

## IGCSE Overview 9-10

The International General Certificate of Secondary Education (IGCSE) has been designed for 14-16 year olds. Students who obtain an IGCSE qualification from Cambridge are prepared for further academic success. Cambridge IGCSE is recognised as evidence of ability by academic institutions and employers around the world.

Cambridge IGCSE provides a broad study programme across a wide range of subject areas. Within the curriculum there is a balanced mix of practical experience and theoretical knowledge. With a choice of Core and Extended papers in most subjects, the Cambridge IGCSE is suitable for students with different levels of ability.

The Cambridge IGCSE is an internationally based curriculum, allowing teaching to be placed in a localised context, making it relevant in different regions. It is also suitable for students whose first language may not be English and this is acknowledged throughout the examination

### Grades

The grades that can be achieved at each level are shown in the table below. Students who do not achieve a passing grade (E or above at extended level, and G or above at core level) are graded as unclassified (U).

Extended	Core
A*	
A	
B	
C	C
D	D
E	E
	F
	G

The Grade A \* (*called A star*) is awarded to students whose achievement at Grade A is outstanding.

<http://www.cie.org.uk/>

## English IGCSE First Language 9-10

### Aims

The aims of the syllabus are the same for all students. They are to...

- enable students to communicate accurately, appropriately and effectively in speech and writing;
- enable students to understand and respond appropriately to what they hear, read and experience;
- encourage students to enjoy and appreciate the variety of language;
- complement the students' other areas of study by developing skills of a more general application (e.g. analysis, synthesis, drawing of inferences);
- promote the students' personal development and an understanding of themselves and others.

### Objectives

- Reading and Directed Writing

Students should be able to...

- understand and convey information;
- understand, order and present facts, ideas and opinions;
- evaluate information and select what is relevant to specific purposes;
- articulate experience and express what is felt and what is imagined;
- recognise explicit and implicit meaning and attitudes;
- understand how writers achieve effects;
- communicate effectively and appropriately.

- Continuous Writing

Students should be able to...

- order and present facts, ideas and opinions;
- articulate experience and express what is felt and what is imagined;
- communicate effectively and appropriately.

Writing styles include : narrative; script; article; review; diary; summary; dialogue; persuasive; descriptive; explanatory; argumentative; letter; discursive; entertainment.

- Usage

Students should be able to...

- exercise control of appropriate grammatical structures;
- understand and employ a range of apt vocabulary;
- demonstrate an awareness of the conventions of paragraphing, sentence structure, punctuation and spelling;
- show a sense of audience and an awareness of register and style in both formal

and informal situations.

- Speaking and Listening

Students should be able to...

- communicate clearly and fluently;
- use language and register appropriate to different audiences and contexts;
- listen to and respond appropriately to the contributions of others;

## **Assessment**

The course is taught for two years with assessment at the end in the form of externally set and marked examinations. The course has two levels, Core and Extended, to allow for students' of different abilities.

Paper 1 (Core) *OR* Paper 2 (Extended) is the Reading paper [50%]

Paper 3 (Core & Ext.) is the Directed Writing and Composition paper *OR* Paper 4 (Core & Ext.) Coursework is three pieces of writing [50%]

Component 5/6 (Core & Ext.) is Speaking and Listening Coursework, graded 1 (high) to 5 (low).

# **English IGCSE Second Language 9-10**

## **Aims**

The aims of the syllabus are the same for all students. They are to...

- develop the ability to use English effectively for the purpose of practical communication;
- form a sound base for the skills required for further study or employment using English as the medium;
- develop an awareness of the nature of language and language-learning skills, along with skills of a more general application;
- promote students' personal development.

## **Objectives**

- Reading

Students should be able to...

- understand and respond to information;
- select and organise material relevant to specific purposes;
- recognize, understand and distinguish between facts, ideas and opinions;

- infer information from texts.

Reading Skills include : skimming, scanning, comprehension, information transfer

- Writing

Students should be able to...

- communicate clearly, accurately and appropriately;
- convey information and express opinions effectively;
- employ and control a variety of grammatical structures;
- demonstrate knowledge and understanding of a range of appropriate vocabulary;
- observe conventions of paragraphing, punctuation and spelling;
- employ appropriate register/style.

Writing Skills include : note-making, formal/informal letter, article, report, review, summary

- Listening

Students should be able to...

- understand and respond to information presented in a variety of forms;
- recognize, understand and distinguish between facts, ideas and opinions;
- select and organize material relevant to specific purposes;
- infer information from texts.

- Speaking

Students should be able to...

- communicate clearly, accurately and appropriately;
- convey information and express opinions effectively;
- employ and control a variety of grammatical structures;
- demonstrate knowledge of a range of appropriate vocabulary;
- engage in and influence the direction of conversation;
- employ suitable pronunciation and stress patterns.

## **Assessment**

The course is taught for two years with assessment at the end in the form of externally set and marked examinations. The course has two levels, Core and Extended, to allow for students' of different abilities.

Paper 1 (Core) *OR* Paper 2 (Extended) Reading and Writing 70%

Paper 3 (Core) *OR* Paper 4 (Extended) Listening 30%

Component 5 (Core & Ext.) is the oral examination, graded 1 (high) to 5 (low).



## **IGCSE Literature**

### **Aims**

The aims of the syllabus are the same for all students. They are to...

- develop the ability to communicate an informed, appropriate and personal response to literature;
- promote the enjoyment of reading literature;
- develop the ability to appreciate the different ways in which writers achieve effects;
- promote understanding and responses to texts of different forms and from different periods and cultures;
- explore areas of universal human concern, leading to a greater understanding of themselves and others.

### **Objectives**

Students should be able to...

- show detailed understanding of the content of literary texts in the three main forms : Drama, Prose and Poetry;
- understand the meanings of texts and contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes;
- recognise and appreciate ways in which writers use structure, language and form to create and shape meanings and effects;
- communicate an informed personal response to literary texts.

### **Assessment**

The course is taught for two years with assessment at the end in the form of externally set and marked examinations.

Paper 1 Set texts [Drama, Prose and Poetry] 70%

Paper 2 Coursework *OR* Paper 3 Unseen text 30%

## Japanese Language Program Grades 6-10

### **Aims for Japanese as a Foreign Language**

- To develop the ability to use the language effectively for practical communication.
- To develop the ability to communicate accurately in speech and in writing within a range of contexts.
- To offer insights into the culture and civilization of our host country.
- To encourage positive attitudes to the learning of other languages and to their speakers and countries.

### **Aims for Japanese as a Native Language**

- To enable students to communicate, appropriately and effectively in writing.
- To enable students to understand and respond appropriately to what they read.
- To encourage students to enjoy and appreciate literature.
- To promote the student's personal development and understanding of themselves and others.

### **Objectives**

The four skills that are fundamental to language learning are speaking, writing, listening and reading. These skills should be seen as interactive and interdependent and should not be dealt with in isolation.

### **Japanese Course Content for MS and HS (Beginner/Intermediate)**

Text: "Minna no Nihongo"

#### **<Year 1>**

L. 1 Country, People & Language

- L. 2 Family Names
- L. 3 Department Store
- L. 4 Phone & Letter
- L. 5 National Holidays
- L. 6 Food
- L. 7 Family
- L. 8 Colour & Taste
- L. 9 Music, Sports & Movies
- L.10 Inside The House
- L.11 Menu

**<Year 2>**

- L.12 Festivals & Places Of Note
- L.13 Town
- L.14 Station
- L.15 Occupations
- L.16 How to withdraw Money
- L.17 Body & Illness
- L.18 Actions
- L.19 Traditional Culture & Entertainment
- L.20 How to Address People
- L.21 Positions in Society

**<Year 3>**

- L.22 Clothes
- L.23 Road & Traffic

- L.24 Exchange of Presents
- L.25 Life
- L.26 Refuse Disposal
- L.27 Shops Found Locally
- L.28 Renting Accommodation
- L.29 State & Appearance
- L.30 Location
- L.31 Fields of Study

**<Year 4>**

- L.32 Weather Forecast
- L.33 Signs
- L.34 Cooking
- L.35 Proverbs
- L.36 Health
- L.37 Incident
- L.38 Annual Events
- L.39 Feelings
- L.40 Measurement, Shapes & Patterns
- L.41 Useful Information

**<Year 5>**

- L.42 Office Supplies & Tools
- L.43 Personality & Nature
- L.44 Beauty Parlour & Barber Shop
- L.45 Emergency

L.46 Roots Of Katakana Words

L.47 Onomatopoeia

L.48 Discipline

L.49 Talking On the Telephone

L.50 How to Write Addresses

### **Japanese Course Content for Japanese as a Native/Near native Language (Grade 6 to Grade 8)**

Text: Kentei Kyokasho=Textbook approved by Ministry of Education

Gendai no Kokugo 1-2-3

Gendaibun 1 & 2

Shinpen Gendaibun

- Japanese Literature
- Poem
- Essay
- Newspaper in Education
- Japanese grammar
- Japanese saying and idiomatic expressions
- Further Kanji Study

### **Assessment**

- Weekly Kanji tests
- Examinations at the end of the terms
- Spot tests
- Oral work records
- Written work records
- Presentation

## History IGCSE 9-10

### **AIMS:**

In grades 9 and 10 students will study towards an IGCSE History internationally recognised qualification [http \(www.cie.org.uk\)](http://www.cie.org.uk). The aims of the History programme at H.I.S. are to promote:

- stimulate interest in and enthusiasm about the past;
- promote the acquisition of knowledge and understanding of human activity in the past;
- ensure that the candidates' knowledge is rooted in an understanding of the nature and use of historical evidence;
- promote an understanding of the nature of cause and consequence, continuity and change,
- similarity and difference;
- provide a sound basis for further study and the pursuit of personal interest;
- encourage international understanding;
- encourage the development of linguistic and communication skills.

### **OBJECTIVES:**

Having followed the H.I.S. IGCSE History programme the student should be able to:

- recall, select, organise and deploy knowledge of the syllabus content;
- demonstrate an understanding of:
  - o change and continuity, cause and consequence, similarity and difference;
  - o the motives, emotions, intentions and beliefs of people in the past;
- comprehend, interpret, evaluate and use a range of sources as evidence in their historical context.

### **TOPICS:**

Option B: The 20th century, International Relations since 1919

1. Were the Peace Treaties of 1919-23 fair?
2. To what extent was the League of Nations a success?
3. Why had international peace collapsed by 1939?
4. Who was to blame for the Cold War?
5. How effectively did the USA contain the spread of Communism?
6. How secure was the USSR's control over Eastern Europe, 1948-c.1989?
7. How effective has the United Nations Organisation been?

Depth Study B: Russia, 1905-41

8. Why did the Tsarist regime collapse in 1917?
9. How did the Bolsheviks gain power, and how did they consolidate their rule?
10. How did Stalin gain and hold on to power?
11. What was the impact of Stalin's economic policies?

## ASSESSMENT

Paper	Time	Description	Percentage of Final Assessment
1	2 Hours	Two questions from the core topics, one question from the depth study	40%
2	2 Hours	Sourced-based examination	33%
4	1 Hour	Depth study	27%

## GRADE DESCRIPTIONS

A Grade A candidate will be expected to:

- recall, select and deploy relevant historical knowledge accurately to support a coherent and logical argument;
- communicate in a clear and coherent manner using appropriate historical terminology;
- demonstrate an understanding of the complexity of historical concepts; distinguish clearly between cause and consequence, change and continuity, similarity and difference by the selective deployment of accurate and relevant historical evidence;
- show an understanding of individuals and societies in the past; understand the importance of trying to establish motives;
- interpret and evaluate a wide range of historical sources and their use as evidence; identify precisely the limitations of particular sources; compare and contrast a range of sources and draw clear, logical conclusions.

A Grade C candidate will be expected to:

- recall, select and deploy relevant historical knowledge in support of a logical argument;
- communicate in a clear and coherent form using appropriate historical terminology;
- distinguish between cause and consequence, change and continuity, similarity and difference by the deployment of accurate though limited evidence;
- reveal an understanding of individuals and societies in the past;
- interpret and evaluate historical sources and their use as evidence; indicate the limitations of particular sources; compare and contrast a range of sources and draw coherent conclusions.

## RESOURCES

Walsh, B: Modern World History  
Fiehn, T: Russia and the USSR 1905-1941

## Science IGCSE 9-10

### Grade 9

#### **Atoms and Bonding:**

- Brownian motion, kinetic theory, diffusion, change of state, atomic structure, electron configuration, metallic bonding, ionic bonding, covalent bonding, structure and properties, formulae and equations

#### **Acids and Bases**

- Reactions, neutralization, pH scale.

#### **Periodic Table and Metals**

- Patterns, reactivity. Extraction and electrolysis. Non-metals.

#### **Forces, Machines and Movement**

- Force, gravity, mass, weight, center of gravity, equilibrium, floating and sinking, density, fields- magnetic and electric, static
- Turning forces, machines, velocity, acceleration, force and acceleration, circular motion, momentum and impulse, collisions, road safety

#### **Magnets and Currents**

- Magnetic fields. Electromagnets. Forces on a current. Electric motors. Generators. Transformers.

#### **Cells and Transport:**

- Life processes, cell structure, groups of cells, osmosis, supplying cells, the heart, blood and blood vessels, tissue fluid and lymph, transport in plants

#### **Food and Digestion**

- Heterotrophic nutrition, carbohydrates, fats, proteins, vitamins, balanced diet, human digestive system, teeth

#### **Organisms in their Environment**

- Ecology, sampling a habitat, classification, bacteria, protocista and fungi, plants, invertebrates, vertebrates, energy flow, nitrogen cycle, farming, fishing, population

#### **Health and Disease**

- Pathogens, fighting disease, hygiene, clean water, keeping healthy

## **Ecology**

- Food chains, nutrient cycles, adaptations, ecosystems.

## **Grade 10**

### **Chemistry of Life**

- Photosynthesis, leaves, respiration, human breathing system, inspired and expired air, keeping lungs clean, respiration without oxygen

### **Cells and Transport:**

- Respiration, circulation, homeostasis, excretion.

### **Reproduction**

- Asexual, sexual, human, pregnancy and birth, growth and development, birth control, flowers, seeds and fruit

### **Heredity, Genetics and Evolution**

- Genes and chromosomes, inheritance, DNA, mutation, genetic engineering, variation, selection, evolution

### **Green Plants**

- Nutrition, transport, transpiration, hormones, senses.

### **Energy**

- Energy, work, power, heat, energy stores, efficiency, heat transfer, friction, pressure, gas laws

### **Earth in Space**

- Universe, doppler effect, gravity, solar system, moon, days, seasons and years, structure of Earth, continental drift, plate boundaries, earthquakes, volcanoes, igneous rocks, sedimentary rocks, metamorphic rocks, geological time, folding and faulting, weathering, soil, erosion, deposition, ice ages, the atmosphere

### **Resources**

- Fossil fuels, chemicals from fossil fuels, combustion, alkanes, alkenes, polymers, condensation polymers, ores, metals, reactivity series, metal extraction, iron, aluminum, electrolysis, electrolysis calculations, sodium, corrosion, choosing and using metals, Radioactivity - decay, hazards, half life, uses.

### **Electricity**

- Current, circuits, voltage, cells, resistance, power, electromagnetism, motors, generators, transformers, power stations, renewable energy resources, conserving energy.

### **Waves and Light**

- Vibrations, wave speed, sound, loudness, pitch and quality, sound systems, electromagnetic waves, radio waves, lasers, reflection, mirrors, curved mirrors, refraction, total internal reflection, diffraction, color, pigments, lenses, optical instruments

### **Air and Water**

- Air, ozone, carbon cycle, water, latent heat, cohesion and adhesion, suspensions, solutions and emulsions, concentration, detergents, water cycle.

### **Chemical Reactions**

- Acids and alkalis, neutralization, bases, acid rain, exo and endothermic reactions, redox, rate of reaction, catalysts, Haber process, alkali metals, halogens

### **Nuclear Physics**

- Radiation. reactivity. Decay.

### **High School Texts**

Oxford Co-ordinated Science (Physics, Chemistry and Biology) is used, supplemented by other texts.

# Mathematics IGCSE 9-10

## Aims

In Grades 9 and 10 the students prepare for the Cambridge International IGCSE Exam which is taken at the end of Grade 10. This does dictate that the course will be based on study to pass this exam. However, students will continue to:

- Develop a positive attitude toward the continued learning of mathematics
- Recognize its relationship with other disciplines and with everyday life
- Appreciate the international dimensions of mathematics and its varied cultural and historical perspectives
- Reflect upon and evaluate the significance of their work and the work of others
- Develop and apply ICT skills in the study of mathematics

## Objectives

### A. Knowledge and Understanding

At the end of Grade 10, students should know and understand concepts, and demonstrate skills, from the four main branches of mathematics studied:

- Number
- Algebra
- Shape, Space and Measure
- Data Handling (includes Probability)

### B. Application and Reasoning

At the end of Grade 10, students should be able to:

- Select and apply appropriate mathematical skills and techniques when investigating problems
- Recognize patterns and structures; describe them as relationships or general rules
- Draw conclusions consistent with findings
- Justify mathematical relationships when investigating problems

### C. Communication

At the end of the course, students should be able to communicate mathematical facts, ideas, methods, results and conclusions using:

- Appropriate language and symbols
- A variety of media and technologies.

#### **D. Reflection and Evaluation**

At the end of the course students should be able to:

- Reflect on their methods and processes
- Consider possible alternative approaches
- Evaluate the significance and reliability of their findings and the findings of others.

#### **Textbooks**

In the High School, there is a textbook that the students will use for both Grade 9 and Grade 10.

IGCSE Mathematics          Karen Morrison

This is a Cambridge International Examinations approved textbook that covers all the material needed for both the Core and Extended options on the exam. Extended material is clearly marked with a thick blue vertical line.

Past Papers will be regularly given to students for assessment purposes.

#### **Yearly Curriculums**

There follows a summary of the Core and Extended Curriculum for Grade 9 and Grade 10. A large part of Grade 10 (about 50 per cent) will be devoted to Revision, Exam technique, and doing Past Papers.

The best mark a Student can be awarded on the Core Paper is a C. On the Extended Paper it is an A\*.

Calculators are allowed in the exam so the use of calculators is encouraged throughout Grades 9 and 10. They should have trigonometrical functions, but MUST NOT be programmable. A good example which is widely available is the CASIO fx350MS.

#### **Cambridge IGCSE Website**

More information is available at the official website summary of the Curriculum for Grade 9 and Grade 10. A large part of Grade 10 (about 50 per cent) will be devoted to Revision, Exam technique, and doing Past Papers.

[www.cie.org.uk](http://www.cie.org.uk)

# Mathematics Core Course Content - Grade 9 and 10

## 1. Number

- Integers, Rational, Real and Irrational Numbers
- Fractions, Percentages, Decimals
- Squares, Cubes and Roots
- Ratio and Proportion (Direct and Inverse)
- Positive, Negative and Zero Powers
- Standard Form
- Financial Maths (Interest, Discount, Profit and Loss)

## 2. Algebra

- Writing and solving Linear Equations
- Formula and Changing the Subject
- Expanding and Factorising
- Sequences and nth term
- Linear functions and Gradient ( $y=mx + c$ )
- Simultaneous Linear Equations
- Draw Quadratics and solving equations using Graphical Methods
- Distance-Time Graphs

## 3. Shape, Space and Measure

- Convert between SI Units
- Angles of Lines, Triangles and Polygons
- Perimeters and Areas (Rectangles, Triangles, Circles, Parallelograms and Trapeziums)
- Pythagoras' Theorem and Sine, Cosine and Tangent
- Volumes and Surface Areas of Cuboids, Prisms and Cylinders
- Loci
- Rotational and Line Symmetry
- Angles in Semi-Circles and Tangents
- Construction of Triangles, Bisectors of Angles and Lines
- Read and Make Scale Drawings
- 2D Reflection, Rotations, Translations (using Vectors) and Enlargements
- Interpret and Use 3-figure Bearings

## 4. Data Handling (includes Probability)

- Calculate Probabilities
- Use relative frequency
- Construct and Use Pie charts, Bar graphs, Histograms and Scatter Graphs
- Calculate Mean, Median, Mode and Range
- Discrete and Continuous Data
- Experimental and Expected Probabilities

# Mathematics Extended Course Content - Grade 9 and 10

## 1.Number

- Fractional Powers
- Reverse Percentage problems
- Sets and Venn Diagrams

## 2.Algebra

- Speed-time graphs and acceleration
- Algebraic Fractions
- Solve Quadratic Equations
- Solve Linear Inequalities
- Linear Programming
- Functions and Inverses and Composites
- Draw Graphs of Integer Powers of  $x$
- Estimate Gradient by drawing Tangents

## 3.Shape, Space and Measure

- Arc length and Sector area of Circles
- Angles of Elevation and Depression
- Sine rule and Cosine rule for Triangles
- Areas of Similar Triangles
- Volumes and Surface Areas of Spheres and Cones
- Angles subtended by Chords - Segments and Cyclic Quadrilaterals
- Vectors - Addition, Subtraction and Magnitude
- Matrices - Addition, Subtraction and Multiplication
- Determinants and Inverses of Matrices
- Shears and Stretches of 2D shapes
- Describe Transformations with Matrices

## 4.Data Handling (includes Probability)

- Probabilities of combined events
- Tree-Diagrams for Probability
- Construct and Read Histograms with unequal intervals
- Frequency Density
- Cumulative Frequency Diagrams
- Mean and Modal Class for grouped Frequency Distribution

# Music 9-10

## **Aims:**

1. To enable students to acquire and consolidate a range of basic musical skills, knowledge and understanding, through the activities of listening, performing and composing;
2. To assist students to develop a perceptive, sensitive and critical response to the main historical periods and styles of Western music;
3. To help students to recognise and understand the music of various non-Western traditions, and thus to form an appreciation of cultural similarities and differences;
4. To provide a foundation for the development of an informed appreciation of music;
5. To provide a foundation for further study in music for those students who wish to pursue their studies at a higher level.

## **Objectives:**

During the coursework, students will listen to, perform and create music, encouraging aesthetic and emotional development, self-discipline and, importantly, creativity. As a result, students enhance their appreciation and enjoyment of music, an achievement that forms an ideal foundation for future study and enhances life-long musical enjoyment. Students study music of all styles; each style is placed in its historical and cultural context, and students are encouraged to be perceptive, sensitive and critical when listening.

## **Topics:**

Following musica features will be studied for musical perception and its application in performance and creating.

### **Rudiments**

Standard European staff notation including dynamic, tempo and expression markings, simple ornaments and articulation signs, treble, bass and alto clefs, key signatures up to 4 sharps and 4 flats in major and minor keys, time signatures, intervals.

### **Melody and Rhythm**

Major, minor, chromatic and pentatonic scales. Melodic movement by step or leap. Phrasing. Duple, triple or irregular metre, syncopation, polyrhythm.

### **Harmony**

Primary chords: I, IV, and V(7); secondary chords: II and VI. Perfect, imperfect, plagal, and interrupted cadences. Modulations to related keys.

**Ensembles and instruments/voices**

Orchestras, wind and jazz bands, choirs and chamber ensembles. The main instruments and voices used in the above ensembles. Piano, harpsichord, organ. Gamelan, rabāb, kora, xylophone, 'ūd, sitar, sārangi, tablā, ch'in, erh-hu, shakuhachi, koto, bandoneon, quena, panpipes, guitar, un-tuned percussion instruments.

**Instrumental and/or vocal effects**

Arco, pizzicato, glissando, tremolo, harmonics, double stopping, strumming, pitch bending, mute, roll, melisma, blue notes.

**Structure**

Binary, ternary, rondo, theme and variations, ground bass.

**Compositional devices**

Repetition, imitation, sequence, canon, inversion, ostinato, drone, Alberti bass, pedal, contrary motion.

**Texture**

Melody and accompaniment, homophonic, polyphonic, monophonic, heterophonic.

**Style**

Baroque, Classical, Romantic, Twentieth Century (including impressionism, serialism, neoclassical, jazz).

**Genre**

Opera, oratorio (including recitative, aria and chorus), musical, symphony, concerto, string quartet, sonata, march, waltz, minuet and trio.

**Assessment Objectives:**

**A. 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.

**B. Performing**

- Technical competence on one or more instruments;
- Interpretative understanding of the music performed.

**C. Creating**

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

# Visual Arts 9 -10

## Aims

Participation in the Visual Arts program should enable students to:

- Experience and develop curiosity, interest and enjoyment in their own creativity and that of others
- Explore through the processes of visual arts
- Acquire and develop skills needed for the creation of visual art work
- Use the language, concepts and principles of visual arts
- Communicate their thoughts and ideas through visual arts
- Create visual art work
- Reflect on, appreciate and evaluate their work and the work of others
- Develop receptiveness to visual art forms across time, place and cultures, and perceive the significance of these art forms as an integral part of life
- To encourage students to become independent thinkers and creators within the Visual Arts

## Objectives

### A Knowledge and Understanding

At the end of the course students should be able to:

- Demonstrate knowledge and understanding of the theoretical basis of the art forms studied
- Demonstrate knowledge and understanding of a variety of styles, developments and ideas which have shaped the arts across time and cultures
- Apply appropriate terminology to show aesthetic and critical awareness.

### B Application

At the end of the course students should be able to:

- Plan and organize effectively to define and set goals, solve problems, negotiate and make decisions
- Experiment and explore through both spontaneous and structured activities
- Use art confidently as a form of expression and communication while demonstrating a range of technical skills
- Demonstrate an ability to find original and inventive solutions
- Apply skills specific to the art forms studied to elaborate an idea, a theme or a composition to a point of realization
- Present work through formal or informal performance and exhibition.

### C Evaluation and Reflection

At the end of the course students should be able to:

- Reflect upon and evaluate their work in order to set goals for future development
- Use group discussion and feedback to support and promote creative development
- Assess and appraise their work and that of others.

#### **D Artistic Awareness and Personal Engagement**

At the end of the course students should be able to:

- Show sensitivity to their own and different cultures
- Accept and incorporate views and feedback from others to further develop their artistic potential
- Show self-motivation in setting and meeting deadlines
- Show initiative, creativity and a willingness to take risks
- Support and encourage their peers towards a positive working environment.

## **Visual Arts Course Content**

### **Grades 9 -10**

The art curriculum at this age range will follow the middle school program but will include:

- More emphasis on art history
- More in-depth study of the fundamentals of art making
- Written assignments about particular artists or art movements in the developmental workbook showing accompanying visual reference
- Critical examination of specific genres and art forms
- More in depth and breadth description, analysis, interpretation and judgment of artworks
- Increased ability to identify the formal qualities of art and design
- Substantial contribution to class discussion and art critiques using appropriate use of art vocabulary and sound knowledge of the formal qualities of art
- Development of strong communication skills using visual language
- The focus will be to develop the students' creativity through application of skill based knowledge
- Extensive experimentation with a variety of media
- Development of a strong sense of aesthetics
- Development of understanding of composition and design
- Creation of visually pleasing layouts in the developmental workbook exhibiting a visual and written balance

The students will cover 5 units of studio work in which art theory will be an integral part. The following disciplines will be covered:

- Drawing
- Painting

- Printmaking
- Three dimensional art
- Mixed media or Fibre/Textiles

## Physical Education 9-10

### **AIMS in PHYSICAL EDUCATION**

Physical Education encourages students to take part in numerous moment experiences that promote and support the development of physical and social skills. By learning in, through and about moment students will develop an understanding and appreciation for themselves, others and society. Participation in Physical Education enables the students to :

- Identify and develop their interpersonal skills within a team situation when running a sports education module of volleyball and basketball.
- Solve problems together and think critically to gain a successful outcome to the problem.
- Recognise and describe how regular physical activity can improve their quality of life.
- Explore and develop their knowledge on anatomy, biomechanics and exercise physiology in practical settings
- Participate in different fitness activities.
- Develop and advance their physical and health related fitness skills by participating in different sports and physical activities.
- Learn through receiving oral and visual feedback from the teacher and their peers.
- Work co-operatively and use different equipment to come up with a new game that can be modified from games they have previously played.
- To develop their leadership skills by team teaching small groups and learning the fundamentals of coaching.
- To develop confidence and learn how to move the body in different ways by participating in dance and gymnastics.
- Develop different techniques for the three aspects of athletics, throwing, jumping and running events.

### **OBJECTIVES in PHYSICAL ACTIVITY**

Having followed the H.I.S Physical Activity programme the students from grade 9 - 10 should be able to:

- Perform and analyse the correct techniques in the selected sports that they participate in during the year.
- Show an understanding of the rules of each sport they learn during the year and referee class games.
- Organise a round robin tournament that is completely student run.
- Explain the importance of using positive interpersonal skills and how it affects the functioning of their team. Also use them in other settings outside of the classroom.
- Describe the main causes of premature death and describe how to maintain a healthy lifestyle.
- Demonstrate Newton's Laws and the principles of stability

- Create a fitness programme for themselves and do it
- Identify the major bones and muscles in the body
- Analyse their technique and their peers technique in racket and striking games, identify what they are doing wrong and how they can improve it.
- Explain the different factors that can affect their learning of skills.
- Develop a new game using whatever equipment is available to them and then teach it to their class.
- Develop and participate in a group gymnastics routine to music and perform in in front of their peers.
- Participate in a sports athletics day demonstrating the basic techniques in a jumping, throwing and running event.
- Understand and demonstrate the importance of safety when playing games and sport.

Unit of Study	Areas of Study
Sports Education	<p>What are interpersonal skills and why are they important when playing team sports?</p> <p>Run a round robin tournament in volleyball and basketball</p> <p>Skills, techniques, rules, health and safety.</p>
Adventure Based Learning	<p>Team problem solving activities</p> <p>Communication</p>
Fun Fitness	<p>Cardiovascular fitness activities e.g. curcits, aerobics.</p> <p>Why is it important to exercise?</p> <p>Explore the skeletal and muscular systems</p> <p>Types of training</p> <p>Different types of energy systems</p>
Focus on Technique	<p>Badminton, Uni hock, Baseball</p> <p>Factors that affect our learning.</p> <p>Analysing and Peer assessment.</p> <p>Different forms of feedback</p>
Games Making/Coaching a group	<p>Playing modified games</p> <p>Create in groups your own modified game</p> <p>Teaching each other.</p>

	How to teach/coach.
Gymnastics	Beam work and floor work skills and techniques Create a gymnastic routine in groups Perform Safety
Athletics	Throwing, jumping and running events Participate in athletics day.

## **Information Technology IGCSE 9-10**

Information technology in grades 9 and 10 is intended to prepare students for independence as life-long users of technology. Familiarity is expected with intermediate to advanced tasks using word processor, spreadsheet, database, presentation, and web design software. Students are expected to troubleshoot and problem solve, and learn new skills independently. They will also consider issues raised by the increasing adoption of technology by society. At the end of grade 10, students sit the IGCSE exams for Information and Communication Technology.

### **Aims**

The aims of the teaching and study of IT are to:

- help students to develop and consolidate their knowledge, skills and understanding in IT;
- encourage students to develop further as autonomous users of IT;
- encourage students to continue to develop their IT skills in order to enhance their work in other subjects;
- provide opportunities for students to analyse, design, implement, test and evaluate IT systems
- encourage students to consider the impact of new technologies on methods of working and on social, economic, ethical and moral issues;
- help students to grow in their awareness of the ways in which IT is used in practical and work-related situations.

### **Objectives**

The objectives of information technology are:

#### **Practical Skills**

At the end of the course, students should be able to:

- use e-mail and the Internet to gather and communicate information
- use word processing to prepare documents
- use databases to manipulate data to solve problems and represent data graphically
- integrate data from different sources into a single document.
- Produce output in a specified format.
- Use a spreadsheet to create and test a data model, extracting and summarising data.
- Represent data as information in a variety of chart formats
- create a structured web site with style sheets, tables and hyperlinks
- create and control an interactive presentation

#### **Knowledge and Understanding**

At the end of the course, students should be able to demonstrate knowledge and understanding of:

- the functions of the main hardware and software components of computers systems
- the networking of information processing systems
- the ways in which IT is used and the effects of its use

- the stages and methods of systems analysis and design
- computing terminology

## **Information Technology Course Content**

### **Practical Skills**

#### Communication

- Send and receive e-mail messages. Process attachments.
- Locate information on websites. Use search. Download and process files.

#### Document Production

- Load and edit an existing file
- Import text and images from various sources
- Perform advanced formatting and styling
- Proof read and correct

#### Data Manipulation and Integration

- Import and edit data from existing files
- Enter formulae and perform sorts
- Select subsets of data
- Produce printed output - reports and charts
- Combine data from different sources - database, text, presentation, charts...

#### Data Analysis

- Create and test a data model spreadsheet
- Perform sorts and select subsets of data
- Format and output data or subsets

#### Web Authoring

- Create web pages, using text and graphics
- Create hyperlinks
- Use tables
- Create and edit cascading stylesheets

#### Presentation Authoring

- Set up a presentation (using master slide)
- Add, remove, re-order slides

- Add text, images, notes
- Use transitions and animations

## **Knowledge and Understanding**

### Components of a Computer System

- Define hardware and software
- Identify major hardware components (CPU, drives, RAM, etc.)
- Identify types of software, including OS and GUI or CLI

### Input and Output Devices

- Human interface devices, chip and card readers, scanners and barcode readers, cameras, sensors, etc.
- Monitors, printers, projectors, speakers, control devices, etc...

### Storage

- HDD, CD, DVD, RAM, ROM, Flash memory, tape,

### Networks

- Modem and analogue/digital
- LAN / WAN
- LAN topologies
- NW devices – NIC, hub, router, bridge, proxy
- security and encryption

### Uses and Effects of IT

- communication, data processing, measurement, control, modelling
- industrial, business and expert systems
- copyright, licencing, hacking, viruses
- effects on health and employment

### Systems Analysis and Design

- methods of research
- inputs, outputs, and processing
- identify problems and solutions
- design forms, layouts, and validation tests
- implementation and testing/evaluation strategies
- technical documentation

## **Assessment**

Assessment is by

- regular practical assignments, including project work
- practical examinations
- regular theory tests
- theory examinations

The focus of assessment is on preparation for final IGCSE assessment, and frequent use is made of past examination papers and questions.

## ESL 6-10

### **Introduction**

English is the language of instruction in the school. It is the basic tool of communication in the sense of enabling one to understand and to be understood, and to establish one's own identity. Because English is a second (or additional) language for many students at HIS, extra support is necessary, for some, in order to sharpen language skills used in academic classrooms. Although basic interpersonal communication skills may develop within the first year of learning a language, research suggests that cognitive academic language proficiency may not be fully developed until after five to seven years of learning this additional language.

The curriculum implemented at HIS demands a strong understanding of academic English language; therefore, we provide support to students struggling with language skills in order to smoothly transition them into their content courses. Through ESL support, we develop student skills in the areas of listening, speaking, reading and writing.

### **Aims**

The aims of the ESL program at HIS are to encourage students to:

- Communicate socially and academically in English while at school.
- Enhance first language skills through reading, writing and speaking this language outside of school.
- Increase knowledge of vocabulary in the content areas.
- Comprehend, infer, deduce and process information in English through reading, writing, listening and speaking.
- Write using sound grammar, tense control, sentence control, and vocabulary.
- Continue studying English outside of school through a variety of media.
- Gain confidence in English language learning in the areas of reading, writing, speaking, and listening.

### **Objectives**

In order to exit ESL support, students should be able to:

- Apply grammar and language conventions to communicate effectively.
- Understand varieties of speech and text that are read, heard, and viewed.
- Express ideas, opinions, facts, and reflections, orally and in writing to communicate with others.
- Apply vocabulary and language skills to all academic disciplines.
- Contribute to group discussion with ideas and appropriate suggestions.
- Use language appropriately across the curriculum for different purposes and audiences.
- Respond to complex questions independently.
- Speak with confidence in front of a group.
- Understand classroom and subject area language at nearly normal speed.

