



KINDLE KIDS
INTERNATIONAL SCHOOL

SUBJECT SYNOPSIS
CAMBRIDGE INTERNATIONAL
GENERAL CERTIFICATE OF
SECONDARY EDUCATION (IGCSE)
PROGRAMME
(Grade 9 & Grade 10)

SUBJECT SYNOPSIS

- Outline for **English**
 - a. read a wide range of texts, fluently and with good understanding, enjoying and appreciating a variety of language.
 - b. read critically, and use knowledge gained from wide reading to inform and improve their own writing
 - c. write accurately and effectively, using Standard English appropriately
 - d. work with information and with ideas in language by developing skills of evaluation, analysis, use and inference.
 - e. listen to, understand, and use spoken language effectively.
 - f. acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions

- Outline for **Tamil**
 - a. read a wide range of texts, fluently and with good understanding, enjoying and appreciating a variety of language.
 - b. read critically, and use knowledge gained from wide reading to inform and improve their own writing
 - c. write accurately and effectively, using Standard Tamil appropriately
 - d. work with information and with ideas in language by developing skills of evaluation, analysis, use and inference.
 - e. listen to, understand, and use spoken language effectively.
 - f. acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions

- Outline for **Hindi**
 - a. develop the ability to use Hindi effectively for the purpose of practical communication
 - b. form a sound base for the skills required for further study or employment using Hindi as the medium
 - c. develop an awareness of the nature of language and language-learning skills
 - d. encourage learners' use of the expanding body of new vocabulary in Hindi
 - e. promote learners' personal development.
 - f. develop practical communication skills in listening, speaking, reading and writing. In both written and spoken Hindi, learners will be able to follow factual information as well as abstract ideas, select relevant details, and understand what is directly stated or implied.

- Outline for **French**
 - a. read a wide range of texts, fluently and with good understanding, enjoying and appreciating a variety of language.
 - b. read critically, and use knowledge gained from wide reading to inform and improve their own writing
 - c. write accurately and effectively, using Standard French appropriately
 - d. work with information and with ideas in language by developing skills of evaluation, analysis, use and inference.
 - e. listen to, understand, and use spoken language effectively.
 - f. acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions

- Outline for **Account**
 - a. knowledge and understanding of the principles and purposes of accounting for individuals, businesses, non-trading organisations and society as a whole
 - b. an understanding of accounting concepts, principles, policies, techniques, procedures and terminology
 - c. improved skills of numeracy, literacy, communication, enquiry, presentation and interpretation • improved accuracy, orderliness and the ability to think logically
 - d. an excellent foundation for advanced study.

- Outline for **Business Studies**
 - a. understand different forms of business organisations, the environments in which businesses operate and business functions such as marketing, operations, and finance.
 - b. learn the ability to calculate and interpret business data
 - c. communication skills needed to support arguments with reasons
 - d. analyse business situations and reach decisions or judgements.
 - e. Our programmes balance a thorough knowledge and understanding of a subject and help to develop the skills learners need for their next steps in education or employment.

- Outline for **Economics**
 - a. know and understand economic terminology, concepts and theories
 - b. use basic economic numeracy and interpret economic data
 - c. use the tools of economic analysis
 - d. express economic ideas logically and clearly in a written form
 - e. apply economic understanding to current economic issues.

- Outline for **Mathematics**
 - a. develop an understanding of mathematical principles, concepts and methods in a way which encourages confidence, provides satisfaction and enjoyment, and develops a positive attitude towards mathematics
 - b. apply mathematics in everyday situations and develop an understanding of the part that mathematics plays in learners' own lives and the world around them
 - c. analyse and solve problems, present the solutions clearly, and check and interpret the results
 - d. use mathematics as a means of communication with emphasis on the use of clear expression and structured argument
 - e. develop the ability to reason logically, make deductions and inferences, and draw conclusions
 - f. appreciate the interdependence of different areas of mathematics

- Outline for **Environmental Management**
 - a. knowledge of natural systems which make life possible on Earth
 - b. an understanding that humans are part of these systems and depend on them
 - c. an appreciation of the diverse influences of human activity on natural systems
 - d. an awareness of the need to manage natural systems
 - e. an understanding of sustainable development to meet the needs of the present, without compromising the ability of future generations to meet their own needs
 - f. a sense of responsibility and concern for the welfare of the environment and all organisms
 - g. an awareness of their own values concerning environmental issues
 - h. an awareness of the values of others
 - i. a willingness to review their own attitudes in the light of new knowledge and experiences
 - j. a sound basis for further study, personal development and participation in local and global environmental concerns.

- Outline for **Computer Science**
 - a. computational thinking, that is thinking about what can be computed and how, and includes consideration of the data required
 - b. understanding of the main principles of solving problems by using computers
 - c. understanding that every computer system is made up of sub-systems, which in turn consist of further sub-systems
 - d. understanding of the component parts of computer systems and how they interrelate, including software, data, hardware, communications and people
 - e. skills necessary to apply understanding to solve computer-based problems using a high-level programming language.

- Outline for **Biology**
 - a. increase their understanding of the technological world
 - b. take an informed interest in scientific matters
 - c. recognise the usefulness (and limitations) of scientific method, and how to apply this to other disciplines and in everyday life
 - d. develop relevant attitudes, such as a concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness
 - e. develop an interest in, and care for, the environment
 - f. better understand the influence and limitations placed on scientific study by society, economy, technology, ethics, the community and the environment
 - g. develop an understanding of the scientific skills essential for both further study and everyday life.

- Outline for **Physics**
 - a. increase their understanding of the technological world
 - b. take an informed interest in scientific matters
 - c. recognise the usefulness (and limitations) of scientific method, and how to apply this to other disciplines and in everyday life
 - d. develop relevant attitudes, such as a concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness
 - e. develop an interest in, and care for, the environment
 - f. better understand the influence and limitations placed on scientific study by society, economy, technology, ethics, the community and the environment
 - g. develop an understanding of the scientific skills essential for both further study and everyday life.

- Outline for **Chemistry**
 - a. increase their understanding of the technological world
 - b. take an informed interest in scientific matters
 - c. recognise the usefulness (and limitations) of scientific method, and how to apply this to other disciplines and in everyday life
 - d. develop relevant attitudes, such as a concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness
 - e. develop an interest in, and care for, the environment
 - f. better understand the influence and limitations placed on scientific study by society, economy, technology, ethics, the community and the environment
 - g. develop an understanding of the scientific skills essential for both further study and everyday life.

- Outline for **Global Perspectives**
 - a. become independent and empowered to take their place in an ever-changing, information-heavy, interconnected world
 - b. develop an analytical, evaluative grasp of global issues and their causes, consequences and possible courses of action
 - c. enquire into, and reflect on, issues independently and in collaboration with others from different cultural perspectives
 - d. work independently as well as part of a team, directing much of their own learning with the teacher as an active facilitator
 - e. consider important issues from personal, local and/or national and global perspectives and understand the links between these
 - f. critically assess the information available to them and support judgements with lines of reasoning
 - g. communicate and empathise with the needs and rights of others.