

ST. IGNATIUS HIGH SCHOOL



“TO ESTABLISH ALL THINGS IN CHRIST”

SIXTH FORM PROSPECTUS (YEARS 12-13)



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UNIVERSITIES ATTENDED

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ST. IGNATIUS HIGH SCHOOL MISSION STATEMENT ERROR! BOOKMARK NOT DEFINED.



A letter from the Principal, Kenneth W. McKenzie, B.A., M.A.T.

Dear Students and Parents,

We know that you will be seeking a good school with the highest standards where you will be happy. I am pleased to introduce to you Saint Ignatius High School.

Saint Ignatius High School is a young, expanding school with a rapidly growing reputation for high quality education. It was founded in 1994 by the parish community under Monsignor John A. Meaney. We are now a thriving, Catholic, co-educational school with students of many different denominations in all years from Year 7 to 6th Form. The results from our Advanced Level courses are excellent with many students gaining scholarships to study overseas and we continue to expand the range of subjects available. Our graduates from this highly acclaimed class are now studying at more than 30 universities worldwide.

As well as providing an excellent academic setting, the school provides a range of sporting, social and extra-curricular activities, ranging from theatre productions and sailing to steelband music and foreign trips. There is an induction field trip to Little Cayman each September for 6th Form students.

We expect all our 6th Form students to progress to Higher Education. Therefore, their time in the 6th Form is a period of transition as they develop the organisation, study habits and self-discipline that are essential for success at university. Managing private study; getting involved in community service; integrating with other members of the 6th Form; and taking on leadership roles in the school, are all essential learning experiences which contribute to the increasing maturity of our students and help prepare them for the demands of university life.

Naturally, as a Catholic school, we also stress sound moral and religious education and practice. We have created a caring atmosphere in the school where the idea of community can be fostered. We hope that each student personally experiences the friendly and supportive atmosphere which will help them leave school with a high level of confidence in their own abilities and the direction their lives will take.

Welcome.

Kenneth W. McKenzie



CAROLE CAMERON



GLENN WHEWELL



PETER EMBLETON



JANNIFER ARTUCH



FLORENCE BERNARD



DOMINIQUE CHENIER



GILL COMINS



JOANNE COMISSO



BERNADETTE DEVLIN



SIMON DONOGHUE



GREG ELCOCK



RAYNOR GAMBLE



MARESHA PHAGOO



ANDREW HARRISON



SEAN GLENN



STUART RIDDICK



JACINTA SMITH



GARETH THACKER



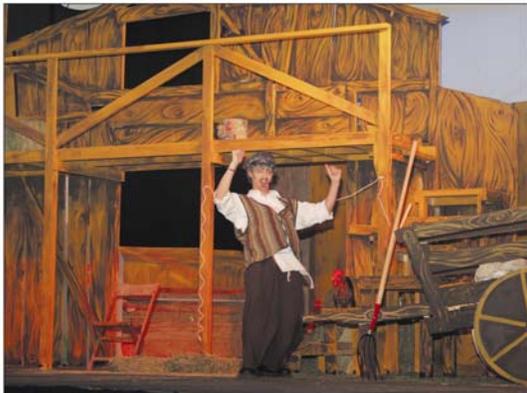
CARMEL WEAVER



MARCIA ZAMORE



Prospectus Part A: General Information



SIXTH FORM CURRICULUM

- The curriculum for Years 12 and 13 (6th Form) is based on the AS and A2 Examinations, which together make up a full Advanced Level.
- AS and A2 are pre-university courses of study, which with the I.G.C.S.E., provide a fully integrated curriculum for students in their last years of secondary education.
- The two main aims of the AS and A2 courses are:
 - to provide a broad and balanced pre-university qualification;
 - to provide professional assessment of students' performance and establish objective, internationally recognised standards of attainment.
- AS and A2 are accepted by all universities as qualifications for entry and for credit standing. The examinations are administered by Cambridge International Examinations.
- AS and A2 are designed to cater for academically able students with courses written specifically as preparation for honours degree programmes.

SUBJECTS

- In the first year, students will normally study three or four AS subjects. Examinations for these subjects take place at the end of Year 12 and a student will receive a certificate, which shows the grades in each subject. Some students choose to leave at the end of Year 12.
- In the second year, students will study a further three AS subjects or, in most subjects, they can opt to take the A2 exam. Examinations for these subjects will again take place at the end of the year and a student will receive a certificate, which shows the grades in each subject.
- In addition to academic subjects, students will also attend classes in Physical Education and Moral Issues. Community Service and a two-week Work Experience placement are also compulsory for every student. All students at Saint Ignatius High School also attend Mass every Tuesday morning.
- As many of the students are expected to move on to university in the United States after completing Year 12, the school also expects all students to take the S.A.T. (Scholastic Aptitude Test) course as part of their programme. Two S.A.T. preparation classes are taught each week. All students will also receive help and guidance with their university applications at the appropriate times.

- The AS/A2 subjects on offer from September are:

Accounting	Art & Design	Biology
Business Studies	Chemistry	Computing
English	French	Geography
History	Mathematics	Music
Physics	Spanish	

Specific information about each of these subjects follows in Part B.

- In Year 12, students may also elect to study some IGCSE subjects on a one-year basis. These subjects will be taken in the same class as Year 11 students. It is expected that if a student chooses to study these subjects they will be studied in combination with two or three AS subjects. Those candidates wishing to re-sit IGCSE subjects may do so in November and May/June.

ENTRY REQUIREMENTS

To be accepted for Year 12, students would normally have the following qualifications:

1. For a course combining I.G.C.S.E. & AS/A2:

4 higher grade passes at I.G.C.S.E. or CXC.

2. For a course taking only AS and A2 subjects:

5 higher grade passes at I.G.C.S.E. or CXC.

- I.G.C.S.E. will be Grades A* - C;
- CXC will be General Grades I, II or III.

It is expected that English Language and Mathematics will be included in these passes and also in any subject which will be pursued at AS level.

Students will only be accepted into Year 12 if they have shown that they have the correct attitude to study and school. Students whose behaviour and academic approach has been poor will not be accepted into this senior class.

SIXTH FORM REGULATIONS

- Students will be expected to play a full part in the life of the school and provide positive leadership for the younger students.
- Year 12 students may be asked to take on specific roles of responsibility, such as House Captains.
- Most students will have some non-teaching time in the week. They will be expected to show that they can use this non-contact time for individual study and research to complement their lesson time.
- Students will be allowed offsite at break and lunchtime provided they have the permission of their parents.

GRADUATION

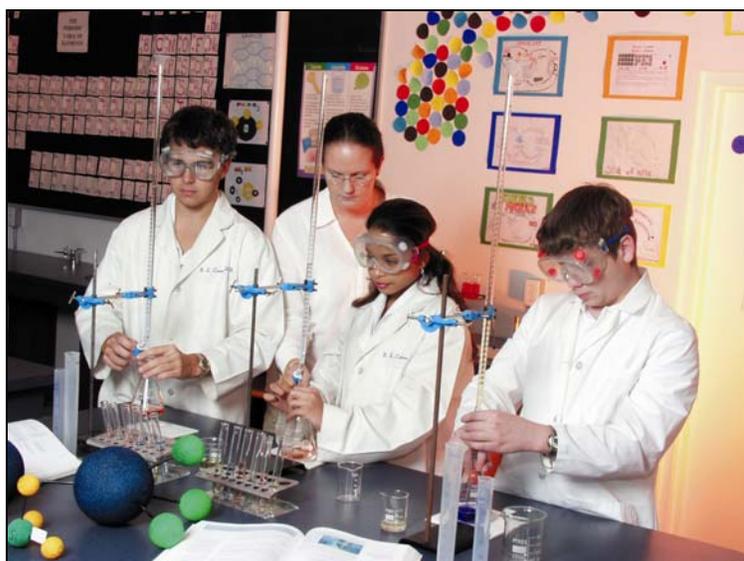
- Students who successfully complete a two year course of AS and A2 study will graduate with the Advanced Diploma issued by the Board of Governors of the School.

HOW TO APPLY

- Parents wishing to make an application for a place for their son/daughter in Year 12, should please complete the attached application forms, and ask a senior teacher who knows their son or daughter well to complete the student profile. This profile is intended to be confidential. Once it is completed by the teacher concerned, it should be forwarded directly to St. Ignatius High School.
- Once the application is received, the subject choices will be considered as well as the report on the student. If the report is favourable, there will then be an interview with the student and his/her parents. This would normally be quickly followed by the offer of a conditional place. The school may refuse a place on the basis of the report or the past record for the student. An interview will not normally be required for St. Ignatius students wishing to proceed into Year 12.
- Once a student is accepted, a non-refundable deposit must be lodged with the school. This deposit will be counted towards the fees for the first term once the student commences study with us. Please contact the school office for specific information about deposits and fees.



Prospectus Part B: Subject Information



AS Accounting

Teacher: Dominique Chénier

Accounting is an extremely popular field, encompassing a variety of employment opportunities. This course provides an excellent introduction to the world of accounting. The syllabus aims to enable students to:

- develop an ability to apply accounting concepts, principles and practices;
- understand the role of accounting as an information system for monitoring, problem-solving and decision making and the place of accounting in changing economic, social and technological environments;
- develop a critical and analytical approach for examining and evaluating accounting policies and practices;
- develop skills of communication, analysis, interpretation and presentation of both qualitative and quantitative accounting information.

Course Content:

The content will include:

The Accounting System
Financial Accounting
Financial Reporting and Interpretation
Elements of Managerial Accounting

Assessment:

The assessment consists of two exams, which include multiple choice and structured questions.

Entry requirements:

As this is the only pure accounting course offered at the school, there are no entry requirements. However, due to the numerical and analytical nature of the course, it is not recommended for students who struggle with mathematics.

AS Art and Design

Teacher: Bernadette Devlin

Art and Design is a mode of expression and communication. It is concerned with visual perception and aesthetic experience, and forms a language in addition to those used by literary, mathematical, scientific and factual-based subjects.

Most of the work is practical, studio-based activities which develop an ability to observe and analyse the visual world, sensitivity, skill, personal expression and imagination.

Course Content:

During the course the following areas will form the basis for set projects:

Painting and Drawing
Textiles
Graphic Design
Print Making

Assessment:

Students must submit work for two components.

Component 1: Controlled test

Question papers will be given to the students three weeks prior to the examination. Each student will choose one starting point and compile preparatory studies. This work is taken into the exam and submitted with the exam piece for assessment. The exam will be a 15 hour controlled test.

Component 2: Coursework

Students must submit one coursework project.

The intention of this component is to allow candidates to pursue a field of study in research, development and realisation in depth. Emphasis will be placed on the development of ideas and the use of processes rather than the resolution of the final coursework project piece itself.

A2 Art and Design - Continued

Component 3: Coursework

Students must submit one coursework project plus a folder of supporting work and a sketch book.

The intention of this component is to allow the students to pursue a field of study in research development and realisation in depth. Unlike Component 2, as much emphasis will be placed on the resolution of the final piece as on the development of ideas and the use of processes.

Component 4: Related Study

Students will produce a detailed study of any aspect of the visual arts that relates to their coursework. First hand experience of work(s) should form at least part of the study. The presentation of the study may take any format that is appropriate. If a balance of visual and written analysis is presented it should not exceed 3500 words.

A Level candidates may elect to take:

- Components 1 and 2 at an earlier session than components 3 and 4 or
- Take all components in the same session

<p>Component 1</p> <p>Controlled Test 30% (Externally assessed by CIE)</p>	<p>Component 2</p> <p>Coursework 20% (Internally assessed by Centre)</p>
<p>Component 3</p> <p>Coursework 30% (Internally assessed by Centre)</p>	<p>Component 4</p> <p>Related Study 20% (Externally assessed by CIE)</p>

AS candidates take Components 1 and 2 only = 50%
A Level candidates take Components 1, 2, 3 and 4 = 100%

AS/A2 Biology

Teacher: Jennifer Artuch

Aims:

The AS/A2 Biology courses provide excellent preparation for further studies in Biological Sciences. The courses cover topics that are relevant to all students, whether or not they go on to study Biology beyond this level. The aims of these courses are not only to develop an understanding for biological facts and principles, but also to develop an appreciation of the contribution of Biology to society, a care for living organisms, and an awareness of current issues regarding conservation of species and their habitats. These courses cover a large amount of theory and are complimented by practical activities throughout the year.

Course content:

AS Biology

Cell structure
Biological molecules
Enzymes
Cell membranes and Transport
Cell and Nuclear Division
Genetic Control
Transport
Gaseous Exchange
Infectious Disease
Immunity
Ecology

A2 Biology

Energy and Respiration
Photosynthesis
Regulation and Control
Inherited Changes and Gene Technology
Selection and Evolution
One of the following options:
- Mammalian Physiology
- Microbiology and Biotechnology
- Growth, Development and Reproduction
- Application of Genetics

Assessment:

AS Examinations:

Paper 1: Multiple Choice (40 marks)
Paper 2: Structured Questions (60 marks)
Paper 3: Practical Test (25 marks)

A2 Examinations:

Paper 4: Structured Questions (60 marks)
Paper 5: Practical Test (30 marks)
Paper 6: Options (40 marks)

AS Business Studies

Teacher: Dominique Chénier

The AS Business Studies course provides an excellent introduction to business studies concepts, which are so vital in today's competitive market. Most of the major aspects of business studies theory are presented, but more precisely, the course will encourage students to:

- be concerned with decision-making processes in business organisations and how and why business organisations set objectives;
- provide factual knowledge of business and management concepts and appropriate terminology;
- develop the ability to organise and present ideas in a logical and appropriate form, as well as to integrate between subject areas;
- understand how organisations cope with constraints both internally and externally imposed;
- develop an understanding of the business environment.

Course content:

Type and Extent of Business Units
The National Environment
The International Environment
The Market
The Product
Distribution and Selling
Costing and Pricing
Promotion
Management of the Marketing Mix
Production
Accounting
Sources and Uses of Finance
Human Resources Management
Analytical Tools

Assessment:

The assessment consists of two exams, which include numerical and essay-type questions.

Entry requirements:

Although the students are strongly encouraged to take the IGCSE Business Studies course, it is not required for the AS course. Students with particular difficulties in Mathematics or English may find this course quite challenging.

AS/A2 Chemistry

Teacher: Jacinta Smith

The syllabus has been constructed to pay particular attention to:

- The fact that the world's resources are finite and hence there is a need for recycling and conservation;
- Economic considerations in the chemical industry, such as the availability and cost of raw materials and energy;
- The importance of chemicals in industry and everyday life.

The AS course content is split into two main sections: the **core** syllabus and the **practical** work. The A2 course content is split into three main sections: the **core** syllabus, two **option** topics and the **practical** work.

The core syllabus for both courses is taught as the following topics in varying depth:

Atoms, molecules and stoichiometry	Electrochemistry
Atomic structure	Equilibria
Chemical bonding	Reaction kinetics
States of matter	Inorganic chemistry
Chemical energetics	Organic chemistry

Two **option topics** must then be chosen from the following list in order to complete the course:

- Phase equilibria
- Biochemistry
- Spectroscopy
- Environmental chemistry
- Transition elements

Assessment:

Students are assessed by answering two written examination papers, and by completing a practical examination, at each level.

- AS Paper 1 is 1hr and tests core syllabus information in the form of multiple choice questions.
- AS Paper 2 is 1hr and is in the form of short answer questions.
- The AS practical examination is 1hr 15mins.
- A2 Paper 4 is 1 hr and is in the form of short answer questions on core information.
- A2 paper 6 is 1 hr and is in the form of short answer questions on 2 options of the pupil's choice.
- The A2 practical examination is 1 hr 30 mins.

Entry requirements: In order to be accepted on this course, students must have obtained grade A* to C, at IGCSE Chemistry and Mathematics, or the equivalent.

AS Computing

The AS computing course is divided into two sections:

- Theory course leading to assessment in a written paper (2 hours) and
- Coursework component in the form of a set of structured practical tasks set by the examination board.

It is **strongly advised** that each student beginning the course has obtained a Grade C or above in IGCSE Computer Studies.

The weighting for each component is as follows:

Written Paper	Coursework
60%	40%

Assessment Objectives:

By the end of the course the successful student should be able to demonstrate understanding in the following areas:

- The principles and applications of computing;
- The need for and use of various forms of data organisation and processing to support the information requirements of a particular application;
- The systematic development of high quality solutions to problems and the techniques appropriate for implementing such solutions;
- The social, legal, ethical and other consequences of the use of computers.

And possess the following skills:

- Analyse a problem and identify the parts which are appropriate for a computer based solution;
- Select, justify and apply appropriate techniques and principles to develop data structures and algorithms for the solution of problems;
- Design, implement and document an effective solution using appropriate software and hardware.

Course content:

The following topics are covered over an intensive two-term period:

Computer Systems, Communications and Software, Components and Modes of Use, System Software, Applications Software, Programming Tools and Techniques, Data Representation, Structure and Management, Data Transmission and Networking, Systems Analysis and Life Cycle, Data Handling, The User Interface, Information Systems, Implications of Computer Use.

AS English in Language and Literature

Teachers: Gregory Elcock and Sean Glenn

Course Content:

Candidates will be required to demonstrate:

- the ability to write lucidly and coherently;
- the ability to comment upon the effectiveness of the writings of others and themselves;
- the ability to recognise and comment upon particular themes and literary techniques;
- the ability to respond to previously unseen written material in a variety of contexts;
- a sound knowledge of :
 - the structure of language;
 - language as a means of communication;
 - the relationship between language and society;
 - language in relation to thought and experience;
 - the content of literary texts, including their literary and historical contexts where appropriate.

Credits for this course cannot be taken into the second year.

Assessment:

After ONE year of study, students are required to write TWO EXAMINATION papers, four hours in total.

COMPOSITION (50% of mark)

Section A *Narrative/Descriptive/Imaginative Writing*. Candidates will be given a choice of topics and they will produce a piece of writing of between 600 and 900 words. They should demonstrate the ability to write an imaginative piece, using language to create deliberate effects, such as creating a mood or creating a character.

Section B *Discursive/Argumentative Writing*. Candidates should demonstrate the ability to construct an argument, presenting a view or views clearly, coherently and persuasively.

POETRY, PROSE, DRAMA (50% of mark)

Candidates will be required to answer two questions, ONE question on EACH of two different texts, from two sections. Texts will not be allowed in the examination room. Questions on the relation of textual parts to their wholes, on the effective use of narrative methods, and on the style and language of texts will test candidates' understanding of the ways in which a writer's choice of form, structure and language shape meanings, and their appreciation of dramatic qualities of play texts.

Entry requirements:

Grade A* - C in **English Literature** AND **English Language** (IGCSE) or its equivalent.

A2 English Literature

Teachers: Gregory Elcock and Sean Glenn

Schemes of Assessment:

Candidates who wish to achieve an A Level qualification in Literature in English may do this either as a staged assessment over different examination sessions or in one examination session.

Advanced Subsidiary candidates take:

Paper 3 – Poetry and Prose; and
Paper 4 – Drama.

Candidates for the **Advanced Level** qualification take **four** papers:

Paper 5 – Shakespeare and Other Pre-20th Century Texts;
Paper 6 – 20th Century Texts;
Paper 7 – Comment and Appreciation;
Paper 8 – Coursework.

Texts are NOT allowed in the examination room and for each paper (except Paper 7) students must offer at least two texts.

Assessment objectives:

Candidates will be required to demonstrate:

- i) Ability to respond to texts in the three main genres (prose, poetry, drama) and from different cultures.
- ii) Understanding of the ways in which writers' choices of form, structure and language shape meanings.
- iii) Ability to produce informed, **independent** opinions and judgements on literary texts.
- iv) Ability to **communicate clearly** the knowledge, understanding and insight appropriate to literary study.
- v) Ability to appreciate and discuss varying opinions of literary works.

Entry requirements:

Same as AS, although an A/B pass in Literature is desirable.

AS/A2 French

Teachers: Florence Bernard and Dominique Chénier

French is spoken in many areas of the world and can be a very useful language. In the Caribbean, several islands use it as a first language and it is an asset when seeking employment. For students who intend to study in Europe or Canada particularly, French can be a requirement. On a more personal basis, speaking one or more Foreign languages is an enjoyable way to communicate and discover different cultures.

Aims of the course:

The course aims to enable pupils to understand the spoken and written forms of French from a variety of registers, to communicate confidently and clearly in French and to form a sound base of skills, language and attitudes required for further study, work and leisure. The literature aspect of the course – optional at AS Level but mandatory at A Level – develops a greater knowledge of the language, as well as the history and culture of the country.

Course content:

The topics studied will include:

Human relationships	Family	Generation gap
Young people	Patterns of daily life	Urban and rural life
The media	Food and drink	Law and order
Religion and belief	Health and fitness	Work and leisure
Equality of opportunity	Sport	Free time activities
Employment and unemployment	Travel and tourism	Education
Cultural life/heritage	War and peace	The developing world
Scientific and medical advances	Technological innovation	Environment
Conservation	Pollution	
Contemporary aspects of French-speaking countries		

The texts studied will be the following:

- *La Porte étroite*, André Gide
- *Tartuffe*, Molière
- *Les Mouches*, Jean-Paul Sartre
- *Le père Goriot*, Honoré de Balzac

Assessment:

The assessment of the course consists of examinations only, which are weighted as follows:

	Component 1 Speaking	Component 2 Reading and writing	Component 3 Essay	Component 4 Texts
AS	20%	50%	20%	
A	20%	35%	15%	30%

AS/A2 Geography

Teacher: Carole Cameron

Geography aims to open our eyes to the world. It helps us to appreciate and understand the people and places on planet Earth and should give us a sense of our place in the world. We try to explain the processes which are at work in Physical and Human Geography and we discuss contemporary problems within and beyond Cayman. If you like the thought of broadening your horizons and using your geographical skills to find out more about our world, then Geography is the subject for you. It is seen as a relevant subject in an ever-changing, environmentally conscious world leading to many choices in higher education and the world of employment.

Course content:

AS Geography

Hydrology and fluvial geomorphology
Atmosphere and weather
Rocks and weathering
Population Change
Settlement dynamics

A2 Geography

Tropical environments
Coastal environments
Hazardous environments
Arid environments
Production, location and change
Environmental management
Global interdependence
Economic transition

Assessment:

There is one written examination for each year of the course. This is a three hour paper combining short answers and structured questions as well as two essays. There is no coursework required although fieldwork is seen as an integral part of the subject.

Entry requirements:

It is not necessary to have studied CXC or IGCSE Geography, but it helps! Grades A* - C in Geography at IGCSE/CXC are desirable to benefit from the independent study demands of AS/A2.

AS/A2 History

Teacher: Carmel Weaver

Aims:

In a rapidly changing world, Advanced Level History gives students the opportunity not only of studying aspects of the past, but also of developing an understanding of the complexity of human societies and of acquiring a range of skills which are useful in everyday life. The study of History should produce greater understanding of the present, not because events repeat themselves, but because all political, social, cultural and economic developments have their roots in the past, and cannot be explained without reference to these roots. The study of history encourages students to use independent study skills, to read widely, write fluently, and to develop the capacity to formulate and justify their own ideas about the past.

Course content:

AS History

The History of the USA, c.1840-1968:

- Westward Expansion and the Taming of the West, c. 1840-96.
- Civil Rights, 1895-1968.
- Boom and Bust, 1920-1941.
- Source based study: The Road to Secession and Civil War, 1846-61.

A2 History

Caribbean History, 1794-1900.

Source based study: Policy makers and debates on nineteenth-century writers and officials.

Students must do three essays from any of the following:

- Movements towards emancipation.
- The transition from enslavement to freedom.
- Adjustments to emancipation.
- The rise of peasantries.
- The sugar industry, the plantation economy and immigrant labourers.
- Post-slavery Caribbean societies: education, health, inter-ethnic and gender relations and social control.
- Government, politics and constitutional changes.

Assessment for AS/A2:

Students take one three hour paper. Section A is a compulsory question (25 marks). Section B is three essays (75 marks).

Entry requirements:

A* - C at IGCSE or its equivalent at CXC. Otherwise entry is at the discretion of the teacher.

AS/A2 Mathematics

Teachers: Maresha Phagoo, Andrew Harrison, Marcia Zamore

Course Description:

AS Mathematics is the first year of a 2-year course but is an independent qualification. Students wishing to read A2 Mathematics must have passed the AS-level at Grade C or above.

The course aims to help students:

- Develop an understanding of mathematical principles;
- Acquire a range of mathematical skills, particularly those that enable them to use applications of mathematics in the context of everyday situations and of other subjects they may be studying.

Over the 2-year AS/A2 courses, the following topics are studied:

Pure Mathematics

Polynomials, Identities, Equations and Inequalities, Indices and Proportionality, Sequences, Coordinate Geometry, Vectors, Functions, Sequences and Series, Logarithmic and Exponential Functions, Circular Measure, Modulus Functions, Trigonometric Functions, Differentiation, Integration, Applications of Calculus, First Order Differential Equations, Complex Numbers, Numerical Methods and Probability.

Statistics

Descriptive Statistics, Measures of Dispersion, Probability Distributions (Binomial, Poisson, Normal, Continuous over single intervals) with use of all approximations and the continuity correction, Sampling Theory, The Central Limit Theorem, Hypothesis Testing, Confidence Intervals, Type I and Type II errors

Which students should be interested in taking this course?

1. Students who intend to pursue Mathematics to a higher level.
2. Those who intend to enter into a career which requires higher level mathematics such as Engineering or Business Administration.
3. Students intending to further their studies in the field of sciences such as Physics.
4. Those who possess a passion for Mathematics and would like to learn more.

Assessment:

There is no coursework component to this course.

Students will be expected to write 2 papers per year (4 over two years).

The Pure papers are weighted 60% and the Statistics Papers are weighted 40% of the final mark.

Entry requirements: A* - C in IGCSE Mathematics or equivalent.

AS Music

Teachers: Simon Donoghue and JoAnne Comisso

IGCSE Music will be available for those students who have not had the opportunity to take it prior to 6th Form.

The AS Music course will encourage students to:

- develop a range of skills, knowledge and understanding in music, embracing creative, interpretative, historical and analytical aspects of the subject;
- form a suitable preparation for further study at university, college of music or other institution of high education;
- provide the basis for an informed and lasting love of music, either in a musical career or in the enjoyment of music as a leisure activity; and
- place greater emphasis on some aspects of music than on others by allowing flexibility in the content of certain parts of the examination, while still covering a range of prescribed skills and knowledge.

Assessment:

Candidates should be able to demonstrate:

- **Musical Skills** - aural attentiveness and discrimination
 - technical and musical competence in singing or instrumental playing
- **Musical Understanding** - aural perceptiveness
 - an understanding of composing techniques and harmonic vocabulary
 - an ability to analyse, evaluate and make informed judgements
 - knowledge and understanding of the context of music performed and heard

Examination:

Option A	Written Paper based on the study of one Prescribed Work and its related repertoire	40%
	Performing a solo recital and a further performance	60%
Option B	Written Paper based on the study of two Prescribed Works and their related repertoire	60%
	Performing a solo recital	40%

If there is interest, A2 Music could be made available for those students who wish to pursue music to a higher level.

AS/A2 Physics

Teacher: Stuart Riddick

The syllabus has been designed to prepare the student for A2 and university level work. The content is a natural progression from IGCSE and develops ideas first introduced in this course. The AS course is accessible to most pupils and allows them to develop both cognitive and reasoning skills.

The AS course content is split into two main sections: the **core** syllabus and the **practical** work.

The A2 course content is split into three main sections: the **core** syllabus, two **option** topics and the **practical** work.

The core syllabus for both courses is taught as the following topics in varying depth:

- General physics
- Newtonian physics
- Matter
- Oscillations and waves
- Electricity and magnetism
- Modern physics

Two **option topics** must then be chosen from the following list in order to complete the course:

- Astrophysics and Cosmology
- The physics of fluids
- Medical physics
- Environmental physics
- Telecommunications

Assessment:

Students are assessed by answering two written examination papers and by completing a practical examination.

Paper 1 is 1hr and tests core syllabus information in the form of multiple choice questions.

Paper 2 is 1hr 45mins and is in the form of short answer questions.

The practical examination is 1hr 15mins for AS and 1hr 30mins for A2.

Entry requirements:

In order to be accepted on this course, students must have obtained grade A* to C at IGCSE Physics and Mathematics or the equivalent.

AS/A2 Spanish

Teacher: Raynor Gamble

Spanish is the fastest growing language in the world and is of particular importance in this area of the globe with its proximity to South and Central America.

A foreign language is important for both travel and business purposes and the ability to communicate in a language other than English can be a great career asset.

Many 'blue-chip' companies now require that employees speak at least two languages.

Aims of the Course:

The course aims to enable the students to understand the spoken and written forms of Spanish from a variety of registers, to communicate confidently and clearly in Spanish and to form a sound base of skills, language and attitudes required for further study, work and leisure.

Course content:

Human Relationships	Family
The Generation Gap	Young People
Patterns of Daily Life	Urban & Rural Life
The Media	Food & Drink
Law & Order	Religion & Belief
Health & Fitness	Work & Leisure
Equality of Opportunity	Employment
Sport & Free Time	Travel & Tourism
Education	Cultural Life
War & Peace	The Developing World
Medical Advances	Scientific & Technological Innovation
Contemporary Aspects of Spain/Latin America	

Assessment:

At AS level, the course is purely language-based. Assessment of this course consists of three examinations as follows:

Paper 1:	Oral examination (30%)
Paper 2:	Reading & Writing (50%)
Paper 3:	Essay (20%)

Students wishing to complete the full A Level course must sit the examinations cited above in addition to paper 4 Literature in the same session. Answers are written in Spanish. Students are required to study three out of eight prescribed texts.

Physical Education

Teachers: Peter Embleton, Gill Comins and Gareth Thacker

Course Description:

The course aims to develop further knowledge and skills from Year 11, with a particular emphasis on independent learning and leadership skills through student-led warm-ups, practices and officiating. By using local clubs and facilities, both private and public, the course aims to promote lifelong sporting and leisure pursuits in the Cayman Islands and beyond.

Students choose two or three activities over the course of the academic year.

The activities currently available are:

- Sailing – Cayman Islands Sailing Club *
- Diving (advanced and elective/speciality courses) – Sunset Divers *
- Fitness – King's Sports Centre *
- Climbing – King's Sports Centre *
- Squash – Cayman Islands Squash Club
- Track and Field – Truman Bodden Sports Complex (all students – Sports Evening preparation)
- Softball – Field of Dreams

* Indicates tuition fee required

Assessment:

Each student is given an effort grade (1-5) during the assessment periods plus written comments on attainment and progress in the optional activities.

SAT Programme (Scholastic Aptitude Test)

Teachers: Kenneth W. McKenzie, Maresha Phagoo

The school offers two courses of study leading to the SAT I Reasoning.

One course runs from September to November with the test on the first Saturday in December.

The second course runs from February to April with the test in the first Saturday in May.

All students are expected to take the SAT course whether their final destination for university is in the United States or not.

The course is made up of two parts:-

1. **Verbal** - Emphasis on critical reading (comprehension)

Vocabulary tested in the context of reading passages
Questions based on analogies, sentence completion and critical reading

2. **Mathematical** - Emphasis on data interpretation and applied maths questions

Mainly multiple choice answers with some free response
Quantitative comparisons, grid-ins
Calculator permitted

The test is three hours long. Each section is marked out of 800 to give a combined score out of 1600.

The SAT I assesses reasoning and academic strengths compared to two million other students. This test therefore helps colleges and universities compare the academic achievements of students.

At St. Ignatius High School the SAT is regarded as a “back-up” for the Advanced Level qualifications so that students have two sets of qualifications to help them access more competitive universities.

Sixth Form Community Service

All students in the Sixth Form are required to give some time every week in the service of others. There are a number of reasons why this is seen as an integral part of Sixth Form life at St. Ignatius High School:

1. To promote faith in action. As a Catholic community we believe that we have a Christian responsibility to care for others.
2. To enable Sixth Form students to lead by example and earn the respect of younger students.
3. To pursue areas of vocational interest to assist students in making decisions about the future.
4. To support the work of the school and the local community by providing practical assistance on a regular basis.
5. To provide a worthwhile opportunity to enhance students' resumés for university and college applications.

Decisions about the timing and nature of Community Service are left to the students to negotiate for themselves. The equivalent of one single lesson each week is recommended as a starting point for those taking three AS/A2 subjects. This arrangement is flexible depending on the workload of the student and the proposed activity. Students who wish to contribute to a charitable organisation in their own time may donate time after school or at weekends if they prefer.

Some examples of Sixth Form Community Service are:

Assisting a teacher in a primary or secondary lesson
Paired reading with an individual student
Working in the school office
Organising or performing in Mass
Red Cross Youth work on Saturday
George Town Hospital laboratory assistant
Assisting at Friday night Youth Club

Religious Life

Teacher: Glenn Whewell

There are three basic components of Religious Life in the 6th Form. These are Prayer, Spiritual activities and compulsory Sixth Form lessons. All three components aim to meet the school's Mission Statement.

PRAYER

In order to achieve this, Sixth Formers are expected to participate in all prayer activities with a respectful and co-operative attitude. Prayer is a vital part of the school day. A teacher may lead prayer but members of the class can and should lead the prayer on a rota basis. Prayer need not always be formal and verbal; it can also be silent and private.

Students are encouraged to pray of their own volition. Prayer will precede all examination sessions.

SPIRITUAL ACTIVITIES

Mass is compulsory for all students and takes place once a week. Assemblies, which include prayer and Bible readings, are also compulsory. Sixth Formers also contribute to special activities, which support the spiritual life of the school at certain times of the liturgical year. For instance, a sponsored fast during Lent with the money raised being sent to help areas where people are in need. At key times of the year, the Sixth Form lead the school in fund raising activities, such as the annual Christmas charity appeal.

SIXTH FORM MORAL ETHICS PROGRAMME

This compulsory programme for all students consists of lecture and informal discussion groups on a variety of religious, social, moral and ethical topics. Importantly, the topics are decided and chosen by the students themselves at the start of the academic year. The School Chaplain leads the sessions. The aim of the course is to develop religious understanding of relevant issues facing young people today within an informal discussion setting.

SCHOOL CHAPLAIN

There is a school chaplain who is available for individual needs when required.

SUMMARY

Sixth Formers are encouraged to develop, practise and deepen their own religious beliefs and spiritual development irrespective of their personal denominational faith.



UNIVERSITIES ATTENDED

In the past few years, students have taken up places at the following universities:

Boston College – U.S.A.
Boston University – U.S.A.
Brenau University – U.S.A.
Brown University – U.S.A.
Canisius College – U.S.A.
Florida Institute of Technology – U.S.A.
Guelph University – Canada
Louisiana State University – U.S.A.
Loyola University – U.S.A.
Lynn University – U.S.A.
Manchester Metropolitan University – U.K.
North Carolina State University – U.S.A.
Notre Dame – U.S.A.
Oxford College at Emory University – U.S.A.
Philadelphia College of Technology – U.S.A.
Rollins University – U.S.A.
Ryerson Polytechnic University – Canada
Saint Mary's University – Nova Scotia, Canada
St. Mary's University – San Antonio, Texas, U.S.A.
Universidad Interamericana de Puerto Rico
University of Brisbane – Australia
University of Bristol – U.K.
University of Durham – U.K.
University of Florida – U.S.A.
University of Lancaster – U.K.
University of Liverpool – U.K.
University of London – U.K.
University of Manchester – U.K.
University of Miami – U.S.A.
University of Oslo – Norway
University of Tampa – U.S.A.
Washington University in St. Louis, Madrid Campus – Spain
West Palm Beach Atlantic College – U.S.A.

SAINT IGNATIUS HIGH SCHOOL MISSION STATEMENT

Our mission is to nurture the spiritual, academic, social and personal development of every student in our care in a supportive Catholic atmosphere which welcomes and embraces all denominations.



ST. IGNATIUS HIGH SCHOOL

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