

A Level /BTEC Exam Year  
**2026**

A GUIDE TO

# POST-16 OPTIONS

BRITISH SCHOOL MUSCAT



**BRITISH SCHOOL**  
MUSCAT

# Joining BSM Sixth Form

## Welcome

Welcome to the Sixth Form at British School Muscat (BSM). We provide a stimulating and friendly environment in which students can continue their education and begin to specialise their further studies.

A breadth of choice is offered with a wide range of A Level and BTEC courses available and a truly enviable programme of extracurricular opportunities. As a school, we have a fantastic record of helping students achieve high grades and gain entry into their first choice university.

We are able to boast excellent teaching, academic challenge, and a Sixth Form support team skilled in key areas such as University applications (including UCAS) and student attainment monitoring. We also offer sound advice as well as supportive pastoral care and guidance to ensure that Sixth Form students make a smooth transition to adulthood; they have every opportunity to develop their potential to the full, and focus on skills which will enable them to become world class citizens.

The Sixth Form is very much a staging post between the directed learning of the GCSE years and the independent learning that will be undertaken at university. Within a context where appropriate direction is available, Sixth Formers can develop the attitudes, attributes and skills to enable them to learn on their own and to become high-performing learners.

It is absolutely essential that students in the Sixth Form enjoy their academic work for its own sake, and they are encouraged to choose subjects that they enjoy. Sixth Form study provides a passport to university or the foundations for entry into the world of work. That passport will carry far greater weight if it is imprinted with a genuine desire to learn.

Academic work will be the priority in the Sixth Form. However, we recognise that the world of work demands much more than a good set of A Levels.

The Sixth Form years allow the development and broadening of many other abilities besides the academic: the ability to work in a team; the ability to communicate in a variety of circumstances; the ability to network; the ability to lead others through

leading extra-curricular activities or being part of our Student Impact Committees; the ability to have fun and enjoy life appropriately; the ability to accept responsibility and use it effectively. All of these are encouraged by our wide Enrichment Programme.

In today's rapidly changing world, creativity, flexibility, adaptability and resilience are essential characteristics of successful individuals. The Sixth Form at BSM fosters and values these qualities.

Our aim is that those who leave our Sixth Form should be self-confident young men and women who will find fulfilment and happiness in their future lives. It is something that we remain passionate about.

We look forward to supporting you in the next stage of your education.

**Zoe Atkinson-Goffe**  
Head of Sixth Form



## Joining BSM Sixth Form

Students can expect to enjoy and thrive in their courses and through using our outstanding facilities. All students continue to be supported and encouraged by caring and enthusiastic teachers.

The Sixth Form at BSM offers a strong variety of A Level and BTEC Level 3 courses. The subject areas are well-resourced and taught by highly qualified staff.

Each student is allocated to a tutor group for pastoral purposes. Academic results are of high importance but so too is the overall development of the student as they prepare for their next stage of their lives.

The Sixth Form offers opportunities to hold positions of responsibility within BSM. This reinforces their increasingly mature role within the school. Embracing opportunities to contribute to BSM and the wider community is encouraged and expected of our students.



# BSM Sixth Form Centre

## BSM Sixth Form Centre & Facilities

British School Muscat Sixth Form Centre opened in 2017 and boasts three floors of superb facilities: a Common Room social area and two spacious study areas. We are extremely proud of our facilities and it is the perfect place for BSM students to study and to thrive.

Sixth Form students also have access to a well resourced Senior Library, fully equipped gymnasium and All Weather Pitch.

Within specialist subject areas, students have access to digital technologies, high specification digital software and equipment, 3D printing and much more besides.

Across the site, we utilise our new Oryx Theatre for showcase events including productions, celebration assemblies and whole school events.



# A Levels or IB

## A Levels or International Baccalaureate?

British education curricula are the most popular in the international market, with A Levels used by 34% of schools and IB by 26% of schools in 2021 (ISC Research).

Both A Levels and IB programmes are excellent. They both offer a 2 year course for students aged 16 - 19 enabling students to apply for courses at University anywhere in the world. Our offer at BSM is A Level and BTEC Level 3, offering students depth of study and flexibility of choice. These courses are delivered by highly skilled, enthusiastic teachers at BSM. Many students undertake 4 A level courses in Year 12, further refining this to 3 subjects as they enter Year 13. You can see a summary of both curricula in the table below:

A Levels	IB Diploma
Students choose 3 or 4 subjects, in any combination, of A Levels or BTECs available at BSM	Students must take one subject from each of six compulsory groups*:
Choice of subjects: Nearly any combination of subjects possible. A personalised curriculum	Language and literature, Language acquisition, Individuals and societies, Sciences, Mathematics, Arts
Plus: EPQ Enrichment Programme (Theory of Knowledge is embedded within subjects at BSM)	Plus: Extended essay Creativity, Activity, Service Theory of Knowledge
Supported by: BSM's Learning Ethos & HPL framework	Supported by: IB Learner Profile
A Level Advantages	IB Advantages
Flexibility of what you learn and depth of study in those subjects. Students can study any combination of subjects (up to four) (3 Sciences are possible, or Maths, Further Mathematics & Science possible)	You can study a broad range of subjects.
More flexibility of your time: more focus on independent study. Bespoke choice of courses	Continue to study useful subjects (such as maths and foreign languages), even if they don't directly relate to your future plans.

# Choosing a course

## Choosing your Post 16 courses

Choosing the right combination of subjects for your post-16 course can appear, at first, quite challenging.

These notes will help, but it is important that parents and teachers are also involved in the process. Further information can be obtained from the Head of Sixth Form, Heads of Departments, subject staff, the Deputy Head teachers and, last but not least, by talking to our present Sixth Formers who are already taking the subjects.

Some UK university degrees can be taken without studying any particular A Level subject. However, if you are thinking of studying a course at university that is commonly available at post-16, it is usual to take that course as one of your subjects. If you have a particular degree course in mind, and are planning on applying to universities in the UK, we would strongly recommend that you check university entry requirements at <http://www.ucas.co.uk>

Competition for many courses is high. Consequently, students should ensure that they are choosing the right subject for their interests, which enables them to achieve their best possible grade.

The following questions may support in making your choices:

- What do I enjoy and would like to continue studying further?
- What are the requirements of the course I might like to study at University?
- Have I chosen subjects that will keep my options open and offer flexibility when applying to University?
- Am I capable of being successful in this subject?

It is recommended that 4 subjects are chosen. Often students will start with four choices in Year 12 and reduce this to 3 subjects in Year 13, there is no disadvantage to this approach.

The choice of subjects should be made on the basis of ability and interest in the subject. We stress again that interest is key; the depth of study and required focus for those subject will require a student's enthusiasm and commitment to their chosen subjects

## FAQ

### Should I choose three or four A Levels?

Most students typically start with choosing four options in Year 12 to help keep their options and choices open as they begin to finalise decisions on University courses.

Students often find great value in studying four subjects due to the greater academic enrichment and diversity of study. However, this should not come at the expense of high quality achievement and a student's focus on their long term goals.

### What if I would like to change subjects?

The Options process allows you to submit an initial expression of interest in November and reaffirm or change this in February. The Sixth Form Team will also hold 1:1 meetings with students around their choices

### Will I be disadvantaged for dropping a fourth subject?

Students will not be disadvantaged if choosing to drop the fourth subject. This may only take place following discussion between student, parent, teacher, Department Head/Sixth Form Team.

### How do Universities make their decisions?

Universities make their decision to accept a student onto the course based on a variety of factors. Some of these factors include GCSE grades, predicted A Level/BTEC grades, references and extra curricular enrichment.

### When are examinations?

When completing a full linear A Level course, the examinations are typically taken at the end of Year 13. There are some exceptions to this process which are course dependent.

Students will also sit an internal BSM assessment at the end of Year 12 to assess suitability for progression on their course. Students are expected to achieve at least a grade D in this internal assessment in order to progress into Year 13.



# British School Muscat: student destinations

Upon completion of their studies at Post 16, British School Muscat students went on to study at Universities around the world, in a few years, you will be one of these students...but where! [#everyoneacan](#)



BRITISH SCHOOL  
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## BSM Class of 2023 Destinations



Ask us a question

# Entry requirements & Destinations

## Minimum requirement for entry into Year 12

5 GCSE subjects grades 9-4 or A\* to C.

These subjects must include GCSE Grade 4 (or above) or C (or above) in English Language and Mathematics. In addition, each post-16 subject has its own minimum entry requirement for entry into that particular subject course.

## Entry requirements for progression from Year 12 into Year 13

It is expected that students will continue with three subjects into Year 13. Students who have met the entry requirements are automatically offered a place in Year 13 to continue their studies.

Students are expected to pass Year 12 with at least a D grade (or the equivalent in internal examinations) before continuing onto the Year 13 course. However, in the case of a grade D in any subject, a meeting with the student and parents may be arranged at the start of Year 13 and certain measures will be put in place in order to optimise the student's chances of achieving a pass in their post-16 subjects.

Students who achieve E or U grades will not be permitted to continue with that subject in Year 13. Students who do not meet the entry requirements into Year 13 will be given guidance by the Sixth Form team about a change of pathway.

If students do not meet the minimum entry requirements, they will not be able to progress into Year 13; successful appeals will be offered to re-sit Year 12 provided there are places available. However, in the case of oversubscription in any category, priority will be given to Year 11 students.

## Academic Skills Programme

All Year 12 students joining for academic year 2024/25 will undertake an Academic Skills programme during their weekly timetable. This programme endeavours to build skills of effective planning, research, problem-solving, as well as organisation and time-management.

Upon moving into Year 13, students can continue this programme and complete the EPQ qualification alongside their Post-16 subjects of study

## University Destinations

BSM students have gone on to study a broad range of courses at universities worldwide.

Representatives from world class universities, including the UK's Russell Group, visit BSM regularly and we host a number of University Fairs for our senior students throughout the academic year.

### Recent Destinations:

- Imperial College London
- University of Manchester
- Nottingham Trent University
- London School of Economics
- University of Warwick
- University of Sheffield
- Stanford University
- University of Edinburgh
- UCL
- Queen Mary University of London
- University of Newcastle
- University of Cambridge
- University of Calgary
- Columbia University
- Monash University
- Maastricht University
- Delft University of Technology
- UC Berkeley
- University College Dublin
- University of Sydney
- Oman Medical College
- Jacobs University Bremen
- Massey University of NZ

# ART & DESIGN

Exam board: Pearson

## Timetabled periods per fortnight

9 lessons per fortnight

## Entry Requirements

Grade 6 or above at GCSE (5 accepted under exceptional circumstances) including evidence of a portfolio of work.

## Brief overview

Personal Investigation: Practical work provides opportunities for students to pursue their own creative, visual ideas in a chosen area of art, craft and design.

Work for the Personal Study requires students to produce an illustrated dissertation on a selected aspect of others' art, craft and design. Students are required to research, evaluate, analyse and establish coherent and sustainable links between their own practical work with that of historical and contemporary references.

Students will receive the set paper for the Externally Set Assignment in January of Year 13.

Submissions must include:

- all preparatory work, including sketchbook(s)
- Unaided work produced under examination conditions in a period of 15 hours

Careers: architecture, fashion design, interior designer, product design, games designer, jewellery designer, theatre set designer, graphic designer, textiles designer, photographer, animator, landscape architect, shoe designer, makeup artist, art therapist, special effects, animation... lots of careers involve art and design!

## What will I study?

The Visual Elements: Including line, tone, colour, shape, pattern, texture, form and structure. Students develop these skills, experimenting with a wide range of media and methods. Students learn how to transform materials in order to reflect their different qualities of personally chosen subject matter. Students are expected to show evidence for an ongoing critical and analytical review of their progress.

Practical Work provides opportunities for students to pursue *their own* creative, visual ideas in their own chosen area of art, craft and design.

All of the above will be supported through a range of specific tasks relating to art in a historical, social, cultural or political context.

## How can I support my learning?

Draw what you see, draw from your imagination. Be inspired by artists online, in books, galleries or museums. Follow your favourite artists or designers on social media. Download some art apps or programmes and use them to doodle on your photos and to create new images.

Be patient and enjoy the process from concept to realisation.

*Photography A Level **can be taken alongside** the Art A Level if students wish to and have the motivation to do so.*

*"Art allows me to push the boundaries of creativity, I never stop exploring new and original visual ideas."*



# BIOLOGY

Exam board: Pearson

## Timetabled periods per fortnight

9 lessons per fortnight

Homework Expectations: at least 4 hours of homework/independent study per fortnight.

## Entry Requirements

Grade 7 equivalent in GCSE/iGCSE Biology from Combined or Separate Science and a good grade in English Language.

## Brief overview

This course will develop the knowledge and understanding of key biological principles so that students will satisfy their innate curiosity about the structure and function of living organisms, and have the skills to analyse and interpret data that is required to pursue a career linked to Biology.

Mathematical skills will be used throughout the course and 16 core practical activities will be carried out to develop the ability to solve a range of problems in a variety of different contexts.

This is a modular course with each AS module (Year 12) and A2 module (Year 13) contributing towards the overall A Level grade.

## How can I support my learning?

- Be proactive in seeking help from other students and your teachers
- Use the Cornell method to take notes at home about what you have learned in the classroom
- Deliberate & focused practice until you CAN'T get something wrong

## What will I study?

Module	Description
<b>AS Biology</b>	
1	Molecules, Diet, Transport & Health
2	Cells, Development, Biodiversity & Conservation
3	Practical Skills in Biology I
<b>A Level Biology</b>	
4	Energy, Environment, Microbiology and Immunity
5	Respiration, Internal Environment, Coordination and Gene Technology
6	Practical Skills in Biology II

## Online support

- [The Student Room \(Biology\)](#)
- [Seneca Learning](#),
- [CramNow Biology](#),
- [Physics & Maths Tutor \(Biology page\)](#),
- [A Level Tutor House](#),
- [GetRevising](#)

# BUSINESS

**Exam board:** Pearson Edexcel

## Timetabled periods per fortnight

9 lessons per fortnight

**Homework Expectations:** minimum of 4 hours of homework/independent work per week.

## Entry Requirements

B in iGCSE English AND 6 in GCSE Mathematics, or exceptional circumstances. Cannot be chosen alongside Economics. Students must choose either Business or Economics

## Brief overview

Students are introduced to Business in Themes 1 and 2 through building knowledge of core business concepts and applying them to business contexts to develop a broad understanding of how businesses work.

Breadth and depth of knowledge and understanding, with applications to a wider range of contexts and more complex business information, are developed in Themes 3 and 4, requiring students to take a more strategic view of business opportunities and issues.

Students are encouraged to use an enquiring, critical and thoughtful approach to the study of Business, to understand that business behaviour can be studied from a range of perspectives and to challenge assumptions.



## What will I study?

### Theme 1: Marketing and People

Students will develop an understanding of: meeting customer needs; the market marketing mix and strategy; managing people; entrepreneurs and leaders.

### Theme 2: Managing Business Activities

Students will develop an understanding of: raising finance; financial planning; managing finance; resource management and external influences.

### Theme 3: Business Decisions and Strategy

This theme develops the concepts introduced in Theme 2. Students will develop an understanding of: business objectives and strategy; business growth; decision-making techniques; influences on business decisions; assessing competitiveness and managing change.

### Theme 4: Global Business

This theme develops the concepts introduced in Theme 1. Students will develop an understanding of: globalisation; global markets and business; expansion; global marketing; global industries and companies (multinational corporations).

Assessed via 3 examinations, each 2 hours long, at the end of Year 13.

## How can I support my learning?

- Take a proactive approach to learning. Seek support from online resources, your peers and your teachers
- Keep notes up to date and regularly practise exam technique
- Read around the subject to develop wider knowledge of Business in the real world using your free Financial Times account [FT for schools](#)

*Amazon is worth more than the GDP of both Switzerland and the Netherlands combined.*

# CHEMISTRY

Exam board: Pearson

## Timetabled periods per fortnight

9 lessons per fortnight

Homework Expectations: at least 5 hours of homework/independent study per fortnight.

## Entry Requirements

Grade 7 equivalent in GCSE/iGCSE Chemistry from Combined or Separate Science.

## Brief overview

This course will develop students knowledge and understanding of key chemistry principles which will enable them to analyse, interpret and evaluate a range of scientific information, ideas and evidence using their knowledge and understanding covered in this course.

Mathematical skills will be used throughout the course and 16 core practical activities will be carried out to develop the ability to solve a range of problems in a variety of different contexts.

This is a modular course with each AS and A2 module contributing towards the overall A Level grade. All modules will be taken in the summer examination period of that academic year with the exception of Unit 1 which will be taken in the January examination period of Year 12.

What will I study?

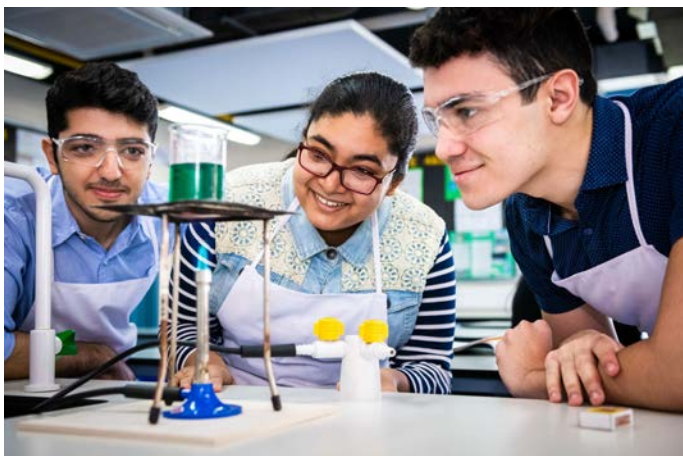
Module	Description
<b>AS Chemistry</b>	
1	Structure, Bonding and Introduction to Organic Chemistry
2	Energetics, Group Chemistry, Halogenoalkanes and Alcohols
3	Practical Skills in Chemistry I
<b>A Level Chemistry</b>	
4	Rates, Equilibria and Further Organic Chemistry
5	Transition Metals and Organic Nitrogen Chemistry
6	Practical Skills in Chemistry II

## How can I support my learning?

- Be proactive in seeking help from other students and your teachers
- Use the Cornell method to take notes at home about what you have learned in the classroom
- Deliberate & focused practice until you CAN'T get something wrong

Websites:

- [Seneca Learning](#),
- [Physics & Maths Tutor](#),
- [Chemguide](#),
- [MaChemGuy](#),
- [AlleryTutors](#),
- [Knockhardy](#),
- [Dr. Beattie's Chemistry](#),
- [A Level Chemistry](#),
- [Royal Society of Chemistry](#)



# COMPUTER SCIENCE

Exam board: CAIE

## Timetabled periods per fortnight

9 lessons per fortnight

Homework Expectations: 5-6 hours per fortnight.

## Entry Requirements

7 in Maths or 7 in GCSE Computer Science or other GCSE-level Computing specification or exceptional circumstances.

## Brief overview

Computing at Key Stage 5 focuses on the fundamentals of a range of Computer Science topics, giving students the foundation needed for further study at university.

Schemes of Work are designed to develop a personalised learning style for our students, who are encouraged to interact with resources in a way that reflects their learning style. Pre-reading is encouraged with materials shared with students before each unit. The six main units covered at KS3/KS4 are expanded, with the introduction of new topics on Databases, Artificial intelligence and Advanced programming

Study and Assessment Plan:

The Computer Science qualification is a MODULAR course which can give students a distinct advantage.

- Study AS Computer Science and sit 2 exams at the end of Year 12. 'Bank' the AS grades, then:
- Study A2 Computer Science and sit 2 exams at the end of Year 13, the results of which are added to the 'Banked' AS grades to result in a full A Level.

## What will I study

The course is broken down into the following topics in year 12:

1. Information Representation
2. Communication
3. Hardware
4. Processor Fundamentals
5. System Software
6. Security and data integration
7. Ethics and ownership
8. Databases
9. Algorithm Design and Problem-Solving
10. Data Types and structures
11. Programming
12. Software Development

The A Level is assessed through:

Y12

- Paper 1 (Written) - 1.5hrs (25%)
- Paper 2 (Written) - 2.0hrs (25%)

Y13

- Paper 3 (Written) - 1.5hrs (25%)
- Paper 4 (Practical) - 2.5hrs (25%)

## How can I support my learning

On the Google Classroom students will find various links to supporting websites which can help support their learning, such as specialist video tutorials and interactive lessons that students can use to work independently and further their knowledge.

Each unit of study also has a learning resources area which they can drop into at any time with additional activities, notes, videos and questions.



# D&T – PRODUCT DESIGN

Exam board: Edexcel

## Timetabled periods per fortnight

9 lessons per fortnight

Homework Expectations: up to 6 hours per fortnight.

## Entry Requirements

6 in GCSE Mathematics and 7 in DT (6 under exceptional circumstances).

## Brief overview

This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers, especially those in the creative industries.

They will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning into practice by producing prototypes of their choice.

Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.

The A Level is 50% external exam and 50% project work. Students choose their own context and client and ultimately their project. Students will sit 1 exam at the end of Year 13 which is 2 hours 30 mins long.

A Level Product Design is a natural progression from Design & Technology at GCSE.

*"Design and Technology gave me the skills to excel on my Engineering degree course"*

## What will I study?

Students will gain knowledge and apply the theory learnt to small focused tasks designed to prepare them for both the examinations and Non Exam Assessment. There is a large amount of materials theory, selection of materials, manufacturing processes and understanding new and emerging technologies. Also included in the course is health and safety, and legislation around products. Students will start their final Non Exam Assessment after the winter break in Year 12.

## How can I support my learning?

To make progress in A Level Product Design you must be aware of the world around you. You should always look at the built environment and ask yourself "Why was this material used and how was this form created"?

You must always look at and use products with a critical eye and ask yourself how this product could be improved. There are many websites that you could use to support your learning including:-

[www.focuselearning.co.uk](http://www.focuselearning.co.uk)

[www.technologystudent.com](http://www.technologystudent.com)

You should also follow some channels on YouTube which will support your learning, examples include:- Product Design Maker & Product Design Online.

*Engineers design running shoes for protection, performance, and comfort.*

*You will be free to use any of the tools and equipment we have in school.*

# ECONOMICS

**Exam board:** Pearson

## Timetabled periods per fortnight

9 lessons per fortnight across two years of study

**Homework Expectations:** a minimum of 6 hours of homework/independent work per fortnight.

## Entry Requirements

6 in GCSE Mathematics and B in English iGCSE.

Cannot be chosen alongside Business A Level.

Students must choose either Business or Economics

## Brief overview

In the Economics international A-level course, students will embark on a journey through the foundational concepts of economics, gaining a balanced grasp of both microeconomic and macroeconomic dimensions. Through a systematically thematic approach, they'll progressively deepen their understanding, enriching their perspective on real-world economic scenarios. Leveraging economic models, students will dissect the intricacies of global markets, interpret economic data, and evaluate the role of governmental influence on economies. This comprehensive exposure ensures they're attuned to diverse economic perspectives, preparing them for nuanced discussions and analyses.

The modular nature of this qualification offers students a strategic advantage. In Year 12, they can undertake iAS Economics and complete two examinations, securing their iAS grades. They can then advance to A2 Economics in Year 13, where after two additional exams, their scores are combined with the previously 'banked' AS grades to award them a full international A-level in Economics. This approach provides flexibility and a structured progression through the subject.

## What will I study?

The course is broken down into the following topics, units 1 & 2 are studied in Year 12 and units 3 & 4 in Year 13:

In the IAL Economics program, students will study four units. Unit 1 covers fundamental economic concepts, supply-demand dynamics, market failures, and government market interventions. Unit 2 delves into economic performance metrics, national income, and macroeconomic policies.

Unit 1 and 2 will be assessed with two 1 hour 45 minutes assessment leading to IAS.

In Unit 3, students explore business types, revenue metrics, market structures, and government's role in business. Lastly, Unit 4 offers insights into globalisation, trade dynamics, exchange rates, global inequality, and economic growth across different economies.

Unit 3 and 4 are assessed with two 2 hours assessment leading to IA2.

## How can I support my learning?

Take a proactive approach to learning. Seek support from online resources, your peers and your teachers

- Keep notes up to date and regularly practise exam technique
- Read around the subject to develop wider knowledge of Economics in the real world using your free Financial Times account [FT for schools](#)

“Morality, it could be argued, represents the way that people would like the world to work, whereas economics represents how it actually does work.”

— Steven D. Levitt, *Freakonomics*

# ENGLISH LITERATURE

Exam board: Edexcel

## Timetabled periods per fortnight

9 lessons per fortnight

Homework Expectations: up to 4 hours per fortnight.

## Entry Requirements

B at iGCSE in World Literature, B at iGCSE in First Language English.

## Brief overview

Some students are put off studying Literature because they fear a subject with multiple answers: to develop interpretations of a fictional world is to expose the reality of our own. Yet, it is only in embracing this fear and exploring the humanity in literature that we better understand ourselves. The study of Literature, then, offers something far greater than the acquisition of facts.

The course will give students the opportunity to:

- develop their interest and enjoyment in literary studies, reading a wide range of stimulating authors from past and present
- cultivate invaluable skills in creative reasoning, analytical argument and critical thinking
- take risks in their learning, developing original insights and new ways to view the world
- appreciate the significance of cultural and historical influences upon readers and writers
- develop empathy and awareness of the human experience building on and beyond their own lives

*"The man who does not read has no advantage over the man that cannot read."* - Mark Twain

## What will I study?

In Year 12, students will undertake an in depth study of two prose texts (such as *'Frankenstein'* and *'A Handmaid's Tale'*), and two drama texts (such as *'A Streetcar Named Desire'* and *'Othello'* (Component 1 and 2).

In Year 13, students will study a range of pre 20th century (such as Christina Rossetti's work) and modern poetry (such as 'Poems of the Decade' anthology) (Component 3) in addition to working on their own thesis based on independent reading (Component 4).

## How can I support my learning?

To make progress in English Literature, students will need to immerse themselves in reading both the set texts and secondary source material. They will also need to become familiar with a range of linguistic and literary terminology.

Students should try to read material from prizes such as 'The Man Booker' prize, read a broadsheet news website weekly, visit literary events online such as the Guardian Hay Festival or the BBC Proms Literary Festival. An enriched reading repertoire is central to success in English Literature at A Level.

*The study of English Literature trains the brain and frees the imagination; it is about life and living and just where you fit into the world around you.*

# FRENCH

**Exam board:** Pearson

**Timetabled periods per fortnight**

9 lessons per fortnight

**Entry Requirements**

6 and above at GCSE

**Why should I choose French:**

This course is designed to inspire students, enabling them to use the French Language independently. The course encourages a deeper understanding of the language and culture, whilst catering to a wide range of interests. A French language qualification will support those who wish to study abroad, wish to enhance their career prospects or are passionate about travel.

The flexible modular structure comprises of four units. Unit 1 and 2, can be taken as an international AS at the end of Year 12. This contributes up to 50% of the total International Advanced Level marks. Students can then opt to continue in Year 13, completing units 3 and 4. This qualification is recognized by French universities, achieving a level B2 will open doors for those that may wish to study in a French speaking country.

**Brief overview**

The course takes an in depth look at the following topics. Students are able to compare and contrast, these with their own lives reaching a better understanding of the world.

- Youth matters
- Lifestyle, health and fitness
- Environment and travel
- Education and employment
- Technology in the French-speaking world
- Society in the French-speaking world
- Ethics in the French-speaking world

Students will be expected to prepare a presentation and debate, on a topic of their own interest. By the end of the course, students show expertise in their chosen field. Students will also have the opportunity to study a film and literary text. Subject to student interest, students will be given the opportunity to visit a French-speaking country to contextualize their learning.

**Assessment structure**

As this is a modular the course, the breakdown for the IAS and IA2 differ:

	IAS	IAL
Unit 1: Spoken expression and response	30%	15%
Unit 2: Understanding and written response	70%	35%
Unit 3: Understanding and written response	30%	15%
Unit 4: Research, understanding and written response	70%	35%

**How can I support my learning?**

To make progress in French, please immerse yourself in the culture, traditions and language by watching French TV and film. Ensure you read the news daily. Subscribe to French podcasts and follow French speaking activists on Twitter or Instagram. If you ever have the opportunity visit a French speaking country, this will help you put it into context.



# GEOGRAPHY

Exam board: Cambridge

Timetabled periods per fortnight

9 lessons per fortnight

## Entry Requirements

GCSE Grade B (or C under exceptional circumstances).

## Brief overview

Geography at AS and A Level encourages students to acquire, and apply knowledge and understanding of the physical and human environments, and the way that they interact. Students develop an appreciation of how places, environments and issues change, and how people respond to these changes. Geography combines both science and humanities whilst also developing a range of transferable skills. As such, Geography is highly regarded by the leading universities as a **facilitating subject** that is looked on favourably alongside the Sciences and Mathematics A Levels. With university courses and diverse career pathways in mind, Geography is considered a wise choice as one of the core three, or as a fourth A Level choice.

Study and Assessment Plan:

Geography is a MODULAR course which can give students a distinct advantage.

- Study AS Geography and sit 2 x 90 min exams at the end of Year 12. 'Bank' the AS grades, then:
- Study A2 Geography and sit 2 x 90 min exams at the end of Year 13, the results of which are added to the 'Banked' AS grades to result in a full A Level.

What will I study?

## AS

Unit 1:

Core Physical Geography

1. Atmosphere and Weather
2. Tectonics, Rocks and Weathering
3. Rivers

Unit 2:

Core Human Geography

4. Population
5. Migration
6. Settlement

## A2

Unit 3:

Advanced Physical Geography

1. Coasts
2. Hot Deserts

Unit 4:

Advanced Human Geography

3. Global Interdependence
4. Economic Transition



# GERMAN

**Exam board:** Pearson

**Timetabled periods per fortnight**

9 lessons per fortnight

**Entry Requirements**

6 and above at GCSE

**Why should I choose German::**

This course is designed to inspire students, enabling them to use the German Language independently. The course encourages a deeper understanding of the language and culture, whilst catering to a wide range of interests. A German language qualification will support those who wish to study abroad, wish to enhance their career prospects or are passionate about travel.

The flexible modular structure comprises of four units. Unit 1 and 2, can be taken as an international AS at the end of Year 12. This contributes up to 50% of the total International Advanced Level marks. Students can then opt to continue in Year 13, completing units 3 and 4. This qualification is recognized by German universities, as a rule of thumb, German universities require proof of upper intermediate to advanced German language skill (B2/C1). Many past BSM students have gone on to successfully study at German universities.

**Brief overview**

The course takes an in depth look at the following topics. Students are able to compare and contrast, these with their own lives reaching a better understanding of the world.

- Young people and their views on identity, immigration and education
- Lifestyle, health and fitness
- Global leaders in engineering, environment and technology.
- Education and employment
- Technology in the German-speaking world
- Society in the German-speaking world
- Ethics in the German-speaking world

Students will be expected to prepare a presentation and debate, on a topic of their own interest. By the end of the course, students show expertise in this chosen field. Students will also have the opportunity to study a film and literary text. Subject to student interest, students will be given the opportunity to visit a German-speaking country to contextualize their learning.

**Assessment structure**

As this is a modular the course, the breakdown for the IAS and IA2 differ:

	IAS	IAL
Unit 1: Spoken expression and response	30%	15%
Unit 2: Understanding and written response	70%	35%
Unit 3: Understanding and written response	30%	15%
Unit 4: Research, understanding and written response	70%	35%

**How can I support my learning?**

To make progress in German, please immerse yourself in the culture, traditions and language by watching German TV and film. Ensure you read the news daily. Subscribe to German podcasts and follow German speaking activists on Twitter or Instagram. If you ever have the opportunity visit a German speaking country, this will help you put it into context.

# HISTORY

Exam board: Edexcel

## Timetabled periods per fortnight

9 lessons per fortnight

Homework Expectations: at least 4 hours of homework/independent study per fortnight.

## Entry Requirements

6 at GCSE. If the student has not previously studied History, then a Grade 6 in GCSE English Literature and Language is preferable

## Brief overview

We study a combination of Edexcel papers. You will sit three exams at the end of Year 13, and complete one piece of coursework on a historical debate of your choice.

We are conscious of our international heritage, and thus our A Level focuses on a broad range of histories - Russia, China, Britain, India, Singapore, Egypt and more. We study a variety of themes, from political movements, revolution, economics, society and international relations.

Students who wish to study new disciplines such as Classics, Politics, Economics, International Relations, PPE or Law at university will find History A level a great stepping stone in helping prepare them for Higher Education. Students who enjoy the topic most are intellectually curious by nature, willing to read around the subject and make links between the past and current affairs.

*"History is not a burden on the memory,  
but an illumination of the soul"*

*John Dalberg-Acton*

## What will I study?

### Year 12

- Communist States in 20th Century
- USSR from Lenin to Yeltsin (30%)
- Mao's China (20%)

### Year 13

- Britain: losing and gaining an Empire (30%)
- Coursework (20%)

## How can I support my learning?

- Be proactive in seeking help from other students and your teachers
- Read, watch, and listen around the subject. We regularly share recommendations of books, podcasts and documentaries
- Familiarise yourself with the demands of each exam question, and create essay plans around the key topics.



# MATHEMATICS

Exam board: Pearson

## Timetabled periods per fortnight

9 lessons per fortnight

## Entry Requirements

Grade 6 for GCSE Mathematics to be accepted onto the Regular Mathematics course (RM)

## Brief overview

At BSM, the the Regular Mathematics (RM) stream covers the International A Level syllabus in 9 periods per fortnight.

Edexcel is our examination board and they offer AS Level examinations (three papers) and A Level examinations (three papers). The qualification is awarded purely via assessments, of 90 minutes and 75 marks for each unit.

For Mathematics, it is possible to gain an AS Level qualification at the end of Year 12. This is particularly useful for students who do not require an A Level Mathematics qualification for their university course, or for students who may be leaving BSM at the end of Year 12.

## What will I study?

The flexible modular approach takes a synoptic approach to assessment, which means learners are examined on their learning from each unit and are also able to demonstrate their knowledge and understanding across the whole subject. Unlike a linear structure, where assessment is taken at the end of a two year course, the results from each module provide formal feedback throughout the course.

Module	Description
<b>AS Mathematics</b>	
P1	Pure Mathematics 1
P2	Pure Mathematics 2
S1	Statistics 1
<b>A Level Mathematics</b>	
P3	Pure Mathematics 3
P4	Pure Mathematics 4
M1	Mechanics 1

## How can I support my learning?

Being able to study Mathematics independently is the most important skill to master during your time in Sixth Form. The websites we use will support you to take charge of your own learning. It is also crucial that you do not allow yourself to fall behind with your work as it is extremely difficult to catch up due to the high pace of the course.





# FURTHER MATHEMATICS

Exam board: Pearson

## Timetabled periods per fortnight

9 lessons per fortnight

## Brief overview

Students studying Further Mathematics will first complete their study and assessment of the A Level Mathematics course at the end of Year 12.

Moving into Year 13, students in the Accelerated Mathematics (AM) stream undertake and complete their study of the Further Mathematics syllabus. The qualification is awarded purely via assessments, of 90 minutes and 75 marks for each unit.

Opting for Further Mathematics in Year 13 generally means students will gain an additional AS, or A Level, qualification. Further Mathematics is delivered at a high pace and as an **additional** option. It is extremely demanding and only recommended for our highest performing students who are willing to undertake a substantial quantity of independent study. In some cases, students may opt to only pursue an AS in Further Mathematics, as opposed to a full A Level.

*\*if a student does not wish to continue with Further Mathematics, they can choose to move into the Regular Mathematics stream at the start of Year 13 and focus on the Mathematics A Level course.*

There are very few universities where Further Mathematics is an entry requirement. However, for some courses, it may be required or advantageous for students to have a Further Mathematics qualification.

## What will I study?

The Further Mathematics course aims to prepare you for the most challenging university courses. It is not just the demanding content of the syllabus which will give you a headstart, but it is also the sheer volume of work that you need to cover in just one year.

Module	Description
<b>AS Further Mathematics</b>	
FP1	Further Pure Mathematics 1
FP2	Further Pure Mathematics 2
S2	Statistics 2
<b>A Level Further Mathematics</b>	
FP3	Further Pure Mathematics 3
M2	Mechanics 2
S3	Statistics 3

## How can I support my learning?

In this course, the highest level of independent study is expected from you: be determined, proactive, and above all critical about your own learning. The websites we use will support you to take charge of your own learning. It is also crucial that you do not allow yourself to fall behind with your work as it is extremely difficult to catch up due to the high pace of the course.

*"Mathematics is not a walk down a signposted path, but a journey into a strange wilderness, where the explorers often get lost"*

# Level 3 BTEC in MUSIC

Exam board: Pearson

## Timetabled periods per fortnight

9 lessons per fortnight

Homework Expectations: 8 hours per fortnight.

## Entry Requirements

6 at GCSE or achieved a Grade 5 or higher on an instrument or voice. Each individual applicant will be considered on their own merits.

## Brief overview

The Arts industry is one of the biggest in the UK and continues to grow. Employment prospects are extremely good for graduates and Music is widely accepted by all universities and employers as an academic subject. Careers and further study are not restricted to the Arts however. In addition to students who've gone on to study Music, recent BTEC music students at BSM have gone to study forensic science, food technology, engineering and English.

This course:

- Prepares young people for careers in the Music, Arts and other industries
- Presents students with knowledge that could lead to higher learning in all fields, but especially in the fields of Music, the Arts, Media or teaching
- Presents students with opportunities to develop their own skills and creative interests
- Develops highly desirable interpersonal skills
- Broadens students horizons and develops their understanding of Music and the Arts and their place in society

Within the Arts, Possible career opportunities include: performers & writers, recording, the record industry, music business, music industry touring, facility and arena management, film and gaming music, music journalism, music education, public relations & advertising, radio & television, sound engineering, the classical music industry, music health and occupational therapy, music industry merchandising, instrument work & product development as well as many other opportunities

## What will I study?

Learners taking this qualification will study from four mandatory learning and teaching modules:

- Music Skills Development or Music Production Skills Development
- The Global Music Industry
- Personal Music Profile
- Collaborative Music Project

The mandatory content allows learners to concentrate on either the development of their musical performance or production skills and creation techniques and relate them to the music industry.

## How will I be assessed?

This qualification is modular, therefore there are ongoing assessments in which students must meet deadlines. Assessment is internal and verified externally. Assessment is continuous and based on practical music making done in class. There are no examination papers sat by candidates at the end of the course. Candidates must succeed in all modules to pass.



# Level 3 BTEC in CREATIVE MEDIA

Exam board: Pearson

## Timetabled periods per fortnight

9 lessons per fortnight

Homework Expectations: 8 hours per fortnight.

## Entry Requirements

Merit in Level 2 Creative Media or through discussion with Head of Department

## Brief overview

Equivalent to an A Level (UCAS) Level 3 Creative Media will equip you with the communication and technology skills needed to succeed in the modern workplace, whether in the media industry or not. Whether you choose to pursue a career in media, film or communications, fight for your own fame, or take your skills into business – you'll be well equipped for what the modern workplace is looking for.

From television to cinema, radio to podcasts, social media to blogs and vlogs, and everything in between – Creative Media plays a big part of our every day. And it's never been so relevant than in the internet age, where actors, singers, influencers, vloggers and personalities can make their own celebrity online using their media skills. As technology, creativity, and competition increases, these skills become more in demand all over the world.



## What will I study?

The course is broken down into the following 5 key concepts:

1. **Informing ideas** – Accomplished research, investigation and critical analysis skills used to interpret briefs, develop ideas for work and inform plans for progression.
2. **Problem Solving** – Through engagement and confident application of new concept generation, experimentation, testing and review used to make considered choices. Sustained use of reflection to develop a critical understanding.
3. **Technical Skill** – Accomplished selection and skilful application of media, materials, techniques and processes, showing thorough understanding of their impact on outcomes.
4. **Professional Practice** – Clear understanding and application of accomplished professional practice skills, behaviours and approaches.
5. **Communication** – Fluent, concise and imaginative communication of meaning, purpose and function of work in relation to intentions and audience.

The assessment consists of the following:

### Unit A1: Exploring and Developing Media Skills

**Review** - An exploration of styles and formats of film reviews with emphasis on The Criterion Collection.

**Pitch** - Compose and deliver a pitch for a new horror movie to a specific audience demographic.

**Production** - Devise, plan, film and edit a horror trailer developing the ideas from the pitch.

**Photography** - A creative photography assignment to consider the concept of 'Journeys'.

**Marketing** - Research into film magazines and how they are used to market movies to a range of different audiences. Using the photography skills, produce a magazine article for the horror trailer.

### Unit A2: Working to a brief

A short unit working through a media industry brief from concept and planning through to production, choosing a media platform of your choice.

# PHYSICS

Exam board: Pearson

## Timetabled periods per fortnight

9 lessons per fortnight

Homework Expectations: at least 4 hours of homework/independent study per fortnight.

## Entry Requirements

Grade 7 equivalent in GCSE/IGCSE Biology from Combined or Separate Science. A strong grade in Mathematics is also required.

## Brief overview

This course will develop the knowledge and understanding of key Physics principles so that students will satisfy their innate curiosity about how the universe works and have a deep appreciation of the skills and scientific methods required to pursue a career linked to Physics.

Mathematical skills will be used throughout the course and 16 core practical activities will be carried out to develop the ability to solve a range of problems in a variety of different contexts.

This is a modular course with each AS and Year 13 module contributing towards the overall A Level grade. All modules will be taken in the summer examination period of that academic year with the exception of Unit 1 which will be taken in the January examination period of Year 12.

*Less than 5% of the universe that we observe is made up of matter. The rest is dark matter and dark energy and is only just now starting to be studied and understood.*

What will I study?

Module	Description
<b>AS Physics</b>	
1	Mechanics & Materials
2	Waves & Electricity
3	Practical Skills in Physics I
<b>A Level Physics</b>	
4	Further Mechanics, Fields & Particles
5	Thermodynamics, Radiation, Oscillations & Cosmology
6	Practical Skills in Physics II

How can I support my learning?

- Be proactive in seeking help from other students and your teachers
- Use the Cornell method to take notes at home about what you have learned in the classroom
- Deliberate & focused practice until you CAN'T get something wrong

Websites:

- [Isaac Physics](#),
- [Seneca Learning](#),
- [Physics & Maths Tutor](#),
- [A Level Physics Online](#),
- [CramNow Physics](#),



# SPANISH

**Exam board:** Pearson

## Timetabled periods per fortnight

9 lessons per fortnight

## Entry Requirements

6 and above at GCSE, 5 in exceptional circumstances.

## Why should I choose Spanish:

This course is designed to inspire students, enabling them to use the Spanish Language independently. The course encourages a deeper understanding of the language and culture, whilst catering to a wide range of interests. A Spanish language qualification will support those who wish to study abroad, wish to enhance their career prospects or are passionate about travel.

The flexible modular structure comprises of four units. Unit 1 and 2, can be taken as an international AS at the end of Year 12. This contributes up to 50% of the total International Advanced Level marks. Students can then opt to continue in Year 13, completing units 3 and 4. This qualification is recognized by Spanish universities, achieving a level B2 will open doors for those that may wish to study in a Spanish speaking country.



## Brief overview

The course takes an in depth look at the following topics. Students are able to compare and contrast, these with their own lives reaching a better understanding of the world.

- Youth matters
- Lifestyle, health and fitness
- Environment and travel
- Education and employment
- Technology in the Spanish-speaking world
- Society in the Spanish-speaking world
- Ethics in the Spanish-speaking world

Students will be expected to prepare a presentation and debate, on a topic of their own interest. By the end of the course, students show expertise in their chosen field. Students will also have the opportunity to study a film and literary text. Subject to student interest, students will be given the opportunity to visit a Spanish-speaking country to contextualize their learning.

## Assessment structure

As this is a modular the course, the breakdown for the IAS and IA2 differ:

	IAS	IAL
Unit 1: Spoken expression and response	30%	15%
Unit 2: Understanding and written response	70%	35%
Unit 3: Understanding and spoken response	30%	15%
Unit 4: Research, understanding & written response	70%	35%

## How can I support my learning?

To make progress in Spanish, please immerse yourself in the culture, traditions and language by watching Spanish TV and film. Ensure you read the news daily. Subscribe to Spanish podcasts and follow Spanish speaking activists on Twitter or Instagram. If you ever have the opportunity visit a Spanish speaking country, this will help you put it into context.

# BTEC International in Sport

## (Subsidiary Diploma - Level 3)

Exam board: Pearson

### Timetabled periods per fortnight

9 lessons per fortnight

### Entry Requirements

Level 5 or above accepted. A GCSE in PE is not necessary but certainly an encouraging platform. A keen interest in sport and involvement in practical activities is beneficial.

### Brief overview

This Subsidiary Diploma (2 year course) is the equivalent to one A-Level. It is a modular course with no end examination papers. One compulsory unit will be carried out where the assessment assignments are set by Pearson (exam board). All other unit assignments are set internally. 360 GLHs are to be completed throughout the course; minimum 5 units must be completed.

Assessments take place in many different formats, for example: essays, presentations, video analysis, quizzes, data related findings, information leaflets/posters etc.

Assignments are marked via a Pass, Merit, Distinction achievement system. A Distinction Star can be awarded for those that achieve in the highest overall point bracket. The course relies on students producing work to strict deadlines but is flexible in its assessment approach and tends to suit students who do not favour final examinations.

Careers: Physiotherapy, Sports Nutrition/Dietary, Sports Psychology, Fitness, Health & Leisure Industry (instructors/managers), PE teaching, Coaching, Working for Sports Affiliations/Governing Bodies/Government, Sports Events Management and many, many more sporting niches!

*"If my mind can conceive it and my heart can believe it - then I can achieve it"*

Muhammed Ali

### What will I study?

Minimum 5 units (one mandatory) from the options below (collective group decision):

- Health, Wellbeing & Sport (mandatory)
- Applied Sports Anatomy & Physiology
- Nutrition for Physical Performance
- Organising Events in Sport & Physical Activities
- Practical Sports Performance
- Rules, Regulations and Officiating in Sport

Other options:

- Sports Psychology
- Fitness Testing

### How can I support my learning?

Depending on the electives the group decides upon, students may need to have one key sports (either games or individual) that is performed to a good level. The student's knowledge of this sports needs to be of a sound understanding. Additionally, being part of the BSM Sports Council (and possibly Community Sports Clubs) will be of benefit so students can immerse themselves in performance, analysis, coaching, sporting events and other sporting leadership roles (e.g. officiating).

*BTEC Sport is the equivalent of one A-Level and can lead to many university courses.*



# Post 16: Option Snapshot

Examination Body: Subject	Linear/Modular/BTEC	Examination/Coursework
Pearson Edexcel: Art & Design	Linear	Personal Portfolio Non Exam Assessment (NEA)
Pearson IAL Biology	Modular	Examination only
Pearson: Creative Media Lv3 BTEC	BTEC	Coursework
Pearson Edexcel: Business Studies	Linear	Examination only
Pearson IAL Chemistry	Modular	Examination only
Pearson: Computer Science	Modular	Examination only
Pearson: Design & Technology	Linear	Examination & Coursework
Pearson IAL: Economics	Modular	Examination
Pearson Edexcel English Literature	Linear	Examination
Pearson IAL: French	Modular	Examination
Cambridge IAL: Geography	Modular	Examination
Pearson IAL: German	Modular	Examination
Pearson EdExcel: History	Linear	Examination only
Pearson IAL: Mathematics	Modular	Examination only
Pearson IAL: Further Mathematics	Modular	Examination only
Pearson: Music Lv3 BTEC	BTEC	Coursework
Pearson IAL Physics	Modular	Examination only
Pearson IAL: Spanish	Modular	Examination
Pearson: Sport Lv3 BTEC	BTEC	Coursework

Students typically choose 4 subjects of study for Year 12. Some students choose to reduce these subjects to 3 areas of study for Year 13.

Thank you



Ask us a question

# Options FAQ

## Should I choose three or four A Levels?

Most students typically start with choosing **four** options in Year 12 to help keep their options and choices open as they begin to finalise decisions on University courses.

Universities in the UK only ever require **three** subjects and their conditional offers for entry into their courses are always three-grade offers.

However, occasionally, those taking four A Levels may receive a four-grade offer. The vast majority of students tend to drop their 4th subject at some point in Year 12 to focus fully on the three subjects which support their University choice.

Students often find great value in studying four subjects due to the greater academic enrichment and diversity of study. However, this should not come at the expense of high quality achievement and a student's focus on their long term goals.

## What is a block?

A block is a grouping of subjects from which students are to make one choice. There are several blocks available and some subjects may appear more than once. This helps facilitate student choice. A student cannot choose the same subject twice, nor can they choose two subjects in the same block.

## What is EPQ?

The Extended Professional Qualification is an excellent course for students; it offers a rich and diverse range of skills highly sought by universities. These skills help support academic study at A Level and help support preparedness for University degree courses. All students entering Year 12 will have the University skills programme built into their timetable. This will enable students to move into completing the EPQ for Year 13 should they wish to do so.

## Will I be disadvantaged for dropping a fourth subject?

Students will not be disadvantaged if choosing to drop the fourth subject. This may only take place following discussion between student, parent, teacher, Department Head/6th form team.

## How do Universities make their decisions?

Universities make their decision to accept a student onto the course based on a variety of factors. Some of these factors include GCSE grades, predicted A Level/BTEC grades, references and extra curricular enrichment.

## When are examinations for A Levels?

When completing a full linear A Level course, the examinations are typically taken at the end of Year 13. There are some exceptions to this process which are course dependent and typically associated with modular examined courses.

Students will also sit an internal BSM assessment at the end of Year 12 to assess suitability for progression on their course. Students are expected to achieve at least a grade D in this internal assessment in order to progress into Year 13. If this is not achieved a meeting will be held in conjunction with the Head of 6th form. It may be necessary to drop the subject or as an alternative to consider retaking Year 12. These options will be discussed with parents and the student involved.

## Are there any restrictions on subject choices?

It is the aim of the school to meet 100% of student wants when choosing options. Therefore option blocks are built and visited several times throughout the year and built on the indicators provided in the first round of selections which takes place following the Options event in November.

The other restriction is for *A Level Business and Economics*. This combination is not allowed due to the close nature of the subjects and content within them.





## Contact Us

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