas as well as a comparative study based on the politics of the USA.

The Aims

This A Level aims to encourage students to:

- » develop knowledge and an informed understanding of contemporary political structures and issues in their historical context, both within the United Kingdom (UK) and globally
- » develop a critical awareness of the changing nature of politics and the relationships between political ideas, institutions and processes
- » develop knowledge and an informed understanding of the influences and interests which have an impact on decisions in government and politics
- » develop knowledge and an informed understanding of the rights and responsibilities of individuals and groups
- » develop the ability to critically analyse, interpret and evaluate political information to form arguments and make judgements
- » develop an interest in, and engagement with, contemporary politics.

Edexcel A Level Politics

1. Course structure

Component 1 – UK Politics and Core Political Ideas

This section explores the nature of politics and how people engage in the political process in the UK.

Students will investigate in detail how people and politics interact. They will explore the emergence and development of the UK's democratic system and the similarities, differences, connections and parallels between direct and indirect democracy. They will focus on the role and scope of political parties that are so central to contemporary politics, including the significance of the manifestos they publish at election time and their relevance to the mandate of the resulting government.

This section allows students to understand the individual in the political process and their relationship with the state and their fellow citizens. Students will examine how electoral systems in the UK operate and how individuals and groups are influenced in their voting behaviour and political actions. This component will further examine the role of the media in contemporary politics. It will also give students an understanding of voting patterns and voting behaviour.

There are four content areas in UK Politics:

1. Democracy and participation
2. Political parties
3. Electoral systems
4. Voting behaviour and the media.

There are three content areas in Core Political Ideas:

1. Liberalism
2. Conservatism
3. Socialism.

Component 2 – Government and Non-Core Political Ideas

Politics is ultimately about people, but most political decisions are made by a branch of government whose roles and powers are determined by a set of rules: the constitution.

This component is fundamental to understanding the nature of UK government, since it enables students to understand where, how and by whom political decisions are made. The component also gives students a base of comparison to other political systems.

The component introduces students to the set of rules governing politics in the UK, the UK constitution, which is different in nature from most of the rest of the world. It further introduces students to the specific roles and powers of the different major branches of the government—legislative, executive, and judiciary—as well as the relationships and balance of power between them, and considers where sovereignty now lies within this system.

Students will explore the following key themes: the relative powers of the different branches of UK government; the extent to which the constitution has changed in recent years; the desirability of further change; and the current location of sovereignty within the UK political system

UK Government

There are four content areas:

1. The constitution
2. Parliament
3. Prime Minister and executive
4. Relationships between the executive, the legislature, the judiciary and the EU »

Politics continued...

Non-core Political Ideas

The five non-core political ideas to choose (one) from are:

1. Anarchism
2. Ecologism
3. Feminism
4. Multiculturalism
5. Nationalism.

Component 3 – Comparative Politics

The USA has been considered by some to be a ‘beacon of democracy’. As a world power, understanding the nature of US democracy, and the debates surrounding it, is crucial given the considerable impact that the USA has on UK, European and global politics.

Students will explore the US Constitution and the arguments surrounding this guiding document of US democracy. In learning about the key institutions of government in the USA and analysing the manner in which they achieve this power and exercise it over their citizens, students will judge ultimately whether ‘liberty and justice for all’ has been achieved in the USA. Students will be expected to highlight the debates on the nature of democracy in the USA and evaluate the extent to which it remains an issue.

The impact of the US government on the world beyond its borders is increasingly a feature of international politics. Students will begin to engage with this interaction by comparing and contrasting politics and institutions in the US with those in the UK. This will develop a wider understanding of politics as a discipline, underpinned by the theoretical concepts of comparative politics.

Government and Politics of the USA

There are six content areas:

1. The US Constitution and federalism
2. US Congress
3. US presidency
4. US Supreme Court and US civil rights
5. US democracy and participation
6. Comparative theories.

2. Assessment

Component 1: UK Politics

- » 2 hour written examination
- » 33% of the qualification
- » Section A: Political Participation
 - One 30-mark question from a choice of two (each question uses a source)–students must complete one of these, plus one 30-mark question from a choice of two.
- » Section B: Core Political Ideas
 - One 24-mark question from a choice of two.

Component 2: UK Government

- » 2 hour written examination
- » 33% of the qualification
- » Section B: Non-core Political Ideas
 - One 24-mark question from a choice of two.

Component 3: US Government

- » 2 hour written examination
- » 33% of the qualification
- » **Section A**
 - One 12-mark question from a choice of two.
- » **Section B**
 - One compulsory 12-mark question focused on comparative theories.
- » **Section C**
 - Two 30-mark questions from a choice of three.

Psychology

Nature of the Subject

Psychology is the study of human behaviour using scientific methods to both analyse and explain it. It has recently been reclassified by the QCA as a science subject.

The AQA specification we follow provides a broad introduction to the scope and nature of psychology as a science, bringing the content up to date. The emphasis is on applying knowledge and understanding rather than just acquiring knowledge, thereby developing students’ transferable skills of analysis, evaluation and critical thinking.

In Year One of the A Level, the specification offers a broad range of topics with research methods in context. In Year Two there is a range of topic-based options which bring together explanations from different approaches and engage students in issues and debates in contemporary psychology.

Assessment Objectives

Psychology is one of the science group of subjects and has the same assessment objectives as the other A Level sciences.

AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.

AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures:

- » in a theoretical and practical context
- » when handling qualitative and quantitative data.

AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to:

- » make judgements and reach conclusions
- » develop and refine practical design and procedures.

Subject Content

- » 10% of the overall assessment of Psychology will contain maths skills equivalent to Level 2 or above
- » 25–30% of the overall assessment will assess knowledge, skills and understanding in relation to research methods.

A Level Psychology

Paper 1 – Introductory Topics in Psychology

Content:

- » Social Influence
- » Memory
- » Attachment
- » Psychopathology

Assessment and Structure of Paper 1:

- » 2 hour written exam
- » 33.3% of A Level
- » 96 marks
- » Compulsory content – Four sections all equally weighted
- » Combination of multiple-choice, short answer and extended writing questions

Paper 2: - Psychology in Context

Content:

- » Approaches in Psychology
- » Biopsychology
- » Research Methods

Assessment and Structure of Paper 2:

- » 2 hour written exam
- » 33.3% of A Level
- » 96 marks
- » Compulsory content—Three sections—the Research Methods section is a double section, worth 50% of the marks on this paper
- » Combination of multiple-choice, short answer and essay-style questions

Paper 3: Issues and Options in Psychology

Content:

- » Compulsory Section – Issues and Debates
- » Then choose one topic from each of the following sections:
 - Relationships/Gender/Cognition and Development
 - Schizophrenia/Eating behaviour/Stress
 - Aggression/Forensic psychology/Addiction

Assessment and Structure of Paper 3:

- » 2 hour written exam
- » 33.3% of A Level
- » Four sections all equally weighted
- » Combination of multiple-choice, short answer and extended writing questions
- » **Section A** – all questions are compulsory
- » **Sections B, C and D** – choose one topic from each section and answer all questions

Religious Studies (Religion, Philosophy and Ethics)

How do we know when an action is right or wrong?

This highly philosophical A Level explores wide-ranging questions such as what it is to be a human being, whether it is always right to obey the law and to what extent religion should play a role in public life. The course enables students to understand the ethical and philosophical ideas underpinning many contemporary debates, such as those concerning identity and rights. Students will explore the ideas of thinkers who have influenced and shaped the political, cultural, spiritual and social landscape in which we live today, from the great defender of autonomy and reason, Immanuel Kant, to the political and ethical utilitarian reformer, Jeremy Bentham.

Students will also focus on contemporary issues in business ethics (eg corporate social responsibility, whistleblowing and globalisation), medical ethics (euthanasia), feminism and multiculturalism. Alongside the traditional arguments for God's existence, students will consider challenges from thinkers such as Freud and Richard Dawkins, as well as the problem of evil and suffering in the world alongside other themes which will involve evaluating to what extent spiritual and religious beliefs and experiences are still relevant today.

Universities and employers value Religious Studies because it encourages both critical analysis and the ability to reason effectively; students will learn the difference between deductive and inductive reasoning and must assess and evaluate the strengths and weaknesses of a range of arguments. The course combines well with a diverse range of other subjects including Economics, Business Studies, Politics, History, Psychology and Biology, though it can be studied alongside any other disciplines. An appreciation of ethics is also particularly relevant to practical applications of science and technology.

Alongside the thinkers mentioned above, the course will consider the work of Plato, Aristotle, Jesus, Aquinas, Hume, Paley, Descartes, Bonhoeffer, A J Ayer and Wittgenstein.

We follow the OCR course H573

Students will be assessed in three equally weighted components in the following areas:

1. Philosophy of Religion
2. Ethics
3. Developments in Christian Thought.

Each component is assessed in a two hour examination at the end of the two years of study.

International Baccalaureate

2024-2025

International Baccalaureate 2024-2025

General Points on the IB

Malvern College offers the International Baccalaureate (IB) Diploma Programme and has successfully done so for 30 years. The IB provides you with the opportunity to follow a highly regarded pre-university course known for its breadth and international-mindedness.

The International Baccalaureate Diploma programme is a two-year course of study that meets the needs of well-motivated students with all-round capabilities. It offers academic rigour, genuine breadth and coherence, and aims to develop initiative and resourcefulness.

The IB is an effective preparation for university and the world of employment. Diploma holders gain entry to more than 700 universities throughout the world, including the most prestigious.

Curriculum and Examination Format

Subjects are offered at Higher Level, Standard Level or both. Qualification for the Diploma requires six subjects, of which three (or perhaps four) are at Higher Level. Please note that students must study English in Group 1 and then either a second subject in Group 1 (if they wish to study German A for native speakers) or a Group 2 subject. In addition, they must choose at least one subject from each of Groups 3–5. Their sixth subject should either be from Group 6 or should be an additional choice in any of the other groups.

NB: We will run all of the courses detailed in this prospectus in September 2024 as long as there is reasonable demand.

The subject groups and the options available at Malvern are:

Group 1 – Studies in language and literature: English A Literature (Higher and Standard), English A Language and Literature (Higher and Standard), German A Language and Literature (Higher and Standard, for German native-speakers), School Supported Self-Taught Language A: Literature (Standard).

Group 2 – Language acquisition: French B, German B, Spanish B, Latin, Classical Greek (all Higher and Standard), Spanish ab initio (Standard).

Other languages are available through private tuition but are not taught within our timetabled curriculum. These include Italian, Russian, Japanese, Arabic and Mandarin.

Group 3 – Individuals and Societies: Business Management, Economics, Geography, History, Philosophy and Psychology (all Higher and Standard).

Group 4 – Sciences: Biology, Chemistry, Computer Science, Physics, Design Technology, Sports, Health & Exercise Science (all Higher and Standard except Computer Science which is only available at HL).

Group 5 – Mathematics: We offer both the Mathematics Analysis & Approaches and the Mathematics Applications and Interpretation courses at both Higher and Standard levels.

Group 6 – The Arts and Electives: Visual Arts; Music (Higher and Standard).

Trans-disciplinary – Environmental Systems & Societies (Standard). [This counts as either Group 3 or Group 4 or as both Group 3 and Group 4].

For each subject, whether Higher or Standard, a candidate receives between one and seven points. He/she also receives up to three points for Theory of Knowledge and the Extended Essay (see later). The maximum number of points available is thus 45. A diploma is usually awarded to those scoring 24 points and completing the Creativity, Activity, Service requirement.

Candidates may take further subjects if they wish, and receive the appropriate certificate.

English as an Additional Language

Those non-native English speakers who have not already taken the IELTS examination and achieved a suitable level of attainment in it can expect to study English as an Additional Language (EAL) in the Lower Sixth. The purpose of this is to equip students with the necessary language skills (reading, writing, listening and speaking) to perform to the best of their ability in their chosen IB subjects. During the Lower Sixth year, students will also prepare for the IELTS examination which they take at the end of the Lower Sixth, and which can provide proof of English level to Universities.

Available Combination of Subjects

Students must choose six subjects to match the IB Diploma requirements as set out on the previous page. We will run all of the courses detailed in this prospectus as long as there is reasonable demand. Choices must also fit the Malvern timetable grid. A sample grid can be found overleaf, but please note that the columns in which subjects appear in the grid will alter to reflect demand by students, which may then affect the subject combinations available. Please contact admissions for the most recent subject blocks. From the blocks, in order to work out your individual choices, choose one subject only from any given column eg in column 7, you may not choose both Chemistry Standard Level and Physics Standard Level. (Higher Level subjects are in **bold** and Standard are normal.) The norm is to choose three Higher and three Standard level subjects but it is possible to study four Highers and two Standards.

Check with the Head of Sixth Form, Mrs Jennifer Major, or the IB Coordinator, Mrs Jennifer Akehurst, that your provisional choices meet the Diploma requirements.

Available Combination of Subjects *continued...*

Timetable Block	P	Q	R	English	Maths	U	V	Fill in your choice to match IB regulations
Theory of Knowledge	Theory of Knowledge		Theory of Knowledge			Theory of Knowledge	Theory of Knowledge	
Group 1			German A Lang and Lit	English A Lit* English A Lang & Lit* English A Lit English A Lang & Lit		German A Lang and Lit School-supported, self-taught Lang A Lit		
Group 2	French B German B German B Latin Latin	Spanish B Classical Greek Classical Greek				French B Spanish B Spanish (ab initio)		
Group 3	Business Management Business Management Economics Economics Psychology Psychology	Business Management Business Management Geography Geography History History Economics Economics Politics* Politics*	Philosophy Philosophy				Environmental Systems Economics Psychology	
Group 4	Biology Chemistry Sports, Exercise and Health Science Sports, Exercise and Health Science	Biology Computer Science	Chemistry Technology Technology Physics Environmental Systems				Environmental Systems Chemistry Biology Physics	
Group 5					Maths analysis* Maths application* Maths analysis Maths application			
Group 6	Visual Arts Visual Arts Music Music							
Fill in your choice: only ONE subject per column								

Further information on the IB

The Diploma programme includes the study of three core elements. The Core requires that all pupils complete an Extended Essay on a topic of their choosing, study Theory of Knowledge and fulfil requirements for engagement in Creativity, Action and Service activities.

If you need more detailed information or to discuss how the IB would benefit your son or daughter,

do not hesitate to contact the College and ask for the Admissions Team admissions@malverncollege.org.uk; or contact the Head of Sixth Form, Mrs Jennifer Major, on **01684 581500** or by email at jennifer.major@malverncollege.org.uk; or contact the IB Co-ordinator, Mrs Jennifer Akehurst, at jennifer.akehurst@malverncollege.org.uk or by telephone on **01684 581500**.

Recognition of IB Diploma for admission to universities worldwide

The IB is widely recognised across the world and can be used to apply to Universities worldwide. Many of our IB pupils go on to University courses in the UK or the US as well as other countries. In some countries there are specific requirements IB pupils should meet, for example in Germany, Austria, and Switzerland, public universities may insist that at least one of Maths, Biology, Chemistry, or Physics is taken at Higher Level. For most countries pupils would need to check the specific entry requirements for the course they are considering for University study.

Germany

Generally, the full IB Diploma along with certain qualifying conditions is required for entry into German universities. According to the Agreement on the Recognition of the International Baccalaureate Diploma / Diplôme du Baccalauréat International, the IB Diploma is recognized as a qualification for entry to higher education in Germany if it is gained after 12 consecutive years of full-time schooling, and the following conditions are met:

- a. The six examination subjects include:
 - » two languages, at least one of which is a continued foreign language as Language A or Language B HL
 - » history, geography, economics, psychology, philosophy, social anthropology, or business and management
 - » biology, chemistry or physics
 - » mathematics standard level (SL) or higher level (HL)
 - » The sixth compulsory subject may be one of the above or one of the following subjects:
art/design, music, theatre, film, literature and performance, a further modern foreign language, Latin, Classical Greek, chemistry, environmental systems and societies, computer science, design technology, world religions, or sports, exercise and health science.
- b. Either a natural science (biology, chemistry or physics) or mathematics must be taken at HL.

- c. Generally, qualifications in Mathematics: Analysis and Approaches SL or Mathematics: Applications and Interpretation SL obtained in examination year 2021 onwards shall be regarded as subject-specific university entrance qualifications for technical universities and universities providing access only to courses of study not falling within the mathematical/scientific/technical field. However, do note that as of September 2022 Malvern College will feature on the list of Schools whose pupils meet the relevant requirements in SL Mathematics, and thus a diploma issued to a Malvern College pupil with SL Mathematics shall be recognized as a general university entrance qualification (provided the pupil has studied a Science at HL).
- d. All subjects must have been studied continuously for two consecutive years.
- e. At least grade 4 must be awarded for each subject. If a grade 3 is awarded in one subject only, this may be compensated by grade 5 in another subject at the same or higher level provided at least 24 points in total have been achieved.
- f. German diploma holders from a school outside Germany, who did not study German in the DP, must provide evidence of an adequate knowledge of German as determined by the individual German states.

If the conditions are not fulfilled, but the student has been awarded the IB diploma, the student must pass an additional examination in accordance with the 'Framework Decree on the Recognition of Foreign University Entrance Qualifications, Preparatory Courses and the Assessment Test'.

Theory of Knowledge

Nature of the Subject

ToK plays a core role in the Diploma Programme by providing an opportunity for students to reflect on the nature of knowledge. ToK enables students to investigate comparisons and contrasts between what there is to know in their academic subjects and disciplines and to link the disciplines to themselves as knowers in such a way that they become aware of their own perspectives and those of the various groups whose knowledge they may or may not share. Further, students explore how ToK manifests in the real world by considering a range of physical and digital objects which exemplify the ‘material embeddedness’ of knowledge.

The raw material of ToK is knowledge itself. At the centre of the course are Knowledge Questions, second-order questions about the nature of knowledge, of evidence, judgment, representation, interpretation, assumptions, culture, power and many other concepts key to the ways in which we can produce, apply, store, access, share and communicate knowledge, and how and why what we know changes over time. To explore Knowledge Questions and the course concepts, students think comparatively about the scope and purpose of the various subject disciplines, exploring methods of inquiry and seeking to establish the implications of these methods on what we can know.

Discussion forms the backbone of the ToK course. Students are invited to consider Knowledge Questions together against the backdrop of their experiences of knowledge in all their Diploma Programme subjects, and also in relation to the practical experiences offered by CAS, the formal research that takes place for the Extended Essay, the different historical and cultural perspectives brought into focus by the IB emphasis on international-mindedness (and thus the students’ own life experiences and cultural literacy), and an overarching enquiry into ethical perspectives on knowledge.

ToK is a course in critical thinking but it is one that is specifically geared to an approach to knowledge that is mindful of the interconnectedness of the modern world. ‘Critical’ in this context implies an analytical approach prepared to test the support for knowledge claims, aware of its own weaknesses, conscious of its perspectives and open to alternative ways of exploring Knowledge Questions. It is a demanding course but one that is an essential component not only of the Diploma Programme but of lifelong learning.

Programme Outline

- » The Knowledge Framework - a critical tool to enable comparative exploration of the scope, perspectives, methodology and tools and ethics of the following eight elements:
- » The Core Theme: Knowledge and the Knower;
- » Two Optional Themes selected from a choice of five: Knowledge and Technology; Knowledge and Language; Knowledge and Politics; Knowledge and Religion; Knowledge and Indigenous Societies;
- » The Areas of Knowledge: critical examination and comparison of the nature of knowledge in the Natural Sciences, the Human Sciences, History, Mathematics, and the Arts.

Assessment

Although there is no terminal examination, students are assessed by means of an internally-assessed Exhibition given by each student at the end of the Lower Sixth (worth one third of the marks) and by an externally-assessed 1600-word Essay on a Prescribed Title (worth two thirds of the marks). The overall grade A-E is combined with the grade for the Extended Essay in a points matrix, providing the opportunity to be awarded up to three DP Core points.

Award of Core Points

A maximum of three Core points can be awarded according to a candidate’s combined performance in Theory of Knowledge and Extended Essay according to the matrix below.

Tok/EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

Failing condition

Attaining a grade ‘E’ in either the extended essay or theory of knowledge represents an automatic failure of the IB Diploma.

Creativity, Activity, Service

CAS is a fundamental part of all diploma students' programmes. The emphasis of CAS is on experiential learning. Students are expected to be involved for the equivalent of at least three to four hours a week over two years in a balanced range of different activities.

Creativity is interpreted as imaginatively as possible to cover a wide range of arts and other activities and to include creativity by the individual student in designing and carrying out service projects.

Activity can include participation in expeditions, individual and team sports and physical training; it can also include carrying out creative and service projects as well as training for service.

Service is community or social service; it can include environmental and international projects. It involves not only doing things for others, but also doing things with others and developing a real commitment with them.

Each activity or project is monitored for appropriateness, quality and student participation. Evaluation by the school and self-evaluation by the student is a continuous process throughout the two-year diploma period. The school includes comments on a student's CAS project(s) in references and testimonials, particularly to universities. These indicate the level of commitment, significance of the contribution and an assessment of personal growth and development over the two years. It is important that students are aware of the centrality of CAS to the diploma programme.

Extended Essay

The extended essay is an in-depth study (up to 4,000 words) of a focused topic within a subject which is taught as part of the IB. It is intended to promote high-level research and writing skills, intellectual discovery and creativity, and provides students with an opportunity to engage in personal research. This process necessarily involves intellectual risk-taking and extensive reflection. In the Diploma programme, the extended essay is the prime example of a piece of work where the student has an opportunity to show knowledge, understanding and enthusiasm about a topic of his or her choice. In those countries where it is the norm for interviews to be required prior to acceptance or for a place at university, the extended essay has often proved to be a valuable stimulus for discussion.

IB candidates will be guided into choosing a suitable subject and topic during the Lent Term of the Lower Sixth year. Each student will have a supervisor who will oversee the writing of the essay, which is expected to be completed towards the beginning of the Autumn Term in the Upper Sixth. This will be followed by a short concluding interview.

Group 1: Language A

Language A courses are designed for pupils with strong receptive, productive and interactive skills in the language studied. In Language A courses, pupils deepen their understanding of a wide variety of concepts explored through literary and non-literary texts in order to interpret, analyse, evaluate and then communicate this understanding. At Malvern, all pupils follow a Language A course in English. We also offer the Language A course in German, enabling native speakers of German to follow two Language A courses. A third Language A option is School Supported Self-Taught Language A: Literature (SSST) at Standard Level only;

School Supported Self-Taught Language A: Literature is designed to enable you to study a Language A Literature course in your native language even if this is not formally taught at your school.

IB English Courses at Malvern

Students at Malvern College will study either English A Literature (Higher or Standard) or English A Language and Literature (Higher or Standard). These English A courses aim to promote an appreciation of the wealth and subtleties of the language. It seeks to facilitate the clear expression of ideas, to aid clear, precise presentation of argument and to assist in the understanding of both oral and written discourse.

Literature is the articulation and interpretation of experience, and it cannot be studied in a vacuum. The great strength of the IB as a whole and of IB English in particular is that the interactive process between cultivating experience and the ability to articulate and interpret that experience is deliberately and consciously stimulated.

English A Literature

This programme focuses on the development of an appreciation of literature. It also cultivates a knowledge of the culture of the student's own society and that of other societies. Through the study of Texts in Translation, which is a central and integral part of the programme, the student may gain a broadened and international perspective of literature and human thought.

Programme Outline

At both levels the programme is divided into three

Areas of Exploration (AE) as follows:

- » AE 1 – Readers, Writers and Texts
- » AE 2 – Time and Space
- » AE 3 – Intertextuality: Connecting Texts

At Standard Level the total number of works studied is 9; at Higher Level it is 13.

Assessment (Standard Level)

Paper 1

- » Guided Literary Analysis
- » 1 hour + 15 minutes examination
- » 35%
- » Consideration of one (of a choice of two) unseen text in response to guided questions.

Paper 2

- » Comparative Essay
- » 1 hour + 45 minutes examination
- » 35%
- » Based on two of the works studied in the course.

Individual Oral

- » 15 minutes total
- » 30%
- » Prepared talk based on two self-selected extracts from two works studied. 10 minutes, followed by teacher-led questions for 5 minutes.

Assessment (Higher Level)

Paper 1

- » Guided Literary Analysis
- » 2 hours + 15 minutes examination
- » 35%
- » Consideration of two unseen texts in response to guided questions.

Paper 2

- » Comparative Essay
- » 1 hour + 45 minutes examination
- » 25%
- » Based on two of the works studied in the course.

Individual Oral

- » 15 minutes total
- » 20%
- » Prepared talk based on two self-selected extracts from two works studied. 10 minutes, followed by teacher-led questions for 5 minutes.

Higher Level Essay (Coursework)

- » 20%
- » A literary essay (1200–1500 words) on one work studied in the course.

The Learner Portfolio (Higher and Standard):

- » While not being a graded part of their internal or external assessment, all students must maintain a portfolio of their individual work throughout the course.

English A Language and Literature

The study of the texts produced in a language is central to an active engagement with language and culture and, by extension, to how we see and understand the world in which we live. A key aim of the Language and Literature course is to encourage students to question the meaning generated by language and texts, which, it can be argued, is rarely straightforward and unambiguous. The course aims to develop in students the skills of textual analysis and the understanding that texts, both literary and non-literary, can be seen as autonomous yet simultaneously related to culturally determined reading practices. It should be stressed that this is not a film or media studies course and that an understanding of language and literature lies at the heart of what is covered.

Programme Outline

At both levels the programme is divided into three Areas of Exploration (AE) as follows:

- » AE 1 – Readers, Writers and Texts
- » AE 2 – Time and Space
- » AE 3 – Intertextuality: Connecting Texts

At Standard Level the total number of works studied is 4; at Higher Level it is 6.

IB English Courses at Malvern continued...

Assessment (Standard Level)

Paper 1

- » Guided Textual analysis
- » 1 hour + 15 minutes examination
- » 35%
- » The paper consists of two unseen non-literary texts. Students write an analysis of one of these texts.

Paper 2

- » Comparative Essay
- » 1 hour + 45 minutes examination
- » 35%
- » In response to one of four questions students write an essay based on two of the literary texts studied.

Individual oral

- » 15 minutes total
- » 30%
- » Supported by an extract from one non-literary text and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher

Assessment (Higher Level)

Paper 1

- » Textual analysis
- » 2 hours + 15 minutes examination
- » 35%
- » Students write an analysis of each of the two unseen non-literary texts.

Paper 2

- » Comparative Essay
- » 1 hour + 45 minutes examination
- » 25%
- » In response to one of four questions students write an essay based on two of the literary texts studied.

Higher level Essay

- » 20%
- » Students submit an essay on one non-literary text or a collection of non-literary texts by one same author, or a literary text or work studied during the course. 1200-1500 words.

Individual oral

- » 15 minutes total
- » 20%
- » Supported by an extract from both one non-literary text and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher.

The Learner Portfolio (Higher and Standard):

- » While not being a graded part of their internal or external assessment, all students must maintain a portfolio of their individual work throughout the course.

German A: Language and Literature

Language A: Language and Literature in German is designed for German native speakers seeking a bilingual IB Diploma, who may opt to study German A alongside English A.

The course aims to develop in students an understanding of how language, literature, culture and context determine the ways in which meaning is constructed in texts, and to encourage them to think critically about the different interactions between text, audience and purpose. This option is available at both Higher and Standard Level.

Assessment (Higher Level)

External assessment

- » 4 hours
- » 80%

Paper 1

- » Guided textual analysis
- » 2 hours 15 minutes
- » 35%
- » The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students write an analysis of each of the passages.

German A: Language and Literature continued...

Paper 2

- » Comparative essay
- » 1 hour 45 minutes
- » 25%
- » The paper consists of four general questions. In response to one question, students write a comparative essay based on two literary works studied in the course.

HL (Higher Level) Essay

- » 20%
- » Students submit an essay on one non-literary body of work, or a literary work studied during the course. The essay must be 1,200-1,500 words in length.

Internal assessment

- » 20%

Individual oral

- » 15 minutes
- » Supported by an extract from both one non-literary body of work and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of one of the works and one of the bodies of work that you have studied.

Assessment (Standard Level)

External assessment

- » 3 hours
- » 70%

Paper 1

- » Guided textual analysis
- » 1 hour 15 minutes
- » 35%
- » As detailed above in the Higher Level section, except that Standard Level pupils only write an analysis of one of the texts.

Paper 2

- » Comparative essay
- » 1 hour 45 minutes
- » 35%
- » As detailed in the Higher Level section.

Internal assessment

- » 30%

Individual oral

- » 15 minutes
- » As detailed in the Higher Level section.

The Learner Portfolio (Higher and Standard):

- » While not being a graded part of their internal or external assessment, all students must maintain a portfolio of their individual work throughout the course.

School Supported Self-Taught Language A: literature (SSST)

Standard Level only

School-supported self-taught Language A: Literature is designed to enable pupils to study a Language A Literature course in their native language. SSST requires pupils to work independently and take some independent choice in terms of works studied, though pupils will be supported with timetabled sessions taught by a SSST supervisor, who might not speak the pupil's native language, but who guides them in creating a bespoke reading list from the IB prescribed list and discusses the requirements of the course as well as assessment criteria with pupils. In SSST pupils are also supported by a SSST first or best language tutor, who will mark work completed in the language and can offer advice as to further reading.

SSST Language A focuses on 3 key areas of exploration: readers, writers and texts; time and space and; intertextuality: connecting texts. It develops pupils' ability to know, understand and interpret texts and literary forms; their ability to analyse and evaluate language, texts and linguistic techniques; and their ability to communicate ideas persuasively and clearly in a range of registers.

Assessment takes place in 3 forms:

1. Paper 1 is an externally assessed component, giving pupils the chance to apply their analysis and evaluation skills to an unseen text.
2. Paper 2 enables pupils to undertake a comparative discussion of 2 works studied during the course.
3. The Individual oral requires the discussion of two works, one originally written in the pupil's native language A and one that has been professionally translated into their language A, which can be brought together by a common global issue.

At Malvern, we have SSST first language tutors in Spanish, French, Italian, Russian, Chinese and Arabic. If you are interested in other languages, please let us know, but please note that this will depend on us being able to locate a tutor who can mark work and help to guide choice of books. German is not offered as part of the SSST programme but as a fully taught Language A (German A).

Group 2: Language Acquisition

Within Group 2, pupils are given the opportunity to increase their fluency in a language that is not their native language. They can either opt to start a new modern language, continue a language they have some proficiency in already or study Latin or Classical Greek. Pupils must take at least one subject in Group 2 unless they have chosen two Language A courses.

Modern Languages

Study of a non-native language is an integral part of the IB Programme. At Malvern, we offer language acquisition courses at Ab initio, Standard and Higher levels. We offer Ab Initio Spanish. At Standard and Higher levels, we offer French, German and Spanish. Arrangements can be made for other languages including Italian, Mandarin, Arabic and Russian, subject to demand and through private tuition.

Ab Initio in Spanish is for those with no previous experience of learning the target language. The main focus is on the development of an understanding of cultural diversity, and the acquisition of language required for purposes and situations usual in everyday social interaction.

The course aims to develop a variety of linguistic skills and a basic awareness of the culture through the study of prescribed topics such as personal relationships, daily routine and transport. There are 20 prescribed topics, which link to 5 themes: identities, experiences, human ingenuity, social organization and sharing the planet. Ab Initio is available only at Standard Level.

Language B courses are for those with some experience of learning the target language (we would suggest at least 2 years of study). The course is communicative: it focuses principally on the interaction between speakers of the target language, both orally and in writing, as well as on the study of texts and the assimilation of facts about the target language countries. Vocabulary and grammar are studied through the lens of the 5 themes above.

Candidates at Higher Level also study two works of literature. Students are expected to master a variety of skills and handle a wide range of texts both with understanding and a critical eye. They will also aim to be able to produce well-structured written and spoken responses in a number of registers and styles.

Language B is available at both Higher and Standard level in French, German and Spanish.

Assessment – Language B (HL)

External assessment

- » 75%

Paper 1

- » Productive skills
- » 1 hour 30 minutes
- » 25%
- » One writing task of 450-600 words from a choice of 3, each from a different theme and requiring a choice of text type from those listed in the examination instructions.

Paper 2

- » Receptive skills
- » 2 hours
- » 50%
- » Separate sections for listening and reading comprehension, with an hour for each skill. Comprehension exercises drawn from all five themes.

Internal assessment

- » 25%

Individual oral assessment

- » 12–15 minutes
- » Students have a conversation with the teacher based on an extract from one of the two literary works studied in class, followed by a discussion based on one or more of the themes from the syllabus. »

Assessment – Language B (SL)

External assessment

- » 75%

Paper 1

- » Productive skills
- » 1 hour 15 minutes
- » 25%
- » One writing task of 250-400 from a choice of 3, each from a different theme and requiring a choice of text type from those listed in the examination instructions

Paper 2

- » Receptive skills
- » 1 hour 45 minutes
- » 50%
- » Separate sections for listening and reading comprehension, with an hour for reading comprehension and 45 minutes for listening comprehension. Comprehension exercises drawn from all five themes.

Internal assessment

- » 25%

Individual oral assessment

- » 12–15 minutes
- » A conversation with the teacher based on a visual stimulus linked to one of the 5 themes, followed by a discussion based on an additional theme.

Assessment – Language B Ab Initio (SI)

External assessment

- » 75%

Paper 1

- » Productive skills
- » 1 hour
- » 25 %
- » Two written tasks of 70-150 words each from a choice of three tasks

Paper 2

- » Receptive skills
- » 1 hour 45 minutes
- » 50%
- » Listening comprehension based on the main themes (45 minutes)
- » Reading comprehension based on the 5 themes (1 hour)

Internal assessment

- » 25%

Individual oral assessment

- » 7–10 minutes
- » This involves a conversation with the teacher based on a visual stimulus linked to one of the themes and discussion of at least one other course theme.

Latin, Classical Greek

Why 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

Why wouldn't you want to study in their own words the people who had, arguably, the biggest impact on the European, North African and Middle-Eastern landscape until the urbanisation of the Industrial Revolution? Who colonised Britain and who were used as reasoning (and as the core education) for the British as colonisers? Who for much of their time were ruled by absolute autocrats, but who created new and subversive genres of art and literature, including satire, without which the Monty Python quote above would not exist? Who for all their pioneering technology and world-altering philosophy were slave-owning status-obsessed preeners? Who were culturally arrogant, yet not racist, and who at the same time had a chip on their shoulder the size of Greece? The Romans are such a fascinating mix of human strengths and frailties, of cultures and peoples, of ideas and flaws: why wouldn't you want to be able to read what they think about themselves in their own words?

The Latin language doesn't only give you access to the literature, culture and history of this fascinating world of the Ancient Mediterranean, but as the foundation of most modern foreign languages it enables you to learn them much quicker and more easily in the future. Most students who complete Latin IB can comprehend a Spanish newspaper, an Italian magazine or a French web-page, despite never having studied the languages before, and their English vocabulary will broaden considerably. They will leave the course equipped with an understanding of grammar and syntax in Latin and English that is unparalleled by any other school qualification, save perhaps Greek IB. Add to this their analysis of the use of language within the literature component of the course, and they will become superb communicators: clear, persuasive, nuanced and stylish. The path to creating these skills will involve the development of logic, determination, sensitivity and problem-solving skills – the reason why Classicists were chosen as code-breakers at Bletchley Park.

Why Greek?

Being able to read Ancient Greek literature gives you access to the foundations of a literary canon, the origins of forensic historiography and stories which have never gone out of style. Experiencing these in the original language enables you to access parts which are lost in translation, and to get closer to the minds and values of the peoples of the Greek world than you could otherwise. Ancient Greek has a huge impact on the English language, and many modern European languages: it will not only broaden the vocabulary (and be particularly handy if you're going into medicine) but also develop language learning and logic skills. At IB level, nuance, idiom and precision become increasingly a feature of the linguist landscape and being able to recognise and employ these is a transferable skill that will assist in all interpersonal roles. This is what Greek is valued for most by future universities and employers: it indicates someone who can assess a situation, a task or a statement and think rapidly and logically, whilst not letting their thinking be blunted by this speed or an ingrained process. Greek students can think outside of the box, make interpretive leaps that are based on well-synthesised evidence and are problem solvers who can apply a methodology with tenacity but also see its limitations and where straying from it is necessary.

Greek A level is taken by approximately 300 students nationwide, from a cohort of around 275,000 pupils. If you want a way to stand out on a UCAS form and highlight your academic credentials at the same time, there is little better!

Course Aims

The aims of the Latin and Classical Greek programmes are to:

- » give candidates the basic linguistic skills they require to read with understanding standard classical authors in the original language
- » enable candidates to appreciate classical texts and to make a personal response to them
- » encourage candidates to read a wider range of literature in translation as a complement to the study of texts in the original
- » encourage the ability to collect and analyse relevant information
- » bring candidates, through their reading, to some understanding of classical civilisation and some awareness of its essential differences from, and similarities to, their own.

Course Overview

This is the same for both Latin and Greek.

Component Weighting

Content: Standard Level: Higher Level

Exam Paper 1 Language:

translation · comprehension **35% : 30%**

Exam Paper 2 Literature:

comprehension, translation, close text analysis, thematic mini-essay

· Core texts are studied in the Latin, companion texts are studied in Latin and English **35% : 30%**

Internal Assessment (Coursework)

Research Dossier:

- » A source-based short essay on a topic of the students choosing (e.g. myth, history, art, architecture, literature, philosophy, natural history or the reception of Classics)
- » Formatted as carefully selected sources with analytical evaluation, with this argumentation totalling around 1500 words **30% : 20%**

Internal Assessment (Coursework)

Prose Composition:

- » A 100 word piece of Latin composed by the student on a topic and in the style of the student's choosing.
- » Up to 1000 words of annotations in English exploring and explaining stylistic and content choices N/A : **20%**

Internal Assessments are supported by preparation in class on the necessary skills to complete the independent work involved to the highest level. Guidance during the process is provided to the fullest extent that the IB allows. The IAs are normally thoroughly enjoyed as an opportunity to explore personal interests in the Ancient World.

Minimum Requirements

Grade 7 or higher in GCSE Latin/Greek, or equivalent.

The Advanced (Größes) Latinum/Graecum is an equivalent qualification, and if you have studied at a Liceo Classico for at least 2 years this is also a good starting place.

If you have not taken GCSEs, (or have done the Intermediate (Kleines) Latinum/Graecum), please contact the Head of Classics hannah.clarke@malverncollege.org.uk, who can help you decide whether your level of Latin/Greek will enable you to feel confident in undertaking the IB course.

Group 3: Individuals & Societies

Business Management, Economics, Geography, History, Philosophy, Psychology

An essential characteristic of the disciplines in this group is that their subject matter is contestable and that their study requires learning to tolerate some uncertainty.

Their aims are:

- » the systematic and critical study of human experience and behaviour, of the varieties of physical and social environments in which we live, and of the history and development of the social and cultural institutions which we have created;
- » the development in the student of the capacity to identify, to analyse critically and to evaluate major theories concerning the nature and understanding of the individual and society, as well as concepts, arguments and research findings in the field of social studies;
- » the study of the various methods of description and analysis employed in social studies disciplines and the ways in which hypotheses are tested and complex data may be interpreted;
- » the appreciation of the ways in which what has been learned is relevant to both the culture in which the student lives and those of other societies.

Business Management

Business Management at Malvern

Business Management is taught in a department that includes Economics and Politics. This department has a strong tradition in teaching academically rigorous subjects in a real-world context.

The IB Business Management course allows those with a desire to focus on the practical nature of the business and economic worlds to structure their ideas around a proven course.

Nature of the Subject

Business Management is a rigorous, challenging and dynamic discipline within the Individuals and Societies IB subject group. The role of businesses, as distinct from other organizations and actors in a society, is to produce and sell goods and services that meet human needs and wants by organizing resources. Profit-making, risk-taking and operating in a competitive environment characterise most business organizations.

Business Management studies business functions, management processes and decision-making in contemporary contexts of strategic uncertainty.

Business Management also explores how individuals and groups interact within an organization, how they may be successfully managed and how they can ethically optimize the use of resources in a world with increasing scarcity and concern for sustainability.

Emphasis is placed on strategic decision-making and the operational business functions of human resource management, finance and accounts, marketing and operations management.

Through the exploration of six concepts underpinning the subject (change, culture, ethics, globalization, innovation and strategy), the Business Management course allows students to develop their understanding of interdisciplinary concepts from a business management perspective.

It is important to note that some mathematical competence is required, and students wishing to study Business Management should have obtained at least a grade 6 at IGCSE Maths.

The course encourages the appreciation of ethical concerns, as well as issues of corporate social responsibility (CSR), at both a local and global level. Through the study of topics such as human resource management, organizational growth and business strategy, the course aims to develop transferable skills relevant to today's students. These include the ability to: think critically; make ethically sound and well-informed decisions; appreciate the pace, nature and significance of change; think strategically; and undertake long term planning, analysis and evaluation. The course also develops subject-specific skills, such as financial analysis.

Higher and Standard Level

Unit 1: Business organization and environment

- » 1.1 Introduction to business management
- » 1.2 Types of organizations
- » 1.3 Organizational objectives
- » 1.4 Stakeholders
- » 1.5 External environment
- » 1.6 Growth and evolution
- » 1.7 Organizational planning tools (HL only)

Unit 2: Human resource management

- » 2.1 Functions and evolution of human resource management
- » 2.2 Organizational structure
- » 2.3 Leadership and management
- » 2.4 Motivation
- » 2.5 Organizational (corporate) culture (HL only)
- » 2.6 Industrial/employee relations (HL only)

Unit 3: Finance and accounts

- » 3.1 Sources of finance
- » 3.2 Costs and revenues
- » 3.3 Break-even analysis
- » 3.4 Final accounts (some HL only)
- » 3.5 Profitability and liquidity ratio analysis
- » 3.6 Efficiency ratio analysis (HL only)
- » 3.7 Cash flow
- » 3.8 Investment appraisal (some HL only)
- » 3.9 Budgets (HL only)

Unit 4: Marketing

- » 4.1 The role of marketing
- » 4.2 Marketing planning (including introduction to the four Ps)
- » 4.3 Sales forecasting (HL only)
- » 4.4 Market research
- » 4.5 The four Ps (product, price, promotion, place)
- » 4.6 The extended marketing mix of seven Ps (HL only)
- » 4.7 International marketing (HL only)
- » 4.8 E-commerce

Unit 5: Operations management

- » 5.1 The role of operations management
- » 5.2 Production methods
- » 5.3 Lean production and quality management (HL only)
- » 5.4 Location
- » 5.5 Production planning (HL only)
- » 5.6 Research and development (HL only)
- » 5.7 Crisis management and contingency planning (HL only)

The Aims

The aims of the Business Management course at HL and SL are to:

4. encourage a holistic view of the world of business
5. empower students to think critically and strategically about individual and organizational behaviour
6. promote the importance of exploring business issues from different cultural perspectives
7. enable the student to appreciate the nature and significance of change in a local, regional and global context
8. promote awareness of the importance of environmental, social and ethical factors in the actions of individuals and organizations
9. develop an understanding of the importance of innovation in a business environment.

Assessment (HL)

External assessment (4 hours and 30 minutes)

Paper 1 (2 hour and 15 minutes)

- » Based on a case study issued in advance, with additional unseen material for sections B and C.
- » Assessment objectives 1, 2, 3, 4 (60 marks)
- » Section A
 - Syllabus content: Units 1–5 including HL extension topics
 - Students answer two of three structured questions based on the pre-seen case study. (10 marks per question)

Business Management continued...

- » Section B
 - Syllabus content: Units 1–5 including HL extension topics
 - Students answer one compulsory structured question primarily based on the additional stimulus material. (20 marks)
- » Section C
 - Syllabus content: Units 1–5 including HL extension topics
 - Students answer one compulsory extended response question primarily based on the additional stimulus material. (20 marks)

Paper 2 (2 hour and 15 minutes)

Assessment objectives 1, 2, 3, 4 (70 marks)

- » Section A
 - Syllabus content: Units 1–5 including HL extension topics
 - Students answer one of two structured questions based on stimulus material with a quantitative focus. (10 marks)
- » Section B
 - Syllabus content: Units 1–5 including HL extension topics
 - Students answer two of three structured questions based on stimulus material. (20 marks per question)
- » Section C
 - Syllabus content: Units 1–5 including HL extension topics
 - Students answer one of three extended response questions primarily based on two concepts that underpin the course. (20 marks)
- » Internal assessment (30 teaching hours)
 - This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.
- » Research project
 - Students research and report on an issue facing an organization or a decision to be made by an organization (or several organizations). Maximum 2000 words. (25 marks)
- » Assessment at SL follows the same pattern, however each of the two external papers is shorter in time and the internal assessment has a 1500 word limit.

Economics

Economics at Malvern

Malvern has a long and proud tradition of teaching Economics, being one of the first schools in the country to offer it as a Sixth Form subject. Economics attracts those who have broad intellectual skills which they are keen to develop and who have an interest in what is going on in the world and why. Many students continue with their Economic studies at university and we have a significant number of ex-students teaching at top universities, working for central banks and acting as economic advisors at the highest level.

Nature of the Subject

Economics is a social science and as such is concerned with explaining and predicting human behaviour. It is evident from even the most casual glance at any day's news that economic aspects of such behaviour are key factors in understanding modern society. All of us engage in economic behaviour and a knowledge of the forces at work can help us to improve our own decision making and also better understand the actions of others.

Pupils should be aware that quantitative techniques are used throughout the course, particularly at Higher Level.

Higher and Standard Level

Introduction to Economics

- » What is economics?
- » Behavioural economics

Microeconomics

- » Demand and supply and competitive markets
- » Elasticity
- » Government intervention
- » Market failure
- » Theory of the firm and market structures

Macroeconomics

- » The level of overall economic activity
- » Aggregate demand and aggregate supply
- » Macroeconomic objectives
- » Fiscal policy
- » Monetary policy
- » Supply-side policies »

International Economics

- » International trade
- » Exchange rates
- » The balance of payments
- » Economic integration
- » Term of trade

Development Economics

- » Economic development
- » Measuring development
- » The role of domestic factors
- » The role of international trade
- » The role of foreign direct investment
- » The role of aid
- » The role of international debt
- » The balance between markets and intervention

Economics is closely related to other important academic subjects. Sociology, Political Science, Psychology and Anthropology are some of the Social Sciences inseparable from Economics. History also provides an essential background. The specific role of Economics, however, resides in describing, analysing, explaining and correlating the evolution of production, employment and prices, as well as related phenomena.

The Aims

The teaching of this subject is seen as an in-depth introduction. It provides students with precise knowledge of the basic tools of economic reasoning, offering an understanding of contemporary economic problems while encouraging students to employ economic analysis in different contexts. It is sometimes necessary to examine in detail certain relatively complicated theories. The Higher Level course is designed for students intending to study Social Sciences and more especially for those aiming to specialise in Economics at university level.

Assessment (Higher Level)

External assessment

- » 5 hours
- » 80%

Paper 1

- » 1¼ hours
- » 20%
- » Extended response paper. One question from a choice of three.
- » The essays will focus on 3 out of the 4 aspects of the course (Microeconomics, Macroeconomics and International Economics)
- » The focus is very much on students applying their knowledge through the explicit use of real world examples.

Paper 2

- » 1¾ hours
- » 30%
- » Data response paper
- » Students are given several extracts of information which could include text, tables and charts and this forms the basis for their data response questions.
- » The paper is broken down into a series of short questions, as well as an essay.
- » Students answer one question from a choice of 2.

Paper 3

- » 1¾ hours
- » 30%
- » Policy response paper
- » Pupils answer two compulsory questions and are expected to bring in all of their knowledge to come up with a policy response to an economic issue. Students need to make use of both quantitative and qualitative data to support their recommendations.

Internal Assessment

- » 20%
- » Pupils produce a portfolio of three commentaries based on published extracts from the new media. Each commentary is individually marked, and all three commentaries are used when awarding scores.

Economics continued...

Assessment (Standard Level)

External Assessment

- » 3 hours
- » 70%

Paper 1

- » 1¼ hours
- » 30%
- » Extended response paper. One question from a choice of three.
- » The essays will focus on 3 out of 4 aspects of the course (Microeconomics, Macroeconomics and International Economics).
- » The focus is very much on students applying their knowledge through the explicit use of real world examples.

Paper 2

- » 1¾ hours
- » 40%
- » Data response paper
- » Students are given several extracts of information which could include text, tables and charts and this forms the basis for their data response questions.
- » The paper is broken down into a series of short questions, as well as an essay.
- » Students answer one question from a choice of two.

Internal Assessment

- » 30%
- » Pupils produce a portfolio of three commentaries based on published extracts from the new media. Each commentary is individually marked, and all three commentaries are used when awarding scores.

Geography

Geography is at the interface of the Humanities and the Sciences; it is a Social Science that examines the manner in which people live, are distributed and interact with their environment. Study of the essential systematic and technical aspects of the subject creates a platform for considering the major environmental, political, cultural and socio-economic issues facing the developed and developing worlds. The IB syllabus provides an excellent foundation both for students wishing to continue studying Geography and Environmental Studies at degree level and for those considering the Social Sciences at university.

Using examples from all over the world, the IB course aims to illustrate the issues and concepts covered in the core and optional themes and therefore it is also ideal for those students keen to maintain a broad interest in, and understanding of, the world in which we live.

In order to enhance understanding of ideas discussed in the classroom the Geography Department organises field trips to local places and destinations further afield, including a four day trip to South Wales. These trips are an integral and essential part of the course and will incur a charge to parents.

Syllabus Outline

Higher and Standard Level

The course is designed to accommodate both students who have studied Geography before and those who have little previous knowledge of the subject. If taking Standard Level Geography, there will be two examinations at the end of the course (Part 1 and Part 2). If taking Higher Level, Part 3 is examined as a separate paper.

Students are required to develop a wide range of research methods drawing on a variety of data sources. As such, Geography students develop an exceptionally broad portfolio of transferable skills.

Part 1: Optional Themes

For Higher Level, the study of three optional themes is required. For Standard Level, the study of any two optional themes is required.

- » Freshwater
- » Oceans and their coastal margins
- » Geophysical hazards
- » Leisure, tourism and sport
- » The geography of food and health
- » Urban environments

Part 2: Geographic perspectives

This section of the course provides an overview of the Geographic foundation for the key global issues of our time. The purpose is to provide a broad factual and conceptual introduction to the geography of population dynamics, climate change and resource consumption issues. The key themes studied will be:

- » Population distribution– changing population
- » Global climate– vulnerability and resilience
- » Global resource consumption and security »

Geography continued...

Part 3: Geographic perspectives—global interactions (HL only)

The HL extension theme focuses on the global interactions, flows and exchanges arising from the disparities that exist between places. It presents important and contestable Geographic issues of change in space and time for the HL student to question. This part of the syllabus is divided into three units relating to global interactions and global development.

- » Power, places and networks
- » Human development and diversity
- » Global risks and resilience

History

The Aims

The aims of the History programme are to promote:

- » The acquisition and understanding of historical knowledge in breadth, in depth, and from different cultures;
- » A developing appreciation and understanding of History as a discipline, including the nature and diversity of its sources, methods, and interpretations;
- » International awareness and understanding of people living in a variety of places at different times;
- » A better understanding of the present through an understanding of the past;
- » An ability to use and communicate historical knowledge and understanding;
- » A lasting interest in History.

Programme Outline

- » The IB Higher Level and Standard Level programmes are as follows.

Paper 1 (Standard and Higher Candidates)

- » Standard and Higher Level candidates are required to study a Prescribed Subject for Paper 1. At Malvern, this is “The Move to Global War”, which comprises case studies of Japanese expansion in East Asia (1931–1941) and German and Italian expansion (1933–1940).

Paper 2 (Standard and Higher Candidates)

All candidates also study the following selection from the 20th Century World History Topics for Paper 2:

Topic 10: Authoritarian States (20th century)

- » Major themes
 - Origins of single-party states; establishment of single-party states; rule of single-party states.
 - Candidates study the USSR under Lenin and Stalin and China under Mao Zedong.

Topic 11: The Causes and Effects of 20th Century Wars

- » Major themes
 - The causes, practice and effects of war in the 20th century.
 - Candidates study a selection of wars, likely to include at least some of the following:
 - The Russian Civil War; the Chinese Civil War; the Algerian War; the First World War; the Second World War; the Sino-Japanese War

Paper 3 (Higher Level Only)

Higher Level candidates also study a Regional Option. Malvern’s choice of Region is Option 4: History of Europe.

Candidates study three Sections:

Section 11: Italy (1815–1871) and Germany (1815–1890).

This deals with the emergence and growth of nationalism in the Italian peninsula and the German states and the foundation and consolidation of power in the newly-established nation states.

Section 12: Imperial Russia, revolution and the establishment of the Soviet Union (1855–1924). This deals with the social, economic and political factors that inaugurated and accelerated the process of imperial decline, attempts at domestic reform, and the impact of war and foreign entanglements. The two revolutions of 1917 and the victory of the Bolsheviks leading to the establishment of a new communist state are studied.

16: The Soviet Union and post-Soviet Russia (1924–2000) We study just the first part of Section 16:

The Soviet Union (1924–1941): Stalin and the struggle for power (1924–1929); defeat of Trotsky; Stalin’s policies of collectivization and the Five-Year Plans; government and propaganda under Stalin; the purges and the Great Terror; The impact of the Great Patriotic War (1941–1945); post-war Soviet Union (1945–1953): political and economic developments

History continued...

Assessment

Standard Level (SL), Higher Level (HL)

External Assessment

- » 75% SL
- » 80% HL

Paper 1

- » 1 hour
- » 30% SL
- » 20% HL
- » A document-based paper on Prescribed Subjects.
- » Candidates are required to answer all four questions on the relevant Prescribed Subject.
- » The maximum mark for the paper is 24.

Paper 2

- » 1½ hours
- » 45% SL
- » 25% HL
- » An essay paper based on the 12 World History Topics.
- » Candidates are required to answer two questions, each chosen from a different Topic. The maximum mark for the paper is 30.

Paper 3 (HL ONLY)

- » 2½ hours
- » 35%
- » The examination paper is divided into 18 Sections; candidates are prepared for three. Two questions will be set for each Section.
- » Candidates must answer any three questions. The maximum mark for the paper is 45.

Internal Assessment

- » 25% SL
- » 20% HL
- » This is a historical investigation that enables candidates to demonstrate the application of their skills and knowledge to an area that interests them and that need not be syllabus-related.

Candidates are required to:

- » Provide a title for the historical investigation that, in order to give focus and direction, may be framed as a question.
- » Produce a written account of a maximum of 2200 words.
- » The historical investigation is assessed internally by the teacher and moderated externally by the IBO.
- » The maximum mark for the Internal Assessment is 25.

Philosophy

What is it to be human?

Are we free? Is human nature characterised primarily by the possession of reason or emotions?

How do we know when an action is right or wrong?

This course addresses fundamental questions about human experience, creating students who can think for themselves as philosophers and thereby requiring more than simply the absorption of the ideas of the classic philosophers. It develops the vital critical thinking skills required in our fast-changing world with direct applications to the major issues of our time, such as the development of artificial intelligence, business and environmental ethics.

The true philosopher (indeed the true human) takes seriously the claim of Socrates that “the unexamined life is not worth living” and endeavours to train his or her mind in the critical examination of human experience and ideas. This subject requires a self-disciplined approach from students, not least because it is somewhat open-ended, allowing the flexibility to explore some topics in greater detail without being limited by a finite boundary of knowledge. The IB Philosophy course places the emphasis firmly on the activity of doing philosophy.

Standard Level

The Standard Level course comprises the study of a Core Theme, an Optional Theme and a set philosophical text. Each of these is assessed by final examinations: in addition, there is one piece of Coursework (1600–2000 words long) where students write a philosophical analysis of a non-philosophical stimulus of their choice, such as a short piece of text, newspaper headline or image. The Core Theme is a response to the question, “What is a human being?” and includes the exploration of issues such as the mind/body relationship, self-consciousness, language, reason and emotion; self-knowledge; free will and determinism and existential anxiety. Our chosen Optional Theme is Ethics. This comprises a study of meta-ethics (where we consider the origins and nature of moral values and judgements), normative ethics (principles for action, based on duty, consequences or the virtues) and applied ethics in the areas of biomedical ethics, business ethics and the distribution of wealth. The Set Text is likely to be ‘Meditations on First Philosophy’ by René Descartes.

Higher Level

The Higher Level course includes two further elements. A second optional theme, Philosophy of Religion, allows students to study another discrete area in Philosophy. An extension¹ paper is also taken in which students respond to an ‘unseen’ text (one which they have not previously studied) about philosophical activity in relation to a contemporary issue, such as technology or the environment.

Philosophy continued...

The study of philosophy requires and nurtures clear thinking, critical analysis, intellectual rigour and a willingness to challenge one's own assumptions; universities and employers value the subject for the reasoning skills it fosters. It is an ideal preparation for further study in all academic disciplines and an absorbing and stimulating pursuit in its own right.

Note for those Considering Applying to Universities in Switzerland

Please note that Philosophy is accepted as a sixth IB subject for those applying to universities in Switzerland.

The global politics course explores fundamental political concepts such as power, equality, sustainability, and peace in a range of contexts and at a variety of levels.

It allows pupils to develop an understanding of the local, national, international and global dimensions of political activity, as well as allowing them the opportunity to explore political issues affecting their own lives.

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Global politics draws on a variety of disciplines in the social sciences and humanities. It helps students to understand abstract political concepts by grounding them in real world examples and case studies, and also invites comparison between such examples and case studies to ensure a transnational perspective.

Developing international mindedness and an awareness of multiple perspectives is at the heart of this course. It encourages dialogue and debate, nurturing the capacity to interpret competing and contestable claims.

All standard level and higher-level students complete a common core under the central unifying theme of "people, power and politics". This consists of four core units:

- » Power, sovereignty and international relations
- » Human rights
- » Development
- » Peace and conflict.

All standard level and higher-level students also undertake an engagement activity through which they study a political issue of interest experientially. Students complement their experiential learning with more

theoretical perspectives from research and submit a written report summarising their investigation.

Higher-level students also examine two contemporary global political challenges, through a case studies approach. The global politics course explores fundamental political concepts such as power, equality, sustainability, and peace in a range of contexts and at a variety of levels.

It allows pupils to develop an understanding of the local, national, international and global dimensions of political activity, as well as allowing them the opportunity to explore political issues affecting their own lives.

Psychology

Psychology at Malvern

At the core of the psychology course is an introduction to three different approaches to understanding behaviour: the biological, cognitive and sociocultural approaches. Students study and critically evaluate the knowledge, concepts, theories and research that have developed the understanding in these fields.

The interaction of these approaches to studying psychology forms the basis of a holistic and integrated approach to understanding mental processes and behaviour as a complex, dynamic phenomenon, allowing students to appreciate the diversity as well as the commonality between their own behaviour and that of others.

The contribution and the interaction of the three approaches is understood through the two selected options in the course, focusing on areas of applied psychology: abnormal psychology and the psychology of relationships.

Psychologists employ a range of research methods, both qualitative and quantitative, to test their observations and hypotheses. The course promotes an understanding of the various approaches to research and how they are used to critically reflect on the evidence as well as assist in the design, implementation, analysis and evaluation of the students' own investigations. Surrounding the approaches and the options are the overarching themes of research and ethics. A consideration of both is paramount to the nature of the subject.

Aims Of The Course

The aims of the psychology course at SL and at HL are to:

- » Develop an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behaviour.
- » Apply an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behaviour to at least one applied area of study.
- » Understand diverse methods of inquiry. »

Psychology continued...

- » Understand the importance of ethical practice in psychological research in general and observe ethical practice in their own inquiries.
- » Ensure that ethical practices are upheld in all psychological inquiry and discussion.
- » Develop an awareness of how psychological research can be applied to address real-world problems and promote positive change.
- » Foster curiosity, creativity and a lifelong enjoyment of language learning.

Standard Level Assessment

External Assessment (3 Hours) – 75%

Paper 1 (2 Hours) – 50%

- » Section A: Three compulsory short-answer questions (SAQs) on part 1 of the syllabus.
- » Section B: Choice of three extended-response questions (ERQs) on part 1 of the syllabus. Students choose one question to answer in essay form.

Paper 2 (1 Hour) – 25%

- » Three questions on each option studied on part 2 of the syllabus. Students choose one question to answer in essay form.

Internal Assessment – 25%

- » Experimental Study
- » A report on an experimental study undertaken by the student. It is carried out in groups and written up individually.

Higher Level Assessment

External Assessment (5 Hours) – 80%

Paper 1 (2 Hours) – 40%

- » Section A: Three compulsory short-answer questions (SAQs) on part 1 of the syllabus.
- » Section B: Three extended-response questions (ERQs) on part 1 of the syllabus. Students choose one question to answer in essay form.

Paper 2 (2 Hours) – 20%

- » Three questions on both options studied in part 2 of the syllabus. Students choose two ERQs (must be one from each option) to answer in essay form.

Paper 3 (1 Hour) – 20%

- » Three short answer questions on approaches to research.

Internal Assessment – 20%

- » Experimental Study
- » A report on an experimental study undertaken by the student. It is carried out in groups and written up individually.

Group 4: Sciences

Biology; Chemistry; Physics; Computer Science; Design Technology; Sports, Health & Exercise Science

The design of science courses for the International Baccalaureate seeks to incorporate recent scientific thinking in many countries.

Curriculum content has been selected with the realisation that because science is continuously and rapidly progressing both in breadth and in depth, the contemporary science curriculum can never be considered to be stable. The emphasis in all courses is on providing students with ample opportunities for search and discovery, for it is through personal experience in the scientific method that students best develop an understanding of it.

The Aims

Through studying any of the group 4 subjects, students should become aware of how scientists work and communicate with each other. While the “scientific method” may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that distinguishes the group 4 subjects from other disciplines and characterizes each of the subjects within group 4.

The course enables students, through the overarching theme of the Nature of science, to:

1. develop conceptual understanding that allows connections to be made between different areas of the subject, and to other DP sciences subjects
2. acquire and apply a body of knowledge, methods, tools and techniques that characterize science
3. develop the ability to analyse, evaluate and synthesize scientific information and claims
4. develop the ability to approach unfamiliar situations with creativity and resilience
5. design and model solutions to local and global problems in a scientific context
6. develop an appreciation of the possibilities and limitations of science
7. develop technology skills in a scientific context
8. develop the ability to communicate and collaborate effectively
9. develop awareness of the ethical, environmental, economic, cultural and social impact of science.

Biology

Nature Of The Subject

Biology is the study of living organisms and it is hoped that as a result of these courses the student will develop a secure knowledge of biological facts and at the same time a broad general understanding of the subject while acquiring the skills and techniques of the experimental sciences.

A common curriculum model applies to all Group 4 programmes. This model offers a parallel structure at both higher and standard level.

All students study a common core, while Higher Level students follow additional Higher Level material.

At least 20% of teaching time is spent following a practical scheme of work related to all aspects of the course. This includes 10 hours spent on an interdisciplinary project in conjunction with all the experimental science courses and a residential field course. Practical work is assessed by means of a 10 hour Individual Investigation that is worth up to 20% of the final examination marks.

Programme Outline

Structure of the syllabus and conceptual understanding

The Biology syllabus comprises four themes, each made up of two broad integrating concepts. Each theme is a lens through which the syllabus content can be viewed.

- » **Theme A:** Unity and diversity
- » **Theme B:** Form and function
- » **Theme C:** Interaction and interdependence
- » **Theme D:** Continuity and change

The arrangement of syllabus content follows four levels of biological organization, which also serve as conceptual lenses.

- » **Level 1:** Molecules
- » **Level 2:** Cells
- » **Level 3:** Organisms
- » **Level 4:** Ecosystems

The content is further arranged into topics, each with two guiding questions as signposts for inquiry. These questions help students view the content of the syllabus through the conceptual lenses of both the themes and the levels of biological organization. Linking questions strengthen students' understanding by making connections. It also encourages students to apply both broad, integrating and discipline-specific concepts from one topic to another. The ideal outcome of the linking questions is networked knowledge.

Assessment Standard Level

External assessment - 3 hours - 80%

Paper 1 (1 hour and 30 minutes)

Paper 1A - Multiple-choice questions

Paper 1B - Data-based questions (four questions that are syllabus related, addressing all themes)

Total 55 marks & **36%**

Paper 2 (1 hour and 30 minutes)

Section A - Data-based and short answer questions

Section B - Extended-response questions

Total 50 marks & **44%**

Internal assessment (10 hours) 20%

The internal assessment consists of one task: the scientific investigation.

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Total 24 marks

Assessment - Higher Level

External assessment - 4 hours 30 minutes - 80%

Paper 1 (2 hours)

Paper 1A - Multiple-choice questions

Paper 1B - Data-based questions (four questions that are syllabus related, addressing all themes)

Total 75 marks & **36%**

Paper 2 (2 hour and 30 minutes)

Section A - Data-based and short answer questions

Section B - Extended-response questions

Total 80 marks & **44%**

Internal assessment (10 hours) 20%

The internal assessment consists of one task: the scientific investigation.

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Total 24 marks »

Fieldwork

Please note that, in the case of students choosing Biology or Environmental Systems, there is a Sixth Form field trip which we strongly encourage students to attend, which will incur a parental charge, although alternative arrangements can be made at the College for students if their parents do not wish them to go.

Minimum Requirements for Biology

Experience has shown that in order for students to have a strong enough base from which to study IB Diploma Biology Higher Level with confidence, they should ideally have a minimum of a grade 8 in GCSE/IGCSE Biology (or Double Award Science).

They should also have at least grade 7 in GCSE/IGCSE Mathematics. We will consider students with lower grades for IB Biology but they need to be aware that they will find the course particularly challenging.

Chemistry

Nature Of The Subject

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. Apart from being a subject worthy of study in its own right, Chemistry is a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science, and serves as useful preparation for employment.

The Diploma Programme chemistry course includes the essential principles of the subject but also, through selection of options, allows teachers some flexibility to tailor the course to meet the needs of their students.

The course is available at both Standard Level (SL) and Higher Level (HL), and therefore accommodates students who wish to study science in higher education and those who do not.

Syllabus Structure

All students, whether at Higher or Standard Level, study the 110 hours of core material. Higher Level candidates also study many of the core topics in greater depth in the Additional Higher Level material. Students at both Higher and Standard Level participate in the Group 4 Project. With both courses there is a significant practical and investigative component.

Higher Level

- » Core 110 hours
- » Additional Higher level 70 hours
- » Group 4 Project 10 hours
- » Individual investigation (internal assessment) 10 hours
- » Practical activities 40 hours

Standard Level

- » Core 110 hours
- » Group 4 Project 10 hours
- » Individual investigation (internally assessed) 10 hours
- » Practical activities 20 hours

Syllabus Outline

Structure 1. Models of the particulate nature of matter

- » 1.1—Introduction to the particulate nature of matter
- » 1.2—The nuclear atom
- » 1.3—Electron configurations
- » 1.4—Counting particles by mass: The mole
- » 1.5—Ideal gases

Structure 2. Models of bonding and structure

- » 2.1—The ionic model
- » 2.2—The covalent model
- » 2.3—The metallic model
- » 2.4—From models to materials

Structure 3. Classification of matter

- » 3.1—The periodic table: Classification of elements
- » 3.2—Functional groups: Classification of organic compounds

Reactivity 1. What drives chemical reactions?

- » 1.1—Measuring enthalpy change
- » 1.2—Energy cycles in reactions
- » 1.3—Energy from fuels
- » 1.4—Entropy and spontaneity (Additional higher level)

Reactivity 2. How much, how fast and how far?

- » 2.1—How much? The amount of chemical change
- » 2.2—How fast? The rate of chemical change
- » 2.3—How far? The extent of chemical change

Reactivity 3. What are the mechanisms of chemical change?

- » 3.1—Proton transfer reactions
- » 3.2—Electron transfer reactions
- » 3.3—Electron sharing reactions
- » 3.4—Electron-pair sharing reactions

Assessment (Standard Level)

Paper 1

- » 1½ hours
- » 36%
- » Section A multiple choice questions
- » Section B data based questions and questions on experimental work.

Paper 2

- » 1½ hours
- » 44%
- » Short answer and extended response questions

Internal Assessment of Practical Skills

- » 20%

Assessment (Higher Level)

Paper 1

- » 2 hours
- » 36%
- » Section A multiple choice questions
- » Section B data based questions and questions on experimental work.

Paper 2

- » 2½ hours
- » 44%
- » Short answer and extended response questions.

Internal Assessment of Practical Skills

- » 20%

Minimum Requirements

Experience has shown that in order for students to have a strong enough base from which to study IB Diploma Chemistry Higher Level with confidence, they should ideally have a minimum of a grade 8 in GCSE/IGCSE Chemistry (or Double Award Science). They should also have at least grade 7 in GCSE/IGCSE Mathematics. We will consider students with lower grades for IB Chemistry Higher Level but they need to be aware that they will find the course particularly challenging.

Nature of the Subject

To study physics is to attempt to understand the nature of the universe itself. It is the search for answers from how the universe exploded into life in the Big Bang to what the nature of time is itself. Some of the greatest discoveries in history have been made by physicists and these discoveries have revolutionized our world—and physicists are continuing to change the way we think today.

Physics is taught through a mixture of logical reasoning, experimental techniques and mathematical analysis. Aside from studying Physics in the future it is a highly valuable subject to study in order to access a range of university courses such as Engineering, Materials Science and Geology. Beyond these the analytical and mathematical skills we learn are useful preparation for an even wider range of university courses and employments.

The course is available at both Standard Level (SL) and Higher Level (HL), and therefore accommodates students who wish to study science in higher education and those who do not.

Syllabus Structure

All students, whether at Higher or Standard Level, study the 110 hours of core material. Higher Level candidates also study many of the core topics in greater depth in the Additional Higher Level material. Students at both Higher and Standard Level participate in the Group 4 Project. With both courses there is a significant practical and investigative component.

Higher Level

- » Core material of 110 hours
- » Additional Higher level material of 70 hours
- » Practical work throughout the course of 40 hours
- » Individual Investigation of 10 hours
- » Group 4 project of 10 hours

Standard Level

- » Core material of 110 hours
- » Practical work throughout the course of 20 hours
- » Individual Investigation of 10 hours
- » Group 4 project of 10 hours

Physics continued...

Syllabus Outline

The course is split across 5 topics which are the same for SL and HL students.

- » **Topic A** – Space, time and motion: All students will study the basics of mechanics including kinematics, forces, momentum and energy. Higher Level students will also study rotational mechanics and special relativity.
- » **Topic B** – The particulate nature of matter: All students will study thermal physics, gases, electricity and develop an understanding of the greenhouse effect. Higher Level students will also study thermodynamics and gas cycles.
- » **Topic C** – Wave behaviour: All students will study Simple Harmonic Motion, Models of Waves, wave phenomena, standing waves and the doppler effect. Higher level students will study these topics to a greater depth.
- » **Topic D** – Fields: All students will study gravitational fields, electric fields and magnetic fields. As well as studying these topics to a greater depth the higher level students will also explore electromagnetic induction.
- » **Topic E** – Nuclear and Quantum Physics: All students will study the structure of the atom, radioactive decay, fission, fusion and stars. Higher level students will study these to a greater depth and also study Quantum Physics.

Assessment (HL)

The Higher Level students take 2 papers:

- » **Paper 1:** 2 hours counting for 35% of the overall mark. Split into two parts containing multiple choice questions on the whole course and data-based questions testing experimental skills.
- » **Paper 2:** 2 hours and 30 minutes counting for 44% of the overall mark. Short-answer and extended-response questions on the whole course.

Assessment (SL)

The Standard Level students take 2 papers:

- » **Paper 1:** 90 minutes counting for 35% of the overall mark. Split into two parts containing multiple choice questions on the whole course and data-based questions testing experimental skills.
- » **Paper 2:** 90 minutes counting for 44% of the overall mark. Short-answer and extended-response questions on the whole course.

Internal Assessment of Practical Skills

Both SL and HL students will complete an Internal Assessment which consists of a 10 hour practical investigation a topic of their own choice. The students need to write up the investigation over a 6-12 page report which counts for 20% of their final mark.

Minimum Requirements

Experience has shown that in order for students to have a strong enough base from which to study Physics Higher Level with confidence in the Sixth Form, they should have a grade 7 or higher in GCSE/IGCSE Physics (or equivalent in Dual Award Science), although students will be accepted on the course with a grade 6. The IB Physics course is very mathematical and so students should ideally have a grade 7 or higher in GCSE/IGCSE Mathematics.

Computer Science (Higher Level only)

The Computer Science IB HL programme builds on the GCSE course. We learn about three main aspects of computing – how computers work, developing algorithms for solving problems and how to manage computing projects. The IB course also introduces new topics not taught in the GCSE syllabus such as web development, object-orientated programming and project management. The course is assessed through 3 examination papers as well as an internal assessment. The internal assessment accounts for 20% of the available marks and takes the form of a 30 hour project of the candidate's choosing where they plan, develop and test a software solution based on a set of requirements. The internal assessment is an excellent opportunity for students to demonstrate all the skills they have learnt by producing a large piece of software that tackles a problem. We teach the object orientated programming topic and will be teaching in the Java programming language.

Nature of the Subject

The Diploma Programme computer science course is engaging, accessible, inspiring and rigorous. It has the following characteristics.

- » draws on a wide spectrum of knowledge
- » enables and empowers innovation, exploration and the acquisition of further knowledge
- » interacts with and influences cultures, society and how individuals and societies behave
- » raises ethical issues
- » is underpinned by computational thinking.

Computer Science (Higher Level only) continued...

Computational thinking involves the ability to:

- » think procedurally, logically, concurrently, abstractly, recursively and think ahead
- » utilize an experimental and inquiry-based approach to problem-solving
- » develop algorithms and express them clearly
- » appreciate how theoretical and practical limitations affect the extent to which problems can be solved computationally.

During the course the student will develop computational solutions. This will involve the ability to:

- » identify a problem or unanswered question
- » design, prototype and test a proposed solution
- » liaise with clients to evaluate the success of the proposed solution and make recommendations for future developments.

Objectives

It is the intention that students should be able to:

1. Know and understand:
 - a. relevant facts and concepts
 - b. appropriate methods and techniques
 - c. computer science terminology
 - d. methods of presenting information. »
2. Apply and use:
 - a. relevant facts and concepts
 - a. relevant design methods and techniques
 - c. terminology to communicate effectively
 - d. appropriate communication methods to present information.
3. Construct, analyse, evaluate and formulate:
 - a. success criteria, solution specifications including task outlines, designs and test plans
 - b. appropriate techniques within a specified solution.
4. Demonstrate the personal skills of cooperation and perseverance as well as appropriate technical skills for effective problem-solving in developing a specified product.

Syllabus Outline

Core:

1. System Fundamentals
2. Computer Organization
3. Networks
4. Computational Thinking, problem-solving and programming

Additional Higher Level:

1. Abstract data structures
2. Resource management
3. Control

Case Study

Options

1. Databases
2. Modelling and Simulation
3. Web Science
4. Object Orientated Programming

Assessment

Higher Level

Paper 1

- » 2 hours 10 minutes
- » 40%
- » Short answer and structured questions on all core and AHL topics

Paper 2

- » 1 hour 20 minutes
- » 20%
- » Short answer questions targeted at the option topic

Paper 3

- » 1 hour
- » 20%
- » Questions based on the case study that the IB produces

Internal Assessment

- » 30 hours
- » 20%

Requirements For Computer Science

Experience has shown that in order for students to have a strong enough base from which to study Computer Science with confidence in the Sixth Form, they should have a grade 7 or higher in GCSE/IGCSE Computer Science, although students will be accepted on the course with a grade 6.

Study in Switzerland

Any student wishing to study in Switzerland should be aware that Computer Science can only count in Group 6 (i.e. the optional subject), and it cannot be the Group 4 subject.

Design Technology

Nature of the Subject

Design is the process of linking innovative thinking and creativity with inquiry and problem solving at its heart.

Design requires an individual to be imaginative, creative and motivated to learn more about the world they live within. They will want to learn how design has given rise to new technologies and the profound changes in society that they have made.

Everyone has the capacity to design. Through practise and implementing the design cycle model, students will follow a methodology to structure their own analysis, design development, synthesis and evaluation processes.

The experiences of practical activities are core to evolving an individual's perception of how things work. They provide opportunities to investigate and manipulate through direct interaction with natural and manmade materials. This increases inquiry skills and the ability to construct and build artefacts based on personally developed ideas. It also offers the potential for the unexpected to occur that can lead to a better solution than had been predicted or anticipated. This is where 'creativity' exists.

*'I hear and I forget. I see and I remember.
I do and I understand.'*

– Confucius

The Design Technology Course

requires the use of the design cycle as a tool, which provides the basis for structured inquiry and analysis of problems, the development of feasible solutions, and the testing and evaluation of the solutions;

- » explores the creative tension between theory and practice;
- » is aimed to develop international minded people whose enhanced understanding of design and the technological world can facilitate our shared guardianship of the planet and create a better world.

Design Technology and Group 4 (Experimental Sciences)

The subject fits well within this group. The design cycle is the equivalent to the scientific method. The emphasis is on using the design cycle to solve a problem using scientific information and production techniques.

Students need:

- » to study scientific principles in order to understand scientific advances already made in society;
- » to be able to speculate what might be achieved in the future.

Standard and Higher Level Requirements

Students wishing to study Standard Level do not need any background in, or previous knowledge of this subject. However, students wishing to study Higher Level, some previous exposure to design would be beneficial.

Course Content

The course runs over five terms. During this time students studying Standard Level and Higher will study six core topics covering the following areas:

- » Human factors and Ergonomics;
- » Resource management and sustainable production;
- » Modelling;
- » Raw materials to final Product;
- » Innovation and design;
- » Classic Design;

Students who choose to study Higher Level will cover these additional topic areas:

- » User- centred Design (UCD)
- » Sustainability
- » Innovation and markets
- » Commercial production

Practical, investigative work is carried out throughout the course. These projects centre on the properties of materials, mechanisms and production techniques as they apply to constructing an artefact, or developing skills and ideas useful in carrying out the Design project.

The Group 4 project takes place during Term 3. This provides an opportunity for the student to pursue an investigation with students from the other disciplines within the Experimental Sciences group. Students work collaboratively, in small teams, on an agreed project with the support of a supervisor (a teacher from within the Group 4 subjects). The project culminates in a presentation in front of an invited audience. »

The Design Project

The Design project is the only piece of coursework required for this course. It unifies all aspects of the course and is based on all the topics.

For Standard Level 40 hours is given to this design and make project and culminates in a 34 page A4 document.

For Higher Level students have 60 hours and produce a 44 page accompanying A4 document.

The Design project provides the student with an opportunity to develop an idea from conception to realisation, using the well-equipped workshop in the Technology Department.

During the course, we hope to take students to visit local places of interest that can provide a useful insight into various aspects of the subject.

The Design Technology Diploma Programme is suited to students who have an interest in the Arts as well as those with a more Science-oriented background. There is scope to explore aspects of design and innovation, while building knowledge and understanding of materials and manufacturing techniques within the more theoretical aspects of the subject. Increasingly, universities such as Imperial College London see this as a key subject for students interested in studying Engineering.

Assessment (Standard Level)

External assessment details

Paper 1

- » ¾ hours
- » 30%
- » 30 multiple choice questions from core material

Paper 2

- » 1½ hours
- » 30%
- » Section A: One data based question and several short answer questions on core material.
- » Section B: One extended response question (from a choice of three) on core material.

Internal assessment details

Design Project

- » 40 hours
- » 40%

Assessment (Higher Level)

External assessment details

Paper 1

- » 1 hour
- » 20%
- » 40 multiple choice questions from core material

Paper 2

- » 1½ hours
- » 20%
- » Section A: One data based question and several short answer questions on core material.
- » Section B: One extended response question (from a choice of three) on core material.

Paper 3

- » 1½ hours
- » 20%
- » Section A: Two structured questions on HL extension material.
- » Section B: One structured question based on HL extension material case study.

Internal assessment details

- » Design Project
- » 60 hours
- » 40%

Sport, Exercise & Health Science

Nature of the Subject

Sports, Exercise and Health Science (SEHS) is an experimental science that combines academic study with the acquisition of practical and investigative skills. It is an applied science course within Group 4, with aspects of biological and physical science being studied in the specific context of sports, exercise and health. Moreover, the subject matter goes beyond the traditional science subjects to offer a deeper understanding of the issues related to sports, exercise and health in the 21st century. Scientific inquiry, conducted over many decades, has accumulated a vast amount of information across a range of sub-disciplines that contribute to our understanding of health and human performance in relation to sports and exercise. The Diploma Programme course in sports, exercise and health science involves the study of the science that underpins physical performance and provides the opportunity to apply these principles.

Students will cover a range of core and option topics, and carry out practical (experimental) investigations in both laboratory and field settings. This will provide an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyse human performance. Where relevant, the course will address issues of international dimensions and ethics by considering sports, exercise and health relative to the individual and in a global context. The course allows students to develop practical skills and techniques, and to increase facility in the use of mathematics, which is the language of science. It also allows students to develop interpersonal skills and digital technology skills, which are essential in 21st-century scientific endeavour and are important life-enhancing, transferable skills in their own right. The course is available at both standard level (SL) and higher level (HL), and therefore accommodates students who wish to study SEHS as their major subject in higher education and those who do not.

A common curriculum model applies to all Group 4 programmes. This model offers a parallel structure at both higher and standard level, whereby a core of material is studied by all students, and this is supplemented by the study of options.

Syllabus Outline

Core Topics to both Higher and Standard

1. Anatomy
2. Exercise physiology
3. Energy systems
4. Movement analysis
5. Skill in sport
6. Measurement and evaluation of human performance

Additional Higher Level topics

1. Further anatomy
2. The endocrine system
3. Fatigue
4. Friction and drag
5. Skill acquisition and analysis
6. Genetics and athletic performance
7. Exercise and immunity

Option Topics at both Higher and Standard

1. Optimising physiological performance
2. Psychology of sport
3. Physical Activity and health
4. Nutrition for sport, exercise and health

Assessment (Standard Level)

Paper 1

- » 45 minutes
- » 20%
- » Syllabus content: SL Core.
Thirty multiple-choice questions

Paper 2

- » 1¼ hours
- » 40%
- » Syllabus content: SL Core.
Data based, short and longer structured questions

Paper 3

- » 1 hour
- » 20%
- » Syllabus content: SL Option.
Short and longer structured questions

Internal assessment details/individual investigation

- » 10 hours
- » 20%
- » Syllabus content: SL Option.
Short and longer structured questions

Assessment (Higher Level)

Written examination Paper 1

- » 1 hour
- » 20%
- » Syllabus content: SL Core.
Thirty multiple-choice questions

Paper 2

- » 2¼ hours
- » 35%
- » Syllabus content: Core and AHL core.
Data based, short and longer structured questions

Paper 3

- » 1¼ hours
- » 25%
- » Syllabus Content: Option and AHL option.
Short and longer structured questions

Internal assessment details/ individual investigation

- » 10 hours
- » 20%
- » Coursework element that is internally assessed and externally moderated.

Group 5: IB Mathematics

The Aims

All of the programmes in Group 5 aim to enable candidates to:

- » appreciate the international dimensions of Mathematics and the multiplicity of its cultural and historical perspectives;
- » foster enjoyment from engaging in mathematical pursuits, and to develop an appreciation of the beauty, power and usefulness of Mathematics;
- » develop logical, critical and creative thinking in Mathematics;
- » develop mathematical knowledge, concepts and principles;
- » employ and refine the powers of abstraction and generalisation;
- » develop patience and persistence in problem solving;
- » have an enhanced awareness of, and utilise the potential of, technological developments in a variety of mathematical contexts;
- » communicate mathematically, both clearly and confidently, in a variety of contexts.

Nature of the Subject

The nature of Mathematics can be summarised in a number of ways; for example, as a well-defined body of knowledge, an abstract system of ideas or as a useful tool. For many people it is probably a combination of these, but there is no doubt that mathematical knowledge provides an important key to understanding the world in which we live. Mathematics can enter our lives through a number of ways: buying produce in the market, consulting a timetable, reading a newspaper, timing a process or estimating a length. For most people Mathematics also extends into their chosen profession: artists need to learn about perspective, musicians need to appreciate the mathematical relationships within and between different rhythms; economists need to recognise trends in financial dealings; and engineers need to take account of stress patterns. Scientists view Mathematics as a language that is vital to our understanding of events that occur in the natural world. Other people are challenged by the logical methods of Mathematics and the adventure in reason that mathematical proof has to offer. Still others appreciate Mathematics as an aesthetic experience or even as a corner stone of philosophy. The prevalence of Mathematics in people's lives thus provides a clear and sufficient rationale for making the study of this subject compulsory within the IB diploma.

The Courses

2019 marked the first year of teaching in a radical overhaul of the way Mathematics is examined within the IB. There are 2 options and both options can be studied at either Higher or Standard Level. These are:

- » Analysis and Approaches
- » Applications and Interpretation

At Malvern, students are given an initial lecture outlining the two courses and will then choose a pathway. There is the flexibility to change in the first term of the course and to move between levels. A student with reservations about HL Mathematics should begin with 5 Highers allowing the opportunity to change easily.

– Analysis and Approaches

This course is appropriate for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will also be fascinated by exploring real and abstract applications of these ideas, with and without the use of technology. Students who take Mathematics: Analysis and Approaches will be those who enjoy the thrill of mathematical problem solving and generalisation. This subject is aimed at students who will go on to study subjects with substantial mathematical content such as Mathematics, Engineering, Physical Sciences, or Economics.

– Applications and Interpretation

This course is appropriate for students who are interested in developing their mathematics for describing our world and solving practical problems. They will also be interested in harnessing the power of technology alongside exploring mathematical models. Students who take Mathematics: Applications and Interpretation will be those who enjoy mathematics best when seen in a practical context. This subject is aimed at students who will go on to study subjects such as Social Sciences, Natural sciences, Statistics, Business, some Economics courses, Psychology, and Design.

The subject names have been chosen to reflect the different emphasis of each subject. Mathematics: Analysis and Approaches reflects the emphasis on calculus and on algebraic, graphical and numerical approaches. Mathematics: Applications and Interpretation emphasises the applied nature of the subject, and also the fact that interpretation of results in context is an important element of the subject

Group 5: IB Mathematics continued...

To bring Mathematics in line with other subjects, all the SL content is a subset of the HL content and half the content at SL is common to both the courses.

Examinations

Both SL papers are examined by 2 papers and a compulsory investigation. The Analysis and Approaches is very similar to the current format with a non-calculator paper and a calculator paper both containing short and long answer questions. The Applications and Interpretations consists of two calculator papers, one short answer and one long answer.

At HL the format is the same with longer papers and an additional third paper, which will be a timed investigative piece.

Content

The following table gives a more detailed overview of the content of each course.

NB: The content below contains the most recent IB guidelines and should be used as a guide only.

	Analysis & Approaches		Applications & Interpretation	
	SL	HL	SL	HL
Number & Algebra	Arithmetic & Geometric sequences, Logarithms & Exponentials, Proof & Binomial Theorem.	Permutations & Combinations, Partial Fractions, Complex numbers, proof by induction, solution of systems of equations.	Arithmetic & Geometric sequences – loan repayments. Simple logs and exponents.	Laws of logarithms, Complex numbers and practical applications, matrices and applications.
Functions	Straight lines, properties of functions & graphs, composite, inverse, identities, transformations.	Factor & Remainder Theorem, roots of polynomials, odd and even functions, inequalities and modulus functions.	Modelling with range of graphs.	Log-Log graphs, further transformations and piecewise functions.
Geometry & Trigonometry	3D solids, non-right angled trigonometry. Radian measure, unit circle, solving trigonometric equations.	Inverse and reciprocal trig functions, vector theory, applications with lines and planes, and vector algebra.	Vol and SA of 3D shapes, trigonometry, positions & paths using Voronoi Diagrams.	Vector concepts, applications in kinematics, adjacency matrices, tree and cycle algorithms.
Statistics & Probability	Measures of central tendency & spread, correlation, regression, probability, normal and binomial distributions.	Bayes Theorem, probability distributions and expectation algebra.	Measures of central tendency & spread, correlation using Pearson's and Spearman, regression, Chi squared test.	Binomial & Poisson Distributions, hypothesis testing & confidence intervals.
Calculus	Differentiation to find tangents & normal, optimization, kinematics, chain, product & quotient rule. Definite and indefinite integration.	First principles, limits & L'Hopital's rule, Continuity & Differentiability, implicit differentiation, integration by parts & substitution, differential equations, Maclaurin Series.	Differentiation including graphical behavior of functions, optimization. Trapezium rule.	Kinematics & rates of change, Differential equations, slope fields, 2nd order diff equations in context.

Group 5: IB Mathematics continued...

Minimum Requirements

Higher Level Mathematics in both courses will be challenging and students will need to have an 8 or 9 at IGCSE and ideally have some experience of Additional or Further Mathematics.

Standard Level Mathematics will be accessible to all others, although students with only a level 6 at

IGCSE will find the courses challenging. The Applications and Interpretations will be the more accessible option at this level.

All IB students are required to have a graphical calculator. The one most commonly used is the Texas Instruments TI-84 Plus CE, which can be purchased from the school shop.

Group 6: The Arts and Electives

Music

Nature of The Subject

Music is a practical subject that encourages discovery through experimentation, risk-taking and the presentation of ideas. The IB DP Music course is multifaceted and gives students the opportunity to actively engage in music as creators, performers and researchers. It emphasises working both individually and collaboratively. Studying IB Music will create opportunities that allow students to explore, learn, discover and collaborate to become autonomous, informed and skilled musicians.

Prior Knowledge

Whilst the course can be accessed by students with no formal musical training, it is important for students to be passionate about music, open-minded, and have experience in performing on an instrument or voice. Some experience in composing is desirable but can be taught within the course. Whilst supporting students of all abilities and levels of experience, the course also offers unlimited opportunities to stretch and challenge the most experienced and capable students.

The Course At Standard & Higher Level

The content of this course is similar at both levels, however at Higher Level there is an additional internally-assessed project. **There is no exam at SL or HL.**

Throughout the course, students embody three roles:

- » the **researcher**,
- » the **creator** and
- » the **performer**.

Students and teachers have the flexibility and agency to personalise their own approaches to musical forms, genres and pieces; there are no set works or composers. The exploration of diverse musical material is focused through the lenses of four Areas of Inquiry:

1. Music for sociocultural and political expression

Examples may include protest songs, liturgical music, national anthems

2. Music for listening and performance

Examples may include, cool jazz, chamber music of the Western art tradition, experimental music

3. Music for dramatic impact, movement and entertainment

Examples may include music for film, ballet or musical theatre

4. Music technology in the electronic and digital age

Examples may include electronic dance music, technology in popular music production.

Engagement with these Areas of Inquiry takes place across three contexts:

- » **Personal context** – music that has significance to the student, and that they are most familiar with. Students consider their immediate cultural context and interests that contribute to their emerging musical identity.
- » **Local context** – music that has local significance, but that may be unfamiliar to the student. This can be music from within the student's local, regional or cultural communities, and may include music that the student is not currently engaged with.
- » **Global context** – unfamiliar music from a variety of places, societies and cultures. This will include music that the student has not yet connected or engaged with. The music may be from a distant global region or even music in closer geographical proximity but more culturally distant that has not been previously accessible to the student.

Group 6: The Arts and Electives – Music continued...

Assessment

The Music Journal: This is a record of the students' studies which will include research, reflection, and creative ideas for further investigation within the assessed projects:

Format of assessment	External / internal	SL	HL
<p>Exploring music in context Written work demonstrating engagement with, and understanding of, diverse musical material from at least two areas of inquiry, accompanied by a short creative exercise and performed extract.</p>	External	30%	20%
<p>Experimenting with music Students submit an experimentation report with evidence of their musical processes in creating and performing focused through at least two areas of inquiry in a local and/or global context. The report provides a rationale and commentary for each process.</p>	Internal	30%	20%
<p>Presenting music Students submit an experimentation report with evidence of their musical processes in creating and performing focused through at least two areas of inquiry in a local and/or global context. The report provides a rationale and commentary for each process.</p>	External	40%	30%
<p>The contemporary music-maker (HL only) Students submit an experimentation report with evidence of their musical processes in creating and performing focused through at least two areas of inquiry in a local and/or global context. The report provides a rationale and commentary for each process.</p>	Internal		30%

Group 6: The Arts and Electives

Visual Arts

Nature of The Subject

Some important questions students will consider as part of the course

How can you use Art to express your ideas and identity? What do we mean by truth and reality in Art? What are the moral obligations of an artist? What do we expect from Art? How do your ideas relate to world issues? How do you use Art in response to world cultures and issues?

The Aims

The aims of the arts subjects are to enable students to:

- » enjoy lifelong engagement with the arts
- » become informed, reflective and critical practitioners in the arts
- » understand the dynamic and changing nature of the arts
- » explore and value the diversity of the arts across time, place and cultures
- » express ideas with confidence and competence
- » develop perceptual and analytical skills.

In addition, the aims of the Visual Arts courses at Standard Level and Higher Level are to enable students to:

- » make artwork that is influenced by personal and cultural contexts
- » become informed and critical observers and makers of visual culture and media
- » develop skills, techniques and processes in order to communicate concepts and ideas.

The Course at Standard & Higher Level

The content of this course is similar at both levels, However, at Higher Level specific requirements test the depth and maturity of work produced at this level. The amount of work produced will be proportionate to the level studied.

In this course, artistic understanding and expression may be taught through techniques such as:

- » drawing
- » painting (any medium)
- » collage
- » printmaking e.g. etching, lithography
- » photography
- » ceramics
- » sculpture
- » constructions
- » digital media

Studio work will combine several of these techniques and any media may be used.

There are three core areas of study:

Visual Art in Context

This is about the why of Art? Why do different cultures make Art? What does it tell us about our history and us? Are there rules to making Art and can I break them? Students will write and experiment with media to develop art works in response to their research.

Group 6: The Arts and Electives

Visual Arts continued...

Visual Arts Methods

This is making art; in other words, all the activities that one would expect to do in the studio using a wide range of media from photography and digital manipulation to painting, sculpture, installation, textiles and more. This course encourages students to explore different ways of making art; not just what they are comfortable with.

Communicating Visual Arts

This is how we look at Art and how we talk and write about it. Students will produce artworks for an exhibition and then decide how best to present this exhibition so as to make an impact on the viewers

Assessment

The Sketchbook

This is a record of the students' studies which will include research, reflection, responses and creative ideas for exploration and development

The Comparative Study (20% of the marks)

This is a critical and contextual investigation.

Students will choose art and artefacts by different artists and from different cultures to analyse and compare. Additionally, students taking Higher level, will then show how these artists have influenced their art.

The Process Portfolio (40% of the marks)

Students will explore different techniques and develop your skills. Students will make art using media both familiar and new. This is all about experimenting and learning new skills.

The Exhibition: (40% of the marks)

This is the culmination of the course. Students will put on an exhibition of their finished art work. This is about students curating work as an artist.

Trans-Disciplinary Subject

Environmental Systems and Societies

This subject can count as a Group 3 and/or a Group 4 subject

Nature of the Subject

The prime intent of this Standard Level subject is to provide students with a coherent perspective on the environment so that they may adopt an informed and responsible stance on the wide range of environmental issues they will inevitably come to face in life. The course naturally leads students to an appreciation of the nature and values of internationalism since the resolution of the major environmental issues rests heavily upon the international relationships and agreements.

An important aspect of the course is the balance of local and global material. The 'local' enables students to become actively involved with their immediate environment. The 'global' provides the broader context in which local material finds its significance. Students are expected to attend a field course that will give them a chance to use fieldwork techniques in examples of local habitats.

Programme Outline

Total teaching hours (120 hours)

Topics

- » Foundations of environmental systems and societies
- » Ecosystems and ecology
- » Biodiversity and conservation
- » Water, food production systems and society
- » Soil systems and society
- » Atmospheric systems and society
- » Climate change and energy production
- » Human systems and resource use

Trans-Disciplinary Subject

Environmental Systems and Societies continued...

The Aims and Objectives

The aims are common with all Group 4 subjects. The 'scientific method' adopted in the Environmental Systems and Societies course may take on a variety of forms but will generally involve the formation, testing and modification of hypotheses through observation and measurement, under controlled conditions of experimental work.

- » Acquire the knowledge and understanding of environmental systems at a variety of scales
- » Apply the knowledge, methodologies and skills to analyse environmental systems and issues at a variety of scales
- » Appreciate the dynamic interconnectedness between environmental systems and societies
- » Value the combination of personal, local and global perspectives in making informed decisions and taking responsible actions on environmental issues
- » Be critically aware that resources are finite, and that these could be inequitably distributed and exploited, and that management of these inequities is the key to sustainability
- » Develop awareness of the diversity of environmental value systems
- » Develop critical awareness that environmental problems are caused and solved by decisions made by individuals and societies that are based on different areas of knowledge.
- » Engage with the controversies that surround a variety of environmental issues
- » Create innovative solutions to environmental issues by engaging actively in local and global contexts.

Assessment (Standard Level)

Paper 1 (Case study)

- » 1 hour
- » 25%

Paper 2

- » 2 hours
- » 50%
- » Section A
 - Short answer questions.
- » Section B
 - Two structured essay questions (from a choice of four).

Internal Assessment

- » 30 hours
- » 25%
- » Individual investigation designed around a contextual research question.

Fieldwork

- » Please note that, in the case of students choosing Biology or Environmental Systems, there are Sixth Form field trips which we strongly encourage students to attend, which will incur a parental charge, although alternative arrangements can be made at the College for students if their parents do not wish them to go.



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