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QUALITY BRITISH EDUCATION IN MILAN

KEY STAGE 4 CURRICULUM BOOKLET 2025 - 2027



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KEY STAGE 4

THE BRITISH SCHOOL OF MILAN

Table of Contents

Introduction	Pg. 3
Guiding KS4 choices.....	Pg. 4
Careers & University.....	Pg. 5
IB Diploma	Pg. 6
Choices Form	Pg. 7
English A	Pg. 8
English B	Pg. 9
Mathematics.....	Pg. 10
Italian A - Language and Literature	Pg. 11
Language Acquisition.....	Pg. 12
Science	Pg. 13
Geography.....	Pg. 14
History.....	Pg. 15
Music	Pg. 16
Art.....	Pg. 17
Drama	Pg. 18
Physical Education.....	Pg. 19
Personal, Social, Health and Economic Education.....	Pg. 20



KEY STAGE 4

INTRODUCTION

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:

- **English Language**
- **English Literature**
- **Mathematics**
- a **Language** (Italian / French / Spanish)
- a **Science** (Biology / Chemistry / Physics)
- a **Humanity** (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.

Students should challenge themselves to **balance** their academic and social growth. They should seek pursuits beyond the curriculum and outside the school to fulfil their individual potential. They are encouraged to speak to their subject teachers, the Key Stage 4 & Sixth Form team individually in person, or via e-mail, if there is any further information they require.

Colm Murphy

Head of KS4

colm.murphy@bsm.school



KEY STAGE 4

GUIDING KS4 CHOICES

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...

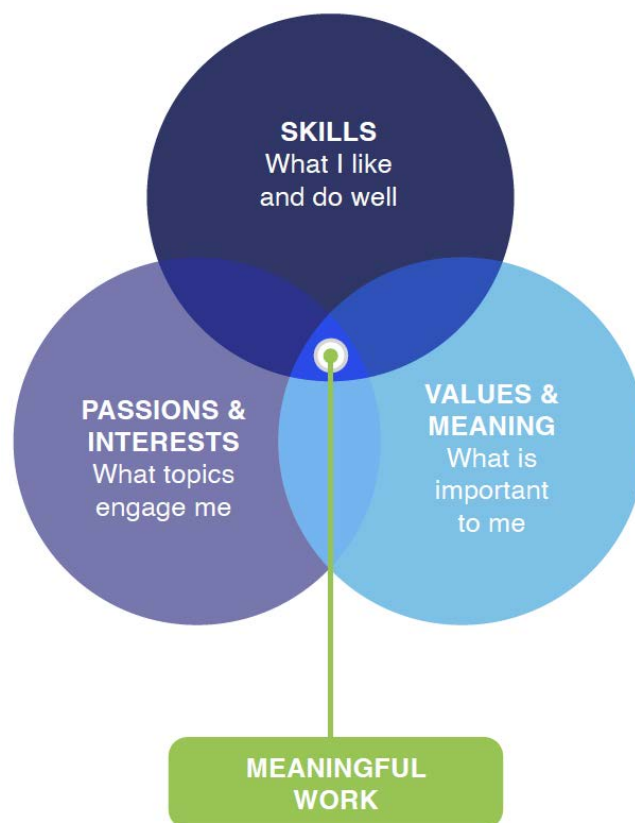
VALUES

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!

KEY STAGE 4

CAREERS & UNIVERSITY

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

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



KEY STAGE 4

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)	IB Diploma Programme					
1 Language and Literature	English A Literature		English A Language & Literature			
2 Language Acquisition	Italian A Literature**		Italian A Language & Literature**			
	French B	Italian B	Spanish B	Spanish* <i>ab initio</i>	Italian * <i>ab initio</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	4

* Study begins at IB

**Bilingual Diploma

CAS Creativity, Activity, Service	Extended Essay Research and writing skills	TOK Critical Thinking
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It is possible to study English A, Italian A, **and** another language.

Students taking two Language A subjects will receive a **Bilingual Diploma**.

In addition to English A, it is possible to study **two languages**. French and Italian can be taken as a **Language B** (following the IGCSE), or Spanish can be studied as an ***ab initio*** subject for those who have not studied the language before.

Students should consider the implications of their language IGCSE choices for their options in the IB Diploma.



KEY STAGE 4

CHOICES FORM

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

LANGUAGE

Italian A
(Language & Literature)
*Foundation for IB and
University Courses
delivered in Italian*

Italian B
(IGCSE)

French
(IGCSE)

*Not available at
Beginners level.*

Spanish
(IGCSE)

*Studied at Beginners level.
Intermediate level may also be
offered if there are viable numbers*

HUMANITY

Geography

History

SCIENCE

Biology

Chemistry

Physics

ARTS

Art

Drama

Music

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.

LANGUAGE	
HUMANITY	
SCIENCE	
CHOICE	
CHOICE	
CHOICE	

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):

Edexcel IGCSE Language (code 4EA1) | Edexcel IGCSE Literature (code 4ET1)

AIMS OF THE COURSE

- 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 hr 30 mins	40%	
	IMAGINATIVE WRITING	To explore, imagine and/or entertain			

English Literature			(Specification A)		Written examination
Paper	Skill	Content	Time	Weighting	
1 [4ET1/01]	POETRY AND MODERN PROSE	Unseen poem Part 3 of the Edexcel Anthology Things Fall Apart by Chinua Achebe	2 hrs	60%	
2 [4ET0/02]	READING	<i>An Inspector Calls</i> by J B Priestley Macbeth 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.

CAIE IGCSE Second Language (0991)

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.

CAIE IGCSE Mathematics (code 0980)

AIMS OF THE COURSE

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.

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 second/foreign language (please refer below in the Language Acquisition section). The final decision for language placement rests with the school.

NOTE: Italian A in the IB Diploma

Students **must** take Italian A in Years 10 & 11 to access Italian A in the IB Diploma.

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	Year 11
Prose Fiction <ul style="list-style-type: none"> • Introduction to literary analysis and elements of narratology • Literary genres: <i>bildungsroman</i>, horror Origins of Italian Literature <ul style="list-style-type: none"> • From Latin to vernacular and the first written texts • Chivalric texts and the <i>Dolce Stil Novo</i> Divina Commedia <ul style="list-style-type: none"> • Comprehension and analysis of selected <i>Canti</i> Decameron <ul style="list-style-type: none"> • Selected stories Non-literary texts <ul style="list-style-type: none"> • Variety of non-literary texts (article, blog, etc.) 	Prose Fiction <ul style="list-style-type: none"> • Comic fiction and Fantasy writing Poetry and Drama <ul style="list-style-type: none"> • Analysis of selected poems and plays from the Anthology. I promessi sposi <ul style="list-style-type: none"> • Study of Italian Literature: A. Manzoni, <i>I promessi sposi</i>

Students will also be expected to read the following books independently:

- Khaled Hosseini, *Mille splendidi soli*
- Paolo Cognetti, *Le otto montagne*
- Niccolò Ammaniti, *Io e te*

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.



CAIE IGCSE Italian (code 7164) | CAIE IGCSE French (code 7156) | CAIE IGCSE Spanish (code 7160)

BSM students are often **excellent linguists**, and languages are **desirable skills** in many career paths across a wide range of disciplines. It is possible to study one, two or three languages in Years 10 and 11.

AIMS OF THE COURSE

- develop practical communication skills in target languages.
- foster positive attitudes towards language learning and other cultures.
- enhance awareness of language and the language learning process.
- acquire skills and attitudes for future study, work, and leisure.
- foster cultural understanding of self and other countries.
- encourage integration into the local community where applicable.
- provide enjoyment and intellectual stimulation.
- promote the learning of general skills such as using reference materials, information technology, analysis, summarization, reporting, and explanation.

COURSE CONTENT

The syllabus (2024-2026) 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 workplace
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 four papers:

Paper	Skill	Time allowed	Weighting
1	Listening	45-55 mins	25%
2	Reading	1 hr	25%
3	Speaking	10 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, with final exams in Year 10, subject to reassessment at the start of Year 10 and after the January Mock exam. Year 11 includes a pre-IB programme and the option to pursue an additional qualification to excel in Higher Level IB Italian B.

ADDITIONAL LANGUAGE IGCSEs

Students who have previously learnt a language or have a family connection to it may wish to take an IGCSE in that language. Many languages are available, such as Mandarin Chinese, German and Hindi. BSM provides administrative support for these exams, while students may consider private tutoring to meet the required language proficiency levels.



CAIE IGCSE - Biology (code 0970) | CAIE IGCSE - Chemistry (code 0971) | CAIE IGCSE - Physics (code 0972)

In Key Stage 4, Biology, Chemistry, and Physics are taught as separate subjects. We adhere to the Cambridge International GCSE syllabus, and each of these subjects is assessed separately upon completion of the two-year course. Students have the option to choose to study one, two, or all three of these science subjects during Years 10 and 11. Students aspiring to pursue a scientific or technical career, such as engineering, are strongly advised to take all three science IGCSE subjects. It is essential for these students to engage in detailed discussions regarding their IGCSE science choices with our 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 inherent to scientific inquiry, 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, sulfur, acids, bases and salts, chemical reactions, and organic chemistry.

Physics: Forces and motion, 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:

Paper	Time and Weighting
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.



CAIE IGCSE Geography (code 0976)

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:

- building a core understanding of geographical concepts and processes and applying this to understand and interpret our changing world
- developing a sense of place, space and location, and understanding the importance of scale
- developing the ability to interpret and evaluate different types of geographical information
- developing an understanding of the need for accuracy and objectivity in collecting, recording, processing, presenting, analysing and interpreting geographical information
- developing into an informed and responsible global citizen, who recognises the challenges of our changing world and feels empowered to influence change.

Students will be required to handle data using ICT, ask questions and find out answers, as well as give presentations and work 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 field trip, in June of Year 10, where they will collect data related to tourism, coasts and rivers for the Paper 4 examination, which is worth 28% of their final grade. There will be an extra cost for this excursion.

COURSE CONTENT

The curriculum is split across three exam papers which are collectively designed to develop an understanding of both the physical and human environment, whilst developing skills of enquiry. Below is a breakdown of how the exams are structured:

Paper	Topics	Structure of Exam	Time allowed	Weighting
1 PHYSICAL ENVIRONMENT	1. Changing river environments 2. Changing coastal environments 3. Changing ecosystems 4. Tectonic hazards 5. Climate change.	75 marks in total Assessing content from topics 1 – 5 Range of short-answer items and extended responses.	1 ¾ hours	36%
2 HUMAN GEOGRAPHY	6. Changing populations 7. Changing towns and cities 8. Development 9. Changing economies 10. Resource provision.	75 marks in total Assessing content from topics 6 – 10 Range of short-answer items and extended responses.	1 ¾ hours	36%
4 GEOGRAPHICAL INVESTIGATIONS	Enquiry skills and application based on resources to interpret and analyse.	2 questions, each worth 30 marks. Students answer both.	1 ½ hours	28%

CAIE IGCSE History (Code 0977)

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, essay skills and skills required for coursework, which are the essential elements of History at IB Diploma level and for other IB subjects Internal Assessments.

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 in the 20th century.

Component
<p>1. Paper 1: 2hr (40 %) 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"> • Was the Treaty of Versailles fair? • How successful was the League of Nations? • Why did international peace collapse in 1939? • Who was to blame for the Cold War? • How effectively did the USA contain the spread of Communism? • How secure was the USSR's control over Eastern Europe, 1948–c.1989? <p>Section B - Depth Studies: Germany 1919 - 1945</p> <ul style="list-style-type: none"> • Was the Weimar Republic doomed from the start? • Why was Hitler able to dominate Germany by 1934? • How effectively did the Nazis control Germany, 1933–45? • What was it like to live in Nazi Germany?
<p>2. Paper 2: 2 hr (33%) The 20th Century: International Relations since 1919 (source paper)</p> <p>The focus of the source paper is based on one of the above 'Core Content' topic</p>
<p>3. Coursework: (27%) Students complete a coursework essay during lessons on the significance of the Gestapo in establishing Nazi state control in Germany.</p>

CAIE IGCSE Music (code 0978)

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 of 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
2 Performances (1 solo, 1 ensemble) Grade 4/5 level difficulty can access an 8/9 level grade. Internally assessed with external moderation	Recorded during February/March of Year 11	30%
2 contrasting Compositions (usually on 'musescore') Internally assessed with external moderation	Submitted by March / April of Year 11	30%
Listening paper (1 hr 15 minutes) Externally assessed a) Extracts taken from the <i>Baroque, Classical, Romantic and 20th century</i> b) Music with a 'skeleton' score. c) Set prescribed area from World Music. d) Prepared set work taken from Western Classical Music.	May of Year 11	40%

An integral part of music is performance, and all students are actively encouraged to be in as many groups, ensembles and choirs as possible.

Edexcel GCSE Art (code 2FA01)

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?

A01 (25%)	Develop their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.
A02 (25%)	Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.
A03 (25%)	Record ideas, observations and insights relevant to their intentions in visual and/or other forms.
A04 (25%)	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.

CAIE IGCSE Drama (code 0994)

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 (40%)	Component 2 Practical Coursework (60%)
AO1 Knowledge and Understanding of repertoire	70%	25%
AO2 Devising original Drama	30%	25%
AO3 Performance skills	-	50%
TOTAL	100%	100%

SUMMARY OF SCHEME OF ASSESSMENT

YEAR	Component	Method of assessment	Requirements
10	Component 1: Solo Scripted Performance	Internally set Internally marked Externally moderated	Must show evidence of AO1 and AO3
	Component 1: Group Devised Performance	Internally set Internally marked Externally moderated	Must show evidence of AO2 and AO3
11	Component 1: Group Scripted Performance	Internally set Internally marked Externally moderated	Must show evidence of AO1 and AO3
	Component 2: Written exam	Externally set Externally marked	Must show evidence of AO1 and AO2

THEATRE IN THE SIXTH FORM

After IGCSE, students can take their studies further through the Theatre Diploma. Through the study of Theatre, students become aware of their own personal and cultural perspectives, developing an appreciation of the diversity of theatre practices, their processes, and their modes of presentation. This course enables students to discover and engage with different forms of theatre across time, place and culture and promotes international-mindedness.

AIMS OF THE COURSE

Physical Education at The British School of Milan, from EYFS to KS4, is taught by PE specialists. The curriculum is designed with the goal of being an outstanding, world leading PE curriculum. It has been designed with the pupil's long-term aspirations and goals in mind and aims to provide inspiring experiences that reflect the beliefs of the department and school.

At Key Stage 3 and 4, pupils follow a concepts-based curriculum, where the learning is focused upon "big ideas" that span multiple subject areas and disciplines. These concepts are taught through the medium of sport and physical activity. 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 pathway that they would like to follow. One lesson focuses upon the concept being studied, whilst the other lesson focuses upon sport and physical activity as recreation.

The overarching concepts studied in Key Stage 4 are:

- Exploring Leadership Skills in Year 10
- Being Active for Life in Year 11

The following pathways are for illustrative purposes only and represent the aspirations of the current Key Stage 4 students

Team pathway

This pathway is designed to give students the opportunity to explore and develop their ability in a variety of team sports, whilst exploring the overall concept. This includes athletics, basketball, football, rugby league, volleyball, and a variety of striking and fielding games.

Individual pathway

This pathway is designed to give students the opportunity to explore and develop their ability in a variety of individual sports and activities, whilst continuing to explore the overall concept. This includes athletics, badminton, boxercise, table tennis and a variety of striking and fielding games.

AIMS OF THE COURSE

The KS4 PSHE and RSE programme is designed to equip students with the knowledge, skills, and values needed to navigate complex personal, social, and ethical challenges. Building on the foundations laid in KS3, the curriculum incorporates themes of mental and emotional well-being, healthy relationships, digital safety, sustainability, and spiritual growth.

COURSE CONTENT

- Personal Development:** Lessons on emotional resilience, managing exam stress, and decision-making skills.
- Relationships and Sex Education (RSE):** In-depth exploration of consent, digital behaviour, contraception, and healthy relationships, emphasising respect and inclusivity.
- Sustainability and Social Responsibility:** Integration of environmental awareness and global citizenship through themes such as cultural diversity and ethical consumerism.
- Spiritual and Ethical Growth:** Activities fostering reflection, self-awareness, and values-based decision-making.

The programme emphasises interactive learning through discussion, projects, and expert-led workshops. Student progress is assessed via reflective tasks, surveys, and engagement in peer-led initiatives, ensuring alignment with the school's values and individual student needs.



LEARNING TO EXCEL
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THE BRITISH SCHOOL OF MILAN

VIA PISANI DOSSI, 16 - 20134 MILAN, ITALY - TEL. +39 02 210941
INFO@BSM.SCHOOL - WWW.BRITISHSCHOOLMILAN.COM