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Upper School

The St Andrew’s Secondary School consists of two sections: Middle School (Years 7 through 9) and Upper School (Years 10 through 13). The Upper School offers a strong foundation of courses designed for successful further education in The Bahamas or at any university around the world. For college bound students, it offers a course of study that meets the entry-level requirements for colleges and universities. For those not aiming for college, the curriculum offers a broad, well-balanced, general education in which there is some scope for individual choice as well as a sensible core of required subjects.

In Years 10 and 11, students sit The Bahamas General Certificate of Secondary Education (BGCSE), a standardized examination accredited by the University of Cambridge and modelled on the British GCSE examination. In addition to BGCSE courses, there are a number of compulsory and elective ‘regular’ courses. The compulsory courses include: Physical Education and Guidance.

Bahamas General Certificate of Secondary Education (BGCSE)

General Information

The Bahamas General Certificate of Secondary Education (BGCSE) is modelled on The General Certificate of Secondary Education (GCSE) exams taken in England and Wales. The BGCSE’s are accredited by Cambridge University in England, giving the examination international recognition. The syllabus materials and examination papers are first inspected by Cambridge University to ensure that they are of the desired level. The content of the BGCSE course may be rather different than a GCSE course in the same subject, but the ‘worth’ of a grade at BGCSE is exactly the same as a GCSE grade in the eyes of institutions of higher learning.

The examinations take place from mid-May to mid-June of the final year of the course, with some practical components, such as language speaking, food preparation and art examinations starting early May. Results of these examinations are distributed to school in mid-August. The grading is on a scale of A to G as these examinations are designed to demonstrate a broad range of achievement. However, most universities and colleges, including The College of The Bahamas, view ‘C’ or above as an acceptable result for those wishing to continue their studies.

Grades do not correspond to fixed percentages, and each year the grade boundaries are carefully set according to the perceived difficulty of the examination papers and the overall performance of all students taking the examination. The differentiated assessment of the BGCSE examinations (Core and Extended) and a coursework component in several subject areas provides all students with the opportunity to succeed.

The BGCSE examinations provide a worthwhile educational experience for all our students and enable them to acquire sufficient understanding and knowledge to be well prepared for studies in those subjects they choose to pursue in greater depth in our college preparation programme.
Option Choices
Students generally take eight BGCSE subjects over a two-year period. The eight subjects include three compulsory courses: English Language, English Literature, and Mathematics. Additionally, students choose at least one Modern Language, one Science, one Individuals and Society, and one Arts subject. If a student chooses all three sciences, he/she will also have the opportunity to sit the Combined Science BGCSE examination.

Students are encouraged to study the options of their choice, and Year 9 students are asked to choose their first three choices in each option group on the pre-registration form issued in March/April of each year. We always try to accommodate all the first choices made by students. However, it may be impossible for us to accommodate all combinations of subjects or all first choices, therefore, if difficulties arise, we consult further with individual students and parents. In order for any course to run it must have a minimum of five students opting to study it.

Compulsory BGCSE Subjects

English Language
The aim of this course is to develop students’ skill in writing with a variety of information and detail, pace and emphasis. Students are expected to reflect in some depth, analyse experiences and write in a lucid and coherent fashion. All students are entered for all papers (continuous writing, oral and written comprehension, direct writing and the extended paper), allowing everyone to aspire to an A or a B grade.

English Literature
The aim of the literature component is to develop enjoyment and appreciation of literature. Students read from a wide range of English, American, African, and Bahamian literature. All students are entered for Paper 1 (written examination on literary appreciation and prose) and Paper 2 (written examination on drama and poetry), plus a teacher-assessed coursework component in which at least two of the above categories must be used. Grades are awarded on a scale of A-G.

Mathematics
The aim of this course is to develop the students’ mathematical knowledge along with their oral, written and practical skills in this subject. On completion of the course, students will have developed greater confidence in number, space, algebra and data as well as be able to relate these concepts to real life situations.

This course covers algebra, mensuration, geometry, trigonometry, graphs, matrices and transformations, sets, vectors and functions, statistics, and probability.
Three examination papers are offered: Papers 1 and 2 constitute the core examination - graded C-G, and Paper 3 completes the extended examination - graded A-G. Students in the top set of Year 10 take the three papers one year ahead of schedule allowing them to start the Pre-IB course in Year 11.

Optional BGCSE Subjects

Modern Foreign Languages (MFL)
The final examinations for both Spanish and French consist of two levels - a Core and an Extended level. All students sit a total of four papers as they are assessed in all four skills: listening, speaking, reading, and writing. Students are entered for each skill, at Core or Extended level, based on their proficiency. Grades are awarded on a scale of A-G.

Spanish
The aim of this course is to continue to develop the student’s proficiency in the four skills: speaking, listening, reading, and writing. Students practice to communicate formally and informally in various everyday situations. They continue to use the present, past, and future tenses on a wide range of topics of personal interest, and are introduced to the imperfect tense and the subjunctive mood.

French
The aim of this course is to continue to develop the student’s competence in listening, speaking, reading and writing. Students use everyday situations to practice their formal and informal oral skills. Additionally, they become more adept at using the present, perfect and future tenses in oral and written expression, and are introduced to the imperfect and the subjunctive mood.

Sciences

Biology
This course aims to develop knowledge and understanding of fundamental biological concepts and principles. The course consists of four main sections: characteristics, classification and diversity of living organisms; relationships of organisms with one another and their environment; organization and maintenance of the organism; and development of the organism and continuity of life. Students are encouraged to appreciate the diversity of life as illustrated by native species and to develop an understanding of the local environment as well as consider global issues.

Chemistry
This course is designed to stimulate and sustain interest in the environment through the study of chemistry and its applications. Students develop an appreciation of the scientific, social and economic, environmental and technological contribution of chemistry by studying elements and compounds; ideas, models and theories; atomic structure and bonding; chemical processes; qualitative and quantitative analysis and chemistry in industry. Students study how to make the most of the world’s resources in terms of pollution control, food supply, use and abuse of energy resources.

Physics
This course is designed to stimulate and sustain interest in the environment through the study of physics and its applications. Students study forces, springs, pressure, gas laws, floating and sinking, machines, linear motion, Newton’s Laws, structure of matter, energy, heat, light waves, electromagnetic radiation, colour, electricity, power, magnetism and electromagnetism, nuclear physics, radioactivity, and electronics.

**Combined Science**
This course is covered by students taking all three BGCSE sciences. No extra work is required. It is named ‘The Bonus’. For each science, Biology, Chemistry, Physics, and ‘The Bonus’, there are three written examinations and the coursework component, worth 20% of final assessment. Papers 1 and 2 are compulsory and cover the Core material. This part of the exam is graded C-G. Paper 3 (Extended) is graded A-B, provided students have achieved a grade D or above on the Core papers.

**Individuals & Societies**

**Accounts**
The course is geared towards students who desire vocational preparation for a business career, particularly bookkeeping and accounts. The students develop an understanding of the principles of bookkeeping and accounting with an ability to assess the financial position of an organization using good reporting and analytical techniques. Topics include: completion of day books; posting of ledgers using the double entry system; and extracting final accounts.

All students are entered for Paper 1 (Core), graded from C-F and Paper 2 (Extended) graded from A-B provided that the student has received a C in the Core paper. Students who do not achieve A or B on Paper 2 are awarded the grade they obtained on Paper 1.

**Commerce**
This is an interactive course which looks at the buying and selling of goods, especially on a large scale, as between cities or nations. The students will be exposed to the business world by studying the areas of marketing, wholesaling, retailing, transport, insurance, money and banking, business finance and communications. Real life situations is a major part of the course, therefore students will be engaged in fieldwork throughout the course. All students are entered for Paper 1 (Core), graded from C-F and Paper 2 (Extended) graded from A-B provided that the student has received a C in the Core paper. Students who do not achieve A or B on paper 2 are awarded the grade they obtained on Paper 1. All students are required to submit an independent, in-depth study of a related topic of their choice. This study is weighted 30% of the final achievement grade.

**Economics**
The course is designed to develop awareness of the common issues of economics and the problems faced by business and the state. Students are taught to use economic models and data while undertaking studies to illustrate the concepts being examined. Topics include: problems of scarcity, choice and opportunity, business organizations and cost, the consumer, enterprise and organization in a mixed economy, production, labour, supply and demand, money and banking, and international trade.
All students are entered for Paper 1 (Core) and, with consultation with students and parents, Paper 2 may be taken. Paper 1 is graded C-F and Paper 2 is graded A-B provided students have obtained a C grade on Paper 1. All students are required to submit an independent, in-depth study of a related topic of their choice. This study is weighted 30% of the final achievement grade.

**Geography**
The course aims to promote an interest and understanding of the world around us through the study of various physical environments and communities of the world. Students develop a concern and sense of responsibility for the conservation of the Earth and its inhabitants. This is done at a local, international and global level.

Two elements are assessed, fieldwork and the examination itself. Students must submit one field report on either a physical or human topic, accounting for 20% of the grade. The fieldwork is ongoing throughout the course.

**History**
The course exposes students to 20th Century World history including the World Wars, and Cold War; United States history from the 1920s to the 1960s; and Bahamian history. Throughout the course students receive instruction in the basic methods of the social sciences, including note-taking, use of reference material, evaluation of evidence and the creation of effective written answers.

The BGCSE Exam consists of two written papers. The first assesses knowledge of Bahamian and Caribbean history, and the second examines knowledge of Modern World History. There is also a coursework component that requires students to submit a project of between 2,000-4,500 words on some aspect of the course content. This may consist of one piece of work or four shorter pieces on a common theme.

**Creative Arts**

**Art and Design**
The course encourages students to display a personal approach to their art whilst developing the skills and competence needed for composition and communicating in two dimensions. Students are encouraged to recognize and solve problems in a visual and tactile form. The syllabus is divided into two sections: drawing and painting from observation, and interpretive drawing and painting.

The examination requires students to choose two questions from the following two areas: drawing and painting from observation, and interpretive study. This examination accounts for 50% of the final grade and coursework accounts for the other 50%. On-going coursework offers students a better chance of success.

**Food and Nutrition:**
Requirements are both practical and theoretical. The practical examination requires cooking, use of equipment and informed choices concerning the use of food. The theoretical examination includes a research paper and such topics as nutrition, digestion, meal planning, and kitchen and food hygiene.
**Music**

Requirements of the course are both practical and theoretical. The practical element requires students to perform a piece of music at a high level which is externally assessed. The theoretical aspect of the course requires students to complete an in-depth analysis of three set works from different genres and be able to listen to and identify the musical elements, devices and effects used in various genres from the Baroque to Modern Eras.

**Drama**

The syllabus encourages students to consider the drama form in greater depth and breadth. Students read and study several theatrical works and improve acting skills through devised pieces, monologues, and repertory excerpts. They produce both realistic and more abstract pieces as they develop an appreciation of how time, location and action are incorporated into a work. Students also learn to appreciate technical theatre and acquire a basic knowledge of costume, make-up, set design, and lighting.

**Computer Studies: IGCSE**

*Year 10 and 11* – Students will work with a variety of art, multimedia and programming computer applications. Amongst other work, they will; create computer artwork and graphics effects, photograph and then 3-dimensionally model sections of the school, produce animated cartoons, film and edit movies, use programming languages to make games and interactive art.

*Year 11* – Students will work towards gaining a BGCSE in Keyboarding Skills. This qualification requires two main skills; a high level of expertise in word processing for a business environment, and fast and accurate typing. Although designed as a 3-year course, we complete this syllabus within one year.

**SAT I and SAT II**

The College Board describes the SAT as a standardized test that measures the verbal and mathematical skills needed to succeed in college - skills that the students have been developing throughout their lives, both in and out of school.

Specifically, the SAT is designed to help colleges predict the students’ first year (freshman) grades in college, so that admissions officers can make appropriate decisions about the students’ chances of succeeding academically at their college.

The SAT II is subject based tests and falls into five general areas: English, History and Social Studies, Mathematics, Sciences, and Languages. They help colleges compare academic achievements of students from different schools where course preparation and academic backgrounds may vary widely.

At St Andrew’s, students are able to sit both the SAT and SAT II. There are four sittings held at
St Andrew’s each year. Students may sit for any of the tests offered by The College Board. In recent years, students have taken the following SAT II tests: Writing, Mathematics, French, Spanish, Biology, Chemistry, Physics, and the English Language proficiency test.

**Grading and Reporting**

For the Upper School, full reports are issued twice each year in January and June. Students in Years 11 and 13 will receive a ‘Mock’ BGCSE or IB Examination report in March.

In addition to these formal reports, teachers may e-mail at any point in the year to inform parents and students about areas of ‘concern’ in a subject. Students receive commendation certificates when they are being commended in a subject. A commendation results in a student receiving 10 House credits.

Parent-Teacher Conferences are held in November and April. If students or parents wish to discuss progress at any other time during the school year, an appointment can be made with the appropriate teacher. Usually, a request for such a meeting will be honoured within three school days.

**Edline** was introduced in October 2010 to improve communication between home and school.

**Grading and Reporting Framework**

The course grade contributes to the calculation of the Grade Point Average (G.P.A.) and is calculated using the following grading scale. The grading scale below is used for all classes in Years 7 to 11 and in non-IB courses in the Upper School.

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Grade</th>
<th>GPA</th>
<th>%</th>
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<tbody>
<tr>
<td>Outstanding</td>
<td>A</td>
<td>4.0</td>
<td>90</td>
</tr>
<tr>
<td>Excellent</td>
<td>A-</td>
<td>3.7</td>
<td>85</td>
</tr>
<tr>
<td>Very Good</td>
<td>B+</td>
<td>3.3</td>
<td>80</td>
</tr>
<tr>
<td>Good</td>
<td>B</td>
<td>3.0</td>
<td>75</td>
</tr>
<tr>
<td>Quite Good</td>
<td>B-</td>
<td>2.7</td>
<td>70</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>C+</td>
<td>2.3</td>
<td>65</td>
</tr>
<tr>
<td>Barely Satisfactory</td>
<td>C</td>
<td>2.0</td>
<td>60</td>
</tr>
<tr>
<td>Less than Satisfactory</td>
<td>C-</td>
<td>1.7</td>
<td>55</td>
</tr>
<tr>
<td>Weak</td>
<td>D+</td>
<td>1.3</td>
<td>50</td>
</tr>
<tr>
<td>Poor</td>
<td>D</td>
<td>1.0</td>
<td>45</td>
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<tr>
<td>Very Poor</td>
<td>D-</td>
<td>0.7</td>
<td>40</td>
</tr>
<tr>
<td>Failure to meet expectations;</td>
<td>F</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>no credit</td>
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**Other nomenclature**

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<tbody>
<tr>
<td>N</td>
<td>No</td>
<td>For non-graded courses and/or for students who have information to complete a grade.</td>
</tr>
<tr>
<td></td>
<td>Grade Given</td>
<td></td>
</tr>
<tr>
<td>AUD</td>
<td>Audit</td>
<td>For students auditing the course and not expecting credit for the course.</td>
</tr>
<tr>
<td>* (asterisk)</td>
<td>Concessions</td>
<td>A grade with an *asterisk added next to the grade box indicates the grade has been given with an EAL (English as an additional language) concession or the course has been modified to support a student with documented learning differences.</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>The grade is incomplete and will be made up within two weeks.</td>
</tr>
</tbody>
</table>

**Weighted Grades**  
All courses that meet for three hours or more per week attract a credit rating of 1. Courses that meet for less than three hours per week e.g. PE attract a credit rating of 0.5. Top set Math in Years 10 and 11 receive an additional 0.7 towards the GPA calculation.

**Promotion and Retention**  
Students shall normally be promoted when they successfully accomplish the minimum expectations of the course or the year level in which they are enrolled. In the Upper School, a grade point average of 2.0 should normally be maintained for promotion to the next year level and for graduation.

See Policy 7.906

**Formal Reports**  
For Middle School students reports are issued electronically after each trimester. For the Upper School reports are issued electronically at the end of each semester in January and June.

The report includes a grade for each subject and an assessment of the student’s personal qualities. These are organization, effort and attitude and are assessed as Outstanding (O), Good (G), Satisfactory (S) and Needs Improvement (N).

**Progress Reports**  
In addition to these formal reports, teachers may e-mail at any point in the year to inform parents and students about areas of concern or commendation in a subject.

**Parent-Teacher Conferences**  
Parent-Teacher Conferences are held in early November and March/April. If students or parents wish to discuss progress at any other time during the school year, an appointment can be made with the appropriate teacher. Usually, a request for such a meeting will be honoured within three school days.

**Back to School Afternoon**  
A Back to School afternoon takes place during the month of September and presents an opportunity for parents to find out more about the school’s academic programmes.

**Homeroom Reports**  
The formal report card is linked to the pastoral programme with a follow-up homeroom report card being written at the beginning of the semester after the report card is written. This gives an opportunity for both the student and the homeroom teacher to be both reflective on their progress and proactive in setting targets.
**House Reports**

At the end of the year the homeroom teacher and the Housemaster/mistress write a reflective report on the student's qualities in each area and their contribution to the inter-house programme and school life.

**Graduation Requirements**

The St Andrew's Upper School programme extends over three years (Years 10, 11 & 12), with an additional Year 13 for those students who opt to complete the International Baccalaureate Diploma Programme. The following constitute the minimum requirements for graduation from St Andrew's. In addition, the minimum requirements for graduation are a cumulative GPA of 2.0 and 80% attendance over Years 10 through 12.

For our current Year 12, our graduation requirements are as follows:

<table>
<thead>
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<th>Subject</th>
<th>Requirement</th>
</tr>
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<tbody>
<tr>
<td>English Language &amp; Literature</td>
<td>3 years (3 hours/ wk)</td>
</tr>
<tr>
<td>Modern Languages</td>
<td>2/3 years (3 hours/ wk)</td>
</tr>
<tr>
<td>Individuals and Society</td>
<td>2/3 years (3 hours/ wk)</td>
</tr>
<tr>
<td>Science</td>
<td>2/3 years (3 hours/ wk)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 years (3 hours/ wk)</td>
</tr>
<tr>
<td>Arts</td>
<td>2 years (3 hours/ wk)</td>
</tr>
<tr>
<td>IT / Computer Literacy</td>
<td>3 years (3 hours/ wk)</td>
</tr>
<tr>
<td>Physical Education</td>
<td>3 years (2 hours/ wk)</td>
</tr>
<tr>
<td>Guidance</td>
<td>3 years (1 hour/ wk)</td>
</tr>
<tr>
<td>Theory of Knowledge</td>
<td>1 year (2 hours/ wk)</td>
</tr>
</tbody>
</table>

**Non graded courses**

- Guidance 3 years

The above requirements may be amended on an individual basis with approval from the Principal. Exemptions will normally be granted for those students who have learning differences, are English as an Additional Language (EAL) students, or who are students who are unable to meet the Modern Language component.

In addition to the above courses, ordinarily students will take an elective course in Years 10 and 11. The above requirements may be amended on an individual basis with approval from the principal. Exemptions will normally be granted on the basis of students who have learning differences, or English as an Additional Language (EAL) students, or who are students unable to meet the modern language component.

**English**

Mr. G. McKenzie - Department Chair
Mrs. V. Anderson
Mrs. C. Bouzid
Ms. C. Bridgewater
Mrs. D. Canterford - CAS Coordinator
The department sees the teaching of English as a developing and interconnected process. There is a systematic and sequential covering of skills relevant to each year level. The aim of the department is to produce students capable of writing accurately in as interesting a way as possible, who can read with understanding and appreciation, who speak and discuss topics clearly and in an informed manner; and who can listen carefully to others.

**Years 10 and 11 English BGCSE Language & BGCSE Literature (5 units per week)**

In Years 10 and 11, the aims of the courses are to develop students who write in an organized and interesting manner, with pace, accuracy and an appreciation for language usage and variety. Students are expected to reflect in depth on the topics, to analyse texts and to write effectively.

Students develop their writing skills through a variety of applications. The students' skills in English continue to develop with a sustained focus on the higher-level taxonomies such as inference, deduction, and predicting outcomes, synthesis, evaluation, and appreciation in both literature and language. Students develop the use of accurate and apt vocabulary. They recognize, understand and apply phrases and clauses as a means of attaining variety in sentence structures. They appreciate the choice of techniques in using objective and subjective language in different forms of writing.

The aim of the literature component is to develop students who enjoy and appreciate literature and whose work reveals a thorough knowledge and understanding of the chosen texts from surface meaning to the ways in which a writer touches an audience with a deeper awareness of themes and attitudes. Sufficient command of the English language is expected for students to be able to convey their own critical response and enthusiasm convincingly and with clarity and credibility. Students read from a wide range of English, American, African and Bahamian literature, drawing upon authors of prose, poetry and drama.

**Modern Languages**

Mrs. S. Adderley - Department Chair  
Mrs. C. Bullard  
Mrs. T. Ali-Burrows  
Ms. S. Moss  
Ms. B. Stewart

The aim of the Modern Languages department is to prepare students to be proficient in the four skills of language: listening, speaking, reading, and writing, so that they will be able to communicate independently in a French or Spanish speaking country. Through this study of language and culture, students gain an understanding of, and sensitivity towards, people of other nations.

**Spanish**

Whenever possible, classes are conducted in Spanish. All classes use cassettes, CDs, DVDs, videos and language software to enhance comprehension and enjoyment.

**Year 10 Spanish BGCSE (3 units per week)**
Year 10 students are in the first official year of the BGCSE course, though technically their preparation begins when they start studying the language. They practise speaking, listening for comprehension, reading, and writing via group and individual drill, as well as conversations in simulated real-life situations. The grammatical content consists of a comprehensive review of the present tense; reflexive verbs; demonstrative adverbs; relative pronouns; the preterite tense and the present progressive; the future tense; the uses of *por* and *para* and the imperfect versus preterite tenses. Students learn to: describe people and things in the past, bargain in a market; tell a story; talk about current events; and talk about problems, agreements and disagreements and obligations and solutions. Longer writing assignments are required involving narratives and creative expression.

**Year 11 Spanish BGCSE (3 units per week)**

Students are in their final year of the BGCSE course and the objectives are to develop a more sophisticated proficiency in the areas of listening, speaking, reading, and writing, with considerable practice in BGCSE-style questions. All grammar previously learned is thoroughly revised, and the conditional, the present, perfect and imperfect subjunctive, the conditional perfect, the future perfect, the passive, positive and negative expressions and interrogatives (*qué* and *cual*) are introduced. Topics such as the house and home, school, pastimes, entertainment, travel and holidays, food, drink and shopping, among others, are practised extensively in conversational sessions. Reading and listening comprehension become more complex; textbooks are enhanced by the use of authentic materials, particularly in listening and reading activities.

Students in the Level 3 group will concentrate on communicating effectively in the past, present and future in many formal and informal situations. Students will be prepared and confident to take the Core level examination.

**French**

Whenever possible, classes are conducted in French. All classes include the use of recorded scripts (tapes and CDs) and videos (cassettes and DVDs) of native speakers for skill development in comprehension.

**Year 10 French BGCSE (3 units per week)**

The students continue to develop the four skills with an emphasis on BGCSE-style questions such as listening and reading comprehension, role-play, conversation question and answer in French, oral presentations and guided writing. The students continue to use present, past, future and conditional tenses. Vocabulary skills cover travelling in France and other countries, transport, eating out, health and fitness, vacations and jobs, as well as vocabulary covered in Years 7 through 9.

**Year 11 French BGCSE (3 units per week)**

The students continue to develop the four skills, which are equally weighted, with an emphasis on BGCSE-style questions such as listening and reading comprehension, role-play, question and answer in French, oral presentation and guided writing. The students continue to use present, past, future and conditional tenses, are introduced to the present subjunctive mood, and are encouraged to enrich their vocabulary. They discuss and write about a number of topics including future career plans, tourism, the environment, accidents and emergencies, employment, and the Bahamas, as well as vocabulary covered in Years 7 to 10. To prepare for the BGCSE examination, students practise by working on past papers. They continue to study aspects of the culture of France and francophone countries.
Individuals & Societies
Mr. M. Brindle-Selle - Department Chair
Dr. M. Carroll
Mrs. J. Gaitor
Mrs. J. McMillan
Mr. T. McMillan
Ms. V. Morgan
Mrs. M. Robinson - Dean of Upper School
Mrs. R. Williams - Middle School Curriculum Coordinator

Business, Economics and Accounts

Years 10 and 11 Book-Keeping & Accounts BG CSE (3 units per week)
All students, irrespective of what major they will choose in college, will eventually work for or run a business. It is hoped that after completing this course that students will have a greater understanding of this world and a better appreciation of how changes in a business' financial situation will affect them and their community.

In addition to aiming to prepare students for the BG CSE examination at the end of Year 11, this course aims to help them become intelligent producers and consumers, with a better analytical and numeracy skills and a more methodical approach to their work.

The course will lead students through a study of:

- Basic book-keeping practices, including the operation of the double entry system for accounts
- The preparation of final accounts for sole traders, partnerships and companies in both the manufacturing and retail sectors of the economy
- The method and logic behind such adjustments as provisions are accruals and prepayments
- Preparation of accounting statements from incomplete information
- Preparation of accounts for non-trading organizations
- An understanding of aspects of the legal environment in which accounts must be prepared

Upon completion of the course, students may be entered for examination at either the Core or Extended Level.

Years 10 and 11 BG CSE Commerce (3 units per week)
This two-year course, geared toward the BG CSE examination, is designed for students who are interested in pursuing a career in Business as it relates to commerce with specific reference to the Bahamian Economy. Students will be taught to develop skills of numeracy, inquiry, presentation, interpretation and sound decision making on how the various commercial activities are used to assist in the movement of goods from the producers to the final consumers.
The aims of the course are to develop an appreciation for the Bahamian Enterprise System within which commercial activity takes place and to widen awareness of the nature and significance of innovation and change within the context of commercial activities. Students will be exposed to the following topics, channels of distribution, retailing, wholesaling, organization of businesses in the private and public sector, individual and business insurances, national insurance, money and banking, international trade, communications, marketing, transport, consumer protection, trading documents, role of government in commerce, and recent changes in the world of commercial services.

Years 10 and 11 Economics BGCSE (3 units per week)
This course, leading to the BGCSE examination, is designed to develop an awareness of the common issues of economics and the problems faced by business and the state.

Students are taught to use economic models and data while undertaking studies to illustrate the concepts being examined. Topics include the basic economic problems of scarcity, choice and opportunity, business organizations’ cost, the consumer, enterprise and organization in a mixed economy, production, labour, supply and demand, money and banking, and international trade.

In each topic, references are made to real-life examples from the Bahamian economy as well as international economies. Assessment is based on individual work, role-play, and group activities. In Year 11 students are required to set up, finance and operate a mini-business to reinforce the theory being taught.

Geography
Our principal aim in teaching geography is to promote an interest and understanding of the world around us through the study of the various physical environments and communities of the world. Through the study of the linkages and interactions of physical systems on the Earth’s surface and interactions between humans and their natural and self-created environments, students develop a concern and sense of responsibility for the conservation of the Earth and its inhabitants. This is done at a local, international, and global level.

As well as developing in students a knowledge and an understanding of geographical subject matter, we create learning situations which encourage the use of problem-solving, inquiry and interpretation techniques, whilst placing a high emphasis on the presentation of ideas and interactive social skills.

Years 10 and 11 Geography BGCSE (3 units per week)
This two-year course prepares students for the BGCSE examination. The content is divided into the natural environment and the human environment.

The course is based around the following unit sequence:
1. Weather and climate
2. Map skills, aerial and photographic.
3. Geology, weathering and erosion
4. Industry
5. Population
6. Settlement
7. Biotic systems - the world’s natural regions
8. Land and water resources
9. Transport and economic linkages
10. Trade and aid
11. Environmental issues

History
Our aims in teaching history are:

- To stimulate interest in, and enthusiasm for, the study of the past by ensuring that students' knowledge is rooted in an understanding of the nature and use of historical evidence, and, through the development and understanding of past events and experiences, linking them to the present.
- To bring about an understanding and appreciation of the creative contribution of individuals and groups in The Bahamas and in other countries of the world. By examining and exploring their attitudes and values, and also those of others, students are encouraged to develop a tolerance of the points of view, beliefs and ways of life of other people.
- To develop essential study skills, such as the ability to locate and extract information from primary and secondary sources, to analyse and organize this information and to construct a logical argument through the understanding of cause and consequences, continuity and change, and similarity and difference.

Years 10 and 11 History BGCSE (3 units per week)
This two-year course prepares students for the BGCSE examination. Students receive instruction in the basic methods of the social sciences, including note taking, use of source material, evaluation of evidence, and the development of effective written answers. This course is recommended for students contemplating careers in law, journalism, anthropology, political science, psychology or sociology.

Year 10 concentrates on aspects of modern world history particularly international relations from 1919 until 1989. Students examine the consequences of World War I for Germany and Russia; the roles of the League of Nations and the United Nations; the spread of dictatorships; the causes, course and consequences of World War II; and the Origins of the Cold War. Special investigations are made into the dropping of the Atomic bombs and into the Holocaust.

Year 11 concentrates on the United States Domestic Policy from 1919 until 1969. Students examine the US Economy and Society in the 1920's; the Wall Street Crash and the Great Depression; and Roosevelt and the New Deal. An in-depth study is made of the Civil Rights Movement. Also students complete a project of between 2,000 and 4,500 words on some aspect of the course content; at present this a study of “The Contract”. The course ends with a thorough revision of Bahamian History and Aspects of World History.

Science
Mrs. J. Arthur - Upper School Department Chair
Mr. K. Fadely - Middle School Department Chair
Ms. N. Banneel
Mrs. V. Missick
Ms. N. Preston
Mr. K. Rodgers
The aim of this department is to develop within students a scientific attitude and an appreciation for science, technology and the environment. The subject matter is approached from an experimental standpoint, by investigation, identification of problems, data collection and analysis, observation and drawing conclusions. By nurturing excitement, curiosity, interest and enthusiasm toward the sciences, an atmosphere is created where effective learning and personal development can be fostered.

**Years 10 and 11 Biology BGCSE (3 units per week)**
This BGCSE course builds on the knowledge and skills developed in Years 7, 8 and 9. The aim of this course is to develop scientific method with knowledge and understanding of fundamental biological concepts and principles and to promote the application of these principles to known and unknown situations. These aims are achieved as students develop the skills of research, observation, experimentation, processing and interpretation of data, evaluation of evidence and hypothesis, recording and formulation of conclusions.

The syllabus consists of four main sections: characteristics, classification and diversity of living organisms; relationships of organisms with one another and their environment; organization and maintenance of the organism; development of the organism and continuity of life. Students are taught to approach topics with a concerned and informed awareness of the inter-relationships of living organisms in their natural environment, and the effects of human activities on these relationships. Our local environment and native species are strongly emphasized and when possible, appropriate field trips are undertaken. The biological factors contributing to human health and well-being are considered and individual responsibility is emphasized. This course will give the student a good basic grounding in biology, study skills and scientific method.

**Years 10 and 11 Chemistry BGCSE (3 units per week)**
This course is designed to stimulate and sustain interest in the environment through the study of chemistry and its applications. Students develop an appreciation of the scientific, social, economic, environmental and technological contribution of chemistry by studying elements and compounds; ideas, models and theories; atomic structure and bonding; chemical processes; quantitative and qualitative analysis; and chemistry in industry. Students study how to make the most of the world's resources in terms of pollution control, food supply, use and abuse of substances and energy resources. Experiments are used as much as possible to teach the skills of manipulation, observation, measurement and analysis. Development of problem-solving skills using a scientific approach helps prepare students for technologically orientated careers.

**Years 10 and 11 Physics BGCSE (3 units per week)**
The BGCSE Physics course starts with general physics - density, springs, pressure, balancing, machines, and the gas laws. The topics of light and electricity are then studied, lending themselves to many experiments. Year 11 begins with the topic of forces and motion. Newton's Laws, conservation of momentum and energy are covered, and lead into the topic of heat. Magnetism, electromagnetism and electromagnetic induction follow, with a trip to the generating station at Clifton Pier if time permits. Nuclear power is studied under the radioactivity section and leads to safety and environmental concerns. Waves including sound, water and electromagnetic are investigated before the final topic of electronics is encountered.
Students learn about the topics through demonstrations, experiments, discussion and problem solving. Ideally students should be interested in the subject, hardworking, able to perform experiments and able to analyse their results in a scientific manner.

**Combined Science BGCSE**
This exam is taken by students who have studied all three sciences. It covers areas of biology, physics and chemistry but not to the same level as in the individual subjects. Topics covered include characteristics and classification of living organisms, the structure and behaviour of matter, forces, motion and energy.

Students will need to be able to perform experiments on their own and be able to analyse, conclude and evaluate their results.

**Mathematics**

Mrs. C. Gomez – Upper School Department Chair  
Ms. K. O’Regan – Middle School Department Chair  
Mr. P. Toomer – Head of Secondary  
Mrs. S. Lavin - Learning Support  
Ms. N. Banneel  
Mr. A. Marmion  
Mr. P. Xavier

The aims of the Mathematics department are to enrich our students’ lives through the pursuit of mathematics and to encourage each student to develop an interest and understanding of mathematics and its processes. The department also aims to ensure that all students have the necessary mathematical skills, whether numeric, algebraic or geometric, to allow them to use mathematics confidently in other subject areas, their everyday life or their further education. By providing a rich and varied diet of mathematical activities in and out of the classroom, we encourage our students to become independent learners who experience satisfaction in their mathematical achievement.

**Years 10 and 11 Mathematics (3 units per week)**
The course in these years prepares students for the BGCSE examination. One group takes the BGCSE exam at Extended Level in Year 10, then going on to follow a Pre-IB course in Year 11. Other groups follow a traditional two-year course, taking the Extended Level exam in Year 11. A small number of students may find it more appropriate to take BGCSE at Core Level in Year 11. Investigations and problem solving, started in the Middle School, continue to be a feature in Year 10 and aim to encourage independent learning, powers of analysis and confidence in our students.

**Year 11 Pre-IB (3 units per week)**
The course is for students who have passed BGCSE at Extended Level in Year 10 with a good grade. The course builds on mathematics encountered at BGCSE and will prepare the ground for entry to IB Mathematics in Year 12. A graphical calculator is an essential tool for students taking this
course and will be used, along with computer applications, to enhance their experience of mathematics throughout the course.

Creative Arts
Miss J. Petersen - Department Chair
Mrs. D. Canterford - CAS Coordinator
Mrs. S. Chaplin
Mrs. P. Cole
Mrs. M. Knowles

Visual Arts
The aim of the department is to provide students with a rich variety of artistic experiences by helping them express themselves visually and through the introduction of specialist areas of study. Through an increasing sense of awareness and satisfaction in their work and the work of others, students become better prepared to meet the demands of a rapidly changing world with flexibility and an open mind. Specifically, the BGCSE Art and Design course is concerned with the development of visual perception and aesthetic experience through the encouragement of positive achievement. It is a form of communication to express ideas and feelings. Through personal expressions, imagination, sensitivity, conceptual thinking, powers of observation, analytical ability and practical attitudes, students are given the opportunity to show what they know, understand and can do.

Years 10 and 11 (3 units per week)
Students in the upper grades are prepared for the BGCSE exam whilst building upon the foundation of skills learned previously. They are encouraged to display an even greater personal approach to their art whilst developing the skills and competence needed for composition and communicating in two dimensions. Students are encouraged to recognize and solve problems in a visual and tactile form. They are also encouraged to experiment through the inventive use of materials and techniques. Students are taught skills in recording from direct observation and personal experience and relating abstract ideas to practical outcomes. The syllabus is divided into two sections: drawing and painting from observation, and interpretive drawing and painting. The course has been devised to allow the freedom of choice required to accommodate a wide range of ability. Students are encouraged to develop an awareness of cultural heritage, cultural differences and personal preferences whilst studying the work of international and local artists. Projects include still life, figure drawing, portraiture, landscape drawing, and imaginative compositions interpreting a theme. Students are exposed to a wide range of media and techniques.

Performing Arts

Years 10 and 11 Drama (3 units per week)
The syllabus encourages students to consider drama in greater depth and breadth. Students read and study several theatrical works and improve acting skills through devised pieces, monologues, and repertory excerpts. They produce both realistic and more abstract pieces as they develop an appreciation of how time, location and action are incorporated into a work. Students also learn to
appreciate technical theatre and acquire a basic knowledge of costume, make-up, set design, and lighting.

**Years 10 and 11 BGCSE Music (3 units per week)**
Students listen to and analyse works from various composers, focusing on devices, effects, ornamentation, form, keys, modes and characteristics used within certain time periods. Students will also reinforce all theory components learned in the middle school and be introduced to technical degrees, the alto and tenor clefs, major and minor scales up to four sharps and flats, triads, chords and cadences. Class time is also spent enhancing the student’s performance techniques with their own choice of instrument or singing. Students will also learn skills in conducting, repetition and sight reading. Students at the end of this two-year period will be prepared to sit the Music BGCSE examination.

**Food and Nutrition**

**Years 10 and 11 BGCSE Food and Nutrition (3 units per week)**
This course is a preparation for living in a contemporary, changing and multi-cultural society. Because the course is comprised of both practical and theoretical work, it is necessary to stress the importance of weekly practical work and the preparation and expense that this will involve. All practical work is done in conjunction with the theory being studied at the time. The following topics are studied during the course:

**Year 10**
- Common nutritional disorders
- The nutrients
- Fibre and water
- Dietary guidelines/ goals
- Food customs
- Health and safety
- Food labels
- The production, processing and retailing of food
- Commodities: eggs and meat

**Year 11**
- Commodities continued: poultry, fish, cereals, milk and its products, fats and oils, pulses and nuts, fruits, vegetables, herbs, spices, sugars and sweeteners, convenience foods
- Scientific principles and their application to various methods of food preparation
- Adaptation of recipes
- Functions of food additives
- Function of food preservation
Kitchen planning

**Physical Education**
Mr. P. Wilson - Athletics Director, Dean of Discipline
Mr. D. Shaw - Department Chair
Mr. Y. Coyle
Ms. K. Mead

This programme follows a common core of sporting activities throughout the school. Skill acquisition is emphasised in the early years, together with opportunities to use skills in individual and team situations. This platform provides the opportunity for quality work and specialisation in later years. Essential aspects include athletics, team games, swimming, survival swimming and health-related fitness. The programme is balanced through the inclusion of contact and non-contact sports, a wide variety of games incorporating team and individual activities and elements of physical fitness. There are appropriate seasonal variations in the activities offered. Students also have the opportunity to earn proficiency badges in various sports.

**Years 7-11 Physical Education (2 units per week)**
A common core of sporting activities is taught both girls and boys, based on track and field athletics, swimming, softball, basketball, volleyball, soccer and tennis. Each activity is taught in one half-term block of approximately seven weeks.

In Years 10, 11, and 12 an option programme is available at certain times of the year. The number of students and available facilities determine options.

**Basketball**
Development of basic techniques and skills to more advanced concepts, including passing; receiving; dribbling; shooting; rebounding; defence; offence; footwork; rules and scoring. Students can apply their own ability level to each technique in small or full-sided, conditioned or competitive games.

**Soccer**
Basic skills, techniques and principles are introduced so that small-sided games can be played from the outset. Small-sided games are emphasized up to 13 years of age, so that physical size and power are secondary to skill acquisition.

**Softball**
Students build on individual skills developed in the junior school, such as pitching, hitting, and catching, whilst being introduced to the more advanced team techniques of base running, double plays, bunting and various tactics.

**Swimming**
Students are taught to swim at least 25 metres to ensure that they are proficient enough to feel safe in water. Backstroke, breaststroke, butterfly and freestyle are taught as well as skills in turns and starts. The students also develop an understanding of the laws of competitive swimming and personal survival techniques.
Track and Field
Students are introduced to the basic skills. Development of strength, speed and technical ability are the major components of the programme. In Years 7-9, students are introduced to the award scheme in all events. Safety is emphasized throughout, as is the importance of warm-up and stretching, and the two-fold elements of competition against opponents and against oneself-to improve standards.

Volleyball
Students build individual skills in bumping, flicking, setting, and serving, through small-sided games and by then applying these basic skills in trying to attain the more advanced skills, such as smashing and dunking, into team play.

Extra-curricular Physical Education Activities
Outside of the regular timetable, there are numerous opportunities for students to develop in competitive sporting situations. A comprehensive programme of inter-house sports is organized for all activities at all ages. An inter-school programme is available and there are extensive after-school practice sessions in all sports. Sports trips are organized at various times of the year. Members of the department can be contacted for more information about these activities.

Guidance, Life Skills & Learning Support
Mrs. K. Dillette - Dean of Middle School
Dr. M. Carroll - Guidance Counsellor
Mrs. N. Clare-Bodie - University Counsellor
Mrs. R. Williams - Middle Years Curriculum Coordinator
Mrs. P. Cole - Life Skills
Mrs. J. Johnson - Learning Support
Mrs. S. Lavin - Learning Support

The team of counsellors and teachers in this department conduct structured classes in personal and social development, combined with practical skills for living in the home and workplace. They also provide academic support for students with needs. The Middle and Upper School counsellors are available for personal and academic counselling to all students in the Secondary School.

College Guidance

Years 10 and 11: College Search and Preparation (extracted from English first semester)
In Year 11, students are given the opportunity to practice PSAT and SAT exams and review test-taking skills. They are introduced to the college and career resources in the library. They participate in a college life preparation course, which explores values, motivations, decision-making skills, personal strengths and goals setting. The course covers practical approaches to decision-making skills and interpersonal and health issues and introduces students to career exploration.

Library & Information Technology
Mr. S. Lowe - Department Chair
Mrs. I. Davis - Yearbook Coordinator
Ms. J. Taylor - Librarian, MY Search and IB Extended Essay Coordinator

Library
The Secondary School library is staffed by a teacher-librarian, who maintains the collection and coordinates the services to students and staff. The total collection of materials, reference, non-fiction, literary works and popular reading titles, is managed by a fully automated catalogue and circulation system. The library has a computer lab as well as banks of networked computers which support various electronic information resources, databases and the Internet.

The library is intended to be a "learning lab" where all types of resources, print and electronic, are put to use by the students to support and enhance the curriculum requirements. The skills related to these tasks have been identified and are taught through teacher-librarian planned activities. Students have access to the library and teacher-librarian during breaks, after school, and during arranged class visits.

**Computer Labs**
The curriculum area of IT has access to three 24-terminal computer facilities. The hardware available includes Pentium 4 computers running Office XP software, and internet access is provided via a cable modem with broadband access.

**Information Technology**

**Years 10 and 11 - IGCSE Computer Studies (3 units per week)**
Students will work towards achieving an International General Certificate of Secondary Education (IGCSE) in Computer Studies. The syllabus enables candidates to develop an interest in computing and gain confidence in the use of computers. Candidates develop an appreciation of the broad range of computer applications, in order to improve their understanding of the power and versatility of the computer and the benefits of its use as well as its limitations and potential disadvantages. This course is an ideal foundation for further studies in Computer Science and the research and planning skills learnt can be applied in the International Baccalaureate Computer Science course in Years 12 and 13.

**Year 11 - BGCSE Keyboarding (3 units per week)**
Students will work towards achieving a BGCSE in Keyboarding Skills. This qualification requires two main skills: a high level of expertise in word processing for the business environment, and fast and accurate typing. Though designed as a 3 year course, candidates complete this syllabus within one year.

**Homework**

Homework is considered an integral part of our curriculum. Homework is set and marked on a regular basis. We believe that the systematic use of homework consolidates learning, extends pupils and encourages self-discipline and a methodical approach to learning. Grading for Secondary courses often includes a homework component and in this instance, grades given for homework assignments will contribute to the final grade. The weighting of the homework component will vary between subjects and year levels.

All homework submitted after the deadline in Secondary School classes will be subject to the following consequences:
• There will be the following percentage deduction for each school day that the work is late:

<table>
<thead>
<tr>
<th>Late</th>
<th>Penalty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 day</td>
<td>10% deduction</td>
</tr>
<tr>
<td>2 days</td>
<td>20% deduction</td>
</tr>
<tr>
<td>3 days</td>
<td>30% deduction</td>
</tr>
<tr>
<td>4 days</td>
<td>40% deduction</td>
</tr>
<tr>
<td>5 days</td>
<td>50% deduction</td>
</tr>
<tr>
<td>6 days and beyond</td>
<td>0 grade</td>
</tr>
</tbody>
</table>

• After 5 school days, the work will be given a zero grade and the student will be given a break time detention in order to complete the assignment.

• If the student does not complete the break time detention, a member of the Secondary Management Team will call home and a detention outside of school hours will be scheduled as necessary.

• If a teacher has already reviewed the homework in class, late work will be given a 0.

• The homework policy will be adjusted for reasonable cause (e.g. illness/absence) at the discretion of the teacher.