Townshend International School

Curriculum

(2013)

Introduction:

The curriculum is firmly based on the best practices of the National Curriculum for England and Wales. The school assesses the achievements of students and the quality of its teaching through periodic examinations offered by Cambridge International Examinations which is controlled by Cambridge University and entirely compatible with the National Curriculum of England and Wales.

The school is registered to offer the Cambridge International Primary Programme for Grades 1 - 6, the Checkpoint examinations for Grade 7, 8 and 9, the International General Certificate of Education (IGCSE) in grades 10 and 11, and Cambridge International Advanced Level courses leading to the Advanced International Certificate of Education (AICE) in Grades 12 and 13.

In addition to the core subjects of the English National Curriculum, the school offers: a) courses that are appropriate to the needs of its diverse student population; b) courses that assist Czech students to acquire a good understanding of their language, literary heritage, history, society and geographical importance; c) courses that promote international understanding and cooperation; d) courses that enhance the personal, moral, ethical understanding and growth of students.

The language of instruction is English, and students are expected to learn a minimum of one other language. In addition, foreign students are required to study Czech language as a means of communicating and interacting with people in their host country and developing an appreciation of the rich culture in which they live.

Form and Length of Study

For the four years following the completion of compulsory education (Grade 1-9) students engage in daily full-time study for a minimum of 180 days a year. The school provides lessons for five days every week.

The day begins at 8:10 and usually ends at 15:40. Co-curricular activities, clubs, social service opportunities and tutorials for weak students are available after school. There are up to 9 scheduled lesson times each day. Lessons are 40 minutes long. Where appropriate, double lessons may be scheduled in particular subjects that require longer periods to achieve substantive learning. There are 5 minutes between classes and a long break of 20 minutes after 3 lessons in the morning and a Lunch break after another 2 or 3 lessons.

The curriculum descriptions in this document are drawn from the ***National Curriculum for England and Wales*** and from the syllabus documents of Cambridge International Examinations. Further, more detailed, information about these curricula may be obtained on line at:

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

and http://curriculum.qcda.gov.uk/

Programme of study in the Compulsory Years of School (Grades 1 – 9)

Subjects in grades 1 - 6:

English:

In these years students learn **to speak and listen:** including pronunciation, phonetics, group discussion and drama, *language variation* **to read**: including Phonemic awareness and phonic knowledge, Word recognition and graphic knowledge, Grammatical awareness, Contextual understanding, *Reading strategies, Understanding texts, Reading for information,* Literature, Non-fiction *non-literary texts*, Language structure and variation, **to write;** including Composition, Planning and drafting, Punctuation, Spelling including spelling strategies and morphology, Handwriting and presentation, Standard English and idiom, Language structure. They also learn strategies for understanding new vocabulary in educational contexts. This is extremely important as it is also the language of instruction.

Mathematics:

In these years students learn **to use and apply numbers, space shapes and measures:** including Problem solving, communicating and reasoning, Understanding patterns and properties of shape, Understanding properties of position and movement, understanding measures, **to understand number systems:** including Counting and Number Patterns and sequences as well as The Number system, Integers, fractions percentages and ratios, decimals, **to calculate:** including Number operations and relationships, Mental methods, written methods, Calculator methods, **to solve numerical problems:** and **to process, represent and interpret and handle data.**

History:

In these years students learn **to understand chronology; to understand people events and changes of the past; to understand historical interpretation; to make historical enquiries; to organize and communicate information.**

Topics include local history, Ancient History, Post Roman history, Feudalism, Mediaeval History, the Nineteenth century and modern European History.

Geography:

In these years students learn **skills in geographical enquiry; to acquire knowledge and understanding of places; to develop knowledge and understanding of patterns and processes; to develop knowledge and understanding of environmental change**

and sustainability.

Topics include local geography, national geography and international geography, themes such as water, transport, environment, climate, settlement and land use.

Science:

In these years students learn about Scientific Enquiry including **the importance of ideas and evidence in science; to develop investigative skills** :including Planning, Obtaining and presenting evidence, Considering evidence and evaluating. Students acquire **knowledge about life processes, Humans and other animals,** including nutrition, circulation, movement, growth and reproduction and health **Green plants,** including growth and nutrition, and reproduction **variation and classification, Living things in their environment,** including adaptation, feeding relationships, adaptations**.** Students learn about Materials and their Properties including **how to group materials, how materials change,** and **how to separate mixtures of materials.** They learn about Physical Processes including **electricity,** simple circuits; **forces in motion,** types of force; **light and sound,** every-day effects of light, seeing, vibration and sound; **the earth and beyond,** the sun,eart and moon and periodic changes**.** They must also learn about **health and safety.**

ICT

(Information and Computer Technology)

Students in these years learn **to find things out: to develop ideas and make things happen: to exchange and share information: to review, modify and evaluate work as it progresses.**

Students develop skills in the use of electronic media, computers as tools for investigation, research, creating presentations, producing images, sharing information communicating, word processing, etc.

Art, Design and Technology

Students in these years learn **to develop, plan and communicate ideas; to work with tools equipment, materials and components to make quality products; to evaluate processes and products; to acquire a developing knowledge of materials and components.**

The emphasis of this course is very practical and intended to give students an awareness of processes and methods of creating the things they see in their every-day lives. It also gives them the confidence to make things themselves.

Students in these years learn **to explore and develop creative ideas; to investigate and make art, crafts and designs; to evaluating and refining their own work; to develop knowledge and understanding**

	of techniques, materials, artists and their roles.
Music	Students in these years learn **to Control sounds through singing and playing – performing skills; Create and develop musical ideas – composing skills; Respond and review – appraising skills; Listening, and applying knowledge and understanding.**
Religious, Personal and Social Education	Students in these years learn **about religion and learn from religion;** they are taught about religious beliefs and practices, explore religious themes and encounter different religious beliefs. They are taught fundamental and universal morality and ethics. Students in these years **also develop confidence and responsibility and to make the most of their abilities; they prepare to play an active role as citizens; develop an understanding of a healthy, safer lifestyle and develop a practical understanding of how to make good relationships and respect the differences between people.**
Physical Education	Students in these years **acquire and develop skills; learn to select and apply skills, tactics and compositional ideas; evaluate and improve performance; gain knowledge and understanding of fitness and health.** They participate in learning based on dance activities; games; gymnastic activities; swimming and water safety; athletic activities; and possibly outdoor and adventurous activities.
Modern Foreign Language	Students in these years **acquire knowledge and understanding of the language; develop language skills; develop language-learning skills.**
Drama	Students in these years **participate in a range of drama activities to use language and actions to explore and convey situations, characters and emotions; create and sustain roles individually and when working with others, comment constructively on drama they have watched or in which they have taken part.** This is taught to support the learning of spoken language and to explore social realities and situations.
Czech	Students who are Czech citizens as well as foreign students who wish

Language, Literature and Social Studies	to select this subject are taught to speak, read, write and understand Czech to a native speaker level. They also study about the geography, history and society of the Czech Republic. Students in this course are normally registered in Czech schools and sit examinations in these schools every semester on the material they have studied. The material closely follows the Czech curriculum of the Zakladni Skola.
German Language and Literature	Students whose mother language is German and may wish to study in Germany later in their lives may choose to learn how to speak, read, write and understand German at a native speaker level.
Czech Second Language	Foreign students in grades 4 – 6 who have sufficient understanding of English learn to speak and converse in Czech and start to read and write.
Bahá'ì Studies	Children in grades 4 – 6 who have Bahá'ì parents learn the fundamental teachings of their religion.

Subjects in grades 7 - 9:

English Language and Literature	Students in these years **develop linguistic and technical competence in all activities; extend their creative use of the language; develop their cultural understanding through literature and non-fiction; extend their critical understanding of texts.** Opportunities for development are provided in speaking, Listening, reading and writing.
English Second Language	Students in ESL are usually new enrollments whose English is at a rudimentary level. ESL classes provide intensive language acquisition and development in listening, speaking, reading and writing. Emphasis is on vocabulary, pronunciation, spelling, grammar and punctuation. Students whose progress is particularly good may be transferred to English Language and Literature classes.
Mathematics	Students in these years **develop competence in handling the discourse of Mathematics; extend their creative ability to use their understanding of concepts to solve unfamiliar problems; developing an understanding of the wide applicability of Mathematics as a tool in a range of academic and practical disciplines; acquiring a critical understanding of mathematical interpretations.**

The key processes students must master are **representation of problems and methods; analysis of problems and use of mathematical reasoning to solve them; use of appropriate mathematical procedures; interpreting and evaluating data, results and conclusions; communicating and reflecting on observations, different approaches and efficient methods.**

The content are based upon the extended study of **rational numbers, algebra, geometry, and statistics.**

Science

Students in these years work to understand key concepts - **the nature of scientific thinking; the applications and implications of scientific discovery; the way cultures and science interact; collaboration across disciplines.**

Students deepen and broaden their understanding of science by **developing and applying their skill of practical enquiry and experimentation; learning to critically understand evidence and results; communicating observations conclusions and discussing their significance.**

The content are based upon the study of energy, electricity and forces; the examination of chemical and material behavior; the study of organisms their health and behavior; a consideration of the environment, Earth and the universe.

Geography

Students in these years work to develop an understanding of the key concepts – **the physical and human characteristics of places; the use and interaction of people in the spaces they create; the effect of scale (Local, regional, national, global); interdependence; physical and human processes; environmental interactions and sustainable development; cultural understanding and diversity.**

Students deepen and broaden their understanding of geography by participating in **geographical enquiry, field-work and out of class learning; reading and interpreting graphical and cartological information; communicating and discussing their conclusions.**

The content are based upon the study of **a variety of scales; a range of investigations; location of places and environments; Key aspects of Czech and European Geography; examining themes in different parts of the world; physical geography; human geography; internactions between people and the environment.**

History

Students in these years work to develop an understanding of the key concepts – **chronological understanding; cultural, ethnic and religious diversity; change and continuity; cause and consequence; the significance of events in context; the nature of interpretation.**

Students deepen and broaden their understanding of history by participating in **historical enquiry; using evidence; communicating, describing and analyzing the past.**

The content are based upon the study of **European and world history including; the development of political power in the middle ages; the impact of migration and settlement; the effects over time of major human developments; trade, imperialism and the industrial revolution.**

Civics

(Citizenship and Personal Education)

Students in these years work to develop an understanding of the key concepts – **democracy and justice; rights and responsibilities; identity and diversity in the EU;** and in the area of personal education – **healthy living; relationship education; people and environment.**

Students deepen and broaden their understanding of Citizenship by developing **critical thinking and enquiry; advocacy and representation; taking informed and responsible action.**

The content are based upon the study of **constitutions; the law; how political processes work; the EU;** and in the area of personal education – **hygiene; drug education; sex education; personal ethics; the challenges of adolescence.**

Drama

Students in these years participate in a range of drama activities **to use language and actions to explore and convey situations, characters and emotions; create and sustain roles individually and when working with others, comment constructively on drama they have watched or in which they have taken part. Student learn to improvise, devise, and write for dramatic effect; to work together in teams, performance skills, knowledge of theoretical elements of drama and dramatic conventions.** This subject also supports the learning of spoken language and explores social realities and situations.

Art and Music

Students in these years work to develop an understanding of the key concepts – **technical competence; integration of practice; cultural understanding; critical understanding; creativity; and communication.**

Students deepen and broaden their understanding of Art and Music by **exploring ideas, perceptions and techniques; practicing methods;**

performing, composing and listening; reviewing and evaluating.

The content are based upon the study, in Music, of **notation; performance; live and recorded music; classical and contemporary forms; contextual influences; music technology; and the role of musicians in society.** In Art students study **in and across arts and crafts; experiment in 2D, 3D and new technologies; cultural contexts; mastering processes and safe use of equipment.**

ICT (Information and Computer Technology)

Students in these years work to develop an understanding of the key concepts – **capability of various ICT tools; communication and collaboration; exploring ideas and manipulating information; exploring the impact of technology; critical evaluation.**

Students deepen and broaden their understanding of ICT by **learning techniques for finding information; developing ideas; communicating information; evaluating information and processes.**

The content are based upon the study of **different software applications; safe working practices and internet security; managing information systems; examining and evaluating the impact of technology.**

Czech Language, Literature and Social studies

Students who are Czech citizens as well as foreign students who wish to select this subject are taught to speak, read, write and understand Czech to a native speaker level. They also study about the geography, history and society of the Czech Republic. Students in this course are normally registered in Czech schools and sit examinations in these schools every semester on the material they have studied. The material closely follows the Czech curriculum of the Zakladni Skola.

Czech Second Language

Foreign students in grades 7 - 9 who are not in the ESL class and have sufficient understanding of English learn to speak and converse in Czech and start to read and write.

Social Action

Students in grades 7 - 9 are exposed to concepts of **social responsibility** and **service to society**. They learn to work in teams to **consult, reflect**, and enact service projects. A sense of **empowerment** to effect positive change in wider society is thus developed. Students explore religious themes and encounter different religious beliefs. They are taught fundamental and universal morality and ethics and explore the role of religion in the world to acquire knowledge about the belief structures of religions other than their own; increase their capacity for tolerance; and make them better able to evaluate information in the media.

Physical Education

Students in these years work to develop an understanding of the key concepts – **competence; performance; creativity; healthy and active lifestyles.**

Students deepen and broaden their understanding of Physical education by **developing skills in physical activity; making and applying decisions; developing physical and mental capacity; evaluating performance and improving; making informed choices about healthy and active lifestyles.**

The content are based upon the study of **strategy and tactics in sports; accurate replication of action; exploring and communicating ideas; pushing boundaries of performance; solving problems; exercising safely and effectively.**

Modern Foreign Language

Students in these years work to develop an understanding of the key concepts – **linguistic competence; knowledge about language; creativity and intercultural understanding.**

Students deepen and broaden their understanding of Language by **developing language learning strategies; and, developing language skills.**

The content are based upon the study of **speaking, reading, writing, grammar, vocabulary, intercultural comparison.**

Programme of study in the Post- Compulsory Years of School, Grade 10 - 13 (Level I - IV)

Subjects in grades 10 and 11 (Level I and II):

In grade 10 and 11 students are learning from syllabuses provided by Cambridge International Examinations (CIE) leading to the IGCSE, as well as school based subjects. Students are required to study a range of subjects across all areas of the curriculum, but for the first time have choices about which subjects they may choose in the different disciplines. All students must study CIE examined English, Mathematics, a language, a science, and a humanities subject as a minimum. They must also choose from other electives 2 or 3 more CIE examined subjects

What is Cambridge IGCSE?

The Cambridge International General Certificate of Secondary Education (IGCSE) is one of the most recognised qualifications around the world. Cambridge IGCSE courses are renowned for developing vital educational skills, including recall of knowledge, oral skills, problem solving, initiative, team work and investigative skills. The resulting qualification provides a foundation for higher level courses, such as Cambridge A and AS Levels, the Cambridge Advanced International Certificate of Education and the International Baccalaureate. Cambridge IGCSE offers a flexible course of study that gives students the freedom to choose subjects that are right for them, whilst providing them with a broad knowledge base and lifelong skills.

CIE Core subjects

English

Students in these years **develop linguistic and technical competence in all activities; extend their creative use of the language; develop their cultural understanding through literature and non-fiction; extend their critical understanding of texts.**

Opportunities for development are provided in **speaking, listening, reading (including reading for meaning and understanding the author's craft) and writing (including composition in a variety of genres and technical accuracy).**

The content are based upon prepared speeches and **debates, group discussions, describing, narrating, persuading; reading complex texts that have influenced human thought; writing imaginative language; making connections between texts; contemporary and historical drama, poetry, and prose; texts that help students make connections across time, and analyse assumptions; criticizing non-literary texts; examining and experimenting with language structure and variation.**

Mathematics

Students in these years continue to **develop competence in handling the discourse of Mathematics; extending their creative ability to use their understanding of concepts to solve unfamiliar problems; developing an understanding of the wide applicability and implications of Mathematics as a tool in a range of academic and practical disciplines; refining their critical understanding of mathematical interpretations.**

The key processes students must master are **representation of problems and methods; analysis of problems and use of mathematical reasoning to solve them; use of appropriate mathematical procedures; interpreting and evaluating empirical evidence patterns and exceptions; communicating and reflecting on observations, different approaches and efficient methods.**

The content are based upon further complex analysis and study of **rational numbers, algebra, geometry, and statistics in relevant real world situations.**

CIE Elective Subjects

German

French

Spanish

Syllabus aims of courses in a foreign languages for the IGCSE examination are to:

1. develop the ability to use the language effectively for purposes of practical communication in all countries where the language is spoken

2. form a sound base of the skills, language and attitudes required for further study, work and leisure

3. offer insights into the culture and civilisation of countries where the language is spoken

5. develop a fuller awareness of the nature of language and language learning

6. encourage positive attitudes toward language learning and towards speakers of other languages and a sympathetic approach to other cultures and civilisations

7. provide enjoyment and intellectual stimulation

8. complement other areas of study by encouraging skills of a more general application (e.g. analysis, memorising, drawing of inferences).

Assessment objectives

Students are assessed on their ability to: Understand and respond to spoken language; Understand and respond to written language; Communicate in speech, showing knowledge of a range and variety of vocabulary, and applying the grammar and structures of the target language accurately, and; Communicate in writing, showing knowledge of a range and variety of vocabulary, and applying the grammar and structures of the target language accurately.

Physics

Chemistry

Biology

The **aims of the science syllabuses** are:

1. to provide a worthwhile educational experience for all students, through well designed studies of experimental and practical science, whether or not they go on to study science beyond this level.

2. to enable students to acquire sufficient understanding and knowledge to:

become confident citizens in a technological world, to take or develop an informed interest in scientific matters; recognise the usefulness, and limitations, of scientific method and to appreciate its applicability in other disciplines and in everyday life; be suitably prepared for studies beyond IGCSE in pure sciences, in applied sciences or in science dependent vocational courses.

3. to develop abilities and skills that are relevant to the study and practice of the sciences; are useful in everyday life; encourage safe practice; encourage effective communication.

4. to develop attitudes relevant to the sciences such as concern for accuracy and precision; objectivity; integrity; enquiry; initiative, and; inventiveness.

5. to stimulate interest in, and care for, the environment

6. to promote an awareness that: scientific theories and methods have developed, and continue to develop, as a result of co-operative activities of groups and individuals; the study and practice of science are subject to social, economic, technological, ethical and cultural influences and limitations; the applications of science may be both beneficial and detrimental to the individual, the community and the environment; science transcends national boundaries and that the language of science, correctly and rigorously applied, is universal.

The **assessment objectives** in Cambridge IGCSE Sciences are:

Knowledge with understanding

Students should be able to demonstrate knowledge and understanding of:

1. scientific phenomena, facts, laws, definitions, concepts, theories

2. scientific vocabulary, terminology, conventions (including symbols, quantities and units)

3. scientific instruments and apparatus, including techniques of operation and aspects of safety

4. scientific quantities and their determination

5. scientific and technological applications with their social, economic and environmental implications.

Handling information and problem solving

In words or using other written forms of presentation (e.g. symbolic, graphical and numerical), students should be able to:

1. locate, select, organise and present information from a variety of sources

2. translate information from one form to another

3. manipulate numerical and other data

4. use information to identify patterns, report trends and draw inferences

5. present reasoned explanations of phenomena, patterns and relationships

6. make predictions and hypotheses

7. solve problems, including some of a quantitative nature.

Experimental skills and investigations

Students should be able to:

1. know how to use techniques, apparatus, and materials (including following a sequence of instructions, where appropriate)

2. make and record observations and measurements

3. interpret and evaluate experimental observations and data

4. plan investigations, evaluate methods and suggest possible improvements (including the selection of techniques, apparatus and materials).

History

The **syllabus aims** are to: stimulate interest in and enthusiasm about the past; promote the acquisition of knowledge and understanding of human activity in the past; ensure that the students' knowledge is rooted in an understanding of the nature and use of historical evidence; promote an

understanding of the nature of cause and consequence, continuity and change, and similarity and difference; provide a sound basis for further study and the pursuit of personal interest; encourage international understanding; encourage the development of linguistic and communication skills.

Assessment Objectives

To pass Cambridge IGCSE History, students must demonstrate the following: an ability to recall, select, organise and deploy knowledge of the syllabus content; an understanding of change and continuity, cause and consequence, similarity and difference as well as motives, emotions, intentions and beliefs of people in the past and an ability to understand, interpret, evaluate and use a range of sources as evidence, in their historical context.

Geography

The **syllabus aims** are to encourage students to develop: a sense of place and an understanding of relative location on a local, regional and global scale; an awareness of the characteristics and distribution of a selection of contrasting physical and human environments; an understanding of some of the processes affecting the development of such environments; an understanding of the spatial effects of the ways in which people interact with each other and with their environments; an understanding of different communities and cultures throughout the world and an awareness of the contrasting opportunities and constraints presented by different environments.

Knowledge with understanding

Students should be able to demonstrate knowledge and understanding of:

1. the wide range of processes, including human actions, contributing to the development of: (a) physical, economic, social, political and cultural environments and their associated effects on the landscape, and; (b) spatial patterns and interactions which are important within these environments;

2. the inter-relationships between people's activities and the total environment and an ability to seek explanations for them;

3. the importance of scale (whether local, regional or global) and the time at which spatial distributions and the working of systems are considered;

4. the changes which occur through time in places, landscapes and spatial distribution.

Skills and analysis

Students should be able to:

5. analyse and interpret geographical data;

6. use and apply geographical knowledge and understanding to maps and in verbal, numerical, diagrammatic, pictorial, photographic and graphical form;

7. use geographical data to recognise patterns in such data and to deduce relationships;

8. select and show understanding of techniques for observing and collecting data;

9. select and use techniques for organising and presenting data.

Judgement and decision making

Through their geographical training students should be able to:

10. reason, make judgements (including evaluation and conclusions) which demonstrate, where appropriate: (a) a sensitivity to, and a concern for, landscape, the environment and the need for sustainable development; (b) an aesthetic appreciation of the earth including its people, places, landscapes, natural processes and phenomena; (c) an appreciation of the attitudes, values and beliefs of others in cultural, economic, environmental, political and social issues which have a geographical dimension; (d) an awareness of the contrasting opportunities and constraints of people living in different places and under different physical and human conditions; (e) a willingness to review their own attitudes in the light of new knowledge and experiences.

11. recognise the role of decision making within a geographical context as affected by: (a) the physical and human contexts in which decisions are made; (b) the values and perceptions of groups or individuals; (c) the choices available to decision makers and the influences and constraints within which they operate; (d) the increasing level of global interdependence.

Drama

Syllabus aims are:

1. To develop students' understanding of Drama through practical and theoretical study.

2. To enable students to realise the performance possibilities of text and other stimuli.

3. To encourage the use of dramatic forms and structures to communicate feelings and ideas to an audience.

4. To help students to acquire and develop skills in Drama, both individually and in groups.

5. To develop understanding of the processes leading to performance and the elements involved in creating a performance; to be able to evaluate the various stages of performance work.

6. To encourage enjoyment of drama.

Assessment objectives

Understanding

Students are assessed on their ability to demonstrate understanding of:

the performance possibilities of text and other stimuli, and; the differing roles of actor, director, stage manager and technician in their realisation.

Devising

Students are assessed on their ability to devise dramatic material and reflect on its effectiveness.

Performing skills

Students are assessed on their performing skills in Drama.

Music

The **syllabus aims** of the syllabus are to: enable students to acquire and consolidate a range of basic musical skills, knowledge and understanding, through the activities of listening, performing and composing; help students develop a perceptive, sensitive and critical response to the main historical periods and styles of Western music; help students to recognise and understand the music of various non-Western traditions, and thus to form an appreciation of cultural similarities and differences; provide a foundation for the development of an informed appreciation of music; provide a foundation for further study in music at a higher level

Assessment objectives

Listening

• Aural awareness, perception and discrimination in relation to Western music of the baroque, classical, romantic and 20th-century periods.

• Identifying and commenting on a range of music from cultures in different countries.

• Knowledge and understanding of one Western Prescribed Work and one Prescribed Focus from a non- Western culture.

Performing

• Technical competence on one or more instruments.

• Interpretative understanding of the music performed.

Composing

• Discrimination and imagination in free composition.

• Notation, using staff notation and, if appropriate, other suitable systems.

School Based Core Subjects

Civics

Students in these years learn about forms of government and the European Union; he origins and schools of thought in ethical philosophy, and they examine the beliefs teachings and sources; practices and ways of live; spiritual expression; identity diversity and belonging; meaning purpose and truth; values and commitments of two world religions.

Physical Education

Students in these years work to refine their understanding of the key concepts – **competence; performance; creativity; healthy and active lifestyles.**

Students further deepen and broaden their understanding of Physical education by **developing skills in physical activity; making and applying decisions; developing physical and mental capacity; evaluating performance and improving; making informed choices about healthy and active lifestyles.**

The content are based upon the study of **strategy and tactics in sports; accurate replication of action; exploring and communicating ideas; pushing boundaries of performance; solving problems; exercising safely and effectively.**

ICT

(Information and Computer Technology)

Students in these years work to refine their understanding of the key concepts – **capability of various ICT tools; communication and collaboration; exploring ideas and manipulating information; exploring the impact of technology; critical evaluation.**

Students continue to deepen and broaden their understanding of ICT by **learning techniques for finding information; developing ideas; communicating information; evaluating information and processes.**

The content are based upon the study of **different software applications; safe working practices and internet security; managing information systems; examining and evaluating the impact of technology.**

School Based Elective Subjects

Czech Language and Literature	Students who are Czech citizens as well as foreign students who wish to select this subject are taught to speak, read, write and understand Czech and its literature (both fictional and non-fictional) to a native speaker level. The material closely follows the Czech curriculum for Gymnazium and students are prepared for First Language examinations at IGCSE.
German Language and Literature	Students who are from German speaking countries as well as foreign students who wish to select this subject are taught to speak, read, write and understand German and its Literature (both fictional and non-fictional) to a native speaker level. The material closely follows the curriculums of Gymnaziums in German states and students are prepared for First Language examinations at IGCSE.
Czech Language	Foreign students in grades 10 and 11 who are not in the ESL class and have sufficient understanding of English continue to develop their ability to speak and converse in Czech, to read and write and to learn about Czech culture through excursions and presentations as well as research.
Bahá'ì Studies	Students in grades 10 and 11 who select this subject learn about the social, spiritual and ethical teachings of all religions, with a directed focus on the Bahá'ì Faith . They study scripture and commentary and examine events in every-day life through the lens of religious teaching.
Moral Development	Students who select this subject, which runs in parallel to Bahá'ì Studies, learn about the social, spiritual and ethical teachings of all religions. They study scripture and commentary and examine events in every-day life through the lens of religious teaching.

In future years the school, as it grows, may add elective subjects at CIE level with the approval of CIE.; currently Townshend International School has CIE permission to offer PE at IGCSE level in the externally examined curriculum. We are unlikely to do so in the next two years. At some point, resources permitting, we hope to introduce IGCSE studies in Information and Computer Technology (ICT). Any changes to the curriculum offerings are communicated to the Ministry of Education.

From year to year some CIE subjects may not run due to insufficient demand from students and parents.

If any additions or subtractions are made to the school based offerings, the Ministry of Education are informed.

Subjects in grades 12 and 13 (Level III and IV):

In grade 12 and 13 students are learning from syllabuses provided by Cambridge International Examinations (CIE) leading to the Advanced Subsidiary (AS Level) and Advanced (A Level) examinations , as well as school based subjects. Students are required to study a minimum of three Cambridge A levels or the equivalent. They are expected to select subjects the interest them, that are related to their future work or study aspirations, and those that are prerequisites for entry to universities. They may if they wish specialize, in for example sciences, or they may choose subjects that maintain a breadth of study across several disciplines. Subjects at A level are studied in considerable depth.

What are Cambridge A and AS Levels?

GCE Advanced (A) Level is one of the most recognised qualifications around the world. For over 50
years, Cambridge A Levels have been accepted as proof of academic ability for entry to universities and institutes of higher education. Advanced Subsidiary (AS) Level represents the first half of a full A Level course and gives students the opportunity to study a broader range of subjects without committing to doing a full A Level. Students can choose to complete an AS Level examination, then stop studying for that particular subject. Alternatively, after gaining an AS Level qualification, students can complete the remaining course of study in order to take the A Level
assessment.

Cambridge A and AS Levels offer a flexible course of study that gives students the freedom to select the subjects that are right for them.

How are A and AS Levels taught?

Cambridge A and AS Levels offer such flexible programmes that there is a lot of diversity in the way they are taught – typically each AS Level course would require guided learning time – in class, in the library or resource centre – of 180 hours. For A Levels the learning requirement would be 360 hours. The syllabus is set by Cambridge, but how it is taught depends on the school or college.

The course differs for each subject, but there are a mix of assessment methods, which may include coursework, practical exercises, oral and listening tests, projects and written examinations. All syllabuses require students to develop analytical skills and their application of knowledge in individual study. Cambridge A Levels demonstrate students' content knowledge in a subject as well as their ability to present a well reasoned argument, to understand and apply principles and to acquire deep understanding of a body of knowledge. Studying for Cambridge A Levels is academically challenging, but offers excellent preparation for study at university or college.

CIE A and AS Level Subjects

English Language

(AS level only)

The **syllabus aims** to develop: A critical and informed response to writing in a range of forms, styles and contexts; the interdependent skills of reading, analysis and communication; effective and appropriate communication.

Assessment objectives

Students must demonstrate: the ability to read with understanding written material in a variety of forms, and to comment on its effectiveness; a knowledge and understanding of the features of English language, and; the ability to write clearly, accurately and effectively for a particular purpose or audience.

Literature in English

The **syllabus aims** to develop: Appreciation of and informed personal response to literature in English in a range of texts in different forms, and from different periods and cultures; the interdependent skills of reading, analysis and communication; effective and appropriate communication, and wider reading and an understanding of how it may contribute to personal development.

Assessment objectives

Students must demonstrate: The ability to respond to texts in the three main forms (Prose, Poetry and Drama) of different types and from different cultures; an understanding of the ways in which writers' choices of form, structure and language shape meanings; the ability to produce informed, independent opinions and judgements on literary texts; the ability to communicate clearly the knowledge, understanding and insight appropriate for literary study,and; the ability to appreciate and discuss varying opinions of literary works.

Spanish

German

French

Cambridge International A & AS Level Language **syllabuses aim** to: develop the ability to understand a language from a variety of registers; enable students to communicate confidently and clearly in the target language; form a sound base of skills, language and attitudes required for further study, work and leisure; develop insights into the culture and civilisation of the countries where the language is spoken, including the study of literary texts where appropriate; encourage positive attitudes to language learning and a sympathetic approach to other cultures and civilisations, and ; support intellectual and personal development by promoting learning and social skills.

Assessment objectives

The examinations are designed to assess students' linguistic competence and their knowledge of contemporary society. In the exams, students are expected to: understand and respond to texts written in the target language, drawn from a variety of sources such as magazines, newspapers, reports, books and other forms of extended writing; manipulate the target language accurately in spoken and written forms, choosing appropriate examples of lexis and structures; select information and present it in the target language, and; organise arguments and ideas logically.

Mathematics

The **aims of the syllabus** are to enable students to: develop their mathematical knowledge and skills in a way which encourages confidence and provides satisfaction and enjoyment; develop an understanding of mathematical principles and an appreciation of mathematics as a logical and coherent subject; acquire a range of mathematical skills, particularly those which will enable them to use applications of mathematics in the context of everyday situations and of other subjects they may be studying; develop the ability to analyse problems logically, 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, and; acquire the mathematical background necessary for further study in this or related subjects.

Assessment objectives

The abilities assessed in the examinations cover a single area: **technique with application**.

The examination tests the ability of students to: understand relevant mathematical concepts, terminology and notation; recall accurately and use successfully appropriate manipulative techniques; recognise the appropriate mathematical procedure for a given situation; apply combinations of mathematical skills and techniques in solving problems; present mathematical work, and communicate conclusions, in a clear and logical way.

Physics

The **syllabus aims** are to:

1.provide, through well-designed studies of experimental and practical science, a worthwhile educational experience for all students, whether or not they go on to study science beyond this level and, in particular, to enable them to acquire sufficient understanding and knowledge to become confident citizens in a technological world and be able to take or develop an informed interest in scientific matters; recognise the usefulness, and limitations, of

scientific method and to appreciate its applicability in other disciplines and in everyday life; be suitably prepared for studies beyond A Level in Physics, in Engineering or in Physics-dependent vocational courses.

2. develop abilities and skills that: are relevant to the study and practice of science; are useful in everyday life; encourage efficient and safe practice; encourage effective communication.

3. develop attitudes relevant to science such as: concern for accuracy and precision; objectivity; integrity; the skills of enquiry; initiative; inventiveness.

4. stimulate interest in, and care for, the environment in relation to the environmental impact of Physics and its applications.

5. promote an awareness that: the study and practice of Physics are co-operative and cumulative activities, and are subject to social, economic, technological, ethical and cultural influences and limitations; that the implications of Physics may be both beneficial and detrimental to the individual, the community and the environment; of the importance of the use of IT for communication, as an aid to experiments and as a tool for the

interpretation of experimental and theoretical results.

6. stimulate students and create a sustained interest in Physics so that the study of the subject is enjoyable and satisfying.

Assessment objectives

Knowledge with understanding

Students should be able to demonstrate knowledge and understanding of:

1. scientific phenomena, facts, laws, definitions, concepts and theories

2. scientific vocabulary, terminology and conventions (including symbols, quantities and units)

3. scientific instruments and apparatus, including techniques of operation and aspects of safety

4. scientific quantities and their determination

5. scientific and technological applications with their social, economic and environmental implications.

Handling, applying and evaluating information

Students should be able (in words or by using symbolic, graphical and numerical forms of presentation) to:

1. locate, select, organise and present information from a variety of sources

2. translate information from one form to another

3. manipulate numerical and other data

4. use information to identify patterns, report trends, draw inferences and report conclusions

5. present reasoned explanations for phenomena, patterns and relationships

6. make predictions and put forward hypotheses

7. apply knowledge, including principles, to new situations

8. evaluate information and hypotheses

9. demonstrate an awareness of the limitations of physical theories and models.

Experimental skills and investigations

Students should be able to:

1. follow a detailed set or sequence of instructions and use techniques, apparatus and materials safely and effectively

2. make observations and measurements with due regard for precision and accuracy

3. interpret and evaluate observations and experimental data

4. identify a problem; design and plan investigations; evaluate methods and techniques; suggest possible improvement

5. record observations, measurements, methods and techniques with due regard for precision, accuracy and units.

Chemistry

The **syllabus aims** are to:

1. provide, through well-designed studies of experimental and practical science, a worthwhile educational experience for all students, whether or not they go on to study science beyond this level and, in particular, to enable them to acquire sufficient understanding and knowledge to become confident citizens in a technological world and be able to take or develop an informed interest in scientific matters; recognise the usefulness, and limitations, of scientific method and to appreciate its applicability in other disciplines and in everyday life; be suitably prepared for studies beyond A Level in Chemistry, in Engineering or in Chemistry-dependent vocational courses.

2. develop abilities and skills that: are relevant to the study and practice of science; are useful in everyday life; encourage efficient and safe practice;

encourage effective communication.

3. develop attitudes relevant to science such as: concern for accuracy and precision; objectivity; integrity; the skills of enquiry; initiative; inventiveness.

4. stimulate interest in, and care for, the environment in relation to the environmental impact of Chemistry and its applications.

5. promote an awareness that: the study and practice of Chemistry are co-operative and cumulative activities, and are subject to social, economic, technological, ethical and cultural influences and limitations; that the implications of Chemistry may be both beneficial and detrimental to the individual, the community and the environment; of the importance of the use of IT for communication, as an aid to experiments and as a tool for the

interpretation of experimental and theoretical results.

6. stimulate students and create a sustained interest in Chemistry so that the study of the subject is enjoyable and satisfying.

Assessment objectives

Knowledge with understanding

Students should be able to demonstrate knowledge and understanding of:

1. scientific phenomena, facts, laws, definitions, concepts and theories

2. scientific vocabulary, terminology and conventions (including symbols, quantities and units)

3. scientific instruments and apparatus, including techniques of operation and aspects of safety

4. scientific quantities and their determination

5. scientific and technological applications with their social, economic and environmental implications.

Handling, applying and evaluating information

Students should be able (in words or by using symbolic, graphical and numerical forms of presentation) to:

1. locate, select, organise and present information from a variety of sources

2. translate information from one form to another

3. manipulate numerical and other data

4. use information to identify patterns, report trends, draw inferences and report conclusions

5. present reasoned explanations for phenomena, patterns and relationships

6. make predictions and put forward hypotheses

7. apply knowledge, including principles, to new situations

8. evaluate information and hypotheses

9. demonstrate an awareness of the limitations of physical theories and models.

Experimental skills and investigations

Students should be able to:

1. follow a detailed set or sequence of instructions and use techniques, apparatus and materials safely and effectively

2. make observations and measurements with due regard for precision and accuracy

3. interpret and evaluate observations and experimental data

4. identify a problem; design and plan investigations; evaluate methods and techniques; suggest possible improvement

5. record observations, measurements, methods and techniques with due regard for precision, accuracy and units.

Biology

This **syllabus aims** to:

1. Provide, through well-designed studies of experimental and practical biological science, a worthwhile educational experience for all students, whether or not they go on to study science beyond this level. In particular, it should enable them to: become confident citizens in a technological world, with an informed interest in scientific matters; recognise the usefulness (and limitations) of scientific method, and its application in other subjects and in everyday life; be suitably prepared for studies in biological sciences beyond A Level, in further or higher education, and for professional courses.

2. Develop abilities and skills that: are relevant to the study and practice of biological science; are useful in everyday life; encourage effective, efficient and safe practice; encourage effective communication using universal scientific conventions.

3. Develop attitudes relevant to biological science, such as: concern for accuracy and precision; objectivity; integrity; skills of enquiry; initiative, and; inventiveness.

4 .Stimulate interest in, and care for, the local and global environment, and

help students to understand the need for conservation.

5. Make students aware: that scientific theories and methods have developed, and continue to develop, as a result of groups and individuals working together, and that biological science overcomes national boundaries; that the study and practice of biology are affected and limited by social, economic, technological, ethical and cultural factors; that the application of biological science may be both helpful and harmful to the individual, the

community and the environment; of the importance of using IT for communication, as an aid to experiments and as a tool for interpreting experimental and theoretical results.

6. Stimulate students and give them a lasting interest in biology, so that they find studying biology to be enjoyable and satisfying.

A Level Biology puts great emphasis on understanding and using scientific ideas and principles in different situations, including both those that are well-known to the student and those which are new to them. CIE expects that study programmes based on this syllabus will include a variety of learning experiences designed to develop students' skill and comprehension. This will prepare students suitably for assessment. It will also allow teachers and students to focus on developing transferable life-long skills that

are relevant to the increasingly technological world in which we live.

History

The educational **aims** of Cambridge A & AS Level History are for students to gain historical knowledge, understanding and skills.

These aims include: developing an interest in the past and an appreciation of human endeavour; gaining a greater knowledge and understanding of historical periods or themes

gaining a greater awareness of historical concepts such as similarity and difference, change and continuity, cause and effect; appreciating the nature and diversity of historical sources available, and the methods used by historians; exploring a variety of approaches to different aspects of History and different interpretations of particular historical issues; thinking independently and making informed judgements on issues; developing empathy with people living in different places and at different times.

Assessment objectives

Students must be able to: demonstrate an understanding of the complexity of issues and themes within a historical period; distinguish and assess different approaches to, interpretations of, and opinions about the past; express awareness of historical concepts such as change and continuity, cause and effect; present a clear, concise, logical and relevant argument; evaluate and

interpret source materials as historical evidence and use them effectively.

Geography

The **aims of this syllabus** are to:

develop students' awareness of the relevance of geographical analysis to understanding and solving; contemporary human and environmental problems; introduce students to the main elements of physical and human geography and the inter-relationships between these components; encourage understanding of the principal processes operating at different scales within physical and human geography; develop students' sense of relative location, including an appreciation of the complexity and variety of natural and human environments; demonstrate and explain the causes and effects of change over space and time on the natural and human environments; show the importance of scale in understanding physical and human geography; make students aware of the problems of explanation (including data collection and processing) in physical and human geography, and give them an appreciation of the nature, value, limitations and importance of different approaches to analysis and explanation in geography.

Skills and attitudes

The aims are to: increase students' knowledge of, and ability to use and apply, appropriate skills and techniques relevant to greater understanding and interpretation of facts and relationships in physical and human geography; encourage a concern for accuracy and objectivity in collecting, recording, processing, analysing, interpreting and reporting data in a spatial context; develop students' ability to handle and evaluate different types and sources of information; develop students' ability to think logically, and to present an ordered and coherent argument in a variety of ways; promote students' awareness of the need for understanding, respect and co-operation in conserving the environment and improving the quality of life both at a global scale and within the context of different cultural settings.

Assessment objectives

Knowledge

Students should be able to:

1.1 give definitions and explanations of relevant geographical terms and concepts

1.2 show working knowledge of relevant principles, theories and models

1.3 recall accurately the location and character of chosen places and environments

1.4 show knowledge of the physical and human processes at work.

Understanding and application

Students should be able to:

2.1 understand the complex and interactive nature of physical and human environments

2.2 understand how processes bring changes in systems, distributions and environments

2.3 recognise the distinctiveness and the generality of places and environments

2.4 recognise the significance of spatial scale and of time scale

2.5 apply this geographical understanding to new contexts.

Skills and enquiry

Students should be able to:

3.1 collect, record and interpret a variety of information from primary (fieldwork) sources and secondary sources (e.g. statistical data)

3.2 interpret a range of map and diagram techniques displaying geographical information

3.3 assess methods of enquiry and consider the limitations of evidence

3.4 demonstrate skills of analysis and synthesis

3.5 use geographical understanding to develop their own explanations and hypotheses.

Evaluation and decision-making

Students should be able to:

4.1 assess the effects of geographical processes and change on physical and human environments

4.2 consider the relative success or failure of initiatives and demonstrate a sense of judgement

4.3 analyse the viewpoints of different groups of people and identify conflicts of interest

4.4 assess the decision-making process in physical and human contexts

4.5 recognise a number of possible outcomes from a given situation.

Sociology

The **syllabus aims** are for students to develop: knowledge and understanding of sociological concepts, theories, methods and research

findings, as well as sociological principles, perspectives and applications; an awareness of the range and limitations of sociological theory and research; an understanding of the relationship between sociological findings and everyday life, including contemporary social, cultural and political issues; an appreciation and understanding of individual, social and cultural diversity, and of continuity and change in social life; an understanding of sociological methods, including the collection, analysis and interpretation of data; improved skills of communication, interpretation, analysis and evaluation, and; an excellent foundation for further study.

Assessment Objectives

Knowledge and understanding

• offer definitions and explanations of relevant sociological terms and concepts

• demonstrate appropriate knowledge of relevant principles, theories, and methods

• demonstrate awareness of relevant sociological arguments, debates and issues

• discuss the theoretical and practical considerations influencing the design and execution of sociological enquiry

• outline the findings from relevant sociological studies and research data.

Interpretation and application

• interpret sociological material presented in a variety of forms, including qualitative and quantitative data

• recognise the special character of sociological knowledge and distinguish it from the knowledge and understanding produced by other academic subjects such as biology and psychology

• identify and explore the links between relevant sociological concepts, theories, and research findings

• select and use sociological material appropriately to analyse relevant arguments and debates

• apply concepts, theories and evidence to support arguments and conclusions.

Analysis and evaluation

• evaluate the strengths and limitations of particular sociological theories and methods

• analyse and assess sociological and non-sociological evidence and arguments

• reach conclusions based on a reasoned consideration of available evidence and arguments

• recognise limitations and bias in evidence, and distinguish between fact, opinion and value.

Business

The **syllabus aims** to encourage students to:

1. Understand and appreciate the nature and scope of business, and the role of business in society.

2. Develop critical understanding of organisations, the markets they serve and the process of adding value. This should involve consideration of the internal workings and management of organisations and, in particular, the process of decision-making in a dynamic external environment.

3. Be aware that business behaviour can be studied from the perspective of a range of stakeholders including customer, manager, creditor, owner/shareholder and employee.

4. Be aware of the economic, environmental, ethical, governmental, legal, social and technological issues associated with business activity.

5. Develop skills in: decision-making and problem solving in the light of evaluation; the quantification and management of information, where appropriate; effective communication. The emphasis should be on the *application* of concepts and issues to the local context (i.e. the student's own country), where appropriate

Assessment objectives

Students are expected to demonstrate the following skills:

Knowledge and critical understanding of the specified content.

Application of this knowledge and understanding to problems and issues which are from both familiar and unfamiliar situations.

Analysis of problems, issues and situations by: distinguishing between statements of fact, statements of value and hypothetical statements; making valid inferences from material presented; examining the implications of a hypothesis; organising ideas; making valid generalisations.

Evaluation of reliability of material, checking that conclusions drawn are consistent with given information and discriminating between alternative explanations, and assessing the role of the main concepts and models in business analysis.

Classical Studies

The **aims of the syllabus** are: to provide students with an understanding of Greek and Roman civilisation, and encourage an appreciation for the Classical world; to understand core foundations for the Western traditions of art, history, literature, philosophy, political thought and science – traditions which have had major influences on the shape of the modern world; to develop awareness of diversity in civilisations by understanding cultures, their values and assumptions, different from ours; to develop students' abilities to interpret, analyse and evaluate a range of evidence and to organise and present information in a coherent and effective manner, and to encourage students to develop as effective and independent learners and as critical and reflective thinkers.

Assessment objectives

Students are expected to demonstrate the following:

Knowledge with Understanding

Demonstrate relevant knowledge and critical understanding (including critical appreciation of the contexts from which people, events, ideas and/or artefacts emerged and were valued within Classical cultures) by presenting well-informed, effective answers.

Analysis, Evaluation and Judgement

Interpret, analyse and evaluate critically a range of appropriate evidence (historical, literary, material) in context to draw substantiated judgements.

Thinking Skills

The **syllabus aims** are: to give students a specific and transferable set of skills for solving problems, critical thinking and reasoning; to encourage students to apply these skills to realistic scenarios, and; to develop students' abilities to understand and engage confidently in argument and reasoning.

Assessment objectives

Problem Solving

• The Problem Solving components assess a student's ability to analyse numerical and graphical information, which is based in real life situations, and apply the right numerical techniques to find new information or derive solutions.

• Problem Solving uses a range of skills such as data handling, reading, modelling, logic and reasoning. In the CIE syllabus, students are assessed on these various sub-skills, which are the building blocks to successfully

solving wider and more complex problems.

• Students need to apply simple mathematics to new situations to show they can manipulate numerical and graphical data. They need to extract and use relevant data, and find ways of drawing conclusions from information. Students need to be able to present that same data in different forms. They are expected to think critically about information, find possible reasons for unexpected variations and be able to use information for informed decision-making.

• For the Thinking Skills AS papers, students need to be familiar with basic techniques of mathematical manipulation to junior school level.

• For the Thinking Skills A Level papers, students need to be familiar with basic techniques of mathematical manipulation to IGCSE/O level standard.

• Thinking Skills is not a test of students' mathematical abilities. The Problem Solving element of this subject is about using logical methods of handling numerical, graphical and pictorial data. Problem solving skills are not only desirable but essential to lawyers, sociologists, geographers, historians and those in other professions. They have to understand and use numerical information, to analyse it and to draw conclusions from it. For example, a lawyer may need to know about and understand the probabilities of a DNA test being conclusive. Sociologists frequently employ statistics and demographic.

School Based Core Subjects

Civics

Students in these years learn about Psychology and the history of philosophy, and they examine the beliefs teachings and sources; practices and ways of live; spiritual expression; identity diversity and belonging; meaning purpose and truth; values and commitments of two more world religions.

Physical Education

Students in these years work to refine their understanding of the key concepts – **competence; performance to the maximum ability; creativity; healthy and active lifestyles.**

Students further deepen and broaden their understanding of Physical education by **developing skills in physical activity; making and applying decisions; developing physical and mental capacity; evaluating performance and improving; making informed choices about healthy**

and active lifestyles.

The content are based upon the study of **strategy and tactics in sports; accurate replication of action; exploring and communicating ideas; pushing boundaries of performance; solving problems; exercising safely and effectively.**

School Based Elective Subjects

Czech Language and Literature

Students who are Czech citizens as well as foreign students who wish to select this subject are taught to speak, read, write and understand Czech and its literature (both fictional and non-fictional) to a native speaker level. The material closely follows the Czech curriculum for Gymnazium and students cover equivalent material to students in Gymnaziums that are preparing students for Maturita.

Czech Language

Foreign students in grades 12 and 13 who are not in the ESL class and have sufficient understanding of English continue to develop their ability to speak and converse in Czech, to read and write and to learn about Czech culture through excursions and presentations as well as research.

Bahá'ì Studies

Students in grades 12 and 13 who select this subject learn about the social, spiritual and ethical teachings of all religions, with a directed focus on the Bahá'ì Faith . They study scripture and commentary and examine events in every-day life through the lens of religious teaching. They are taught fundamental and universal morality and ethics and explore the role of religion in the world to acquire knowledge about the belief structures of religions other than their own; increase their capacity for tolerance; and make them better able to evaluate information in the media.

Moral Development

Students who select this subject, which runs in parallel to Bahá'ì Studies, learn about the social, spiritual and ethical teachings of all religions. They study scripture and commentary and examine events in every-day life through the lens of religious teaching. They are taught fundamental and universal morality and ethics and explore the role of religion in the world to acquire knowledge about the belief structures of religions other than their own; increase their capacity for tolerance; and make them better able to evaluate information in the media.

In future years the school, as it grows, may add elective subjects at CIE level with the approval of CIE; currently Townshend International School has CIE permission to offer PE and Psychology at AS and A Level in the externally examined curriculum. We are unlikely to do so in the next two years. At some point, resources permitting, we hope to introduce AS and A levels in Information and Computer Technology (ICT). Any changes to the CIE curriculum offerings are communicated to the Ministry of Education. From year to year some CIE subjects may not run due to insufficient demand from students and parents.

Completion of Study

A student who completes four years of daily full-time study sits examinations that lead to the AS (Advanced Subsidiary) and A (Advanced) level qualifications. The Townshend International School, as a registered Cambridge Examination Centre supervises the examinations. The examinations are corrected and assessed by Cambridge external examiners and grades are awarded by Cambridge Inetrnational Examinations (CIE). Each student is provided with an official certificate by CIE which record the grades that have been awarded.

Graduate Profile

A graduate of the Townshend International School who has successfully completed CIE A and AS Level examinations has a Qualification that is recognised for entry to most universities in the world. Students with good grades may, without doing any other entrance examinations, directly enter universities in The United Kingdom, the British Commonwealth and other countries. Townshend Students who have taken Cambridge examinations are currently enrolled in Universities in the Czech Republic, Austria, Germany, France, Scotland, Wales, France, Australia and the United States of America.

Students with Special Educational Needs

Townshend International School, as a 'Gymnazium' supervised by the Ministry of Education, successfully graduated several students who arrived at this school with learning difficulties. The school has made adaptations to assessment techniques to give opportunities to these students to express their understanding of subject matter in appropriate ways. The school employs a counsellor whose duties include advising teachers how to get the best out of these students and how to assist them to overcome their difficulties. Training is conducted every year to remind existing staff and inform new teachers of effective differentiated teaching and learning strategies. In addition, extra tutorials and one-to-one assistance is often provided to struggling students after school.

CIE as an organisation makes generous provisions for students with learning and cognitive difficulties. Typically, students undertake a diagnosis/assessment with a Child Psychologist or Educational Psychologist and the report is sent to Cambridge where their experts determine what level of assistance should be provided during examinations. This can be as simple as 25% extra time or use of a keyboard.

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