

Art & Design

Biology

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# Year 9

pre-IGCSE



Information **guide**



# BROOKHOUSE SCHOOL

## PHILOSOPHY AND MISSION STATEMENT

### Mission Statement:

*“Our mission is to give each child every opportunity to learn to excel”*

### School Philosophy

Brookhouse is a co-educational day and boarding school for children aged 2-19, offering an adapted form of the British National Curriculum to Kenyan and international pupils. The pursuit of academic excellence is at the centre of our educational philosophy and approach.

Equally, as a global member of the Round Square association of schools worldwide, we believe that a school should foster courage, generosity, imagination, principle and resolution so that children emerge empowered with the skills and abilities to be the leaders and guardians of tomorrow's world. We endeavour to provide the security and guidance necessary for children to achieve their potential in a friendly and supportive but academically rigorous atmosphere.

As such we commit ourselves to the Round Square ethos by considering the six foundation pillars of Round Square as central to our holistic approach to education, augmenting our intrinsic commitment to academic excellence. The six pillars or IDEALS are: **Internationalism; Democracy; Environment; Adventure; Leadership and Service.**

Interpreting these pillars as the core of our school community, we believe in:

- Clear expectations in relation to academic performance, ethical standards and behaviour, combined with positive reinforcement to develop in children their self-confidence and self-esteem
- Providing the opportunity for children to learn the skills necessary to further their education and to function successfully with an international understanding and focus in the modern world
- Offering a curriculum that encourages the wider educational development of each child
- Encouraging children of all abilities to set goals which reflect the utmost of their capabilities
- Learning as a continuing process that fosters thinking and doing, exploration and experimentation, to help young people to adapt to an ever-changing environment and lead productive lives
- Maintaining regular and effective communication between parents and the school as well as parents being active partners in the learning process
- Instilling in students an appreciation of the outdoors and an awareness of the global environment and the need to conserve it as guardians of our collective future
- Nurturing tolerance, awareness and respect for oneself, others and property
- Fostering within children a desire to take responsibility for self-motivation, self-direction, self-discipline and a positive self-image
- Developing leadership skills rooted in kindness and justice, practiced individually and collectively in various leadership positions of consequence in the school
- Teaching children the values of democracy and the importance of active participation in democracy where freedom of thought and speech are encouraged and appropriate forums are in place for responsible self-expression
- Sensitising children to appreciate the richness of the spiritual and cultural experiences of life
- Preparing children for responsible lives through the expectation of service to others
- Promoting international understanding through exposure to different cultures and beliefs and through teaching children to appreciate, value and respect all cultures, religions and languages
- Encouraging children to learn to see themselves as committed and responsible global citizens, who look beyond gender, class, race, nationality and culture to understand human nature
- Building self-esteem through adventure and meeting challenges, working both individually and within groups, to promote personal growth and self-discovery leading to the child's realisation that they can be so much more than they might have imagined

*Adopted: September 1997*

*Reviewed and amended: 2005, 2009, 2012, 2016*

## Introduction

### **The Rationale Behind the Course**

Year 9 at Brookhouse International School is a very important transition experience for students.

They have just completed Preparatory School and taken their Year 8 end-of-Prep examinations and are looking toward the challenges of IGCSE in Year's 10 and 11.

Year 9 has been designated their "pre-IGCSE" year as it indicates that the courses involved are designed to prepare students for the academic expectations of what is to follow at IGCSE.

As such, Year 9 will allow pupils to develop and enhance their study ethos, focusing particularly upon the academic skills and examination techniques that will give them a solid foundation from which to embark on their IGCSE programme. The courses are designed to be stimulating, broadening and act as a lively introduction to the higher level demands of independent learning.

The school treats Year 9 as part of the learning progression that takes them from Prep School, through their IGCSE course, to A-level, and finally to university study.

### **How are the subjects assessed and examined?**

Most subjects rely on a significant element of continuous assessment, including projects and assignments.

At the end of Year 9 all subjects include an end-of-year examination.

In each subject staff utilise the IGCSE assessment standards as a key reference point, adapting the assessment criteria to Year 9 levels, whilst taking into account that the courses at Year 9 are introductory by nature.

Accordingly, marking in Year 9 can best be described as referring to IGCSE criteria which is then adapted to this introductory transition level.

It is hoped that pupils find the Year 9 programme both exciting and challenging, and that it gives them a good indication of the demands of the work to come at IGCSE.

***Mr James Muturi,  
Head of Year 9***

MJ/2017

# Art and Design

## Aim of the Course

The pre-IGCSE Art and Design course has been developed to provide students with the skills and knowledge needed to pursue the subject at IGCSE level.

During this course pupils will learn more about Art history and develop new skills and techniques in a variety of media.

## Brief Description of projects/course content

The course is divided into 3 domains:

- Drawing and Painting
- Sculpture
- Design

In each domain there are a number of projects and schemes of work that must be completed. Each is designed to develop a knowledge and understanding of artists and designers as well as to improve the individual skills and artistic abilities of each pupil.

## Skills Learnt (in preparation for IGCSE)

In IGCSE Art, students have to select two examination papers to complete at the end of the course.

During this pre-IGCSE course pupils focus on improving skills in **Observational Drawing**, the ability to work to a **Design** brief and to **Interpret** in a creative and imaginative way.

## How is the subject assessed and examined?

Most of the work will be assessed by continuous assessment. Students are given a project where they develop ideas and arrive at a final outcome, which will then be marked. At the end of the year there is a 3 hour examination.

# Biology

## Aim of the Course

The pre-IGCSE Biology course seeks to inculcate scientific methods, critical and reflective thinking, evaluation of biological information and collaborative learning. Students have opportunities to research, experiment, discuss and develop arguments, and experience real life examples of the uses of Biology. The course is designed to fire curiosity about the biological world while at the same time develop the skills, knowledge and attitudes necessary for studying IGCSE Biology in Year's 10 and 11.

## Brief description of course content

The course is designed to incorporate aspects of both the IGCSE curriculum and the UK Key Stage 3 National Curriculum. The main topics studied include:

- Characteristics classification of living organisms
- Transport in Humans
- Cells and cell processes
- Organisation of the organism
- Movement in & out of cells
- Biological Molecules
- Nutrition in Humans
- Human Dietary needs
- Enzymes
- Plant Nutrition

## Skills Learnt (in preparation for IGCSE)

Students learn the concepts, terminology and biological processes to form a strong background for the study of IGCSE Biology. They acquire skills and abilities to observe, measure, record and follow instructions accurately. They learn to carry out a risk assessment, conduct experiments safely, and how to communicate observations, ideas and arguments logically, concisely and in various forms. They will also learn to evaluate critically experimental data, and will have opportunities to plan and carry out an investigation.

## How is the subject assessed and examined?

Pupils are assessed continuously from their learning tasks, homework and laboratory work. In each half term, there are two cycle assessments covering the topics covered thus far. They are also expected to understand the assessment criteria and set and evaluate progress targets. An End-of-Year examination consisting of a theory paper (1hour 30minutes) to mark the end of the course.

# Chemistry

## **Aim of the Course**

The pre-IGCSE course aims are to provide, through well-designed studies of experimental and practical science, an educational experience for all students whether or not they go on to study science beyond this level. It also aims to develop abilities and skills that are relevant to the study and practice of Chemistry which are useful in everyday life. Students are encouraged to develop efficient and safe practice, effective communication, concern for accuracy and precision, objectivity, initiative and inventiveness, and an interest in and care for the environment.

## **Brief Description of projects/ course content**

Students are expected to study the following topics in Year 9:

- The Three States of Matter
- Experimental techniques, such as measuring volumes, reading temperature and timing experiments
- The importance of Pure Substances
- Methods of Purification for given mixtures
- The Symbols of the Elements and writing the formulae of simple compounds
- The formula of a simple compound derived from the relative numbers of atoms present
- Constructing word equations and simple balanced chemical equations
- Air, Water and Pollution
- Acids and Bases; making Salts Metals
- Properties of Metals and the Reactivity Series
- Atoms, Elements and Compounds
- Atomic Structure and the Periodic Table

## **Skills Learnt (in preparation for IGCSE)**

At IGCSE students are expected to complete a practical examination which will draw on the practical skills learnt at this level, as well as planning, evaluation and graphical knowledge learnt. Students will also be expected to attain examination skills in answering multiple choice questions, which are taught in Year 9.

## **How is the subject assessed and examined?**

Most student work is assessed by class work which includes practical work, homework and continuous assessment tests. At the end of term one there is a project on pollution. At the end of the year the summative evaluation comprises multiple choice questions and structured questions.

# Chinese

## Aim of the Course

The pre-IGCSE Chinese course is intended to equip students with introductory knowledge of the Mandarin dialect. Pupils move toward more independent learning and develop new techniques in the four language skills. The course focuses on the *pinyin* system - tones, rules of phonetic spelling, pronunciation drills, and Chinese characters - their creation and evolution, stroke order, structure, the writing system and calligraphic techniques. Reading and writing skills are introduced; these include basic sentence pattern analysis, and development of language skills in listening, speaking, reading and writing. In addition, this course covers computer skills, not only with Chinese programmes but as a means for using computers as a learning technique to study Chinese. Students will also be exposed to the Chinese culture.

## Brief Description of projects/course content

The following are covered during the Year 9 course:

- Xin rong ci (adjectives)
- Liang ci (measure words)
- Xie hanzi (learning of characters)
- Yufa (Chinese direction words)
- Shuo du he fuda (reading, comprehension and grammar)
- Mai dongci (shopping)

## Skills Learnt (in preparation for IGCSE)

During the Year 9 pre-IGCSE course the textbook, workbook and character book used is *Integrated Chinese*, a simplified character edition. By the time students enter the IGCSE course in Year 10 it is assumed that in reading and writing, as well as using *pinyin*, pupils can work with an approximate number of characters as indicated below. These are mainly simple and frequently occurring characters that are relevant to the contexts for learning. It is expected that pupils can understand compound phrases and four-character phrases (idioms).

### Reading and Responding

Level 2	30 - 60 characters
Level 3	60 - 100 characters

### Writing

20 - 30 characters
30 - 50 characters

## How is the subject assessed and examined?

Over the year work will be assessed through written tests and projects given periodically. At the end of the year pupils sit three papers – a reading and writing paper, a listening and an oral examination.



## Drama

### **Aim of the course:**

The pre- IGCSE Drama course is designed to be challenging and exciting.

The course aims to consolidate the skills learnt in Drama up to year 8 while refining the ones that provide a solid basis upon which to begin IGCSE Drama in year 10.

### **Brief description of the projects/course content:**

- Theoretical study
- Practical exploration of texts and stimuli
- From page to stage

### **Skills Learnt:**

These include practical and theoretical study as well as the ability to realize the performance possibilities of text and other stimuli. Students are also expected to use dramatic forms and structures to communicate feelings and ideas in Drama. The 'From page to Stage' unit forms an exciting aspect of this course and allows students to produce, design and act in a short play in front of an invited audience. Students are responsible for every aspect of the production, from learning lines to organizing props, costume, lighting and set design as well as promoting the performance.

### **How is the subject assessed and examined?**

All the work is assessed using IGCSE criteria adapted for use in this introductory experience in year 9. The 'From Page to Stage' unit is used to test the practical component as well as an end of year written examination based on one of the texts studied in class.

# English

## **Aim of the Course**

The pre-IGCSE English course is designed to be challenging and exciting. The course aims to consolidate the skills learned in Prep school, whilst developing and refining those skills that provide a solid basis upon which to begin IGCSE Language and Literature formally in Year 10.

## **Brief Description of projects/course content**

- Authors Through Time (compulsory unit)
- Non Fiction
- Poetry
- Novel
- Drama

## **Skills Learnt (in preparation for IGCSE)**

- The Authors Through Time element is the first thing students do in Year 9 and is designed as an introduction to both Literature and Language at IGCSE. Students study authors from different centuries and continents in a range of formats and complete a variety of tasks, from writing in their style to analytical essays.
- When studying any text in English, be it poetry, prose, drama or non-fiction, students are challenged on several levels often with examination skills in mind. Students will work creatively from a range of stimuli, analyse a variety of texts, write specifically for different purposes and audiences and much more. By the end of Year 9 the student should be well prepared to begin their IGCSEs proper.

## **How is the subject assessed and examined?**

All work is assessed through half term cycle assessments, using IGCSE criteria, adapted for this introductory experience in Year 9. There is an end-of-year written examination paper that tests a variety of reading and writing skills.

## French

### Aim of the Course

The pre-IGCSE French course has been developed to prepare students with the skills and knowledge needed to pursue the subject at IGCSE level. Students move toward more independent learning and develop new techniques in the four language skill areas. In addition pupils are exposed to the francophone culture and learn more about France and French speaking countries.

### Brief Description of projects/course content

The course is divided into 6 units, with two units completed each term:

- En Famille (the family)
- Au boulot (at work)
- En échange (an exchange with a host family)
- Le monde est à toi (the world at your fingertips)
- Mes années d'école (all about school)
- Jours de fête (festivals and holidays)

Each unit is structured so that there is a clear progression. Grammar is systematically presented and there are two workbooks for practice: *Encore* to cover the core material, and *En Plus* for extension work. Each is designed to develop language systematically and to improve all four skill areas. Also included in the course is pronunciation practice.

### Skills Learnt (in preparation for IGCSE)

At IGCSE students sit four examination papers testing the four language skills. During the pre-IGCSE course pupils develop their speaking, reading, writing and listening skills, and especially the ability to write accurately and creatively.

### How is the subject assessed and examined?

Throughout Year 9 the work is assessed through written tests and projects given periodically. At the end of the year pupils sit two papers, a reading and writing paper and a listening examination.

**Prerequisites** – Students wishing to take French at year 9 must have completed a year's study or be at level 4

# Geography

## **Aim of the Course**

The pre-IGCSE Geography course has been developed to prepare students with the skills and knowledge needed to pursue the subject at IGCSE level. The course aims to encourage students to:

- Develop a sense of place and an understanding of relative location on a local, regional and global scale
- Develop an awareness of the characteristics and distribution of a selection of contrasting physical and human environments
- Have a greater understanding of some of the processes affecting the development of such environments.

## **Brief Description of projects/course content**

The curriculum is divided into three broad themes:

- Population and Migration
- World Development and Aid
- The Natural Environment (Physical Geography)

For each theme students should be able to demonstrate knowledge and understanding of a wide range of processes, including human actions contributing to the development of physical, economic, social, political and cultural environments and their associated effects on the landscape.

## **Skills Learnt (in preparation for IGCSE)**

As a precursor to IGCSE, students are expected to demonstrate the ability to:

- Select and use basic techniques for observing, collecting, classifying, presenting, analysing and interpreting data
- Use a variety of sources for obtaining information, including maps and plans at a variety of scales.

Field trips, including a residential trip to the Rift Valley, are used to create an awareness of the contrasting opportunities and constraints of people living in different places and under different physical and human conditions.

## **How is the subject assessed and examined?**

Most of the work is assessed by continuous assessment. Students are required to respond to structured questions with gradients of difficulty; these are resource-based and involve problem-solving and free response writing. At the end of the year pupils sit a two hour examination paper.

## German

### **Aim of the course**

The pre-IGCSE German course aims to develop in the students an ability to use the language effectively for purposes of practical communication. The course is based on the linked language skills of listening, reading, speaking and writing, and these are developed as the student progresses through their studies.

It also aims to offer insights into the culture and civilisation of countries where the language is spoken, thus encouraging positive attitudes towards language learning and towards speakers of foreign languages.

### **Course content**

The course is divided into units and entails coursework and projects. Each topic-based unit contributes to the overall acquisition of the four language skills tested at IGCSE level and promotes students' communication skills:

- Exchange Program - giving personal details, discussing likes and dislikes, staying with a host family, buying souvenirs.
- School - discussing school subjects, rules and targets, comparing British and German schools.
- Austria – discussing holiday activities, tourist attractions, the weather and where we live, protecting the environment, booking accommodation.
- The Media - talking about films, music, books and computers.
- Jobs and Money - part-time jobs, saving habits and what people spend their savings on.
- The Family - talking about families and the problems people face at home.

### **Skills learnt (in preparation for IGCSE)**

The IGCSE German course entails four papers of equal weighting: Listening, Reading, Speaking and Writing. The pre-IGCSE course focuses on work that develops these skills.

### **How is the subject assessed and examined?**

Students complete a range of activities at the different levels including listening exercises, oral presentations, reading comprehensions, grammar exercises, writing assignments and language games. They also undertake at least three cultural projects during the course of the year, which contribute towards achievement grades. German is assessed formally in end of unit tests, a Mid-Year Examination and at the end of the year in three papers: Listening, Reading and Writing and Speaking. Speaking skills are also assessed informally during the class sessions.

# History

## **Aim of the Course**

The pre-IGCSE History course has been developed to equip pupils with the necessary knowledge and skills needed to pursue the subject at IGCSE level.

Pupils learn about various important eras in history and how they have had an impact on the society of today.

## **Brief Description of projects/course content**

The course is divided into five main topics:

- The Industrial Revolution
- The French Revolution
- The Changing Role of Women
- The First World War

For each of these areas of study active class discussion is encouraged as this enhances the acquisition of knowledge. The course also encourages students to consider each topic in the light of what is happening in society today.

## **Skills Learnt (in preparation for IGCSE)**

In each topic students will acquire knowledge and also learn how to interpret and evaluate various types of sources. They will also be guided through the development of their essay writing skills.

## **How is the subject assessed and examined?**

At the end of each topic there will be a variety of assessments including tests, take-home assignments and projects. These are designed to develop knowledge and also test the amount of knowledge and skills acquisition that has taken place. At the end of the year there is a 1½ hour examination.

# Mathematics

## **Aim of the Course**

Pre-IGCSE Mathematics has been designed to equip students with the abilities to manipulate numbers and solve a range of numerical and algebraic problems.

## **Brief Description of projects/course content**

The programme of study is divided into four main domains:

- Number
- Algebra
- Shape, Space and Measures
- Data handling

In each domain there are a number of topics to complete, designed to develop their knowledge and understanding of the abstract and practical world of modern technology, as well as improve their skills and mathematical abilities.

## **Skills Learnt (in preparation for IGCSE)**

With guidance from their teachers IGCSE pupils have to eventually opt for the Core or Extended Mathematics curriculum, depending on their ability. This leads to each pupil sitting two examination papers.

During the pre-IGCSE course students work to improve their ability to interpret charts and tables, measure accurately, and estimate and understand the concepts involved with shape and space. Mental skills also play an important role in developing capabilities in Mathematics.

## **How is the subject assessed and examined?**

Most of the work will be assessed by continuous assessment.

Differentiation is incorporated in lessons by employing a variety of teaching methods, with questions at all levels so that every ability group is catered for. In Year's 10 and 11 students are allocated to sets according to their individual abilities. One of the sets comprising high ability students is offered additional mathematics as a separate subject examinable at IGCSE.

In addition, students use the ICT laboratory or smartboards at least once a week where they practice the subject, whilst sharpening their IT skills. At the end of Year 9 pupils are given a two hour examination.

## Music

### **Aim of the Course**

The pre-IGCSE Music course has been developed to prepare pupils with the skills and knowledge needed to pursue the subject at IGCSE level.

Pupils learn more about music of varying styles and from different parts of the world. They also compose music using computer technology and perform music individually and in groups.

### **Brief Description of projects/course content**

The course is divided into three domains:

- Listening
- Performance
- Theory/Composition

In the Listening component pupils are exposed to and analyse a variety of World, Pop and Classical music.

In the Performance component pupils are required to sing and play instruments individually and in groups.

In the Theory component pupils build further on material learnt in Year 8, including Scales and Intervals, Chords, Rhythmic patterns and Time signatures.

These skills are applied in Composition, using computer programmes.

### **Skills Learnt (in preparation for IGCSE)**

As the IGCSE Music course requires pupils to Listen, Perform and Compose, the study of these three elements in Year 9 will develop and improve upon these abilities and skills in preparation for Year's 10 and 11.

### **How is the subject assessed and examined?**

Written tests in Theory and Listening are given throughout Year 9.

Performance and Composition skills are assessed continually.

At the end of the year pupils are given a two and a half hour examination.

## Physical Education

### **Aim of the Course**

The pre-IGCSE Physical Education course builds on the skills learnt in Year's 7 and 8.

The aim is to maintain levels of physical fitness whilst developing both individual and team skills.

### **Brief Description of projects/course content**

The activities covered include:

- Swimming
- Athletics and Cross-Country
- Football
- Basketball
- Gym
- Rugby
- Netball
- Rounders
- Volleyball
- Fitness / Aerobics

### **Skills Learnt – (in preparation for IGCSE)**

In Year 10 and 11 students who take IGCSE Physical Education are required to show ability in four sporting activities, and undertake a written examination.

The Year 9 pre-IGCSE programme for all students allows those considering taking IGCSE Physical Education to be adequately prepared to cope with the demands of studying the subject as an examined course at IGCSE.

### **How is the subject assessed and examined?**

Most of the work is assessed by continuous assessment.

## Physics

### Aim of the Course

The pre-IGCSE Physics course focuses, at this stage, on expanding the range of understanding and knowledge of Physics in numerous ways. Pupils learn a number of different formulae and how to explain simple physical concepts, present ideas logically and interpret scientific evidence correctly. This forms the basis for students who wish to pursue the subject at IGCSE level.

### Brief Description of projects/course content

The course is divided into two main areas:

- **Core topics** specified in the IGCSE syllabus, such as:
  - Quantities, units and measurement
  - Mass, weight and density
  - Velocity and acceleration
  - Forces, Hooke's Law, Newton's Laws, stability and turning forces
  - Electric charge and current
  - Matter and the Kinetic theory
  - Pressure in solids and fluids
  - Energy, power and efficiency
  
- **Practical work and investigations**, including:
  - Finding the gradient of a graph and the area under a graph
  - Drawing graphs with curves, negative axes, scatter and anomalous points, and explaining the anomalies

The use of ICT while carrying out investigative work is highly encouraged at this level.

### Skills Learnt (in preparation for IGCSE)

The Year 9 course introduces pupils to IGCSE-style multiple choice and practical tests to develop examination technique. Pupils are expected to recall and **properly use and apply** facts learnt, as well as demonstrate competence in obtaining, presenting and interpreting data.

### How is the subject assessed and examined?

In Year 9 class work is assessed by continuous assessment, in both theory and practical work, and there is at least two formal tests each half-term. An end-of-year examination assesses student readiness for Yr 10 IGCSE Physics, with the potential to study the course at either Core or Extended levels. **Progressive changes have been made in the CIE Physics syllabus post 2015.**

At the end of Year 10, a full internal exam is written, whilst during Year 11 pupils write a Mock examination that leads to the externally marked final paper.

# Spanish

## **Aim of the Course**

The Pre-IGCSE Spanish course has been designed to encourage an appreciation of the language and to develop the appropriate communication skills and knowledge needed to pursue the subject at IGCSE level.

The course also develops greater cultural awareness by learning more about Spain and other Spanish-speaking countries.

## **Brief description of projects/course content**

The course is divided into four parts:

- *Reading comprehension*
- *Listening*
- *Writing*
- *Speaking*

The four skill areas are designed to develop knowledge and understanding of the target language.

## **Skills Learnt (in preparation for IGCSE)**

During the Year 9 pre-IGCSE course pupils develop their reading, writing, listening and speaking skills.

The students are able to nurture the key languages aspects and engage in well developed conversations. Additionally, they are able to read and understand longer texts. With a combination of all the four skills, they are able to appreciate the language more.

## **How is the subject assessed and examined?**

In Year 9 most of the work is assessed by continuous assessment. Pupils are required to successfully carry out a range of language activities. At the end of the year a more formal assessment, covering all four skills areas, is given.

# Swahili

## **Aim of the Course**

The pre-IGCSE Swahili course provides a framework for the development of written and transmission skills combined with the practical application of grammar in the Swahili language.

It builds a suitable foundation to pursue the subject at IGCSE level. Pupils learn more about the origin and development of the language and both spoken and written Swahili.

## **Brief description of projects/course content**

The course is divided into four parts:

- Translations
- Comprehension
- Essay writing
- Listening

In each area there are various projects; role plays and schemes of work that need completing. Each area is organised in such a way that pupils understand contemporary written texts in standardised Swahili and communicate in continuous writing, showing knowledge of and applying accurately the grammar and structures of Swahili.

## **Skills Learnt (in preparation for IGCSE)**

Because IGCSE Swahili requires pupils to complete four examinable sections, the Year 9 pre-IGCSE course focuses on improving competence in both spoken and written Swahili, and on manipulating the language accurately to organise facts and ideas, and present explanations, opinions and information in writing.

## **How is the subject assessed and examined?**

The subject is assessed in various ways. Pupils are expected to complete a word-processed or power point project on a selected topic and present a role-play activity. Continuous assessment tests are also used widely as a mode of assessment in the language. At the end of Year 9 pupils are given a one and half hour examination that mirrors in style and content the longer IGCSE examination.

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