

GCSE Options Guide

2023-24

Contents

03
Key Stage 4 Curriculum

Core Subjects

- 08 English Language
- 09 English Literature
- 10 Maths
- 11 Science
- 12 Biology
- 13 Chemistry
- 14 Physics
- 15 PE

GCSE Options

- 16 Art and Design
- 17 Business
- 18 Computer Science
- 19 Drama
- 20 Dutch
- 21 French
- 22 Geography
- 23 German
- 24 History
- 25 Media Studies
- 26 Music
- 27 PE
- 28 Spanish

30
Further research



Key Stage 4 Curriculum

The Key Stage 4 Curriculum (Years 10 &11)
The British School of Amsterdam (BSA) curriculum in Years 10 and 11 is based on the English General Certificate of Secondary Education (GCSE) programme. The GCSE and IGCSE (International GCSE) courses are two year courses with pupils sitting external examinations at the end of Year 11. In addition, some subjects have a controlled assessment which will also count towards the final grade. These are supervised assessments which take place in school and can be completed throughout the course.

Our aim at the BSA is to provide every pupil with a broad and balanced curriculum, but also to allow an element of choice to ensure that their programme of GCSE subjects is personalised. As a result, the Key Stage 4 Curriculum consists of a set of core subjects, which all pupils take, as well as four optional subjects which pupils can choose.

Core Curriculum
The core curriculum makes up approximately 60% of the timetable for each pupil. Pupils will study GCSE courses in:

- English Language and Literature or English as an Additional language (EAL)
- Mathematics
- Science (Either GCSEs in Biology, Chemistry and Physics, a combined Double Science GCSE or a combined Single Science GCSE)

In addition, all pupils will also follow non-examinable core programmes in Physical Education (PE) and PSHE (Personal, Social and Health Education).

GCSE Options
The remainder of each pupil's timetable is comprised of four optional subjects that they will choose to study. The optional subjects available are:

- Art and Design
- Business
- Computer Science
- Drama
- Dutch
- French
- Geography
- German
- History
- Media Studies
- Music
- Physical Education (PE)
- Spanish

A Personalised Programme
The full programme of GCSEs consists of nine subjects and pupils will usually take ten examinations; with two examinations in English Language and English Literature. However, this may not be appropriate for every pupil. In some circumstances the Learning Support Faculty will provide extra help for pupils with additional needs to develop important key skills. In these situations it may be recommended that pupils take fewer options in order to accommodate this support.



Key Stage 4 Curriculum

GCSEs and A Levels – A path to careers and higher education worldwide

GCSEs are the traditional qualifications offered by schools in the UK for pupils 14 to 16 years old. Pupils will take an average of ten examinations at the end of Year 11, the results of which are important for the next stage of their academic journey. GCSEs have been traditionally graded A*, A, B, C, D, E, F, G or U (unclassified which is a fail) with a grade C or above being considered a good pass. Recently a new 9 to 1 grading system was introduced, with a grade 5 or above being considered a good pass (more information on these changes can be found on page five). All the subjects at GCSE level are examined independently, meaning it is not necessary for a pupil to achieve a good pass in all subjects to progress to the next stage of their education – Years 12 and 13 and the Advanced Level (A Level) programme.

Advanced Subsidiary (AS) and A Level qualifications are the traditional qualifications offered by UK schools and colleges for 16 to 19 year olds. They are highly valued by universities and employers worldwide and focus on academic subjects, although some may be work-related. A Levels are two year qualifications which are graded A*, A, B, C, D, E or U and universities and employers recognise grades A* to E to be a pass. Pupils will normally study four subjects in Year 12 and will have the option to sit AS Level examinations at the end of Year 12. If pupils decide not to continue on to the second year of the A Level programme, it is possible to achieve stand-alone qualifications at AS Level. Those pupils who continue onto the full A Level programme will have examinations at the end of Year 13 which will determine their final A Level grade. It is common for pupils to take four subjects in Year 12 and to drop one subject after the AS exams, and take three subjects through to the full A Level.

In order to gain entry onto the A Level programme at the BSA, pupils will need to achieve a grade 4 or above (4, 5, 6, 7, 8 or 9) in at least five GCSE subjects including English, Mathematics and a Science. In addition, pupils will usually require a grade 6 or above at GCSE in the subject they wish to study at A Level.

For those pupils who do not achieve the requirements to start the A Level programme, the BSA has a pre-A Level programme in Year 12. This includes re-sit courses in GCSE English, Mathematics and Science.

Throughout Years 10 and 11, pupils have the opportunity to discuss with tutors, subject teachers and career advisers their thoughts and ideas about their next steps. It is important to have this dialogue, particularly when choosing A Level subjects as this can impact on choice of university courses.

The British and Dutch education systems

For parents and pupils who are familiar with the Dutch education system. The table below provides a comparison between Dutch and British qualifications.

DUTCH QUALIFICATION	BRITISH EQUIVALENT
VMBO Diploma	GCSEs in six subjects with grades ranging from 3 to 1 (D to G)
HAVO Diploma	GCSEs in four subjects with grades ranging from 9 to 4 (A* to C) and either AS Level grades A to C in two additional subjects or A Level passes (A* to E) in two additional subjects (six different subjects in total)
VWO Diploma	GCSEs in three subjects with grades ranging from 9 to 4 (A* to C) and A Level grades A* to C in three additional subjects (six different subjects in total)

University entrance requirements for Dutch universities are set by the university admissions themselves and will differ depending on the university and course selected. It is important to thoroughly research courses before choosing A Level subjects and staff are available to guide pupils and parents in this area.

Key Stage 4 Curriculum

Curriculum changes

In recent years there have been a number of changes to the English education system, and in 2016 the British government announced that it would introduce new GCSE and IGCSE qualifications graded on a scale from 9 down to 1, rather than the traditional A*, A, B, C, D, E, F, G. This grading system was phased over a number of years, but all BSA GCSE and IGCSE courses from 2022 will now be graded using the new 9 to 1 scale.

In order to maintain consistency, the BSA will report pupil progress to parents using the new 9 to 1 grading. However, we are aware that some parents may be familiar with the old grading structure and have included a comparison table produced by the British Department of Education to the right.

You will notice under the new scale, a grade 9 will be the top grade, with a grade 4 being roughly equivalent to the old C grade. Previously the British Department for Education (DfE) considered a good pass to be a C grade, however under the new system a good pass is considered to be a grade 5 rather than a grade 4, therefore raising the bar nationally for what is considered to be a good pass.

Progress and assessment

Each pupil will be set subject target grades at the start of the course and will be assessed and monitored throughout. School reports will be sent out to parents three times a year and will report on current attainment, attitude to learning, homework, and give an end of course predicted grade.

NEW GRADING STRUCTURE		TRADITIONAL GRADING STRUCTURE
9		A*
8		A
7		
6	GOOD PASS (DfE) 5 and above = top of C and above	B
5		C
4	AWARDING 4 and above = bottom of C and above	
3		D
2		E
1		F
		G
U		U



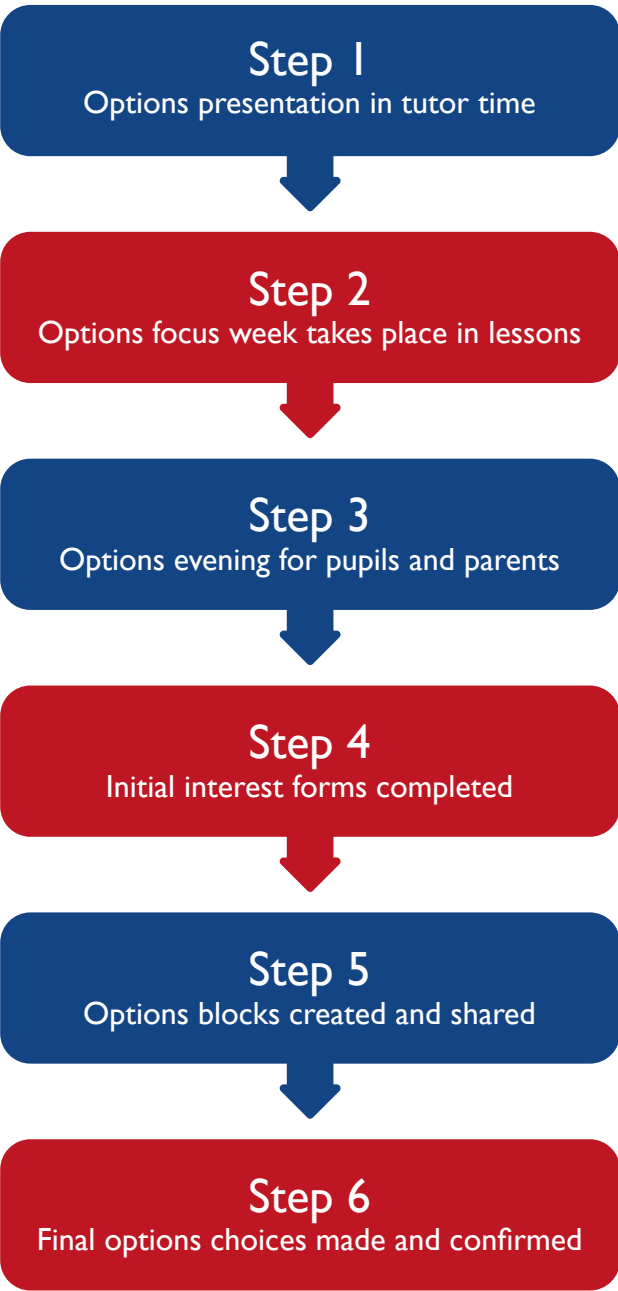


For further information on the report process please refer to the school's [reporting to parents guide](#)

Key Stage 4 Curriculum

Options process

When making GCSE choices we strongly advise that pupils choose a good range and balance of GCSE subjects. For each subject you will find information in this guide on the aims of the course, what is involved, and how pupils will be assessed. Pupils will make their choices helped by their parents and teachers and there will be a number of opportunities to gather further information throughout the options process.



Final options choices

Every effort is made to accommodate pupil choices and to ensure that they are able to take their preferred choice of subjects. However due to timetabling constraints or due to pupil numbers, this is not always possible. It should also be stressed that opting for a subject is not an automatic guarantee, rather an expression of interest. In some instances we may feel that a pupil is not suited to a particular course or type of learning and we will advise against the selection. If a subject choice is not possible for whatever reason, the pupil and parents will be informed and pupils will be asked to choose from one of their reserve subjects. Final decisions about a subject choice rest with Mr Nicolson, Acting Co-Head (Academic).

Changing optional subjects

In a small number of cases it may become apparent at the start of a GCSE course that the incorrect choice has been made. Whilst it is unusual, it is possible to change course but this must be done as soon as possible and the change is limited by the school timetable. If advice on changing subjects is needed, it is important to contact the subject teachers as soon as possible. Changes to GCSE courses will not normally be authorised after 1 October, due to the difficulty in catching up on work missed.

External entries for GCSEs

In addition to the timetabled GCSE courses on offer, it is also possible for pupils to be entered for additional subjects. This is most common when a pupil wishes to take a GCSE examination in a language not offered on our curriculum or they are already fluent/native in this language. Pupils can take these examinations as an external candidate at school. In some circumstances pupils may be studying completely independently, may have some instruction privately, or be learning through a correspondence course. In these situations it is the responsibility of the pupils to ensure all administrative requirements are met. All courses differ in their requirements and they differ for each awarding body. We will always help where we can and private tutors may also be able to help with administrative and course requirements.

Key Stage 4 Curriculum

Choosing subjects

When making options decisions we recommend the following are taken into consideration.

	Why pupils should choose a subject	Why pupils should NOT choose a subject
Ability	If pupils are good at a subject or have a natural talent in a particular subject area.	If pupils think that it will be an easy option.
Interest	If pupils enjoy studying the subject and have looked at the GCSE content and it interests them. This will help keep them motivated when things get tough.	If the pupil's friends are doing it so they think it will be fun. If they like their teacher. Their current teacher may not be teaching the subject next year.
Future	It links to the pupil's career plan and will help them develop relevant skills for their future.	The pupil did not have time to research their options properly and they cannot think of anything better to do.
Advice	Pupils have discussed their options with their teachers and parents and they have confirmed it is a good idea.	The pupil is only doing the subject because someone else told them to do it.

Careers and future options

For many pupils choosing the options subjects can be difficult as they may not have a future career in mind at this stage. This is perfectly normal and the most important aspect in selecting GCSE options is to make sure that they leave pupils with a range of future career options. Even those who do have a particular career in mind need to be aware that they are more than likely going to change careers during their lifetime. Research suggests that this generation will have on average at least three different careers and that 65% will work in jobs that do not currently exist.

Some of the most common questions pupils will ask include; are my A Level choices affected by my GCSE choices and do universities care about the GCSE options that I choose? Some A Level options do not require pupils to have studied the subject at GCSE, for example Psychology, Business Studies and Media Studies, although having some background may be an advantage. Most A Level and university courses will expect pupils to have good passing grades (9–5) in the core subjects such as English, Mathematics and Science, and that is why these subjects are compulsory.

In addition, for certain courses (Sciences, History or foreign languages) pupils will need to have studied these subjects at A Level and therefore taken them at GCSE. For many careers however the requirements at GCSE and A Level are not too limiting. For example to take a law course in the UK, universities do not demand specific subjects as long as pupils have done well in the traditional academic or 'hard' subjects they have chosen. A list of some of the most common degree courses and the subjects required is at the back of the options guide. Pupils can of course ask their subject teachers and other members of staff. We also recommend that you conduct your own research as course requirements will often differ depending on the country and the course you wish to study. A list of useful websites can also be found at the back of the options guide.

As part of the PSHE programme in Key Stage 4, Year 10 pupils are given an opportunity to broaden their knowledge and understanding of the nature and demands of a variety of careers. In addition, pupils will receive careers talks and presentations from a variety of employers and have the opportunity to visit universities. Year 11 pupils will also complete work experience to help them identify possible future careers.

English Language IGCSE

Awarding Body: Cambridge International Examinations IGCSE

CORE SUBJECT

Course aims

The vast majority of pupils will follow the Cambridge IGCSE English First Language course. This course is principally for those pupils who are native English speakers or who otherwise have a high fluency in English. Those who are not first language speakers have the option to study the English as A Second Language IGCSE.

The aims of the courses are as follows:

- To enable pupils to communicate accurately, appropriately and effectively
- To enable pupils to understand and respond appropriately to what they hear, read and experience
- To encourage pupils to enjoy and appreciate a variety of language
- To complement pupils other areas of study by developing general study skills (for example analysis, synthesis, drawing of inferences)
- To promote pupil's personal development and an understanding of themselves and others.

Levels of entry

All pupils will be entered for either first or second language at the discretion of the English department. Pupils are assessed within the full range of grades (9 to 1).

Course components

The course is comprised of both an examination and coursework, with both parts having an equal weighting. The examination content requires pupils to answer three compulsory questions on three texts which may be on a similar topic. The coursework portfolio consists of three assignments, each of about 500–800 words: writing to describe, writing to narrate and writing to argue and/or persuade in response to a text or texts.

The content of the course is based on a series of reading and writing objectives, which are then taught through various modules based around central themes. These themes include the study of Print and Audio Media (including magazines, newspapers and podcasts), Reading and Analysis, Travel Writing, Persuasive/ and Argument texts, leaflets, websites, as well as creative writing texts (diaries, stories and letters). Work within these units develops skills required for the completion of the examination and/or contributes to their creation of written coursework.

Assessment

Examination – 2 hours (50%)

Coursework (50%)

Responsibilities of the pupil

Pupils are expected to read and prepare texts as part of their homework. They are also required to complete written assignments according to set deadlines, which will require working independently in school and at home. It is also vital that pupils read widely and frequently in English as part of their commitment to the subject.

English Literature IGCSE

Awarding Body: Edexcel IGCSE

CORE SUBJECT

Course aims

The course aims are to encourage and develop the ability to:

- Enjoy the experience of reading Literature
- Understand and respond to literary texts, in different forms and from different periods and cultures
- Communicate an informed personal response appropriately, effectively and critically
- Appreciate the different ways in which writers achieve their effects
- Experience Literature's contribution to aesthetic, imaginative and intellectual growth
- Explore the contribution of Literature to an understanding of areas of human concern.

Levels of entry

Pupils are assessed within the full range of grades (9–1).

Course components

The course is comprised of two examinations and the pupils will read a selection of poetry, prose and drama texts. These texts are set by the examination board and chosen by the teacher according to the interests of the pupils. Details of required texts for study are published when pupils have started the course. Texts are selected from a range of cultures and include contemporary classic works of Literature. Previous texts studied on the course include: 'Macbeth', 'Things Fall Apart', 'An Inspector Calls', and 'A view from the Bridge'. Class based teaching will focus on the discussion of the texts and exploration of personal response. Pupils will be expected to respond in oral and written forms.

Assessment

Examination paper 1: Poetry and Modern Prose (60%)

Examination paper 2: Modern Drama and Literary Heritage Texts (40%)

Responsibilities of the pupil

An effective way to develop your skill in English is to read on a regular basis. The English Literature IGCSE requires several extra hours reading per week. Exams are based on clear assessment objective and pupils are encouraged to be familiar with these. Pupils are also expected to complete practice exam papers and timed essays to the best of their ability and within the set deadlines.



Mathematics GCSE

Awarding Body: Edexcel 9-1

CORE SUBJECT

Course aims

The aims and objectives of the course are to enable pupils 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

This course will provide a strong foundation for further academic and vocational study and for employment, giving pupils the appropriate mathematical skills, knowledge and understanding to help them progress to a full range of courses in further and higher education.

Course components

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

Assessment

Two tiers are available: Foundation and Higher.The qualification consists of three equally weighted written examination papers, each paper is 1 hour and 30 minutes long.

Each paper has a range of question types; some questions will be set in both mathematical and non-mathematical contexts.The qualification will be graded and certificated on a nine grade scale from 9 to 1 where 9 is the highest grade.There are two tiers: foundation tier (grades 1-5) and higher tier (grades 4-9). Throughout the course pupils will be regularly assessed each term and as the end of the course approaches pupils will be given time to hone their exam technique.

Responsibilities of the pupil

Within Years 10 and 11 it is an expectation that pupils will take more time to do independent studies.As well as the minimum expectation, such as completing all classwork and homework, pupils should take the initiative and time to revise content regularly, throughout the course, and not wait until the pressure of examinations is imminent.



Science IGCSE

Awarding Body: Edexcel IGCSE

CORE SUBJECT

Course aims

All pupils are required to study Biology, Chemistry and Physics as part of their core curriculum.We have three qualifications available (Triple, Double and Single Award Science IGCSE). In Year 10 all pupils study the same science content. Based on pupil progress at the end of Year 10, and their future aspirations, we will advise pupils on the best route for their success in the sciences. Information about the Biology, Chemistry and Physics IGCSE can be found on pages 12 to 14 of this guide. Further information about the differences between the qualifications is given below..

Levels of entry

Pupils are required to study all three sciences, Biology, Chemistry and Physics at GCSE.All pupils follow the same science programme in Year 10 and at the end of Year 10 a decision is made regarding the most appropriate qualification for pupils to study in Year 11.

Course components

- **Triple Science IGCSE:** Pupils study all the course content of the individual Biology, Chemistry and Physics GCSE that can be found on pages 12 to 14
- **Double Science IGCSE:** Pupils will study two thirds of the content of the individual Biology, Chemistry and Physics courses
- **Single Science IGCSE:** Pupils will study a third of the content of the individual Biology, Chemistry and Physics courses.

Assessment

- **Triple Science IGCSE:** Pupils sit three 120 minute papers (Paper 1 – 110 marks) one in each of the subjects – biology, chemistry and physics AND three 75 minute exams (Paper 2 – 70 marks) one in each of the subjects – biology, chemistry and physics. Six exams in total for 3 IGCSEs (one in each individual subject).
- **Double Science IGCSE:** Pupils will sit three 120 minute exams (Paper 1 – 110 marks), one in each of the subjects -biology, chemistry and physics.The scores from all three are combined for two grades.
- **Single Science IGCSE:** Pupils will sit three 70 minutes exams (60 marks), one in each of the subjects – biology, chemistry and physics.The scores from all three are combined for one grade.

Route	Number of IGCSE qualifications	Number of exams	Content covered within the biology, chemistry and physics specifications
Triple Science	3	6	All
Double Science	2	3	Two Thirds
Single Science	1	3	Third

Responsibilities of the pupil

For pupils who intend to take sciences at A Level, the triple qualification is the preferred route with pupils ideally achieving a grade A/7 or equivalent in the appropriate Science. For pupils with a grade B/6 it is expected that additional work would be completed over the summer to bridge the gap between GCSE and A Level.

Biology IGCSE

Awarding Body: Edexcel IGCSE

CORE SUBJECT

Course aims

The Edexcel International GCSE in Biology enables pupils to learn about the unifying patterns and themes of subject. Pupils will acquire knowledge and understanding of biological facts, concepts and principles, and the skills needed to use them in new and changing situations. Pupils can begin to appreciate the practical nature of biology, developing experimental and investigative skills based on correct and safe laboratory techniques and appreciate the importance of accurate experimental work and reporting as scientific methods. Pupils will hopefully have an enjoyment of, and interest in, the study of living organisms and be able to evaluate, in terms of their biological knowledge and understanding, the benefits and drawbacks of real-life applications of science, including their everyday, industrial and environmental aspects.

They will also be able to select, organise and present information clearly and logically, using appropriate scientific terms and conventions; and prepare for more advanced courses in Biology and for other courses which require them to have a knowledge of Biology.

Levels of entry

All pupils are required to study Biology at GCSE, however in some circumstances pupils may be advised in Year 11 to take the combined Double Science course (equivalent to two GCSEs) or combined Single Science course (equivalent to one GCSE) rather than three individual Science qualifications.

Course components

Section 1:	The nature and variety of living organisms
Section 2:	Structures and functions in living organisms
Section 3:	Reproduction and inheritance
Section 4:	Ecology and the environment
Section 5:	Use of biological resources

Assessment

Two examination papers:

Paper 1: (110 marks, 2 hours) core content, not higher level material (61.1% of total marks)

Paper 2: (70 marks, 1 hour 15 minutes) all the course content (38.9% of total marks)

Responsibilities of the pupil

- To complete all set classwork and homework
- To participate in practical sessions safely
- To develop a sense of autonomous and independent learning
- To catch-up on work when absent



Chemistry IGCSE

Awarding Body: Edexcel IGCSE

CORE SUBJECT

Course aims

- Learn about the unifying patterns and themes of Chemistry
- Acquire knowledge and understanding of Chemical facts, concepts and principles
- Appreciate the practical nature of chemistry, developing experimental and investigative skills based on correct and safe laboratory techniques
- Appreciate the importance of accurate experimental work and reporting as scientific methods
- Develop a logical approach to problem solving in a wider context
- Understand the widespread importance of chemistry and how materials are used in the world
- Evaluate, in terms of their chemical knowledge and understanding, the benefits and drawbacks of real-life applications of science, including their everyday, industrial and environmental aspects
- Select, organise and present information clearly and logically, using appropriate scientific terms and conventions
- Prepare for more advanced courses in Chemistry and for other courses which require them to have a knowledge of Chemistry

Levels of entry

All pupils are required to study Chemistry at GCSE, however in some circumstances pupils may be advised in Year 11 to take the combined Double Science course (equivalent to two GCSEs) or combined Single Science course (equivalent to one GCSE) rather than three individual Science qualifications.

Course components

Unit 1:	Principles of Chemistry
Unit 2:	Inorganic Chemistry
Unit 3:	Physical Chemistry
Unit 4:	Organic Chemistry

Assessment

Two examination papers:

Paper 1: (110 marks, 2 hours) core content, not higher level material (61.1% of total marks)

Paper 2: (60 marks, 1 hour 15 minutes) all the course content (38.9% of total marks)

Responsibilities of the pupil

- To complete all set classwork and homework
- To participate in practical sessions safely
- To develop a sense of autonomous and independent learning



Physics IGCSE

Awarding Body: Edexcel IGCSE

CORE SUBJECT

Course aims

- Learn about the unifying patterns and themes of Physics
- Acquire knowledge and understanding of physical facts, concepts and principles
- Appreciate the practical nature of physics, developing experimental and investigative skills based on correct and safe laboratory techniques
- Appreciate the importance of accurate experimental work and reporting as scientific methods
- Develop a logical approach to problem solving in a wider context
- Evaluate, in terms of their scientific knowledge and understanding, the benefits and drawbacks of real-life applications of science, including their everyday, industrial and environmental aspects
- Select, organise and present information clearly and logically, using appropriate scientific terms and conventions
- Prepare for more advanced courses in Physics and for other courses which require them to have a knowledge of Physics

Levels of entry

All pupils are required to study Physics at GCSE, however in some circumstances pupils may be advised in Year 11 to take the combined Double Science course (equivalent to two GCSEs) or combined Single Science course (equivalent to one GCSE) rather than three individual science qualifications.

Course components

The course offers pupils the opportunity to experience Physics within the context of their general education. The course design provides a basis for progression to further study in GCE Advanced Subsidiary and Advanced Level Physics.

The course is split over two years, Year 10 and 11. The first four below are covered in Year 10 and the second four are covered in Year 11.

Section 1:	Forces and motion
Section 2:	Electricity
Section 3:	Waves
Section 4:	Energy resources and energy transfer
Section 5:	Solids, liquids and gases
Section 6:	Magnetism and electromagnetism
Section 7:	Radioactivity and particles
Section 8:	Astrophysics

Assessment

Two examination papers:
Paper 1 (110 marks, 2 hours) core content, not higher level material (61.1% of total marks)
Paper 2 (60 marks, 1 hour 15 minutes) all the course content (38.9% of total marks)

Pupils will be assessed after the completion of each topic and will have homework to complete per week. In addition the lesson content will provide means to assess the pupils on their progress.

Responsibilities of the pupil

Pupils are expected to bring the correct equipment to each lesson, including their laptops and exercise books. They are encouraged to develop a sense of autonomous and independent learning.

PE Core (Compulsory)

Awarding Body: Non-examination course

CORE SUBJECT

Course aims

The programme aims to enable pupils to realise their full potential in a variety of physical activities. The pupils physical fitness, movement, co-ordination and motor skills are developed as is the ability to work with others, developing the qualities and values of leadership, respect, teamwork and fair play. In Key Stage 4 there is more focus upon where the pupil's particular sporting interests lie, with the aim of ensuring lifelong participation, as part of a healthy and active lifestyle.

Levels of entry

All pupils are required to participate in Core PE classes.

Course components

In Key Stage 4 pupils experience a wide range of activities including football, hockey, squash, basketball, health related fitness, tennis, athletics, and striking and field games. Pupils are encouraged to take a more leading role in activities and develop their ability to work in a team or group through planning, coaching and performance.

Assessment

Pupils are assessed in their attitudes and commitment to physical activity Core PE.

Responsibilities of the pupil

Pupils need to be aware of the activity being undertaken and bring the appropriate school PE kit, as outlined in the pupil handbook. A parental or doctor's note is needed when a pupil is unable to participate due to illness or injury.



Art and Design GCSE

Awarding Body: AQA

OPTION SUBJECT

Course aims

The GCSE Art and Design syllabus aims to encourage a personal response by stimulating imagination, sensitivity, conceptual thinking, powers of observation and analytical ability. Pupils gain confidence and enthusiasm as they develop technical skills in two and three dimensional form and composition, and are able to identify and solve problems in visual and tactile forms

Levels of entry

The GCSE Art and Design course is suitable for any pupils who are committed to the subject and who have achieved a reasonable amount of success during Years 7, 8 and 9. Pupils need to have a passionate interest in Art and Design to attempt this course with commitment, hard work and motivation helping development and improvement.

Course components

Every pupil will have the chance to explore and further their skills in a wide range of media, processes and techniques, which will include some or all of the following: drawing, painting, graphic design, textile/fabric design, screen printing, ceramics, mixed media, block printing, etching and photography. As the Art and Design GCSE course we run at BSA is unendorsed, there is no specialism at this level, allowing pupils to benefit from a broad foundation of art, craft and design specialisms. Pupils are required to produce a coursework project and an examination project. The coursework project is worked on during Year 10 and the first term of Year 11, the examination project is produced in the Spring term of year of Year 11 and culminates in a ten hour controlled test.

Assessment

Component 1 (60%)

A portfolio that in total shows explicit coverage of the four assessment objectives.

It must include a sustained project evidencing the journey from initial engagement to the realisation of intention and a selection of further work undertaken during the pupil's course of study.

Component 2 (40%)

Pupils respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage from all four assessment objectives (AO).

AO1: Develop ideas through investigations, demonstrating critical understanding of sources.

AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials techniques and processes.

AO3: Record ideas, observations and insights relevant to intentions as work progresses.

AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Responsibilities of the pupil

Pupils studying Art and Design will be expected to work in the studio after school for at least two sessions per week. This studio time is required on top of the homework set to enable the pupils to have time to produce the practical work required for the portfolio.



Business IGCSE

Awarding Body: Edexcel

OPTION SUBJECT

Course aims

A GCSE in Business is a qualification that is engaging and inspiring, and which reflects the demands of a truly modern and evolving business environment.

The aims and objectives of this qualification are to enable pupils to:

- Know and understand business concepts, terminology and the impact of business on individuals and wider society
- Apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts
- Develop as enterprising individuals with the ability to think commercially and creatively, to draw on evidence to make informed business decisions and solve problems
- Develop as effective and independent pupils, and as critical and reflective thinkers with enquiring minds
- Use an enquiring, critical approach to make informed judgements
- Investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business
- Develop and apply quantitative skills relevant to business, including using and interpreting data.

Levels of entry

This course is suitable for all pupils but as there is some extended writing and application of mathematical concepts, a confidence in these areas would be useful.

Course components

The course is split into two main themes; this is then broken down into five topics per theme.

- Theme 1 consists of enterprise and entrepreneurship, spotting a business opportunity, putting a business idea into practice, making the business effective and understanding external influences on business
- Theme 2 consists of growing the business, making marketing decisions, making operational decisions, making financial decisions, making human resource decisions

Assessment

Two examination papers:

Paper 1: (50%, 1 hour 30 minutes) consists of calculations, multiple-choice, short-answer and extended-writing questions on Theme 1.

Paper 2: (50%, 1 hour 30 minutes) consists of calculations, multiple-choice, short-answer and extended-writing questions on Theme 2

Responsibilities of the pupil

Pupils will be required to learn content on a regular basis. They will practice extended writing through exam questions; demonstrating their understanding of the topic. They will regularly use their knowledge to interpret, make inferences and evaluate the material in terms of the business context.



Computer Science GCSE

Awarding Body: Edexcel

OPTION SUBJECT

Course aims

The course aims to enable pupils to apply 'computational thinking and problem solving' to prepare them for real-world computing challenges.

Levels of entry

Pupils are expected to be competent at Mathematics. In addition, it would be beneficial to have followed the Key Stage 3 computing curriculum.

Course components

- Understand and apply the fundamental principles and concepts of Computer Science: abstraction, decomposition, logic, algorithms, and data representation
- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- Think creatively, innovatively, analytically, logically and critically
- Understand the components that make up digital systems, and how they communicate with one another and with other systems
- Understand the impacts of digital technology to the individual and to wider society
- Apply mathematical skills relevant to Computer Science

Assessment

Paper 1: 50%. Principles of Computer Science – This paper consists of multiple choice, short response answer questions.

Paper 2: 50%. Application of Computational Thinking – This paper is based on a scenario, taken on a computer with answers completed in the Python programming language.

Responsibilities of the pupil

- To visit the solo learn website and continue Python programming skills uptake
- To be aware, through the media, of current computing and technological developments.



Drama GCSE

Awarding Body: Edexcel

OPTION SUBJECT

Course aims

GCSE Drama aims to instil in learners the ability to construct, collaborate and critically analyse theatrical performance both on the stage, as well as on the page. By exposing pupils to a wide range of seminal texts, in addition to allowing the opportunity to create their own dramatic performances, the course aspires to nurture confident, perceptive and creative responses to key thematic concerns that dominate society and relationships.

Levels of entry

Prospective pupils should have a keen interest in Drama and the Performing Arts, preferably having studied Drama throughout Key Stage 3 and having participated in school productions. Given the linguistic nature of this specification, with the need for pupils to study play scripts as working literary documents, as well as being comfortable in writing critical reviews of performances, GCSE Drama pupils should be able to express themselves clearly using English that is at least approaching first language fluency.

Course components

Component 1: Devising Coursework

- Create and develop a devised piece from a stimulus (free choice for centre).
- Performance of this devised piece or design realisation for this performance.
- Analyse and evaluate the devising process and performance.
- Performer or designer routes available.

Component 2: Performance from Text Coursework

- Pupils will either perform in and/or design for two key extracts from a performance text.
- Centre choice of performance text.

Component 3: Theatre Makers in Practice

- Practical exploration and study of one complete performance text.
- Choice of eight performance texts.
- Live theatre evaluation – free choice of production.

Assessment

Component 1: Coursework 40% of the qualification – 60 marks

Component 2: Performance from text 20% of the qualification – 48 marks

Component 3: Written examination: 1 hour 45 minutes 40% of the qualification – 60 marks

Responsibilities of the pupil

Pupils are expected to be collegial and collectively cooperative in terms of their ability to work together to create pieces of performance that showcase both individual and ensemble achievement. All pupils must be aware that the course covers content of a sensitive and thought-provoking nature and as such a maturity of approach is necessary.

Dutch CNaVT Exam

Awarding Body: TaalUnie

OPTION SUBJECT

Course aims

In Years 10 and 11 pupils will be working at level B1 or B2 in preparation for a CNaVT exam. This exam is for those who want to use Dutch independently in more formal contexts in Dutch or Flemish society, and for those who are considering continuing their education after the BSA on a Dutch speaking course. Modern Foreign Language (MFL) pupils will take the CNaVT exam in Year 11 at level B1: Maatschappelijk Formeel (FORM). Native speakers of Dutch are expected to take the Educatief Startbekwaam (STRT) – B2 in Year 11.

Levels of entry

This course is not suitable for beginners. We would expect pupils to have studied at least 1 year of Dutch in Key Stage 3 and have ideally reached A1 in the European Framework before being allowed onto this course.

Course components

- Listen and respond to a variety of spoken resources, including authentic sources.
- Read and respond to a variety of written texts, including authentic sources, covering different contexts, styles and genres.
- Adapt their written language appropriately for different situations and purposes.
- Use the language accurately to express facts and ideas, and to present explanations, opinions and information in writing.
- Understand and apply the grammatical system and a range of structure as detailed in the CNaVT specification.
- Use the language to present viewpoints, develop arguments, analyse and evaluate in speech and in writing.
- Form a sound base of the skills, language and attitudes required for further study or work.
- Offer insights into the culture and civilisation of the countries where the language is spoken, this may include literature where appropriate.
- Encourage fuller integration into the local community, where relevant.

Assessment

Regardless of the level, the paper-based exam consists of three parts. In part A the candidate has to listen and write. In part B reading and writing proficiency are tested. Part C is the oral part of the exam.

Responsibilities of the pupil

Pupils need to be committed to their Dutch learning which contains more than speaking Dutch in a domestic environment. If pupils want to attain a certain level of academic Dutch, they need to invest in their Dutch learning after school time. An important part of their learning contains reading Dutch books (Dutch writers) following the Dutch news and immersing themselves in the Dutch language by joining Dutch speaking sports teams or taking part in other activities using Dutch outside of school.

French IGCSE

Awarding Body: Edexcel IGCSE

OPTION SUBJECT

Course aims

The Edexcel International GCSE in French as a Foreign Language enables pupils to develop understanding and use of written and spoken French in a range of familiar and practical contexts, and for a variety of purposes. They develop the ability to communicate effectively in the target language through the written word using a range of vocabulary and structures. In addition, they develop an understanding of grammar and its practical application, and knowledge of countries and communities where the target language is spoken. Finally positive attitudes towards modern foreign language learning are developed and a suitable foundation for further study of the target language or another language is acquired.

Levels of entry

European framework A1/A2 level or 3 years of studying the language at Key Stage 3. Ideally, pupils should have studied French for a minimum of three years before starting the course. However, exceptions can be made for motivated and able pupils with limited knowledge of French. In some cases, pupils will have the opportunity to take First Language French GCSE if this is applicable. This is offered in conjunction with our clubs programme and suitability is decided in consultation with the French teachers. Please speak to your child's teacher if this is something you are interested in.

Course components

For all three assessments listening, speaking and reading/writing the following topics are used: home and abroad, education and employment, house, home and daily routines, the modern world and the environment, social activities, fitness and health.

Assessment

The listening assessment is a 30-minute examination paper, plus five minutes reading time (25%).

The reading and writing assessment is through an examination paper lasting 1 hour and 45 minutes (50%).

The speaking assessment is a maximum 10 minute conversation (25%).

Responsibilities of the pupil

Pupils are expected to complete all weekly homework to a good standard and within deadlines.

A week long French study trip is open to Key Stage 4 pupils yearly in October. It aims at developing strategies for oral communications to enable them to contribute efficiently to face-to-face conversations. It will focus on further developing their listening and speaking skills with particular emphasis on becoming more independent and participating in authentic conversations. In addition to this, pupils can watch French television programmes and/ or read subtitles using www.tv5monde.fr. They can listen to French music. The teacher can recommend appropriate materials. Pupils can borrow French reading books from the school and/ or local library. Reading for pleasure in the target language using www.1jour1actu.com on a regular basis will vastly improve understanding.



Geography IGCSE

Awarding Body: Cambridge International Examinations IGCSE

OPTION SUBJECT

Course aims

The aims of IGCSE Geography are to encourage candidates to develop:

- an understanding of location on a local, regional and global scale
- an awareness of the characteristics, distribution and processes affecting contrasting physical and human environments
- an understanding of the ways in which people interact with each other and with their environment
- an awareness of the contrasting opportunities and constraints presented by different environments
- an appreciation of and concern for the environment
- an appreciation of the earth including its people, places, landscapes, natural processes and phenomena.

Levels of entry

An IGCSE in Geography shows that pupils are able to analyse complex information. A good level of English language is therefore essential.

Course components

The course will cover the following topics:

- Population Dynamics
- Types of Settlement
- Earthquakes, Volcanoes, Rivers and Coasts
- Agricultural and Industrial Systems
- Energy and Water Resources
- Weather, Climate and Vegetation
- Tourism
- Assessment

Three examination papers:

Paper 1: Geographical Themes 1 hour 45 minutes (45%)

Paper 2: Data Response and Geographical Skills 1 hour 30 minutes (27.5%)

Paper 3: Alternative to Coursework 1 hour 30 minutes (27.5%)

Responsibilities of the pupil

Pupils are expected to complete written assignments according to set deadlines, which will require working independently in school and at home. It is also vital that pupils keep up with current affairs and read frequently in English as part of their commitment to the subject.



German IGCSE

Awarding Body: Edexcel IGCSE

OPTION SUBJECT

Course aims

The aims and objectives of this qualification are to enable pupils to develop:

- an understanding and use of written forms of the target language, in a range of familiar and practical contexts, and for a variety of purposes
- the ability to communicate effectively in the target language through the written word, using a range of vocabulary and structures
- the ability to communicate effectively in the target language through speaking, using a range of vocabulary and structures
- a knowledge and understanding of the target language grammar and its practical application
- a knowledge and understanding of countries and communities where the target language is spoken
- positive attitudes towards modern foreign language learning
- a suitable foundation for further study of the target language, or another language.

Levels of entry

Ideally, pupils should have studied German for a minimum of three years before starting the course. However, exceptions can be made for motivated and able pupils who have studied German for less than three years.

Course components

For all three assessments, listening, speaking and reading/writing, the following topics are used: home and abroad, education and employment, personal life and relationships, the world around us, social activities, fitness and health.

Assessment

Exam 1: The listening assessment is a 30-minute examination paper, plus five minutes reading time. (25%)

Exam 2: The reading and writing assessment is through an examination paper lasting 1 hour and 45 minutes. (50%)

Exam 3: The speaking assessment is a maximum 10 minute conversation. (25%)

Responsibilities of the pupil

Pupils need to be committed to learning German and be prepared to continue to work on German outside of school. Pupils will be expected to read German and practice speaking German as much as possible.



History IGCSE

Awarding Body: Cambridge International Examinations IGCSE

OPTION SUBJECT

Course aims

The aims are to:

- The aims are to enable students to develop:
- An interest in and enthusiasm for learning about the past
- Knowledge and understanding of individuals, people societies in the past
- Knowledge that is rooted in an understanding of the nature and use of historical evidence
- An understanding of key historical concepts: cause and consequence, change and continuity, and similarity and difference
- An understanding of international issues in history
- Historical skills, including investigation, analysis, evaluation and communication skills
- A sound basis for further study and the pursuit of personal interest.

Levels of entry

An IGCSE in History shows that you have a high level of literacy and that you are able to analyse complex information. As there is a considerable amount of extended writing, it is preferable that pupils are confident in essay writing.

Course components

Pupils study some of the major international issues of the twentieth and twentieth centuries, as well as looking in greater depth at the history of particular regions. However, the emphasis is as much on the development of historical skills as on the acquisition of knowledge. The syllabus will promote an understanding of the nature of cause and consequence, continuity and change, similarity and difference, based on an appreciation of the nature and use of historical evidence.

Pupils will study the following topics from Option B: International relations since 1919:

- Was the Treaty of Versailles fair?
- To what extent was the League of Nations a Success?
- How far was Hitler's Foreign Policy to blame for the outbreak of war in Europe 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 1948-1989?
- A depth study on Germany from 1918-45

Assessment

The assessment consists of two exam papers and one piece of coursework.

Paper 1: (2 hours) 40% of marks. Pupils answer two sets of questions from Section A (Core Content – 20th Century) and one set questions from Section B (Depth Study).

Paper 2: (2 hours) 33% of marks. Pupils will answer six questions using a range of source material relating to the prescribed Option A topic: What caused the First World War?

Component 3: Coursework. 27% of marks. Pupils produce a piece of extended writing based on their Depth Study.

Responsibilities of the pupil

Pupils will be required to learn content on a regular basis, write essays demonstrating their understanding of the topic and use their knowledge to interpret and make inferences from given sources.

Media Studies GCSE

Awarding Body: Assessment and Qualifications Alliance (AQA)

OPTION SUBJECT

Course aims

The Media Studies course should encourage candidates to:

- Foster a critical understanding of a range of media texts and the ways in which they are read and understood by different audiences
- Develop a critical awareness of media representations of individuals, groups and issues
- Develop an understanding of the relationship between media industries/institutions/technologies (including IT), products and audiences
- Encourage an awareness of the debates surrounding the role of the media, and its industries, in contemporary society
- Enable candidates to explore and represent their own ideas and experiences by developing practical production skills in one or more media.

Levels of entry

There are no specific requirement for Media Studies, however pupils will need good communication skills

Course components

Four key components form the basis of the subject content. These are Media Language, Media Representations, Media Industries and Media Audiences

Pupils are required to study media products from all of the following media forms:

- television, film, radio, newspapers, magazines and music videos
- advertising and marketing
- online, social and participatory media
- video games

Assessment

Paper 1: Written exam 1 hour 30 minutes (35%)

Section A focuses on Media Language and Media Representations and will test any two of: magazines, advertising and marketing, newspapers, online, social and participatory media and video games.

Section B will focus on Media Industries and Media Audiences and test any two of the following forms: radio, music video, newspapers, online, social and participatory media and video games, film (industries only).

Paper 2: Written exam 1 hour 30 minutes (35%)

Section A will be based on a screening from an extract of one of the television close study products and can test any area of the theoretical framework.

Section B will be based on either newspapers or online, social and participatory media and video games and can test any area of the framework

Non-Examined Assessment (30%)

Pupils must independently create a media product in response to a brief set by AQA. These briefs will change annually but previous briefs include a front cover and feature article for a gossip magazine, a working homepage and linked page for a community radio station website and a two-minute sequence for an episode of a new sci-fi TV series.

Responsibilities of the pupil

Pupils are expected to complete written assignments according to set deadlines, which will require working independently in school and at home. It is also vital that pupils explore a range of media and read frequently in English as part of their commitment to the subject.

Music IGCSE

Awarding Body: Cambridge International Examinations IGCSE

OPTION SUBJECT

Course aims

- To enable pupils to acquire and consolidate a range of basic musical skills.
- To gain knowledge and understanding, through the activities of listening, performing and composing.
- To assist pupils to develop a perceptive, sensitive and critical response to the main historical periods and styles of Western music.
- To help pupils to recognise and understand the music of various non-Western traditions, and thus to form an appreciation of cultural similarities and differences.
- To provide a foundation for the development of an informed appreciation of music.
- To provide a foundation for further study in Music for those students who wish to pursue their studies at a higher level.

Levels of entry

This should be seen as a specialist subject. The ability to play an instrument to a good standard, and to read and write Western notation is essential, both for performance and composition. There is an expectation that each pupil should be taking instrumental lessons before enrolling on this course. Anyone who is unsure of their suitability should check before opting to take Music.

Course components

The examination is divided into four compulsory components, as follows:

- Unprepared Listening – Pupils study a range of musical styles and traditions. For this component, it will be necessary to be able to follow a score or diagram and listen to extracts.
- Prepared Listening – Pupils study an area of World Music plus a set work. They will be expected to listen to extracts, follow a score and answer questions in detail.
- Performing – Through performing and recording an individual piece and one in an ensemble, pupils need to demonstrate:
 - Technical competence on one or more instruments.
 - Interpretive understanding of the music performed.
- Composing – Over the 2 years, pupils work on various composition ideas, eventually submitting two compositions which are contrasting in character or written for different forces. These need to be recorded and at least one must be fully notated using Western staff notation.

Assessment

All final assessments come at the end of the 2 year course, with each component carrying a different weighting in the final total. Performing and composing are both assessed in school, with recordings and scores then sent to CIE.

Listening Paper 1 hour 15 minutes	(40%)
Performing	(30%)
Composing	(30%)

Responsibilities of the pupil

Pupils will need to practise their performance pieces and listen to recordings of the set works as much as possible in their own time. They are responsible for the organisation and completion, on time, of any homework tasks, composition coursework and background reading that will be set. Pupils are also expected to be active role models in the musical life of the school (for examples, members of the choir or school band) as every extra activity helps to enhance their skills in the subject.

PE GCSE

Awarding Body: Edexcel

OPTION SUBJECT

Course aims

Pupils will receive a well-rounded introduction to the world of PE, sport and sport science through the combination of physical performance and academic challenges. The content builds on the understanding developed in Key Stage 3, increasing breadth and also ensuring that learners new to the subject are appropriately supported.

Levels of entry

Commitment to improving physical performance through Key Stage 4. Weekly participation in extra-curricular sports, in or outside of school (or both).

Course components

Theoretical aspects (60% final assessment)

- Applied Anatomy and Physiology
- Movement Analysis
- Physical Training
- Health, Fitness and Wellbeing
- Sport Psychology
- Socio-Cultural Influences

Practical Aspects (30% final assessment)

- Assessment in three physical activities, chosen by the pupil from the syllabus listing. One activity must be a team activity, one must be an individual activity.

Personal Exercise Programme (10% final assessment)

- Pupil plan and carry out a personal exercise programme (PEP) to improve performance in one of their chosen activities. The assessment is based upon their written planning and evaluation of the PEP (10%).

Assessment

- Theoretical content is worth 60% of the qualification assessed through examination.
- Non-examined assessment is worth 40% of the qualification. This comprises the practical performance and performance analysis, both are internally assessed and externally moderated.
- Practical activities account for 30% of the qualification and must include three activities – one team activity, one individual activity and a free choice.
- Pupils will be assessed in the role of player/performer only from the prescribed list of activities.
- Performance analysis is worth 10% of the qualification (personal exercise programme).

Responsibilities of the pupil

Pupils need to be proficient in three physical activities, one of which must be a team activity and one an individual activity. They will need to be committed to improving their performance level in relation to the assessment criteria in their chosen activities. Pupils need to be aware that 60% of the qualification is assessed in a theoretical examination, requiring a commitment in preparation and study to that end. Pupils will also plan and carry out their own personal exercise programme based upon one of their chosen physical activities. This requires diligent planning and monitoring, the application of theoretical aspect of the course, as well as a detailed evaluation of how the programme went.



Spanish IGCSE

Awarding Body: Edexcel IGCSE

OPTION SUBJECT

Course aims

- Develop understanding and use of written and spoken forms of the language, in a range of familiar and practical contexts.
- Develop the ability to communicate effectively in the target language.
- Develop a knowledge and understanding of grammar and its practical application.
- Develop a knowledge and understanding of countries and communities where Spanish is spoken.
- Develop positive attitudes to language learning and acquire a suitable foundation for further study.

Levels of entry

European framework A1/A2 level or three years of studying the language at Key Stage 3. Ideally pupils will have studied Spanish for a minimum of three years before starting the course. However, exceptions can be made for motivated and able pupils with less than three years experience.

Course components

The course content is based on the following components:

- **Home and abroad:** Life in the town and rural life, weather and climate, travel, transport and directions, holidays and tourist information, services, customs and religion, everyday life, traditions and communities in a Spanish speaking country
- **Education and employment:** School life and routine, school rules and pressures, school trips, events and exchanges, work, careers and volunteering, future plans
- **Personal life and relationships:** House and home, daily routines and helping at home, role models, relationships with family and friends, childhood
- **The world around us:** Current affairs and social issues Environmental issues, The media (eg TV, film, radio, newspapers), travel and transport, Information and communication technology
- **Social activities, fitness and health:** Special occasions, hobbies, interests, sports and exercise. Shopping and money matters, accidents, injuries, common ailments and health issues

Assessment

Paper 1: Listening Assessment is a 30 minute examination paper, plus five minutes reading time. The total number of marks for the paper is 40 (25%)

Paper 2: Reading and Writing Assessment is through an examination paper lasting 1 hour and 45 minutes. The total number of marks for the paper is 80, with 40 marks for reading and 40 marks for writing (50%)

Paper 3: Speaking 8–10 minutes. The total number of marks for the paper is 40 (25%).

Responsibilities of the pupil

- Pupils should participate fully in class and review vocabulary regularly. Look for opportunities both inside and outside the classroom to converse, read and listen to Spanish.
- Ensure grammar is processed and learned not simply memorised. Read more challenging online sources such as audio texts, newspapers and magazines. Use a dictionary for language acquisition not a translator.



Further Research

As part of the options process pupils are encouraged to carry out additional research to help them with their selection. Below are some useful websites that will help them gather information on the courses needed for further study and possible careers pathways.

Examination Boards

- Assessment and Qualifications Alliance (AQA) – www.aqa.org.uk
- Cambridge international examinations (CIE) – www.cie.org.uk
- Edexcel – <https://qualifications.pearson.com/en/home.html>

Further Education

- UK – Universities and Admissions Service (UCAS) www.ucas.co.uk
- Netherlands – www.studyinholland.nl
- European universities – Eunicas – www.eunicas.co.uk
- US – www.nces.ed.gov/collegenavigator
- International – <https://www.topuniversities.com/>

Careers

- UK National careers website – <https://nationalcareers.service.gov.uk>



Below is a list of popular degree courses and the subjects required by UK universities

Degree courses

Accountancy
Agriculture
Architecture
Biology
Business Studies or Business Management
Chemistry
Classical civilisations
Computing or Information Systems
Dentistry
Drama
Economics
Engineering (Chemical)
Engineering (others)
English
Languages
Geography
Geology
History
Land Management
Law
Materials Science
Mathematics
Medicine
Music
Pharmacy
Philosophy
Politics
Psychology
Social Sciences
Veterinary Science

Subjects normally required at A Level

Mathematics (quite often)
Chemistry and/or Biology
Mathematics and Art portfolio (some)
Biology, Chemistry, Mathematics or Physics
Mathematics (some)
Chemistry and Mathematics/Physics
None
Mathematics (some)
Chemistry and two of Mathematics/Biology/ Physics
English
Mathematics (few)
Mathematics, Physics or Chemistry
Mathematics and Physics (plus Chemistry an advantage)
English
The language you wish to study
Geography
Mathematics and Physics (or two Sciences)
History
Mathematics (few) and Geography preferred
None
Mathematics, Physics or Chemistry
Mathematics and Further Mathematics
Chemistry and Biology (plus Physics or Mathematics)
Music
Chemistry and Biology, Physics or Mathematics
Mathematics (few)
None
Two Sciences (few) or Mathematics (some)
None
Chemistry and Biology, Physics or Mathematics

THE
BRITISH
SCHOOL
OF AMSTERDAM

EARLY YEARS
SCHOOL

JUNIOR
SCHOOL

SENIOR
SCHOOL



www.britams.nl

Havenstraat 6
1075 PR Amsterdam

+31 20 67 97 840