

GRADE 9 (IGCSE year 1)

ENGLISH

The aim of the English programme is to promote the appreciation and understanding of English literature and language. It is intended to develop the student's ability to analyse texts in various forms and to employ 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
- Diverse short novels (Oxford level 5)
- Prentice Hall Literature anthology
- English Workshop: Third Course
- 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
- Prentice Hall Literature anthology, including Romeo and Juliet
- 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

*Adapted from the Common European Framework Reference for Languages)

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
- Prentice Hall Literature anthology (including Romeo and Juliet and The Odyssey)
- English Workshop: Third Course
- Vocabulary Workshop, 2nd Course

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 papers 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 changing and developing it in a different form: summaries, letters, reports, speeches, brochures, scripts.

The writing of descriptive, narrative, discursive and argumentative essays.

Expected Learner Outcomes

On completion of this course students should be able to:

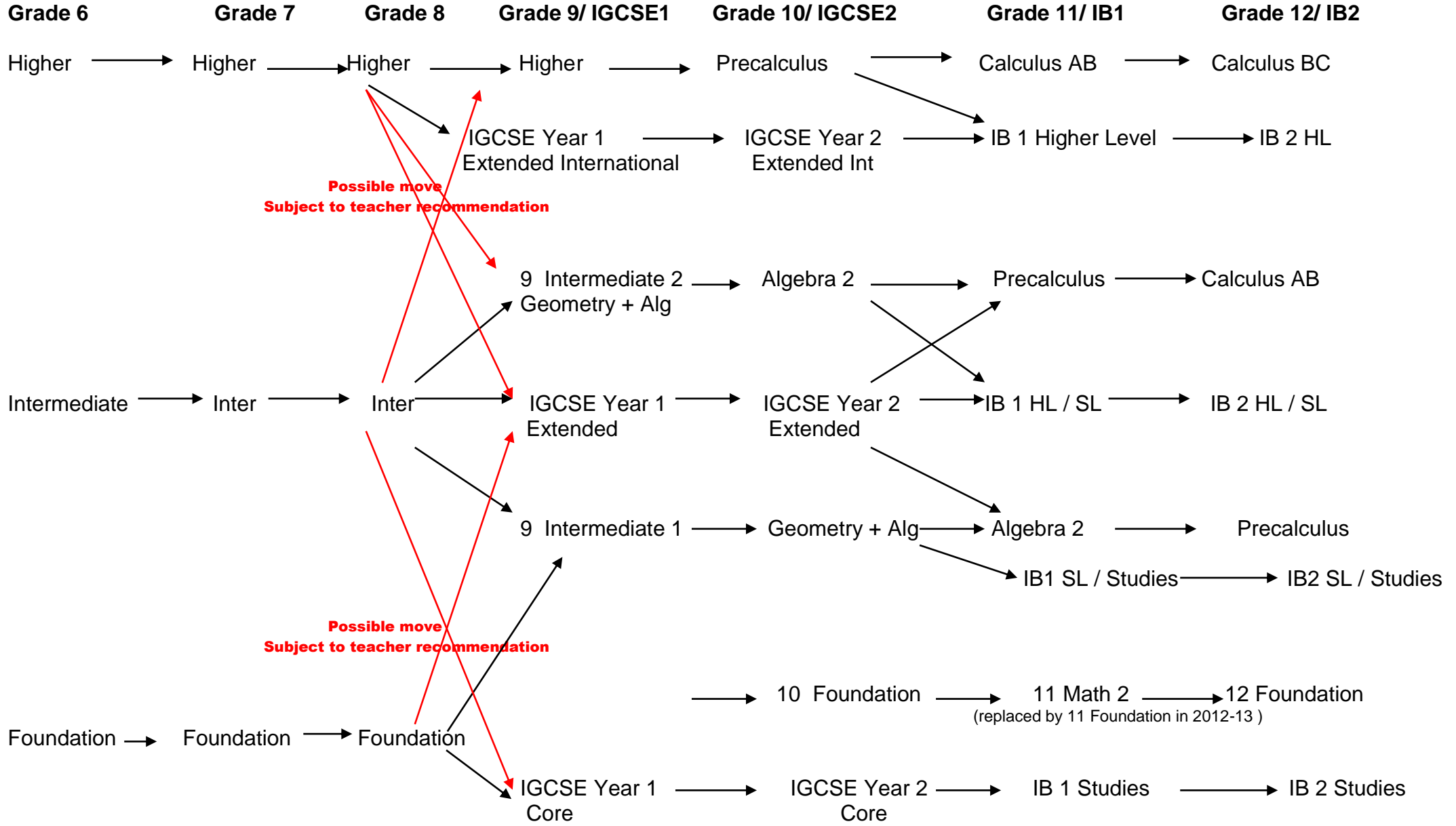
Earn a pass grade in both of the examinations: IGCSE First Language English and IGCSE English Literature.

Texts

I.G.C.S.E. First Language English – Cox and Lucantoni

Fiction, poetry and drama texts as prescribed by the exam board

CDL MATHEMATICS Course Structure 2011-2012



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 Precalculus. 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 PreCalculus 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 PreCalculus 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 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 $V = \pi r^2 h$; 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 $V = \pi r^2 h$;
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.

MATHEMATICS

For a summary of the course structure for Mathematics, as well as other general information, please refer to the Grade 9 section.

IGCSE Year 1 Core

This course prepares students for the IGCSE Year 2 Core course. Students should have a good knowledge of the Pre-Math 1 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:

- 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 IGCSE Mathematics – Rayner

IGCSE Year 1 Extended

This course prepares students for the IGCSE Year 2 Extended course. Students should have a good knowledge of Math 1 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 $V = \pi r^2 h$; 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

- Complete Chemistry for IGCSE: Gallagher and Ingram

Physics

Content

This course briefly revises SI units, prefixes and measurements; it then studies: the kinetic theory of matter and thermal physics; electrostatics, electricity and magnetism; atomic and nuclear physics.

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.
- Describe methods to separate alpha, beta and gamma radiations.
- Describe nuclear fusion and fission.
- 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 animals/taxis and in plants/tropisms
- Drugs

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

- Complete Biology for IGCSE: Pickering

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 LANGUAGES

French

Note: French is a mandatory course throughout the high school except for students taking ESL courses and students in grade 12 already taking three other AP courses (and English).

This is a course for students who have already received credit for French 3 (or equivalent) and will be sitting the IGCSE examination at the end of year 2.

Content

- The course aims at consolidating the previously acquired skills.
- Grammar is put into context through various drills exploiting documents as well as reporting on world events.

Expected Learner Outcomes

On completion of this course students should be able to:

- Use a more elaborate level of language
- Produce creative work :
 - a. Write an essay (120 to 150 words)
 - b. Oral presentation

Text

- Expression écrite B1 B2 Niveau 3
- Je pratique exercice de grammaire B1

German

This one year course is a continuation of German 1 and 2. It serves as a reinforcement and expansion of skills previously acquired in addition to its aim of providing a solid base for the next level: IGCSE German.

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.

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

- Myself, my environment, my daily routine, my hobbies
- Travel and tourism

- Work and life style
- Young people in today's society

Expected Learner Outcomes

On completion of this course students should be able to:

- Apply particular styles of writing for a variety of audiences.
- Identify all 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.

Text

- Na Klar 3, Nelson Thornes.
- Übungsheft B

Spanish

This is the first year of preparation for the IGCSE examination. It is designed for students who already possess a basic knowledge of Spanish and are ready to improve their command of the language through work in comprehension, letter and essay writing, extensive grammar review and speaking.

Content

- Future plans of study, work, vacations
- Shopping for food, drink and clothing
- The environment
- People and daily life
- School
- Travel
- Sports and free time activities
- Health and fitness
- Special holidays
- Automobile, garage, accidents"
- Reporting incidents to the police, hotel, etc.
- Cities: problems and solutions
- The media

Expected Learner Outcomes

On completion of this course students should be able to:

- Describe people, places and activities
- Communicate about the above topics orally and in writing
- Write letters to friends, hotels, doctors, police reports
- Develop critical thinking about the media, city and environmental issues
- Master the Present, Future and Past Tenses
- Use the Present Subjunctive and Imperative

Text

- Español en marcha 3 B1. Edelsa.
- Para practicar pasados. Edelsa.

SOCIAL STUDIES

History

This is the first year of a two-year course leading to an external IGCSE examination. 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. 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 IGCSE year 1 are as follows:

- The impact of Revolutionary and Napoleonic France 1789-1815 on Europe: aftermath and the Congress of Vienna, 1815.
- Revolutions of 1848-49: influence of liberalism and nationalism; causes and events of the revolutions; reasons for their failures; consequences of 1848.
- The rise of nation states: Unifications of Italy and Germany, 1848-1871.
- 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 end of old Europe, Causes of the First World War*, (Brooman), Longman
- *An Introduction to Nineteenth century European History, 1815-1914*, (Farmer), Hodder

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.

Text

- The New Wider World; Waugh
- 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

Content

Topics covered include Economic Systems, Production, Consumption, Price Determination, Money, Public Finance, International Trade, Inflation and Unemployment, Growth, Stabilization Policies and Environmental Economics.

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)

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

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

Texts

- 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 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;

Text

- Art Books, Magazines

PERFORMING ARTS

MUSIC: Grade 9/IGCSE

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 and is highly recommended for those students who wish to follow on to the IB Theatre Arts programme.

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.

Text

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

PHYSICAL EDUCATION

Sports

The objectives of physical education at Collège du Léman differ little from those of physical education in general and have as their primary goal, the integration of the student in the whole educational process. We consider our teaching responsibilities to be the development of the person, the body, the mind and a positive contribution to: the student's social and emotional well-being through physical activities. The aims and objectives of the department of physical education are to be achieved in a comprehensive programme that includes:

September – December

Soccer, cross-country/fitness, floor hockey, gymnastics

January – June

Volleyball, basketball, racket sports, track and field, softball, swimming (ski week is optional, health education is taught through the Science department)

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

Text

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