MALVERN
COLLEGE

Tomorrow's role models,
shaped today.

Programme of Study for IGCSE/GCSE Pupils

IGCSE/GCSE Information Booklet for pupils
taking IGCSE/GCSEs in 2029

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Introduction to GCSEs

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

In keeping with evolving educational research and best practice, Malvern is moving to an 8 + 1 model at GCSE. This model allows for greater flexibility in ensuring a curriculum that suits each individual.

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

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

Aims of the Malvern model

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

Every curriculum is built on key principles:

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

CORE			GCSE OPTIONAL SUBJECTS				
			Languages	Humanities	Creative Arts	Technology	Others
English	Mathematics	Sciences (Biology, Chemistry, Physics)	German	Geography	Art	Design Technology (Materials)	Physical Education
			French	History	Drama	Design Technology (Graphic Products)	Computer Science
			Spanish	Religious Studies	Music		
			Gratin	Classical Civilization	Photography		
			Latin		Textiles		

What else is available to pupils?

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

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

Traditional Academic Route

9 GCSEs

Extension & Enrichment Academic Route

8 GCSEs +

- Arts Award
- PPE and Finance for Life

Support Route

8 GCSEs +

- EAL + EAL Support
- English Support
- Learning Enhancement
- Maths Support

These routes can be tailored to meet individual pupils' needs as much as possible.

What the pupils say

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

– Remove pupil

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

– Remove pupil

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

– Hundred pupil

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

– Sixth Form pupil

Compulsory and Optional Subjects:

Procedure for choosing options

Pupils are strongly encouraged to talk to their teachers and tutors about GCSE choices. Before GCSE choices are made, pupils in the FY will have had the chance to meet Mr Thurlow, Head of Careers at Malvern. They will have been introduced to career pathways, giving them an insight into what they might wish to take at GCSE to help them follow their passions. It is important to get the full picture before making the decision. Science teachers will be able to give excellent advice when choosing between Double Award and Separate Award Science. In some cases, the Science department may advise against taking Separate Award Sciences. Please see the Science section for an explanation of the course differences.

Where English language proficiency, or individual educational needs justify a narrower focus, English Language only (Single English) may be recommended.[1] This choice will be made in collaboration with the pupil, parents, Head of GCSE, Head of English and the Learning Support departments.

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

Setting in the Remove

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

[1] Pupils will then have additional English support to boost their English Language progression and overall access to the GCSE curriculum

Remove subject choices:

Compulsory subjects

- English Language for all
- English Literature for most
- Mathematics
- Sciences (Biology, Chemistry and Physics)
- English as an Additional Language (EAL); All non-native English-speaking pupils continue with EAL in the Remove and Hundred unless the Head of EAL has assessed them and deemed EAL unnecessary.

There is a choice of taking:

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

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

or: Fast-track Three Separate Sciences

Pupils need to choose enough courses to take their number of GCSEs to at least 8 and a maximum of 9 within the timetable. Some pupils will be able to take additional GCSEs outside of the set curriculum.

For more information please see page 13.

Optional Subjects

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

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

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

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

Some university courses ask for specific subjects with certain grades at GCSE (eg. Business Management courses often require at least grade 6 in GCSE Maths). Highly competitive universities (eg. Cambridge, Durham, Bristol, Edinburgh, Imperial, King's College London, LSE, Oxford, St Andrews, University College London) expect applicants to have top grades in eight GCSEs - so it is better to have grades 8-9 in eight GCSEs rather than grades 6-9 in ten GCSEs.

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

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

Course information for IGCSE/GCSE subjects

Core Subjects

Course information for GCSE subjects

English Language A

Students completing the two-year GCSE course at Malvern (Remove and Hundred) must do AQA English Language.

The AQA English A course offers an exciting opportunity for students to engage with fiction and non-fiction texts from around the world and across time. The absence of coursework in this course means that students have more time to focus on developing a range of reading and writing skills that are essential for success in sixth form study, not just in English but in all subjects. Secondly, the exam for AQA uses unseen extracts, meaning that students are not being tested on their ability to learn content, but on their ability to read with understanding and to communicate that understanding with precision.

English Language and English Literature are taught independently at Malvern, ensuring that there is more than enough time for students to develop the knowledge and approaches needed to achieve success in their exams.

Alongside the AQA course, students will also be developing their mastery of English punctuation, grammar and expression using the online learning platform IXL. This programme uses analytics to devise bespoke support for students, allowing them to work steadily on targeted areas for improvement.

Specification details

English Language –
AQA GCSE English Language (8700)

English Literature

Except for a small number of students requiring additional support with English Language, all students joining in the Remove (Year 10) will also do English Literature.

In the CIE course, students will engage in depth with works in a range of literary forms, including prose, poetry and drama. CIE is distinct from other boards in that its literature course offers a broad range of texts from across the English-speaking world, meaning that students get to enjoy and appreciate voices from India, Hong Kong and Zimbabwe alongside the likes of Shakespeare and Blake.

We want all our students to be able to see themselves and others in the stories, plays and poems we study, and the CIE course offers the best opportunity to do this at GCSE level.

Specification details

English Literature – CIE - Literature in English 0992

English as an Additional Language (EAL)

Students joining the Pre-6th at Malvern have the option of taking either AQA English Language or Edexcel English as a Second Language. While these are presented as options, it is important to note that the choice to do English as a Second Language must be based on evidence that the AQA course would not be accessible or appropriate for a student.

The ESL course does allow for progression to A level for subjects taught in English; however, there is no guarantee that all universities will be equally accepting of an ESL qualification. So, it is essential that students embarking on this course check very carefully whether their university choices align with the ESL option.

Specification details

English as a Second Language – Edexcel IGCSE English as a Second Language (4ES1)

English is a compulsory subject at GCSE.

Further information can be found here: **What is IELTS? Essential Facts and Overview**

In addition to EAL lessons, There is an EAL support clinic per week on top of timetabled EAL lessons for those Remove and Hundred pupils who require extra help.

Mathematics

Although the IGCSE course is a 2-year course, all maths content in first year and beyond is teaching the skills necessary for those final exams. The foundation year covers modules in Algebra, Number, Shape and Space and Data handling, with the aim that the Foundation Tier work is fully covered by the end of the year.

In Year 10 (Remove), the top set is accelerated to allow time to cover the Further Maths course in Year 11 (The Hundred). The top few are given one lesson a week of problem solving, Olympiad extension questions, and the lowest set revisit the foundational work aiming to take the Foundation exam in their GCSE year. The top students in all three year groups enter the Intermediate Maths Challenge.

In the Hundred, the top class compete in the Senior Maths Challenge along with Sixth Form students, and depending on the year group approximately 40 students will sit the AQA Further Maths exam. With many of our students undertaking the IB in Sixth Form, GCSE is not seen as the end of a maths journey, but a stepping stone. Therefore, students will be exposed to relevant content beyond the syllabus and many purchase a graphics calculator (Casio CG100) to prepare for the next step.

Specification details

Maths – EdExcel IGCSE Mathematics A (9-1)

Further Maths – AQA L2 Certificate in Further Mathematics (8365)

Mathematics is a compulsory subject at GCSE.

Science

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

Either: Double Award IGCSE Science

Pupils continue to take each Science subject for two periods per week. The qualification is equivalent to 2 IGCSEs in Science.

Or: Three Separate Award for IGCSE Sciences
Or: Fast-track Three Separate Sciences

The Science subjects are assessed and graded separately and pupils will achieve 3 IGCSEs in Biology, Chemistry and Physics.

Although Double Award Science is a reasonable preparation for studying Science subjects in the Sixth Form, it is recommended that anyone wishing to take science in the Sixth Form at IB Higher level or A Level should consider taking the Separate Award Science Courses.

A selected science set will be fast-tracked to take Separate Sciences in the Dual Award option block to enable them to take one additional GCSE.

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

Reasons for doing Double Award Science

- You like Science, but you want to study another subject at GCSE which would not be possible if you did three Separate Award Sciences.
- You find Science difficult and do not want to take on the Separate Award Sciences which involve more challenging material and additional examinations.

Reasons for doing three Separate Award Sciences

- You really like Science and you want to study it in as much depth as possible.
- You are considering studying a Science subject at university or in following a career involving some aspect of Science.

Reasons for doing Three Separate Sciences Fast-track

- You are already achieving high grades in all sciences.
- You are passionate about studying Science at a higher level in the future.
- You would like to maintain breadth of GCSE subject options due to Fast-Track Science being taught using the same allocation as the Double Award Science.

Biology

The Edexcel IGCSE Biology course provides a broad foundation for pupils who may wish to continue the subject in the Sixth Form or at university. Biology is a very important subject for anyone considering medicine, dentistry or veterinary medicine as a career but it is also valuable as a qualification for any number of other career areas, including general healthcare, engineering, sports and fitness or police and emergency services.

Pupils will learn to apply their knowledge to new situations and assess the validity of biological information. Practical work will form an important part of the course and pupils will develop skills in planning and carrying out investigations, making and recording observations and measurements, drawing conclusions and evaluating data. The combination of practical work and broad syllabus makes IGCSE an excellent base that can be linked into any career. New pupils to the school are encouraged to contact the Head of Biology (lauren.pruden-lawson@malverncollege.org.uk) if they have not studied much Biology in the past as some components of the IGCSE curriculum are covered in the Foundation Year.

The major themes studied in the course are:

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

Specification details

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

Pearson Edexcel International GCSE Biology (4Bi1)

Chemistry

The Edexcel IGCSE Chemistry course provides excellent preparation for both Higher International Baccalaureate Higher Level and A Level Chemistry. Chemistry is a stimulating and challenging course with plenty of opportunities for hands-on experimental work that allow the theories being studied to be explored dynamically. Chemistry is essential for any pupils who wish to apply for medical, veterinary or dentistry courses, as well as some engineering courses. Chemistry also develops mathematical and logical reasoning skills, which are transferrable to career pathways away from Science, for example, Law and Accountancy.

The topics covered are outlined briefly below; topics marked with an asterisk (*) are Separate Science only.

The topics you will study are briefly listed below:

Principles of Chemistry

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

Inorganic chemistry

- The periodic table, alkali metals, halogens, noble gases, the atmosphere, the reactivity series, extraction and uses of metals*, acids and alkalis, salts, analytical tests for ions and gases

Organic chemistry

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

Physical chemistry

- Energetics, rates of reaction, reversible reactions and equilibria

Chemistry taken as part of Separate Award Science covers all these topics. Chemistry taken as part of the Double Award explores the same topics, but in slightly less depth and detail.

Specification details

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

Separate Science – Pearson Edexcel International GCSE Chemistry (4CH1)

Physics

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

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

The topics you will study are briefly listed below:

- Forces and motion
- Electricity
- Waves
- Energy resources and energy transfer
- Solids, liquids and gases
- Magnetism and electromagnetism
- Radioactivity and particles
- Astrophysics

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

Specification details

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

Pearson Edexcel International GCSE Physics (4PH1)

Life Skills & Ethics

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

Topics

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



Optional Subjects

Art and Design

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

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

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

Progression opportunities

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

Fine Art

Fine Art provides an opportunity for pupils to express their creative ideas whilst developing work that is of a technically high standard.

This course encourages pupils to develop personal projects across a range of relevant media and processes. A series of workshops in areas such as painting, printmaking, sculpture and mixed media further strengthen the range of opportunities within projects. Pupils will research the work of Artists through visual analysis and reflective writing to help inform their ideas. They will visit to galleries and museums to inform and give context to their projects.

The course demands high standards and commitment to be successful. Pupils need to be open to exploring new ideas, have a willingness for hard work and a passion for Fine Art.

Areas of study include:

- Drawing
- Painting
- Mixed Media
- Installation
- Print Making
- Ceramics
- Sculpture

The course is assessed by means of a coursework portfolio comprising work produced throughout the two-year course; this accounts for 60% of the qualification.

An Externally Set Task component is completed in the second year of the course and consists of a preparatory period and 10-hour controlled test, comprising 40% of the GCSE.

Specification Details

Fine Art – OCR A&D GCSE (J171)

DT: Graphic Products

This IGCSE covers a wide range of products with a focus on architectural design and 3D Concept design. Over the course of two years, students will develop a whole range of creative designing and making skills, technical knowledge and understanding relating to Architectural Spatial Design and Conceptual Product Design. As well as developing hand-modelling skills, students will use a range of industrials processes to shape and form materials into architectural models or prototypes.

Assessment

Assessment for this course is through three components.

The first component is examination-based focusing on design skills and worth 25%.

The second component is a theory-based examination and is also worth 25%.

The final component is coursework and worth 50% of the final award.

Specification details

CIE Design & Technology – Graphic Products (0979)

DT: Materials

This IGCSE covers a wide range of activities based on designing and making products that are manufactured using materials such as wood, metal and plastics in many forms. As well as learning hand skills, students

will use a range of industrials processes to shape and form materials into functioning products with a particular focus on furniture design. Over the course of two years, students will develop a whole range of creative designing and making skills, technical knowledge and understanding relating to Materials and invaluable transferable skills such as problem solving and time management.

Assessment

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

Specification details

IGCSE Design Technology – Materials (0979)

Photography

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

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

Component 1

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

Component 2 – Externally Set Assignment

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

Specification details

Photography – OCR GCSE Art & Design : Photography (J173)

Textiles Design

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

This two unit specification enables students to deepen their ability to actively engage in the processes of shaping a personal response and gain the visual language to build creative repertoire through learning and doing.

This grows their confidence to develop imaginative and intuitive ways of working, in addition to building upon knowledge and understanding of media, materials and technologies in historical and contemporary contexts, societies and cultures.

Assessment

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

In the first year of study there are a series of mini projects including mark-making, constructed textiles, fashion design and thematic studies. This affords the pupils the opportunity to practise working with the assessment criteria and to learn how to achieve the best grades.

Specification details

OCR GCSE Textiles Design (J174)

Classical Civilisation

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

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

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

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

You do not need to have taken Classical Civilisation in FY to take it at GCSE.

Key Details:

2-year OCR GCSE Course comprising two modules:

- Myth and Religion: Understanding Greeks and Romans
- The World of Homer: Mycenaean life and the Odyssey

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

Specification details

Classical Civilisation – OCR GCSE (J199)

Computer Science

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

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

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

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

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

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

Specification details

Computer Science – OCR GCSE (J277)

Drama

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

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

Assessment

Component 1: Devising Theatre

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

Learners will be assessed on either acting or design.

Component 2: Performing from a Text

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

Component 3: Interpreting Theatre

Written examination: 1 hour 30 minutes 40% of qualification

- Study of 'Macbeth' by William Shakespeare
- Analysis and evaluation of a piece of live theatre

Specification details

Drama – WJEC Eduqas GCSE (C690QS)

N.B Attendance at live theatre trips organised by the Drama department are compulsory.

Geography

At Malvern we study the Pearson Edexcel International GCSE, here Geographers learn a wide-ranging combination of skills drawing in ideas from many sources, including practical fieldwork. There will be two papers in the examination, one covering Human topics (for example urban geography and economic activity) and one covering Physical topics (for example natural hazards and rivers); both papers also include a series of fieldwork questions. The IGCSE course requires all pupils to carry out fieldwork on at least two occasions. These field trips are an integral and essential part of the course and will incur a charge to parents.

Assessment

Paper 1 – Physical Geography (70 minutes)

- Hazardous Environments
- River Environments
- River Fieldwork Questions

Paper 2 – Human Geography (105 mins)

- Economic Activity and Energy
- Urban Environments
- Urban Fieldwork
- Fragile Environments

Specification details

Geography – Pearson Edexcel International GCSE (4GE1)

History

At Malvern, pupils studying IGCSE History follow the Edexcel International IGCSE syllabus. The broad aim of the IGCSE History course is for pupils to understand some of the key historical developments of the 20th century, such as the impact of the First and Second World Wars, the rise and rule of Hitler's Germany, the reasons for the emergence of Communist states, and their impact on Russia and China. Two of the four units cover a broad sweep of Russian history from 1905 to 1953, examining the causes and impacts of changes such as the Russian Revolutions of 1917 and the two world wars. In the third unit, pupils will study Germany from 1918 to 1945, looking at the Weimar Republic, the rise of the Nazis and the Nazis in power between 1933 and 1945. In the fourth unit, we will examine Chinese history from1900 to 1989, looking at the causes of internal conflict from the Boxer Rebellion of 1899-1900 through to the victory of the Chinese Communist Party in 1949, the rule of Mao Zedong and the huge economic changes introduced by Deng Xiaoping in the 1980s.

During the History IGCSE course, pupils develop source analysis and essay writing skills. At every stage, they are given the opportunity to assess the significance of ideas such as Marxism, the role of individuals such as Mao Zedong and Stalin, and key events such as the First and Second World Wars and the Russian Revolutions, as causes of change, as well as also identifying trends of continuity

Assessment

Paper 1 Depth Studies (1 Hour 45 minutes):

- Dictatorship and Conflict in the USSR, 1924-53
- Germany: development of dictatorship, 1918-45

Paper 2 Investigation and Breadth Studies (1 Hour 45 minutes)

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

Specification details

Edexcel International GCSE History (2017) | Pearson qualifications

Pearson Edexcel International GCSE in History Specification

Latin

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

– Monty Python, The Life of Brian

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

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

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

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

Students are sometimes apprehensive about what a literature paper involves, but find it is the best part of the course, as they explore a specific area of Roman culture in detail. The current theme is 'Come Dine With Me', exploring Roman food and dinner parties. The current civilisation topic is Slavery. Examining visual sources (material culture, art, archaeology and architecture) gives pupils a wealth of opportunity to develop their skills in observation, insight and analysis.

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

Key Details:

2-year WJEC GCSE Course comprising three modules:

- Language: Comprehension and Translation
- Literature and Sources: 'Come Dine With Me'
- Roman Civilisation: Slavery

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

In Sixth Form, Latin can be studied at A level or on the IB.

Specification details

Latin – **WJEC GCSE Latin**

Gratin (Latin with Classical Greek)

This course offers good linguists the opportunity to complete a half or full GCSE in Classical Greek, as well as Latin GCSE, without taking up another option block. Students can complete a GCSE and a half, or two GCSEs in the timetable time of one, enabling them to take 10 or 9.5 GCSEs rather than 9. This is enabled by very small class sizes, a strong foundation in Year 9, excellent teaching and dedicated students.

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

– Helen Keller

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

– Cicero

Like all Classical subjects studying Ancient Greek asks us to question the fundamentals of life: who are we, where do we come from, what is the nature and purpose of the world around us, and of our place in it – and how do we weave and unravel narratives built around these ideas?

Whilst teaching the grammar required for the half or full GCSE, students will explore Greek literature from Aesop's fables to the story of the Odyssey, from the life of Alexander the Great to the philosophy of Socrates and Plato, and of course Greek mythology. They will also look at key aspects of Greek culture, from awe-inspiring temples to the radical nature of Athenian democracy. As in Latin, the GCSE language course benefits from a defined vocabulary list of approximately 400 words which will be learnt thoroughly over the duration of the course. All words additional to this are glossed in the examination.

The study of Ancient Greek develops logic, language manipulation skills, an appreciation for accuracy, a broad English vocabulary, and independence of thought. The similarity in grammar and approach to Latin strengthens both subjects, while opening up students' access to another world-defining culture and some of the most significant thought and incredible literature humans have ever produced.

Taken by only around 1,000 pupils nationwide at GCSE, it is a subject which makes you stand out from the crowd on paper, while offering you the opportunity to develop skills which will make you do likewise in person.

It is encouraged that if you are an external applicant to the College you contact the Head of Classics (hannah.clarke@malverncollege.org.uk) before the start of the year to discuss what Greek and Latin you have studied before; if you are keen to take this course but are concerned that you have not covered enough grammar, we can discuss the support that can be offered in the summer prior to your arrival.

Key Details

2-year WJEC Latin Course as in the Latin class.

Plus

Either: Intermediate Certificate in Classical Greek, a formal University-recognised qualification in the Classical Greek language.

Or: OCR GCSE in Classical Greek which comprises a language paper, literature paper and culture paper, similar in style to the Latin paper.

Pupils can make their mind up at the mid-point of the course whether they intend to continue to the full GCSE.

In Sixth Form, Classical Greek can be studied at A level or on the IB.

Specification details:

Classical Greek – OCR GCSE (J292)

Intermediate Certificate in Classical Greek – Specification – Intermediate Greek Certificate

Modern Foreign Languages: French, German and Spanish

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

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

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

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

Assessment

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

There are three exams:

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

Specification details

Spanish – **Pearson International GCSE (4SP1)**

French – **Pearson International GCSE (4FR1)**

German – **Pearson International GCSE (4GN1)**

Off-timetable MFL options

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

Music

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

– Plato

The EDUQAS GCSE in Music is a wide-ranging and exciting course that provides students with the opportunity to develop a broad range of musical skills, including, understanding of music theory, composition, and performance, as well as enhancing critical listening skills. The course encourages creativity and self-expression through practical work, while also fostering discipline and technical proficiency allowing students to develop important transferable skills such as problem-solving, communication, and emotional intelligence, which are valuable in many areas beyond music.

Component 1: Performing Music (30%)

Pupils record a portfolio of performances that last for between four and six minutes. This must include at least one instrumental or vocal solo ensemble performance (requiring two or more live instruments). Performances using music technology are also possible.

Component 2: Composing Music (30%)

Pupils compose two pieces; one to a brief issued by EDUQAS, and the other a free composition. These may be written in any style and for any combination of voices and/or instruments, and should develop the individual's interests and skills.

Component 3: Understanding Music (40%)

The assessment for this unit is by examination. Pupils will learn about music from four areas of study and will develop an in-depth knowledge and understanding of musical elements, musical context and musical language.

Specification details

GCSE Music Specification

Physical Education

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

Course content

The syllabus is broken down into three components:

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

Component 1: Physical factors affecting performance:

Written examination:
1 hour - 30% of the qualification

Component 2: Socio-cultural issues and sports psychology

Written examination:
1 hour - 30% of the qualification

Component 3: Non-Exam Assessment

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

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

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

One must be a team activity:

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

One must be an individual activity:

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

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

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

Analysing and Evaluating Performance (AEP)

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

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

Specification details

Physical Education – **OCR GCSE (J587)**

Religious Studies

(Philosophy, Ethics and Religion)

The unexamined life is not worth living.
– Socrates

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

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

Paper 1: Beliefs and Values

Contains four parts and is worth 60% of the final marks:

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

Paper 2: The Religious Community

Is worth the remaining 40% of the marks and explores different aspects of Christian belief and practice:

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

The course fosters a questioning, reflective and discursive approach.

Specification details

Edexcel International GCSE Religious Studies | Pearson qualifications

Extension and Enhancement Options

Extension options

PPE & Finance for Life

TLM Level 1/2 Certificate in Financial Literacy

This financial literacy course helps learners:

- Be confident in managing money
- Develop numeracy skills and be able to manipulate financial and other numerical data
- Make informed decisions about financial products and services
- Leave school with valuable financial awareness and be prepared for the world of work
- Gain a recognised GCSE equivalent qualification

3 units of learning accessed by an individual TLM LearnHub account login.

Unit 1: Navigating Money Matters

Provides the basics of money and finance covering the most important financial education topics.

Unit 2: Financial Management Strategies

Focuses on modern banking and provides the knowledge to cope confidently with basic financial encounters.

Unit 3: Financial Foundations for Career Success

Looks at career development and provides the tools for good financial planning and well-being.

Assessment

Each unit has one on-demand online multiple choice examination. Two resits per unit allowed.

Graded - Level 1 Merit to Level 2 Distinction

Pupils will also study a strand of Philosophy, which involves examining the underlying values that shape society and exploring a range of philosophical approaches to fundamental questions.

Arts Award

The Silver Arts award is a level 2 qualification. It is a perfect chance to take on an artistic challenge and a leadership role for pupils.

As well as being about creativity, it's about becoming a reviewer, researcher and project manager. Participants build a broad range of transferable skills as they complete their portfolio.

There are two strands – one focusing on artistic practice and the other on arts leadership. Completing both successfully requires teamwork and independence, creativity and critical thinking, leadership and collaboration, confidence and communication.

Unit 1: Arts practice and pathways

- planning an arts challenge that develops their skills
- implementing and reviewing the success of their challenge
- reviewing arts events and sharing their views
- researching careers and future opportunities in the arts

Unit 2: Arts leadership

- identifying an arts leadership role and planning an arts project
- being an effective arts leader, including dealing with practical issues and working effectively with others
- reviewing their project and leadership

Looking to the Sixth Form and beyond

The table below is a useful summary of International Baccalaureate / A Level requirements for common university courses. However, it is always important for pupils to check for specific courses if you intend to specialise.

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

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

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

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

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

2024 WINNER TE Awards for Innovation in Education

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Tomorrow's role models, shaped today.

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