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QUALITY BRITISH EDUCATION IN MILAN

# KEY STAGE 4 CURRICULUM BOOKLET 2022-2024

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## KEY STAGE 4 CURRICULUM BOOKLET

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Dear Students and Parents

The move from Key Stage 3 to Key Stage 4 involves some **important changes** both in the structure of the timetable and in the nature of the lessons. The purpose of this document is to explain these changes and to give some advice on the **choices** that have to be made.

As is the case in most independent schools in England and Wales, The British School of Milan, adheres closely to the requirements of the **National Curriculum (NC)**. By the end of Key Stage 3 students will have followed a broad and balanced curriculum consisting of fifteen subjects. The National Curriculum stipulates that all students in Key Stage 4 should receive as balanced an education as is possible. However, there is an element of choice available to them. It is important to consider the choices in the light of any future **career intentions**.

At Key Stage 4 students' attainment is assessed with the [IGCSE](#) (International General Certificate of Secondary Education). Art is assessed with the General Certificate of Secondary Education (GCSE). The process of selecting the **subjects** that will be taken takes place during the **Spring term of Year 9** and involves discussion between students, parents and teaching staff. These subjects are traditionally assessed through formal, **external examinations** in the summer term of **Year 11**. There may be additional components of assessment taken in some subjects during the two-year course. As with the IB Diploma Programme (taken in Years 12 and 13), the results are keenly noted by prospective employers and universities.

The **Core** Key Stage 4 curriculum includes:

<b>English Language</b>	<b>English Literature</b>	<b>Mathematics</b>
a <b>Language</b>	Italian / French / Spanish	
a <b>Science</b>	Biology / Chemistry / Physics	
a <b>Humanity</b>	Geography / History	

Students choose any **3 additional subjects** which brings them up to **9 IGCSEs**.

Also included are two non-examination subjects

Physical Education

Personal, Social & Health Education

Inevitably some students will not be able to choose all six of their preferred subjects because of the need to group subjects in the Choice blocks to create a balanced curriculum. There may also be a restriction on the numbers in individual classes, so it is advisable to complete the 'KS4 CHOICES' form promptly. Should there be **insufficient interest** in a particular subject as a choice, it may not be feasible for it to be offered.

Students in Key Stage 4 are encouraged to be involved in the [co-curriculum programme](#). Universities are looking for **well-rounded individuals** who are not purely academics, but who have wider interests, eg, Drama productions, Music performances or being a member of the Sports team. Keep in mind that during Key Stage 4 you are creating the early stages of a personal CV that will be of great benefit to you when you **apply to university** at the beginning of Year 13, and so broadening the scope of your interests would be beneficial.

Challenge yourself to **balance** your academic and social growth: find pursuits beyond the curriculum and beyond the school through which you can fulfil your individual potential. Do feel free to speak to your subject teachers, the Key Stage 4 & Sixth Form team individually in person, or via e-mail, if there is any further information you require.

**Colm Murphy**

Head of KS4

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The Key Stage 4 IGCSE Choices are designed to give students an education that best prepares them for the demands of the IB Diploma Programme and all the additional subjects that can be taken. Undertaking IGCSE courses requires more self-responsibility, more determination and a high level of commitment.

### What should you consider when making your choices?

**INTEREST** You are more likely to work with consistent commitment and purpose in **subjects** that you particularly enjoy and **engage** you.

**SKILLS** Some people are instinctively expressive or creative, and might enjoy the opportunities provided by **subjects** such as Music, Drama or Art. Other students may have a flair for foreign languages or mathematical-based ideas. If you know where your talents lie and what you **like** to do, you can capitalise on this...

**VALUES** Familiarise yourself with the syllabus content for each subject. Consider what **knowledge** is important to you as an **individual**.



**MEANINGFUL WORK** If you already have an idea of what future career(s) might appeal to you, you should bear in mind that some careers demand specific subjects, e.g. *If you are considering a Science-based course at university, the study of all three Science subjects at IGCSE is recommended.* Make sure, therefore, that you get the **correct advice** before making decisions.

If you are unsure what your ambitions are yet, then you may wish to keep your choices open by selecting a broad range of subjects. Not having a career in mind is perfectly normal, therefore it is essential that you begin narrowing down your search with [informed choices](#).

Languages communication	Social Sciences society and relationships	Humanities human culture	Science and Maths stem	Creative Arts expression
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*Be cautious: If you have achieved very high grades through KS3, it does not automatically mean your initial grades at IGCSE in KS4 will also be high – this might take time.*

*Be aware: IGCSE courses might make different demands upon you than KS3 courses did. You may be quite good at a particular subject already; imagine how much progress you make, and what results you can achieve with hard work and commitment to your own learning!*





## AIMS

Our Key Stage 4 Careers Programme aims to support our students and equipping them with the self-awareness, opportunities and networking skills to ensure they make informed and confident decisions about the IB programme.

In doing so, students are made aware of the courses available to them at University and, ultimately, their future beyond education.

## KS4 CAREERS PROGRAMME OVERVIEW

Year 10	Year 11
Workshops on: <ul style="list-style-type: none"> <li>• Skills required for workplaces of tomorrow</li> <li>• Day Career Awareness Placement</li> <li>• Year 10 Enterprise Day</li> </ul>	<ul style="list-style-type: none"> <li>• Morrisby Testing and Career Analysis</li> <li>• Introduction to University and Unifrog</li> <li>• IB Diploma choices.</li> </ul>
<p><b>BSM Careers Fair</b>            Professionals from a wide range of industries visit the school to share their experiences and knowledge, whilst offering guidance to the students.</p> <p>The evening is open to students from Years 10 to 13.</p> <p>The <b>Alumni Network</b> builds business connections, organises reunions, and serves as shining examples of the kind of people that the BSM helps to produce.</p>	

## MORRISBY AND UNIFROG



During the first term of Year 11, students use the independent careers advice service, [Morrisby](#), to guide students to make better choices about their future.

Morrisby uses an [online psychometric assessment](#) to generate a report that informs students on their individual aptitudes, learning styles and personal working preferences, highlighting their strengths, weaknesses, personality, interests and ambitions.

Using their substantial database of careers, the report suggests a range of [potential suitable future careers](#), as well as showing clear career routes and provides links to other related careers.

Further on in Year 11, students meet and discuss their report in detail with an independent Morrisby Careers Advisor.



Before making their IB subject choices, Year 11 students are introduced to the online platform, [Unifrog](#) that allows students to search for undergraduates programmes, taught in English, in the UK, across Europe and around the world.

*Unifrog is used in the IB Diploma Programme as the pathway to University and the place where applications are collaboratively drafted and supporting materials stored*





## IB DIPLOMA

BSM became an IB World School in February 2008 and began delivering the IB Diploma Programme in September 2008. The study programme for Years 7 to 13 is designed to create a logical continuum in the curriculum to support success in the IB Diploma.

When choosing subjects to study at IGCSE, students are advised to bear in mind that they will eventually have to make subject choices for the IB Diploma (in Years 12 & 13).

In the IB Diploma students study **six subjects** selected from the six segments of the [Diploma Curriculum Framework](#), as illustrated below.

Three subjects are studied at Higher Level (HL) and the remaining three subjects are studied at Standard Level (SL).

Groups 1 to 5 are compulsory.

You may take another subject from Groups 2 to 4, **instead** of a subject from Group 6, dependent upon scheduling constraints.

Group 3 (HL) & 3 (SL)	<u>IB Diploma Programme</u>				
1 Language and Literature	English A Literature		English A Language & Literature		
2 Language Acquisition	French B	Italian B	Spanish B	Spanish* <i>ab initio</i>	Italian A <i>Bilingual Diploma</i>
3 Individuals and Societies	Geography	History	Business*	Economics*	Philosophy*
4 Experimental Sciences	Biology	Chemistry	Physics		
5 Mathematics	Applications and Interpretation		Analysis and Approaches		
6 The Arts or other Group choice	Music	Theatre	Visual Arts	2	3

\* study begins at IB

CAS Creativity, Activity, Service	Extended Essay Research and writing skills	TOK Critical Thinking
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Students should use the advice received during the Options Evening from subject teachers and the information within the Key Stage 4 Curriculum Booklet to make their preferred choices for the IGCSE courses.

**Compulsory Core Subjects**

**IGCSE 3 examination subjects**  
**ENGLISH A** Language  
**ENGLISH A** Literature  
**MATHEMATICS**

**Non-IGCSE 2 subjects**  
  
**PE**  
**PSHE**

**IGCSE (Choices) - 6 examination subjects**

<b>LANGUAGE</b>	Italian A (Language & Literature) <i>Foundation for IB and University Courses delivered in Italian</i>	Italian B (IGCSE)	French (IGCSE) <i>Not available at Beginners level.</i>	Spanish (IGCSE) <i>Studied at Beginners level. Intermediate level may also be offered if there are viable numbers</i>
<b>HUMANITY</b>	Geography	History		
<b>SCIENCE</b>	Biology	Chemistry	Physics	
<b>ARTS</b>	Art	Drama	Music	

<i>Please select a LANGUAGE option, a HUMANITY option, and a SCIENCE option Enter the final 3 choices in order of preference in the table provided below.</i>	
<b>LANGUAGE</b>	
<b>HUMANITY</b>	
<b>SCIENCE</b>	
<b>CHOICE</b>	
<b>CHOICE</b>	
<b>CHOICE</b>	

*Please note: Option choices are provisional, and subjects will only be offered if there are viable numbers for a class.*

NAME OF STUDENT: ..... TUTOR GROUP: .....

Signed (Parent): .....





## ENGLISH A

[Edexcel IGCSE Language \(code 4EA1\)](#)

[Edexcel IGCSE Literature \(code 4ET1\)](#)

### AIMS OF THE COURSES

- develop communication skills to achieve improved fluency and grammatical accuracy
- craft language to suit a wide range of purposes and audiences
- read and think critically
- analyse and appreciate writers' presentation of ideas and manipulation of language
- consider the effectiveness of a wide range of non-fiction and fiction texts from around the world
- explore through literature the cultures of various societies
- enjoy reading literature and understand its influence on individuals and societies

### COURSE CONTENT

English Language (Specification A)			Written examination	
Paper	Skill	Content	Time	Weighting
1 [4EA1/01]	READING	Unprepared non-fiction passage Text from Part 1 of the Edexcel Anthology	2 hrs 15 mins	60%
	TRANSACTIONAL WRITING	For a specified audience, form and/or purpose		
2 [4EA0/02]	READING	Text from Part 2 of the Edexcel Anthology	1 hour 30 minutes	40%
	IMAGINATIVE WRITING	To explore, imagine and/or entertain		

English Literature			Written examination	
Paper	Skill	Content	Time	Weighting
1 [4ET1/01]	POETRY AND MODERN PROSE	Unseen poem Part 3 of the Edexcel Anthology <i>Things Fall Apart</i> by Chinua Achebe	2 hrs	60%
2 [4ET0/02]	MODERN DRAMA AND LITERARY HERITAGE	<i>An Inspector Calls</i> by J B Priestley <i>Macbeth</i> by William Shakespeare	1 hr 30 mins	40%

### ENGLISH IN THE SIXTH FORM

In the Sixth Form at BSM, students choose between:

LANGUAGE A: **LANGUAGE & LITERATURE**

or

LANGUAGE A: **LITERATURE**

To follow either course at Standard Level, the minimum grade requirement is two grade Cs (5) at IGCSE

To follow either course at Higher Level, the minimum grade requirement is two Bs (6) at IGCSE.





The syllabus assesses students' ability to use English as a medium of practical communication. The course is aimed at students for whom English is not a first language / mother tongue, but for whom it is a lingua franca or language of study.

### AIMS OF THE COURSE

- develop the ability to use English effectively for the purpose of practical communication
- form a sound base for the skills required for further study or employment using English
- develop an awareness of the nature of language and language learning skills
- promote students' personal development and nurture a wider international perspective
- ensure that students can fully access other curriculum subjects
- equip students with skills to access the IB English Language and Literature syllabus

A minimum grade of 4 in IGCSE English as a Second Language qualification is required for students to go on to Sixth Form and university study.

### COURSE CONTENT

The study of English as a Second Language at IGCSE covers Listening, Reading, Writing and Speaking. Examination preparation and practice is augmented with extension activities which focus on text analysis and commentary.

### HOW WILL THE COURSE BE EXAMINED?

ESL		Examination		
Paper	Skill	Content	Time	Weighting
Component 2 (Extended)	READING AND WRITING	There are six tasks in the paper testing a range of reading and writing skills.	2 hrs	60%
Component 4 (Extended)	LISTENING	Candidates listen to several short extracts and longer texts, and complete a range of task types, including short-answer questions, gap filling, matching, multiple choice and note-making.	50 mins	20%
Component 5	SPEAKING	Following a 2-3 minute warm-up, students engage in a 6-9 minute discussion on a given topic.	15 mins	20%

### ENGLISH IN THE SIXTH FORM

In the Sixth Form at BSM, students may select between:

LANGUAGE A: **LANGUAGE & LITERATURE** or LANGUAGE A: **LITERATURE**

To follow either course at Standard Level, the minimum grade requirement is grade '4' at IGCSE.

To follow either course at Higher Level, the minimum grade requirement is grade '6' at IGCSE.





## AIMS OF THE COURSE

At The British School of Milan, Mathematics is studied by all students in every year.

By providing rich and varied opportunities both in and outside of the classroom, we aim for all students to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences, and draw conclusions
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.
- develop an appreciation for the study of mathematics.

## COURSE CONTENT

The study of Mathematics at IGCSE covers 6 core strands: Number, Algebra, Proportion, Geometry, Probability and Statistics. In addition to this, key skills that cut across these categories will be developed, including those of reasoning, problem solving and communicating mathematically.

## HOW WILL THE COURSE BE EXAMINED?

The CAIE IGCSE Mathematics (0980) is a challenging and rewarding course which prepares students thoroughly for future studies. We aim for all students to sit the 'Extended' option, which is assessed by two terminal examinations (called Paper 2 and Paper 4). Paper 2 consists of short questions, whereas Paper 4 consists of much longer questions which often link topics across the course.

## IGCSE ADDITIONAL MATHEMATICS: [CAIE IGCSE \(0606\)](#)

At BSM we aim to both challenge and enrich all students' mathematical skills and understanding. Alongside IGCSE Mathematics, students in the accelerated group can also study [Additional Mathematics](#). The aim of this is to provide more able students the opportunity to prepare for Higher Level Mathematics at IB. The decision as to whether students will be entered for the IGCSE Additional Mathematics paper, which consists of two calculator papers, will be based on their mock examination in Year 11.





## ITALIAN A – Language and Literature

### AIMS OF THE COURSE

The Italian A - Language and Literature course is for those who already have highly developed language skills in Italian and are able to read and write more complex texts. The Italian B course is for those learning Italian as a foreign language (please refer below in the Language Acquisition section). The final decision for language placement rests with the school.

**NOTE: *Italian A at IB level***

Students must take Italian A in Years 10 & 11 to access Italian A at IB level.

### To obtain the Bilingual Diploma, students would need to study English A and Italian A.

By the end of Year 11 students will have developed an inquiring, reflective approach to the study of Italian language and literature and will be able to:

- **master** essential techniques for effective expression and argumentation in written and spoken communication in a variety of contexts
- **read, understand and interpret** different text types
- **produce** different text types for different communicative purposes, with a conscious understanding of literary and linguistic usage
- **understand** the basic foundations of Italian literature and be able to distinguish between literary genres

### COURSE CONTENT

The Italian A course has been designed to give students a thorough grounding in the skills and knowledge required for studying Language A Italian in the IB Diploma.

#### YEAR 10

- Introduction to analysis of poetry and prose
- In-depth study of Italian Literature:  
D. Alighieri: *Inferno*
- F.W.Brown *Incubo in giallo*; Guy de Maupassant; U. Eco *Il nome della rosa*; Bram Stoker *Dracula*; E. A. Poe *Il cuore rivelatore*; E. Zola *Fuori controllo*; G. Verga *I Malavoglia, Cavalleria rusticana*; E. Morante *La povera storia di Iduzza*
- Variety of non-literary texts (article, blog, etc.)

#### YEAR 11

- Analysis of poetry and prose (a choice of anthology works)
- In-depth study of Italian Literature: G. Leopardi: *Canti*, I. Silone *Fontamara*, L. Sciascia
- Writing by women (Maraini, Allende, etc.)
- Narrating the self (Pirandello, Kafka, Svevo)

In addition to textbooks and printed notes, teachers use various multi-media devices and interactive software with a view to developing personalised learning, in line with the objectives of the school.

### HOW WILL THE COURSE BE EXAMINED?

At the end of Year 11, students will be assessed by means of an internal examination.





## LANGUAGE ACQUISITION

[CAIE IGCSE Italian \(code 7164\)](#)

[CAIE IGCSE French \(code 7156\)](#)

[CAIE IGCSE Spanish \(code 7160\)](#)

### AIMS OF THE COURSE

- To develop the ability to use language effectively for purposes of practical communication in the countries where the language is spoken.
- To encourage positive attitudes towards language learning and towards speakers of other languages.
- To develop an awareness of the nature of language and language learning.
- To acquire the skills and attitudes which will form a sound basis for further study, work and leisure.
- To develop the pupils' understanding of themselves, their own cultures and the culture and civilisation of other countries.
- To encourage fuller integration into the local community, where relevant.
- To provide enjoyment and intellectual stimulation.
- To promote the learning of more general skills:
  - use of reference materials and online resources;
  - use of information technology;
  - analysing and drawing inferences;
  - summarising, reporting and explaining.

### COURSE CONTENT

The syllabus (2022-2024) and examinations are based on authentic material related to these topics:

Area	Theme	Content
A	Everyday activities	Home life and school; Holidays and special occasions
B	Personal and social life	Self, family and personal relationships; Food, health and fitness
C	The world around us	Home, town and local area; Natural and man-made environment; People, places and customs
D	The world of work	Continuing education; Careers and employment; Language and communication in the work place
E	The international world	Tourism at home and abroad; Life in other countries and communities; World events and issues

### HOW WILL THE COURSE BE EXAMINED?

Candidates are examined in four skills: LISTENING, READING, SPEAKING and WRITING.

The examination papers will be set entirely in the target language. This includes rubrics and all questions.

All questions requiring written answers, including questions testing Listening and Reading Comprehension, are to be answered in the target language.

The exam is divided into four papers and students wishing to obtain a grade from 9-1 must attempt all 4 papers from the Extended Curriculum:

Paper	Skill	Time allowed	Weighting
1	Listening	45 mins	25%
2	Reading	1 hr	25%
3	Speaking	15 mins	25%
4	Writing	1 hr	25%

### ACCELERATED PATHWAY FOR ITALIAN B

Students who show outstanding potential in Year 9 may commence their studies towards the CAIE Italian IGCSE and take their final exams at the end of Year 10. In Year 11 they will follow a pre-IB programme and may have the opportunity to study for an additional qualification which will further support their skills and understanding to excel in Higher Level IB Italian B.





## SCIENCE

[CAIE IGCSE - Biology \(code 0970\)](#)

[CAIE IGCSE - Chemistry \(code 0971\)](#)

[CAIE IGCSE - Physics \(code 0972\)](#)

Biology, Chemistry and Physics are taught as **separate** subjects in Key Stage 4.

The Cambridge International GCSE syllabus is followed, and the three subjects are examined separately at the end of the two-year course.

A student can decide to study one, two, or even all three science subjects in Years 10 and 11.

Any student who **may** wish to follow a scientific or technical career (such as engineering) should generally take three science IGCSE subjects. These students must discuss their IGCSE science choices carefully with the Science teaching staff.

### AIMS OF THE COURSE

- To acquire knowledge and understanding of the concepts, principles and applications of Biology, Chemistry and Physics so that students may be able to develop an informed interest and opinion in related topics.
- To develop skills and abilities relevant to the study and practice of science which will be useful in everyday life.
- To stimulate curiosity and interest in science and the environment.
- To introduce students to the methods used by scientists and the ways in which scientific discoveries are made, and to show that science and the language of science is universal, and that science recognises no national boundaries.
- To develop attitudes relevant to Biology, Chemistry and Physics, such as concern for accuracy and precision, objectivity, integrity, enquiry, initiative, and inventiveness.

### COURSE CONTENT

The topics covered include an in-depth study of:



**Biology:** Cells and classification, nutrition and enzymes, respiration and gas exchange, transport and disease, co-ordination and response, reproduction, inheritance, biotechnology, and ecosystems.



**Chemistry:** Atomic structure, bonding, formulae and equations, the periodic table, chemistry and electricity, metals, air and water, carbonates and sulphur, acids, bases and salts, chemical reactions, and organic chemistry.



**Physics:** Motion, forces, energy, electricity and magnetism, thermal physics, waves, and atomic physics.



Students learn about the underlying principles of each subject through a mix of theory and practical investigations, while also developing an understanding of the scientific skills essential for further study. Students learn how science is studied and practised and become aware that the results of scientific research can have far reaching effects on individuals, communities, and the environment. As well as focusing on the individual sciences, the syllabus enables candidates to better understand the technological world they live in and take an informed interest in science and scientific developments.

### **HOW WILL THE COURSES BE EXAMINED?**

The students will sit three examination papers per subject consisting of:

<b>Paper</b>	<b>Time and Weighting</b>
Multiple Choice	45 mins (30%)
Written Paper - Theory	75 mins (50%)
Written Paper - Practical	60 mins (20%)

### **SCIENCE IN THE SIXTH FORM**

Biology, Chemistry and Physics are available as separate subjects as part of the IB Diploma programme.

It is important that students possess some mathematical ability before considering the Chemistry or Physics courses since they involve frequent numerical concepts in most topic areas.

Students who may wish to study Science at IB and go on to study a Science-based course at university, should seriously consider doing all three Sciences at IGCSE.

Any student considering medicine or veterinary science **must** take all three sciences to be eligible for a place in British universities.





**AIMS OF THE COURSE**

The world in which we live is likely to change more in the next 50 years than it has ever done before. By studying Geography, students will discover why, and try to prepare themselves for these changes. Geography is an ideal subject for developing a full range of skills and helps to provide a good broad education.

Successful Cambridge IGCSE Geography candidates develop lifelong skills, including:

- An understanding of the impacts which both physical and human geography can have and the processes which affect their development.
- A sense of place and an understanding of relative location on a local, regional and global scale.
- The ability to use and understand geographical data and information.
- An understanding of communities and cultures around the world and how they are affected and constrained by different environments.

Students will be required to handle data using ICT, ask questions and find out answers, as well as giving presentations and working in teams. They will need to draw and read maps, organise themselves and work independently - both inside the classroom and beyond. All students will participate in a residential fieldtrip, in June of Year 10, where they will collect data related to tourism, coasts and rivers for the Paper 4 examination, which is worth 27.5% of their final grade. There will be an extra cost for this excursion.

**COURSE CONTENT**

The curriculum is divided into three themes which are collectively designed to develop an understanding of both the natural and human environment.

Theme	Area	Content
1	POPULATION AND SETTLEMENT	Population dynamics Settlement
2	THE NATURAL ENVIRONMENT	Plate tectonics Rivers Coasts Weather and Climate Natural Vegetation
3	ECONOMIC DEVELOPMENT	Development Food Production Industry Tourism Energy Water Environmental risks of economic development

**HOW WILL THE COURSE BE EXAMINED?**

Paper	Content	Time allowed	Weighting
1	Questions can be from Theme 1, 2 and 3 - answer 3 questions out of 6	1 ¾ hrs	45 %
2	An enquiry skills paper based on an OS map and other figures	1 ½ hours	27.5%
4	Alternative to coursework examination: an enquiry skills and application paper based on recourses to interpret and analyse	1 ½ hours	27.5%





## AIMS OF THE COURSE

History helps young people to understand the world they live in, and the events of the last 100 years help to explain the problems and opportunities of the world today.

The study of History also offers a broad range of skills such as dealing with ‘real’ people and understanding why they did what they did in the past. Students are also given the opportunity to judge more accurately whether they are being told the truth, part of the truth or something completely untrue about the past.

The course also provides excellent preparation for the IB Diploma as students practise source analysis, enquiry and essay skills which are the essential elements of History at IB Diploma level.

## COURSE CONTENT

Students will have an opportunity to learn about International Relations, what leads to conflicts between countries and how these are settled.

One nation (Germany) will be studied in depth, helping students to gain knowledge about a different place and people. In addition, students will learn how historians use sources to find out about the past. This will focus on International Relations, specifically the Cold War.

## HOW WILL THE COURSE BE EXAMINED?

Component
<p><b>1. Paper 1: 2hr (40 %)</b></p> <p>The 20th century: International Relations since 1919 and Russia 1905-1941</p> <p>Section A - Core Content: International Relations since 1919</p> <ul style="list-style-type: none"><li>• Were the peace treaties of 1919–23 fair?</li><li>• How successful was the League of Nations?</li><li>• Who was to blame for the Cold War?</li><li>• How effectively did the USA contain the spread of Communism?</li><li>• How secure was the USSR’s control over Eastern Europe, 1948–c.1989?</li><li>• Why did events in the Gulf matter, c.1970–2000?</li></ul> <p>Section B - Depth Studies: Germany 1919 - 1945</p> <ul style="list-style-type: none"><li>• How did young people react to the Nazi regime?</li><li>• How successful were Nazi policies towards women and the family?</li><li>• Did most people in Germany benefit from Nazi rule?</li><li>• How did the coming of war change life in Nazi Germany?</li></ul>
<p><b>2. Paper 2: 2 hr (33%)</b></p> <p>The 20th Century: International Relations since 1919 (source paper)</p> <p>The focus of the source paper in June 2021 is:</p> <ul style="list-style-type: none"><li>• Were the peace treaties of 1919-23 fair?</li></ul> <p>The focus of the source paper in June 2022 is:</p> <ul style="list-style-type: none"><li>• How secure was the USSR’s control over Eastern Europe, 1948-89?</li></ul>
<p><b>3. Extended Writing: 2000 word essay (27%)</b></p> <p>One piece of extended writing, up to 2000 words in length, based on an aspect of Nazi Germany, the title of which is: How significant were the Gestapo in Nazi Germany?</p>





## AIMS OF THE COURSE

The aims set out below describe the educational purposes of following a course in Music for the IGCSE examination.

- To develop sensitivity towards music through personal experience by the exercise of imagination and the acquisition of skills, inventiveness, co-ordination and knowledge.
- To acquire and consolidate a range of basic musical skills, knowledge and understanding through the activities of listening, performing and composing.
- To develop performing skills to enable candidates to participate in the wide range of musical activities which can be found, at present, in the school and in the community.
- To develop a perceptive, sensitive and critical response to music of different styles in a cultural and historical context.

## COURSE CONTENT

Over the course of the two years, students will study, listen to and perform a wide range of music from various parts of the world and from different periods in history. This will include some more 'in depth' study of two prescribed set works, one from the Western tradition and one World music topic.

Part of the first year (Year 10) will focus on strengthening the musical grammar skills and techniques required to be able to compose and read music fluently. Most students will take the **ABRSM grade 5 theory exam** at the end of Year 10, though this is not compulsory. This highly considered qualification is recognised by UCAS and is often a requirement for university entrance later on.

## HOW WILL THE COURSE BE EXAMINED?

Component	Timing/dates	Weighting
<b>2 Performances (1 solo, 1 ensemble)</b> Grade 4/5 level difficulty can access an A* grade Internally assessed with external moderation	Recorded during February/March of Year 11	30%
<b>2 contrasting Compositions (usually created on 'finale')</b> Internally assessed with external moderation	Submitted by March / April of Year 11	30%
<b>Listening paper (1 hr 15 minutes)</b> a) Extracts taken from the <i>Baroque, Classical, Romantic and 20<sup>th</sup> century</i> b) Music with a 'skeleton' score. c) Set prescribed area from World Music. d) Prepared set work taken from Western Classical Music.  Externally assessed	May of Year 11	40%

Students will also be able to participate in the school music groups, and IGCSE students also have an automatic place in Chamber Choir. An integral part of music is performance, and all students are actively encouraged to be in groups, ensembles and choirs.





## AIMS OF THE COURSE

Art and Design equips students with the skills to enjoy, produce and engage with the visual arts throughout their lives, and it has immense value as a GCSE subject. GCSE Art and Design provides the opportunity for students to: explore both contemporary and historical sources of art, craft and design first hand through, for example:

- visiting museums, galleries, art shows and fairs
- experiencing audio-visual productions, including still and moving imagery
- their surroundings and environments
- take an individual approach to their art, craft and design making
- develop the skill of selecting their best and most appropriate work for presentation.

## COURSE CONTENT

The GCSE course is comprised of two units;

**UNIT 1: Personal Portfolio in Art and Design (5 teacher set projects)**

**UNIT 2: Externally Set Assignment in Art and Design** (1 project set by exam board with a 10 hour exam)

## HOW WILL THE COURSE BE EXAMINED?

<b>AO1 (25%)</b>	Develop their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.
<b>AO2 (25%)</b>	Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.
<b>AO3 (25%)</b>	Record ideas, observations and insights relevant to their intentions in visual and/or other forms.
<b>AO4 (25%)</b>	Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements.

## SUMMARY OF SCHEME OF ASSESSMENT

UNIT	Component	Weighting	Method of assessment	Requirements
<b>1</b>	<b>Coursework YEAR 1</b>	<b>60%</b>	Internally set Internally marked Externally moderated	Must show evidence of <b>all</b> assessment objectives. Must include work journal.
	<b>Coursework YEAR 2</b>		Internally set Internally marked Externally moderated	Must show evidence of <b>all</b> assessment objectives. Must include work journal.
<b>2</b>	<b>Externally set ASSIGNMENT [ESSAY]</b>	<b>40%</b>	Externally set Internally marked Externally moderated Eight weeks preparation time <b>10 hours timed set task</b>	Must show evidence of <b>all</b> assessment objectives. Must include work journal.

## Art GCSE Twilight

The two year GCSE course is also available to students who are unable to follow the Art GCSE programme within their lesson timetable during the school day, or if they wish to undertake an extra GCSE course. Lessons take place on an afternoon after school, 15:30 – 17:30.





## AIMS OF THE COURSE

This IGCSE course provides a holistic experience of Drama. Students develop group and individual skills and study ways to communicate ideas and feelings to an audience. They learn how to discover the performance possibilities of a text and other stimuli, and devise dramatic material of their own. Learners also develop their performance skills, the demonstration of which will form part of the final assessment.

The syllabus aims to:

- develop candidates' understanding of drama through practical and theoretical study
- enable candidates to understand the role of actor, director and designer in creating a piece of theatre
- develop candidates' acting skills, both individually and in groups
- enable candidates to develop their skills in devising original drama
- help candidates communicate feelings and ideas to an audience
- foster understanding of the performance process
- enable candidates to evaluate the various stages of the process of theatre making
- encourage enjoyment of drama and the arts

## HOW WILL THE COURSE BE EXAMINED?

Assessment objectives	Component 1 Written exam	Component 2 Practical Coursework	Weighting
<b>AO1</b> Understanding repertoire	22%	15%	37%
<b>AO2</b> Devising	18%	15%	33%
<b>AO3</b> Acting skills	-	30%	30%
<b>TOTAL</b>	<b>40%</b>	<b>60%</b>	<b>100%</b>

## SUMMARY OF SCHEME OF ASSESSMENT

YEAR	Component	Method of assessment	Requirements
1	<b>Component 1: 20% Group Scripted</b>	Internally set Internally marked (year 1) Externally moderated	Must show evidence of <b>AO1 and AO3</b>
	<b>Component 1: 20% Solo Scripted</b>	Internally set Internally marked (year 2) Externally moderated	Must show evidence of <b>AO1 and AO3</b>
2	<b>Component 1: 20 % Group Devised</b>	Internally set Internally marked Externally moderated	Must show evidence of <b>AO2 and AO3</b>
	<b>Component 2: 40 % Written exam</b>	Externally set Externally marked	Must show evidence of <b>AO1 and AO2</b>

## THEATRE IN THE SIXTH FORM

After IGCSE students have the opportunity to take their studies further and study Theatre IB in the Sixth Form. This course focuses on the practical exploration of various world theatres and the use of that exploration to complete assessed coursework elements, including devised theatre and formal presentations. The course enables students to pursue independent research in areas of personal interest, offering them the freedom to examine a broad range of texts, styles and world theatre traditions.





## CORE CURRICULUM – Non Examination

**PHYSICAL EDUCATION:** This is a compulsory core component of Key Stage 4.

### AIMS OF THE COURSE

The Physical Education Curriculum is designed with the goal of being an outstanding curriculum. An outstanding curriculum is one in which all learners become well-balanced, rounded individuals, who have attained, achieved and accomplished all that they are capable of. Our curriculum has been designed with our students' long term aspirations and goals in mind and aims to provide inspiring experiences that reflect our beliefs as a department and school. As a result, its structure is fluid and evolves with our students and their strengths, expectations and aspirations.

The Key Stage 3 programme provides the building blocks for Key Stage 4, with students beginning to streamline their focus towards the areas that they would like to develop long term. In Key Stage 4, students narrow their focus further by opting for a particular pathway from a choice developed through student voice, with the aim of providing them with a curriculum that will allow them to meet their long-term goals and aspirations.

All students follow the core PE course.

Students may also select the IGCSE Physical Education course in addition to their core lessons.

### COURSE CONTENT

Students have two lessons of Physical Education per week and follow a pathway of lessons for two years. Students opt for the particular pathway that they would like to follow. The following pathways are for illustrative purposes only and represent the aspirations of the current Key Stage 4 students.

#### High Performing All-rounder

This pathway is designed to give students the opportunity to develop their all-round ability in a variety of sports. This includes athletics, aquatic activities, badminton, basketball, striking and fielding games, and volleyball.

#### Footballing Excellence

This pathway is concerned with the development of a student's footballing ability. Students will cover not only the techniques, skills and tactics of the game, but also the physical and mental side. In order to provide a measure of balance to the pathway, students will also undertake blocks of work in athletics and rugby.

## PERSONAL, SOCIAL, HEALTH and ECONOMIC EDUCATION

The **Personal, Social, Health and Economic Education** programme [PSHE] provides an opportunity to promote critical thinking inherent to the Theory of Knowledge (TOK) programme in the IB Diploma, characterised by 'student-centred learning' and Internationalism. It is also a conduit through which we can promote local, regional and global awareness and responsibility through the Creativity, Action and Service (CAS) programme.

The programme also addresses core PSHE issues relevant to adolescence: Sex and Relationship Education; Drugs, Alcohol and Tobacco; Bullying; Global Citizenship; Emotional Health and Wellbeing; Nutrition and Physical Activity; and Health and Safety, encouraging exploration of, reference to and development of critical, compassionate, substantiated opinion.





## THE BRITISH SCHOOL OF MILAN

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