



MALVERN
COLLEGE

**Tomorrow's role models,
shaped today.**

**International Baccalaureate,
A levels and BTEC
Curriculum Information
2027-2029**

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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.

Similarly, 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 University Admissions (richard.thurlow@malverncollege.org.uk) or the Head of Sixth Form (jennifer.major@malverncollege.org.uk).

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 University Admissions (richard.thurlow@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.

Swiss universities also have strict requirements in terms of which IB subjects are acceptable. They tend to require at least Maths or a Science at Higher Level, and may refuse to accept Global Politics and Psychology as part of the IB. We advise pupils to check the specific requirements of any university they are interested in prior to confirming their IB subjects.

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 considerable – 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.

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.
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 preferred. Relevant work experience often considered. Psychology and Photography can be helpful.
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.

English as an Additional Language

Lower Sixth students who do not hold a passport from the UK, US, Australia or Canada are recommended to sit the IELTS test at the College on one of the two test dates run during the academic year. The Academic IELTS training course (International English Language Testing system) is a proficiency test which many UK, US and some European universities request as proof of English Language proficiency. More information can be found here:

What is IELTS? Essential Facts and Overview

All overseas Sixth Form students new to the school sit a placement test in September from which the necessity

to have EAL support is determined. EAL lessons follow a course of training in preparation for the final IELTS examination. Parents will be asked to provide written confirmation supporting this decision to opt their child into these lessons following the placement test.

Sixth Form EAL lessons provide excellent support regardless of whether students wish to take the IELTS examination or not. All four skills are developed through a variety of topics with academic style as the focus. This benefits students in their other subjects in the Sixth Form and beyond school.

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

Winner:

Talk Education Awards for Innovation
'Support for Life Beyond School'



and

Muddy Stilettos Highly Commended
'Prepared for Life'

International
Baccalaureate
2027-2029

Malvern College Timetable Block

Fill in your choice to match IB regulations

A	B	C	D	E	F	
Maths AA HL	Biology SL	Biology HL & SL	Business Management HL & SL	Biology SL	Business Management HL & SL	
Maths AA SL	Design Technology HL & SL	Economics HL & SL	English Lang & Lit SL	Business Management HL & SL	Chemistry SL	
Maths AI HL	Economics HL & SL	English Lang & Lit HL	French B SL	Chemistry HL & SL	Computer Science HL & SL	
Maths AI SL	ESS HL & SL	English Lang & Lit SL	German A HL & SL	Economics SL	English Lang & Lit SL	
	English Lang & Lit SL	Music HL & SL	German B SL	English Lang & Lit SL	Geography SL	
	German A HL & SL	Spanish B HL & SL	History HL & SL	Geography HL & SL	Latin SL	
	Physics HL & SL		Spanish ab initio SL	German A HL & SL	Physics SL	
	Psychology SL		Visual Art HL & SL	Politics HL & SL	Psychology HL & SL	
				Theatre HL & SL	Spanish ab initio SL	

This is a typical timetable. It may be subject to change.

Useful guidance

- » You must pick one English course
- » You must pick one Maths course
- » Please do not select both Maths Higher Level (HL) and English Higher Level (HL)
- » You must select at least one Language
- » You must select at least one Humanity
- » You must select at least one Science
- » Please ensure you select three Higher Level (HL) courses and three Standard Level (SL) courses

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 Coordinator, Mrs Camilla Young, at camilla.young@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

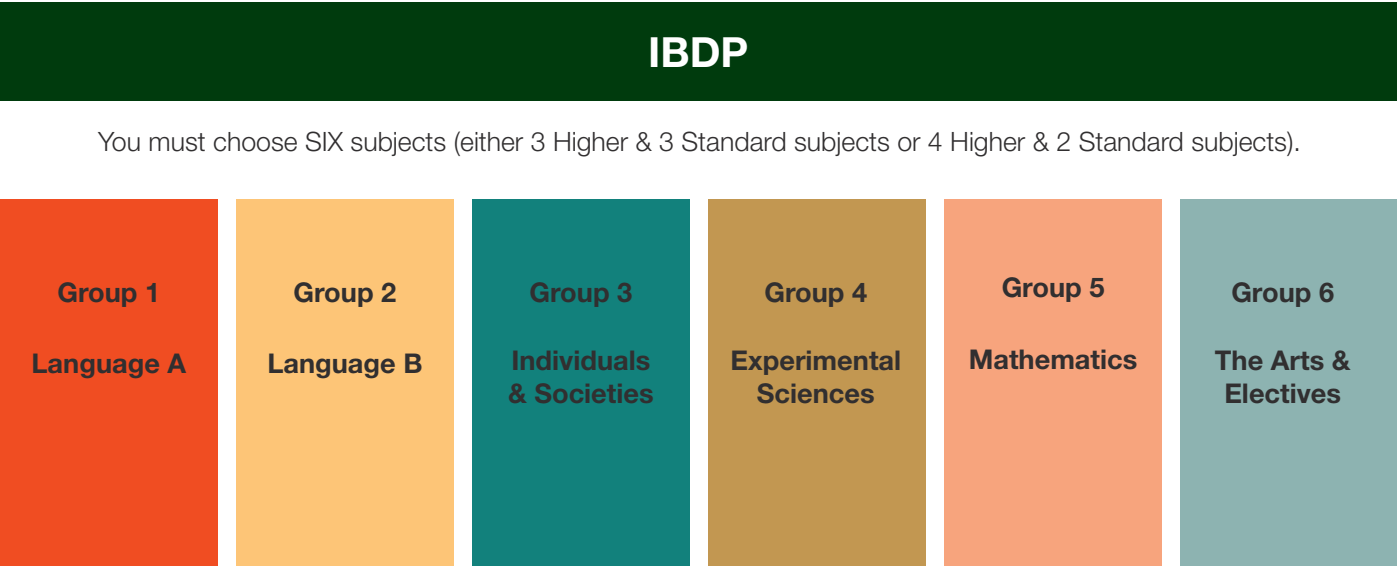
Generally, the full IB Diploma along with certain qualifying conditions is required for entry into German universities. According to the Agreement on the Recognition of the International Baccalaureate Diploma / Diplôme du Baccalauréat International, the IB Diploma is recognized as a qualification for 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), mathematics or a language must be taken at HL.

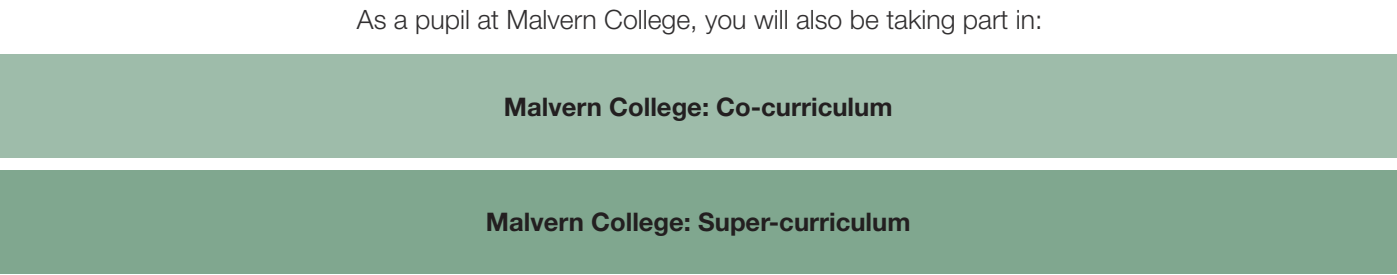
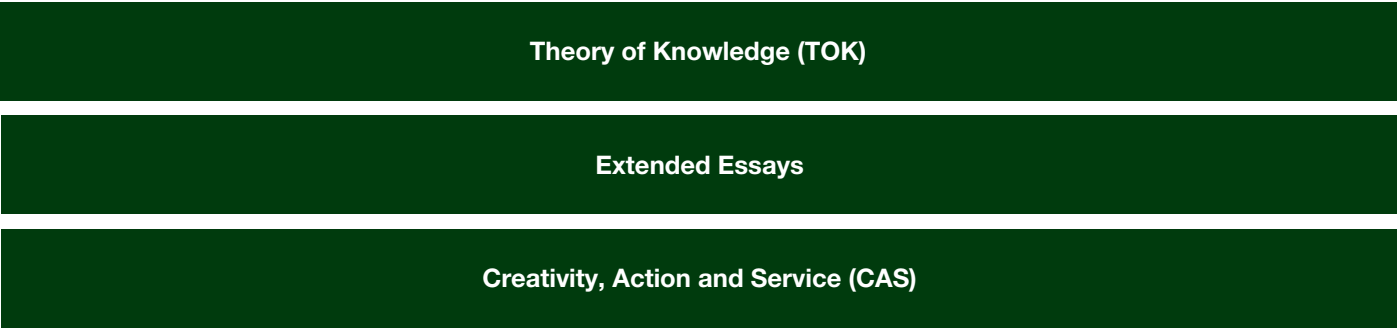
- c. Generally, qualifications in Mathematics: Analysis and Approaches SL or Mathematics: Applications and Interpretation SL obtained in examination year 2021 onwards shall be regarded as subject-specific university entrance qualifications for technical universities and universities providing access 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 as part of their Diploma may be asked to complete an additional German proficiency test. 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’.

How to study the IB:



To achieve the IB, the pathway (six subjects) you choose are complemented by TOK, Extended Essays and CAS



Theory of Knowledge (ToK)

Nature of the Course

Theory of Knowledge (ToK) is at the heart of the IB Diploma. It encourages students to reflect on how knowledge is built, shared, and questioned - across disciplines and in everyday life. Students explore big questions about what we know, how we know it, and why our understanding changes over time.

Through discussion and critical thinking, students examine knowledge in relation to their IB subjects, CAS experiences, and the Extended Essay. The course helps students become more aware of their own perspectives and those of others, encouraging open-mindedness and intellectual humility in a globally connected world.

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

- » ToK Exhibition (internally assessed): 1/3 of the final grade – presented in Lower Sixth
- » ToK Essay (externally assessed): 1,600 words on a prescribed title – 2/3 of the final grade
- » Combined with the Extended Essay, ToK can contribute up to 3 Core Points towards the Diploma.

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.

Failing condition

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

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				

Creativity, Action and Service (CAS)

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

IB English Courses at Malvern

SL/HL: Standard & Higher Level

Aims

Pupils at Malvern College will study English A Language and Literature (Higher or Standard Level)

These English A courses focus on the relationships between texts, readers and writers; on the range and functions of texts across geographical space and historical time, and on aspects of intertextuality. The study of literary, non-literary and visual texts provides a focus for understanding how meaning is constructed and students are encouraged to think critically about texts in order to develop an understanding of how language sustains or challenges ways of thinking and being.

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.

English A Language and Literature

In this course, students study a wide range of literary and non-literary texts in a variety of media, investigating the nature of language itself and the ways in which it shapes and is influenced by identity and culture.

Nature of the Course

- In both courses and at both levels, students work towards:
- » Paper 1: response to unseen texts.
 - » Paper 2: response to a choice of essay questions requiring comparison of two literary works.
 - » Individual Oral: a fifteen minute spoken assessment.
 - » HL students in both courses will also complete a 1500 word Higher Level Essay.

English A Language and Literature: At Standard Level the total number of literary works studied is 4; at Higher Level it is 6.

Assessment Details

IB curriculum brief English language and literature A

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 Details (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

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 Details (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

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.

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 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% »

Modern Languages continued...

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

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?’

Aims

The Latin and Classical Greek courses aim to:

- » Develop the linguistic skills needed to read and understand original classical texts
- » Foster appreciation of classical literature and encourage personal, analytical responses
- » Support the study of classical civilisation and its relevance to modern cultural and linguistic contexts
- » Encourage wide reading, including texts in translation, to broaden perspective and context
- » Cultivate research, critical thinking, and interpretive skills that are transferable across disciplines

Nature of the Course

Both Latin and Greek offer deep engagement with ancient languages, literature, and cultures. Students develop advanced language and analytical skills while exploring works that form the foundation of European intellectual tradition.

At SL, the emphasis is on linguistic development and textual understanding. HL offers further challenge through additional literary analysis and an extended internal assessment, including optional prose composition.

Through translating, analysing, and contextualising original texts, students build resilience in problem-solving, logical reasoning, and stylistic awareness - skills highly valued by universities and employers.

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

Assessment Details

External Assessment

- » **Paper 1: Language** (Translation and Comprehension)
SL: 35% | HL: 30%
- » **Paper 2: Literature** (Close Textual Analysis, Comprehension, Thematic Essay)
SL: 35% | HL: 30%
Core texts are studied in the original; companion texts in both Latin/Greek and English

Internal Assessment

- » **Research Dossier** (Source-based essay on a classical topic)
SL: 30% | HL: 20%
- » **Prose Composition** (HL only) (100-word original Latin or Greek text with annotations)
HL: 20%

Students receive full guidance and skill preparation for internal assessments, which provide opportunities to explore areas of personal interest within 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, 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

SL/HL: Standard & Higher Level

Aims

Business Management is a rigorous and dynamic discipline. Business Management studies the way businesses manage key stakeholders, develop competitive strategies, manage finance and operations, and navigate the global business context. 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.

Nature of the Course

Through the exploration of four concepts underpinning the subject (change, creativity, ethics, and sustainability), the Business Management course allows students to develop their understanding of interdisciplinary concepts from a business management perspective. The course encourages the appreciation of ethical concerns, as well as issues of corporate social responsibility (CSR) at a local and global level. Through the study of topics such as human resource management, operations management, organizational growth, marketing, finance and accounting, 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.

Assessment Details

- » Paper 1 (HL & SL): Qualitative focus. Based on a pre-released case study with additional unseen context released on the day of the examination. 1 hour and 30 minutes. Total of 30 marks, comprising 35% (SL) and 25% (HL) of the overall qualification.
- » Paper 2 (HL): Quantitative focus. 1 hour and 45 minutes. Total of 50 marks, comprising 30% of the overall qualification.
- » Paper 2 (SL): Quantitative focus. 1 hour and 30 minutes. Total of 40 marks, comprising 35% of the overall qualification.
- » Paper 3 (HL only): Based on a social enterprise with unseen material released on the day of the examination. 1 hour and 15 minutes. Total of 25 marks, comprising 25% of the qualification.
- » Internal Assessment: 1,800-word business research project on a challenge or issue facing an organisation. Comprising 30% (SL) and 20% (HL) of the overall qualification.

Good to know

Students considering studying both IB Business Management and IB Economics are advised to check university entry requirements carefully, as some institutions may not accept both subjects as sufficiently distinct for certain degree programmes. Whilst this is not commonplace for most universities, pupils should consult individual university admissions policies or speak to a careers advisor before finalising their subject choices.

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.

Economics

Aims

The aim of the Economics course is to develop students' understanding of microeconomic and macroeconomic theories and concepts and their application to real-world issues. Students will explore the impact of economic interactions between nations and gain an awareness of the challenges facing countries as they undergo development and change. The course fosters a critical and analytical mindset, encouraging students to question assumptions about how economies function and to evaluate solutions to contemporary global problems.

Nature of the Course

Economics is the study of how societies allocate scarce resources to meet needs and wants. Key themes include scarcity, choice, efficiency, equity, economic well-being, sustainability, change, interdependence, and intervention.

Students study:

- » Microeconomics: individuals, firms, and markets
- » Macroeconomics: national and global economies
- » International economics: trade, exchange rates, and economic integration
- » Development economics: inequality, aid, debt, and structural change

Geography

SL/HL: Standard & Higher Level

Aims

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.

Nature of the Course

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.

- » Geophysical hazards
- » The geography of food and health
- » Extreme Environments

Part 2: Geographic perspectives

The content here is the same for Standard Level and Higher Level pupils. It looks specifically at:

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

Quantitative techniques are applied throughout the course, with greater depth at Higher Level. Students also develop skills of text analysis, evaluation, and application to contemporary global issues such as environmental economics and inequality.

Assessment Details

Standard Level

- » Paper 1 – Extended response: one essay from a choice of three. (30%)
- » Paper 2 – Data response: one question from a choice of two, including short and extended responses. (40%)
- » Internal Assessment – Portfolio of three commentaries based on extracts from published news media. (30%)

Higher Level

- » Paper 1 – Extended response: one essay from a choice of three. (20%)
- » Paper 2 – Data response: one question from a choice of two. (30%)
- » Paper 3 – Policy paper: two compulsory questions requiring both qualitative and quantitative analysis. (30%)
- » Internal Assessment – Portfolio of three commentaries based on extracts from published news media. (20%)

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 focuses on these three themes:

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

Assessment Details

The course is designed to accommodate 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, covering content from Part 1 and Part 2. If studying Higher Level there is a third paper, which encourages pupils to look at the topics covered in a synoptic manner.

The Independent Assignment accounts for 20% of the final IB grade- the department organises a three day trip to Gower Coast in South Wales to collect data for this project and to write it up. This trip is an integral and essential part of the course and will incur a charge to parents

Global Politics

SL/HL: Standard & Higher Level

Aims

The course develops students’ understanding of political concepts such as power, equality, peace, and sustainability across local to global contexts. It promotes international-mindedness, awareness of multiple perspectives, and the ability to interpret competing political claims through discussion, debate, and inquiry.

Nature of the Course

Global Politics is an interdisciplinary subject, drawing on the social sciences and humanities. Students study the core theme *People, Power, and Politics* through four key units:

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

All students complete an Engagement Activity, where they investigate and experience a political issue firsthand. Higher Level students additionally analyse two contemporary global political challenges through case studies.

History

SL/HL: Standard & Higher Level

Aims

History aims to understand the past and enable us to make sense of the world we live in by looking at ideas and personalities in their historical context and examining what these discoveries say about human nature and experience. The subject remains a first rate academic and cultural training and is widely respected by universities. 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.

Nature of the Course

The IB History course is designed to develop an appreciation and understanding of History as a discipline, including the nature and diversity of its sources, methods, and interpretations. The course promotes international awareness and understanding of people living in a variety of places at different times and equips students with a better understanding of the present through an understanding of the past.

Assessment Details

Standard & Higher Level

- » Paper 1 – Source analysis on core topics (30%)
- » Paper 2 – Two essays on thematic and integrated topics (45%)
- » Internal Assessment – Experiential Engagement Project with written report (25%)

Higher Level Only

- » Paper 1 – Source analysis on core topics (20%)
- » Paper 2 – Two essays on thematic and integrated topics (40%)
- » Paper 3 – Stimulus-based questions on global political challenges with case study evidence (20%)
- » Internal Assessment – Experiential Engagement Project (20%)

Further Information

Global Politics suits students interested in current affairs, global issues, and ethical debates. It offers a foundation for further study in international relations, politics, or social sciences, while encouraging active global citizenship through engagement with real-world political issues.

Assessment Details

- » Paper 1: For HL and SL. Candidates study “The Move to Global War”, which comprises case studies of Japanese expansion in East Asia (1931–1941) and German and Italian expansion (1933–1940). The assessment comprises four source-based questions.
- » Paper 2: For HL and SL. An essay paper requiring candidates to answer two questions on different 20th century world history topics on the themes of authoritarian states and the causes, practices and effects of wars.
- » Paper 3 For HL only. An essay paper requiring candidates to answer three questions on 19th and 20th century European history. We study 19th century Germany and Italy and 19th and 20th century Russia.
- » Internal Assessment: an essay (maximum 2200 words) on a historical question and topic of the candidate’s choice.

IB Specification

History in the DP - International Baccalaureate®

Psychology

SL/HL: Standard & Higher Level

Aims

1. Develop knowledge and understanding of psychological concepts, content and contexts, including models and theories.
2. Think critically and creatively about behaviour and cognitive processes.
3. Engage with problems facing individuals, groups and societies using psychological understanding and skills.

Nature of the Course

In the DP psychology course, students will develop knowledge and understanding of psychological concepts, content and contexts, as well as the models and theories associated with these areas. The contexts include Human Development, Learning and Cognition. Health and Wellbeing, and Human Relationships. Through the course, students will develop the ability to engage in critical thinking, assess evidence and acknowledge the evolving nature of knowledge. They acquire the ability to seek fresh information and generate understanding by employing research methodologies. The goal of the DP psychology course is not to create psychologists, but to promote psychological literacy

Assessment Details

Assessment consists of both external and internal assessments. HL students will complete 3 examination papers (80% of the final grade); SL students will complete 2 examination papers at the end of the course (70% of the final grade).

There will be 4 class practical’s conducted throughout the course; questions in Paper 2 will examine student knowledge on these practical’s.

Knowledge is assessed through short- answer questions and extended writing questions.

HL only: HL students will be required to perform data analysis and interpretation of research data. Paper 3 comprises four source-based questions with quantitative and qualitative findings to be interpreted. The focus of the questions will be from one of the HL extensions.

Requirements

A grade 6 at GCSE in English, Maths and Biology is desirable.

Group 4: Sciences

Biology; Chemistry; Physics; Computer Science; Design Technology

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.

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.

Biology

Aims

Biology is the study of living organisms. The course aims to build a strong foundation in biological knowledge while developing experimental skills, scientific techniques, and an appreciation for the complexity of life systems.

Nature of the Course

The Biology curriculum is built around four major themes:

- » Unity & Diversity
- » Form & Function
- » Interaction & Interdependence
- » Continuity & Change

These themes are explored across four levels of biological organisation: molecules, cells, organisms, and ecosystems. Students investigate core topics through conceptual questions and interlinked inquiry.

All students follow a practical programme (20% of the course), including:

- » Individual Scientific Investigation (10 hours, internally assessed)
- » Interdisciplinary Project with other sciences
- » Residential Field Course, strongly encouraged (a parental charge applies; alternatives are available if needed)

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.

Assessment Details

Standard Level (SL)

- » Paper 1 (1.5 hrs, 36%): Multiple-choice & data-based questions
- » Paper 2 (1.5 hrs, 44%): Short answer & extended response questions
- » Internal Assessment (20%): One scientific investigation (10 hours)

Higher Level (HL)

- » Paper 1 (2 hrs, 36%): Multiple-choice & data-based questions
- » Paper 2 (2.5 hrs, 44%): Short answer & extended response questions
- » Internal Assessment (20%): One scientific investigation (10 hours)

Further Information

A **Sixth Form Biology Field Trip** is a key part of the course and is strongly recommended.

Minimum Requirements for HL:

- » Grade 8+ in GCSE/IGCSE Biology (or Double Award Science)
- » Grade 7+ in GCSE/IGCSE Mathematics

Students with lower grades may be admitted but should expect significant academic challenge.

Chemistry

Aims

Chemistry IB Higher 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. The course also develops analytical and problem-solving skills that are transferrable to the other subjects in the IB Diploma as well as a wide range of university courses.

Chemistry IB Standard Level is an ideal entry point for those who have studied little Chemistry previously. The Standard course covers the same core topics as the Higher Level course, but in slightly less depth.

Nature of the Course

Higher Level: 230 hours, including practical and collaborative project components

Standard Level: 150 hours, including practical and collaborative project components

Syllabus Outline

Structure 1. **Models of the particulate nature of matter**

Structure 2. **Models of bonding and structure**

Structure 3. **Classification of matter**

Physics

Aims

Physics seeks to explain the universe - from the Big Bang to the nature of time. The course develops skills in logical reasoning, mathematical analysis, and experimental technique, preparing students for future study in Physics, Engineering, Materials Science, and related fields, while also supporting broader academic and professional pathways.

Nature of the Course

Physics is offered at both Standard and Higher Level. All students study core content, while HL students explore topics in greater depth. Practical work is central to the course and includes a 10-hour Individual Investigation and a 10-hour Collaborative Science Project.

The syllabus is structured into five main topics:

- » **A. Space, Time & Motion** – Mechanics, with HL extension into rotational motion and relativity
- » **B. The Particulate Nature of Matter** – Thermal physics, gases, electricity, and HL thermodynamics
- » **C. Wave Behaviour** – Wave models and phenomena;

- Reactivity 1. **What drives chemical reactions?**
- Reactivity 2. **How much, how fast and how far?**
- Reactivity 3. **What are the mechanisms of chemical change?**

Assessment (both Standard and Higher Level)

Paper 1 (36%) – all topics

- » Section A multiple-choice questions
- » Section B data-based questions and questions on experimental work.

Paper 2 (44%) – all topics

- » Short answer and extended response questions

Coursework (20%)

Minimum Requirements

Experience has shown that in order for students to have a strong enough base from which to study Chemistry IB Higher 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 course, but they need to be aware that they will find the course particularly challenging.

- studied in more depth at HL
- » **D. Fields** – Gravitational, electric, and magnetic fields; HL includes electromagnetic induction
 - » **E. Nuclear & Quantum Physics** – Atomic structure, radioactivity, fission/fusion; HL includes quantum theory

Assessment Details

Standard Level (SL)

- » **Paper 1 (90 mins, 35%)** – Multiple-choice and data-based questions
- » **Paper 2 (90 mins, 44%)** – Short-answer and extended-response questions
- » **Internal Assessment (20%)** – 10-hour scientific investigation with written report

Physics continued...

Higher Level (HL)

- » **Paper 1 (2 hrs, 35%)** – Multiple-choice and data-based questions
- » **Paper 2 (2.5 hrs, 44%)** – Short-answer and extended-response questions
- » **Internal Assessment (20%)** – Same as SL

Computer Science

Aims

Computer Science is fundamentally about problem-solving. Students learn to analyse problems, design algorithms, and implement solutions in Python. The course builds a deep understanding of computing systems and prepares students for a future shaped by technology, particularly in fields like machine learning, data science, and software development.

Nature of the Course

The course combines theory and hands-on programming, developing skills in both computational thinking and real-world coding. Python is the core programming language taught.

Students study two main themes:

- » **A. Computer Science Concepts** – Hardware, networks, databases, and machine learning
- » **B. Computational Thinking** – Programming, object-oriented programming, and (for HL) abstract data types

All students undertake a Collaborative Sciences Project and design a computational solution to a real-world problem. HL students explore additional content and tackle more advanced concepts.

Further Information

Physics is a highly mathematical course. Students considering HL should ideally have at least Grade 7 in GCSE/IGCSE Physics (or equivalent) and Grade 7 in Mathematics. Students with a Grade 6 in Physics may be considered but should expect a challenging course.

Assessment Details

Standard Level (SL)

- » **Paper 1 (1 hr 15 mins, 35%)** – Extended responses on Theme A and case study questions
- » **Paper 2 (1 hr 15 mins, 35%)** – Short-answer and extended-response questions on Theme B
- » **Internal Assessment (30%)** – Design and implementation of a software solution (35 hours)

Higher Level (HL)

- » **Paper 1 (2 hrs, 40%)** – Extended responses on Theme A and case study
- » Paper 2 (2 hrs, 40%) – Theme B questions
- » Internal Assessment (20%) – Software solution project (35 hours)
- » HL Extension – Case study (30 hours) and advanced topics including abstract data types »

Further Information

- » **Minimum Requirements:** A Grade 7+ in GCSE/IGCSE Computer Science is recommended; students with a Grade 6 may be accepted but should expect a steep learning curve.
- » **Note for Swiss Universities:** Computer Science can only be used as a Group 6 subject (arts/electives), not as the required Group 4 (science) subject.

Design Technology

Aims

SL/HL: Standard & Higher Level

The Design Technology Course aims to:

- » use of the design cycle as a tool, to provide the basis for structured inquiry and analysis of problems,
- » develop of feasible solutions
- » test and evaluate of the solutions;
- » explores the creative tension between theory and practice;
- » 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.

Nature of the Course

The course runs over five terms. During this time students will study three core topics covering the following areas:

- A. Design in theory
- B. Design in practise
- C. Design in Context

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 Design project is the only piece of coursework required for this course. For Standard Level and Higher Level 50 hours are given to this design and make project and culminates in a 35 page A4 document and a 3500-word limit. 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.

Assessment Details

Standard Level

External Assessment Details-

Paper 1: Multiple choice (20%).

Paper 2: Short answer and extended response questions (30%).

Internal Assessment Details - The Design project : 35 page A4 Project Presentation, 3500 words (40%)

Higher Level

External Assessment Details-

Paper 1: Multiple choice questions (25%)

Paper 2: Short answer and extended response questions (45%).

Internal Assessment Details - The Design project : 35 page A4 Project Presentation, 3500 words (30%)

Group 3 & 4: Trans-Disciplinary Subject

Environmental Systems and Societies (ESS)

- Aims**
1. ESS aims to develop understanding of pupil's own environmental impact, in the broader context of the impact of humanity on the Earth and its biosphere
 2. To develop knowledge of diverse perspectives to address issues of sustainability
 3. To engage and evaluate the tensions around environmental issues using critical thinking
 4. To develop a systems approach to provide a holistic lens for the exploration of environmental

Nature of the Course

ESS comprises both practical and theory work. It is likely pupils will complete their IA on a field trip so they can really immerse themselves in the data collection and interpretation.

Topic 1 teaches the foundations of the course and looks at different perspectives and how this can impact a range of environmental requirements. When taking higher level, pupils need to be able to link in 3 core lenses. Environmental law, Environmental economics and Environmental ethics. It is important pupils can make connections between topics and view problems through different lenses and perspectives.

- Assessment Details**
- Standard Level**
- External Assessment:**
- The external assessment consists of two written papers and is worth 75% of the final assessment.
- Paper 1**
- Students will be provided with a range of data in a variety of forms relating to a specific, previously unseen case study.
- Paper 2**
- consists of two sections: A and B.
- Internal Assessment:**
- is 10 hours of work that comprises 25% of the course.
- Higher Level**
- External Assessment:**
- Paper 1**
- Students will be provided with a range of data in a variety of forms relating to a specific, previously unseen case study.
- Paper 2**
- Paper 2 consists of two sections: A and B.
- Internal Assessment:**
- is 10 hours of practical work that is 20% of the course.

Group 5: IB Mathematics

Mathematics: Analysis and Approaches

- SL/HL: Standard & Higher Level
- Aims**
- This course is aimed at those who enjoy the majority of maths they have experienced thus far. It is very much a pure maths course with some statistics.
- Nature of the Course**
- There is an emphasis on algebra, calculus and trigonometry, building in appropriate non-calculator methods.
- » At HL students need to very confident with algebraic processes. This could be evidenced by a 9 at (I)GCSE or a good grade in a Further Maths GCSE.
 - » At SL students need to be confident with algebraic processes, and the ability to work without a calculator. This could be evidenced by a 7/8 at (I)GCSE. Students with lower grades will find the course challenging.

Assessment Details

Paper	Time	Weighting	Content	
1	HL: 2 hrs SL: 1 hrs	HL: 30% SL: 40%	Non Calculator	Long and Short answers
2	HL: 2 hrs SL: 1 hrs	HL: 30% SL: 40%	Calculator	Long and Short answers
3	HL only: 1.25 hrs	20%	Calculator	2 extended problems
Internal assessment	Approx. 30 hours	20%		

Specification

Mathematics: Applications and Interpretations

- SL/HL: Standard & Higher Level
- Aims**
- This course explores maths in the context of real world problems, and will
- Nature of the Course**
- There is an emphasis on statistical methods, probability, mathematical modelling and technology.
- » At HL students need to be confident mathematicians and quick learners, evidenced by 8/9 at (I)GCSE
 - » At SL the course is designed to be accessible to all.

Assessment Details

Paper	Time	Weighting	Content	
1	HL: 2 hrs SL: 1 hrs	HL: 30% SL: 40%	Calculator	Short answers
2	HL: 2 hrs SL: 1 hrs	HL: 30% SL: 40%	Calculator	Long answers
3	HL only: 1.25 hrs	20%	Calculator	2 extended problems
Internal assessment	Approx. 30 hours	20%		

Specification

	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.

Further Information:

A Graphics calculator is essential for both of these courses. We recommend the Casio **CG100** as this will be modelled in lessons.

Group 6: The Arts and Electives

Music

Aims

The IB Music course encourages students to engage as performers, composers, and researchers, fostering creativity through experimentation while refining technical skills across diverse styles. It supports both independent and collaborative work, inspiring exploration and discovery. While formal musical training is not required, students should be passionate, open-minded, and have experience in instrumental or vocal performance. The course welcomes learners of all backgrounds, offering opportunities to challenge advanced musicians while nurturing growth at every level.

Nature of the Course

Both Higher and Standard Level follow a similar structure, with Higher Level including an additional internally assessed project. With no set works or composers, the

course provides flexibility while embracing musical diversity while students embody three roles—researcher, creator, and performer.

Students explore music through four Areas of Inquiry: sociocultural and political expression, listening and performance, dramatic impact and entertainment, and music technology. They engage with these Areas across three contexts—personal (familiar music), local (significant but unfamiliar music), and global (music from diverse cultures). This framework encourages deeper understanding and meaningful engagement with a broad spectrum of musical traditions.

Assessment Details

There is no exam at SL or HL – both are 100% coursework either internally or externally assessed.

Format of assessment	SL	HL
Exploring music in context Written analysis work exploring diverse musical material accompanied by a short creative exercise and performed extract.	30%	20%
Experimenting with music Two experiments – one in composing and one in performing and a written report providing a rationale and commentary for each process.	30%	20%
Presenting music A portfolio of compositions and recordings of performances to an audience.	40%	30%
The contemporary music-maker (HL only) A collaborative project inspired by real-life practices of music-making.		30%

Visual Arts

SL/HL: Standard & Higher Level

Aims

Enable students to:

- » Appreciate that art making enhances knowledge, develops understanding and transforms ways of being
- » Employ curiosity, creativity and dialogue to more openly engage with the self, the world and others
- » Draw on art making and artworks for their own, and their communities', well-being and flourishing.

learn to:-

- » Develop their artistic intentions and creative processes
- » connect their art making with the work of others
- » create their artworks in context
- » communicate with the audiences

Nature of the Course

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

There are three core areas of study:

Create

Students learn how to generate ideas from following lines of inquiry to develop a visual language.

Connect

Students consider the relationship between artwork, artist and audience.

Communicate

Students learn how to curate, share and situate their artwork.

Students integrate these core areas of create, connect and communicate.

Artistic understanding and expression may be taught through techniques such as:

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

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

Assessment Details

The students' studies will include research, reflection, responses and creative ideas for exploration and development. This is the fundamental component that the assessment materials are selected from, to generate the digital portfolios.

Standard Level

External Assessment:

Art-making inquiries portfolio (40%)

Connections Study (20%)

Internal Assessment:

A coherent body of work- 5 resolved Artworks (40%)

Higher Level

External Assessment:

Art-making inquiries portfolio (30%)

Artists project-Site-specific Exhibition (30%)

Internal Assessment:

A coherent body of work- 5 selected Artworks from a minimum of 8 (40%)

IB Theatre

Course Description and Aims

The IB Theatre course is a multifaceted theatre-making course. It gives pupils the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and as part of an ensemble. Pupils who take this course are encouraged to work as inquisitive and imaginative artists, transforming ideas into action and communicating these to an audience.

Over the course, pupils will learn to apply research and theory to inform and contextualize their work. Pupils will be encouraged to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre - as participants and spectators - they gain a richer understanding of themselves, their community and the world. Through the study of theatre, pupils will strengthen their awareness of their own personal and cultural perspectives, developing an appreciation of the diversity of theatre practices, their processes and their modes of presentation.

Participation in the IB Theatre course results in the development of both theatre and life skills; the building of confidence, imagination, creativity and a collaborative mindset.

Assessment Objectives

1. Inquiry

- Carry out academic and physical research and identify valuable information and resources to support work in theatre
- Inquire into, and contextualize, the theatrical work and ideas of others

2. Development

- Develop informed and imaginative theatre-maker intentions for making and staging theatre
- Practically and collaboratively explore how performance and production elements combine in practice to create effective moments of theatre

3. Presentation

- Present theatre work to others in order to fulfill theatre-maker intentions
- Communicate theatrical ideas in a variety of forms, formats and contexts

4. Evaluation

- Reflect on feedback from others and consider their own development as theatre-makers
- Evaluate the effectiveness of theatre work.

Overview of Internal Assessment

Production Proposal

Pupils at Standard Level (SL) and Higher Level (HL) choose a published play text they have not previously studied and formulate a vision for the design and theoretical staging of the entire play text for an audience. These ideas are presented in the form of a proposal. Each pupil submits the following:

- A production proposal (a maximum of 12 pages of written text and images, with written text not exceeding 4,000 words) plus a list of all sources used.

(Standard level: 30%, Higher level: 20%)

Research Presentation

Pupils at SL and HL plan, deliver and video record an individual research presentation (15 minutes maximum) in which they provide evidence of their academic and practical exploration and learning of a world theatre tradition they have not previously studied. Each pupil submits the following.

- A video recording of the pupil's research presentation (15 minutes maximum).
- A list of all sources cited and any additional resources used by the pupil during the presentation.

(SL: 30%, HL: 20%)

Collaborative Project

Pupils at SL and HL collaboratively create and perform an original piece of theatre (lasting 7–10 minutes maximum) created from a starting point of their choice. The piece is presented to an audience as a fully-realized production. Each pupil submits the following.

- A project report (a maximum of 10 pages of written text and images, with written text not exceeding 4,000 words) plus a list of all sources used.
- A video recording of the final piece (7-10 minutes maximum).

(SL: 40%, HL: 25%)

Solo Theatre Piece (HL only)

Pupils at HL research a theatre theorist they have not previously studied, identify an aspect(s) of theory and create and present a solo theatre piece (lasting 4-7 minutes maximum) that demonstrates the practical application of this theory to a theatre piece for an audience. Each pupil submits the following.

- A report (2,500 words maximum) plus a list of all primary and secondary sources cited.
- A continuous unedited video recording of the whole solo theatre piece (4-7 minutes maximum).

(Higher level: 35%)

A levels

2027-2029

How to study A levels

A levels

We recommend pupils choose 3 subjects at A level

A level 1
Subject Choice

1

A level 2
Subject Choice

2

A level 3
Subject Choice

3

A level 4
Only choose 4 if likely to excel. This is your opportunity to study for an extra qualification - e.g. EPQ

4

If you want to choose Further Maths, this must be a 4th A level

As a pupil at Malvern College, you will also be taking part in:

Malvern College: Co-curriculum

Malvern College: Super-curriculum

A level Blocks

A levels are offered in subject blocks to accommodate a robust choice of subject options. This is an indicative timetable of A levels for 2027-2029. Please note, courses are subject to demand.

Subject Choice A	Subject Choice B
Chemistry Economics Geography History Maths Photography	Art Biology Business Studies Economics Outdoor Pursuits BTEC Diploma Physics Psychology Sport BTEC Diploma Textiles
Subject Choice C	Subject Choice D
Business Studies Design Technology English Literature Physical Education Physics	Further Maths Maths Outdoor Pursuits BTEC Certificate Politics Psychology Spanish Sport BTEC Certificate

A level Subjects

Art & Design : Fine Art

OCR Art & Design : Fine Art

Aims

The course aims to provide the ability and tools for a student to develop sophisticated conceptual ideas that are articulated through the artworks they produce. Students are taught how to navigate their own pathway through locating relevant research into artists, media and materials and thematic content, to establish their personal approach.

Nature of the Course

Introduction to the various approaches that an Artist can use to establish a way of working.

- » Experimentation with materials and techniques.
- » Artist Research and the context of their work.

- » Concept driven exploration, to establish a visual language.
- » Develop and produce a portfolio of work.
- » Write an essay on a related topic.
- » Respond to a set theme for the externally set task.

Assessment Details

OCR Art & Design : Fine Art

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

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

Good to know

Fine Art is often required for related university courses, for example Architecture, Restoration, and History of Art.

Art & Design : 3D Design

Aims

To provide students with the ability and tools to develop sophisticated conceptual ideas that are articulated through the three-dimensional works they produce. Students research Designers, techniques and materials and thematic content, to establish their personal approach to being and Artist Craftsperson or Designer Maker.

Nature of the Course

- » Introduction to the various approaches that a Designer can use to establish a way of working.
- » Experimentation with materials and techniques.
- » Artist/Designer Research and the context of their work.
- » Concept driven exploration, to establish a visual language.
- » Develop and produce a portfolio of work.
- » Write an essay on a related topic.
- » Respond to a set theme for the externally set task.

Assessment Details

OCR Art & Design: 3D Design (H605)

Component 1:

1. a portfolio of practical work.
 2. a related study.
- 120 marks (60% of total marks)

Component 2

- » An Externally Set Task and preparatory work
- 80 marks (40% of total marks)

Good to know

This course will be of interest to those students who have enjoyed the practical and creative approaches within Graphic Products and Resistant Materials IGCSE.

- » Develop and produce a portfolio of work.
- » Write an essay on a related topic.
- » Respond to a set theme for the externally set task.

Assessment Details

OCR A level Textiles Design

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

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

Art & Design : Textile Design

Aims

The course aims to provide the ability and tools for a student to develop sophisticated conceptual ideas that are articulated through the textiles-based work they produce.

Nature of the Course

- » Introduction to the various approaches that a Textiles Artist/Designer can use to establish a way of working.
- » Experimentation with materials and techniques.
- » Artist/Designer Research and the context of their work.
- » Concept driven exploration, to establish a visual language.

Art & Design : Photography

Aims

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

Nature of the Course

- » Introduction to a variety of of photographic media, techniques and processes.
- » Learn about both traditional and new techniques
- » Explore elements of visual language, e.g. line, form, colour, pattern and texture.
- » Use of the camera: film, lenses, filters, and lighting.
- » Learn the art of ‘making’, rather than ‘taking’ photographs
- » Students will explore areas of Photography, such as: Portraiture; Landscape (rural/urban/coastal); Still-life; Documentary/photo-journalism; Experimental imagery; Video/film.

Biology

Edexcel Level 3 Advanced GCE in Biology B (9B10)

Aims

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.

Nature of the Course

Examination board: **Pearson**

Topics studied:

1. The Natural Environment and Species Survival

- » Topic 1: Biological Molecules
- » Topic 2: Cells, Viruses and Reproduction of Living Things

Assessment Details

OCR Art & Design : Photography (H603)

Component 1: Portfolio

1. a portfolio of practical work showing their personal response to a body or work.
 2. a related study: minimum of 1000 words.
- 120 marks (60% of total marks)

Component 2: Externally Set Task

- » A 15 hour examination with a range of given themes.
- 80 marks (40% of total marks)

Good to know

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.

- » 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

Examination Paper 2 (9B10/02): Advanced Physiology, Evolution and Ecology.

Examination paper 3 (9B10/03): General and Practical Applications in Biology.

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.

Further Information

We recommend pupils have a minimum of a grade 8 in GCSE/IGCSE Biology (or Double Award Science) and at least grade 7 in GCSE/ IGCSE Mathematics. We will consider pupils with lower grades but they need to be aware that they will find the course particularly challenging.

Business

Aims

The A level Business programme provides students with a broad, holistic understanding of the dynamic world of business, explored through a variety of real-world contexts. Students will explore business across a range of disciplines, including marketing, finance, leadership, corporate strategy, international trade, and entrepreneurship. The course equips learners with the ability to critically analyse, evaluate, and respond to the challenges faced by organisations in a modern business environment. Students will develop their creative thinking, interpret numerical and analytical data, and explore business behaviour from multiple perspectives.

Nature of the Course

- » **Theme 1**, Marketing and People: meeting customer needs, the market, the marketing mix and strategy, managing people, and entrepreneurs and leaders.
- » **Theme 2**, Managing Business Activities: raising finance, financial planning, managing finance, resource management, and external influences.
- » **Theme 3**, Business Decisions and Strategy: business objectives and strategy, business growth, decision-making techniques, influences on business decisions, assessing competitiveness, and managing change.

Chemistry

Aims

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. Chemistry also develops analytical and problem-solving skills that are transferrable to a wide range of other courses. 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.

Nature of the Course

Module 1 – Development of practical skills in chemistry

Module 2 – Foundations in chemistry

Module 3 – Periodic table and energy

Module 4 – Core organic chemistry

Module 5 – Physical chemistry and transition elements

Module 6 – Organic chemistry and analysis

- » **Theme 4**, Global Business: globalisation, global markets and business expansion, global marketing, and global industries and companies (multinational corporations).

Assessment Details

We follow the **Pearson Edexcel A level Business specification**. Assessment is entirely exam-based, consisting of three written papers at the end of the two-year course. Paper 1 focuses on marketing, people and global businesses (themes 1 and 4). Paper 2 examines business activities, decisions and strategy (themes 2 and 3). Paper 3 is based on a pre-released context, requiring students to apply their knowledge across all four themes. Each paper is two hours long and is weighted at 35% each for Papers 1 and 2, and 30% for Paper 3, assessing a combination of data response and extended open-response questions.

Good to know

Students considering studying both A level Business and A level Economics are advised to check university entry requirements carefully, as some institutions may not accept both subjects as sufficiently distinct for certain degree programmes. Whilst this is not commonplace for most universities, pupils should consult individual university admissions policies or speak to a careers advisor before finalising their subject choices.

Assessment Details

Paper 1 assesses Modules 1, 2, 3, and 5

Paper 2 assesses Modules 1, 2, 4, and 6

Paper 3 assesses all Modules

Further details of the specification can be found here:

[OCR A Chemistry \(H432\)](#)

Good to know

In addition to the final examination grade, the students will also receive a simple PASS/NOT PASS in practical competencies. These are assessed across the 2 years through 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 course, but they need to be aware that they will find the course particularly challenging.

Design & Technology

Aims

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 Cambridge D&T course complements not only Mathematics and the Sciences but also Art.

Nature of the Course

Design & Technology encourages students:

- » To be innovative and creative
- » To develop their ability to design and make high quality products.
- » To learn how the manufacturing industry operates
- » To understand the social aspect of technology has on the environmental (sustainable and green design)
- » To identify the influence of culture and ethics on the design of products including inclusive design.

The syllabus develops students:

- » knowledge and understanding of materials, tools, equipment, components, production processes and industrial practices in the designing and making

of marketable products

- » verbal, written, digital and visual communication skills required for designing and making
- » critical evaluation skills which they apply in a variety of technical, aesthetic, economic, environmental, social and cultural contexts
- » innovative thinking when identifying and solving design needs.

Students will spend approximately 90 hours of their time making two projects in the course.

Assessment Details

Cambridge D&T A level

Unit 1: Paper 1 - 2 hours 15 minutes written Paper (25%)

Unit 2: Product analysis and improvement project (25%)

Unit 3: 2 hour 30 minutes design paper (25%)

Unit 4: Design, realisation and manufacturing project (25%)

Good to know

Students wishing to choose A level Design & Technology require a GCSE in Design & Technology (Grade 6 or above).

Drama & Theatre Studies

Aims

The WJEC GCE A level Drama and Theatre course emphasises a blend of practical theatre-making and theoretical understanding. It involves studying performance texts, exploring practitioners, and creating three types of performances: text-based, devised, and a reinterpretation of a text extract. Assessment is divided into practical and written components, including live performances, creative logs, and written examinations on set texts.

Nature of the Course

- » **Component 1** Theatre Workshop: Creation, development and performance of a piece of theatre based on a reinterpretation of an extract. A creative log based on the rehearsal process, and a performance between 5/10 minutes will be created.
- » **Component 2** Text in Action: Creation, development and performance of two pieces of Theatre. A devised piece, and an extract from a text.
- » **Component 3** Written Examination: 2 hours 30 minutes. Study of 3 set texts, reflection upon live theatre productions seen during the year.

Assessment Details

Eduqas A level Drama & Theatre Studies

Component 1: Theatre Workshop 20%

Component 2: Text in Action 40%

Component 3: Text in Performance 40%

Visit **[this link](#)** for the course specification.

Good to know

Frequent Theatre trips are a key aspect of the A level course and attendance is compulsory.

Economics

Aims

Economics at Malvern builds intellectual curiosity and equips pupils to understand and evaluate real-world issues. The subject explores how individuals, firms, and governments make decisions, and how these shape society. Malvern has a proud tradition in Economics: the great James Meade, Nobel Laureate in Economics, was an Old Malvernian. Many pupils progress to top universities and careers in finance, consultancy, law, and government.

Nature of the Course

Economics is the study of how societies allocate scarce resources. Pupils explore both microeconomics (markets, firms, and individuals) and macroeconomics (the national and global economy). Key themes include inequality, poverty, sustainability, and globalisation.

Debate and discussion are central, and pupils are encouraged to apply theory to current affairs. Whilst a good grasp of mathematics is essential, only those considering Economics at university require A Level Mathematics.

At Malvern, pupils may take both Economics and Business. There are a small number of universities that are not in favour of these being studied together, so pupils are encouraged to check entry requirements for their chosen courses.

English Literature

Aims

To encourage students to develop their interest in and enjoyment of literature and literary studies as they:

- » read widely and independently
- » engage critically and creatively with a substantial body of texts and ways of responding to them
- » develop and effectively apply their knowledge of literary analysis and evaluation in writing
- » explore the contexts of the texts they are reading and others’ interpretations of them

Nature of the Course

- » Component 1: Drama and Poetry Pre-1900, including the study of a Shakespeare play.
- » Component 2: Comparative and Contextual Study – a topic-based paper which comprises preparation for an unseen element and the study of two novels, all connected by the chosen topic area.

Assessment Details

Exam Board: AQA (7136)

Three written exams, each 2 hours and equally weighted (33.3% each):

- » Paper 1: Markets and Market Failure – Data response and essay questions
- » Paper 2: National and International Economy – Data response and essay questions
- » Paper 3: Economic Principles and Issues – Multiple choice and case study

Quantitative skills (minimum GCSE Mathematics level) account for at least 20% of the final grade.

Good to know

Economics pairs well with:

- » Mathematics
- » Politics
- » History
- » Psychology
- » Geography

- » Component 3: Literature Post-1900 – the coursework component which comprises study of three texts (one each of poetry, prose and drama) written post-1900, at least one of which must have been written post-2000.

Assessment Details

The exam board is OCR

Visit [A level English Literature H472](#) for the course specification.

Assessments:

- » Two 2 hour 30 minute examinations assessing knowledge and understanding of the material covered for Components 1 and 2.
- » Coursework component.

Geography

Aims

The AQA A level Geography specification is designed to foster an understanding of the physical and human processes that shape the world we live in. It promotes enquiry, analysis and evaluation through the study of contemporary geographical issues, encouraging students to consider their role as global citizens.

Nature of the Course

Topics to be covered will be:

Physical Geography

- » Water and carbon cycles
- » Coastal systems and landscapes
- » Hazards

Human Geography

- » Global systems and global governance
- » Changing places

History

Aims

History aims to understand the past and enable us to make sense of the world we live in by looking at ideas and personalities in their historical context and examining what these discoveries say about human nature and experience. The subject remains a first rate academic and cultural training and is widely respected by universities. 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.

Nature of the Course

- » **Unit Group 1** (British Period Study and Enquiry): Britain c. 1930–1997
 1. An Enquiry Topic on Winston Churchill 1930–1951
 2. A 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
- » **Unit Group 2** (Non-British Period Study): Italy and Unification 1789-1896
The key topics covered are: 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

- » Contemporary urban environments

As part of the A level course the students will be expected to undertake a three-day residential field course in the Gower Peninsula in South Wales, as well as other trips in both the Lower and Upper Sixth. For students choosing Geography field trips are an integral and essential part of the course, which will incur a charge to parents

Assessment Details

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. Further details can be found at: [AQA Geography A level](#).

Good to know

We encourage pupils to undertake the independent fieldwork for the NEA during the Easter holidays.

- » **Unit Group 3** (Thematic Study and Historical Interpretations): China and its Rulers 1839–1989
 - The four themes studied are: The nature of government, the economy of China, society in China, China and the wider world.
 - In addition, we cover three Depth Studies: The First Opium War, the Boxer Uprising and the Cultural Revolution.
- » **Coursework:** Each candidate will write a research essay of approximately 3750-4500 words on a subject of their choice. They may choose any period or country except for the three Depth Studies covered for Unit 3 (China 1839-1989).

Assessment Details

OCR A level History A (H505) Specification

Unit 1: Britain 1930-1997 is assessed by a 1 Hour 30 minutes paper and comprises 25% of the A level. 2 essays to be completed, one based on sources.

Unit 2: Italy and Unification 1789-1896 is assessed by a 1 Hour paper and makes up 15% of the A level. Two questions to be completed, one short essay, one longer essay.

Unit 3: China and Its Rulers 1839-1989 is assessed by a 2 Hour 30 Minutes paper and comprises 40% of the A level assessment. Three essay questions are to be completed.

The **coursework** essay is worth 20% of the A level assessment.

Mathematics

Aims

Mathematics aims to teach problem solving skills in a variety of contexts and introduce mathematical modelling as a way of representing the world. It is therefore an important subject in its own right, but also a valuable tool to support study in sciences, social sciences and more.

Nature of the Course

- » **Pure Maths:** This represents 2/3 of the course and covers main topics in algebra, calculus, functions and trigonometry. In Year 1 approximately 2/3 of the content is covered.
- » **Statistics:** This represents 1/6 of the course and covers sampling, probability, data analysis and hypothesis testing. This is taught in Year 1.
- » **Mechanics:** This represents 1/6 of the course and includes a lot of overlap with Physics. The main content includes forces, projectiles, moments and application of vectors. This is taught in Year 2

Assessment Details

Edexcel Maths A level Specification

There are 3 2-hour long papers. The first 2 cover the Pure maths content with no pattern to each paper. The 3rd is an hour of statistics and an hour of mechanics.

Core Mathematics (L3)

Core Maths is a Level 3 Maths qualification. We offer Maths in Context which is the EdExcel offering for Core Maths.

Aims

The aim is to strengthen existing maths skills, enriching enjoyment of complementary A levels, through maths.

Nature of the Course

- » **Pure Maths:** This represents 2/3 of the course and covers main topics in algebra, calculus, functions and trigonometry. In Year 1 approximately 2/3 of the content is covered.
- » **Statistics:** This represents 1/6 of the course and covers sampling, probability, data analysis and hypothesis testing. This is taught in Year 1.
- » **Mechanics:** This represents 1/6 of the course and includes a lot of overlap with Physics. The main content includes forces, projectiles, moments and application of vectors. This is taught in Year 2

Good to know

Pupils attempting A level maths ideally have a grade 8 or 9 at IGCSE in order to be capable of a good grade. Attempting this course with a grade 7 is likely to end in a low grade.

Students ought to have a Graphics calculator to fully benefit from the course. Teaching will be done with the Casio CG100.

Further Maths

A course designed to challenge the best mathematicians, consisting of 50% Further Core work and 2 option modules, usually mechanics, statistics or more pure maths. Two options are available

- » Further Maths AS Level: normal lessons with AL students and additional 2 lessons with FM students on Further Core 1 module. In second year 3 lessons in addition to AL lessons studying the 2 options.
- » Further Maths A level: Cover A level pure maths and statistics, and some FM in L6th. U6th is Mechanics and option modules.

Assessment Details

Further Maths A level

Further Maths AS Level

Assessment Details

Edexcel Maths in Context Syllabus

There are three 2-hour long papers. The first two cover the Pure Maths content with no pattern to each paper. The third is an hour of Statistics and an hour of Mechanics.

Good to know

Pupils attempting A level Maths ideally have a grade 8 or 9 at IGCSE in order to be capable of a good grade. Attempting this course with a grade 7 is likely to end in a low grade.

Students ought to have a Graphics calculator to fully benefit from the course. Teaching will be done with the Casio CG100.

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 Course

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

French

Aims

The A level French course builds on prior knowledge of the language and explores French-speaking culture and society. It develops pupils’ ability to communicate fluently, both orally and in writing, while deepening their understanding of contemporary and historical issues. Pupils study core grammar, a film, and a literary text.

Nature of the Course

The course covers the following themes:

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

Pupils also study a film and a book from the prescribed list. They complete an independent research project on an aspect of French-speaking culture.

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).

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.

Assessment Details

Pearson Edexcel A level French

- » **Paper 1:** Listening, Reading & Translation (2 hours) 40% of the A level
Includes listening and reading comprehension plus a translation from French to English.
- » **Paper 2:** Written Response to Works & Translation (2h 40m) 30% of the A level
Includes an essay on a film and/or book and a translation from English into French.
- » **Paper 3:** Speaking (21–23 minutes, incl. 5 min prep) 30% of the A level
Pupils discuss one theme and present findings from their independent research project.

Good to know

All pupils have regular sessions with our French assistant to build oral fluency. A Sixth Form trip to a French-speaking country is offered to enhance cultural understanding.

German

Aims

The A level German course builds on pupils’ prior knowledge of the language while exploring the culture, politics, and society of German-speaking countries. Pupils develop their ability to speak and write fluently and accurately, and gain insight into contemporary and historical issues. The course includes the study of grammar, one film, and one literary text.

Nature of the Course

The course explores the following themes:

- » Social development (education, the world of work, the environment)
- » Artistic and political culture (music, media, festivals, traditions)
- » Multicultural society (immigration, integration, extremism)
- » Germany since reunification (life in the former GDR, key historical events, modern Germany)
- » Pupils also carry out independent research on an area of interest relating to German-speaking society.

Spanish

Aims

The A level Spanish course builds upon prior knowledge of Spanish. It combines a focus on language, culture and society, developing pupils’ ability to communicate orally and in writing and developing an understanding of Spanish speaking society and culture. We study grammar and vocabulary to develop pupils’ communication skills and also a film and work of literature.

Nature of the Course

The following topics are covered:

Social issues and trends

Aspects of Hispanic society

- » Modern and traditional values (Los valores tradicionales y modernos)
- » Cyberspace (El ciberespacio)
- » Equal rights (La igualdad de los sexos)

Multiculturalism in Hispanic society

- » Immigration (La inmigración)
- » Racism (El racismo)
- » Integration (La convivencia)

Political and artistic culture

Artistic culture in the Hispanic world

- » Modern day idols (La influencia de los ídolos)
- » Spanish regional identity (La identidad regional en España)

Assessment Details

Pearson Edexcel A level German

- » **Paper 1:** Listening, Reading & Translation (2 hours) 40% of A level
Includes listening and reading comprehension and a translation from German into English.
- » **Paper 2:** Written Response to Works & Translation (2h 40m) – 30% of A level. Includes a translation from English into German and essays on one film and one literary text from the prescribed list.
- » **Paper 3:** Speaking (21–23 minutes, incl. 5 min prep) – 30% of A level. Includes a discussion based on a theme and a presentation on pupils’ independent research.

Good to know

Pupils regularly work with our German teaching staff to develop their spoken fluency. A Sixth Form trip to a German-speaking country may be offered depending on demand and interest.

- » Cultural heritage (El patrimonio cultural)

Aspects of political life in the Hispanic world

- » Today's youth, tomorrow's citizens (Jóvenes de hoy, ciudadanos del mañana)
- » Monarchies and dictatorships (Monarquías y dictaduras)
- » Popular movements (Movimientos populares)

Pupils also study core grammar as listed in the specification linked below. We also study one film and one book from the prescribed list. Pupils prepare a research presentation linked to an area of Hispanic culture.

Assessment Details

Pupils sit a 2h30minute reading, listening and translation paper. They sit a 2h paper in which they answer an essay question on f the 2 works studied. In Paper 3, speaking, pupils discuss a sub-theme from the specification and present and discuss their findings from research into an area of Hispanic culture.

More information can be found in the specification here [AQA | Spanish | A level | A level Spanish](#).

Good to know

We regularly run a Sixth Form trip to Spain to enable pupils to experience the culture and language first hand. All pupils have regular sessions with our Spanish assistant to practice their oral fluency.

Music

Aims

Studying A level Music at Malvern College offers pupils a unique opportunity to develop their musical skills in a supportive and enriching environment. With access to outstanding facilities, expert tuition, and a vibrant co-curricular music programme, pupils are encouraged to grow as confident performers, thoughtful composers, and analytical listeners. This challenging and rewarding course deepens understanding of music, advancing practical skills while fostering critical listening across diverse styles and historical periods. It broadens musical experience, encouraging independent learning, reflection, and critical thinking, helping pupils grow as musicians while enhancing their ability to engage thoughtfully with the music they study and hear.

Nature of the Course

- » Component 1: Performing
 - The Development of the Symphony 1750-1900Set works: Symphony No. 104 in D Major ‘London’ by Haydn and Symphony No. 4 in A major, 'Italian': Mendelssohn
 - Into the Twentieth Century 1895-1935Set works: Trio for Oboe, Bassoon and Piano, mvt 2 by Poulenc and Number 1 “Nuages” from 3 Nocturnes by Debussy
- » Component 2: Composing
 - Either Rock and Pop, Musical Theatre or Jazz

Assessment Details

WJEC Eduqas GCE A level in Music (A660QS)

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:** performance recital externally assessed by visiting examiner.
 - Option A (35%):** 10-12 minutes, a minimum of 3 pieces that reflect at least two different areas of study
 - Option B (25%):** 6-8 minutes, a minimum of 2 pieces where one piece reflects the musical characteristics of one area of study.

- Component 2:** coursework component externally assessed by WJEC.
 - Option A (25%):** two compositions, one in responseto an externally set brief in the Western Classical Tradition and the other a free composition.
 - Option B (35%):** three compositions, one in response to an externally set brief in the Western Classical Tradition, two are free compositions one of which should reflect the musical techniques and conventions of a different area of study.

- Component 3 (40%):** 2h 15m listening and appraising examination

Physical Education

Aims

A level Physical Education (OCR) explores the science and theory behind sport and physical activity, focusing on the performer and their performance. The course draws on disciplines across biology, psychology, sociology, and biomechanics, making it an ideal complement to both social and natural science A levels. It provides an excellent foundation for university study in Sport and Exercise Science, Physiotherapy, Sports Psychology, or careers in elite sport, coaching, and health industries.

Nature of the Course

Pupils study both theoretical and practical elements of sport through four key components:

- » **Physiological Factors Affecting Performance**
Includes applied anatomy and physiology, exercise physiology, and biomechanics.
Explores the body's systems, how they adapt to training, and the forces acting on the body.
- » **Psychological Factors Affecting Performance**
Focuses on skill acquisition and sports psychology. Explores how skills are learned and developed, and the mental factors influencing performance.
- » **Socio-Cultural Issues in Sport**
Covers sport and society, and contemporary issues in physical activity.
Looks at the historical, social, and cultural factors shaping sport today.
- » **Performance in Physical Education (Non-examined assessment)**
Practical assessment as a performer or coach in one approved sport or activity.
Includes an Evaluation and Analysis of Performance for Improvement (EAPI) through live or recorded peer performance.

Assessment Details

OCR A level Physical Education

- » **Component 1: Physiological Factors** (30%)
2-hour written exam
- » **Component 2: Psychological Factors** (20%)
1-hour written exam
- » **Component 3: Socio-Cultural Issues** (20%)
1-hour written exam
- » **Component 4: Practical Performance & EAPI** (30%)
Internally assessed; externally moderated

Includes:
 - Practical performance or coaching in one approved activity
 - Oral analysis and evaluation of a peer's performance

Good to know

- » No prior study of GCSE PE is required, though a good level of sporting involvement is beneficial.
- » Pupils must demonstrate consistent participation in their chosen sport or activity.
- » The list of approved sports includes a wide range of individual and team activities (e.g. football, athletics, rugby, swimming, dance, climbing, netball, and wheelchair basketball).
- » The course supports progression to sport-related university degrees and careers in sport science, coaching, physiotherapy, and teaching.

Physics

Aims

A level Physics is ideal for students who enjoy problem-solving, critical thinking, and understanding how the universe works. It explores everything from subatomic particles to the vastness of space, and develops analytical, mathematical, and practical skills. This course is excellent preparation for further study in physics, engineering, medicine, architecture, or data science—and is highly valued in many non-scientific careers for its intellectual rigour.

Nature of the Course

The course is structured around key concepts that link theory with real-world applications:

- » **Foundations of Physics**
Physical quantities and SI units, measurements, and uncertainty.
- » **Forces and Motion**
Kinematics, Newton's laws, motion in two dimensions, work and energy, projectile motion.
- » **Electrons, Waves and Photons**
Electric current, resistance, electrical circuits, wave properties, refraction, quantum physics.
- » **The Newtonian World**
Thermal physics, circular motion, oscillations, gravitational fields, and Newton's laws in broader contexts.
- » **Astrophysics and Cosmology**
The physics of stars, black body radiation, dark matter, and the evolution of the universe.
- » **Particles and Medical Physics (optional)**
Nuclear and particle physics, imaging techniques (e.g. PET scans, ultrasound), and diagnostics.
- » **Practical Endorsement**
A range of required practical experiments develop skills in planning, analysis, and evaluation.

Assessment Details

Exam board: OCR Physics A (H556)

Full specification: [OCR A level Physics Specification](#)

- » **Paper 1: Modelling Physics** (37%) – 2h15
Topics: Mechanics, materials, and electric circuits. Includes multiple choice, short and long answer questions.
- » **Paper 2: Exploring Physics** (37%) – 2h15
Topics: Thermal physics, fields, nuclear physics, and astrophysics. Includes multiple choice, short and long answer questions.
- » **Paper 3: Unified Physics** (26%) – 1h30
Synoptic paper covering content from the whole course. Emphasis on problem solving and linking concepts across topics.
- » **Practical Endorsement** (Non-examined)
Assessed throughout the course via 12 required practical activities. Reported as Pass/Not Pass on the final A level certificate.

Good to know

- » A level Mathematics is strongly recommended as many topics are highly mathematical.
- » 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

Aims

A level Politics explores how power is gained, exercised, and challenged in modern societies. It's ideal for students who are curious about current affairs, enjoy debate, and want to understand how government decisions are made. The course builds analytical and evaluative skills through the study of UK and US political systems, ideologies, and global issues - making it excellent preparation for university courses such as law, history, international relations, and PPE.

Nature of the Course

Students will study the systems, ideologies, and debates that shape political life in the UK, the USA, and beyond:

- » **UK Politics and Core Political Ideas**
Democracy and participation, political parties, electoral systems, voting behaviour, and the role of the media. Core ideologies: Liberalism, Conservatism, Socialism.
- » **UK Government and Non-Core Ideologies**
The constitution, Parliament, Prime Minister and executive, relationships between the branches of government and the EU. One optional ideology: Anarchism, Ecologism, Feminism, Multiculturalism, or Nationalism.
- » **Comparative Politics: USA**
The US Constitution and federalism, Congress, the Presidency, Supreme Court and civil rights, democracy and participation, and comparative political theory. Students will evaluate similarities and differences between UK and US political systems.

Assessment Details

Pearson Edexcel Politics

- » **Component 1: UK Politics & Core Political Ideas –**
2-hour exam – 33%
Essay and source-based questions.
- » **Component 2: UK Government & Non-Core Ideologies –** 2-hour exam – 33%
Essay questions including one on the optional ideology.
- » **Component 3: Comparative Politics (USA) –**
2-hour exam – 33%
Short and extended essays comparing UK and US systems.

Good to know

- » No prior knowledge of politics is required, but an interest in news and current affairs is essential.
- » Politics pairs well with subjects such as History, Economics, Sociology, Philosophy, and Law.
- » This A level opens pathways to careers in law, government, international relations, journalism, policy, and public affairs.

Psychology

Aims

The aim of studying A level Psychology is to understand human behaviour and mental processes through scientific methods. It explores key psychological concepts, theories, and research across areas like cognitive, social, developmental, and biological psychology. Students develop critical thinking skills by evaluating evidence and conducting experiments. The course fosters an appreciation of how psychological knowledge can be applied in real-life settings, such as mental health, education, and business. Ultimately, A level Psychology aims to equip learners with analytical abilities and a deeper insight into why people think, feel, and act as they do, preparing them for further study or careers involving human behaviour.

Nature of the Course

Students will study of a variety of different topics, some compulsory, some optional, across the two-year course. These topics include:

1 Social influence	5 Approaches in Psychology
2 Memory	6 Biopsychology
3 Attachment	7 Research methods
4 Clinical Psychology and Mental Health	8 Issues and debates in Psychology

The optional topics include **Relationships**, **Schizophrenia** and **Forensic Psychology**.

Religious Studies (Philosophy, Ethics and Religion)

Aims

The course is designed to give you an understanding and appreciation of ethics, philosophy and Christian thought, which has had a very significant impact on the development of societies around the world. It fosters the skill of critical analysis and encourages students to:

- » Develop knowledge, appreciation and understanding of philosophical and religious thought;
- » Adopt an enquiring, critical and reflective approach to study;
- » Reflect upon and develop your own values, opinions and attitudes.

Nature of the Course

Component 1: Philosophy of Religion - The nature and existence of God/gods and the challenge to religion presented by the existence of evil/suffering and different aspects of religious experience and behaviour. Ancient philosophical influences and the nature of the soul/mind and body.

Assessment Details

AQA A level Psychology (7181)

Three 2-hour examinations assessing knowledge and understanding of Introductory Topics in Psychology, Psychology In Context and Issues and Options in Psychology.

Our assessment in A level Psychology includes questions that allow students to demonstrate their ability to:

- » draw together their skills, knowledge and understanding from across the full course of study
- » provide extended responses.

For example, sections B, C and D of Paper 3 contain extended response questions. An 'extended response' is evidence of sufficient length generated to allow students to demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

Examinations consist of multiple choice, short answer and extended writing.

Good to know

Ideally, a minimum of 6 at GCSE in English, Maths and Biology is desirable.

Component 2: Ethics - How do we make moral decisions: utilitarianism, deontological ethics, natural law and situation ethics. Conscience, moral language and the application of ethical theories to euthanasia, business and sexual ethics.

Component: 3 Developments in Christian Thought - Human nature, death and the afterlife, knowledge of God's existence. Jesus Christ: who was he? What was his philosophy? Christian moral principles and the ethics of Dietrich Bonhoeffer. Can different religions all be true (pluralism)? Gender and theology in society, Liberation Theology, the philosophy of secularism.

Assessment Details

AS and A level - Religious Studies - H173, H573

Three 2-hour examinations assessing knowledge and understanding of Philosophy of Religion, Ethics and Developments in Christian thought (H573).

Good to know

You don't need to have studied Religious Studies at GCSE. This course can complement any other subjects, including maths and the sciences.

BTEC

2027-2029

Level 3 National Diploma or Certificate in Sport Coaching

Course Overview

This two-year vocational course is ideal for students passionate about sport, coaching, and athlete development. It combines theoretical knowledge with practical experience, preparing learners for careers in the sports industry or progression to university.

You'll explore how sport impacts individuals and communities, develop your own coaching skills, and gain insight into the business side of sport.

Nature of the Course

- » **Careers in Sport and Active Leisure** – Explore job roles and career pathways
- » **Health, Wellbeing and Sport** – Understand how sport supports physical and mental health
- » **Developing Coaching Skills** – Plan, deliver and review coaching sessions
- » **Applied Coaching Skills** – Work with real participants to refine your coaching practice
- » **Sport Development** – Learn how sport is used to engage communities and promote inclusion

- » **Self-employment in Sport** – Discover how to start and manage a business in the sector
- » **Optional Unit** – The Lead Internal Verifier and the Head of Department choose one optional unit.

Assessment Details

- » **Internally assessed coursework** – Assignments and practical projects

There is no final written exam.

Qualification: [**Pearson BTEC Sport Coaching & Development specification**](#)

Exam Board: Pearson

Good to know

The Diploma course is equivalent to two A levels and the Certificate is equivalent to one A level. Both courses support progression to:

- » University degrees in Sport, Coaching, or Physical Education
- » Apprenticeships in the sport and fitness sector
- » Careers in coaching, sport development, or personal training

Not suitable to take with other full-time sports qualifications (A level Physical Education)

BTEC Level 3 National Diploma or Certificate in Sport and Outdoor Activities

Course Overview

This two-year vocational course is ideal for students who love the outdoors and want to turn that passion into a career. Combining classroom-based learning with practical, hands-on experience, the course prepares learners for employment in the outdoor activities sector or progression to higher education. You'll develop the skills, knowledge and confidence needed to lead, instruct and manage outdoor activities, while building strong foundations in leadership, teamwork and organisation.

Nature of the Course

- » **Outdoor Activities and the Environment** – Explore a range of outdoor pursuits and understand how to operate safely and responsibly in natural environments
- » **Leadership in Outdoor Activities** – Develop leadership styles, communication skills and decision-making in challenging outdoor settings
- » **Outdoor Skills and Techniques** – Learn and apply practical skills required for activities such as navigation, expedition work and group management
- » **Planning and Delivering Outdoor Activities** – Design, organise and lead sessions, considering risk assessment, logistics and participant needs

- » **Health, Wellbeing and Outdoor Learning** – Understand the physical, mental and social benefits of outdoor activity
- » **Employment in the Outdoor Sector** – Explore career pathways, professional standards and progression routes within the industry
- » **Optional Unit** – The Lead Internal Verifier and the Head of Department choose one optional unit.

Assessment Details

- » **Internally assessed coursework** – Assignments, practical assessments and leadership-based projects

There is no final written exam.

Qualification: [**Pearson BTEC Level 3 National Diploma in Sport and Outdoor Activities**](#)

» **Exam Board:** Pearson

Good to know

The Diploma course is equivalent to two A levels and the Certificate is equivalent to one A level. Both courses support progression to:

- » Employment as an outdoor activity instructor or leader
- » Apprenticeships in outdoor education, adventure tourism or leadership
- » University degrees in Outdoor Education, Sport, Adventure Management or related fields



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Malvern College, College Road,
Malvern, Worcestershire WR14 3DF, UK
t: +44(0)1684 581 500 | e: admissions@malverncollege.org.uk

www.malverncollege.org.uk



Registered Charity No 527578

Sept 2026