

CAYMAN PREP AND HIGH SCHOOL



## KS4 Curriculum guide



CAYMAN PREP AND HIGH SCHOOL

owned and operated by the united church in Jamaica and the Cayman Islands







2	Welcome from the Principal
3	Key Stage 4 Curriculum
4	Welcome from Key Stage 4 Coordinator
6-7	Key Stage 4 Information
8	English Language
9	English Literature
10-11	Mathematics
12-13	Sciences
14-15	MFL: French and Spanish
16-17	PE (core PE)
18-19	Religious Education
	The option subjects
20	Art and Design
21	Business Studies
22	Computer Science
23	Drama
24	Economics
25	Geography
26	History
27	ICT
28	Music
29	PE
30	Travel and Tourism
31	Learning Support
32	Additional Mathematics
33	PSHE and Pastoral Care
34-35	Student Council and Houses
36-37	Vertical Learning

# Table of CONTENTS





# Welcome

Dear Students / Parents and Guardians of Year 10 and 11,

Welcome to Key Stage 4 .

At CPHS, our aim is for each individual student to develop their knowledge, understanding and skills through a rigorous and challenging programme of study. Beyond the taught curriculum, there are also many opportunities for your child to participate in a wide range of enrichment activities including drama, arts, public speaking, vertical learning, debating and sports.

As our students transition into Years 10 and 11, they embark on courses leading to public examinations. This means that, as they start to prepare for these examinations, the curriculum becomes less wide-ranging compared with the previous stage of education, as students start to specialise in particular subjects. The curriculum followed by CPHS students during Key Stage 4 however, remains broad-based and wide-ranging. The level of challenge in the curriculum also remains high and students are encouraged to stretch themselves beyond their previous levels of achievement. Students with support for learning needs meanwhile, receive additional specialist help by our SEND department as required.

All CPHS Key Stage 4 students study a core curriculum of English language, English literature, Mathematics, Science, Physical Education, PSCE and Religious Education. All students also choose from four options, and one of these options must be either French or Spanish.

These choices have been carefully selected, as part of the CPHS Advantage, to ensure that every student is fully prepared for university, for rewarding careers and for fulfilling and satisfying lives in work, leisure and at home.

All classrooms on Walkers Road are equipped with interactive whiteboards and teachers make full use of updated and fit for purpose resources to enhance participation and engagement in lessons. Laptops and tablets are used as learning aids, for example and in addition to global use, our SEND students can enlarge diagrams or text. We are developing our Personal Device Policy this year and this should provide further exciting opportunities to use technology to enhance the CPHS Advantage. Please do not hesitate to contact the school if you have any queries about the curriculum. We wish you a successful and enjoyable year.

**Mr K Murphy**  
**High School Principal**



# Key Stage 4 Curriculum

Welcome to our Key Stage 4 curriculum guide!.

This is an exciting time in your educational journey because it is the first time you are given the autonomy to begin shaping the curriculum content that you will study. Previously, your school have decided what you should study and, at Cayman Prep and High School, you have been fortunate enough to have been immersed in an incredibly broad, balanced and innovative curriculum, and now, you get to decide what you want to pursue further, and in greater depth.

All students at Cayman Prep and High School will study English Language and English Literature, Mathematics, Science, Religious Education, Practical PE, a Modern Foreign Language, a Vertical Learning choice and Study Skills in Year 10; these subjects and lessons form what we refer to as the 'core' curriculum.

Beyond the core curriculum, you have the ability to select from a range of option choices to make up the rest of your timetable. At Cayman Prep and High School, we offer a wide range of subjects for you to study so that you can follow courses that interest you and help you reach your ultimate career goals. If you have any questions, concerns or require additional advice, there are a wealth of appropriately trained and experienced teachers at school who can help you. In particular, your form tutors and subject teachers who will be able to help you understand in further detail what each subject entails beyond year 9.

I hope you enjoy perusing this information booklet, and please do contact me, or relevant Faculty Heads should you have any further questions regarding the options process.

*An exciting time in your educational journey*

**Mr Bee**  
**Head of Curriculum, Learning and Teaching**



# Welcome Key Stage 4 Coordinator

*Support and guidance as students navigate their path through the next stage*

At Cayman Prep and High School, we are dedicated to the holistic education of our young people, ultimately preparing them for the challenges of life beyond school.

The selection of GCSE options is quite possibly the first time pupils make decisions regarding the direction of their education and it is my responsibility to provide pastoral support to Year 10 and Year 11 students as they begin their commitment to a two year journey to complete their GCSEs.

When selecting options, it is advisable for students to give some thought to the points below, as well as consult extensively with their parents and seek guidance from teachers:

Individual strengths, weaknesses and interests and whether they may already have a career in mind.


Students should not choose subjects because of the teacher they have at present. They may or may not have the same teacher next year!

Students should not be influenced by the choices their friends make - they may have different strengths and goals in mind.

Myself and the Key Stage 4 tutor team are here to provide support and guidance as students negotiate their path through the next stage of their Cayman Prep and High School journey.

**Miss Andrews**  
**Key Stage 4 Coordinator**



A photograph of two students, a girl with long dark curly hair and a boy with short dark curly hair and glasses, both wearing blue school uniforms. They are leaning over a desk, focused on writing on a piece of paper with pens. The background is slightly blurred, showing a classroom setting.

*"Teachers in all phases of the school had very good relationships with students and were fully aware of their individual needs. There were effective systems to support students through their learning as well as social and emotional development"*

Cayman Prep and High School  
inspection report, May 2021

# KEY STAGE 4

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## The Curriculum

The Key Stage 4 curriculum has been crafted to engage, inspire, challenge and support learners of all abilities and backgrounds. One of our goals is to offer a broad, balanced and innovative curriculum to our students. Subjects offered are divided into core subjects and optional subjects. Students will choose four subjects, and at least one of these will be a language (French or Spanish, although students can select both).

Students will complete an options form and identify from each block, which subject they would like to study in that block - each block contains a list of set subjects and students study one from each.



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## Tutor Groups and Pastoral care

All students are placed in one of three tutor groups at Cayman Prep: C, P or H. These tutor groups are led by a specialist form tutor. For new students to Cayman Prep and High School, our form tutors will meet with the student and will also assign a buddy to the student so they have a familiar face each day when they first start. Form tutors play an important role in the overseeing of student welfare and academics and will be the first point of contact for you should you have any queries or concerns regarding your child's education or welfare.

Students also have one hour of PSHE per fortnight with their form tutors and/or the Head of Key Stage to further support and guide the pastoral offering for all students.



*Tutor groups are led by a specialist form tutor*



## The School Day

At Cayman Prep and High school, we operate on a 10-day timetable - Week 1 and Week 2. Lessons are one hour in length. The day starts with morning registration at 7.45 where students gather in their form room with their Form Tutor. There are two lessons after registration, a 25 minute break, two more lessons, lunch, an afternoon registration and then two more lessons in the afternoon. The formal school day ends at 3:15 pm, and then our students have the opportunity to engage in a wide range of exciting extra-curricular opportunities.



School Day	
<b>Registration</b>	7:45 – 8:00
<b>P1</b>	8:00 – 9:00
<b>P2</b>	9:00 – 10:00
<b>Break</b>	10:00 – 10:25
<b>P3</b>	10:25 – 11:25
<b>P4</b>	11:25 – 12:25
<b>Lunch</b>	12:25 – 1:10
<b>Registration</b>	1:10 – 1:15
<b>P5</b>	1:15 – 2:15
<b>P6</b>	2:15 – 3:15

A typical timetable might look like this

	1Mon	1Tue	1Wed	1Thu	1Fri	2Mon	2Tue	2Wed	2Thu	2Fri
1	Assembly	English	English	English	Science	Assembly	ICT	Art	Music	Maths
2	History	Art	PE	ICT	Spanish	French	Geography	PE	Art	French
3	French	Geography	French	PE	Maths	History	Maths	Drama	PE	English
4	PE	Spanish	Vertical	Music	History	Geography	Spanish	Religious Ed	History	Study Skills
5	Science	Maths	Drama	Maths	Music	Maths	Science	English	English	Science
6	Maths	Science	Science	Geography	Religious Ed	Religious Ed	English	Science	Spanish	Vertical



## Assemblies

On Monday mornings, all students and staff gather in the hall for assembly for 30 minutes and then return to form classes for the remaining 30 minutes. For more information on this time, please refer to the pages on the pastoral curriculum.

Assemblies are led by our Senior Student Leadership Team, our High School Chaplain, and these are often followed by an address from the Principal. These sessions are also an opportunity for us to celebrate the victorious teams from competitions, share in school news and come together in prayer.

*Assemblies are led by our Senior Student Leadership Team*

# ENGLISH LANGUAGE



## Subject Content Covered

All students will study and prepare for the two IGCSE examinations in English: English Language and English Literature.

The course covers both reading and writing skills and covers:

### Reading

- Comprehension of explicit and implied information;
- Selection of specific details and quotations;
- Summary skills – paraphrasing and reorganising information;
- Re-writing a text from a different perspective and in a different form;
- Analysing the author's craft (identifying literary and persuasive techniques and commenting on effects created);
- Evaluating a writer's viewpoints and opinions.

### Writing

- Mechanics of language and accuracy of expression (spelling, punctuation, grammar, paragraphing, etc.);
- Using language effectively (vocabulary, literary techniques, imagery, etc.)
- Composition (creative writing) – short stories and descriptions;
- The conventions and styles of different forms of writing such as articles, letters and journal entries;
- Building an argument and using persuasive techniques.

## Important Information

Head of Faculty: Miss Amber Bothwell

Contact details: [Amber.Bothwell@Cayprep.edu.ky](mailto:Amber.Bothwell@Cayprep.edu.ky)

Exam board: Cambridge

Syllabus Code: 0500 English Language

## Assessment Details

Paper 1 - Reading (2 hours, 50%)

Students will answer a series of short-answer and essay-style questions on three reading passages.

Paper 2 - Directed Writing and Composition (2 hours, 50%)

Section 1 - students write a persuasive essay to evaluate the ideas and views in a piece of text and give their own opinions on the topic.

Section 2 - students write either a description or a short story (from a choice of four questions) to demonstrate skills in creative writing.

*Explore real world issues such as  
identity, conflict, love and  
relationships*

# AND LITERATURE



## Subject Content Covered

Students study texts set by the exam board in the three main types of Literature: Poetry (a selection of fifteen poems), Prose (a novel) and Drama (a play). They will also analyse a range of other poems and short extracts from other writers.

In addition to reading the texts, students learn the skills of analysis: close reading, selecting quotations, identifying literary techniques and effects created, and evaluating the author's purpose and the effectiveness of the writer's techniques.

Students will learn to comment on, and communicate their ideas about, the texts through essays. This will include working on essay style, crafting thesis statements and introductions, building an argument and so on.

## Important Information

Head of Faculty: Miss Amber Bothwell

Contact details: [Amber.Bothwell@Cayprep.edu.ky](mailto:Amber.Bothwell@Cayprep.edu.ky)

Exam board: Cambridge

Syllabus Code: 0475 English Literature

## Assessment Details

Paper 1 - Poetry and Prose (1½ hours, 50%)

A closed book exam on the poetry collection and novel studied during the course. For poetry, students have a choice of two questions, each on a different poem (poems are printed on the exam paper).

For prose, they will have a choice between a passage question (on a printed extract from the text) or a general essay on the whole text.

Paper 3 – Drama (45 minutes, 25%)

An open book exam on the play studied during the course. There will be a choice between a passage question (on a printed extract from the text) or a general essay on the whole text, and students are given clean copies of the play to use in the exam.

Paper 4 - Unseen (1¼ hours, 25%)

In this paper, students are tested on their ability to independently analyse and comment on a text they have never seen before. There is a choice between a poem and a prose extract.



# MATHEMATICS



*Apply mathematics in  
everyday situations*

## Subject Content Covered

Mathematics IGCSE begins in Year 9, and students are following one of two tiers: extended or core.

The IGCSE extended level course is for higher attaining students. Students considering studying Mathematics at an advanced level must study the extended course. Grades of A\* - E are awarded on this paper; however, we would expect that students taking this paper should be capable of achieving A\* - C passes.

The IGCSE core course is for students who find mathematics more challenging. Grades of C - G are awarded, however, we expect the students taking this paper to be capable of achieving a C grade.

The mathematics IGCSE course will enable students to:

- Develop their mathematical knowledge and oral, written and practical skills in a way which encourages confidence and provides satisfaction and enjoyment.
- Apply mathematics in everyday situations and develop an understanding of the part which mathematics plays in the world around them.
- Solve problems, present the solutions clearly, check and interpret the results.
- Recognise when and how a situation may be represented mathematically, identify and interpret relevant factors and, where necessary, select an appropriate mathematical method to solve the problem.
- Use mathematics as a means of communication with emphasis on the use of clear expression.
- Develop an ability to apply mathematics in other subjects, particularly science and technology.
- Develop the ability to reason logically, to classify, to generalise and to prove.
- Develop their mathematical abilities by considering problems and conducting individual and co-operative inquiry and experiment, including extended pieces of work of a practical and investigative kind.
- Appreciate the interdependence of different branches of mathematics.
- Acquire a foundation appropriate to their further study of mathematics and of other disciplines.



# MATHEMATICS

## Important Information

Head of Faculty: Miss Aine Carroll

Contact details: [Aine.Carroll@Cayprep.edu.ky](mailto:Aine.Carroll@Cayprep.edu.ky)

Exam board: Cambridge

Syllabus Code: 0580 Mathematics

## Assessment Details

### Extended

The examination consists of two papers:

Paper 2 which carries a weighting of 35% of the marks  
(1hr 30 min and 70 marks)

Paper 4 which carries a weighting of 65% of the marks  
(2hrs 30 min and 130 marks)

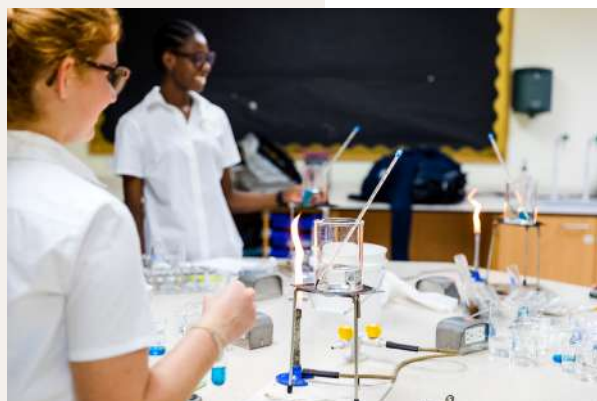
### Core

The examination consists of two papers:

Paper 1 which carries a weighting of 35% of the marks  
(1hr and 56 marks)

Paper 3 which carries a weighting of 65% of the marks  
(2hrs and 104 marks)

# SCIENCE



## Subject Content Covered

Students follow either the separate or coordinated science and this route will be guided by the science teachers, although students can indicate a preference on their options form.

The separate science course is for students who have a particular aptitude for the science subjects, this course offers a challenging and fast paced curriculum covering broad and in depth subject content. If you follow this route then you will be awarded three IGCSEs in Biology, Chemistry and Physics.

*A challenging and fast-paced curriculum*

### Biology

- Characteristics and classification of living organisms
- Organisation of the organism
- Movement in and out of cells
- Biological molecules
- Enzymes
- Plant nutrition
- Human nutrition
- Transport in plants
- Transport in animals
- Diseases and immunity
- Gas exchange in human
- Respiration
- Excretion in humans
- Coordination and response
- Drugs
- Reproduction
- Inheritance
- Variation and selection
- Organisms and their environment
- Biotechnology and genetic engineering
- Human influences on ecosystems

### Chemistry

- The particulate nature of matter
- Experimental techniques
- Atoms, elements and compounds
- Stoichiometry
- Electricity and chemistry
- Chemical energetics
- Chemical reactions
- Acids, bases and salts
- The Periodic Table
- Metals
- Air and water
- Sulfur
- Carbonates
- Organic chemistry

### Physics

- Motion
- Forces
- Thermal
- Waves
- Electricity
- Electromagnetism
- Radioactivity



# SEPARATE AND COORDINATED

Students following the coordinated science pathway will still study all of the three disciplines (biology, chemistry and physics), but will sit fewer exams at the end of Year 11 achieving 2 IGCSEs at the end of it - the double award IGCSE Science qualification. The subject content covered is listed below.

## Biology

- Characteristics of living organisms
- Cells
- Biological molecules
- Enzymes
- Plant nutrition
- Animal nutrition
- Transport
- Gas exchange and respiration
- Coordination and response
- Reproduction
- Inheritance
- Organisms and their environment
- Human influences on ecosystems

## Chemistry

- The particulate nature of matter
- Experimental techniques
- Atoms, elements and compounds
- Stoichiometry
- Electricity and chemistry
- Energy changes in chemical reactions
- Acids, bases and salts
- The Periodic Table
- Metals
- Air and water
- Sulfur
- Carbonates
- Organic chemistry

## Physics

- Motion
- Work, energy and power
- Thermal physics
- Properties of waves, including light and sound
- Electricity and magnetism
- Electric circuits
- Electromagnetic effects
- Atomic physics

## Important Information

Head of Faculty: Miss Rebecca Wall

Contact details: Rebecca.Wall@Cayprep.edu.ky

Exam board: Cambridge

Syllabus Code: 0654 Coordinated Sciences, 0610 Biology, 0620 Chemistry, 0625 Physics



## Assessment Details

Separate Sciences - three exams per discipline and nine in total at the end of Year 11.

Multiple choice paper: 45 minutes, 30% weighting

Structured answer paper: 1 hour 15 minutes, 50% weighting

Practical paper: 1 hour 15 minutes, 20% weighting

Coordinated Sciences - three exams in total with an equal mixture of questions between biology, chemistry and physics at the end of Year 11.

Multiple choice paper: 45 minutes 30% weighting

Structured answer paper: 2 hours long, 50% weighting

Practical paper: 2 hours long, 20% weighting

# MFL

## Subject Content Covered

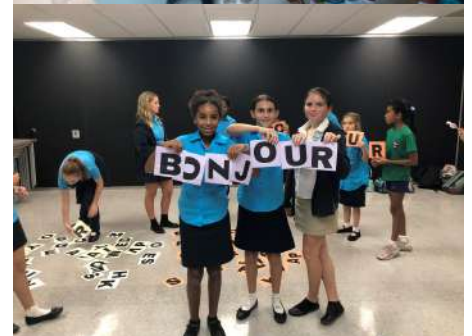
For both French IGCSE and Spanish the subject content is organised in five broad topic areas (A–E below). These provide contexts for the acquisition of vocabulary and the study of grammar and structures. The study of these topic areas enables students to gain an insight into countries and communities where French / Spanish is spoken.

- A. Everyday activities
- B. Personal and social life
- C. The world around us
- D. The world of work
- E. The international world

Whilst studying at least one language is a core part of a student's curriculum and, therefore, compulsory, many students do opt to study two languages. Many jobs require employees to speak another language and languages are particularly popular with students interested in studying business or law in the future. Furthermore, learning another language helps you to communicate with other people from around the world especially as French and Spanish are in the top 4 languages spoken globally. Plus, if you want to travel in the future, knowing a language would help you get around much more easily!

The rich Modern Foreign Languages Curriculum is supported by a range of trips, visits and whole school events where our own diversity of cultures and languages are celebrated.

*Our own diversity and cultures  
are celebrated*





# FRENCH AND SPANISH

## Important Information

Head of Faculty: Mrs Najet Byrne

Contact details: [Najet.Byrne@Cayprep.edu.ky](mailto:Najet.Byrne@Cayprep.edu.ky)

Exam board: Cambridge

Syllabus Code: 0530 Spanish, 0520 French

## Assessment Details

The assessment of both Spanish and French comprises of 4 final examination papers. Each paper is worth 25% of the final grade.

Reading - 1 hour comprehension paper

Writing - 1 hour writing paper (three sections)

Speaking - A role play plus a conversation on 2 topic areas

Listening - 50 minute comprehension paper



# PE

## Subject Content Covered

Quality physical education programs are needed to increase the physical competence, health-related fitness, self-responsibility and enjoyment of physical activity for all students. Therefore Physical Education is an integral part of the total education of KS4 students at Cayman Prep and High School. Students take part in a variety of different activities from Basketball to Yoga, with the emphasis being upon participation and the development of a lifelong skills and interests in physical activity.

All students will have PE lessons as part of their curriculum make-up, and will not be examined in this subject. Students may choose to study GCSE PE which is outlined later in this booklet.

Some benefits to students engaging with PE in school:

**Improved Physical Fitness:** Improves children's muscular strength, flexibility, muscular endurance, body composition and cardiovascular endurance.

**Skill Development:** Develops motor skills, which allow for safe, successful and satisfying participation in physical activities.

**Support of Other Subject Areas:** Reinforces knowledge learned across the curriculum. Serves as a lab for application of content in science, mathematics and social studies.

**Self Discipline:** Facilitates development of student responsibility for health and fitness.

**Improved Judgment:** Quality physical education can influence moral development. Students have the opportunity to assume leadership, cooperate with others; question actions and regulations and accept responsibility for their own behaviour.

**Stress Reduction:** Physical activity becomes an outlet for releasing tension and anxiety, and facilitates emotional stability and resilience.

**Strengthened Peer Relationships:** Physical education can be a major force in helping children socialise with others successfully and provides opportunities to learn positive people skills. Especially during late childhood and adolescence, being able to participate in dances, games and sports is an important part of peer culture.

*Emotional stability and resilience*



# CORE PE



## Important Information

Head of Faculty: Mr Phill Thompson

Contact details: [Phil.Thompson@Cayprep.edu.ky](mailto:Phil.Thompson@Cayprep.edu.ky)

Exam board: N/A

Syllabus Code: N/A

## Assessment Details

Students are not formally assessed in core PE

# RELIGIOUS EDUCATION



## Subject Content Covered

The course is divided into 8 units which look at both religious and moral issues.

In paper 1, which covers religion and philosophical themes, students will learn about:

- Unit 1 - Christianity - Core beliefs, teaching and practices
- Unit 2 - Islam - Core beliefs, teaching and practices
- Unit 3 - Issues of Life and Death
- Unit 4 - Issues of Good and Evil

In paper 2, which covers religion and ethical themes, students will learn about:

- Unit 1 - Christianity - Core beliefs, teaching and practices
- Unit 2 - Islam - Core beliefs, teaching and practices
- Unit 3 - Relationships
- Unit 4 - Human Rights

This course requires students to balance knowledge of core beliefs, teachings and practices in Christianity and Islam, with an understanding of how they can be applied to philosophical and ethical themes.

Students begin studying for the Religious Education GCSE in Year 8 and will sit the examination at the end of Year 10 in the summer term.

*Core beliefs*



# RELIGIOUS EDUCATION



## Important Information

Head of Faculty: Mrs Lucy Baker

Contact details: [Lucy.Baker@Cayprep.edu.ky](mailto:Lucy.Baker@Cayprep.edu.ky)

Exam board: WJEC

Syllabus Code: 3120 Religious Education

## Assessment Details

Paper 1 - Religion and Philosophical Themes, 2 hours and 50% weighting

Paper 2 - Religion and Ethical Themes, 2 hours and 50% weighting

# ART AND DESIGN



*Creative thinking skills*

## Subject Content Covered

### Component 1 (Coursework)

Students will undertake a project which develops from a broad theme and, using the skills they have honed throughout the course, produce work based on their own interests and researched artists- guided by their teachers. They will learn to work under instruction both in and out of the classroom environment, creating ever more confident and assured pieces until a final outcome is produced under timed conditions. Students will create beautiful presentation boards showcasing their very best work which are sent to our exam board in the UK to deliver the final marks.

### Component 2 (Exam)

The exam is based on broad-based topics: students choose one to develop. With approximately 10 weeks preparatory time, students create a range of developing creative explorations, using interesting artists to shape their study. They also produce presentation boards for use in their final practical exam. The exam lasts for 8 hours and is spread over a two-day period in which the students produce a refined piece of work that can be in any of the practical media they have studied. This work is also sent to the UK for final marking.

## Why study this subject?

Studying of Art at IGCSE equips our students with essential creative thinking skills perfectly aligned to the demands of the world they are about to join. Learning to Interpret and evaluate art allows students to be independent and confident in their judgement. The development of practical skills and an ability to work with passion and thoughtfulness create well-rounded and assured young people. We feel that every student with confident drawing and creative skills can tackle this course. Time-management skills are essential as much of the work is project based needing attention to detail and strong organisation.

## Important Information

Head of Faculty: Mr James Adams

Contact details: [James.Adams@Cayprep.edu.ky](mailto:James.Adams@Cayprep.edu.ky)

Exam board: Cambridge

Syllabus Code: 0400 Art and Design

## Assessment Details

Component 1 - Coursework

Component 2 - Exam

# BUSINESS STUDIES

## Subject Content Covered

The Cambridge International Assessment IGCSE Business Studies syllabus aims to develop knowledge and understanding of the following major topics:

- Business activity: the different types of businesses, how and why some grow, and some don't, how industry is structured, why businesses exist.
- Marketing: why people buy certain products, how to persuade customers to buy your product/service, where you should sell them, how you should price them, what makes a successful product.
- Operations Management: how you should produce your product/service, where it should be located, how to make your business as efficient and profitable as possible.
- Finance: where does business finance come from, how do we measure and record the finances of the company, how do we use this information to help achieve objectives.
- External influences: how social, economic factors and governments can influence a business.
- People in business: focus on human resources including recruitment, communication and motivation.



*Developing entrepreneurial skills*

## Why study this subject?

IGCSE Business Studies is an excellent choice for anyone interested in setting up their own business or running/managing a business in the future and will help in developing entrepreneurial skills. If you are interested in a career in marketing, production, human resources, accountancy or law, Business Studies gives you a basic understanding of the fundamentals and is a great start to your careers in these areas. Studying IGCSE Business Studies will allow you the opportunity to look at a huge variety of different courses and careers and is a great way of keeping your options open.

## Important Information

Head of Faculty: Mrs Sana Ahmad

Contact details: Sana.Ahmad@Cayprep.edu.ky

Exam board: Cambridge

Syllabus Code: 0450 Business Studies

## Assessment Details

Paper 1 - Short answer paper, 1 hour and 30 minutes - 50% weighting

Paper 2 - Case study, 1 hour and 30 minutes - 50% weighting



# COMPUTER SCIENCE



## Subject Content Covered

The CIE IGCSE Computer Science syllabus aims are to develop:

- Computational thinking - thinking about what can be computed and how, and includes consideration of the data required;
- Understanding of the main principles of solving problems by using computers;
- Understanding that every computer system is made up of sub-systems, which in turn consist of further sub-systems;
- Understanding of the component parts of computer systems and how they interrelate, including software, data, hardware, communications and people;
- Skills necessary to apply understanding to solve computer-based problems using a high-level programming language.

*Solving problems by using  
computers*

## Why study this subject?

If you are interested in a career in Computing then this is a perfect choice. IGCSE Computer Science is an ideal foundation for further study in Computer Science. This course will increase your understanding of the principles of Computer Science, as well as provide you with the underpinning knowledge required for many other subjects in science and engineering, and the skills learnt can also be used in everyday life. This programme balances a thorough knowledge and understanding of a subject and help to develop the skills that you need for your next step in education or employment.

## Important Information

Head of Faculty: Miss Allison Smith

Contact details: Allison.Smith@Cayprep.edu.ky

Exam board: Cambridge

Syllabus Code: 0478 Computer Science

## Assessment Details

Paper 1 - Computer Systems, 1 hour and 45 minutes - 50% weighting

Paper 2 - Algorithms, 1 hour and 45 minutes - 50% weighting

# DRAMA

## Subject Content Covered

This CIE IGCSE course aims to develop students' understanding and enjoyment of drama through practical and theoretical study.

Students will learn, develop and practice the skills and techniques necessary to create a variety of high quality performance pieces in a number of styles. They will study scripts, devise pieces and improvise original drama. Students will also be introduced to the world of technical drama.



## Why study this subject?

If you have a passion for both the practical and theoretical side of theatre, then IGCSE Drama is for you!

The skills of Drama can be applied to a whole range of careers. Of course there are roles on stage and screen, but professions such as teaching, sales, marketing and law look favorably on the transferable skills that Drama has to offer. This course will also help build student confidence through performance and working outside of our comfort zones.

## Important Information

Head of Faculty: Miss Cecilia Audouin@cayprep.edu.ky

Contact details: Cecilia.Audouin@Cayprep.edu.ky

Exam board: Cambridge

Syllabus Code: 0411 Drama

## Assessment Details

Written Exam - 2½ hour written paper worth 40% of the overall grade. Questions will cover acting, devising, directing and design.

Performance - A coursework portfolio consisting of three performances, which are worth 60% of the overall grade. The practical component comprises two group performances (one text-based and one devised) and one solo performance.

*Build student confidence*

# ECONOMICS



*Learn about how the world  
around you works*

## Subject Content Covered

The Cambridge Economics syllabus aims to develop knowledge and understanding of the following major topics:

- Basic economic problem: the fundamental ideas and concepts that underpin the study of economics including basic economic problems, factors of production, opportunity cost and production possibility curves.
- How the market works and fails: we look at how different economies decide to allocate resources and what problems this can cause.
- Microeconomic decision makers: we investigate the role of the major decision makers, banks, households, workers, trade unions and firms and how they influence markets.
- Government and the macroeconomy: the role of government aims and how conflicts often arise between achieving these. We examine possible policies governments use that impact the economy, such as interest rates and government spending.
- Economic development: we look at how changes in population, living standards, poverty and income distribution affect the economy.
- International trade and globalisation: the importance of trade between countries and the growth of globalisation, free trade, the role of multinational companies, foreign exchange rates and balance of payments stability are considered.

## Why study this subject?

Economics is a great choice if you are analytical and interested to learn how the world around you works. We will frequently look at what is happening in the news and how it links to economics. The course will also help you if you are interested in running or managing a business in the future or a career in public policy, finance, actuary, consultancy, law or as an analyst. We recommend students who take this course are confident in their mathematical ability who have been working consistently at a B grade or above due to the level of mathematics needed to access the course.

## Important Information

Head of Faculty: Mrs Sana Ahmad

Contact details: [Sana.Ahmad@Cayprep.edu.ky](mailto:Sana.Ahmad@Cayprep.edu.ky)

Exam board: Cambridge

Syllabus Code: 0455 Economics

## Assessment Details

Paper 1 - Multiple choice paper - 45 minutes - 30% weighting

Paper 2 - Structured questions- 2 hours and 15 minutes -70% weighting



# GEOGRAPHY

## Subject Content Covered

Through the Cambridge IGCSE Geography syllabus, learners will develop a 'sense of place' by looking at the world around them on a local, regional and global scale. Learners will examine a range of natural and man-made environments, and study some of the processes which affected their development. They will also look at the ways in which people interact with their environment, and the opportunities and challenges an environment can present, thereby gaining a deeper insight into the different communities and cultures that exist around the world.



## Why study this subject?

Geography is a great choice if you are considering continuing with Geography into further education or considering a career in sustainability and green issues, urban planning and regeneration, energy supply, retail location, or managing the effects of hazards and climate change. Geography is a broad-based subject that fits well for your future progression. Geography offers students the opportunity to learn about our world and the rich variety of places within it. Geography combines well with the arts and the sciences, so it is an appropriate compliment to your other subjects in these fields.

*A deeper insight into the different communities and cultures that exist around the world*

## Important Information

Head of Faculty: Mrs Lucy Baker

Contact details: [Lucy.Baker@Cayprep.edu.ky](mailto:Lucy.Baker@Cayprep.edu.ky)

Exam board: Cambridge

Syllabus Code: 0460 Geography

## Assessment Details

Paper 1 – Resource based exam - 1 hour and 45 minutes - 45% weighting

Paper 2 – Interpretation and analysis - 1 hour and 30 minutes - 27.5% weighting

Paper 4 – Field work - 27.5% weighting

# HISTORY



*Delve deep into the past*

## Subject Content Covered

History IGCSE is comprised of two key elements which are set out below.

Core Content: International Relations (Option B: 20th Century)

- Were the peace treaties of 1919-23 fair?
- To what extent was the League of Nations a success?
- Why had international peace collapsed by 1939?
- Who was to blame for the Cold War?
- How effectively did the USA contain the spread of Communism?
- How secure was the USSR's control over Eastern Europe, 1948-c.1989?
- Why did events in the Gulf matter, c.1970-2000?

Depth Study: The USA, 1912-41 (Option D)

- Why did the USA 'boom' in the 1920s?
- How far did US society change in the 1920s?
- What were the causes and consequences of the Wall Street Crash?
- How effective was FDR and the New Deal in helping the USA recover from the Great Depression?

## Why study this subject?

Students often find the study of History fascinating. They delve deep into the past and learn how past events help shape the world we live in today.

Students find the IGCSE course to be educationally challenging, but extremely interesting and engaging throughout. We look forward to welcoming your child onto the course next year, should they choose History as an option.

## Important Information

Head of Faculty: Mrs Lucy Baker

Contact details: [Lucy.Baker@Cayprep.edu.ky](mailto:Lucy.Baker@Cayprep.edu.ky)

Exam board: Cambridge

Syllabus Code: 0470 History

## Assessment Details

Paper 1 - Subject Knowledge - 2 hours - 40% weighting

Paper 2 - Historical skills and sources - 2 hours - 33% weighting

Paper 3 - Coursework - 27% weighting

# ICT

## Subject Content Covered

The IGCSE ICT course aims to help students develop and consolidate their knowledge, skills and understanding in ICT and be aware of new and emerging technologies. The practical skills contained in this course are directly applicable to the study of other subjects. Students are encouraged to apply their ICT skills to a range of contexts. An exciting course which will prepare students for the future.



At the end of the course, students should be able to demonstrate their ability to use a range of software packages in practical and work-related contexts, as well as being able to demonstrate their knowledge and understanding of the structure of ICT systems, the roles of these systems in organisations and their impact on society.

## Why study this subject?

ICT is a good subject to choose if you are interested in developing lifelong ICT skills, including:

- Understanding and using applications;
- Using Information and Communication Technology (ICT) to solve problems;
- Analysing, designing, implementing, testing and evaluating ICT systems, ensuring that they are fit for purpose;
- Understanding the implications of technology in society, including social, economic and ethical uses;
- Awareness of the ways ICT can help in home, learning and work environments.

## Important Information

Head of Faculty: Miss Allison Smith

Contact details: [Allison.Smith@Cayprep.edu.ky](mailto:Allison.Smith@Cayprep.edu.ky)

Exam board: Cambridge

Syllabus Code: 0417 ICT

## Assessment Details

Paper 1- Theory - 1 hour 30 minutes - 40% weighting

Paper 2 - Document Production, Databases and Presentations - 2 hours and 15 minutes - 30% weighting

Paper 3 - Spreadsheets and Website Authoring - 2 hours and 15 minutes - 30% weighting

*An exciting course which will  
prepare students for the future*



# MUSIC



*World music*

## Subject Content Covered

**Listening:** This is a written examination based on a recording supplied by the examination board. It will contain extracts from a wide range of musical styles, covering the Baroque, Classical, Romantic and 20th century periods. It will also cover World music such as Latin America, India, China, Africa and Indonesia. Candidates will be expected to follow any, complete or skeleton score provided, and study one complete score in detail.

**Performing:** This will consist of prepared performances of the candidate's own choice, all of which have to be recorded. Candidates will be expected to sing or play individually and as part of an ensemble, which may be on the same instrument or on a different instrument.

This component is internally assessed and moderated by the examination board. Level of performance required should fall somewhere between grade 3 and 5 on the Trinity examination material repertoire.

**Composing:** Candidates must submit two compositions selected from a range of coursework taken during the two years. These should be either contrasting in character or written for different forces and will be recorded and sent to an external examiner. This component is internally assessed and moderated by the examination board.

## Why study this subject?

Music is a suitable option for students who enjoy performing, including singing, and are already a musician. This is a perfect option for students interested in learning music theory in greater depth and want to learn more about the skill of composing.

## Important Information

Head of Faculty: Mr Mike Galvin

Contact details: [Mike.Galvin@Cayprep.edu.ky](mailto:Mike.Galvin@Cayprep.edu.ky)

Exam board: Cambridge

Syllabus Code: 0410 Music

## Assessment Details

Listening - Written paper - 1 hour and 40 minutes - 40% weighting

Performing - 30% weighting

Composing - 30% weighting

# PE

## Subject Content Covered

The GCSE PE course is split into two sections of learning: theory and practical.

The theory content focuses on five key areas:

- Health, training, and exercise;
- Exercise physiology;
- Movement analysis;
- Psychology of sport and physical activity;
- Socio-cultural issues in sport and physical activity.

For the practical component

- Learners will be assessed in three different activities in the role of performer in at least one individual sport, one team sport and one other.
- One activity will be a major activity which will have a personal fitness programme (coursework) linked to the activity.
- Students who participate in sporting activities outside of school may opt to use their sport as a practical for the GCSE examination and they will need to submit video evidence of this.
- All practical scores are finalised during a moderation day of activities held before the Easter break in Year 11.

## Why study this subject?

PE GCSE is a great subject choice if you are one of the many students who represent the Cayman Islands for any sporting activity, you represent Cayman Prep on any of our numerous sports teams, you play a range of sports outside school and you enjoy watching sport outside of school!

## Important Information

Head of Faculty: Mr Phill Thompson

Contact details: [Phil.Thompson@Cayprep.edu.ky](mailto:Phil.Thompson@Cayprep.edu.ky)

Exam board: WJEC

Syllabus Code: 3550 Physical Education

## Assessment Details

Unit 1 - Theory paper - 2 hours - 50% weighting

Unit 2 - Practical - 50% weighting



*Many students who represent  
the Cayman Islands*

# TRAVEL AND TOURISM



*Explore the workings of an important Caribbean industry*

## Subject Content Covered

The Cambridge IGCSE Travel and Tourism syllabus aims to develop an understanding of the entire industry; theoretical knowledge, as well as practical skills and critical awareness of the physical, social and economic environments of the travel and tourism industry.

The following topic areas are covered as part of this IGCSE course:

Unit 1 - The travel and tourism industry

Unit 2 - Features of world-wide destinations

Unit 3 - Customer care and working procedures

Unit 4 - Travel and tourism products and services

Unit 5 - Marketing and promotion of businesses in the travel and tourism industry

## Why study this subject?

Maybe you are interested in working in the tourism industry, such as setting up your own tourism business or working at the hotels in the Cayman Islands. The tourism industry is central to the economies and success of many Caribbean countries and you will explore the workings of an important Caribbean industry.

The purpose of the CIE IGCSE Travel and Tourism course is to immerse students in the travel and tourism industry which is all around us here in the Cayman Islands and study business within it, both locally and internationally. It is a course that focuses on the travel and tourism industry as well as incorporating geography, business studies, economics and how tourism and travelling impacts our world both positively and negatively. Students are given the opportunity to visit tourism related businesses to see how the industry works.

## Important Information

Head of Faculty: Mrs Sana Ahmad

Contact details: Sana.Ahmad@Cayprep.edu.ky

Exam board: Cambridge

Syllabus Code: 0471 Travel and Tourism

## Assessment Details

Paper 1 - Four scenario-based questions which require students to provide short answers. The scenarios are set in an international travel and tourism environment, although students can refer to local examples. 2 hours and 60% weighting

Paper 2 - Four scenario-based questions. Candidates should have a broad understanding of the principles of marketing and promotion, and of the ways in which marketing and promotion are used within the travel and tourism industry. 2 hours 30 minutes and 40% weighting.



# LEARNING SUPPORT

## Key Information

Support for Learning is offered on a discretionary basis for students with a diagnosis of Special Educational Needs and Disabilities (SEND) who require a personalised curriculum to meet their needs. It provides an opportunity for all those who need support to access the KS4 curriculum, achieve their best and become independent lifelong learners.

Highly experienced and well-qualified teachers work with students in small groups to support their attainment across the curriculum, meet the outcomes in their Learning Support Plan and transition successfully into further education, training, employment, and independent living.

The course is tailored to meet the needs of the student, however it is likely to comprise of English, mathematics, and science support, as well as external specialist support where appropriate.

## Advantages to students

By the end of KS4, students will understand their individual learning style, strengths and challenges, know how to approach learning tasks and evaluate their progress, be better organized, and have improved independent study skills, personal, social, literacy and numeracy skills.

## Important Information

Head of Faculty: Mrs Sarah Uttley

Contact details: [Sarah.Uttley@Cayprep.edu.ky](mailto:Sarah.Uttley@Cayprep.edu.ky)

Exam board: N/A

Syllabus Code: N/A



*Independent lifelong learners*

# ADDITIONAL MATHEMATICS



Additional Mathematics is not an option which can be chosen by students. Students in our top set will be taught this course alongside IGCSE Mathematics. The Additional Mathematics course is for the highest attaining students. Grades of Pass, Merit and Distinction are awarded on this paper, however, we would expect that students taking this paper should be capable of achieving A\* on the extended IGCSE course.

The main topic areas covered in Additional Mathematics are:

- Surds and Indices;
- Quadratic expressions, equations and inequalities;
- Algebraic Fractions;
- Factor and Remainder Theorem;
- Simultaneous Equations (including linear and non-linear);
- Coordinate Geometry of a straight line;
- Mensuration;
- Calculus (Differentiation and Integration);
- Trigonometry (including exact values).

Studying the course will enable students to:

- consolidate and extend their mathematical skills, and use these in the context of more advanced techniques;
- further develop their knowledge of mathematical concepts and principles, and use this knowledge for problem solving;
- acquire a suitable foundation in mathematics for further study in the subject or in mathematical-related subjects;
- devise mathematical arguments and use and present them precisely and logically;
- develop the confidence to apply their mathematical skills and knowledge in appropriate situations;
- develop creativity and perseverance in the approach to problem solving;
- derive enjoyment and satisfaction from engaging in mathematical pursuits, and gain an appreciation of the elegance and usefulness of mathematics.

## Important Information

Head of Faculty: Miss Aine Carroll

Contact details: Aine.Carroll@Cayprep.edu.ky

Exam board: WJEC

## Assessment Details

Paper 1 - 2 hours and 30 minutes - 100% weighting

# PASTORAL CARE

## Personal, Social, Health, and Economic Education (PSHE)

At Cayman Prep and High School we take the wellbeing and health of the children in our care incredibly seriously. Our staff receive regular training on safeguarding children, and our school's pastoral leadership team are well-qualified experts in supporting children pastorally through their time at High School.

To ensure maximum support, as well as the twice-daily check ins the form tutors have with their tutees, students also study PSHE as part of their core curriculum in every year group. These sessions are taught in tutor groups and are either delivered by the child's form tutor or the Head of Key Stage. These sessions cover a whole range of topics and the pastoral leaders adapt the plans for these sessions to respond to global, national and local issues which affect our young people.

The pastoral curriculum is reviewed annually to ensure we are teaching content that is relevant to the ever-changing world our children are growing up in. The curriculum content will always be based on the five core aspects of excellent pastoral care for children and these are:

- Staying Safe
- Healthy Lifestyles
- Economic Wellbeing
- Enjoying and Achieving
- Positive Contributions

If you would like further information, please reach out to your child's form tutor who should be your first port of call for any aspect relating to your child's pastoral care.



PSHE

## Key Information

Key Stage Coordinator: Miss Elizabeth Andrews

Contact details: [Elizabeth.Andrews@Cayprep.edu.ky](mailto:Elizabeth.Andrews@Cayprep.edu.ky)

Setting: Students are taught PSHE in form groups

Lessons per fortnight: 1, plus 20 minutes with the form tutor daily

Study beyond KS4: Students engage with the PSHE curriculum from years 7 - 13

# STUDENT COUNCIL

## Aims

The Cayman Prep and High School Student Council is a body of elected students who represent all ages throughout the High School and aims to make real, student-led change both in school and the local community. The students make tangible changes to their school.

Every tutor group, from Year 7 to Year 13 nominates a representative to collate and help translate their pressing views and issues on how day-to-day school life is run to the teacher representative. These views can relate to all aspects of school life, from homework to afterschool classes, non-uniform days to inter-house competitions, and even charity events. Representatives complete proposal forms which include why the issue is relevant and worthwhile and provide potential solutions. These are then further reviewed by the Student Council during their monthly meeting and, if deemed suitable, are put forward to the school Principal. Students will also feed back to their tutor groups to further inform people of how the process is going.

Representatives are typically elected once per year, however tutor groups are given autonomy as to how frequently they would like to change their participant. One of the first events each year is the Student Council Retreat, where the initial group of representatives take the afternoon and evening to develop a rapport and, importantly, map out the school's annual calendar. This includes which inter-house events the student body would like to take place and even includes nominating the charities which students will fundraise for through the year.

Looking forward, we are developing a constitution for Super Council including adaptations to the fluid aspects of school life and leadership, and are working closely with the body of prefects to gain further insight into make Cayman Prep better than ever for each and every student.



*Students make tangible  
changes to their school*



# HOUSES AND CLUBS

## House Competition

At Cayman Prep and High School all students are placed into one of three houses: Elmslie, Redpath or Youth. The house names derive from former ministers of the United Church in Jamaica and the Cayman Islands.

Students who transfer from the Primary School to the High School continue in the same House and siblings are usually allocated to that House. House activities are planned by the House Coordinator, who is supported in this by the Heads of House and the House Captains who are elected to represent each the houses in their age groups from Kindergarten through to Year 13. Every teacher is also allocated to a House.

There are various competitions throughout the year that the students can compete in and students often lead the development of new house competitions. We ensure there are a range of events covering both mental agility, sporting prowess, physical skill, artistic talent and eloquent speaking. Some previous house competitions have included basketball, football, computer gaming, public speaking, literature mastermind, cake baking, quizzes, Uno - the list is endless! The teachers also compete in their own competitions throughout the year and these are incredibly competitive, and students enjoy cheering their teachers on!



## Extra-Curricular

We have an outstanding range of clubs that our students can be involved in and our students enjoy a rich variety of extra-curricular activities.

Various sports teams, Duke of Edinburgh Award, Model United Nations, Band, Choir, Robotics, Scuba Diving and Key Club are a small sample of the extra-curricular clubs and activities that are on offer. Whatever your passion and interests, we have something for you! At the start of each term, a list of activities will be shared with parents and students. Students do not need to formally 'sign up' for clubs, and should just check the clubs available at the start of each term and attended and speak to the teacher leading the activity.

*Our students enjoy a rich variety of extra-curricular activities*

# VERTICAL

## What is Vertical Learning?

At Cayman Prep and High School, we are proud of the broad, balanced and rigorous curriculum offered. Our students are incredibly successful across the whole of the school's traditional range of subjects and, therefore, it is our duty to stretch and challenge the students even further outside of the subjects they are accustomed to studying and encourage learning outside of their comfort zones.

Our Vertical Learning curriculum runs within our school's traditional timetable. As well as getting to study subjects we already offer as a school, students have the opportunity to deepen their learning in a range of new and exciting subjects through our innovative Vertical Learning programme.

We offer students over 35 different subjects in this time to choose from and the list changes each year. Students will also come up with new subjects they would like to be taught and we try to accommodate these wherever possible.



## How are the groups decided?

Students complete a subject selection form during the third term of the school year and select six choices in order of preference. The students are then grouped based on their choices. We work incredibly hard to ensure all students get the choices they most want, but this isn't always possible and where students don't get to study their first choice, they may have it the following year. Students will study three subjects over the course of the year (one per term) and so students may have been assigned their first choice, but will study it in the final term.

*Learning outside their  
comfort zones*

# LEARNING

## Why Vertical Learning?

Vertical Learning enriches the learning experience for our students. It is an innovative curriculum and this is vital as we prepare our students for life beyond school in our ever-changing world. Too often, schools are criticised for not providing students with the opportunities to learn skills for life beyond school. For example, how interest rates work, how to get a mortgage, how to type, not knowing about the government and politics, failing to be able to sew, cook and know about the past of the country they are living in, or that a wide enough range of subjects is not offered to engage all students. We are breaking the mould. We want our students to leave our school prepared fully for the road ahead by studying subjects they find exciting and relevant.



## The Class Groupings

Unlike other subjects the students study, for Vertical Learning, students are not set by ability or by age. They are set by subject selection and this means that students get to learn, work and lead with students from a range of ages. We know that this helps develop integration, cohesion and strengthens bonds and friendships across our school. In these lessons, students are not just part of their year group - they are part of the whole school.

Students of different ages bring something different to the learning experience, making this an incredibly enriching opportunity for each and every one of them.

This is another way in which we are making the learning experience for our students one of the greatest they will find in any school around the world.



*We are breaking the mould*





*"The positive behaviour for learning of students  
was excellent across all phases of the school"*

Cayman Prep and High School  
inspection report, May 2021













*Visit us at*

Cayman Prep and High School  
559 Walkers Road  
Cayman Islands

[www.cayprep.edu.ky](http://www.cayprep.edu.ky)



CAYMAN PREP AND HIGH SCHOOL

owned and operated by the united church in Jamaica and the Cayman Islands