

Made  
for  
*Learning*

# HIGH SCHOOL CURRICULUM GUIDE

Grade 9 & IGCSE Year 1



**COLLÈGE DU LÉMAN**  
International School · Geneva

# 1 Contents

---

1	Contents.....	2
2	English .....	6
2.1	English A1.....	6
2.1.1	Learning objectives .....	6
2.1.2	Content .....	6
2.2	English A2.....	7
2.2.1	Learning objectives .....	7
2.2.2	Content .....	8
2.3	English B1 .....	8
2.3.1	Learning objectives .....	8
2.3.2	Content .....	9
2.4	English B2 .....	10
2.4.1	Learning objectives .....	10
2.4.2	Content .....	10
2.5	English C1 .....	11
2.5.1	Learning objectives .....	11
2.5.2	Content .....	11
2.6	English Honors .....	12
2.6.1	Learning objectives .....	12
2.6.2	Content .....	13
2.1.1	Learning objectives .....	14
2.1.2	Content .....	14
2.2.1	Learning objectives .....	14
2.2.2	Content .....	15
2.3.1	Learning Objectives.....	15
2.3.2	Content .....	16
3	Mathematics .....	17
3.1	Foundation Mathematics .....	17
3.1.1	Learning objectives .....	17

3.1.2 Content .....	17
3.2 Intermediate 1.....	17
3.2.1 Learning objectives .....	18
3.2.2 Content .....	18
3.3 Intermediate 2.....	18
3.3.1 Learning objectives .....	18
3.3.2 Content .....	19
3.4 Higher Mathematics.....	19
3.4.1 Learning objectives .....	19
3.4.2 Content .....	20
3.5 Core Mathematics IGCSE .....	20
3.5.1 Learning objectives .....	20
3.5.2 Content .....	21
3.6 Extended Mathematics IGCSE.....	21
3.6.1 Learning objectives .....	21
3.6.2 Content .....	21
3.7 Cambridge International Extended Mathematics .....	22
3.7.1 Learning objectives .....	22
3.7.2 Content .....	22
3.8 Cambridge International Extended Mathematics Accelerated .....	23
3.8.1 Learning objectives .....	23
3.8.2 Content .....	24
4 French .....	25
4.1 French A1 .....	25
4.1.1 Learning objectives .....	25
4.1.2 Content A1 year 1 .....	25
4.1.3 Content A1 .....	26
4.2 French A2 .....	26
4.2.1 Learning objectives .....	26
4.2.2 Content A2 year 1 .....	27
4.2.3 Content A2 .....	27
4.3 French B1 .....	28
4.3.1 Learning objectives .....	28
4.3.2 Content B1 year 1 .....	28

4.3.3	Content B1.....	29
4.4	French B2 .....	29
4.4.1	Learning objectives .....	29
4.4.2	Content B2 year 1 .....	30
4.4.3	Content B2.....	30
4.5	French C1.....	31
4.5.1	Learning objectives .....	31
4.5.2	Content .....	31
5	Modern Foreign Languages .....	33
5.1	German A2 .....	33
5.1.1	Learning objectives .....	33
5.1.2	Content .....	33
5.2	Italian A2 .....	34
5.2.1	Learning objectives .....	34
5.2.2	Content .....	34
5.3	Spanish A2.....	35
5.3.1	Learning objectives .....	35
5.3.2	Content .....	35
6	Science .....	37
6.1	Biology .....	37
6.1.1	Learning objectives .....	37
6.1.2	Content .....	37
6.2	Chemistry .....	38
6.2.1	Learning objectives .....	38
6.2.2	Content .....	38
6.3	Physics.....	39
6.3.1	Learning objectives .....	39
6.3.2	Content .....	39
6.4	Physical Education option (IGCSE & High School) .....	39
6.4.1	Learning objectives .....	40
6.4.2	Content .....	40
6.5	Computer Science (IGCSE) .....	40
6.5.1	Learning objectives .....	40
6.5.2	Content .....	41

6.6	Technology (Mandatory)	41
6.6.1	Learning objectives	41
6.6.2	Content	42
7	Humanities	43
7.1	Economics	43
7.1.1	Learning objectives	43
7.1.2	Content	43
7.1.3	Learning objectives	44
7.1.4	Content	44
7.2	History	45
7.2.1	Learning objectives	45
7.2.2	Content	45
7.3	Sociology	45
7.3.1	Learning objectives	45
7.3.2	Content	46
8	Performing Arts	47
8.1	Drama	47
8.1.1	Learning objectives	47
8.1.2	Content	47
8.2	Music	47
8.2.1	Learning objectives	48
8.2.2	Content	48
9	Visual Arts	49
9.1	Art	49
9.1.1	Learning objectives	49
9.1.2	Content	49
10	Physical Education (mandatory)	50
10.1.1	Learning objectives	50
10.1.2	Content	50

# 2 English

---

## 2.1 English A1

### 2.1.1 Learning objectives

#### Listening

Understands familiar everyday expressions and basic phrases aimed at the satisfaction of needs of a concrete type. Can watch and understand basic videos and news reports.

#### Reading

Understands familiar names, words and simple sentences in short texts and can understand and follow basic directions. Reads very short, simple texts, for example on notices and posters or in catalogues, picking up familiar names and basic phrases one at a time and re-reading as required.

#### Speaking

Uses sentences and phrases in different tenses to talk about themselves, family, hobbies, school, everyday life and other topics which are familiar to them. Develops pronunciation, fluency and accuracy through speaking. Uses articles and stories to practice speaking skills. Gives presentations, takes part in role-plays, discussions, and debates. Improves range high frequency vocabulary and useful expressions.

#### Writing

Writes simple sentences with basic conjunctions. Can describe items and provide basic directions as well as respond simply to a text, prompt, or situation. Write a well-structured paragraph and basic email.

### 2.1.2 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

- Present simple, present continuous tenses
- Past simple and past continuous tenses
- Basic future tenses
- Present perfect
- Pronouns
- Definite and indefinite articles
- Prepositions
- Ordinal numbers
- Some adverbs of time and frequency
- Simple adjectives
- Sentence structure- question and answer

#### Reading and Materials:

- English File Elementary
- Sherlock Holmes – short stories
- Oxford Book Worm series (A1)
- Stories of Survival Non-fiction (A1 level)
- Ready to Write (Pearson)

## 2.2 English A2

### 2.2.1 Learning objectives

#### Listening

Understands phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. personal and family information, shopping, local area, employment); catches the main point in short, clear, simple messages and announcements.

#### Reading

Understands vocabulary, sentence and paragraph structure in written texts. Is starting to read more extended texts, including abridged novels. Understands, and expresses understanding of, plot, character and themes in these novels.

#### Speaking

Communicates in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities; handle very short social exchanges, even though does not usually understand enough to keep the conversation going.

#### Writing



Writes a series of simple phrases and sentences linked with simple connectors like “and”, “but”, “because” and “although.” Uses tenses in past, present and future, passive and active voice and reported speech.

## **2.2.2 Content**

### Topics

- Future plans of study, work, vacations
- Common verb phrases
- Travel and tourism
- Time expressions
- Work and lifestyle
- Shopping
- Health and the body
- Environment

### Grammar

- Consolidate language from A1
- Master the present, future and past tenses
- Conditional
- Phrasal verbs
- Passive voice
- Reported speech
- Quantifiers
- Modal verbs

### Materials and books used:

- English File Pre-Intermediate (student book and workbook)
- A selection of non-fiction texts. For example, news articles.

## **2.3 English B1**

### **2.3.1 Learning objectives**

#### Listening



Understands the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. Understands the main points of radio or TV programs on current affairs or topics of personal or professional interest when the content is on a familiar subject and is clearly spoken.

#### Reading

Understands texts which consist mainly of high frequency everyday or job-related language; understand the description of events, feelings and wishes in personal letters.

#### Speaking

Initiates and maintains one to one conversation on topics which are familiar or of personal interest. Can provide a personal response to a text, situation, or video. Speaks with intermediate fluency, accuracy and confidence.

#### Writing

Writes straightforward connected texts on a range of familiar subjects within their field of interest, by linking a series of shorter discrete elements into a linear sequence. Can write a basic request, email and simple structured essay. Begins to use the passive and create complex sentences with a variety of conjunctions.

### 2.3.2 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 by giving clear and informative presentations and taking part in learning discussions and debates.

#### Coursebooks:

- The Great Gatsby (abridged)
- Refugee Boy
- Short stories
- Poetry
- A range of non-fictions texts
- IELTS preparation materials for 5-5 to 6.5 range

## 2.4 English B2

### 2.4.1 Learning objectives

#### Understanding and Interpretation

Understands the task and the thought, attitudes and feeling of the text(s), as appropriate to grade and level. Supports ideas by relevant references to the text. Understands factual and literary texts, appreciating distinctions of style.

#### Appreciation of the Writer's Choices

Appreciates how the writer's choice of such elements as language, structure, technique, tone and style shape meaning, as expected at this grade and level.

#### Organisation and Development

Develops ideas in an organised and coherent manner in line with the requirements of the task, grade and level. Makes links between texts when appropriate. Writes well-structured text, expressing points of view at some length. Write letters highlighting the personal significance of events and experiences.

#### Use of Language

Employs clear, varied and accurate language, as expected at this grade and level. Uses appropriate register, terminology and style, including grammar.

### 2.4.2 Content

This is a fully integrated mainstream English course designed for students who need special reinforcement of their English reading and writing skills.

Students will be exposed to a broad range of literature types and genres in order to develop their skills in analytical thinking. They will have the opportunity to read, interpret, evaluate and respond to texts. The course focuses on developing the necessary English skills to communicate effectively in

formal and informal English, both spoken and written. Within the writing element, students will write an informal letter, summary, magazine article and a research project. The course also includes study of grammar, and vocabulary building. The Language course is split between developing skills in reading comprehension, vocabulary building, writing, and oral expression. Students will show that they can comprehend the nature of language and how it is used. The course focuses on key skills in extracting relevant information and synthesising this in an articulate format.

Texts (subject to change):

- Poetry
- Play: J.B. Priestly's *An Inspector Calls*
- *Stories of Ourselves Volume 1*, a collection of 19<sup>th</sup> and 20<sup>th</sup>-century short stories
- Novel: Golding's *Lord of the Flies*

## 2.5 English C1

### 2.5.1 Learning objectives

#### Understanding and Interpretation

Understands the task and the thoughts, attitudes and feeling of the text(s), as appropriate to grade and level. Supports ideas by relevant references to the text.

#### Appreciation of the Writer's Choices

Appreciates how the writer's choice of such elements as language, structure, technique, tone and style shape meaning, as expected at this grade and level.

#### Organisation and Development

Develops ideas in an organised and coherent manner in line with the requirements of the task, grade and level. Makes links between texts when appropriate.

#### Use of Language

Employs clear, varied and accurate language, as expected at this grade and level. Uses appropriate register, terminology and style, including grammar.

### 2.5.2 Content

Students will be exposed to a broad range of literature types and genres in order to develop their skills in analytical and critical thinking. They will have the opportunity to read, interpret, evaluate and

respond to texts. They will be enabled to deepen their understanding of the importance of language and how literature can promote a better understanding of the world. Furthermore, students will hone their skills in formulating arguments and supporting with logic, reason and evidence.

The Language course is split between developing skills in reading comprehension, writing, and speaking. Students will show that they can comprehend the subtle nature of language and how it is used through the skills of summary, text transformation and close analysis of language connotation. The course focuses on key skills in extracting relevant information and synthesising this in an articulate format. Within the writing element, students will write descriptive, narrative and argumentative texts as well as writing to suit form, audience and purpose of multiple text types such as newspaper reports, letters, debates and speeches.

Texts (subject to change):

- Poetry
- *Stories of Ourselves*, a collection of 20<sup>th</sup>-century short stories
- Novel: Golding's *Lord of the Flies*

## 2.6 English Honors

### 2.6.1 Learning objectives

General skills:

By the end of this course, students should be able to:

Understanding and Interpretation

Understand the thought, attitudes and feeling of the text(s). Support ideas by relevant references to the text.

Appreciation of the Writer's Choices

Appreciate how the writer's choice of such elements as language, structure, technique, tone and style shape meaning.

## Organisation and Development

Develop ideas in an organised and coherent manner and express thoughts and analysis clearly. Make links between texts when appropriate.

## Use of Language

Employ clear, varied and accurate language, as expected at this grade and level. Use appropriate register, terminology and style, including grammar.

## Alignment with Advanced Placement exam skills:

By the end of the grade 9 Honours course, students should be able to:

- Explain the function of a character.
- Explain the function of setting.
- Explain the function of plot and structure.
- Explain the function of the narrator or speaker.
- Explain the function of word choices, imagery, symbols and comparison.
- Develop textually substantiated arguments about interpretations of part or all a text.

## 2.6.2 Content

Students will be exposed to a broad range of literature types and genres in order to develop their skills in analytical and critical thinking. They will have the opportunity to read, interpret, evaluate and respond to texts. They will be enabled to deepen their understanding of the importance of language and how literature can promote a better understanding of the world. Furthermore, students will hone their skills in formulating arguments and supporting with logic, reason and evidence.

The Language course is split between developing skills in reading comprehension, writing and speaking. Students will show that they can comprehend the subtle nature of language and how it is used through the skills of summary, text transformation and close analysis of language connotation. The course focuses on key skills in extracting relevant information and synthesising this in an articulate format. Within the writing element, students will write descriptive, narrative and argumentative texts as well as writing to suit form, audience and purpose multiple text types such as newspaper reports, letters, debates and speeches.

Texts (subject to change):

- Poetry
- *Romeo and Juliet*
- a collection of short stories
- *Lord of the Flies*

## 2.1 First Language English IGCSE

### 2.1.1 Learning objectives

#### Understanding and Interpretation

Understands the task and the thought, attitudes and feeling of the text(s), as appropriate to grade and level. Supports ideas by relevant references to the text.

#### Appreciation of the Writer's Choices

Appreciates how the writer's choice of such elements as language, structure, technique, tone and style shape meaning, as expected at this grade and level.

#### Organisation and Development

Develops ideas in an organised and coherent manner in line with the requirements of the task, grade and level. Makes links between texts when appropriate.

#### Use of Language

Employs clear, varied and accurate language, as expected at this grade and level. Uses appropriate register, terminology and style, including grammar.

### 2.1.2 Content

The Language course is split between developing skills in reading comprehension and writing. Students will show that they can comprehend the subtle nature of language and how it is used through the skills of summary, text transformation and close analysis of language connotation. The course focuses on key skills in extracting relevant information and synthesising this in an articulate format. Within the writing element, students will write descriptive, narrative and argumentative texts as well as writing to suit form, audience and purpose multiple text types such as newspaper reports, letters and speeches.

Texts used: *'First Language Coursebook: Cambridge IGCSE'* by Marian Cox

## 2.2 Second Language English IGCSE

### 2.2.1 Learning objectives

#### Understanding and Interpretation

Understands the task and the thought, attitudes and feeling of the text(s), as appropriate to grade and level. Supports ideas by relevant references to the text.

#### Appreciation of the Writer's Choices

Appreciates how the writer's choice of such elements as language, structure, technique, tone and style shape meaning, as expected at this grade and level.

#### Organisation and Development

Develops ideas in an organised and coherent manner in line with the requirements of the task, grade and level. Makes links between texts when appropriate.

#### Use of Language

Employs clear, varied and accurate language, as expected at this grade and level. Uses appropriate register, terminology and style, including grammar.

## 2.2.2 Content

The IGCSE Second Language Exam seeks to ensure that students have developed a B2 range of language and produce work at multiple written registers: informal, academic and analytical. The exam is divided into reading, writing, speaking and listening with three separate components including:

- note-taking
- informal letter
- summary
- magazine article
- oral exam with sustained dialogue on a familiar topic
- listening comprehension.

## 2.3 English Literature

### 2.3.1 Learning Objectives

#### Understanding and Interpretation

Understands the task and the thought, attitudes and feeling of the text(s), as appropriate to grade and level. Supports ideas by relevant references to the text.

#### Appreciation of the Writer's Choices

Appreciates how the writer's choice of such elements as language, structure, technique, tone and style shape meaning, as expected at this grade and level.



### Organisation and Development

Develops ideas in an organised and coherent manner in line with the requirements of the task, grade and level. Makes links between texts when appropriate.

### Use of Language

Employs clear, varied and accurate language, as expected at this grade and level. Uses appropriate register, terminology and style, including grammar.

## 2.3.2 Content

Students will be exposed to a broad range of literature types and genres in order to develop their skills in analytical and critical thinking. They will have the opportunity to read, interpret, evaluate and respond to texts. They will be enabled to deepen their understanding of the importance of language and how literature can promote a better understanding of

the world. Furthermore, students will hone their skills in formulating arguments and supporting with logic, reason and evidence.

Texts studied:

- *Stories of Ourselves*: selected short stories from the 20<sup>th</sup> and 21<sup>st</sup> centuries
- *Songs of Ourselves*: selected poetry from the 19<sup>th</sup> and 20<sup>th</sup> centuries
- Novels: Student study chosen from the prescribed list in Reading Partnerships
- Play: William Shakespeare's *Othello*
- Contemporary Play: *Journey's End*

# 3 Mathematics

---

## 3.1 Foundation Mathematics

### 3.1.1 Learning objectives

Knowledge and understanding:

The student consistently shows good understanding of the concept(s)/standard(s) in familiar situations. Understanding of more complex situations is evident but not fully mastered. Good knowledge of the standard(s) is demonstrated.

Communication:

Appropriate terminology and notation are consistently used. Working is always shown, when needed, and is usually clear and precise. Reasoning is clearly communicated, but not always logical and/or complete. Visual displays are provided, clear, accurate and purposeful.

Application and reasoning:

The student is able to apply the concept(s) at hand to familiar and more complex situations, but not always accurately. Reasoning is shown with a good degree of complexity, but not always completely correct.

### 3.1.2 Content

- Measurement and units
- Number Operations
- Algebra
- Length and Area
- Rounding and Estimation
- Decimals and Percentage
- Algebraic Simplifications and Expansions
- The rule of Pythagoras
- Statistics
- Equations
- Ratios and Rates
- Algebraic factorisation

## 3.2 Intermediate 1

### 3.2.1 Learning objectives

Knowledge and understanding:

The student consistently shows good understanding of the concept(s)/standard(s) in familiar situations. Understanding of more complex situations is evident but not fully mastered. Good knowledge of the standard(s) is demonstrated.

Communication:

Appropriate terminology and notation are consistently used. Working is always shown, when needed, and is usually clear and precise. Reasoning is clearly communicated, but not always logical and/or complete. Visual displays are provided, clear, accurate and purposeful.

Application and reasoning:

The student is able to apply the concept(s) at hand to familiar and more complex situations, but not always accurately. Reasoning is shown with a good degree of complexity, but not always completely correct.

### 3.2.2 Content

- Number review
- Number 2: Fraction review and operations
- Algebraic operations
- Interpreting and drawing graphs
- Sets and Venn diagrams
- Patterns and formulae
- Solving Equations
- Length and area
- Angles and Polygons
- Percentages
- Algebraic expansion and factorisation
- Radicals, surds and Pythagoras
- Right angle trigonometry

## 3.3 Intermediate 2

### 3.3.1 Learning objectives

Knowledge and understanding:

The student consistently shows good understanding of the concept(s)/standard(s) in familiar situations. Understanding of more complex situations is evident but not fully mastered. Good knowledge of the standard(s) is demonstrated.

#### Communication:

Appropriate terminology and notation are consistently used. Working is always shown, when needed, and is usually clear and precise. Reasoning is clearly communicated, but not always logical and/or complete. Visual displays are provided, clear, accurate and purposeful.

#### Application and reasoning:

The student is able to apply the concept(s) at hand to familiar and more complex situations, but not always accurately. Reasoning is shown with a good degree of complexity, but not always completely correct.

### 3.3.2 Content

This course includes the following content:

- Number
- Algebraic Operations including algebraic fractions
- Indices (Integers, Powers and Roots)
- Algebraic Expansion and Factorisation
- Sets and Venn Diagrams
- Solving Equations and linear inequalities
- Percentage and Proportional Changes
- Geometry of Polygons
- Radicals and Pythagoras
- Length, Area, Volume and Capacity
- Coordinate Geometry.
- Trigonometry
- Probability
- Simultaneous Equations
- Transformations, Similarity and Congruence
- Quantitative Statistics

## 3.4 Higher Mathematics

### 3.4.1 Learning objectives

#### Knowledge and understanding:

The student consistently shows good understanding of the concept(s)/standard(s) in familiar situations. Understanding of more complex situations is evident but not fully mastered. Good knowledge of the standard(s) is demonstrated.

#### Communication:

Appropriate terminology and notation are consistently used. Working is always shown, when needed, and is usually clear and precise. Reasoning is clearly communicated, but not always logical and/or complete. Visual displays are provided, clear, accurate and purposeful.

#### Application and reasoning:

The student is able to apply the concept(s) at hand to familiar and more complex situations, but not always accurately. Reasoning is shown with a good degree of complexity, but not always completely correct.

### 3.4.2 Content

- Sets and Venn Diagrams
- Algebraic Expansion and Factorisation
- Radicals and Surds
- Pythagoras' Theorem
- Coordinate Geometry
- Number Sequences
- Quadratic Equations
- Quadratic Functions
- Inequalities
- Univariate Data Analysis
- Bivariate Statistics
- Formulae
- Trigonometry
- Probability
- Matrices
- Inequalities

## 3.5 Core Mathematics IGCSE

### 3.5.1 Learning objectives

#### Knowledge and understanding:

The student consistently shows good understanding of the concept(s)/standard(s) in familiar situations. Understanding of more complex situations is evident but not fully mastered. Good knowledge of the standard(s) is demonstrated.

#### Communication:

Appropriate terminology and notation are consistently used. Working is always shown, when needed, and is usually clear and precise. Reasoning is clearly communicated, but not always logical and/or complete. Visual displays are provided, clear, accurate and purposeful.

Application and reasoning:

The student is able to apply the concept(s) at hand to familiar and more complex situations, but not always accurately. Reasoning is shown with a good degree of complexity, but not always completely correct.

### 3.5.2 Content

- Simple interest; numbers in standard form; calculations using fractions and negative numbers; percentages; types of numbers
- Equations which involve fractions; graphs of parabolas; graphical solutions of equations; real life graph
- Algebraic expansion and factorisation; formulae rearrangement; indices and substitution
- Simultaneous equations
- Sequences
- Calculate angles in circles; understand and use the idea of similarity; solve right-angled triangles using trigonometry.
- Graphs and charts interpretation; averages; correlation; histograms

## 3.6 Extended Mathematics IGCSE

### 3.6.1 Learning objectives

Knowledge and understanding:

The student consistently shows good understanding of the concept(s)/standard(s) in familiar situations. Understanding of more complex situations is evident but not fully mastered. Good knowledge of the standard(s) is demonstrated.

Communication:

Appropriate terminology and notation are consistently used. Working is always shown, when needed, and is usually clear and precise. Reasoning is clearly communicated, but not always logical and/or complete. Visual displays are provided, clear, accurate and purposeful.

Application and reasoning:

The student is able to apply the concept(s) at hand to familiar and more complex situations, but not always accurately. Reasoning is shown with a good degree of complexity, but not always completely correct.

### 3.6.2 Content

- Numbers, Sequences, Approx. and Standard Form
- Ratio, Proportion, Percentages
- Speed, Distance, and Time
- Expressions and Formulae
- Algebra and Equations
- Mensuration
- Geometry
- Circle Theorems
- Algebra 2
- Trigonometry 1

## 3.7 Cambridge International Extended Mathematics

### 3.7.1 Learning objectives

Knowledge and understanding:

The student consistently shows good understanding of the concept(s)/standard(s) in familiar situations. Understanding of more complex situations is evident but not fully mastered. Good knowledge of the standard(s) is demonstrated.

Communication:

Appropriate terminology and notation are consistently used. Working is always shown, when needed, and is usually clear and precise. Reasoning is clearly communicated, but not always logical and/or complete. Visual displays are provided, clear, accurate and purposeful.

Application and reasoning:

The student is able to apply the concept(s) at hand to familiar and more complex situations, but not always accurately. Reasoning is shown with a good degree of complexity, but not always completely correct.

### 3.7.2 Content

- Algebra (expansion and factorisation)
- Sets and Venn Diagrams
- Algebra (equations and inequalities)



- Straight Lines
- Angles and polygons
- Graphs, charts and tables
- Exponents and surds
- Formulae and simultaneous equations
- Pythagoras
- Mensuration (length and area)
- Application of Percentages
- Speed, distance, time
- Mensuration (solids and containers)
- Coordinate Geometry
- One-variable statistics
- Straight Lines
- Trigonometry
- Circle Geometry

## 3.8 Cambridge International Extended Mathematics Accelerated

### 3.8.1 Learning objectives

Knowledge and understanding:

The student consistently shows good understanding of the concept(s)/standard(s) in familiar situations. Understanding of more complex situations is evident but not fully mastered. Good knowledge of the standard(s) is demonstrated.

Communication:

Appropriate terminology and notation are consistently used. Working is always shown, when needed, and is usually clear and precise. Reasoning is clearly communicated, but not always logical and/or complete. Visual displays are provided, clear, accurate and purposeful.

Application and reasoning:

The student is able to apply the concept(s) at hand to familiar and more complex situations, but not always accurately. Reasoning is shown with a good degree of complexity, but not always completely correct.

### 3.8.2 Content

Students following this accelerated programme have to independently study half of the syllabus during the summer vacation prior to the course starting. The content for this is listed above in Section 3.7.2. The students then study the remaining content listed below during Year 1 in class:

- Algebraic fractions
- Similarity
- Functions
- Quadratic Equations
- Transformation geometry
- Polynomial functions
- Two-variable analysis
- Vectors
- Probability
- Sequences
- Exponentials
- Logarithms
- Advanced trigonometry
- Variation and power modelling
- Inequalities
- Investigation and modelling questions

Once this IGCSE has been completed during the first year, students move onto the IGCSE in Additional Mathematics (0606) which they complete during Year 2.

# 4 French

---

## 4.1 French A1

### 4.1.1 Learning objectives

#### Listening

Understands familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.

#### Reading

Understands familiar names, words and very simple sentences, for example on notices and posters or in catalogues.

#### Speaking

Uses simple phrases and sentences to describe where they live and people they know; introduces themselves and others and ask and answer some questions about personal details.

#### Writing

Writes simple isolated phrases and sentences.

### 4.1.2 Content A1 year 1

#### Topics:

- Greetings and culture
- Weather, dates and time
- School items and subjects
- Describing family, friends and pets
- Sports and hobbies
- House and hometown
- 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
- Future tense

### 4.1.3 Content A1

Topics :

- 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

Grammar:

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

## 4.2 French A2

### 4.2.1 Learning objectives

Listening

Understands phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment); catches the main point in short, clear, simple messages and announcements.

Reading

Finds specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and can understand short simple personal letters.

Speaking

Communicates in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities; handle very short social exchanges, even though does not usually understand enough to keep the conversation going.

## Writing

Writes a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.

### 4.2.2 Content A2 year 1

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
- 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.

### 4.2.3 Content A2

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

## 4.3 French B1

### 4.3.1 Learning objectives

#### Listening

Understands the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.; understand the main point of many radio or TV on current affairs or topics programs of personal or professional interest when the delivery is relatively slow and clear.

#### Reading

Understands texts that consist mainly of high frequency everyday or job-related language; understand the description of events, feelings and wishes in personal letters.

#### Speaking

Initiates, maintains close simple face-to-face conversation on topics that are familiar or of personal interest; repeats back part of the conversation to someone to confirm mutual understanding.

#### Writing

Writes straightforward connected texts on a range of familiar subjects within their field of interest, by linking a series of shorter discrete elements into a linear sequence.

### 4.3.2 Content B1 year 1

#### 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

### **4.3.3 Content B1**

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
- Gerunds
- Adverbs
- Connectives

## **4.4 French B2**

### **4.4.1 Learning objectives**

Listening



Understands extended speech and lectures and follow complex lines of argument provided the topic is reasonably familiar. Understand most TV news and current affairs programmes. Understands the majority of films in standard dialect.

#### Reading

Reads articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. Understands contemporary literary prose.

#### Speaking

Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so. Some mistakes of accuracy are still made.

#### Writing

Writes a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”. Longer texts may contain expressions and show coherence problems which makes the text hard to understand.

### 4.4.2 Content B2 year 1

#### Topics:

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

#### Grammar:

- Enrich and reinforce grammar from Language B1
- 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 participe passé

### 4.4.3 Content B2

### Topics:

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

### Grammar:

- Enrich and reinforce grammar from Language B1
- Grammar is put into context through various drills exploiting documents as well as reporting on world events.
- Use of subjunctive
- Conditional
- Relative pronouns
- Past Participle

## 4.5 French C1

### 4.5.1 Learning objectives

#### Reading

Identifies the main and subordinate topics, summarise, paraphrase, re-express and recognise the relationship of ideas. Shows some sense and understanding of how writers achieve their effects. Recognises and responds to simple linguistic devices including figurative language.

#### Writing

Expresses thoughts, feelings and opinions in order to interest, inform or convince the reader. Demonstrates a sophisticated use of vocabulary and structures. Demonstrates accuracy in punctuation and spelling. Employs varied sentence structures. Uses imaginative and varied vocabulary.

### 4.5.2 Content

- Writing description
- Writing narrative stories
- Writing argumentative essays

- Literature: Science-fiction, Realism, short stories

# 5 Modern Foreign Languages

---

## 5.1 German A2

### 5.1.1 Learning objectives

#### Listening

Understands phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g., basic personal and family information, shopping, local area, employment); catches the main point in short, clear, simple messages and announcements.

#### Reading

Finds specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and can understand short simple personal letters.

#### Speaking

Communicates in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities; handle very short social exchanges, even though does not usually understand enough to keep the conversation going.

#### Writing

Writes a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.

### 5.1.2 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

## 5.2 Italian A2

### 5.2.1 Learning objectives

#### Listening

Understands phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g., basic personal and family information, shopping, local area, employment); catches the main point in short, clear, simple messages and announcements.

#### Reading

Finds specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and can understand short simple personal letters.

#### Speaking

Communicates in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities; handle very short social exchanges, even though does not usually understand enough to keep the conversation going.

#### Writing

Writes a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.

### 5.2.2 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

## 5.3 Spanish A2

### 5.3.1 Learning objectives

#### Listening

Understands phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g., basic personal and family information, shopping, local area, employment); catches the main point in short, clear, simple messages and announcements.

#### Reading

Finds specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and can understand short simple personal letters.

#### Speaking

Communicates in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities; handle very short social exchanges, even though does not usually understand enough to keep the conversation going.

#### Writing

Writes a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.

### 5.3.2 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



# 6 Science

---

## 6.1 Biology

### 6.1.1 Learning objectives

#### Knowledge and Understanding

Articulates an understanding of the required concepts within familiar circumstances. States definitions. Uses appropriate scientific terminology to aid explanation. Uses units correctly and appropriately.

#### Analysis

Identifies and describes trends and patterns in data. Graphically represents data using the recognized course protocols with partial success. Manipulates and uses equations correctly and appropriately. Manipulates and uses numerical data correctly and appropriately.

#### Evaluation

Describes a conclusion which makes some relevant comparisons to quantitative and qualitative data. Identifies relevant weaknesses in method or variation in data. Proposes realistic, specific and achievable improvements.

#### Experimental Skills

Describes a research question which is relevant and focused. Correctly identifies most of the relevant variables in an investigation. Appropriately records relevant quantitative and qualitative data.

### 6.1.2 Content

- Characteristics of living things
- Organisation of the organism
- Movement into and out of cells
- Gas exchange in humans
- Biological molecules
- Enzymes
- Human nutrition
- Plant nutrition
- Respiration
- Transport in animals

- Transport in plants
- Organisms and their environment
- Human influences on ecosystems

## 6.2 Chemistry

### 6.2.1 Learning objectives

#### Knowledge and Understanding

Articulates an understanding of the required concepts within familiar circumstances. States definitions. Uses appropriate scientific terminology to aid explanation. Uses units correctly and appropriately.

#### Analysis

Identifies and describes trends and patterns in data. Graphically represents data using the recognized course protocols with partial success. Manipulates and uses equations correctly and appropriately. Manipulates and uses numerical data correctly and appropriately.

#### Evaluation

Describes a conclusion which makes some relevant comparisons to quantitative and qualitative data. Identifies relevant weaknesses in method or variation in data. Proposes realistic, specific and achievable improvements.

#### Experimental Skills

Describes a research question which is relevant and focused. Correctly identifies most of the relevant variables in an investigation. Appropriately records relevant quantitative and qualitative data.

### 6.2.2 Content

- States of Matter
- Separation and purification
- Atoms, Elements and Electronic Structure
- The Periodic Table
- Structure & Bonding: Ions & Ionic Bonds
- Structure & Bonding: Molecules & Covalent Bonds
- Structure & bonding: Metallic bonding
- Behaviour of metals, extraction and their uses
- Rates of reactions
- Acids, Bases and Salts

## 6.3 Physics

### 6.3.1 Learning objectives

#### Knowledge and Understanding

Articulates an understanding of the required concepts within familiar circumstances. States definitions. Uses appropriate scientific terminology to aid explanation. Uses units correctly and appropriately.

#### Analysis

Identifies and describes trends and patterns in data. Graphically represents data using the recognized course protocols with partial success. Manipulates and uses equations correctly and appropriately. Manipulates and uses numerical data correctly and appropriately.

#### Evaluation

Describes a conclusion which makes some relevant comparisons to quantitative and qualitative data. Identifies relevant weaknesses in method or variation in data. Proposes realistic, specific and achievable improvements.

#### Experimental Skills

Describes a research question which is relevant and focused. Correctly identifies most of the relevant variables in an investigation. Appropriately records relevant quantitative and qualitative data.

### 6.3.2 Content

- Scientific Skills
- Thermal Physics
- Electrostatics
- Introduction to Magnetism
- Circuits
- Waves
- Nuclear Physics

## 6.4 Physical Education option (IGCSE & High School)

### **6.4.1 Learning objectives**

#### **Knowledge and Understanding**

Demonstrate knowledge and understanding of the theoretical principles that underpin performance in physical activity / sport

#### **Application**

Apply knowledge and understanding of the theoretical principles to a variety of physical activities /sports, including the analysis and evaluation of performance

#### **Skills**

Demonstrate the ability to select and perform appropriate skills to produce effective performance in practical activities

### **6.4.2 Content**

During the theory component candidates will study the following topics:

- Anatomy and physiology
- Health, fitness and training
- Skill acquisition and psychology
- Social, cultural and ethical influences

Candidates will also be assessed in four different physical activities chosen from at least two of the seven categories.

- Games
- Gymnastics
- Dance
- Athletics
- Outdoor and Adventurous Activities
- Swimming
- Combat Activities

## **6.5 Computer Science (IGCSE)**

### **6.5.1 Learning objectives**

### Knowledge and understanding

Develops computational thinking, that is thinking about what can be computed and how, and includes consideration of the data required. Understands the main principles of solving problems by using computers. Understands that every computer system is made up of sub-systems, which in turn consist of further sub-systems. Understanding of the component parts of computer systems and how they interrelate, including software, data, hardware, communications and people.

### Problem-solving and programming

Develop skills necessary to apply understanding to solve computer-based problems using a high-level programming language.

## 6.5.2 Content

- Data representation
- Communications and the Internet
- Hardware and software
- Security
- Ethics
- Algorithm design and problem-solving
- Programming
- Data bases

## 6.6 Technology (Mandatory)

### 6.6.1 Learning objectives

Introduction to Computer Science

Understands and applies the fundamental principles and concepts of Computer Science including abstraction, logic, algorithms and data representation. Analyses problems in computational terms in order to solve them. Can use new or unfamiliar technologies, to analytically solve problems.

#### Information Technology

Uses search technologies effectively. Selects, uses and combines a variety of software on a range of digital devices to design and create a range of programs, systems and content to accomplish given goals, including collecting, analyzing, and presenting data and information.

#### Digital Learning

Understands the opportunities that networks offer for communication and collaboration. Evaluates digital content. Uses technology safely, respectfully and responsibly.

### 6.6.2 Content

- Programming: HTML/CSS basic web page development
- Programming: An introduction to programming using Python
- Digital Data (Internet) and its representation
- Excel: Basic formulae and data manipulation
- Big Data: effects in modern life and importance of encryption

# 7 Humanities

---

## 7.1 Economics

### 7.1.1 Learning objectives

#### Knowledge and understanding

Demonstrates understanding of economic theories and techniques, syllabus content. Demonstrates understanding of real-world Economic problems, issues and decisions. Uses economic vocabulary and terminology.

#### Skills

Applies and analyses knowledge and skills to a variety of real-world business situations. Selects and uses quantitative and qualitative economic tools, techniques and methods. Selects and uses economic material, from a range of primary and secondary sources and is able to organise and interpret data.

#### Analysis and Application

Applies and analyses knowledge and skills to a variety of real-world business situations and economic decisions by explaining the issues at stake, selecting and interpreting data, and applying appropriate tools, techniques, theories and concepts. Uses economic data, to recognise patterns in such data, and to deduce relationships.

#### Synthesis and Evaluation

Synthesises and evaluates economic principles, practices, economic decisions, opportunity cost. Makes recommendations using critical thinking, distinguishes evidence and opinion. Communicates judgements in an accurate and logical manner, recognises that economic theory has limits and uncertainties as well as the social/environmental effects of economic decisions. Draws conclusions and critically evaluates data, with clear conclusions.

### 7.1.2 Content

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.

- The economic problem
- The nature of the economic problem
- Factors of production
- Opportunity cost

- Production possibility curve
- The allocation of resources
- Economic systems
- Supply and demand
- Price determination
- Price elasticity of demand and supply
- Market failures
- Microeconomic decision makers
- Money and banking
- Decisions and actions by households, workers and firms

### 7.1.3 Learning objectives

#### Knowledge and understanding

Knows and comprehends the concepts and processes. Uses geographical terminology. Understands inter-relationships and the importance of scale. Appreciates that changes occur in time and space. Makes good use of case study knowledge including places specific knowledge.

#### Skills

Uses the skills relative to Geography competently: map reading & interpretation; describes & interprets data tables, diagrams, photographs & graphs. Selects & uses techniques for organising & presenting data.

#### Analysis and Application

Analyses information given in a variety of forms: written, numerical, pictorial & graphical. Applies knowledge to new situations.

#### Synthesis and Evaluation

Reasons and makes judgements, draws conclusions, evaluates actions & makes decisions. Shows awareness of other's attitudes, values, beliefs & contrasting opportunities.

### 7.1.4 Content

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.

- Population dynamics and migration
- Settlement: Rural and Urban
- Economic development: Globalisation
- Employment structure
- Primary industries: Farming
- Secondary Industries: Manufacturing
- Tertiary Industries: Tourism



## 7.2 History

### 7.2.1 Learning objectives

#### Knowledge and Understanding

Recalls relevant historical knowledge in support of a logical argument.

#### Skills

Communicates clearly and coherently, using appropriate historical terminology.

#### Analysis and Application

Interprets and analyses historical sources and uses them as evidence. Analyses sources for reliability, limitations and usefulness. Selects historical knowledge to support some analysis.

#### Synthesis and Evaluation

Interprets and evaluates historical sources and their use as evidence.

### 7.2.2 Content

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.

- The United States Civil War
- Imperialism
- Causes of WWI

## 7.3 Sociology

### 7.3.1 Learning objectives

#### Knowledge and Understanding

Demonstrates understanding of sociological theories as well as theoretical and practical considerations influencing the design and application of sociological enquiry. Understands and applies sociological terminology and concepts. Demonstrates an awareness of the research methods of sociological enquiry and their uses.

#### Skills

Selects and uses quantitative and/or qualitative sociological research techniques and methods.  
Selects and uses sociological data and material from a range of primary and secondary sources.

### Analysis and Application

Evaluates research, addresses implications of each study/concept/theory. Applies knowledge and skills to real-world sociological situations. Analyses sociological decisions by explaining issues, selecting and interpreting data, and applying appropriate research methods, theories, and concepts. Interprets relevant evidence and data.

### Synthesis and Evaluation

Shows evidence of critical thinking, reaching conclusions based on a reasoned consideration of available evidence. Recognises limitations and bias in evidence and distinguishes between fact, opinion and values. Organises and presents sociological evidence and arguments in a coherent and purposeful form.

## 7.3.2 Content

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.

- Social Theory
- Debates on social problems
- Social Inequality
- Culture and Identity
- Research Methods

# 8 Performing Arts

---

## 8.1 Drama

### 8.1.1 Learning objectives

#### Making

Explores, devises, shapes and interprets drama. Works confidently in groups using a range of drama techniques to explore situations and devise dramas for different purposes.

#### Performing

Selects and operates a range of theatre technologies to create the right space for their drama and to enhance their work. Learns lines, collaborates with others, and prepares in a focused manner for performance. Experiments with voices and movement to create or present different characters.

#### Responding

Reflects on both emotional and intellectual reactions to drama. Demonstrates an awareness of theatre traditions from different times and places. Discusses the themes or issues in drama and the way they are presented. Reflects on and evaluates own and other students' work.

### 8.1.2 Content

This course can form the first year of a 2-year course leading to an IGCSE certificate or it stands on its own as a one-year course.

- History of Theatre:
- Ancient Greek
- Commedia Dell'Arte,
- Elizabethan theatre
- Stanislavski
- Modern Theatre (authors; Williams, Wilde, Ibsen, Miller)
- Improvisation
- Stage production: performances
- Devised theatre: performances

## 8.2 Music

### 8.2.1 Learning objectives

#### Performance:

Plays or sings with accuracy of rhythm and pitch. Performs with fluency and musicianship.

#### Music Theory

Demonstrates understanding of pitch and rhythm notation. Demonstrates understanding of dynamics and Italian terminology.

#### Listening/Aural Skills

Demonstrates aural awareness by responding to a range of musical concepts including musical elements such as timbre, texture, pitch and rhythm.

#### Improvisation/Composition

Organises ideas in real time with a sense of structure and development of musical ideas. Develops original musical ideas and organizes them logically in a written composition.

### 8.2.2 Content

- Solo and ensemble performance
- Keyboard skills and Music Theory
- Individual composition using computer software.
- Group improvisation using various cultural stimuli
- Listening skills and set works

# 9 Visual Arts

---

## 9.1 Art

### 9.1.1 Learning objectives

The objectives are to enable students to develop:

- an ability to record from direct observation and personal experience
- an ability to identify and solve problems in visual and/or other forms
- creativity, visual awareness, critical and cultural understanding
- an imaginative, creative and personal response
- confidence, enthusiasm and a sense of achievement in the practice of art and design
- growing independence in the refinement and development of ideas and personal outcomes
- engagement and experimentation with a range of media, materials and techniques, including new media and technologies, where appropriate
- experience of working in relevant frameworks and exploration of manipulative skills necessary to form, compose and communicate in two and/or three dimensions
- a working vocabulary relevant to the subject and an interest in, and a critical awareness of, other practitioners, environments and cultures
- investigative, analytical, experimental, interpretative, practical, technical and expressive skills which aid effective and independent learning.

### 9.1.2 Content

The IGCSE Year 1/Grade 9 Art & Design class follows the creative process from investigation to exploration, development through to outcome. Students learn new skills and techniques as well as building upon those previously learnt.

The broad areas of study through the Creative Process of media and techniques:

- painting and related media
- print making
- three-dimensional design
- photography, digital and lens-based media
- graphic communication
- textiles and fashion.

# 10 Physical Education (mandatory)

---

## 10.1.1 Learning objectives

As educators of global citizens, we aim to incorporate games and customs from around the globe not only in the main sports that we cover but also interspersed in a wide variety of warm up activities. We also understand that our students have a wide range of sporting backgrounds; we harness these differences and as such our expectations are heavily weighted towards the students' ability to work well with their peers and show the growth mindset required to continually achieve their own personal best.

### Respect

Shows respect towards teachers and peers. Demonstrates responsible personal and social behaviour in physical activity. Can be humble in victory and gracious in defeat. Shows a willingness to help whenever possible. Cooperates with classmates. Follows the rules of the activity. Accurately reports scores and admits mistakes or fouls.

### Spirit

Consistently arrives in good time, being well prepared for class and participates in all physical activities across the curriculum. Demonstrates a motivation to improve, regardless of current ability or fitness level.

### Excellence

Demonstrates competence in motor skills and movement patterns. Demonstrates a knowledge of the rules and regulations of an activity. Applies knowledge of concepts, principles, strategies and tactics related to movement and performance. Correctly identifies the required skills and techniques and attempts to put them in to practice. Demonstrates an understanding of the rules and history of each sport by completing a short test on Its Learning.

## 10.1.2 Content

- Football
- Physical conditioning
- Floor Hockey
- Volleyball
- Basketball
- Gymnastics
- Badminton
- Athletics
- Softball
- Flag football