The aim of the English programme is to promote the appreciation and understanding of English literature and language. The courses are intended to develop students’ ability to analyse texts in various forms and to use written and oral language for different purposes and audiences. The programme seeks to help students express themselves, explain ideas, argue points of view and interpret texts with increasing clarity, precision, coherence and imagination.

**English B1**

This course is designed as a bridge for students who have entered the mainstream programme but need extra support in English. Students in this course will have nine hours of English instruction instead of the usual five. English B1 is intended for independent speakers of English who are able to do the following:*

- understand the main points of clear, standard English on familiar matters regularly encountered in work, school, leisure, etc.
- deal with most situations likely to arise whilst travelling in an area where the language is spoken.
- produce simple connected text on topics which are familiar or of personal interest.
- describe experiences and events, dreams, hopes and ambitions, and
- briefly give reasons and explanations for opinions and plans.

*Adapted from the Common European Framework Reference for Languages

This course focuses on developing both spoken and written English for formal as well as informal uses.

**Content**

- Reading comprehension
- Grammar
- Writing skills
- Oral expression
- Vocabulary building

**Expected learner outcomes**

On completion of this course students should be able to do the following:

- Read a variety of texts with understanding.
- Write short personal essays, narratives and responses to texts.
- Identify and use correct grammatical structures.
- Recognise and use an increasing range of vocabulary.
- Express themselves clearly.

**Texts (subject to change)**

- Short novels (Oxford level 5) and other literature
- First Certificate Masterclass (or equivalent)
- Essential Grammar in Use (Cambridge)

**English B2**

This is a fully integrated mainstream English course designed for students who need special reinforcement of their English reading and writing skills. English B2 is intended for independent speakers of English possessing the following capabilities:*

- understanding the main ideas of complex text on both concrete and abstract topics,
- interacting with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party,
- producing clear, detailed text on a wide range of subjects and
- explaining a viewpoint on a topical issue, giving the advantages and disadvantages of various options.

*Adapted from the Common European Framework Reference for Languages

The course focuses on developing the necessary English skills to communicate effectively in formal and informal English, both spoken and written.

**Content**

- Study of literature
- Grammar
• Writing skills
• Oral expression
• Vocabulary building

**Expected learner outcomes**

On completion of this course students should be able to:

- Read a variety of texts with understanding.
- Write short personal essays, narratives and responses to texts.
- Identify and use correct grammatical structures.
- Recognise and use an increasing range of vocabulary.
- Express themselves clearly.

**Texts (subject to change)**

- The Curious Incident of the Dog in the Night-Time
- Lord of the Flies
- Diverse short novels (Oxford level 5)
- Macmillan English Grammar
- Vocabulary Workshop, 2nd Course

**English 9 (C1)**

English 9 is a course designed to challenge the ninth-grader. It is intended for students proficient in the following skills:

- understanding a wide range of demanding, longer texts, and recognising implicit meaning,
- expressing themselves fluently and spontaneously without much obvious searching for expressions,
- using language flexibly and effectively for social and academic purposes and
- producing clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

The course is based on the study of world literature and a variety of writing forms.

**Content**

- Study of fiction and nonfiction prose, poetry and drama
- Expository, persuasive and creative writing
- Oral communication
- Grammar study and vocabulary building

**Expected learner outcomes**

On completion of this course students should be able to do the following:

- Write with awareness of different purposes and audiences.
- Express themselves orally and in writing with increasing clarity, coherence and confidence.
- Have an understanding of how to structure sentences, paragraphs and essays.
- Understand, organize and present facts and opinions.
- Read with increasing understanding of various levels of meaning.

**Texts (subject to change)**

- Lord of the Flies
- The Curious Incident of the Dog in the Night-Time
- Selected works of poetry, short fiction, prose and drama
- English Workshop: Third Course
- Vocabulary Workshop, 2nd Course

**English 9 Honours (C2)**

This is a course for students who have demonstrated a high level of reading comprehension and writing ability and are prepared to study a greater number of literary works in depth. It is based on the study of world literature and writing in a variety of forms. The course is intended for students who possess the following capabilities:

- can understand with ease virtually everything heard or read,
- can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation,
- can express themselves spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations
The course is based on the study of world literature and a variety of writing forms.

**Content**
- Study of fiction and nonfiction prose, poetry and drama
- Expository, persuasive and creative writing
- Oral communication
- Grammar study and vocabulary building

**Expected learner outcomes**
On completion of this course students should be able to do the following:
- Write with awareness of different audiences and purposes.
- Express themselves orally and in writing with increasing clarity, coherence and confidence.
- Have a firm understanding of how to structure sentences, paragraphs and essays.
- Understand, organize and present facts and opinions.
- Read with increasing understanding of various levels of meaning.
- Recognize and appreciate the way writers use language and achieve effects.

**Texts (subject to change)**
- Lord of the Flies
- The Curious Incident of the Dog in the Night-Time
- Romeo and Juliet
- Diverse works of short fiction, prose, poetry and drama
- English Workshop: Third Course
- Vocabulary Workshop, 2nd Course

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**IGCSE English Literature and IGCSE First Language English**

Students begin a two-year course, covering two IGCSE subjects: 1) English Literature, and 2) First Language English. The study culminates in the examinations of the IGCSE set by the Cambridge International Examinations Syndicate. The course is intended for those students whose first language is English or who have an appropriate level of English to handle the demands of the course and of the examinations.

**Content**

1) **English Literature**
   - In-depth study of four set texts over the course of the programme (fiction, poetry and drama)
   - Analysis of an “unseen” short text of poetry or prose.

2) **First Language English**
   - Reading with precision a text written in one form and then developing and changing it into a different form: summaries, letters, reports, speeches, brochures, scripts.
   - The writing of descriptive, narrative, discursive and argumentative essays.

**Expected learner outcomes**
- Express themselves orally and in writing with content appropriate to their purpose and audience.
- Comprehend and analyse increasingly challenging texts.
- Listen to and assess others’ viewpoints.
- Engage in constructive debate.
- Demonstrate careful writing habits, including attention to clarity, coherence and precision of expression.
- Develop their thoughts in expository and persuasive compositions.
- Evaluate and communicate an opinion orally and in writing.
- Contribute appropriately and imaginatively to group discussion.
- Express themselves orally in class presentations and debate.
- Recognize and appreciate the way writers use language and achieve effects.
- Conduct research using print and electronic sources.

**Texts**
- I.G.C.S.E. First Language English – Cox and Lucantoni
- Fiction, poetry and drama texts as prescribed by the examination board
Mathematics

The Mathematics Curriculum is divided into three basic streams starting in Grade 6, Grade 7 and Grade 8 to accommodate the different mathematical abilities of the students in the school. The first stream is aimed at weaker mathematicians who would go on to study a humanities, arts or language course at university. The second stream is aimed at good mathematicians who may study a more technical subject such as economics or engineering at university. The third stream is aimed at those outstanding mathematicians who may go on to study pure or applied Mathematics at university. The courses are sequential and based on ability. For example, students need to understand Algebra 2 before they can study Pre-Calculus. As you move across any row of the table, the courses get progressively more difficult. Although we try to offer all the above courses, if demand for a particular course is low then it may be discontinued.

Once a student has found the right stream for their ability, they would not normally change into another stream. Any changes are to be made after close consideration of test/exam results over a period of time. Long-term students can only change to a higher stream if they obtained consistent A and B grades the previous year or marking period. In case they wish to move to a more difficult course, they would be required to study the course they would normally have continued to with a tutor over the summer vacation and pass an exam on returning to school. Long-term students would only change to a lower stream if they fail the year or are recommended to repeat the work, due to consistent D and F grades. Grade 9 ESL students follow the Grade 9 programme, Grade 10 ESL students follow the Grade 10 programme, Grade 11 and 12 ESL students follow the Grade 11 programme apart from those Grade 12 ESL students who wish to study AP Calculus.

The most usual progressions are shown by arrows on the above table. Other progressions are possible, the guiding principle being that a student entering any particular course should be as well prepared as the rest of the students in that course. Hence a student moves easily from IGCSE Extended to Algebra II. If such a student wishes to move from IGCSE Extended to Pre-Calculus they would be expected to obtain a good IGCSE result (A*, A or B) and they would need to work on the Algebra II course over the summer holiday prior to joining the Pre-Calculus course. They would also have to pass a test on this work in August. A student from IGCSE Core would enter the Algebra 2 course and would have to attend support classes. A Grade 10 Intermediate student can enter IB Studies SL and possibly IB SL (but only after doing very well in the Grade 10 Intermediate course and final examination, obtaining a grade A or B). An Algebra II student can enter IB SL or IB HL (if they have done well in the Algebra II course and final examination, Grade A or B). Students from Grade 8 may only enter IGCSE Year 1 if they fulfil all entry requirements and have been given permission by the Middle and High School Principals. Students from Grade 10 may only enter IB Year 1 if they fulfil all entry requirements and have been given permission by the High School Principal and IB coordinator. The AP Calculus B/C course is only recommended to students who are likely to get a grade 5 (or possibly a grade 4) in the AP Calculus A/B course.
**Grade 9 Foundation**

In Grade 9 this course prepares students for Grade 10 Foundation. Students should have a reasonable knowledge of Grade 8 Math (Foundation) to be successful at this level. All students are expected to have a Casio FX-85 ES scientific calculator.

**Content**

- Number
- Algebra
- Some Geometry
- Statistics and graphs

**Expected learner outcomes**

On completion of this course students should be able to:

- Make estimates by rounding to a given number of significant figures or decimal places; review and the four operations with integers and fractions; understand and use index notation and index laws; understand the need for units and convert between units; understand and use percentages and ratios to solve simple problems
- Understand and use the vocabulary and notation used with sets and number sets, use Venn diagrams to solve simple set problems; understand the concept of a number sequence and generate terms; form and evaluate algebraic expressions and formulae to describe a given situation or rule, investigate number patterns in simple situations; simplify basic algebraic expressions; expand algebraic expressions using the distributive law; factorise algebraic expressions, including quadratics, perfect squares and difference of two squares; form and solve various types of equations.
- Understand and apply Pythagoras’ theorem to solve simple problems; calculate length, perimeter, area and surface area of a variety of simple and compound shapes;
- Understand and use rates, rates graphs, travel graphs to solve problems in simple situations; draw and interpret travel graphs; summarise and interpret data given in various forms, find measures of central tendency and spread, draw histograms and box-and – whisker plots

**Grade 9 Intermediate 1**

In Grade 9 this course prepares students for Grade 10 Intermediate or IGCSE Year 1 Extended. Students should have a reasonable knowledge of Grade 8 Math (Intermediate) to be successful at this level. All students are expected to have a Casio FX-85 ES scientific calculator.

**Content**

- Number
- Algebra
- Some Geometry
- Graphs

**Expected learner outcomes**

On completion of this course students should be able to:

- Make estimates by rounding to one significant figure; multiply and divide mentally; understand the effects of multiplying and dividing by numbers between 0 and 1; solve numerical problems involving multiplication and division with numbers of any size; perform and use prime factor decomposition; understand radicals and simplify simple radical expressions; use a calculator efficiently and appropriately; simplify and calculate with ratio and proportion; understand the relationships between fractions, decimals and percentages; solve problems involving percentages, such as percentage change, simple and compound interests, finding the original quantity.
• Evaluate algebraic formulae, substituting fractions, decimals and negative numbers; solve various types of equations; simplify algebraic expressions, including simple algebraic fractions; factorise and expand algebraic expressions, including quadratics, perfect squares and difference of two squares.
• Understand and apply Pythagoras' theorem when solving problems in two dimensions; calculate angles in various situations involving parallel lines, triangles and polygons; understand and use compound measures, such as speed.
• Draw and interpret various types of graphs, bar charts, pie charts, line graphs, distance time graphs...

Text

• Mathematics for the International student 8, Haese and Harris.

Intermediate 2

In Grade 9 this course prepares students for Algebra 2 in Grade 10. Students should have a good knowledge of Grade 8 Math (Intermediate) to be successful at this level. All students are expected to have a Casio FX-85 ES scientific calculator.

Content

• Number
• Algebra
• Geometry
• Probability and data handling

Expected learner outcomes

On completion of this course students should be able to:
• Understand all the outcomes of the Intermediate 1 course.
• Solve problems involving calculating with powers, roots and numbers expressed in standard form, checking for correct order of magnitude.
• Use algebraic and graphical methods to solve simultaneous linear equations in two variables; use and simplify expressions involving algebraic fractions; solve inequalities; use laws of indices to simplify algebraic expressions; solve for one variable, given the others, in formulae such as \( V = \pi r^2h \); solve inequalities in two variables; solve quadratic equations (which can be factorised); sketch and interpret graphs of linear, quadratic, cubic and reciprocal functions, and graphs that model real situations.
• Understand and use congruence and mathematical similarity; use sine, cosine and tangent in right-angled triangles when solving problems in two dimensions; distinguish between formulae for perimeter, area and volume, by considering dimensions; calculate lengths, areas and volumes in 2D and 3D shapes; enlarge shapes by a fractional scale factor, and appreciate the similarity of the resulting shapes; understand and use coordinate geometry to be able to plot points and lines on a graph, investigate linear relationships, understand, determine and use the equation of a line and the concepts of gradient and axis intercepts to solve problems in a variety of situations; determine the requirements for two or more lines to be parallel and also to be perpendicular; determine the distance between two points; determine the midpoint of the segment that connects any two points.
• Interpret and construct cumulative frequency tables and diagrams; estimate the median and interquartile range and use these to compare distributions and make inferences; examine the distribution of quantitative discrete and grouped data, and use averages to compare sets of data; estimate probabilities from given data; understand how to calculate the probability of a compound event and use this in solving problems; specify hypotheses and test them by designing and using appropriate methods that take account of variability or bias; determine the modal class and estimate the mean, median and range of sets of grouped data, selecting the statistic most appropriate to their line of enquiry; use
measures of average and range, with associated frequency polygons, as appropriate, to compare distributions and make inferences.

Text
- Mathematics for the International student 8, Haese and Harris.

Higher
In Grade 9 this course prepares students for Pre-Calculus in Grade 10. Students should have a good knowledge of the Grade 8 Math (Extended) course to be successful at this level. All students are expected to have a Texas Ti-84 Plus graphical calculator.

Content
- Geometry
- Algebra
- Probability and data handling

Expected learner outcomes
On completion of this course students should be able to:
- Understand and use congruence and mathematical similarity; use sine, cosine and tangent in right-angled triangles when solving problems in two dimensions; use the sine and cosine rules to solve problems; calculate lengths, areas and volumes in 2D and 3D shapes; become familiar with a variety of transformations: enlargement, dilation, rotation, reflection...; use matrices to solve problems involving linear transformations; understand and apply Pythagoras in a variety of contexts; understand and use coordinate geometry to be able to plot points and lines on a graph, investigate linear relationships, understand, determine and use the equation of a line and the concepts of gradient and axis intercepts to solve problems in a variety of situations; determine the requirements for two or more lines to be parallel and also to be perpendicular; determine the distance between two points; determine the midpoint of the segment that connects any two points; apply deductive geometry to solve problems.
- To become familiar with notation used with sets, and to enable the use of sets as a tool for problem-solving, including making and using Venn diagrams; understand and use matrices to solve systems of linear equations; expand and factorise a variety of algebraic expressions; use quadratic functions and their graphs to solve equations and problems in context; use and simplify expressions involving algebraic fractions; solve inequalities; use laws of indices to simplify algebraic expressions; solve for one variable, given the others, in formulae such as \( V = \pi rh \); solve inequalities in two variables.
- Decide whether census or sample should be used, and examine bias and appropriateness; classify variables; construct and use a variety of graphs to display data; interpret charts and graphs; use and understand averages and measures of spread (included SD and IQR) to make inferences; normal distribution; calculate the probabilities of single, combined and conditional events.

Text
- Mathematics for the international student Pre Diploma SL and HL, Hease and Harris.

IGCSE Year 1 Core
This course prepares students for the IGCSE Year 2 Core course. Students should have a good knowledge of the Grade 8 Foundation course to be successful at this level. All students are expected to have a Casio FX-85 ES scientific calculator.

Content
- Number
Expected learner outcomes

On completion of this course students should be able to:

- Make estimates by rounding to one significant figure; multiply and divide mentally; understand the effects of multiplying and dividing by numbers between 0 and 1; solve numerical problems involving multiplication and division with numbers of any size; use a calculator efficiently and appropriately; understand and use proportional changes, calculating the result of any proportional change using only multiplicative methods.
- Find and describe in symbols the next term or nth term of a sequence where the rule is quadratic; multiply two expressions of the form \((x + n)\) and simplify the corresponding quadratic expression; use algebraic and graphical methods to solve simultaneous linear equations in two variables; solve simple inequalities.
- Understand and apply Pythagoras’ theorem when solving problems in two dimensions; calculate lengths, areas and volumes in plane shapes and right prisms; enlarge shapes by a fractional scale factor, and appreciate the similarity of the resulting shapes; determine the locus of an object moving according to a rule; appreciate the imprecision of measurement and recognize that a measurement given to the nearest whole number may be inaccurate by up to one half in either direction; understand and use compound measures, such as speed.
- Specify hypotheses and test them by designing and using appropriate methods that take account of variability or bias; determine the modal class and estimate the mean, median and range of sets of grouped data, selecting the statistic most appropriate to their line of enquiry; use measures of average and range, with associated frequency polygons, as appropriate, to compare distributions and make inferences; draw a line of best fit on a scatter diagram, by inspection; understand relative frequency as an estimate of probability and use this to compare outcomes of experiments.

Text

Core Mathematics for IGCSE, Nye and Colin, Heinemann International

**IGCSE Year 1 Extended**

This course prepares students for the IGCSE Year 2 Extended course. Students should have a good knowledge of the Grade 8 Intermediate course to be successful at this level. All students are expected to have a Casio FX-85 ES scientific calculator.

Content

- Number
- Algebra
- Shape, space and measure
- Data handling

Expected learner outcomes

On completion of this course students should be able to:

- Solve problems involving calculating with powers, roots and numbers expressed in standard form, checking for correct order of magnitude; choose to use fractions or percentages to solve problems involving repeated proportional changes or the calculation of the original quantity given the result of a proportional change; solve problems involving direct and indirect variation.
- Evaluate algebraic formulae, substituting fractions, decimals and negative numbers; calculate one variable, given the others, in formulae such as \(V = \pi r^2h\); manipulate algebraic formulae, equations and expressions, finding common factors and multiplying two linear expressions; know that \(a^2 - b^2 = (a + b)(a - b)\); understand and use index laws; find rules for linear and quadratic sequences and solve problems; solve linear inequalities in two variables, quadratic
inequalities; sketch and interpret graphs of linear, quadratic, cubic and reciprocal functions, and graphs that model real situations.

- Understand and use congruence and mathematical similarity; use sine, cosine and tangent in right-angled triangles when solving problems in two and three dimensions, bearings, elevation, depression; use the circle theorems; perform calculations using arc length and sector area; use Pythagoras’ Theorem in two and three dimensions compute perimeters, areas and volumes of various shapes, solve two and three dimensional problems.

Text

- Extended IGCSE Mathematics – Rayner

IGCSE Year 1 Extended International

This course prepares students for the IGCSE Year 2 Extended International course. Students should have a good knowledge of Grade 9 Intermediate 2 or Grade 8 Higher to be successful at this level. All students are expected to have a TI 84 plus Graphical calculator.

Content

- Number
- Algebra
- Shape, space and measure
- Data handling

Expected learner outcomes

On completion of this course students should be able to:

- Solve problems involving calculating with exponents and surds and numbers expressed in standard form, checking for correct order of magnitude; solve problems involving repeated, loan repayments or the calculation of the original quantity given the result of a proportional change.
- Understand the basics and notations of set theory, Venn diagrams.
- Evaluate algebraic formulae, substituting fractions, decimals and negative numbers; rearrange all types of formulae; manipulate algebraic formulae, equations and expressions including algebraic fractions; find common factors and multiply two linear expressions; know that \( a^2 - b^2 = (a + b)(a - b) \); solve inequalities in two variables; define functions, sketch and interpret graphs of linear, quadratic, cubic and reciprocal functions, and graphs that model real situations, distance-time, velocity-time graphs.
- Understand and use congruence and mathematical similarity; use sine, cosine and tangent in right-angled triangles when solving problems in two and three dimensions; compute perimeter, area and volume of various shapes and solve problems.
- Interpret and construct cumulative frequency tables and diagrams, using the upper boundary of the class interval; estimate the median and interquartile range and use these to compare distributions and make inferences; compute and interpret statistics for discrete and continuous data.

Text

- IGCSE Cambridge International Mathematics: 0607 Extended -- Haese
**SCIENCE**

**Chemistry**

Content

This course covers topics on atomic and electronic structure, the periodic table, reactivity series, structure and bonding, an introduction to electrochemistry, acids bases and salts, and rates of reactions.

Expected learner outcomes

On completion of this course students should be able to:

- Give the atomic and electronic structure of an element.
- Identify trends down groups and across periods on the periodic table.
- Recall the reactivity series of metals.
- Predict whether a reaction will occur or not based on the reactivity series.
- Write balanced formula and ionic equations for reactions.
- Understand and explain the factors affecting how fast reactions occur.
- Measure the reaction rate.
- Define acids and bases in terms of proton transfer.
- Use the pH scale.
- Describe the formation of salts.
- Use basic laboratory techniques safely and competently.
- Understand the importance of environmental considerations in chemical industries.

Text

- IGCSE Chemistry : Andrew Clegg

**Physics**

Content

This course covers SI units, prefixes and measurements, the kinetic theory of matter and thermal physics, electrostatics, electricity and magnetism, atomic and nuclear physics, waves and optics.

Expected Learner Outcomes

On completion of this course students should be able to:

- Recognise the importance of the SI as the unit system used by physicists throughout the world.
- Convert a number to and from the scientific notation.
- Use the SI prefixes.
- Describe behaviour of solids, liquids and gases using a simple kinetic model, including thermal expansion and phase changes.
- Calculate energies involved in changes of phase.
- Define specific heat capacity and specific latent heat.
- Use thermometers and be familiar with the Kelvin and Celsius temperature scales.
- Recognise that charge is carried by matter.
- Recall that positive charge is carried by protons and negative charge by electrons.
- Solve simple electrical circuits, series and parallel, containing cells, resistors, lamps, switches, variable resistors.
- Recognise magnets and currents as the origin of magnetic fields.
- Sketch magnetic field patterns.
- Distinguish between soft and hard ferromagnets and their applications.
- Recall the nature and origin of alpha, beta and gamma radiations.
• To be able to describe the differences between different atomic models.
• Describe methods to distinguish between alpha, beta and gamma radiations.
• To be able to describe types of wave.
• To be able to utilise the wave equation.
• To understand the concepts of reflection, refraction and diffraction.
• To be able to construct and analyse ray diagrams.
• Describe the properties of electromagnetic waves.
• Distinguish between the different regions of the electromagnetic spectrum and recall practical applications of different types of electromagnetic waves.

Text

• Complete Physics for IGCSE; Stephen Pople

**Biology**

**Content**

• Classification of life
• Characteristics of living things
• Cell structure and organisation
• Levels of organisation
• The movement of molecules
• Enzymes
• Nutrition and diet
• Digestion and absorption
• The respiratory system
• The circulatory system
• Co-ordination and response in plants/tropisms
• Classification of life

**Expected learner outcomes**

On completion of this course students should be able to:

• Use skills that are relevant to the study of Biology and are useful in everyday life.
• Demonstrate attitudes such as: concern for accuracy & precision, objectivity, integrity, enquiry, initiative & inventiveness.
• Show interest in and concern for the environment.
• Be aware that science is subject to social, economic and cultural influences and limitations.
• Cooperate between groups and individuals.
• Demonstrate knowledge with understanding and see the inter-relationships between topics.
• Handle information and solve problems
• Make predictions and propose hypotheses.
• Demonstrate competent experimental skills.

Text

Biology for IGCSE: Mary Jones

**IGCSE Physical Education (Sports Science)**

The IGCSE in PE aims to teach you the scientific principles behind sporting participation and excellence. It is a great lead into the new IB in sports science and well suited for those who want to link science to their sporting activities

**Content**

• Factors effecting performance: Fitness, physique, skeleton and joints, muscles and tendons, circulatory system, skill, motivation and mental preparation, drugs.
• Health safety and training: Exercise and training, injuries diet, health, games: safe practice.
• Reasons for and opportunity for participation in physical activity: Global events, media, leisure and recreation, facilities, participation and excellence, Access to sport.
• Practical physical activity: Performance of a wide range of sports which are linked to the theory. Analysis and improvement of sporting performance of both your own and another person’s.

Expected learner outcomes

On completion of this course students should be able to:
• To be able to plan, perform, analyse, improve and evaluate physical activities
• The understanding of safe and effective physical performance
• To understand the role of sport and physical activity in society and the wider world
• Enjoyment of physical activity
• Use skills that are relevant to the study of Physical Education and are useful in everyday life.
• Demonstrate attitudes such as: concern for accuracy & precision, objectivity, integrity, enquiry, initiative & inventiveness.
• Cooperate between groups and individuals.
• Demonstrate knowledge with understanding and see the inter-relationships between topics.
• Handle information and solve problems

Text

Examining Physical Education: Heinemann

MODERN FOREIGN LANGUAGES

Collège du Léman offers a vast range of foreign languages in the High School: French, Spanish, German and Italian. French is a mandatory course throughout the high school except for students taking ESL courses.

All language classes are aligned with the Levels of Reference described by the Common European Framework for Languages.

Put together by the Council of Europe, the Common European Framework of Reference for Languages, abbreviated as CEFR, is a guideline used to determine the proficiency level of foreign languages learners. This framework is used throughout Europe and spreading world-wide.\(^1\)

The CEFR includes all four language skills (listening, reading, speaking and writing) and is divided into three broad divisions and six levels:

<table>
<thead>
<tr>
<th>A Basic User</th>
<th>B Independent User</th>
<th>C Proficient User</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakthrough</td>
<td>Elementary</td>
<td>Intermediate</td>
</tr>
<tr>
<td>A1</td>
<td>A2</td>
<td>B1</td>
</tr>
<tr>
<td>A1y1</td>
<td>A2y1</td>
<td>B1y1</td>
</tr>
<tr>
<td>A1</td>
<td>A2</td>
<td>Pre AP IByr1</td>
</tr>
<tr>
<td>A1</td>
<td>A2</td>
<td>AP IByr2</td>
</tr>
</tbody>
</table>

At Collège du Léman, High School grade 9/ IGCSE year1 Language classes have adapted the CEFR as following:

A1y1 Beginner- French only
A1 Breakthrough
A2y1 Survival

\(^{1}\) For more information, see: [http://www.coe.int/t/dg4/linguistic/cadre_en.asp](http://www.coe.int/t/dg4/linguistic/cadre_en.asp)
A2   Elementary- students are eligible to write the IGCSE foreign language exam or Chinese HSK exam.
B1y1 Threshold
B1   Intermediate
B2y1 Vantage

Extra-curricular language classes such as mother tongue lessons, additional foreign language instruction or lessons to prepare students for Language Certification Exams are arranged after school upon request and demand.

**Aims**

- To develop an interest in, and an enjoyment of, discovering a new language in its cultural, historical and geographical setting.
- To give each student the opportunity to use the target language creatively and imaginatively.
- To encourage intellectual curiosity by furthering their knowledge of the target language culture through special projects, travel and authentic resources.
- To give each student the opportunity to use the target language for real purposes and in a variety of contexts, including everyday activities, personal and social life, the world around us, the word of work and the international world.
- To provide a solid grammatical basis and adequate range of vocabulary.
- To encourage students to develop various language skills (correct pronunciation and intonation, asking and answering questions, initiating and developing conversations…).
- To help students to build up their self-confidence in communicating in a foreign language.

**French A1y1**

This course is mandatory for students without a basic knowledge of spoken or written French and is designed to prepare the ground for further study.

**Content**

**Topics**

-Greetings and culture
-Weather, dates and time
-School items and subjects
-Describing family, friends and pets
-Sports and hobbies
-House and home town
-Food and clothes

**Grammar**

-Nouns and gender
-Pronouns
-regular and irregular verb conjugation in the present tense
-Definite and indefinite articles
-Prepositions
-Ordinal numbers
-Some adverbs of time and frequency
-Simple adjectives
-Imperative
-Sentence structure- question and answer
-Futur proche

**Expected learner outcome**

- Speak and write about present events
Write short descriptions and summaries
Ask and answer questions about everyday events
Learn about culture and traditions in francophone countries


**Language A1 (French, Spanish, German)**

Prerequisite: completion of A1.1 course or equivalent.

Students are eligible to write the CEFR approved A1 exam upon completion of this course. The emphasis course is on written and oral expression to enable effective communication, despite the somewhat limited exposure to the language to date. With a consideration of aspects of the target language culture, students learn the foundations for further studies in subsequent years.

**Content**

**Topics**
- Holidays
- School and afterschool activities
- Films and TV
- Descriptions and characteristics
- Clothes and shopping
- Illness and injury
- Expressing opinions

**Grammar**
- Enrich and reinforce basic grammar from language A1.1
- Past tense - regular and irregular
- Future tense
- Comparative and superlative adjectives.
- Possessive adjectives

**Expected learner outcome**
- Speak and write about present and past events
- Write letters and e-mails to a friend
- Give opinions on various subject matters
- Hold everyday conversations: shopping, restaurant, doctor's office...
- Develop a sensitivity to cultural awareness

**Texts**

French:

German:

Spanish:

**Language A2.1 (French, Spanish, German, Italian)**

Prerequisite: completion of A1 course or equivalent.
This is a two year course aimed to prepare students for the IGCSE examination at the end of grade 10/IGCSE year 2.

The course serves as a reinforcement and expansion of skills previously acquired in addition to providing a solid base for the IGCSE Exam.

Students learn to produce short essays designed for various audiences and hold conversations in staged yet realistic settings. In addition, grammatical knowledge and vocabulary are expanded and elaborated in such a way that communication is facilitated.

**Content**

**Topics**
- Holidays
- Hotel and Restaurant
- Directions
- Family and Relationships
- Justified Opinions
- My daily routine
- My hobbies
- Home Life and Chores
- Health and food

**Grammar**
- Enrich and reinforce grammar from Language A1
- All past tenses- regular and irregular
- Co-ordinating and subordinating conjunctions
- Complex sentence structure

**Expected learner outcome**
- Apply particular styles of writing for a variety of audiences.
- Identify various tenses and apply most of them to their own writing.
- Hold a conversation with a compassionate native speaker in most common, realistic settings.
- Understand most spoken and written authentic language.
- Justify points of view and vary sentence structures using multiple idioms.

**Texts**

**French:**
Class preparing for IGCSE French Second Language:

**German:**

**Spanish:**

**Italian:**
(textbook and exercise book)

**Language A2 (French, Spanish, German, Italian)**
Prerequisite: completion of A2.1 course or equivalent.
This is a one year course aimed to prepare students for the IGCSE examination by the end of the year. It encourages the sound use of the language as well as the development of practical skills such as problem solving, team work and cultural awareness. Moreover, the course allows for interactive and enjoyable language learning by use of ICT and multimedia in class.

Content

Topics
- Future plans of study, work, vacations
- Myself, my environment
- Travel and tourism
- Cities: problems and solutions
- Work and life style
- Young people in today's society
- The media
- Environment

Grammar
- Enrich and reinforce grammar from Language A2.1
- Master the present, future and past tenses
- Connotations and grammatical style to improve writing skills
- Conditional
- Develop critical thinking about life-style issues
- Expand cultural awareness and knowledge

Expected learner outcomes
- Communicate about the above topics orally and in writing
- Incorporate cultural knowledge in this communication
- Write formal and informal letters, e-mails of 140 words.
- Debate and demonstrate critical thinking on various topics
- Further develop cultural awareness
- Make conditional statement

Texts

French:
Godard, Liria et Sigé, Les clés du nouveau DELF A2, La maison des langues, 2006

Class preparing for IGCSE French Second Language:
Bourdais et Finnie, Equipe dynamique higher, Oxford, 2006

German:

Spanish:

Italian:
(textbook and exercise book)
**Language B1.1 (French)**

This is a one year course aimed to prepare students for the IGCSE examination by the end of the year.

Prerequisite: completion of A2 course or equivalent.

Upon completion of the course, students are eligible to sit the CEFR approved language B1 Exam.

This course serves also as a preparation for further study in the AP or IB programme.

The study of high-quality texts based on literature and culture constitutes an essential component of the course. Students will have the opportunity to listen and read a range of authentic material which will be used as a stimulus for oral expressions and written communication. The presentation, explanation and review of grammatical structures and vocabulary are integrated into the course so that students reach a high level of competence in speaking and writing.

**Content**

**Topics**
- Family
- Social origins
- The look
- Life environment
- Customs and traditions
- Work conditions
- Tourism
- Sports
- Health

**Grammar**
- Enrich and reinforce grammar from Language A2
- Grammar is put into context through various drills exploiting documents as well as reporting on world events.
- Use of subjunctive
- Conditionnel
- Pronoms relatifs
- Accord du participle passé

**Expected learner outcomes**
- Use a more elaborate level of language
- Write 200-words essays on current issues
- Identify and select appropriate styles and registers
- Understand the subtleties of the language
- Communicate clearly and effectively in a wide range of styles and situations
- Use a wide range of vocabulary
- Analyse moderately complex material
- Understand news media articles and editorials

**Text**


**Language B1 (French, Spanish, German, Italian)**

Prerequisite: completion of B1.1 course or equivalent or upon teacher's recommendation

Upon completion of the course, students are eligible to sit the CECR approved language B1 Exam.
This course serves also as a preparation for further study in the IB Language B programme.

The study of high-quality texts based on literature and culture constitutes an essential component of the course. Students will have the opportunity to listen and read a range of authentic material which will be used as a stimulus for oral expressions and written communication. The presentation, explanation and review of grammatical structures and vocabulary are integrated into the course so that students reach a high level of competence in speaking and writing.

Content

Topics
- Environment and pollution
- Life events
- Sensory impressions
- Living standards
- Accidents and natural catastrophes
- Customs and traditions
- Media
- Work conditions
- Tourism and sports
- Youth culture

Grammar
- Enrich and reinforce grammar from Language A2
- Grammar is put into context through various drills exploiting documents as well as reporting on world events.
- Agreement in past tenses clauses
- Plusperfect
- Duration
- Hypothesis
- Reported speech
- Use of subjunctive
- Passive voice
- Gerund
- Adverbs
- Connectives

Expected learner outcomes
- Use a more elaborate level of language
- Write 180-words essays on current issues
- Identify and select appropriate styles and registers
- Understand the subtleties of the language
- Communicate clearly and effectively in a wide range of styles and situations
- Use a wide range of vocabulary
- Analyse moderately complex material
- Express opinions from various supports (articles, essays, documentaries, videos...)
- Be able to argument and structure in a concise way (oral and written)
- Understand and produce formal letters
- Have a cultural approach of the target language

Text
- Variety of sources (newspaper, articles, letter, songs)
- French: Les Clés du Nouveau Delf B1. Auteur(s) : LaMarie
**Language B2.1 (French)**

Prerequisite: completion of B1 course or equivalent.

This is a two year course aimed to prepare students for the IGCSE French First Language examination at the end of grade 10/ IGCSE year 2.

This two year course comprises 3 parts: language, texts and cultural awareness. Emphasis is put on acquiring more sophistication in all the essential skills: use of grammar, speaking, listening, reading comprehension and writing. Regularly, discussions are conducted in class to expand vocabulary on current issues and cultural knowledge. The study of literature constitutes an essential component of the course.

**Content**

- History and Culture
- Aesthetics
- Travelling
- La Francophonie
- Tendencies
- Introduction to literature through various texts from different nature

**Expected learner outcomes**

- Identify and select appropriate styles and registers
- Understand the subtleties of the language
- Communicate clearly and effectively in a wide range of styles and situations
- Use a wide range of vocabulary
- Analyse increasingly complex material
- Write thoroughly structured essays of 400 words about a wide range of topics
- Compare texts of different nature

**Text**

French:

**HUMANITIES**

**History**

This course can form the first year of a two-year course leading to an IGCSE certificate, or stand on its own as a one year course for credit only. Students will be expected to successfully complete IGCSE year 1 before progressing to year 2 and the examination will be based on the course material covered during the two year programme. Alternatively, students may continue with Grade 10 History in the High School Diploma stream. The aims of the course are to stimulate interest in and enthusiasm about the past and to equip students with the necessary writing and analytical skills required in History. The course will introduce students to some of the major international issues of the 19th and early 20th centuries which have had an impact on our world today. The topics to be studied during Grade 9/IGCSE year 1 are as follows:

- Causes and consequences of the American Civil War, 1820-77.
- Depth study on USA 1919-41.
- Causes of the First World War, 1870-1914.

**Expected learner outcomes**

On completion of this course students should be able to:

- Comprehend, interpret, evaluate and use a range of sources as evidence in their historical context;
- Recall, select, organise and deploy knowledge of the syllabus content;
• Demonstrate an understanding of:
  ▪ Change and continuity, cause and consequence, similarity and difference,
  ▪ The motives, emotions, intentions and beliefs of people in the past.

**Texts**

• *The USA Between the Wars 1919-41*, (Mills, Fiehn)
• *The American Civil War: Causes, course and consequences*, (Farmer)

**Geography**

This course can form the first year of a two-year course leading to an IGCSE certificate, or stand on its own as a one year course for credit only.

**Content**

• Population
• Settlement
• Employment structure and development
• Primary Industries: Farming
• Secondary Industries
• Tertiary Industries: Tourism

**Expected learner outcomes**

On completion of this course students should be able to:

• Understand relative locations on a local, region, national and global scale.
• Demonstrate awareness of contrasting physical and human environments.
• Understand the processes affecting the development of such environments.
• Understand the ways people interact with each other and their environment.
• Appreciate that different communities and cultures exist throughout the world.
• Demonstrate awareness of contrasting opportunities and constraints presented by different environments.
• Demonstrate knowledge with understanding.
• Analyse and deduce patterns and relationships from data.
• Reason and make judgements and be able to make decisions with confidence.
• Have developed a sense of inquiry.
• Select and use basic geographical techniques.
• Gain information from a variety of sources.
• Present reasoned explanations and decisions.

**Texts**

• Complete Geography for Cambridge IGCSE; Kelly & Fretwell
• Essential Mapwork Skills; Ross

**Economics**

This is the first year of a two-year course which aims to develop a sound knowledge of Economics giving thorough coverage to both Microeconomics and Macroeconomics and seeks to equip students with the tools of economic principles, specialized vocabulary and analysis. Students will be expected to successfully complete Grade 9/IGCSE year 1 before progressing to year 2 and the examination will be based on the course material covered during the two year programme. Alternatively, students may continue with Grade 10 Economics in the High School Diploma stream.
Content

Topics covered include:

Expected learner outcomes

On completion of this course, students will be able to:
- Display sufficient understanding of abstract concepts
- Demonstrate analytical, graphical and mathematical skills
- Apply these concepts to actual data and real-life situations in view of the successful completion of the IGCSE at Core or Extended level.

Text

- Economics: a complete course (OUP), Moynihan, Titley

Sociology

This course is the first year of a two year examination course. Students explore the nature of social relationships, processes and structures. Students learn to understand their world from a sociological perspective by examining culture, social organisation, inequality, institutions and changing societies. Students will be expected to successfully complete Grade 9/IGCSE year 1 before progressing to year 2 and the examination will be based on the course material covered during the two year programme.

IGCSE Sociology offers a valuable insight into the area of social studies and is a good preparation for further courses in this field including subjects such as sociology, psychology and philosophy.

Content

- Methodology
- Culture and Socialisation
- Social Stratification and Inequality
- Power and Authority
- Family
- Education
- Crime and Deviance
- Mass media

Expected learner outcomes

On completion of this course students should be able to:
- Identify the sociological approach and how sociology differs from other social studies.
- Describe and evaluate how information and data are collected in sociology
- Explain the relationship between culture, society and the individual and the processes and agencies of socialisation
- Recognise the relationship between social economic and political processes and patterns of stratification
- Identify and describe the role of power and authority and decision making in society
- Explain the functions the family performs, variation in family structures and roles performed by the family
- Analyse the influence of education on the individual and changing patterns in education
- Recognise and evaluate how society defines crime and deviance
- Analyse contemporary culture and communication through reference to the mass media

Text

- Wilson and Kidd, Sociology for IGCSE
CREATIVE ARTS

Art and Design
This course forms the first year of a two-year course leading to an IGCSE certificate and is highly recommended for those students who wish to follow on to the IB Visual Arts programme.

Content

- Investigation Workbook
  Contents sketches, notes, visual researches, development of ideas, media experience and research into sociocultural and historical contexts of different cultures, related to the chosen studies.
- Observational Study
  Exploration of basic elements of line and tone.
  Use of variety of wet and dry media such as pastels, water colour and inks and their practice on different surfaces, textures and coloured paper.
- Interpretative Study
  Organisation and personal interpretation of pictorial compositions of themes using a variety of media.
- Design Study
  Graphic Design including typography, illustration and calligraphy
  Textile Design including print, dye and fashion design
  Photography including black and white and colour
  Printmaking, including packaging, greeting cards and wrapping paper or based on the development of a theme.
- Painting and Related Media
  Includes drawing of all kinds, all graphic media and painting media including pastels, oil, acrylics and water colours, also combined or in conjunction with other materials e.g. Collage and sculpture
- Three Dimensional Studies
  The area of study includes sculpture work in traditional and new materials such as clay, wood, wire, plastic and mixed media and leads to the understanding of three dimensional qualities of volume, form and space
  Ceramics
  Stained glass/mosaic
  Environmental/architectural models/design Product design
  Printing
  The development of different printing processes. eg. lino print, material prints, dry point etc.
- Thematic Studies
  Production from three different areas of study, but on one theme.
- Visits to Museums

Expected learner outcomes

On completion of this course students should be able to:

- Recognise and render form and structure;
- Use chosen media competently, showing clarity of intention and to be able to explore surface qualities;
- Handle tone and colour in a controlled and intentioned manner;
- Respond in an individual and personal way; appreciate space and spatial relationships in two and three dimensions and understand space in terms of pictorial organisation; to express
- Make informed aesthetic judgements;
- Show personal visions and commitment through a mature and committed response;
- Research appropriate resources;
- Show development of ideas through appropriate processes, worksheets etc. before arriving at a final solution.
- Demonstrate growth and commitment;
PERFORMING ARTS

MUSIC

Introduction
This course will appeal to students who have studied music in Middle School, since all the components of the course; those of performing, listening, composing, as well as the study of theory, have been covered at an intermediate standard. Students who choose music must have an instrument at home to practice. Private lessons are advised but not essential.

Content

Listening
- Aural awareness, perception and discrimination in relation to Western music of the baroque, classical, romantic and 20th century periods.
- Identifying and commenting on a range of music from cultures in different countries.
- Knowledge and understanding of one Western prescribed work and one Prescribed Focus from a non-Western culture.

Performing
- Technical competence on one or more instruments.
- Interpretive understanding of the music performed.

Composing
- Discrimination and imagination in free composition.
- Notation, using staff notation and, if appropriate, other suitable systems.

Expected learner outcomes

- Become perceptive, sensitive and critical listeners, able to respond to the main historical periods and styles of Western Music.
- Will recognize and understand the music of non-Western traditions and thus form an appreciation of cultural differences and similarities.
- Acquire improved skill and musicianship as a performer, both solo and in an ensemble.
- Will have explored different compositional techniques and composed at least 2 compositions, contrasting in character or written for different forces.

Texts
- Music Worldwide
- Miniature score of Tchaikovsky’s Romeo and Juliet, Fantasy Overture, (set work).
- Projects: A course in Musical composition.
- Solo and ensemble music as advised by the music teacher.

Theatre Arts

This course forms the first year of a two-year course leading to an IGCSE certificate.

Summary of Standards:
1. Understands the role of drama in personal and social development.
2. Develops and uses acting skills.
3. Understands how informal and formal theatre creates and communicates meaning.
4. Demonstrates competence in developing scenes or scripts (devising) from a range of stimuli.
5. Directs scenes and productions
6. Interprets and explores how drama celebrates, comments on, and questions the values, issues, and events of cultures past and present.

How the Standards are achieved:
- Investigation Journal
  Diary of classes, notes, library/internet researches, development of ideas, research into socio-cultural and historical contexts of different forms of theatre, notes on authors read, introspective comments on the student’s journey through theatre.
- Literary Study
  Reading given plays and studying the historical contexts in which they were written in and how they relate to today.
- Acting
- Interpreting alone and with others texts from world repertoire in reference to modern and classical acting theories.
- Improvisation.
- Devising.
- Going to performances.
- Expected Learner Outcomes

On completion of this course students should be able to:
- Understand the performance possibilities of text and other stimuli and the differing roles of actor, director, stage manager and technician in their realisation;
- Demonstrate the ability to devise dramatic material and reflect on its effectiveness.
- Demonstrate performing skills in drama.

Texts
- Edexcel GCSE Drama, Mike Gould, Melissa Jones, Pearson Education Ltd, 2009
- Chosen plays from world repertoire.

COMPUTERS

Computer Applications
This course is taken by all students in IG1. (One lesson per week). It is aimed at consolidating basic computing skills and introducing students to more advanced skills.

Content
The students cover the basic skills in:
- Spreadsheets
- Desk Top Publishing
- Graphic Manipulation
- Presentation Software
- Word Processing

It is intended that students will be able to apply their skills to cross-curricula work.

Expected learner outcomes
The students should be able to:
- Format data, use simple formulae, use simple Functions and convert data to charts
- Use Publisher to produce a variety of documents including Calendars, Brochures, Newsletters, and Posters
- Modify and manipulate images
- Produce Presentations with PowerPoint
- Apply word processing skills to other subject areas.
- Understand the importance and responsibility of changing technology
- Be aware of safety issues involving computer usage
Texts

- Further Excel – Heathcote
- Most of the course will use online tutorials and interactive materials.