



BRITISH SCHOOL OF TIRANA SECONDARY SCHOOL

CURRICULUM

Key Stages 3, 4, and 5

2024 - 2025



SECONDARY SCHOOL AND iGCSE

Key Stage 3 (Years 7, 8, 9) and Key Stage 4 (Year 10&11) and 5 (Year 12&13)

Aims

The English National Curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.

The national curriculum is just one element in the education of every child. We set aside time and space in the school day and in each week, term, and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding, and skills as part of the wider school curriculum.

Secondary School Curriculum offers a broad, rigorous, differentiated, and inclusive curriculum to all students. The curriculum is based on the National Curriculum for England at Key Stage 3; at Key Stage 4 it is the iGCSE (GCSE) course curriculum. Further to this, a whole new and complementary curricular structure and materials are brought into from Pearson Edexcel International Program for Lower Secondary Schools overseas up to A-levels (Sixth Form). Wherever possible and relevant cross-cutting with the local context of Albania is also covered within the main curriculum, especially in humanities subjects.

The subject content is outlined in the relevant curriculum documents that are published by the school. The curriculum is intended to encourage the development of the right attributes, namely that students should be:

- Communicators
- Open-minded
- Principled
- Balanced
- Caring
- Reflective
- Thinkers
- Risk Takers
- Inquirers

Knowledgeable The PSHE (Personal, Social and Health Education) program of study plays an important and integral role in the delivery of the curriculum and it is integrated with the Global Citizenship course which is an iGCSE-examined subject and taught throughout Secondary school from KS3 up to KS4.

The curriculum is organized in phases according to the National Curriculum for England:

Key Stage 3 (KS3): Years 7 to 9

Key Stage 4 (KS4): Years 10 and 11

Key Stage 5 (KS5) or Sixth Form: Years 12 and 13

At Key Stage 3 the curriculum fulfills the requirements of the National Curriculum.

At Key Stage 4 students are guided formally towards a personalized curriculum that meets their individual needs and aspirations and in preparation for the external examination of iGCSE (international General Certificate of Secondary Education). There are clear and diverse pathways from Key Stage 3 through to Key Stage 4 and beyond. Students are

grouped in a variety of ways according to the needs of the subject although in the majority of instances teaching groups are mixed ability in character.

As a British school in Albania, all students of Albanian Citizenship should also study the Albanian Language to the end of Key Stage 5 and also the History and Geography of Albania (in Albanian Language in Year 10, 11, and 12). Non-Albanian students can opt for learning the Albanian language in a dedicated smaller group (Albanian for non-speakers of the Albanian Language) or not attend Albanian Language classes at all. In the latter case, they will be required to sit quietly in their class and use the time to read, do homework, or prepare for the next lesson. If instead student/parent required personalized solutions for these periods to be arranged outside the main class, these will have to be discussed and agreed upon with the Head of Secondary and the cost of personalized one-to-one or small group service to be established.

As students enter Key Stage 4, the School aims to provide a varied and well-balanced curriculum, including appropriate course provision. All students are entitled to examination entry in the subjects as instructed by the school and when they have met the basic requirements of the course and completed coursework and/or controlled assessments.

The curriculum offered at Key Stage 4 ensures that there are clear progression routes to enable and prepare them for higher education and/or the world of work. Support for students with Special Educational Needs, and those for whom English is an additional language (EAL), is provided both in class and through withdrawal with the aim that all students excel at the end of the Secondary School examination iGCSE.

There are seven subjects to be examined via the iGCSE assessment at the end of Year 11 and these include:

1. English Language A
2. Mathematics (Higher)
3. Combined Science (Double Award)
4. Computer Science
5. Global Citizenship
6. Geography
7. Art

We believe that up to the end of GCSE level (KS4), it is of paramount importance, that young people access a varied curriculum, and get knowledge and skills from a variety of areas of study educating in them the “rounded citizen” with adequate knowledge and insights from science, mathematics, and technology but also develop attitudes and opinions on how the world of today works from humanities and art studies.

At the end of Year 10, all students of Albanian citizenship are required to attend the Albanian official end-of-secondary education state examination as well in these subjects:

1. Mathematics
2. Albanian Language
3. English Language

These assessments are compulsory for all Albanian citizens (are carried out in Albanian Language). Specific classes to prepare for the exams in the Albanian language are arranged for Mathematics.

Roles and responsibilities:

The Director of the Secondary School and the Curriculum Coordinator are responsible for the overall organization of the Secondary School curriculum. They jointly, chair meetings of the secondary school staff, and direct the monitoring of planning and assessment.

The role of the Curriculum Coordinator is crucial in developing the ethos of achievement within the curriculum area, in harmony with the aims and ethos of the whole school. S/he is key to the success and development of the School and the raising of student achievement.

The School Director with the advice and support of the Curriculum Coordinator must ensure that targets for improvement in the curriculum area are set and met through positive approaches to curriculum development, the planning and preparation of schemes of work, the monitoring of teaching and learning across the curriculum area, and the support and development of staff.

The role of the School Director and Curriculum Lead is to:

- ✓ Promote the development of the curriculum area.
- ✓ Ensure that learning is the core purpose of the curriculum area.
- ✓ Foster high achievement and excellence within the curriculum area ensuring that students are encouraged and supported to aspire beyond their personal best.
- ✓ Support the professional and personal development of staff through monitoring and appraisal.
- ✓ Provide efficient resource management for the subject.

Monitoring and Reviewing

The implementation of this policy is monitored through whole school, departmental, and pastoral self-review. The Senior School SLT is responsible for the day-to-day organization of the Secondary School and its curriculum. The School Director is responsible for monitoring the way the School curriculum is implemented from academic (subject) and pastoral perspectives.

LOWER SECONDARY SCHOOL - KEY STAGE 3 (KS3) INCLUDING YEARS 7-9

Curriculum Diagrams for the Lower Secondary School (*Lesson Periods are 50 minutes and separated by a 5-minute break*)

YEAR	ENG	MATH	SCIENCE	HIS	CS	GEO	CIT.	MFL	ALB.	MUSIC & Drama	ART	PE	TOTAL WEEK
7	4	3	3	1	2	1	1	2	5	2	2	2	28
8	4	3	3	1	2	1	1	2	5	2	2	2	28
9	4	3	3	1	2	1	1	2	5	2	2	2	28

MFL = Modern Foreign Language (French or German)

CS = Computer Science

PE = Physical Education

Science = 1-period Physics, 1-Period Biology, 1-period Chemistry

Other periods in the week in KS3 are dedicated to activities such as:

1. Curricular module on Career Guidance (1/week)
2. School Assembly (1/week)

Lower Secondary (Key Stage 3) – Years 7 to 9 (11 – 14 years old)

Our Lower Secondary curriculum program offers students the chance to build upon their learning experiences from Primary school in a way that we can shape around how we want the students to learn. We develop learners who are confident, responsible, reflective, innovative, and engaged. BST Lower Secondary builds skills, knowledge, and understanding in all subjects.

For all subjects, the school follows schemes of work and curriculum maps as per Pearson Edexcel including online resources for teachers and learners, textbooks, and other support materials.

In addition to subject knowledge, attention and time are given to teaching and assessing skills developed throughout the delivery of the academic program. Soft skills such as “*Active Listening*” are taught by integration within the mainstream curriculum.

We develop all areas of our curriculum as follows:

ENGLISH

Reading

- Develop broad reading skills.
- Demonstrate understanding of explicit meaning in texts.
- Demonstrate understanding of implicit meaning in texts.
- Explain, comment on and analyze the way writers use stylistic and other features of language and structure in texts.
- Recognize conventions and evaluate viewpoint, purpose, themes and ideas in texts.

Writing

- Develop broad writing skills.
- Select and develop content and use register and language appropriate to genre, purpose and audience.
- Structure and organize ideas coherently using sections or paragraphs.
- Use a range of sentence structure and punctuation accurately to convey meaning and create particular effects.
- Use accurate spelling.

Speaking and listening

Students learn how to speak for a variety of purposes, such as to explain, describe, narrate, and analyze. They will use a range of vocabulary and practice speaking fluently and clearly.

The BST Lower Secondary English curriculum encourages learners to be confident, creative, and capable of applying their skills to respond to a range of information, media, and texts with enjoyment and understanding. It is designed to be successful in any culture and to promote cross-cultural understanding. It provides a solid foundation for further stages of education such as IGCSE exams in Year 10 and 11.

MATHEMATICS

Numbers

- Integers, powers, and roots.
- Place value, ordering, and rounding.
- Fractions, decimals, percentages, ratio and proportion.
- Calculation.

Algebra

- Expressions, equations, and formulae.
- Sequences, functions, and graphs.

Geometry

- Shapes and geometric reasoning.
- Position and movement.

Measure

- Length, mass, and capacity.
- Times and rates of change.
- Area, perimeter, and volume.

Handling data

- Planning and collecting data.
- Processing and presenting data.
- Interpreting and discussing results.
- Probability.

Problem-solving

- Using techniques and skills in solving mathematical problems.
- Using understanding and strategies in solving problems.

The first five content areas are underpinned by problem solving, which provides a structure for applying mathematical skills. Mental strategies are also a key part of the Number content. This curriculum focuses on principles, patterns, systems, functions and relationships so that learners can apply their mathematical knowledge and develop a holistic understanding of the subject. The Pearson Edexcel Lower Secondary Mathematics curriculum provides a solid foundation for further stages of education such as Mathematics IGCSE.

SCIENCE

Scientific enquiry

- Ideas and evidence.
- Plan investigative work.
- Obtain and present evidence.
- Consider evidence and approach.

Biology

- Plants.
- Humans as organisms.
- Cells and organisms.
- Living things in their environment.
- Variation and classification.

Chemistry

- States of matter.
- Material properties.
- Material changes.
- The Earth.

Physics

- Forces and motion.
- Energy.
- The Earth and beyond.
- Sound.
- Light.
- Magnetism.
- Electricity.

The Scientific inquiry objectives underpin Biology, Chemistry, and Physics, which are focused on developing confidence and interest in scientific knowledge. Environmental awareness and some history of science are also incorporated. The BST Lower Secondary Science curriculum provides a solid foundation for further stages of Science education such as IGCSE.

COMPUTER SCIENCES

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, design, and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems, and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

The BST curriculum for computing aims to ensure that all pupils:

- understand computer systems
- develop knowledge and understanding of computer Networks and the internet
- develop skills in collecting and presenting data
- learn about algorithms and programming techniques
- use digital technology safely to create computer programs

Our students develop the computing skills that will help with many aspects of their future learning and development. The course supports progression to the next stage of their Computing education in GCSE years.

ART & DESIGN

BST Lower Secondary Art & Design students:

- learn to see themselves as artists and become increasingly reflective and independent
- develop the skills needed to express creative ideas and to communicate visually
- understand their place and the place of others in a creative, innovative, and interconnected world
- make increasingly informed decisions about the art and design they encounter, engage with, and produce
- understand the role of creative arts in society
- analyze and reflect on creative intentions and ideas, practices, and outputs from different perspectives.

Students develop creative skills that will help with many aspects of their future learning and development. This course supports progression to the next stage of the Art and Design curriculum. Art and design gives learners a platform to express themselves, sparking imagination, creativity and developing transferable skills. Students explore and push boundaries to become reflective, critical, and decisive thinkers. They learn how to articulate personal responses to their experiences and to think about how their artistic development will support them throughout all areas of their education.

MUSIC

Music fosters creativity and builds confidence. It helps learners develop a deeper understanding of self-expression and shows them the importance of communication as they learn to connect with other musicians and with audiences. Cambridge Lower Secondary Music broadens learners' experience as they explore music as performers, composers, and informed listeners. They will make, understand, and appreciate music from different cultures, times, and places. It helps learners to develop leadership and collaboration skills and self-confidence.

BST Lower Secondary Music learners:

- cultivate a joy of music through participating in meaningful and enjoyable experiences
- develop the knowledge, skills, and attitudes necessary to contribute as musicians
- collaborate with others in purposeful and expressive ways through singing and playing instruments
- nurture their individual and collective creativity
- use their growing knowledge to explore and generate music that is unique, relevant, and valuable.

Students develop creative skills that will help with many aspects of their future learning and development.

Students of Years 7, 8 and 9;

During Music lessons focus on:

- Making music
- Contributing to coherent and successful compositions and improvisations, drawing on internalized sounds from a wide variety of sources. Improvising and composing using a range of musical structures and devices, with growing independence.
- Making sense of music
- Beginning to explore and recognize specific features of particular styles, genres and traditions in music, relating it to context.
- Identifying, explaining and demonstrating how specific features of music relate to its context.

PHYSICAL EDUCATION

Physical education is a vital part of a balanced school curriculum. Regular exercise improves physical and mental health and there is growing evidence that it improves academic performance across the curriculum. Establishing good exercise patterns in our lower secondary school also provides learners with the foundation of an active and healthy lifestyle for life.

What will students learn?

BST Lower Secondary Physical Education is about learning to move and about moving to learn. Learners develop movement skills through a wide variety of age-appropriate physical activities, including games, swimming, team sports, gymnastics, and dance. They will improve their coordination, flexibility, speed, stamina, and strength. Students also develop important social skills such as taking turns and sharing, as well as their understanding of leadership, collaboration, and fair play through a range of activities.

BST Lower Secondary Physical Education learners will:

- develop their confidence, moving with increasing control, fluency, and variety
- improve their understanding of concepts, rules, tactics, strategies, and compositional ideas
- participate as individuals and group members in respectful and responsible ways, engaging appropriately and safely
- improve knowledge and understanding of how physical education can contribute to a healthy and active lifestyle
- develop transferable skills promoting physical, cognitive, and social development, and become independent, critical and reflective movers and thinkers.

Students develop collaborative and leadership skills that will help with many aspects of their future learning and development. The course builds on what students have learned in Primary Physical Education.

Establishing good exercise patterns in lower secondary schools also provides learners with the foundation of an active and healthy lifestyle for life:

- Moving well
- Understanding movement
- Moving creatively
- Taking part
- Taking responsibility
- Healthy bodies

BST Lower Secondary Physical Education is taught through a broad range of tasks, challenges, and physical activities. It includes cooperative, competitive, athletic, adventurous, and health-based contexts that are appropriate for each learning stage. Learners will move for as much of each lesson as possible, with activities designed to promote their confidence, self-esteem, cognitive abilities, and social skills.

CITIZENSHIP

A high-quality citizenship education helps to provide pupils with knowledge, skills, and understanding to prepare them to play a full and active part in society. In particular, citizenship education should foster pupils' keen awareness and understanding of democracy, government, and how laws are made and upheld. Teaching should equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate, and make reasoned arguments. It should also prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions.

The BST curriculum for citizenship aims to ensure that all pupils:

- acquire a sound knowledge and understanding of how the United Kingdom and other countries are governed, their political system, and how citizens participate actively in a democratic system of government
- develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced
- develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood
- are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs

HISTORY

A high-quality history education will help pupils gain a coherent knowledge and understanding of the world's past. It inspires pupils' curiosity to know more about the past. Teaching will equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgment. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

The BST curriculum for history aims to ensure that all pupils:

- know and understand the history of the UK, Europe, and the World as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped nations and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilizations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilization', 'parliament', and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference, and significance, and use them to make connections, draw contrasts, analyze trends, frame historically valid questions, and create their own structured accounts, including written narratives and analyses
- understand the methods of historical inquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national, and international history; between cultural, economic, military, political, religious, and social history; and between short- and long-term timescales.
- Wherever relevant the historical events and timeline of historic key development in the Albanian territory will be also brought into the study of the selected materials and comparison and discussions will be encouraged.

GEOGRAPHY

This high-quality geography education will inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching will equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

The BST curriculum for Geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent, and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to a) collect, analyze, and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; b) interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) and c) communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

MODERN FOREIGN LANGUAGE

The teaching of German or French language in lower secondary is aimed at building on the foundations of language learning laid at key stage 2, whether pupils continue with the same language. Teaching focuses on developing predominantly the communication language but due to increased hours of MFL in a week (2 hours/week for Year 7-9) teaching will focus more from this year on the breadth and depth of pupils' competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary.

ALBANIAN LANGUAGE

The Albanian language program follows the National Curriculum of Albania as approved by the education authorities. The course of study supports students as they develop skills and knowledge towards their national examination at the end of Year 10 and then further into State Matura (Matura Shteterore).

DRAMA

We believe that studying Drama gives students skills, experience, and ways of learning and exploring that contribute to them academically, and pastorally and prepare them for whatever they wish to do in their lives (whether this involves Drama or not), by encouraging skills such as teamwork, independence, time management, empathy, problem-solving, communication, and confidence!

ASSESSMENT

In KS3, the assessment is broad and organized into Formal (Summative Assessment) and Formative Assessment. The weight of these two types of assessment changes as the students grow older, giving more weight to Summative Assessment (test-based) as they get closer to the iGCSE examination and other state exams where the evaluation of knowledge is entirely based on the exam's results.

Summative Assessment happens three times in the school year, at the end of each term, and Assessment dates are communicated in the school calendar available on the school web page.

Formative assessment happens in continuation as the teacher observes, marks the class work or homework, deliver the learning in class, etc. Evidence of how well each student is responding to the learning process as it happens (Assessment for Learning) is also recorded digitally and a student learning profile is available to each teacher in real time.

In KS3, for Mathematics and English Comprehension, two external exams are also used:

PIRA (Progress in Reading Assessment)

PUMA (Progress in Understanding of Mathematics Assessment)

Because both exams are benchmarked against the National Curriculum of England and Wales and national levels of attainment in the UK, BST uses these tests to get insight into the level of our students against the UK national standard.

CO-CURRICULAR PROGRAMME

Academic clubs/project - Project-based clubs in Science, Environment, and Cultural Heritage leading to participation in International events.

COBIS network of school events and competitions - Poetry Competition, Art competition, Eco Film Competition, etc.

Sports tournament - National and international competitions in a variety of sports.

Other whole school clubs - Media Club.

Educational field trips - Every term a day-long (non-residential) field trip is organized around an education aim as established by the teacher/s.

A vast program of events, themed days and weeks, guest speakers, etc is prepared every year and shared with the Term Dates calendar.

CAREER GUIDANCE

The Career Guidance program follows the National Curriculum of Albania as approved by the education authorities. It is further enriched by the implementation of various activities such as a Career Fair, guest speakers, and days out in the community.

KEY STAGE 4 (KS4) INCLUDING IGCSE (International General Certificate of Secondary Education) YEARS 10-11

BST has adopted the best aspects of the National Curriculum for England and continues to adapt and develop our unique curriculum to meet the needs of our talented, multi-lingual, international students. During Key Stage 4 students work towards IGCSE qualifications as per the Pearson Edexcel program of study. BST became a Pearson International School in 2021 and from Year 10 our students study towards GCSE qualification in 7 subjects securing 8 GCSE grades (Science is a Double Award Exam):

1. English Language A
2. Mathematics (Higher Tier)
3. Combined Science (Double Award)
4. Geography
5. Computer Science
6. Global Citizenship
7. Art

The courses in Years 10 and 11 are designed to provide a challenging education, allowing students to begin to specialize in certain areas of interest without sacrificing a balance of subjects and skills.

Year	ENG	MATH	SCI	HIS	CS	GEO	MFL	BUSS	CIT	ALB	ART	PE	TOTAL WEEK
10	3	5	4	1	2	2	2	1	2	4	2	2	30
11	3	3	4	1	2	3	2	1	2	4	2	2	29

Albanian History and Geography are studied as compulsory for all schools in the Republic of Albania

One period Assembly is available every week for any other school activity or optional classes

At the end of Year 10 students are prepared and attend the Albanian official exams.

Business studies was recently introduced as a non-examined subject in GCSE due to the large interest in choosing this subject later in A-levels.

CURRICULUM STRUCTURE

We run a 2-week timetable with six 50-minute periods each day. After morning registration there are two periods followed by a break and two more periods before afternoon registration. Lunch is then followed by two afternoon lessons.

ENGLISH

English is vital for communicating with others in school and in the wider world; students learn to express themselves creatively and imaginatively and to communicate with others confidently and effectively. Through the study of literature, students learn to become enthusiastic and critical readers, gaining access to the pleasure and world of knowledge that critical reading offers. They investigate how language works, enabling independent appreciation and interpretation of a wide variety of texts. In GCSE students study English Language A (not as a secondary language) and prepare for the iGCSE Pearson Edexcel Exam.

MATHEMATICS

The IGCSE Mathematics curriculum encourages the development of mathematical knowledge as a key life skill and as a basis for more advanced study. The course aims to build students' confidence by studying numbers, algebra, shape and space, and data as well as placing a strong emphasis on solving problems and presenting and interpreting results. Students also gain an understanding of how to communicate and reason using mathematical concepts.

SCIENCE

The IGCSE science courses enable students to acquire an understanding and knowledge of the concepts, principles, and applications of biology, chemistry, and physics so that they may develop an informed interest in matters of scientific importance, recognize the usefulness, and limitations, of the scientific method and be suitably prepared to embark upon further studies in any of the pure and applied sciences. The courses also aim to develop the students' scientific-practical and thinking skills, stimulate their curiosity, interest, and enjoyment in science, and encourage them to recognize how the language of science is universal.

PHYSICAL EDUCATION

Understanding the importance of leading an active and healthy lifestyle is vital for all our students at school and in life beyond. Students are taught some of the theoretical aspects from the GCSE Short Course which places a large emphasis on developing personal fitness levels but P.E. is no longer a GCSE compulsory assessed subject.

GLOBAL CITIZENSHIP

The school's definition of global citizenship structures the opportunities available to students to develop their intercultural learning. The curriculum aims to inspire students to be involved in community action, recognize how global issues are reflected in local concerns, embrace the diversity in school and local communities, develop students' ethical awareness and sophistication, learn about and from other cultures, and appreciate the value of sustainability in approaches to problems.

COMPUTER SCIENCE

The aims and objectives of this qualification are to enable students to understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation. Students will be able to analyze problems in computational terms through practical experience in solving such problems, including designing, writing, and debugging programs, and think creatively, innovatively, analytically, logically, and critically. Students will 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 on the individual and wider society, and apply mathematical skills relevant to computer science.

ART AND DESIGN

The aims and objectives of this qualification are to enable students to actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds, develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products and become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques. Students will develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills and the ability to refine ideas and proposals, personal outcomes or solutions with increasing independence. They will acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent, knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures. Developing an awareness of the different roles and individual work practices evident in the production of art, craft,

and design in the creative and cultural industries and of intentions and functions of art, craft, and design in a variety of contexts or students' own work is also a core element of the course.

GEOGRAPHY

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

- apply and build on the fundamental building blocks of geographical knowledge
- actively engage in the process of geographical inquiry to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- develop their knowledge and understanding of geographical concepts and appreciate the relevance of these concepts to our changing world
- develop a framework of spatial awareness in which to appreciate the importance of the location of places and environments at a range of scales
- appreciate that people have different views of, and attitudes to, the world, its environments, and its issues
- acquire, develop, and apply practical geographical inquiry skills
- undertake geographical investigations that include both primary and secondary data collection, presentation and analysis, drawing conclusions, and evaluating the whole geographical investigation
- develop and apply their learning to the real world through fieldwork
- develop their awareness of global issues and recognize the challenges of moving towards a sustainable future.

HISTORY

The Edexcel International GCSE in History forms part of the GCSE Qualification. The aims and objectives of IGCSE are to help students develop their knowledge and understanding of events, periods of history, and key leadership in order to assess its impact on modern society. By studying through this model, students will be able to engage in historical inquiry, exercise critical thinking, and develop the ability to ask pertinent and relevant questions about the past and its impact on the world. Students will also be able to formulate well-substantiated arguments and effectively communicate their historical knowledge, understanding, and conclusions.

At BST, the history course studied in Years 10 & 11 is not to be taken as an iGCSE assessment but themes still to be studied include:

- Germany 1918-1945: Democracy to Dictatorship
- A World Divided: Superpower relations 1943-72 – spring-summer term of Y10
- The USA 1918-41 (Year 11)
- The changing nature of warfare, 1919– 2011 (Year 11)
- China conflict, crisis and change, 1900–89

OTHER CURRICULUM AREAS

ALBANIAN LANGUAGE

The Albanian Language Program is following the National Curriculum of Albania as approved by the education authorities. The course of study supports students as they develop skills and knowledge towards their national examination at the end of Year 10.

HISTORY OF ALBANIA

The History of Albania Program is following the National Curriculum of Albania as approved by the education authorities.

GEOGRAPHY OF ALBANIA

The Geography of Albania Program is following the National Curriculum of Albania as approved by the education authorities.

ASSESSMENT

In KS4, the assessment is broad and still organized into Formal (Summative Assessment) and Formative Assessment. The weight of these two types of assessment changes as the students grow older, giving more weight to Summative Assessment (test-based). Still, the end-of-year results both in Y10 and 11 are 100% reflecting the outcome of Summative Assessment meaning the exam grades.

Summative Assessment happens three times in the school year, at the end of each term, and Assessment dates are communicated in the school calendar available on the school web page. Test from Pearson Edexcel resource packs are used for each of these assessments and relating to approved Grade Boundaries as established (and adjusted every year) of examination boards (in the case of BST the examination board is Pearson Edexcel).

Formative assessment still happens in continuation as the teacher observes, marks the class work or homework, delivers the learning in class, etc. Evidence of how well each student is responding to the learning process as it happens (Assessment for Learning) is also recorded digitally and a student learning profile is available to each teacher in real-time.

All students in KS4 have a profiling report.

PREPARING FOR IGCSEs:

CO-CURRICULAR PROGRAMME

Academic clubs/project - Project-based clubs in Science, Environment, and Cultural Heritage leading to participation in International events.

COBIS network of school events and competitions - Poetry Competition, Art competition, Eco Film Competition, etc

Sports Tournament - National and international competitions in a variety of sports.

Other whole school clubs - Media club, Model United Nations (residential trips).

Educational field trips - Every term a day-long (non-residential) field trip is organized around an education aim as established by the teacher/s.

A vast program of events, themed days and weeks, guest speakers, etc is prepared every year and shared with the Term Dates calendar.

INDEPENDENT AND HOME STUDY

Independent study skills are crucial for successful life-long learning and throughout the IGCSE and A-level courses teachers will increasingly set students tasks to tackle at home to encourage them to take responsibility and initiative in organizing their learning. Alongside these tasks will focus on both consolidation of classroom learning and stretching students beyond the material covered in school.

SIXTH FORM and A-Levels (KEY STAGE 5) – YEARS 12 TO 13 (17 – 18 YEARS OLD)

The Sixth Form curriculum offers a broad and balanced range of subject choices at A-level. The flexibility and seminar-style teaching of small class sizes encourages independent learning and engagement in discussion to develop independent study skills, confidence, resilience, and persistence. All students follow a two-year linear pathway toward final terminal assessment at the end of Year 13.

In Sixth Form the curriculum intent focuses on our students being ready to live fulfilling lives when they leave school. The intent of our Sixth Form curriculum is to ensure our pupils develop the necessary skills, knowledge, and attitudes to achieve fulfilling lives.

- A. In their homes
- B. In their community
- C. For future choices including Further Education, employment, or training

Pupils in the Sixth Form are currently given a free choice of their A-level subjects, meaning that they can choose any three/four subjects that are available.

The following subjects are typically available for pupils to select from:

- Mathematics, Further Mathematics,
- English Literature,
- Biology,
- Chemistry,
- Physics,
- History,
- Geography,
- ICT,
- Business Studies,
- Art and Design (Fine Art)

Each A-Level subject is allocated 5 taught 50-minute lessons per week. For each taught hour, students will be expected to spend an hour working on that subject outside of the lesson. There are free periods during the school day/week to do that in allocated classrooms and equipped for independent study which is a MUST at this stage in school.

Most A-level courses have student textbooks (Mathematics, Further Mathematics, Biology, Chemistry, Physics, and Business Studies). Some subjects offer a wide range of online resources to be allocated by the teacher to the student (ICT, Geography, Art) and others have a literature list that is provided in school (English Literature, History). Students are given the necessary books at the beginning of school.

In addition to this, students are prepared and guided with advice on choosing their career paths outside the school with university placement, study guidelines, and other useful support. Albanian nationals are simultaneously preparing for their Albanian state exam called Matura Shteterore (State Matura).

Albanian Language, Albanian Literature, Mathematics and English Language are compulsory exams for the Matura Shteterore and in addition to the knowledge acquired, they receive extra classes in preparation for the exam.

One or more options of their choice will be studies in order to collect the necessary credits to enter the 5th exam of the Albanian State Matura which is of the student's choice and in line with their career path to pursue later in university studies (in Albania).

Option to choose from include Mathematics or advanced Mathematics, Biology, Chemistry, History, Geography, economics.

This dual qualification enables them to benefit from University entrance requirements in Albania (Matura Shteterore is required) in the UK (A-levels required) or elsewhere in the world where both A-levels and Matura Shteterore are accepted.

Students will also have the opportunity to choose termly from a range of enrichment options offered for at least one lesson each week.

THE CO-CURRICULUM

In Sixth Form students are encouraged to participate in numerous co-curricular activities not only for their personal development but also to experience new professional endeavors which will support their University applications and the transition to the next stage in their personal and professional life.

School clubs such as Model United Nations, Debating Club, and Media Club are excellent opportunities. So is the Volunteering scheme that the school offers, Art Exhibitions and international competitions, research opportunities, and many more.

HOME LEARNING

Independent study skills are crucial for successful life-long learning and throughout the IGCSE and A-level courses teachers will increasingly set students tasks to tackle at home to encourage them to take responsibility and initiative in organizing their learning. Alongside these tasks will focus on both consolidation of classroom learning and stretching students beyond the material covered in school.



© *British School of Tirana*
Secondary School