LAYMAN E. SCOTT SR.
HIGH SCHOOL

Options Booklet
2015

A guide for Year 9 students and parents
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A good all-round education is one where there is a balance between the different kinds of subject you study. This will be ensured by offering a CORE set of subjects, and additional subjects from which you may choose your “optional” subjects. The curriculum should, however, be relevant to each individual. For this reason we believe that each student should carefully plot their own pathway to success, which mean that not all students must follow the same path to reach their goals.

This booklet gives a brief outline of the subjects being offered and should be used when making decisions during the option choice process. We have provided added information on careers related to the subjects to assist in your decision making.

**Core subjects**

All students take the following subjects:

(i) English  
(ii) Mathematics  
(iii) Science  
(iv) Physical Education  
(v) Careers  
(vi) Worklink  
(vii) EDPM/Information Technology

**Option Subjects**

Three other subjects are chosen from the following; one from each column.

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<thead>
<tr>
<th>Option 1</th>
<th>Option 2</th>
<th>Option 3</th>
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<tbody>
<tr>
<td>Geography</td>
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<td>Art &amp; Design</td>
<td>Spanish</td>
<td>Music</td>
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</table>

3
All courses lead to external qualifications. Presently these qualifications are:

- **CXC** | Caribbean Examinations Council
- **IGCSE** | International General Certificate of Secondary Education
- **GCSE** | General Certificate of Secondary Education
- **BTEC** | Business and Technology Education Council
- **ASDAN** | Award Scheme Development and Accreditation Network

If pursuing a GCSE course, the examination board will be one of the following:

- **WJEC** | Welsh Joint Education Council
- **AQA** | Assessment and Qualifications Alliance
- **CIE** | Cambridge International Examinations.

**National Qualifications Framework**

In the global workplace, it is important to ensure that students obtain qualifications which have international recognition. The NATIONAL QUALIFICATIONS FRAMEWORK is a guide which enables students, parents, colleges and employers to see the standardized level of each qualification. High School students may achieve up to Level 2 qualifications. Level 3 and 4 qualifications are not available in school. Our aim is to provide the opportunity for “High Level Passes” (Level 2) to as many students as possible.

<table>
<thead>
<tr>
<th><strong>Level 2</strong></th>
<th><strong>Level 1</strong></th>
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<tbody>
<tr>
<td>CXC Grades I to III</td>
<td>CXC Grades IV to VI</td>
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<td>IGCSE grades A* to C</td>
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<td>BTEC (Level 2)</td>
<td>BTEC Level 1</td>
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The level of qualification, in most cases, is also determined by the performance of students on the examinations. Layman Scott High School provides for Level 2 qualifications in all its subjects.

*(See framework below)*
## Cayman Islands National Qualifications Framework

<table>
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<tr>
<th>NQF Level</th>
<th>Sample Qualifications</th>
<th>Educational Stage</th>
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<tr>
<td><strong>Level 5</strong></td>
<td>Postgraduate Degree</td>
<td>Tertiary or Advanced Professional Qualifications</td>
</tr>
<tr>
<td><strong>Level 4</strong></td>
<td>Bachelor’s Degree or equivalent</td>
<td>Tertiary</td>
</tr>
<tr>
<td><strong>Level 3</strong></td>
<td>A-Levels, IB Diploma, Advanced Placement, Associate Degree, CAFÉ, BTEC Level 3 (Nationals), Trinity Music Grade 8</td>
<td>Years 12 – 14 (Key Stage 5) Usually enables entry to the Bachelor’s Degree (may also offer advanced standing)</td>
</tr>
<tr>
<td><strong>Level 2</strong></td>
<td>CXC CSEC Grades I-III, GCSE/IGCSE Grades A*-C, GED, BTEC Level 2 (Firsts), IMI Level 2, Trinity Music Grade 5, Cayman Islands Level 2 High School Diploma (Standard or Honours)</td>
<td>Years 11 – 12 (Key Stage 4 – Standard High School) National Curriculum Level 7</td>
</tr>
<tr>
<td><strong>Level 1</strong></td>
<td>CXC CSEC Grades IV-VI, CXC CCSLC, GCSE/IGCSE Grades D-G, BTEC Level 1 (Introductory), IMI Level 1, Cayman Islands Level 1 High School Diploma</td>
<td>Year 9 (Key Stage 3 – Middle School) National Curriculum Level 5</td>
</tr>
<tr>
<td><strong>Entry Level</strong></td>
<td>Entry Level Certificates, CoEA, ASDAN Bronze Award</td>
<td>Years 4 – 5 (Key Stage 2 – Upper Primary) National Curriculum Level 3</td>
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</tbody>
</table>

*Note: Table contains education qualifications only*
The new criteria for graduation:

1. Academic criteria will be included in the requirements for graduation

2. Academic achievement will be recognised at different, ascending tiers of attainment

3. Four tiers of attainment will be recognised:
   - Level 1 diploma;
   - Level 2 diploma;
   - Level 2 diploma with honours;
   - Level 2 diploma with high honours.

4. The criteria for each are:
   a. Level 1 diploma: at least 5 subjects passed at Level 1 or higher, which must include English or literacy functional skills and mathematics, numeracy or mathematics functional skills;
   b. Level 2 diploma: at least 5 subjects passed at Level 2 or higher, which must include English and mathematics (CXC, GCSE, IGCSE, AS or AP);
   c. Level 2 diploma with honours: at least 7 subjects passed at Level 2 or higher, which must include English and mathematics (CXC, GCSE, IGCSE, AS or AP);
   d. Level 2 diploma with high honours: at least 9 subjects passed at Level 2 or higher at grades I-II/A* - B or the equivalent standard (grades I or II for CXC CSEC; A*, A, or B for GCSE/IGCSE; Distinction for BTEC; or the equivalent standard for other externally awarded qualifications). The 9 subjects must include English and mathematics at this standard through one of the following examinations: CXC CSEC, GCSE, IGCSE, AS or AP.

5. In addition to the academic criteria required to graduate from high school, other criteria are required for graduates wishing to participate in high school graduation ceremonies. These are:
   i. 90% or more attendance during Years 10-12.
ii. authorised absences are included in this figure, provided they have
been submitted by the required deadline in Year 12;

iii. Less than 15 days suspension during Year 10-12.

iv. If students remain suspension free over at least a whole term, they
may be permitted to work off days of suspension through community
service, in order to meet the graduation criteria.

6. Special Educational Needs students studying within mainstream education at the
high schools should be able to access at least the Level 1 diploma, and so no
separate diploma is required. Students from Lighthouse School will receive a
separate diploma. A joint graduation may be considered.

1. Level 1 qualifications are defined within the Cayman Islands National Qualifications Framework as: CXC CSEC
   Grades IV-VI, CXC CCSLC, GCSE/IGCSE Grades D-G, BTEC Level 1 (Introductory), IMI Level 1, City and Guilds Level 1.

2. Level 2 qualifications are defined within the Cayman Islands National Qualifications Framework as: CXC CSEC
   Grades I-III, GCSE/IGCSE Grades A*-C, GED, BTEC Level 2 (Firsts), IMI Level 2, City and Guilds Level 2, Trinity Music
   Grade 5.
Choosing your Options

There are a number of things that you need to consider if you are to make the best choices for you. Remember that these subjects will be taken for two years and it will be very difficult to make changes to the subjects you choose once you have started. Therefore, think about these things:

(i) Do I enjoy these subjects?
(ii) Will they give me the opportunity to obtain the qualifications that I will need for employment or in the next stage of my education?
(iii) Am I choosing these subjects because I want to study them or because my friend does?
(iv) Am I likely to be successful in these subjects?
(v) Am I prepared to do all the work that is required to succeed in these subjects?

The answers to some of these questions will depend on what you want to do when you leave high school.

On completion of Year 11, students are expected to complete their final year in the New Year 12 Programme. This programme provides the following options:

- **Foundation Programme**
  This provides second chances for students who have not been as successful as they had intended, to resit external examinations and also provided opportunities for them to take new subjects.

- **Further Education Programme**
  This extends the Technical/Vocational options for students whose intention is to move directly into employment after school. There is a strong emphasis on Career education and Work Experience.

- **Dual-entry programme**
  Students achieving 5 or more Level 2 passes including English and Mathematics, have the option of pursuing Advance Level Qualifications, completing UCCI’s Associate Degree Programme or UCCI Certificate Programmes.

Our goal is to provide each student with a range of opportunities at the appropriate level. Although our subjects can be done by students with a range of abilities, it is important to consider what is required in the course before making a final choice.
Course levels

CXC General, IGCSE and GCSE courses are academic courses that prepare students for further study. You will need to take these if you are considering further education to degree level. These courses also give a sound foundation for other forms of study beyond high school.

BTEC courses are qualifications designed to provide specialist work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment.

The following pages give more information about the core and option subjects being offered to you.

Choosing Your Options...

Now that you have some more information, you will be in a better position to make the correct choices. However, you may not have thought of everything so ask your parents, teachers, brothers, sisters, friends and other experts in the community for their advice before making the final decision.

When you have completed this, you will need to choose one subject from each option column shown in the table. Complete the form at the back of this booklet and return it to Mr. Bowen by Monday, March 30th 2015.

Your choices will be reviewed by your teachers who may make recommendations as to your suitability for the course. It may then be necessary for you to have an interview with Mr. Bowen before your options are finalized.
English

Introduction

The study of English includes all aspects of communication: speaking and listening as well as reading, writing and drama. Students will work to develop high levels of skill in all these areas. A great deal of emphasis is placed on thinking critically. Students are expected to think about and analyze what they read and organize and thoughtfully develop what they write.

Good language skills are required for success in every school subject. English is a core subject and is required for all students. Students studying English are expected to work to achieve several goals:
1. To use spoken and written English correctly and effectively in everyday life.
2. To communicate ideas clearly and to understand ideas expressed by others.
3. To read and understand a wide range of written materials.
4. To develop an understanding and appreciation of literature.

Course of Study

The programme of study for English is centred around the study of the English Language through literature. Students will develop their skills in analysis through careful study of a range of literary forms and texts - novels, drama, short stories, poetry and nonfiction. Great importance is placed on developing good writing skills and students are expected to write regularly and to practise proofreading and rewriting to produce high-quality pieces of work.

Examinations

Several examinations in English are available to students. In most cases, students will prepare for the CXC Examination in English A (English Language) at the General Proficiency Level. Assessment in the CXC is based entirely on the external examination; there is no coursework component. Students who do well in this course will be entered for the General examination in Year 11. The English department will also consider entering students to sit the CXC English A examination at the end of Year 10, depending on the students’ progress and performance.

The final determination of which examination a student is to write will be made by the beginning of Year 11. The student’s effort and level of achievement will determine entry for examinations. Students are encouraged to enter the most demanding examination for which they are well prepared.

Because the preparation for the English A paper includes considerable work with literature, very well prepared students may choose to attempt the CXC English Literature exam (English B) in addition to the CXC English A. This will require the approval of the teacher and considerable extra work done in this subject.
English Literature

Introduction
The study of literature is designed to develop the language and thinking skills of the students as well as help encourage a deep appreciation of the literature itself. Students also focus on developing their ability to write clearly and effectively.

Students studying literature are expected to work to achieve several goals:
1. To understand the meaning conveyed in literature and to obtain information accurately from written sources.
2. To demonstrate the ability to apply higher level thinking skills to literature in order to deduce hidden meanings and motives, analyze different forms of writing and literacy devices and discuss the effectiveness of a writer’s choices.
3. To communicate factual information and personal opinions clearly in language appropriate to the particular situation.
4. To respond to good literature and think critically about cultures, ideas and values expressed in literature and relate these to our culture today.

Course of Study
Students will complete an in-depth study of at least seven literary works over a one-year period, as specified by the syllabus set out by CXC. Students will be expected to spend considerable time both in and out of class in responding to literature in writing. Emphasis is placed on producing written work that meets the highest standards in both content and presentation.

Examinations
Students will prepare for the CXC Examination in English B (Literature) at the General Level. Assessment in the CXC is based entirely on the external examination; there is no coursework component.

NOTE: Because the examination for literature is at the General Level, students wishing to do Literature at the General Level will be expected to demonstrate good skills in both reading and writing.

N.B. English Literature will be done as part of the general English Language programme which is allotted 4 periods per week.
Mathematics students are divided into three groups based on their achievement level at the end of Year 10. At the end of Year 11, the CXC examination group writes the external CXC General Mathematics examination. Students may also be entered for the Cambridge IGCSE Mathematics (Core Syllabus). The CXC and IGCSE requirements are outlined below.

**CXC**

The Caribbean Examinations Council course is a rigorous one. Students are expected to not only complete assigned work, but also to plan their evening schedule to include study and review. A minimum of one half hour of study daily is required.

Topics to be studied in Year 10 include Sets, Relations, Functions & Graphs, Computation, Number Theory, Measurement, Consumer Arithmetic, Statistics, Algebra and Geometry. Year 11 students need to know the previous year’s work and also Probability, Functions & Relations, Trigonometry, and Vectors & Matrices.

**IGCSE**

The IGCSE is identical to the CXC curriculum, with the exception that there are TWO levels, the Core Level and the Extended level. This exam is useful in that it provides less able students an opportunity to write the core. The grades that are awarded at the core level range from C to G. Extended grades range from A* to E.

**CAREERS:**

*Mathematics is critical to further education and most tertiary institutions will not accept students without a Grade 1-III at the CXC level or A* - C at GCSE.*

Apart from that fact, every citizen needs basic computational skills (addition, subtraction, multiplication and division) and the ability to use these mentally to solve everyday problems. All citizens need to use Mathematics in many forms of decision-making: shopping, paying bills, budgeting and for the achievement of personal goals: critically evaluating advertisements, taxation, investing, commercial activities, banking, working with and using current technologies, measurements and understanding data in the media. Improving efficiency and skills in these matters will be beneficial not just to the individual but to the community as well.

\[ x^2 + y^2 + 2dx + 2ey + f = 0 \]

\[ a = \pi r^2 \]
Science

The Science course being offered this year is CXC Integrated Science.

CXC - Integrated Science

The Integrated Science programme provides a balanced mixture of three major branches of science: Physics, Chemistry and Biology. This course is designed for students who wish to pursue a science course in the interest of a rounded general education or who intend to go on to studies at college. The General Proficiency requires that students command a more extensive knowledge of facts and principles and display a greater degree of cognitive skills. Students will be assessed by School Based Assessments (25%), which cover a wide range of practical activities, and by a final exam consisting of a multiple choice paper (25%) and a written paper (50%), consisting of structured and extended essay type questions.

Students who have met the required standard will be entered for the CXC General examination in Integrated Science in Year 11 and will go on to study either Human and Social Biology or Human Health and Physiology in Year 12.

Students who find the CXC Integrated Science too challenging may be entered for the Entry Level/CoEA Science examination or for another suitable examination at a lower level than CXC General.

Careers:

A good knowledge of Science is vital in very many careers and occupations. Students who do well in Science at this level could, with further study and training, go on to pursue careers in fields such as: Crime Scene Examiner, Dental Hygienist, Laboratory Technician, Electrician, Electrical Engineer,

Please note however that students interested in a number of these careers would benefit by studying a further Science course as an option.

What other subjects complement this course?

**Careers**

Students with all kinds of career and academic goals share one important need: they must be prepared to succeed in the world of work. This program presents information, explores ideas, and develops skills and competencies that will help students succeed in their careers.

The course prepares students for the 21st century workplace. It integrates academic standards-based activities with real-world workplace connections.

The skills and competencies are divided into two broad areas of Foundation Skills and Workplace Competencies, which are further sub-divided as shown below.

**Foundation Skills**

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<tr>
<th>Basic Skills</th>
<th>Thinking Skills</th>
<th>Personal Qualities</th>
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<td>Creative Thinking</td>
<td>Responsibility</td>
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<tr>
<td>Math</td>
<td>Decision Making</td>
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<tr>
<td>Listening Speaking</td>
<td>Problem Solving</td>
<td>Sociability</td>
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<tr>
<td></td>
<td>Seeing Things in the Mind’s Eye Knowing How to Learn</td>
<td>Self-Management</td>
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<td>Reasoning</td>
<td>Integrity/Honesty</td>
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**Workplace Competencies**

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<td>Allocating Money</td>
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<td></td>
<td>Allocating Material and Facility Resources</td>
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<td>Allocating Human Resources</td>
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<td>Information</td>
<td>Acquiring and Evaluating Information</td>
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<tr>
<td></td>
<td>Organizing and Maintaining Information</td>
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<tr>
<td></td>
<td>Interpreting and Communicating Information</td>
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<td></td>
<td>Using Computers to Process Information</td>
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<tr>
<td>Interpersonal Skills</td>
<td>Participating as a Member of a Team</td>
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<td></td>
<td>Teaching Others</td>
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<td>Serving Clients/Customers</td>
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<td></td>
<td>Exercising Leadership</td>
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<td>Negotiating to Arrive at a Decision</td>
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<td>Working with Cultural Diversity</td>
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<td>Monitoring and Correcting Performance</td>
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<td></td>
<td>Improving and Designing Systems</td>
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<td>Technology</td>
<td>Selecting Technology</td>
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<td>Applying Technology to Task</td>
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<td>Maintaining and Troubleshooting Technology</td>
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</table>
Electronic Document Preparation and Management

Computerization has revolutionized the way the printed word is captured, stored and transmitted. It has facilitated quicker and more creative ways of sharing information. The computer has become an indispensable tool in the world of work. The information age has made the ability to use the computer a fundamental skill for prospective business employees in the fields of data management and document preparation. The extensive use of this skill in human interaction makes it an important life skill.

The Electronic Document Preparation and Management syllabus is designed to equip students with knowledge and skills for jobs such as clerical assistants, administrative assistants and reception assistants. The knowledge gained from this syllabus will foster personal growth and development. Further, it will enhance decision-making capabilities of students and cultivate a disciplined and ethical workforce.

AIMS

The syllabus aims to:

1. develop an appreciation of the importance of technology in a modern office environment;
2. equip graduates with the requisite skills to assume clerical and administrative support roles;
3. lay the foundation for career development and advancement in a business environment;
4. develop skills for secondary and post-secondary studies, and future careers;
5. foster disciplined and ethical behaviors associated with the work environment;
6. develop effective document management capabilities;

Certification

For this examination, a candidate’s performance will be indicated on the certificate by an overall numerical grade on a six-point scale as well as by a letter grade for each of three profile dimensions; namely, Accuracy, Speed and Presentation and Use of Technology.

Format of the Examinations

The examinations will be offered at General Proficiency, and will consist of external and internal examinations worth 60% and 40% respectively, of the total marks.

Careers:
The EDPM course will prove quite useful for most career choices because it provides students with a very good working knowledge of the computer and how it can be used efficiently. It will also prove useful to those students who move on to University because it helps students to improve their keyboarding technique which usually results in increased typing speeds. Administrative Assistants, Accounting Clerks, Receptionists, Office Mangers, Bank Tellers etc. are all examples of careers associated with this subject.

Other subjects that compliment this course are: English Language and Business Studies
Information Technology

Information Technology has evolved over the past decades in response to the need for more efficient techniques to manage the significantly increased volume and sophistication of the knowledge of mankind. As a result, the structure and content of the subject at CXC has also been evolving over the past decade, with a greater emphasis now placed on programming and problem solving.

The syllabus is designed to provide a coherent view of the significance of information in a socio-economic context with an emphasis on application of knowledge and the use of the computer. It encourages the development of analytical and design skills and provides an opportunity for discovery, self-confidence and practical skills which will prepare students for the demands for increased productivity and cost-effective procedures in the work place and beyond.

Students will study the CXC General Proficiency course which aims to:

1) prepare students to function in a dynamic technological era;
2) promote the development of computer-related skills for intermediate application to other curricular areas;
3) provide a foundation for post-secondary education;
4) facilitate the development and application of problem-solving skills in students.

The programme consists of the following units:

1. Fundamentals of Hardware and Software
2. Problem Solving and Program Design
3. Program implementation
4. Applications and Implications of Information and Communications Technology
5. Information Processing
6. Word-processing, Presentation and Web Page Design
7. Spreadsheets
8. Database Management

Information Technology is a two-year programme and involves an SBA (School Based Assessment) assignment and final examinations. The School Based Assessment is the only Practical Assessment for the course, while the other TWO are written papers; a major change since 2010. The School Based Assessment also includes a programming and problem solving component in addition to application of the productivity tools (Word-processing, Spreadsheets and Database Management). It is recommended that students who pursue the IT course should have a strong foundation in mathematics as this will enhance their success in the subject in the external examination.

Careers:
Possible careers associated with this course are: Computer Programmers, System Programmers, Systems Analysts and Designers, IT Managers, Database Administrators, Network Administrators, Computer Technicians, Computer Engineers, Software Engineers, Web Developers, Software Trainers and Graphic Designers.
**Work Link**

All students in Years 11 and 12 undertake work experience through our Work Link programme. Traditionally, this involves approximately two hours a week, working at a number of different placements over two years.

Having talked to a large number of employers and students, it became apparent that we could further improve the quality of this programme with a new format. Frequently a lot of the important work in each placement is done in the mornings. As a result, our students never experience those aspects of the workplace.

Therefore students in Years 11 and 12 will do their work experience in solid blocks of a week at each venue. They will work for the full day to have a greater understanding of the range of activities that each job entails.

The current plans are that Year 11 students next year will do two such placements and an on-going placement in Year 12.
In GCSE Art & Design, students study far more than just drawing. Students will explore both expressive art and design projects. It is their chance to experience and investigate a range of different materials including drawing media, watercolours, oil pastels, acrylic paint, ardigraf printing, and sculpture. Students will work on different surfaces, paper, board, wood, plaster. They will take a theme, such as masquerade, metamorphosis, or product design, and expand it using research and reference to artists or designers, both past and present. Students will make visits to museums, galleries and design sites, through the internet, to study paintings, sculpture, design ideas, and artefacts, which will influence and inform their work. Throughout the course, students will be given homework assignments, using a sketchbook or other media. This is to help students with their ideas and their work in class.

Students will complete a project each term (8 - 10 weeks) based on a different theme. Each project involves research on artists and designers and their work. This means reading and writing, as well as practical work. Final pieces will be based on the research, development and experimentation you undertake. This is the coursework and makes up 60% of the final grade. A critical study (written research) can also be undertaken as a complete coursework unit. In both year 11 and year 12, there will be six to ten weeks to prepare for a 10 hour examination, which carries 40% of the final grade.

Art requires a rigorous and enthusiastic attitude. Homework is an essential part of the course and self motivation is a must! Assessment is continual: therefore every project of the course goes toward the final grade. Students are graded on research and development skills, as well as the practical skills they develop and apply to their work. Students will be graded on their production of highly imaginative, individual work. The course usually culminates in an exhibition of their work at a local venue.
Chemistry

Chemistry is the study of the basic structure of matter: what substances are made of, how they act, and how they interact. Chemicals can be found everywhere: in our bodies, the air we breathe, the water we drink, our clothes, CD’s, books, sports equipment and cars. Understanding chemicals - whether those in your home or at a chemical plant – will be important to you throughout your life. You will need to make decisions about what cars to buy, medications to take and legislation that affects your environment. Having a good understanding of the chemistry involved will help you make the best choice for your lifestyle.

A career in chemistry will provide you the opportunity to contribute in many specialized areas: the environment, manufacturing, medicine, teaching, law enforcement, biotechnology, forensic science and chemical engineering.

The course is designed to be completed in two years and places less emphasis on factual material and more emphasis on the understanding and application of the concepts and principles.

The following areas are covered in the course:
- the particulate nature of matter
- formulae, stoichiometry and the mole concept
- electrolysis
- energy from chemicals
- chemical reactions
- the chemistry and uses of acids, bases and salts
- the periodic table
- metals and non-metals
- atmosphere and the environment
- organic chemistry

The students are required to sit an examination at the end of the course. This consists of three papers:
- multiple choice test lasting 1 hour - contributing 27% of the final grade
- theory test lasting 1 hour 30 minutes- contributing 52% of the final grade
- practical or alternative to practical test lasting 1 hour -contributing 21% of the final grade
Introduction
This course is designed to be suitable for students who wish to earn an external qualification in this subject as well as for those whose aim is to gain vocational skills.

Course of Study
The course of study in the construction course is both theoretical and practical. Students will cover the full range of construction skills in areas such as:

- Workshop safety
- Use of standard tools
- Basic building skills
- Floors
- Internal and external walls
- Roofs
- Doors and windows
- Stairways

In addition, each student will be required to complete a practical project during the duration of the course.

Students who plan to take the CXC examination in this subject will be expected to stay back after school on a regular basis for additional preparation time.

Examinations
This course is offered through CXC at the Technical level. A pass in this subject provides the candidate with an academic qualification and excellent preparation and certification for vocational work.

The practical and school based components of this course account for 40% of the final grade. The other 60% is based on external examination papers which include multiple-choice questions, a compulsory design question and other questions on the various modules of the course. Students who are willing to work hard in this subject have an excellent chance of doing well at exam level.

Careers: This course prepares students for careers in the residential and commercial construction industries. Career opportunities include Construction Workers; Construction Managers; Surveyors; Cost Estimator; Architects; Civil Engineers; Project managers.

Complimentary subjects include Mathematics; English A; Technical Drawing; Chemistry; Physics; Principles of Business; IT and Art.
Food and Nutrition

The Food and Nutrition course is intended to provide opportunities for the development of skills in the planning, preparation and presentation of foods. This is a basic requirement for health and well-being. In addition, the course provides an understanding of the nature of food and the principles of nutrition.

General Objectives

The candidates should be able to:

(viii) understand the scientific principles on which food preparation and nutrition are based;
(ix) understand the principles underlying the planning, preparation and service of a variety of food items/meals;
(x) demonstrate skills in the preparation of food with due regard to the preservation of nutritive values;
(xi) apply management skills in the planning, preparation and service of meals;
(xii) appreciate the aesthetic aspects of food preparation and service;
(xiii) understand aspects of consumerism as they pertain to the selection of food and food-preparation equipment and utensils for the home and for instructions;
(xiv) demonstrate skill in the use and care of a variety of kitchen equipment and utensils.
(xv) demonstrate knowledge of the nutritional content of foods commonly used in meal planning;
(xvi) understand the principles underlying the planning of meals to meet the nutritional needs of individuals and families at all stages of the life cycle;
(xvii) understand the relationship between diet and good health particularly in relation to the nutritional problems in the Caribbean;
(xviii) demonstrate knowledge of the various factors which influence nutritional status;
(xix) evaluate food and nutrition information for accuracy.

Examinations

Paper 1 – Multiple Choice questions.
Paper 2 - An essay paper.
School - Based Assessment – Three practical assignments.

Careers: Food and Nutrition prepares students to enter food professions where knowledge of food and beverage, food ingredients, the use of food, and the role of food in society are at a premium. Career opportunities include: Nutritionist; Dietitians; Chefs; Cooks; Bakers; Cake decorators; Event planning; Public relations and Advertising; Food writing and journalism; Food styling; Food photography; Caterers; Food and Beverage operators; Researcher; Nutrition Consultant; Food product developer; and Educator.

What other subjects complements this course: English; Mathematics; Science, Principles of Business; Geography; Art; Information Technology
**Geography**

Geography is concerned with the interaction of man and his environment, and the results of these interactions.

Through the study of geography, students will become more aware of the environment and their responsibility in its preservation. Additionally, they will study the social problems of their country and other countries in the region and the world at large. This will enable them to analyze and suggest solutions to these problems. There are also a number of useful skills such as map reading techniques that are taught in this course. This subject helps to prepare students for a wide range of careers including those in Travel and Tourism, Environmental Studies, Urban Planning, Geographical, Information systems and International Relations.

**Syllabus**

This syllabus is covered in Years 10-11 and builds on work done in Years 7-9. It is organized under two main sections.

- **Skills** – Drawing of sketches, maps and diagrams; reading and analyzing data from maps, charts and diagrams.
- **Systems** –
  - Natural: This system deals with the physical environment and includes such topics as Coastal Features, Rivers and other landforms, Climate, Soils and Vegetation.
  - Man-made: Areas such as Agriculture, Industries and Settlement will be studied in this section.
  - Human-Environment: This deals with environmental issues, such as hurricanes, deforestation and coral bleaching.

There will also be a School Based Assessment component in this subject. This is a compulsory part of the exam and accounts for 20% of the final mark.

**External Examination**

The CXC exam is done at the General level.

**School Based Assessment**

Students are required to do a Field Study Report based on one area of the syllabus. This study is done in the first term of Year 11; with the marks being sent to CXC as part of the final exam mark.

**Requirements.**

Since Geography draws heavily upon science and mathematics, students should be able to effectively utilize their skills from these areas.

**Careers:** students taking this subject may work as Tourist Information Officers, Pilots, Flight Attendants, Travel Agents/Consultants, Surveyors and International Business Representatives.

**What other subjects complement this course?**

English, Maths, Science, Information Technology, Art
**Home Economics Management**

For the purpose of CXC’s syllabuses, Home Economics is defined as a systematic study of the natural and social phenomena of the home and the family and is aimed at improving the quality of life. It is primarily concerned with helping individuals to develop attitudes, values, skills and knowledge that will enable them to make a meaningful contribution to their family life, community and workplace.

The main activities of living, are centred around nutrition, clothing and housing for family members and Home Economics provides opportunities to develop capabilities that could be honed and used as sources of income through self employment and other avenues in the job market. These basic life skills can be used to optimise expenditure by performing tasks and producing items, which would otherwise be purchased.

**ORGANISATION OF THE SYLLABUS FOR HOME ECONOMICS: MANAGEMENT**

**SECTION ONE: FAMILY AND SOCIETY**  
Module 1 - The Family  
Module 2 - Values, Goals, Conflict Resolution  
Module 3 - Population Issues  
Module 4 - Caring for Special Groups  
Module 5 - Work and Work Ethics, Careers

**SECTION TWO: HOME AND FINANCIAL MANAGEMENT**  
Module 6 - Principles of Management  
Module 7 - Money Management  
Module 8 - Consumerism

**SECTION THREE: HOUSING AND EQUIPMENT MANAGEMENT**  
Module 9 - Housing and Maintenance  
Module 10 - Safety in the Home, Safety Features of Appliances and Equipment  
Module 11 - Furniture, Soft Furnishings and Accessories  
Module 12 - Entertainment, Table Setting, and Social Graces

**FORMAT OF THE EXAMINATIONS**  
The scheme of assessment will comprise a mixture of external and internal components as described below.

*Paper 01 (1 hour 30 minutes)*  
A Multiple Choice paper consisting of 60 items, and testing all modules in the syllabus.

*Paper 02 (2 hours)*  
A structured essay paper in two parts.

*School-Based Assessment*  
The School-Based Assessment component will comprise THREE assignments testing practical skills.

*The weightings of the three Papers are;*  

<table>
<thead>
<tr>
<th>Paper</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Paper 01</td>
<td>30%</td>
</tr>
<tr>
<td>Paper 02</td>
<td>40%</td>
</tr>
<tr>
<td>SBA assignment</td>
<td>30%</td>
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</tbody>
</table>
Music

Introduction

Students who choose to study music are most likely those who already can perform to a moderate level on their chosen instrument or voice and wish to develop their skills and musical knowledge through the activities of listening, performing and composing. The students will be expected to take an active part in extra-curricular activities to develop their skills and extra practice will be necessary.

Much of the content of this course has not been studied in such depth before in lower school but if a student is musical and is prepared to build upon his/her existing knowledge, then this course will enable the student to acquire an informed and lasting love and appreciation of music.

There are three assessment objectives:

A Listening
B Performing
C Composing

A Listening - Unprepared Listening
This will test the student’s aural awareness, perception and discrimination in relation to Western Music of the Baroque, Classical, and Romantic and 20th Century periods. Also some knowledge of music of the world, e.g.: Latin America, Chinese, Indian and Indonesian traditions. Students must be familiar with music theory, be able to identify keys, cadences, recognize chords, instruments, write simple rhythms and melodic dictations.

B Listening - Prepared Listening

- Section A: Music around the World, e.g.: Indian Music or Japanese Instrumental Music.
  Students will study the instruments, structure and texture of music from a non-western culture.

- Section B: Set Works.
  Students will study in detail a set work either: Tchaikovsky – Romeo and Juliet, Fantasy Overture in B minor or Mozart: Piano Concerto in A major, KV488 (1st movement only)

C Performing
Students will prepare pieces that are appropriate in their technical and musical demands aiming to improve their skills outside of lesson time. Students will also be expected to perform outside of class for example; the Festival of the Arts. Towards the end of the course they will perform ONE solo and ONE ensemble piece for assessment.

D Composition
Students will learn to compose tunes and write them down in notation form. They will learn chords and harmony in order to add an accompaniment. They will learn to develop their ideas and produce TWO final compositions over the duration of the course. One composition must be written in a Western, tonal style and must demonstrate familiarity with the basic principles of traditional harmonic language. The other piece may be in any style of the students’ choice.

This is an academically challenging and rewarding course and you must be able to perform to an intermediate level as a singer or on a musical instrument. Possible career options include; Educator, Performer, Composer.
Music (BTEC)

This option may be used to replace the IGCSE Music course outlined above based on the needs and ability range of the students selecting music as an option.

The music industry offers many opportunities for employment and is not limited to those who are able to play an instrument. The choice of units within these qualifications reflects this with units on the music industry, developing as a musical performer and working as an ensemble being included for the first time. Learners may choose to follow a practical performing course by taking units that cater for this approach. Learners may choose to complete this qualification through the use of music technology or by using a mixture of both performing and music technology.

The BTEC Firsts in Music have been developed in the Creative and Cultural Skills sector to:
- provide education and training for musicians
- give opportunities for musicians to achieve a nationally recognized Level 2 vocationally specific qualification
- give full-time learners the opportunity to enter employment in the music industry
- give learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

The Edexcel BTEC Level 2 Extended Certificate in Music is a 30-credit and 180 guided-learning-hour (GLH) qualification that consists of two mandatory units plus optional units that provide for a combined total of 30 credits (where at least 16 credits must be at Level 2 or above).

<table>
<thead>
<tr>
<th>Unit</th>
<th>Mandatory Units</th>
<th>Credit</th>
<th>Level</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Working in the Music Industry</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Professional Development in the Music Industry</td>
<td>5</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit</th>
<th>Optional Units</th>
<th>Credit</th>
<th>Level</th>
</tr>
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<tbody>
<tr>
<td>3</td>
<td>Planning and Creating a Music Product</td>
<td>10</td>
<td>2</td>
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<tr>
<td>4</td>
<td>Solo Musical Performance</td>
<td>10</td>
<td>2</td>
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<tr>
<td>5</td>
<td>Exploring Musical Composition</td>
<td>10</td>
<td>2</td>
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<tr>
<td>6</td>
<td>Working as a Musical Ensemble</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>Exploring Computer Systems Used By Musicians</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>DJ Technology and Performance</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>Producing a Musical Recording</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>Developing as a Musical Performer</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>11</td>
<td>Rehearsal Techniques for Musicians</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td>The Development of Music</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>13</td>
<td>Exploring Musical Improvisation</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>14</td>
<td>The Musical World</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>15</td>
<td>Developing Music Theory</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>16</td>
<td>Investigating an Area of Music</td>
<td>10</td>
<td>2</td>
</tr>
</tbody>
</table>

In BTEC Firsts all units are internally assessed.

All assessment for BTEC First qualifications is criterion referenced, based on the achievement of all the specified learning outcomes. Each unit within the qualification has specified assessment and grading criteria which are to be used for grading purposes. A summative unit grade can be awarded at pass, merit or distinction.

Possible Careers include: Sound Engineer, Producer, Performer, Composer.
PE/Water Sports

This course is designed for those students who are interested in developing their skills and knowledge with regard to physical activities. There are two programmes in this subject: Physical Education and Water Sports. For the first time, we will offer a programme of study leading to formal academic qualification. Whichever programme the student chooses, it will be possible to earn the qualification if all the requirements are completed.

Syllabus Requirements

All students choosing this option will be required to study both practical and theoretical units. Success in the programme is based on meeting expectations in both sections:

- Theoretical components
  i. knowledge and understanding of physical fitness, principles of training and methods of training.
  ii. knowledge and understanding of the factors affecting participation, provision and performance in sporting activity in contemporary society
  iii. knowledge and understanding of the assessment and evaluation of physical fitness
  iv. knowledge and understanding of the effects of exercise, training/nutrition/hydration on the body's systems
  v. knowledge and understanding of the skill and psychological factors influencing performance

- Performance components

Students are expected to participate in four different physical activities. They are expected to:
  i. compete appropriately in their chosen activity and understand and appreciate the role of rules, conventions and etiquette in competition;
  ii. select and apply appropriate techniques, skills or compositional principles;
  iii. refine their techniques, strategies and tactics to show increasing precision, control and fluency where appropriate;
  iv. analyse and evaluate their own performance and that of others in order to improve the factors that affect the quality and effectiveness of performance;
  v. respond effectively to changing situations in competition;
  vi. assess and appreciate the risks involved in their chosen activities;

Assessment

- Paper 1 External Assessment 1 hour 30 minutes 20% of the total GCSE mark
  A series of compulsory questions based on video extracts to test candidates' knowledge and understanding theoretical topics. The paper will be presented in the form of a question and answer booklet.

- Paper 2 External Assessment 1 hour 30 minutes 20% of the total GCSE mark
  A series of compulsory questions to test candidates' knowledge and understanding of the theoretical topics. The paper will be presented in the form of a question and answer booklet.

- Practical Activities - Internal Assessment 60% of the total GCSE mark
Water Sports

Within the PE option, Water Sports is being offered to those students who wish to take part in a very practical course leading to several qualifications in diving, CPR and First Aid. Students who choose the Water Sports option take part in the theoretical components of the PE course but use the Water Sports programme as a substitute for the required PE activities.

Due to the nature of the PADI course material, students wishing to take this course will be selected based on swimming ability, leadership potential, level of maturity and commitment to helping people. Situations requiring good judgment and common sense will be repeatedly presented to allow students to have many varied aquatic experiences in a controlled environment.

Prerequisite requirements for entry to the course are proven swimming ability; students must purchase masks, fins and snorkel; purchase Divers Alert Network dive insurance ($100.00) each year of the option; maintain passes in all components of the courses (a pass is considered to be a grade of 75-80%); and sign a behaviour contract which will explain the conduct expectations of the school and the dive resort.

Course Content

PADI Open Water Certification Course: The minimum age for this certification is 15 years. The course is divided into 3 segments: Academic training, confined water training and open water training. The course is taught in five modules. For each module, there are specific knowledge requirements that need to be learned and completed before participating in the next module.

PADI Advanced Open Water Program: This is the next step in continuing the open water training. It gives the diver additional skills and supervised experience. It actually consists of two courses, the PADI Advanced Open Water Diver course and the PADI Advanced Plus course. In either course you will make three "core" dives or required dives and elective dives that you choose under the guidance of your instructor.

Emergency First Response: The Emergency First Response Primary Care (CPR) and Emergency First response Secondary Care (First Aid) courses teach people how to provide emergency care for someone in need.

PADI Rescue Diver: This course teaches students dive emergency prevention, intervention and management. There are two components to this course; knowledge development and open water training.

Specific courses taught depending on the class progression and the requirements for the external examination. Students and parents will be notified of specific programme components chosen.
Physics

Physics is concerned with systems, laws, models, principles and theories that explain the physical behaviour of the universe. Physics is regarded as a fundamental scientific discipline since all advances in technology can be traced, either directly or indirectly, to these fundamental physical laws and theories. The study of physics provides students with knowledge and understanding of how the principles of physics are applied to the development and production of machines and devices that contribute to the technological advancement of societies.

The syllabus is designed for students intending to pursue further studies in science at the tertiary level as well as for students who simply have an interest in scientific and technical subjects. Physics forms part of an appropriate foundation for many scientific, technical and engineering careers, including architecture, aviation, meteorology, surveying, medicine, dentistry, electrical engineering, mechanical engineering, civil engineering and many others.

Course of Study

The syllabus for Physics is arranged in six sections:
   a) Physical Measurements and Units
   b) Mechanics
   c) Thermal Physics and Kinetic Theory
   d) Waves and Light
   e) Electricity and Magnetism
   f) The Physics of the Atom

Examinations

Students may sit this exam at the IGCSE level. The external examination consists of three papers:
   Paper 1 Multiple choice items
   Paper 3 Extended Theory questions
   Paper 6 Alternative to practical questions
Principles of Accounts

The Principles of Accounts course is intended to provide students with:

a) an understanding of the principles, procedures and terms related to keeping accurate financial records in the operation of a business as well as in personal financial management.

b) the opportunity to develop the essential mechanical skills involved in financial record keeping.

c) an acceptable level of vocational competence for initial employment in the many financial institutions in the Cayman Islands as well as a foundation on which to build in the event that a student may wish to pursue further studies in this subject.

This course has been developed for examination and certification at General Proficiency Level in the CXC examination.

The examination consists of two written papers in the final examination and a School-Based Assessment component.

Paper 1 (1 hour 30 minutes)
A 60-item multiple choice paper

Paper 2 (3 hours)
A problem-solving paper divided into 2 sections designed to test knowledge, application and interpretation.

Paper 3 (SBA)
A School-Based Assessment component consisting of an individual project.

Students who may choose to study this subject should be prepared to work consistently hard as the syllabus content is very demanding and challenging. We encourage all appropriately prepared students to sit the final examination at the General Proficiency Level.
Principles of Business

Principles of Business Outline of Syllabus

The Principles of Business course takes into account other subject areas such as geography, history, social studies, principles of accounts, English Language and mathematics. In addition, it draws on ideas and concepts that students already know.

The syllabus for the CXC General proficiency is made up of 13 different units divided into three sections:

- **Section A** - Organizational Principles (4 units)
- **Section B** - Production and Marketing (3 units)
- **Section C** - Finance and Introduction to Economics (6 units)

Each unit has several specific objectives that will relate to the different content areas.

Objectives of the Principles of Business Syllabus

The Principles of Business course is intended to:

a) Help students gain insight and develop their understanding of business practices.

b) Provide students with the knowledge, skill, understanding and attitude that are necessary to be successful in different types of businesses and administrative organizations.

c) Help students to understand the economies of the Cayman Islands and the Caribbean region, particularly of the business sector.

d) Create an awareness of the importance of analyzing their businesses or economic problems before making decisions.

e) Assist in developing abilities that will influence them to become intelligent consumers.

f) Provide students with the necessary background for study in specialized areas of business.

Examinations

The examination consists of two written papers in the final examination and a School Based Assessment component.

- **Paper 1** (1 ½ hours) A 60 item multiple choice paper.
- **Paper 2** (2 ½ hours) An essay paper.
- **Paper 3 (SBA)** A school-based assessment component consisting of an individual project.

Students who may wish to pursue business studies at the tertiary level are advised to take this subject.

**Careers:** Business knowledge will help in every career path as students will be working for businesses. It will also be particularly useful for any student who would like to run their own business and be their own boss in the future.

What other subjects complement this course : Principles of Accounts
Religious Education

Introduction
Students who wish to continue their study of Religious Education will find that the topics covered in Years 10 and 11 expand and develop the work done in Years 7-9. This course may be taken by students of any religious persuasion.

The course in Religious Education has several goals:
1. To develop knowledge and understanding of the Christian religion.
2. To identify, explore and reflect on questions about meaning and purpose in life.
3. To consider religious responses to moral issues.

Course of Study
The Religious Education Option is a two year course of study undertaken in Years 10 and 11. Students study the Christian religion with special emphasis on the major traditions within the Christian faith. The syllabus includes issues of worship, celebration, authority, beliefs, morality and social practices. Students examine the foundations of Christian belief and morality in the Bible and investigate the historical and cultural traditions of the Church.

The course involves a considerable amount of research and writing. Good writing skills are important for success in the external examinations.

Examinations
Students prepare for one of two examinations covering broadly the same body of information at varying depths. Well-prepared students with good writing skills can expect to sit the GCSE examination in Religious Studies offered through the Welsh Joint Examinations Committee.

Careers:
Understanding the influence of religion on people and society is useful in a wide variety of idea and people oriented professions, such as psychology, social work, teaching, law, medicine, human resources, public relations, journalism, broadcasting, pastor, chaplain.

What other subjects complement this course:
Humanities, Social Studies, Business Studies, English, Mathematics
Social Studies

Social Studies is an important part of general education and helps to prepare students to be effective participants in society. It encourages students to develop personal and social awareness and values, and is relevant in creating a bridge between school and society. In this option, students will be doing a more detailed study of the topics covered in Years 7-9.

Course Content
The course is divided into FIVE sections.

Section 1: Individual, Family and Society

This section deals with the individual's relationship with family and the society. It discusses social and family problems, and important institutions in society.

Section 2: Part 1: Human, Natural or Physical Resources
In this section, the students will study the physical and human resources of the society, and ways in which these can be developed to create a better country.

Section 3: Part 2: Regional Integration

Section 4: Options
Two options are normally done. These are Tourism, Communication and Consumer Affairs.

Section 5: SBA
All sections in the outline above must be done. General Level students will be required to study the same course content. There is also a School Based Assessment component for the General Level students.

External Examinations

Social Studies is offered in CXC examinations at the General Level.

School Based Assessment

CXC requires a Field Study to be carried out by students from a topic in Section A of the course outline. Only General Level students do this. Marks from this study will be used in the final CXC exam mark. This study gives students ample opportunity to do independent research on some aspect of their community.

Careers: Child Welfare Worker, Youth Services Worker, Public Relations Officer, Customer Care Coordinator, Corrections Officer, Community Worker, Sociologist, Immigration Officer, Customs Officer, Community Liaison Officer, Tourism Officer, Journalist

What other subjects compliments this course?
   English, Geography, Maths, Information Technology
Spanish

The ability to communicate in Spanish has become an increasingly important, valuable and marketable skill as Spanish (in addition to English, French and Dutch) are the official languages of the region and are widely used around the world.

General Objectives of the Syllabus
The syllabus is intended to equip the foreign language students with the following:

(a) basic language skills for functioning in practical everyday situations in a manner understood by native speakers;
(b) a solid base upon which they can continue to build and perfect their communicative skills in preparation for further studies;

The general objective may be grouped under the following headings:

1. **RECEPTIVE**
The student should
   (i) understand the language as spoken clearly and simply;
   (ii) understand the language as written in selected adapted texts.

2. **PRODUCTIVE**
The student should speak and write using language that can be understood by a native speaker.

THE FORMAT OF THE EXAMINATION

**Paper 1**
A multiple choice test. (1 hr 15 mins.)

Section 1. Listening Comprehension – 30 items.
Section 2. Reading Comprehension – 30 items.

**Paper 2**
A written paper in four sections. (2 hrs. 15 mins.)
All sections are compulsory.

Section 1. Candidate will be asked to complete directed responses in the foreign language to a series of situations described in English.

Section 2. Candidates will be required to choose ONE of the following:
   (i) a letter OR
   (ii) a composition
   (iii) a contextual announcement or contextual dialogue

Section 3. Reading Comprehension

**Paper 3**
An oral examination. (10-15 mins. Per Candidate)

**Careers:**

Spanish can be very helpful in any career be it Banking, Tourism, Medicine, Aviation, Education, Information Technology, Engineering or the Service Industries.
In the global community in which we live knowledge of a foreign language as well as the ability to communicate with others whose native language is Spanish is a definite asset.

What other subjects complement this course: English, Geography, Social Studies
Technical Drawing

Introduction
This course is appropriate for students with a wide range of interests. It is generally recognized that Technical Drawing is the language of communication for many technical and vocational occupations and therefore has widespread applications in fields as diverse as engineering and graphic design. **Students entering the course should be interested in design and should have good IT skills and a good basic understanding of mathematics.** They should also be aware that much of the study of technical drawing is highly technical and requires the use of specialized vocabulary, which is taught as part of the course.

Course of Study
The study of technical drawing will be approached primarily through the use of Computer Aided Drafting (CAD) software. The school uses AutoCAD, the industry standard for CAD software. In addition, students will be expected to have a basic understanding of traditional drawing methods. The programme is divided into two major parts, determined by the CXC syllabus:

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<tr>
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<tbody>
<tr>
<td>b. Geometric Constructions</td>
<td>b. Site Work</td>
</tr>
<tr>
<td>c. Construction of Polygons</td>
<td>c. Foundations</td>
</tr>
<tr>
<td>d. Circles, Arcs, Curves and Tangents</td>
<td>d. Floor Plans and Elevations</td>
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<tr>
<td>e. Reducing and Enlarging Figures</td>
<td>e. Floors</td>
</tr>
<tr>
<td>f. Pictorial Drawings</td>
<td>f. Internal and External Walls</td>
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<tr>
<td>g. Orthographic Projection</td>
<td>g. Roofs</td>
</tr>
<tr>
<td>h. Auxiliary Projections</td>
<td>h. Doors and Windows</td>
</tr>
<tr>
<td>i. Surface Developments</td>
<td>i. Stairways</td>
</tr>
<tr>
<td>j. Sections</td>
<td>j. Sections</td>
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</tbody>
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Examinations
Students may sit this exam at the **General** proficiency level. Each student will be required to complete a project testing the ability to design/redesign a building component. This project carries 20% of the final examination score. The external examination consists of three papers which test both theoretical and practical drawing skills.

**Careers:** Drafters; Architects; Carpenters; Engineers; Project managers.

**What other subjects complements this course:** Mathematics; English A; Building Technology; Physics; IT and Art.
Complete the following form and return it to Mr. Bowen by **Monday, March 30th 2015**.

Name: ___________________________ Date: ____________

<table>
<thead>
<tr>
<th>Option 1</th>
<th>Option 2</th>
<th>Option 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
<td>Principles of Accounts</td>
<td>Principles of Business</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Food and Nutrition</td>
<td>Technical Drawing</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>PE/Water Sports</td>
<td>Physics</td>
</tr>
<tr>
<td>Construction</td>
<td>Chemistry</td>
<td>Home Economics Management</td>
</tr>
<tr>
<td></td>
<td>Art &amp; Design</td>
<td>Music</td>
</tr>
<tr>
<td></td>
<td>Spanish</td>
<td></td>
</tr>
</tbody>
</table>

Choose one subject from each option column shown in the table above.

My choices are:

<table>
<thead>
<tr>
<th>Option 1</th>
<th>Option 2</th>
<th>Option 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Signature of Student: ____________________________________________

Signature of Parent or Guardian: ________________________________

Official use only

Approval by LSHS: ________________________________

Date: ________________________________