



MALVERN

COLLEGE

IGCSE/GCSE PROGRAMME OF STUDY

The Malvern College
IGCSE/GCSE Information Booklet for pupils
taking IGCSE/GCSEs in 2023

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The IGCSE/GCSE Years: Compulsory and Optional Subjects, from September 2021

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

COMPULSORY SUBJECTS

- **English Language and English Literature (leading to two GCSEs)**
- **Mathematics**
- **Sciences**

There is a choice of taking either Double Award Science or Triple Award Science. In order to take Triple Award Science, pupils must use one of their five optional subject choices. Triple Award Science is a rigorous though rewarding course. Pupils are welcome to discuss their suitability for the Triple Award course with their current science teachers. In a minority of cases, the Science department may advise against taking Triple Award Science. Those pupils taking Double Award Science study all three Sciences (Biology, Chemistry and Physics) separately but are awarded two IGCSE grades for Science. Those pupils taking Triple Award Science are awarded three IGCSE grades.

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

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

OPTIONAL SUBJECTS

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

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

Art and Design
Classical Civilisation
Computer Science (See note above)
Design Technology
Drama
French
Geography

German
Greek
History
Latin
Music
Photography
Physical Education
Religious Studies
Spanish
Triple Award Science (See notes in the section above headed 'Sciences')

SUBJECT BLOCKING

The blocking of the subjects will be constructed after the initial choices have been made so that as many pupils as possible can study their first-choice combination of optional subjects.

PROCEDURE FOR CHOOSING OPTIONS

Pupils will be asked to make provisional choices shortly before half term in the Lent Term, in consultation with their Parents, Form Tutor and Housemaster or Housemistress. Such choices are not irrevocable. They will, however, be used to place the options into blocks. The consultation process will continue thereafter and by the end of the Summer Term it is expected that almost all pupils will have made up their minds and chosen their subjects.

SETTING IN THE REMOVE

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

Compulsory Subjects

English

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

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

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

Mathematics

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

In the Remove all sets follow a common course until near the end of the first term, when some re-setting takes place. The top set then pull away and aim to complete 90% of the IGCSE syllabus by the end of the year. The lowest set aims to complete, and be accomplished on, the Foundation Level syllabus by the end of that year. In recent years the lowest set have then attempted the Foundation exam in the summer; those that pass have the option to push on to Higher Tier and get a higher grade, and those that do not get a pass (level 4) grade can re-attempt in the following year.

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

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

For a calculator, we strongly recommend that pupils obtain the CASIO ClassWiz as the model which will best support them. This is most desirable for progressing to A-level and has superior functionality to more basic models.

Studying Science Subjects in The Remove and Hundred

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

Either: Double Award IGCSE Science

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

Or: Triple Award IGCSE Science

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

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

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

REASONS FOR DOING DOUBLE AWARD SCIENCE:

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

You don't like Science and want to do as little of it as possible!

REASONS FOR DOING TRIPLE AWARD SCIENCES:

You really like Science and you want to do as much of it as possible.

You like Science and doing all three Sciences doesn't prevent you from doing all the other subjects you want to do at GCSE.

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

Biology

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

The course sets out to provide pupils with solid knowledge and understanding of biological facts and principles as well as associated ethical, social, environmental, economic and technological issues. Pupils will be taught to apply their knowledge to new situations and assess the validity of biological information. Practical work will form an important part of the course and pupils will develop skills in planning and carrying out investigations, making and recording observations and measurements, drawing conclusions and evaluating data.

There will be no assessment of practical coursework in the IGCSE course. Instead pupils will sit written examinations that assesses both theoretical knowledge and practical skills.

The major themes studied in the course are:

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

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

SPECIFICATION DETAILS:

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

Pearson Edexcel International GCSE in Biology (4BI1)

Chemistry

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

The topics you will study are briefly listed below:

Principles of Chemistry

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

Inorganic Chemistry

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

Organic chemistry

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

Physical chemistry

Energetics, rates of reaction, equilibria

Chemistry taken as part of Triple Award Science covers all these topics whilst Chemistry taken as part of the Double Award deals with the same topics, except those marked with an asterisk*, but in slightly less depth and detail. There will be no assessment of practical coursework in the IGCSE course. Instead, pupils will sit written examinations that assess both theoretical knowledge and understanding of practical procedures.

SPECIFICATION DETAILS

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

Pearson Edexcel International GCSE Chemistry (4CH1)

Physics

The Physics element of both Double Award and Triple Award Science provides a good preparation for both 'A' level and the International Baccalaureate and is a stimulating and challenging course with plenty of good opportunities for interesting practical work. There is no coursework element.

The topics you will study are briefly listed below:

- Motion and Forces
- Energy, Work and Power
- Thermal Physics and Heat
- Sound and Light Waves
- Electricity and Magnetism
- Atomic Physics and Radioactivity
- Astrophysics.

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

SPECIFICATION DETAILS

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

Pearson Edexcel International GCSE Physics (4PH1)

English as an Additional Language

(compulsory for pupils who are not native-speakers of English)

All pupils whose first language is not English study EAL. The work in the Remove focuses on not only the production of grammatically correct English but also the specific writing styles and techniques needed in other academic subjects. We use course books and authentic material to develop vocabulary and include cultural topics in which the diversity of background within the small group can be exploited and enjoyed.

As part of their language development pupils are prepared in the Hundred for the International English Language Testing System (IELTS) examination, which is accepted by all British universities and many others around the world, as the most effective test of English language and skills. This gives a score rather than a pass/fail result.

The course covers the wide range of skills needed to study successfully in an English academic environment, including detailed Reading and Listening, different writing styles and expression for specific academic topics. It also requires an awareness and knowledge of the culture and society of both the United Kingdom and the native country, for discussion in both the longer essay and the Oral examination. The scores gained in the four sections are averaged to produce the Band Score. A basic band score of 6.5 is the minimum level for entry to the Sixth Form in the absence of GCSE English at grade C.

Life Skills & Ethics

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

The pupils have five lessons on each topic and rotate around the teachers all of who deliver a specialist area, supported by the Head of Life Skills.

Topics

- Mental health and Stigma, positive on-line reputation
- Financial Risk and Awareness and Citizenship
- Relationship and sex education
- Role Models social and emotional risks of Alcohol and Drugs
- Online Reputation
- Philosophy
- Ethics
- Careers exploration

Optional Subjects

Art, Craft and Design

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

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

COURSE STRUCTURE AND ASSESSMENT

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

AREAS OF STUDY

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

Classical Civilisation

Classical Civilisation is aimed at pupils who have an interest in learning more about the myths, culture, literature and society of the Classical Greek and Roman worlds. The two-year OCR GCSE course in the Remove and Hundred comprises the detailed study of three of the following topics:

- Myth and Religion
- Women in the Ancient World
- The World of Homer
- Roman City Life
- War and Warfare

Many learners come to Classical Civilisation due to a love of the mythology of the ancient world – so mythology forms a central part of this GCSE course. Learners will study myths relating to the role of the gods and heroes in the founding of Athens and Rome and the importance of Heracles/Hercules to both the Greek and Roman world. Also, the study of temples, sacrifice, festivals, death and beliefs in the afterlife will give a broad overview of religion in the ancient world, and provides opportunity for the study of a wide variety of material remains. There are many famous women in classical myth and legend – from Helen of Troy to Cleopatra – and learners will enjoy learning about these figures in more depth and exploring how the ancient world thought about these figures. Since the exploits of epic heroes are one of the most popular areas of study for learners, Homer's *Odyssey* forms the literature element of the World of Homer component. For the Roman City Life Component, examining typical Roman housing makes learning tangible and relatable for learners, as does the study of education and the lives of young people in the Roman world. The War and Warfare component focuses on Athens and Sparta in the 5th century BC and on Rome in the Imperial period, and learners will also study key battles, the way in which warfare was and is viewed and the cultural impact of conflicts, including the human cost of war – all of which make this component a moving area of study for learners which has clear relevance to the modern world.

Pupils are assessed at regular intervals throughout the course and also by internal examinations in June of the Remove year, and Trial Examinations in January and three 9-1 GCSE examination papers in May-June of the Hundred year.

The course not only provides useful background knowledge and skills for pupils wishing to study Classical Civilisation in the Sixth Form, but also complements the study of Latin, Classical Greek, English, History, Philosophy and, of course, Modern Languages.

Computer Science

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

This is a demanding course requiring the development of computational thinking and solving theoretical problems mathematically. This course is, therefore, only suitable for students who are seeking to stretch themselves academically.

The student is assessed mainly by two written examinations at the end of the course. The first paper targets the students' understanding of how computer systems fit together including how data is stored, components of computers, networks and how to write software. The second paper targets the students' ability to solve practical problems by creating, analysing and refining computing algorithms to solve given problems.

Design and Technology

Graphic Products, Resistant Materials & Textiles Design

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

Jaala Kenchington OMEH, Art Director, Gravity Road, London

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

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

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

OCR A&D Textiles Design (J174)

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

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

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

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

Resistant Materials (Cambridge IGCSE Design & Technology 0979)

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

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

Graphic Products (Cambridge IGCSE Design & Technology 0979)

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

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

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

PROGRESSION OPPORTUNITIES

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

Drama

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

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

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

SUMMARY OF ASSESSMENT

Component 1: Devising Theatre

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

Learners will be assessed on either acting or design.

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

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

Component 2: Performing from a Text

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

Learners will be assessed on either acting or design.

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

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

Component 3: Interpreting Theatre

Written examination: 1 hour 30 minutes 40% of qualification

Section A: Set Text

A series of questions on *The Tempest*, William Shakespeare

Section B: Live Theatre Review

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

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

French

We offer the Edexcel International GCSE examination in French.

NATURE OF THE SUBJECT

Our approach is a combination of modern resource-based techniques and traditional learning of the structure of the language. There are three main aims:

- Grammatical sophistication and accuracy
- Communicative competence
- Cultural awareness

Communicative skills are developed as a priority since any future career benefits from a sound grasp of the language as a professional tool. We have two full-time French assistantes.

Naturally, cultural objectives are not ignored and the understanding of a different people's way of thinking and feeling is an important ingredient of the study of any language and of the intellectual benefit one can gain from the course.

Whilst enthusiastic in the development of practical skills, we ensure that this is not to the detriment of rigorous training for a precise and accurate appreciation of linguistic problems.

A wide range of techniques is applied and full use is made of technological resources, not least the Internet.

ASSESSMENTS

Assessment will be undertaken in the four core language skills:

Paper 1: Listening

Understanding of spoken French through a series of listening tasks. Correct spelling will not be required as long as the candidate's response is comprehensible.

Paper 2: Reading and Writing

Reading: Candidates will be required to read a range of authentic factual and non-factual written material of varying length in different registers and contexts, and from different sources: advertisements, short passages, letters, leaflets, emails, website pages, and newspaper/magazine articles and literary texts.

Writing: 2 writing tasks and a third grammar-based task. Grammatical accuracy, punctuation and spelling will be assessed in this section

Paper 3: Speaking

3 speaking tasks: describe the content of a picture; describe possible past or future events related to people in the picture; respond to questions about the picture and its related topic; spontaneous conversation on 2 further topics.

No dictionary will be permitted for any of the above papers.

Pupils will be offered the opportunity to have penfriends in France in view of an exchange.

Geography

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

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

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

The skills learnt in Geographical studies make our pupils of potential interest to a wide range of employers. The close link between the subject and the world around us makes for a long and varied list of related careers including working with development or aid agencies, environmental work, using Geographical Information Systems, working for the census office and in tourism and recreation. However most of these areas involve only one part of the broad subject of Geography. Statistics show that, compared with other subjects, Geographers are among the most employable. Many of those leaving university with a Geography degree enter three fields of employment: administration and management, marketing or finance.

German

We follow the Pearson Edexcel IGCSE syllabus.

NATURE OF THE SUBJECT

In German, we teach pupils to communicate in a range of situations, both in writing and orally, and focus on the structures and grammar that form the basis of the language, so that they can modify and use language creatively. We also discuss the culture and traditions of German-speaking countries, as an understanding of a different people's way of thinking and feeling is an important ingredient of the study of a language. We study the grammar and vocabulary of the language through the following topics:

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

ASSESSMENT

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

There are three exams:

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

All exams require knowledge of core vocabulary from the five topic areas, as well as essential grammar studied throughout the course, whilst weekly conversation classes with our native German assistant help to build confidence with spoken German.

Pupils opting for German at Malvern are encouraged to take part in the German exchange trip to Berlin for one week in the Easter holidays of the Remove year*, as well as helping to host visitors from Berlin in the Summer Term. This is a wonderful opportunity to put language skills into practice and to discover an exciting region of Germany, of rich historical importance. Our pupils also experience life in a German Grammar School, Gymnasium Steglitz.

*(when it is possible for this trip to go ahead)

Greek

Greek is taken by well-motivated pupils who have normally studied the language for at least three terms. The two-year OCR GCSE course in the Remove and Hundred comprises the detailed study of the Greek language and its literature and the exploration of Greek Civilisation.

The course requires pupils to do the following:

- learn a vocabulary list of 350 Greek words
- study and learn Greek grammar (e.g. declensions of nouns and conjugations of verbs) and syntactical constructions (e.g. Indirect Statement and Purpose Clauses)
- study in great details two set texts (one prose and one verse) by different authors on a variety of topics (eg excerpts from Homer's *Odyssey*, scenes from a Greek tragedy, the prosecution's speech in a murder trial, highlights of the war between Athens and Sparta)
- study, through books, images, DVDs and the Internet, the primary evidence from the Classical World which tell us about the history and daily lives of the Greeks (topics include: Theatre, Religion, Mycenae, the Persian Wars and Alexander the Great)

Pupils are assessed at regular intervals throughout the course and also by internal examinations in April of the Remove year, and Trial Examinations in January and three 9-1 GCSE examination papers in May-June of the Hundred year.

The course not only provides useful background knowledge and skills for pupils wishing to study Greek or Classical Civilisation in the Sixth Form, but also complements the study of English, History, Philosophy and, of course, Modern Languages in the Lower School and the Sixth Form.

History

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

Paper 1

Core content: twentieth-century international relations:

- Were the Peace Treaties of 1919–1923 fair?
- The League of Nations
- The collapse of international peace by 1939
- The Cold War: its origins
- How effectively did the USA contain the spread of communism?

Depth Study: Germany 1918 –1945

Paper 2

The examined topic changes every year. In 2023, it will be, 'Why had international peace collapsed by 1939?'

Paper 4

Depth Study: Germany 1918 –1945.

AIMS

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

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

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

Latin

Latin in the Remove and Hundred is taken by well-motivated pupils who have already studied Latin for at least one year. The WJEC Latin GCSE course comprises the detailed study of the Latin language, Latin literature and Roman Civilisation.

This new course requires pupils to do the following:

- learn a vocabulary list of 350 words
- study and learn Latin grammar (eg declensions of nouns and conjugation of verbs) and syntactical constructions (eg Indirect Statement and Purpose Clauses)
- study in great detail about ten set texts by different authors of varying length and on a variety of topics (eg Pliny on Chariot Racing, Seneca on Gladiatorial Shows, Catullus on Dinner Parties, Horace on Philosophy, Martial on Love and Marriage)
- study, through books, images, DVDs and the Internet, the primary evidence from the Classical World which tell us about the history and daily lives of the Greeks and Romans (topics for examination in 2021 onwards are: Daily Life in a Roman Town and Roman Britain).

Pupils are assessed at regular intervals throughout the course and also by internal examinations in June of the Remove year, and Trial Examinations in January and three 9-1 GCSE examination papers in May-June of the Hundred year.

The course not only provides useful background knowledge and skills for pupils wishing to study Latin or Classical Civilisation in the Sixth Form, but also complements the study of English, History, Philosophy and, of course, Modern Languages in the Lower School and the Sixth Form.

Music

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

“Music is the shorthand of emotion.” – Tolstoy

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

The course falls into three broad categories:

- Understanding Music (40%)
- Performing Music (30%) (coursework)
- Composing (30%) (coursework)

Component 1: Understanding Music

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

Component 2: Performing Music

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

Music

Component 3: Composing Music

Pupils compose two pieces; one to a brief issued by AQA, and the other a free composition. These may be written in any style and for any combination of voices and/or instruments, and should develop the individual's interests and skills. The overall length of the combined pieces should be a minimum of 3 minutes. Pupils do not need to have significant composing experience prior to FY in order to be successful at GCSE, just a passion for music and a willingness to learn.

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

Photography (Lens-based Media)

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

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

Throughout the OCR GCSE course, pupils will learn:

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

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

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

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

COURSE STRUCTURE

The course comprises two components:

Component 1

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

Component 2 – Externally Set Assignment

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

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

Physical Education

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

SYLLABUS CONTENT

The syllabus is broken down into three components:

Examination Paper

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

Component 1: Physical factors affecting performance

Written examination: 1 hour 30% (60 marks)

- 1.1 Anatomy & Physiology
 - 1.1.1 The structure and function of the skeletal system
 - 1.1.2 The structure and function of the muscular system
 - 1.1.3 Movement Analysis
 - 1.1.4 The cardiovascular and respiratory systems
 - 1.1.5 Effects of exercise on body systems
- 1.2 Physical Training
 - 1.2.1 Components of fitness
 - 1.2.2 Applying the principles of training
 - 1.2.3 Preventing injury in physical activity and training

Component 2: Socio-cultural issues and sports psychology

Written examination: 1 hour 30% (60 marks)

- 2.1 Socio-cultural influences
 - 2.1.1 Engagement patterns of different social groups in physical activities and sport
 - 2.1.2 Commercialisation of physical activity and sport
 - 2.1.3 Ethical and socio-cultural issues in physical activity and sport
- 2.2 Sports psychology
- 2.3 Health, fitness and well-being

Component 3: Non-Exam Assessment

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

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

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

One must be a team activity:

Association Football, Badminton Doubles, Basketball, Camogie, Cricket, Gaelic Football, Handball, Field Hockey, Hurling, Lacrosse, Netball, Rowing, Rugby League, Rugby Union, Squash Doubles, Tennis Doubles, Table Tennis Doubles, Volleyball, Blind cricket, Goal ball, Powerchair football, Table cricket, Wheelchair basketball, Wheelchair rugby.

One must be an individual activity:

Amateur boxing, athletics, singles badminton, canoeing, track cycling, road cycling, Dance, Platform diving, Golf, Gymnastics, Equestrian, Kayaking, Rock Climbing, Rowing, Sculling, Skiing, Snowboarding, Squash singles, Swimming, Table tennis singles, Tennis singles, Trampolining, Boccia, Polybat.

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

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

- 3.2 Analysing and Evaluating Performance (AEP)

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

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

Religious Studies

(Religion, Philosophy and Ethics)

Are we free to make our own decisions and to choose to do either good or evil? At what point does valuable human life begin? What happens after we die? Are there any limits on freedom of expression? These are just some of the questions explored in the Eduqas GCSE specification.

This course will help equip pupils with a measure of ethical and religious literacy vital to understanding history and culture, as well as current issues of national and international significance. It will also encourage and support informed, independent thinking on a wide range of issues.

The course is designed to be accessible to pupils of all backgrounds, whether religious or not. It is not a test of personal beliefs, but of the ability to understand religious and ethical practice, and to evaluate critically the various issues which affect both believers and non-believers, as well as society as a whole. It encourages a questioning, reflective and discursive approach.

The course consists of three components:

Component 1: Religious, Philosophical and Ethical Studies in the Modern World (2 hour examination)

This section covers four main themes: relationships, life and death, good and evil and human rights.

Component 2: A study of the beliefs, teachings and practices of Christianity (1 hour examination)

Component 3: A study of the beliefs, teachings and practices of Buddhism (1 hour examination)

Spanish

We will be following the Edexcel IGCSE examination at Higher Level.

NATURE OF THE SUBJECT

In Spanish, we teach pupils to communicate in a range of situations, both in writing and orally, and focus on the structures and grammar that form the basis of the language so that they can modify and use language creatively. We also discuss the culture and traditions of Spanish speaking countries, as this is an important ingredient of the study of a language. We study the grammar and vocabulary of the language through the following topics:

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

ASSESSMENT

Assessment will be undertaken in the four core language skills: reading, writing, speaking and listening.

There are three examination sections:::

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

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



MALVERN

COLLEGE

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