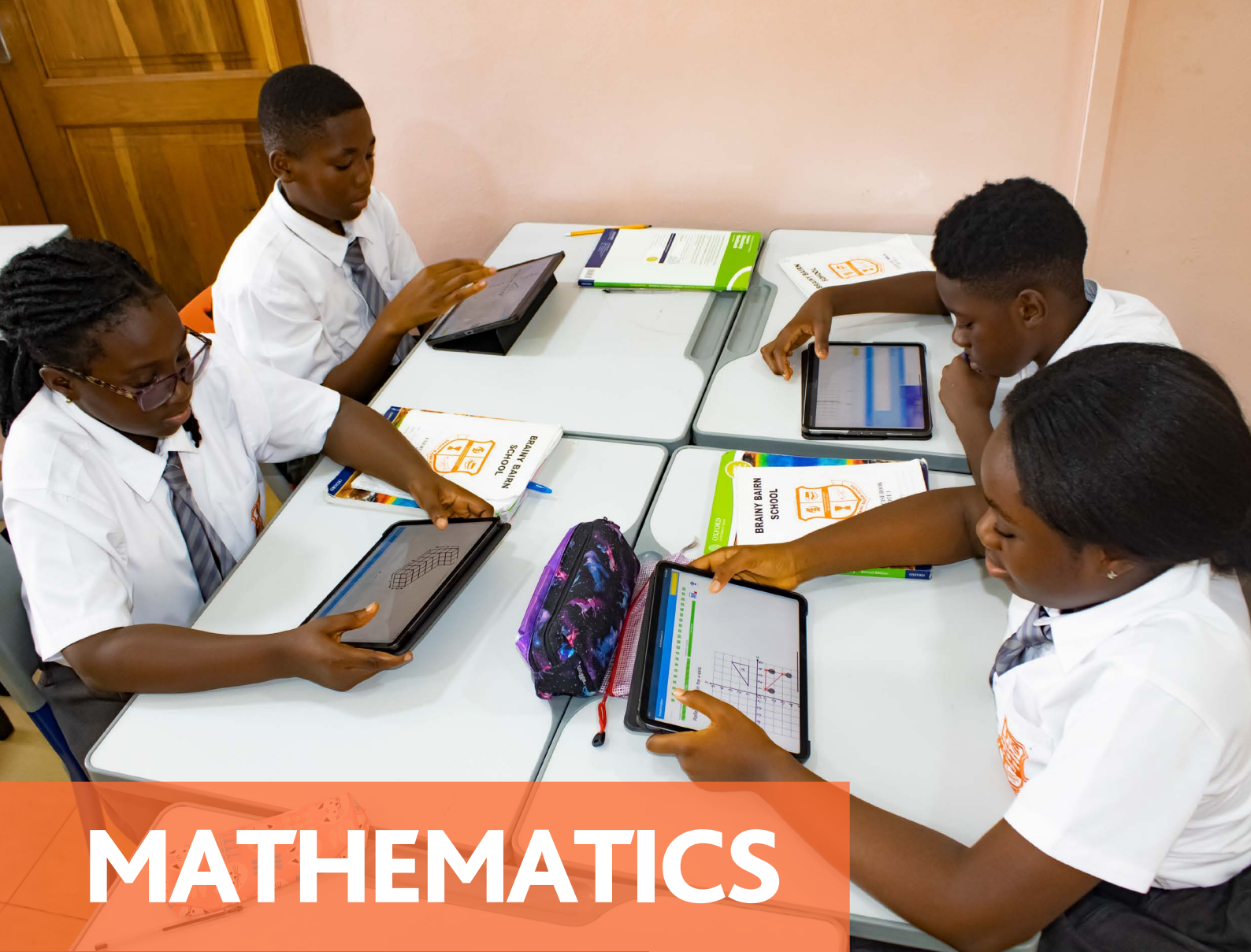




# SECONDARY

BROCHURE



# MATHEMATICS

## CURRICULUM OVERVIEW

### AIMS

Our aim is to see students given the chance to express their thinking in lessons where learning is not teacher-centred but a student-centred learning process that involves everyone.

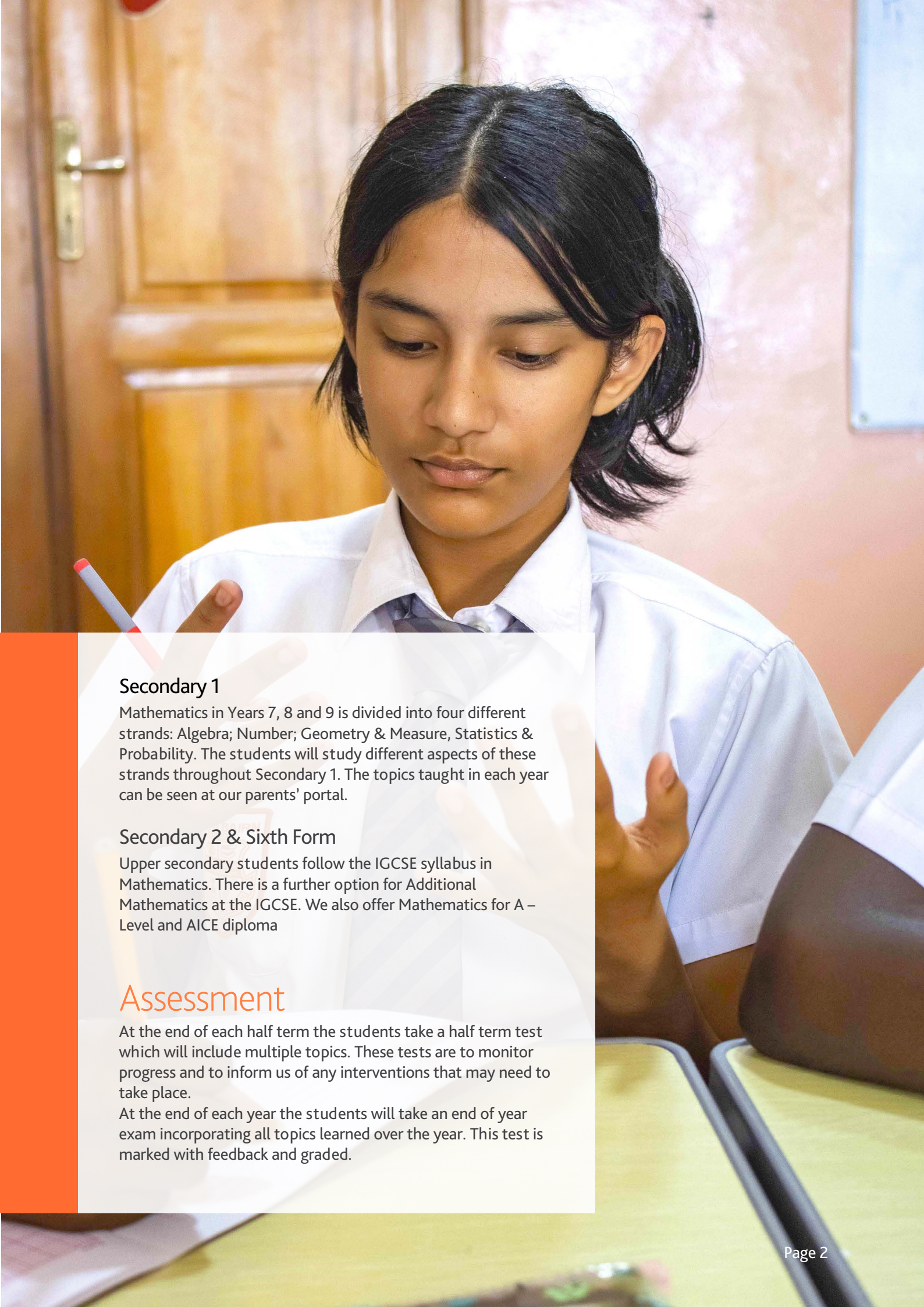
As a department, we focus on pupil progress to ensure each student fulfils their mathematical potential. We have good teachers in our team who strive to teach high quality lessons that focus on teaching and learning.

### RESOURCES

ICT is central to the teaching of Mathematics. All students are also given access to MathsWatch to enable them practise their Maths skills regularly.





A young woman with dark hair, wearing a white school shirt and a grey tie, is looking down at a book. She is holding a red and white pen in her right hand. The background shows a wooden door and a wall with a whiteboard.

## Secondary 1

Mathematics in Years 7, 8 and 9 is divided into four different strands: Algebra; Number; Geometry & Measure, Statistics & Probability. The students will study different aspects of these strands throughout Secondary 1. The topics taught in each year can be seen at our parents' portal.

## Secondary 2 & Sixth Form

Upper secondary students follow the IGCSE syllabus in Mathematics. There is a further option for Additional Mathematics at the IGCSE. We also offer Mathematics for A – Level and AICE diploma

## Assessment

At the end of each half term the students take a half term test which will include multiple topics. These tests are to monitor progress and to inform us of any interventions that may need to take place.

At the end of each year the students will take an end of year exam incorporating all topics learned over the year. This test is marked with feedback and graded.





# ENGLISH

## CURRICULUM OVERVIEW

### AIMS

The English department has two very serious responsibilities to our students.

One is to help them to develop the literacy skills they need for useful, productive and interesting lives: for their studies, and into their futures. Our curriculum is designed to increase students' confidence and precision in written and spoken language, and reading comprehension. Our strategy and methods allow us to focus closely on each student's needs.

The other responsibility is to bring a wider world to them through the study and enjoyment of literature, both through set books in class and through their own private reading. All students are encouraged to read, and helped to do so through our Reading Programme begun at Secondary 1.

## Secondary 1

We support each student as the facilitator of their own learning. Independence of thought and action are encouraged through solo tasks, to boost students' confidence and self-reliance. Team work, debate, co-operation and discussion are important in our curriculum as skills for life.

The students are tested regularly, and their targets in English are skills-based. Each student will know what they need to do to achieve their ambition, and we are ambitious for them. In order to succeed in English at IGCSE, students need to be prepared to work hard. They are required to study for a minimum of two hours per week outside of class and meet all deadlines for homework and projects. They should also be ready to work with others and contribute actively to class discussions.



## Secondary 2 & Sixth Form

Students starting Secondary 2 will take the CIE IGCSE English Literature and English Language Examinations after a two year programme. Students will be entered either for the First language English Paper or Second language English.

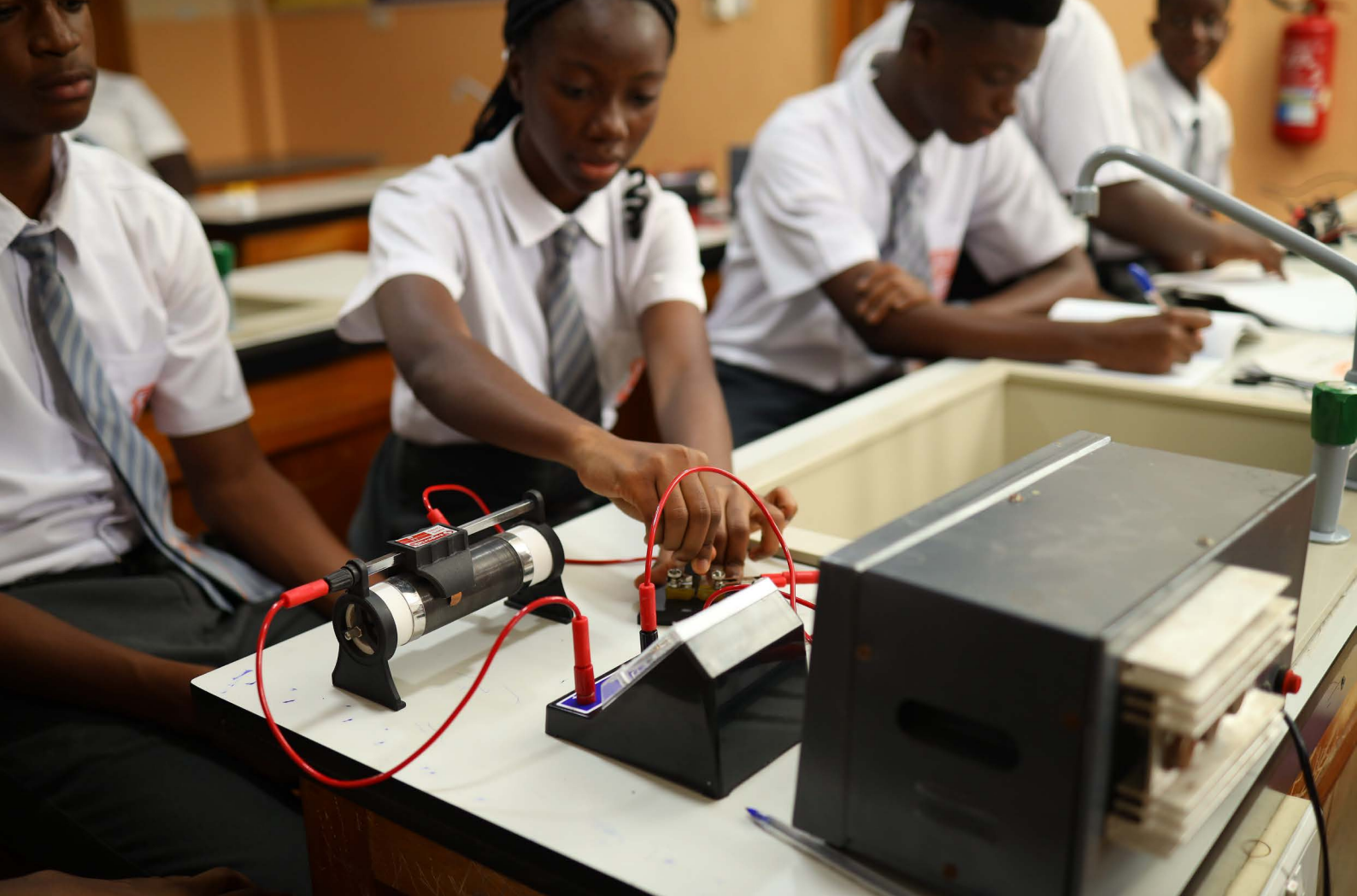
Students will study a selection of fiction and literary non-fiction extracts and practise approaches to reading and writing. For Literature, students will also study William Shakespeare; A novel and a collection of poems from the Cambridge press anthology, Songs of Ourselves.

### Method of Assessment

English KS3 assessment is divided into Reading, Writing and Speaking and Listening which combine to create an overall grade and level of attainment. During the year, your child will sit a variety of assessments that will test a range of skills important for both English and the wider world.



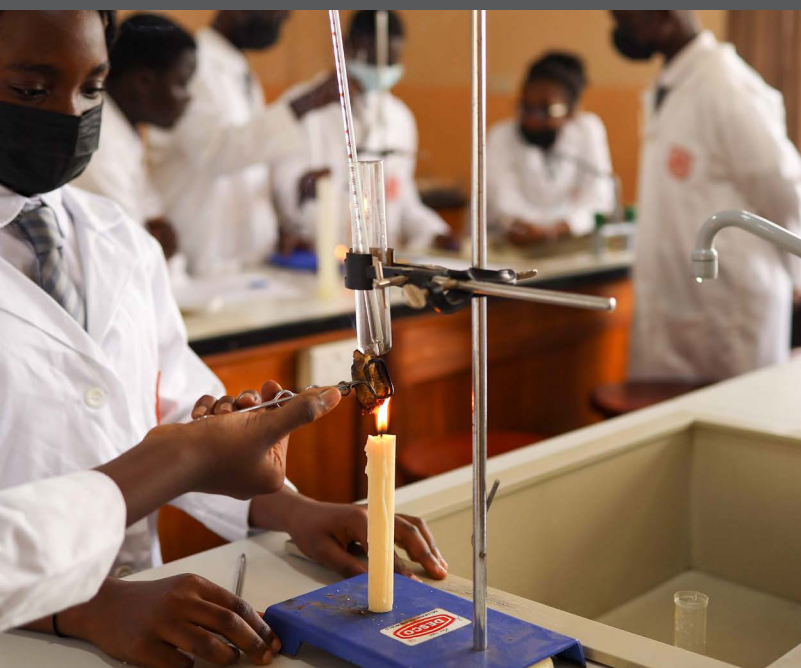




# SCIENCE

## CURRICULUM OVERVIEW

The science curriculum aims to inspire a love of learning and enthusiasm for the subject from all students. We aim to make our students confident and willing to engage and enjoy dealing with practical problems, and to equip them to understand and appreciate the workings of the world around them.



## AIMS

- » To make pupils aware of the historical and ongoing role that science plays in developing the world around them and on a global scale, for the sustainable advancement of the developing world society.
- » Develop the understanding of pupils in Science using familiar contexts, personal opinion, investigation, and, secondary sources of information in books, on the computer and from the natural world around them.
- » Develop literacy, numeracy, and, ICT skills in Science by providing varying opportunities to communicate, analyse and display information.
- » Promote collaborative work to develop the pupils' interpersonal and leadership skills, leading to confidence in problem-solving and communicating information to others.



## Resources & Facilities

The science department is made up of 2 purpose-built laboratories. Each laboratory is serviced and maintained by our science technician and science teachers. Each classroom comes fully equipped with a teacher's demonstration bench.

### Secondary 1

Secondary 1 students study Physics, Chemistry and Biology separately but as an integrated Science course. They sit a formal assessment at the end of every unit. Some of these assessments may be for ranking, however, most of the assessments and exams in science are for tracking students' progress. Students sit the CIE checkpoint science exams at the end of Secondary 1 in year 9.

### Secondary 2 & Sixth Form

Upper Secondary students will continue studying Science as an integrated course. All students study IGCSE triple Science (Physics, Chemistry, and Biology). Based on performance some students will be assessed in either Integrated Science (IGCSE Double Award) or Combined Science (IGCSE Single Award). Science is also offered at the A – Level and IGCSE Diploma.



# Global Perspectives

## What is Cambridge Global Perspectives?

Cambridge Global Perspectives is a unique, transformational programme that helps students at every stage of school education to develop outstanding transferable skills, including critical thinking, research and collaboration.

This innovative and stimulating skills-based programme places academic study in a practical, real-world context. It gives students aged 5 to 19 years the opportunity to develop the skills that they need to be successful at school and university as well as in their future careers.

The programme taps into the way today's students enjoy learning, including group work, seminars, projects and working with other students around the world. The emphasis is on developing students' ability to think critically about a range of global issues where there is always more than one point of view.

## What will students learn?

The programme develops the skills of research, analysis, evaluation, reflection, collaboration and communication. It strengthens the links across English as a first or second language, mathematics, science and ICT Starters.

Research says that the earlier students start to develop and practice their skills, the greater the impact on their learning. Making Cambridge Global Perspectives available to younger students will develop and embed cross-curricular skills at an earlier age, supporting them in their studies as they progress to Cambridge Upper Secondary and beyond. Global Perspectives is compulsory for all students up to IGCSE at BBS.

## Global Perspectives & Research

GP&R is offered at our Sixth Form to both A- Level and AICE Diploma students. It is a compulsory subject for the AICE Diploma.

# Who is it for?

The programme is for students aged 5 to 19 years, leading seamlessly from Cambridge Primary through to Cambridge Advanced. Each stage builds on the learners' development, whether from a previous Cambridge stage or from another educational system.

The programme is available in different stages. Progression through the different stages enables skills to be developed by revisiting and engaging with concepts at deeper levels and in different contexts.





# FRENCH

## CURRICULUM OVERVIEW

Students will develop the ability to communicate in another Modern language for informal as well as formal purposes. Students will develop their cultural awareness by learning about the culture of another country.



### AIMS

We aim to develop deep interest and enjoyment in learning other languages for the purposes of practical communication and developing an awareness of the nature of language and language learning. We also aim to nurture the many life skills involved in studying languages.

We seek to develop positive attitudes and tolerance towards speakers of other languages and to develop contacts abroad. The Faculty is committed to providing a foundation for future language and cultural studies in the interests of lifelong learning.

## Secondary 1

### Method of assessment

Students will complete 4 tests during the academic year to assess the four skills: a reading test, a speaking test, a listening test and a writing test.

## Secondary 2 & Sixth Form

Students will revise topics learnt in Secondary 1 with a greater focus on grammar, such as the use of connectives and different tenses. Students will complete 2 pieces of extended Writing tasks. Students will also focus on improving their listening, reading and speaking skills in French. Students learn how to discuss major problems such as world poverty, the environment, racism, sexism, social problems and the dangers of smoking, drinking and drugs, etc. They will solve numerous past papers in the form of class exercises to prepare them on what to expect regarding the exam format. They will also be taken through various speaking tasks in preparation for the IGCSE Speaking Exams. We offer French to A – Level and AICE Diploma students.

## French Immersion Trip

Yearly, students are given the opportunity to travel to France for two weeks. During these two weeks students live with French speaking host families. The French Immersion trip allows students to improve on their french speaking skills, learn and experience French culture and broaden their horizon.



# HISTORY

## CURRICULUM OVERVIEW

History is not the study of events and dates, rather an investigation about who we are and the world around us. Through the study of History, we try to understand the changes and developments that have shaped the world we live in.

Through the study of History students will be able to develop their communication, analytical and literacy skills while investigating fundamental questions about the world and society around us.

### AIMS

Our aim is to enable pupils to gain an understanding of, and use critical thinking to investigate the world around them. Through the study of History we aim to help pupils gain a sense of identify and their place in the world.

## Topics Taught in Year 10 - 11

### Option B

The twentieth century: international relations since 1919 The content focuses on the following Key Issues:

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

In addition, all candidates must also study at least one of the following Depth Studies:

- The First World War, 1914–18
  - Germany, 1918–45 • Russia, 1905–41
- The United States, 1919–41
  - China, c.1930–c.1990
- South Africa, c.1940–c.1994
  - Israelis and Palestinians since 1940

## Assessment

Outside of their tracking exams, students will be given an IGCSE grade every 6 lessons and will also be assessed at the end of each unit of work.

### Sixth Form

History is offered at A-Level and AICE Diploma.





# GEOGRAPHY

## CURRICULUM OVERVIEW



### The Importance of Geography

The study of geography stimulates an interest and a sense of wonder about places. It helps young people make sense of a complex and dynamically changing world. It explains where places are, how places and landscapes are formed, how people and their environment interact, and how a diverse range of economies, societies and environments are interconnected. It builds on pupils' own experiences to investigate places at all scales, from the personal to the global.

### AIMS

Geography at BBS aims to provide pupils with an interest in the world around them that extends beyond the classroom. Through interesting and interactive lessons we hope pupils will find the geography curriculum stimulating and accessible. All pupils will have the opportunity to attend at least one geography related fieldtrip as this enhances pupils learning experience.

### Lessons

Geography is a compulsory subject at Secondary 1. In Year 7, 8 and 9 pupils are taught two 60 minute lessons per week.

### Trips:

Pupils will have the opportunity to attend a number of geographical day trips within and outside Accra.



### Secondary 2 & Sixth Form

#### Topics Taught in Year 10

Pupils follow the IGCSE Geography (IGCSE). The syllabus builds upon the foundations laid in the earlier Key Stages and allows progression into KS5. The course aims to prepare pupils for life in modern society and has an emphasis on problem solving and enquiry based learning. The syllabus will provide a balance of physical, environmental and human aspects of the subject.

Students study three units in Yr. 10 which are examined by one of their three final exams at the end of Yr.11. These include:

- » Earthquakes and Volcanoes
- » Tourism
- » Ecosystems
- » Industries
- » Urbanisation
- » Development
- » Geographical Skills
- » Population, Migration and Settlements

Geography is also offered at A - Level and AICE Diploma

# ECONOMICS

## CURRICULUM OVERVIEW

This course will stimulate the student's interest on how economies work – at personal, national and world levels. They will gain an understanding of economic concepts and their application to the real world.

### AIMS

The Economics Department's aim is to equip students with the basic tools of the economist to help them understand their place in and contribution to the local, national and global economy as consumers, workers and citizens. Students are encouraged to investigate a range of contemporary issues, analysing the evidence from different perspectives so as to make reasoned judgements and informed decisions. Students get to develop these skills, in lessons, and on immersive trips to the city.

### Topics Taught in Year 10

#### 1 The basic economic problem

The first section of the syllabus introduces the fundamental ideas and concepts that underpin the study of economics including the basic economic problem, factors of production, opportunity cost and production possibility curves.



#### 2 The allocation of resources

The fundamental principles of resource allocation are considered through the price mechanism in a market economy. The market forces of demand and supply, market equilibrium and disequilibrium, and elasticity form the core of this section.

#### 3 Microeconomic decision makers

The micro economy is an important area of study, and the approach to learning taken here is through the role of the major decision makers: banks, households, workers, trade unions and firms.

#### 4 Government and the macro economy

Governments have different macroeconomic aims, and conflicts often arise between the choice of measures used to achieve them. Variables must be measured to consider the causes and consequences of change, and appropriate policies applied.

### Topics Taught in Year 11

#### 5 Economic development

As an economy develops there will be changes in population, living standards, poverty and income redistribution. Therefore, the effects of changes in the size and structure of population and of other influences on development in a variety of countries are explored.

#### 6 International trade and globalisation

The importance of trade between countries and the growth of globalisation is explored. Principles such as specialisation, the role of free trade, the role of multinational companies, foreign exchange rates and balance of payments stability are considered

### Sixth Form

Economics is offered at A – Level and AICE Diploma.



# ART & DESIGN

## CURRICULUM OVERVIEW



### AIMS

The Art and Design department aims to help learners develop their creative mind leading to developing skills and interest that may well continue long after their IGCSE education. The foundation skills are being laid for a life-long career in Art and Design. By learning how to record from direct observation and personal experience, a learner develops an ability applicable to any future artistic creativity, visual awareness, critical and cultural understanding can be transferred from one subject area to another.

The creative process is broken down into five(5) main areas

- » The use of artist to inspire learner's own work
- » Formation of ideas

- » Experimentation with materials
- » Development of the project
- » Creating a final outcome

### Secondary 1

#### Method of Assessment

Art and Design in Secondary 1 assessment is divided into mini projects which is combined to create an overall grade and level of attainment. During the year, your child will sit a variety of assessments that will test a range of skills such as recording skills, exploration skills, idea development, personal responds to final out comes which are essential for the development and understanding of the subject.

To track learners learning progress the teacher marks both home work and class work, providing comments at the end of the work for the learner. Student are expected to pay attention to all comments made and act on advice about how to improve work.



### Topics Taught in Year 10/11

Students starting Secondary 2 will take the CIE IGCSE art and design Examinations after a two year programme.

In Secondary 2, learners are introduced to a range of thematic topics. They are each supported to complete a coursework in relation to a selected theme or topic of interest. Learners are prepared for their externally set assignment during the period of creating their personal portfolios for the coursework. Art & Design is also offered at A – Level and AICE Diploma.

# PHYSICAL EDUCATION



## CURRICULUM OVERVIEW

### AIMS

The Physical Education Department is an ever developing Department, focusing on educating our students in a Physical and Sporting context, whilst embedding the schools ethos.

The PE Department does not follow the National Curriculum presently, however we follow a PE programme that aims at teaching our students sporting etiquette, behaviour management and social awareness.

#### Assessment

The students are assessed at the end of each sport using a teacher assessment curriculum;

#### Sports

Students in BBS currently have the opportunity to study the following sports:

- » Football
- » Physical fitness
- » Badminton
- » Table Tennis
- » Basketball
- » Athletics
- » Volleyball
- » Gymnastics
- » Handball





# AS/A LEVEL PSYCHOLOGY

## CURRICULUM OVERVIEW

### AIMS

We introduced AS/A level psychology from September 2018. Psychology can be taken as a science or Humanities option for the Cambridge International AS and A Level. Psychology students develop an understanding and appreciation of the subject by exploring the ways in which psychology is conducted. As part of their studies, learners also review important research and theories of Psychology; these provide insightful knowledge into the ways in which psychology has been applied, thereby leading to a better understanding of key approaches, research methods, issues and debates. The syllabus reflect four core areas of psychology, namely biological, cognitive, learning and social; it also relates psychology to abnormality, consumer behavior, health and organisations.

### Key Teaching Concepts:

- » Nature versus Nurture
- » Ethics in Psychological Research
- » Choice of Psychological research methods
- » Theories of Psychology

Psychology is now used to underpin many aspects of our lives – it is used in organizing businesses, in planning our shops and homes, in treating medical conditions and to improve how we learn. Every study is undertaken with a specific purpose in mind which can then be applied in everyday life – whether it is improving our lives in general, understanding how groups of people behave or treating a disorder. By understanding psychology we can improve how we live our lives and society in general.



# AS/A LEVEL MEDIA STUDIES

## CURRICULUM OVERVIEW

### AIMS

Cambridge International AS and A Level Media Studies is recognised by universities and employers as proof of knowledge and understanding of the media and its role in our daily lives.

Successful candidates gain lifelong skills, including:

- » The ability to apply practical skills creatively
- » Research and evaluation skills
- » Information management and project management skills
- » The ability to analyse text and media products critically
- » The ability to reflect critically upon their own learning.

Media studies students learn to use contemporary media equipment to create their own media products, in both print and moving image formats. This subject is a practical course that enable students develop vocational skills in media as well as information technology and communication. It also provides students with the opportunity to tremendously improve their presentation and communication skills.





# EXTRA-CURRICULAR ACTIVITIES



Some programmes currently on offer include:

- » Drama Club
- » Sports Club
- » Robotics Club
- » ICT Club
- » Debate and Public Speaking Club
- » Music Club
- » LE CLUB FRANÇAIS
- » Art & Design Club
- » STEM Club
- » Dance Club
- » Media Club

The schedule and programme for ECA are renewed and announced at the beginning of every school term.

EXTRA-CURRICULAR ACTIVITIES (ECA) help in developing academic skills and generally enriches students' learning experience in school. Our ECA have been purposefully selected to encourage higher order skill development, creativity, teamwork and self-restraint. We run a varied and extensive extra-curricular programme which we encourage our students to partake in. These activities include (but not limited to):



# RELIGIOUS EDUCATION

## CURRICULUM OVERVIEW

### AIMS

Religious Education is at the heart of our school. Students learn about the Christian faith and other faiths.



#### Secondary 1

##### Year 7 - Topics taught in the year

Our Introduction to RE Course will ensure every year seven student will learn the core skills required to achieve high grades in Religious Education. Within weeks, each student will learn to use the Bible, gain a better understanding of Church History, and enjoy both the challenge and journey of studying RE at BBS. The rest of the year will include a variety of topics which examine Old Testament Prophets, Jesus' Ministry and The Early Church.

Each unit will be accompanied by a list of Key Terms. Students will need to be committed to learning how to spell, define and use the language of Religious Education.

Each student will be assessed every three weeks during lessons and provided with their current working level. Formal examinations will take place in the Christmas, Easter and summer terms.

##### Year 8 - Topics taught in the year

Students will begin the year learning about the gift of God's Creation. They will also gain an understanding of how God establishes relationships with his people through the area Covenants. In addition, students will learn how Jesus is the everlasting covenant. Students will also gain further understanding of the Prophetic Role of the Church, and our fascinating story of faith when they study The Church in Ghana. Students will also be introduced to African traditional religion. Each student will be assessed every three weeks during lessons and provided with their current working level. Formal assessments will take place in the Christmas, Easter and summer terms.

##### Year 9 - Topics taught in the year

Students will follow up on Introduction to ATR with units on religion and identity.

The RE department looks forward to an exciting year and hopes each student will meet their potential. God Bless.





# ICT & COMPUTING

## CURRICULUM OVERVIEW

The increasing use of technology in all aspects of society makes ICT essential for everybody. At BBS we incorporate the use of computers and technology across the whole curriculum. For young learners technology is part and parcel of their everyday lives. As a school we endeavour to increase pupil's capability in the use of ICT and support them to become confident and independent users of a wide range of technologies.

## AIMS

The ICT & Computing department aims to give pupils many of the skills needed to make informed judgement about when and where to use ICT to enhance their learning and the quality of their work, in order for pupils to achieve their full potential. We offer discreet lessons to years 7, 8 and 9 where pupils learn how computers work and how to code in Scratch and Small Basic.

## Secondary 1

Computing is part of a four subject carousel at Secondary 1, which means students get three periods per week for 7 weeks then move onto another unit.

## Assessment

Students are tested towards the end of each carousel cycle using a theory and practical test. The practical contributes to 60% of the final assessment and the theory 40%.

### Secondary 2

#### Topics Taught in Year 10

##### ICT IGCSE

Practical (60%) In year 10 students will undertake the practical element of the course which will contribute to 60% of the qualification. Students have to create a wide range of products. They have to carefully test and evaluate these products.

#### Topics Taught in Year 11

##### ICT IGCSE

Computer Theory (40%) In preparation for their exam students will learn:

- » Hardware and software
- » Communication
- » Internet
- » Networks
- » Computer systems
- » Legislation





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