

# GATEWAY HIGH SCHOOL



IGCSE  
CURRICULUM INFORMATION BOOK 2022 –2023

## **IGCSE CURRICULUM GUIDE 2022-23**

### **INTRODUCTION**

The Gateway High Curriculum is based on the Cambridge IGCSE curriculum which is the world's most popular international qualification for sixteen-year olds. Cambridge IGCSE is recognised by leading universities and employers worldwide and is an international passport to progression and success. Many universities require a combination of Cambridge International Advanced Level and Cambridge IGCSE to meet their entry requirements.

Cambridge IGCSE develops learner knowledge, understanding and skills in:

- Subject content
- Applying knowledge and understanding to new as well as unfamiliar situations
- Intellectual enquiry
- Flexibility and responsiveness to change
- Working and communicating in English
- Influencing outcomes
- Cultural awareness.

### **COURSE ORGANISATION**

In forms 1 and 2, students do not have to make subject choices in most subjects as we believe they will not be ready to do so. At IGCSE level, students will study a maximum of 9 examinable subjects over a two-year period. However, the school may recommend that a student takes less than 8 subjects based on their academic competency.

### **ASSESSMENT**

Cambridge IGCSE assessment will take place at the end of the second year and can include written, oral, coursework and practical assessment depending on the subject. Grades are benchmarked using eight internationally recognised grades, A\* to G.

### **CHOOSING THE SUBJECTS**

In Life Skills lessons, students receive assistance and guidance on planning ahead, development of organisational and study skills, as well as identifying their strengths and interests. The following steps are outlined to enable wise decisions to be made. It is our belief that the practising of decision making in this way will help students develop responsibility and the important skills needed in making decisions.

There will be the flexibility to make subsequent changes where these will be for the benefit of the student and are possible (depending on class sizes and facilities). These changes will require the approval of both the parent and Head of Academics. However, no subject option changes will be entertained after four weeks from the commencement of first term 2021.

Although every effort will be made to provide the subjects chosen, no guarantee can be given that all will be possible. Some students may be asked to change options because of the need to have classes of a certain size. Similarly, if not enough students choose a subject, the subject option may be cancelled.

## **PRE-SELECTION OF SUBJECTS**

Prior to subject choices students should have:

- A clear idea of available subjects and their implications.
- An appreciation of their individual strengths and interests.
- Some idea of the kinds of courses and subjects required by different careers.
- All students are encouraged to discuss their options with parents and make an initial selection of subjects, based on their own individual needs.

## **ADVICE TO STUDENTS**

The following traps should be avoided if one wants the best set of subjects.

- Just choosing subjects because your friends are choosing them when, in fact your capabilities are different.
- Prejudging subjects on inadequate or little information and then selecting or rejecting these in consequence.
- Deciding in isolation. Include your parents and teachers in your decision-making process.
- Avoiding challenging subjects. However, make sure you have a reasonable chance of success.

## **FINAL CHECK**

You should now look at your list of subjects and see how they measure up against the following considerations:

- Does my choice of subjects include the compulsory subjects as required?
- Have I over specialised? You may be pinning your future on too narrow an area or subject choice. The world of work is changing rapidly; you need a reasonably broad range of subjects to allow for this.
- Am I certain where all my subjects lead?
- Do they prepare me for what I want, e.g. college, university and employment?
- Are these subject choices realistic for me?

## **HAVE QUESTIONS?**

More information can be obtained from your teachers, Year Head, Head of Department or Academics Head.

# IGCSE Curriculum Structure

Learners take 8 subjects

<b>Compulsory Subjects</b>	<b>Option 1</b>	<b>Option 2</b>	<b>Option 3</b>	<b>Option 4</b>
English Language Mathematics Biology or Combined Science Bible Knowledge Literature (Set One) Life Skills Gym	Art & Design Design & Technology Music Physical Education	Business Studies Chemistry Enterprise Travel & Tourism	Accounting Geography History Physics	Computer Science French Geography Mandarin

\* DELF – see Academic Head for more information.

## **NB**

- A learner may only take one subject in each option group
- The timetable constraints determine that certain subjects cannot be taken together.
- Even if a subject appears in more than one option group, the learner may only select it once.
- Combined Science may not to be taken with Biology, Chemistry, Physics or Physical Science.
- Biology, Chemistry and Physics are prerequisites for students considering taking Advanced Level sciences.

# DEPARTMENTAL PHILOSOPHIES AND SUBJECTS

## BUSINESS STUDIES DEPARTMENT

The department appreciates the role of education as a social construct which is instrumental in transforming global markets for the best corporate governance practices (LS Vygotsky). Therefore, the department seeks to instil in the mind of the learner the mandate for humanity to exercise dominion over God's creation (refer to Genesis 1: 28-31, the story of God's creation).

The departmental curriculum is delivered in the context of biblical values that promote good corporate governance. The department is guided by the key values of; stewardship, accountability, servant leadership and integrity (1 Corinthians 4: 2).

The teaching methods adopted seek to allow collaboration between students and between students and the teacher in order to empower students for transforming global market places for the best business ethics.

### ACCOUNTING (0452)

**Contact Person:** Mr I Muzamhindo; imuzamhindo@gatewayhigh.co.zw

#### **Advice to Students**

The world is about business

#### **Special Requirements**

An appreciation of the world as an enterprise

#### **Philosophy Statement**

The teaching of this subject focuses on producing High school graduates who are prepared to uphold business ethics of accountability and stewardship to impact the global village for the best business hub (Matthew chapter 6: the parable of the talents).

#### **Course Details**

Accounting introduces learners to the theory and concepts of accounting and the ways in which accounting is used in a variety of modern economic and business contexts. Learners focus on the skills of recording, reporting, presenting and interpreting financial information and build an ideal foundation for both further study and a future career within the profession.

#### **Career Pathways**

Chartered Accountancy, Auditing, Financial Management, Entrepreneurship, Tax Consultancy, General Management, Bookkeeping, Lectureship, Consultancy and Teaching

## **BUSINESS STUDIES (0450)**

**Contact Person:** Mr S Paduze; [spaduze@gatewayhigh.co.zw](mailto:spaduze@gatewayhigh.co.zw)

### **Advice to Students**

The world is about business.

### **Special Requirements**

An appreciation of the world as an enterprise

### **Philosophy Statement**

The underlying principle in the teaching of this subject is the need to produce managers, entrepreneurs and corporates who are entities of integrity. The subject is, therefore, presented as a character moulding discipline whose main goal is to produce the best business practices. (Philippians 4: 8-12)

### **Course Details**

Business Studies develops learners' understanding of business activity in the public and private sectors, and the importance of innovation and change. Learners find out how the major types of business organisation are established, financed, run, and how their activities are regulated. Factors influencing business decision-making are also considered, as are the essential values of cooperation and interdependence. The syllabus provides a foundation for further both study at Cambridge International Advanced Level and an ideal preparation for the world of work.

### **Career Pathways**

General Management, Business Analysis, Business Strategy/Development, Business Law, Human Resources, Politics, Lectureship, Insurance Brokerage, Business Research, Media and Communication, Marketing and Financial Management.

## **ENTERPRISE (0454)**

**Contact Person:** Mr B Vurandi; [bvurandi@gatewayhigh.co.zw](mailto:bvurandi@gatewayhigh.co.zw)

### **Advice to Students**

The world is about business.

### **Special Requirements**

An appreciation of the world as an enterprise, packed with *economic action*.

### **Philosophy Statement**

The teaching of Enterprise encourages learners to be well equipped for every good work purposed for them (Ephesians 2;10), by developing their understanding of, and the practical skills associated with the work environment and the running of a small enterprise.

### **Course Details**

*Written paper Exam*

The paper requires candidates to demonstrate and apply their enterprise knowledge, comment on issues and solve problems. Candidates need to support their answers with references to a pre-released case study, their own enterprise project and to the subject content.

### *Course work project*

As part of the course, learners develop their enterprise skills by planning and implementing their own enterprise project. This project will give learners the opportunity to gain practical experience of using the knowledge and skills including those outlined below.

- 1 Setting up a new enterprise
- 2 Enterprise opportunities, risk, legal obligations and ethical considerations
- 3 Business planning, including Financing
- 4 Markets and customers

### **Career Pathways**

General Management, Business Analysis, Business Strategy/Development, Business Law, Human Resources, Politics, Lectureship, Insurance Brokerage, Business Research, Media and Communication, Marketing and Financial Management

## **TRAVEL & TOURISM (0471)**

**Contact person:** Mr GK Zimunya; [gzimunya@gatewayhigh.co.zw](mailto:gzimunya@gatewayhigh.co.zw)

### **Advice to students**

Though in its infancy, the travel and tourism industry in Zimbabwe is one of the fastest growing industries in the world, accounting for approximately, USD 2.9 trillion in revenue in 2019. The industry offers multiple career paths to choose from.

### **Special Requirements**

An appreciation of both the domestic and international travel and tourism destinations. Learners should be prepared to share the tourism attractions of Zimbabwe with various other nationalities across the globe.

### **Philosophy statement**

The teaching of the subject focuses on producing high school graduates who are set to take advantage of the numerous opportunities in travel and tourism in Zimbabwe and internationally, thereby influencing global markets for integrity in the marketplace.

### **Course details**

The IGCSE Travel and Tourism syllabus develops practical skills across a range of working roles, as well as providing a global and local perspective on travel and tourism. Students gain an overview of the industry, and learn about popular destinations, customer care, working procedures, travel and tourism products and services, marketing and promotion of visitor inflows.

### **Career paths**

Air cabin crew, Holiday representative, Hotel manager, Tour manager, Tourism officer, Tourist Information Centre manager, Travel Agency manager, Conference Centre manager, Customer service manager, Event manager, Marketing executive, Sales executive, Outdoor activities/education manager

# HUMANITIES DEPARTMENT

## **Philosophy Statement**

The Department comprises of the following interrelated disciplines, Geography, History, and Religious Studies. The following themes are considered critical threads of the Humanities Department which teachers and pupils should understand and appreciate; creation and stewardships, obedience and rewards.

## **GEOGRAPHY**

**Contact Person:** Mr S Dangah; [sdangah@gatewayhigh.co.zw](mailto:sdangah@gatewayhigh.co.zw)

## **Special Requirements**

Mathematic Set

## **Course Details**

In Geography, learners will develop a 'sense of place' by looking at the world around them on a local, regional and global scale. Learners will examine a range of natural and human environments, and study some of the processes which affected their development. They will also look at the ways in which people interact with their environment, and the opportunities and challenges an environment can present, thereby gaining a deeper insight into the different communities and cultures that exist around the world.

## **Career Pathways**

Geology, Mining, Environmental and Meteorological Studies

## **HISTORY**

**Contact Person:** Mrs S. Mudau; [smudau@gatewayhigh.co.zw](mailto:smudau@gatewayhigh.co.zw)

## **Advice to Students**

## **Course Details**

The History syllabus looks at some major international issues of the nineteenth and twentieth centuries. The emphasis is on both historical knowledge and on the skills required for historical research. Learners develop an understanding of the nature of cause and effect, continuity and change, similarity and difference and find out how to use and understand historical evidence as part of their studies. History will stimulate any learner already interested in the past, providing a basis for further study, and also encouraging a lifelong interest in the subject.

## **Career Pathways**

Archaeology, Museum Science, Records Management, Education Law, International Relations, Political Economy, Diplomatic Missions, Peace and Conflict Management, Political Economist and Diplomatic Missions.

## **RELIGIOUS STUDIES**

**Contact Person:** Mr S. Mudzudza; smudzudza@gatewayhigh.co.zw

### **Course Details**

This wide-ranging syllabus aims to promote an enquiring, critical and sympathetic approach to the study of religion. Learners will reflect on religious responses to moral issues, identify and explore questions about the meaning of life, and recognise the contribution of religion to patterns of belief and behaviour. They study Christianity, Islam and Judaism, providing an introduction to the challenging and varied nature of religion. Students can proceed to study Divinity at A level.

### **Career Pathways**

Philosophy, Social Work, Teaching/Lecturing, Psychology and Sociology

# LANGUAGES DEPARTMENT

## Philosophy Statement

In Genesis 1, God used the word to create everything. It is on this truth that we aim to challenge our pupils to build up their vocabulary and use it to create and communicate their ideas through composition, comprehension and the spoken word. Language will be used to unlock the mysteries, analyse and understand the dynamics of God's creation through Literature and how it is expressed through figurative language. It is our purpose that this should be embedded within a context of genuine and sincere concern for the learners and other members of staff arising from our love of Lord Jesus. Indeed, it is He who we seek to please in doing what is right in his sight.

## FIRST LANGUAGE ENGLISH

**Contact Person:** Mr F Chiweshe; [fchiweshe@gatewayhigh.co.zw](mailto:fchiweshe@gatewayhigh.co.zw)

### Course Details

First Language English is designed for learners whose first language is English. The course enables learners to:

- develop the ability to communicate clearly, accurately and effectively when speaking and writing
- use a wide range of vocabulary, and the correct grammar, spelling and punctuation
- develop a personal style and an awareness of the audience being addressed.

Learners are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. First Language English also develops more general analysis and communication skills such as inference, and the ability to order facts and present opinions effectively.

## LITERATURE IN ENGLISH

**Contact Person:** Mr F Chiweshe; [fchiweshe@gatewayhigh.co.zw](mailto:fchiweshe@gatewayhigh.co.zw)

### Course Details

The syllabus enables learners to read, interpret and evaluate texts through the study of Literature in English. Learners develop an understanding of literal meaning, relevant contexts and of the deeper themes or attitudes that may be expressed. Through their studies, they learn to recognise and appreciate the ways in which writers use English to achieve a range of effects, and will be able to present an informed, personal response to the material they have studied in the genres of poetry, drama and prose.

## Career Pathways

Research, Law, Teaching/Lecturing, Journalism, Film Making/Directing, Fashion Designing, Artist, Human Rights Advocacy, Writing and Editorial work.

## **FOREIGN LANGUAGE FRENCH**

**Contact Person:** Mrs A Chfamba; achifamba@gatewayhigh.co.zw

### **Advice to Students**

The course appeals to learners who read and research widely with a motivation to broaden their horizon in business, employment and leisure.

### **Special Requirements**

A good pass mark at Form 2 of at least 65%.

### **Course Details**

The syllabus is designed for learners who are learning French as a Foreign Language. The aim is to develop the 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 learners progress through their studies. The syllabus also aims to offer insights into the culture and civilisation of countries where French is spoken, thus encouraging positive attitudes towards language learning and speakers of foreign languages.

### **Career Pathways**

Opportunity to work in Multi-National Companies, Non-Governmental Organisations; Translating and Teaching, Entrepreneurship in bilingual environments.

## **MANDARIN (CHINESE AS A FOREIGN LANGUAGE 0547)**

**Contact Person:** Mrs P Rusere; prusere@gatewayhigh.co.zw

### **Philosophy Statement**

The importance of learning Mandarin as a Second Language is that Chinese is now considered as an important language because of its increased use in the business world. The world is now a global village which requires diversity and capacity to communicate at various levels in different languages. As such, learning Mandarin increases this versatility.

### **Course Details**

This syllabus is designed for learners who are learning Mandarin Chinese as a foreign language. The aim is to develop an ability to use the language effectively for practical communication. The course is based on the linked language skills of listening, reading, speaking and writing, and these are built on as learners' progress through their studies. The syllabus also aims to offer insights into

the cultures of countries where Mandarin Chinese is spoken, thus encouraging positive attitudes towards language learning and speakers of other languages.

### **Career Pathways**

From Beijing to Singapore there are many people who use this language. If your child is considering going to an Asian University, Mandarin will be a good option to take as it is the most widely spoken language in Asia. Learning this language would help with delving into the most ancient literature. **Specific jobs:** Translation, Non-Governmental Organisations, Embassies, Teaching, Tourism, International Organisations.

# **LIFE-SKILLS DEPARTMENT**

## **Philosophy Statement**

Our goal is to provide well rounded services that will make a holistic impact on student success. The School Counselling programmes and Career Guidance Services will impact each student's success by providing comprehensive services in the areas of spiritual, academic, social/emotional, and career counselling. Life Skills Lessons help students get to know God by shaping a biblical world view as well as help students to understand themselves and others.

## **LIFE SKILLS**

**Contact Person:** Miss J Mudehwe; [jmudehwe@gatewayhigh.co.zw](mailto:jmudehwe@gatewayhigh.co.zw)

## **Course Details**

Life Skills teachers groom young people for decision making and to work closely with other departments and members of the community. Every aspect of a teenager's life is influenced by the decisions they make. Decisions are, in turn, shaped by value systems. Our students are encouraged to have Christ centred values and have the bigger picture in mind when making decisions. We discuss a wide range of topics such as Relationships and Boundaries, Peer Pressure, Family Dynamics, Technology, Bullying, Entrepreneurship, Study Skills, Drugs Awareness, Interview Skills and Job Shadowing. Dragons' Den Entrepreneurial Presentations, for example, are adjudicated by proficient teachers and renowned business people. The Drugs Awareness programme is wrapped up by a campaign as well as a showcase of outstanding projects. Students must be willing to challenge themselves and align their belief systems with God's Word.

# MATHEMATICS DEPARTMENT

## Philosophy Statement

**Proverbs 3:19-20** states that, “By wisdom the Lord laid the earth’s foundations, by understanding he set the heavens in place, by his knowledge the watery depths were divided, and the clouds let drop the dew.” This verse shows that all creation originated from God and from Genesis 1 God acknowledged that everything he created was beautiful. As a department our goal is to help students understand how Mathematics fits into God’s purposes for us and that it is possible to enjoy learning it. The order and beauty of God’s creation is revealed in maths as we study diameter and perimeter of islands, oceans and mountains. ‘Teachers should enjoy Mathematics, receive it gladly and thankfully as God’s gift cultivate a classroom climate in which students enjoy it and want to do it’, (From an article on teaching maths from a Christian Perspective)

## MATHEMATICS

**Contact Person:** Mrs A Muzamhindo; amuzamhindo@gatewayhigh.co.zw

**Equipment:** Every learner should have a scientific calculator without an integral or differential function, a 30cm ruler and a maths set.

## Course Description

Mathematics is challenging, rewarding and fun. It is both logical and creative. No learner can afford to avoid this important subject. It opens doors to a world of opportunities. Every learner needs to obtain at least a grade C or better at IGCSE level. To those who are mathematically gifted, they are encouraged to pursue the study of this subject to its highest level. For the students who struggle with the subject, it is strongly advised that they pursue the IGCSE Core syllabus to enable them to achieve a pass with less pressure and reserve more time for the subjects they want to pursue at A-Level. The Extended Maths syllabus has been upgraded to cater for students who are seriously considering doing the subject at higher levels. God has given humankind the ability to explore his creation and, therefore, all learners are urged to embrace this subject with passion and try to achieve the best they are capable of. Achieving Grades A\* - B at IGCSE is a prerequisite for a student who wishes to do A-Level Mathematics.

## What Skills Does Studying Mathematics Develop?

Critical thinking, problem solving, analytical thinking, quantitative reasoning, communication, time management, teamwork and independence

## Career Pathways

Accountancy, Actuary, Computer Programming, Medicine, Engineering, Investment Management, Law, and Government Research Analysis

# PRACTICALS DEPARTMENT

*Teach them His decrees and instructions and show them the way they are to live and how they are to behave. Exodus 18:20*

Our vision as the Practical Subjects Department is to help students to develop and explore their God given talents through design work as they solve practical and technical problems in real life. Practical subjects are hands-on in nature and our vision is to impart various practical skills to pupils which they can use for life. We feel that it is also our mandate to transform the lives of the young ones and make them appreciate God's creative nature through teaching these practical subjects.

## ART AND DESIGN

**Contact Person:** Mrs H. Stone; hstone@gatewayhigh.co.zw

### Advice to Students

Minimum requirement for Advanced Level Art & Design is a B or hardworking C at IGCSE.

### Philosophy Statement

So, God created mankind in His own image, in the image of God He created them; male and female He created them (Genesis 1:27). As Schaeffer wrote: And because of who we are and who God is, we ought to pursue it to the fullest. But because we bear his image, we have a responsibility to reflect Him in our creative efforts. Let's be careful to never neglect that. Art helps students to discover, use and enjoy their God given talents and to appreciate God's amazing artistic creation in their lives.

### Course Details

Art & Design encourages a personal response by stimulating imagination, sensitivity, conceptual thinking, powers of observation and analytical ability. Learners develop technical skills in two-dimensional form and composition and can identify and solve problems in visual and tactile forms. Art & Design is an ideal foundation for further study and develops a greater awareness of the role played by the visual arts in society and in history, thereby broadening cultural horizons and individual experience.

### Career Pathways

Animation, Fine Arts, Media Studies, Interior Design, Architecture, Graphic Design, Fashion Design, Teaching/Lecturing, Interior Architecture,

## COMPUTER SCIENCE

**Contact Person:** Mr J. Tauya; jmtauya@gatewayhigh.co.zw

### Advice to Students

The subject is a prerequisite to Advanced Level Computer Science

### Special Requirements

- An appreciation of Mathematics and Science
- Laptop (i5 with min operation system of 8 Gig Ram, 64 bit, 256/512SSD): this will be an added advantage.

### **Philosophy Statement**

The goal of Computer Science is guided by the Gateway High School mission, vision and values. It is the backdrop of technological advancements that seek to harness the use of technological solutions effectively, responsibly and to ultimately promote the kingdom of God. It also sets out the context in which computer and technology classes are designed to teach age appropriate skills to students that progress from one stream to another. Digital citizenship is also an integral part of the curriculum as it teaches students to use digital media in a safe, ethical and respectful way.

### **Course Details**

Learners may understand the principles of problem-solving using computers and apply it to develop computer-based solutions using algorithms and a high-level programming language. A range of technical skills, as well as effective testing and evaluating computing solutions can be developed. Learners will, therefore, appreciate current and emerging computing technologies, the benefits of their use and recognise their potential risks. Computer Science is an ideal foundation for further study at AS and A Level, and the skills learnt can also be used in other areas of study and everyday life.

### **Career Pathways**

Computer Programming, Software, Hardware and Networking Engineering and Systems Analysis

## **DESIGN AND TECHNOLOGY**

**Contact Person:** Mrs M Nyakura; [mnyakura@gatewayhigh.co.zw](mailto:mnyakura@gatewayhigh.co.zw)

### **Advice to Students**

IGCSE Design and Technology is a pre-requisite for D&T at Advanced Level

### **Special Requirements**

- Geometrical Set
- Beam Compass set/ Engineering set
- Drawing templates (Ellipse circle and nut)
- At least 3 Pencils 2 HB pencils and one 1H or 2H
- A3 Folder – minimum 30 pocket folder
- Coloured pencils/ Twisters
- French curves or Flexi curves
- Soft eraser
- Laptop (i5 with min operation system of 8 Gig Ram, 64 bit, 256/512SSD for Computer Aided Design)
- AutoCAD, Revit and Inventor will be installed by the school
- A3 portable drawing board.

### **Philosophy Statement**

The main thrust is to touch, and change lives through teaching Design and Technology. Students are enabled to develop independent thinking skills, apply knowledge to solve problems, critically analyse situations and make informed decisions in life. Each student is engaged in a very practical way especially through project work. Students are given the freedom to explore using design and hands-on learning, which empowers them to discover their God given talents, skills, and interests.

### **Course Details**

Design and Technology enables learners to identify, consider and solve problems through creative thinking, planning and designing through working with different media, materials and tools. As a result, learners gain greater technical and design awareness, while developing skills such as initiative, resourcefulness, enquiry and ingenuity; communication, design and decision making as well as evaluation. Design and Technology provides an ideal basis for further study, and a future within a rapidly changing technological society.

### **Career Pathways**

Architecture, Animation, Carpentry, Aerospace Engineering, Graphic Design, Teaching/Lecturing, Industrial Design, Interior Design, Civil, Electrical and Mechanical Engineering

## **MUSIC**

**Contact Person:** Ms R Mbangwa; rmbangwa@gatewayhigh.co.zw

### **Philosophy Statement**

Music should be studied and taught in an orderly manner just as our God is a God of order, incorporating Christ and honouring him with the gift of music. We endeavour to assist students realise, appreciate and use their musical talents. We also encourage our students to “Speak to one another with psalms, hymns and spiritual songs. Sing and make music in your heart to the Lord, always giving thanks to God the Father for everything, in the name of our Lord Jesus Christ” (Ephesians 5: 19-2).

### **Course Details**

In Music, learners listen to, perform and compose music, encouraging aesthetic and emotional development, self-discipline as well as creativity. As a result, learners enhance their appreciation and enjoyment of music, an achievement that forms an ideal foundation for future study and enhances life-long musical enjoyment.

### **Career Pathways**

Sound Engineering, Artist and Arts Management, Events Management, Music Education, Music Therapy, Professional Composition, Film Scoring, Broadcasting

## SCIENCES DEPARTMENT

### **Philosophy Statement**

As a Science Department we pray that our students will be knowledgeable and able to apply their knowledge with integrity. We also pray that they will glorify God in all they do and have a saving Faith. *“It is my prayer that your love may abound more and more, with knowledge and discernment, so that you may approve what is excellent, and so be pure and blameless for the day of Christ, filled with the fruit of righteousness that comes through Jesus Christ, to the glory and praise of God” (Philippians 1:9).* We not only want to equip them to carry out their lives on earth to the glory of God, but also to be ready for the coming of God.

In our teaching we wish to give God the credit for his amazing creation and also for his grace and love in allowing us to be stewards of His creation. We acknowledge with humility that due to sin the earth is fallen and groaning away until the final day in which earth will be recreated. Until that time God in his mercy reveals to us as scientists ways in which to cope with the fallen nature of creation. Scientific revelations, such as machinery and medication (e.g. antibiotics) are part of his mercy.

We also wish to instil in our students their role as stewards of the natural environment. Ecology and conservation are part of our responsibilities. Students should also act as salt and light in this fallen world and show discernment to approve of what is right.

We also wish to create in our students Godly characteristics such as humility, thankfulness, integrity, mercy, courtesy, perseverance, obedience, self-discipline, patience and love not only for God but also for their fellow human beings. We pray that our students will not be self-seeking but do things to help mankind to the glory of God.

### **BIOLOGY**

**Contact Person:** Mrs A. MacRobert; [amacrobert@gatewayhigh.co.zw](mailto:amacrobert@gatewayhigh.co.zw)

#### **Advice to Students**

To proceed to Advanced Level Biology, Chemistry or Physical Science is essential.

#### **Philosophy Statement**

As Gateway High believes in creation, God is given the credit and honour for creating our bodies. We therefore teach our students to look after their bodies and make wise decisions. Whilst teaching reproduction we emphasise a biblical approach to sexual relationships and contraception. We instil the idea of Godly stewardship while teaching ecology. While teaching immunity and diseases we ponder if Adam and Eve had an immune system before the fall. How were their bodies different from ours? In this way we instil a Biblical Worldview in our students. God in his mercy has given us medicine, knowledge of DNA and genetics to help us cope with diseases. Students are taught to honour God and give Him the glory in all ways.

#### **Course Details**

The Syllabus has an emphasis on Human Biology. The learners may understand themselves better using the technological advancement around science, some practical and theoretical studies as well as research. It helps them develop the essential skills for Advanced Level Biology and beyond.

### **Career Pathways**

Biotechnology, Teaching/Lecturing, Microbiology, Nanotechnology, Ecology, Pharmacology, Research Science, Medical Fields, Soil Science and Zoology

## **CHEMISTRY**

**Contact Person:** Mrs A. MacRobert; amacrobert@gatewayhigh.co.zw

### **Advice to Students**

Chemistry is a good option to an outstanding student who is certain that their future will be in a scientific field.

### **Philosophy Statement**

Students are taught that God created all materials for His glory and honour. As stewards of His creation we can use these materials for our purposes. We should, however, make wise decision as scientists. In this way students are taught to think in a Godly way.

### **Course Details**

Chemistry enables learners to understand the technological world in which they live and take an informed interest in science and scientific developments. Learners gain an understanding of the basic principles of Chemistry through a mix of theoretical and practical studies. They also develop an understanding of the scientific skills essential for further study at Advanced Level, skills which are useful in everyday life.

### **Career Pathways**

Medical Fields, Chemist, Dermatologist, Forensic Science, Chemical Engineering, Research and Food Science

## **COMBINED SCIENCE**

**Contact Person:** Mrs A. MacRobert; amacrobert@gatewayhigh.co.zw

### **Advice to Students**

This course will not allow students to progress to Advanced Level sciences but will give students intending to study the Arts, Business and Humanities related subjects a good science foundation.

### **Philosophy Statement**

Combined Science gives learners an opportunity to study Biology, Chemistry and Physics at a foundation level. Learners will gain a theoretical and practical knowledge of these subjects which will equip them with a basic understanding but not allow them to continue to A level.

Whilst these topics are being taught students will be taught from a Christian Worldview to enable them to make Godly decisions about life and the use of materials that God has given us to be stewards of.

### **Course Details**

Combined Science gives learners the opportunity to study Biology, Chemistry and Physics, each covered in separate syllabus sections. It is a single award qualification, earning one grade. Learners gain an understanding of the basic principles of each subject through a mix of theoretical and practical studies, while also developing an understanding of the scientific skills essential for further study.

## **PHYSICS**

**Contact Person:** Mrs A MacRobert; amacrobert@gatewayhigh.co.zw

### **Advice to Students**

Physics is a good option to an outstanding student who is certain that their future will be in a scientific field. Mathematics is a prerequisite for Advanced Level Physics.

### **Philosophy Statement**

Physics helps learners to understand the technological world in which they live and take an informed interest in science and scientific developments. They learn about the basic principles of physics through a mix of theoretical and practical studies. Learners also develop an understanding of the scientific skills essential for further studies at advanced levels, skills which are also useful in everyday life. In the teaching of Physics, God is given the glory for creation and our stewardship is stressed. In Him all things hold together, and the laws of the universe are taught as His laws. Physics is also taught as a science which is developing as new discoveries are being found and are shaping our lives. These should be Godly and used in a way that honours God. Scientists need to be responsible for making good and ethical decisions.

### **Course Details**

Physics helps learners to understand the technological world in which they live and take an informed interest in science and scientific developments. They learn about the basic principles of Physics through a mix of theoretical and practical studies. Learners also develop an understanding of the scientific skills essential for further study at Advanced Level, skills which are useful in everyday life.

### **Career Pathways**

Civil, Electrical and Mechanical Engineering, Medical Fields, Chemist, Dermatologist, Forensic Science and Research

# SUPPORT FOR LEARNING

**Contact Person:** Mrs S. Knight; sknight@gatewayhigh.co.zw

All children are valued equally by God who created them in God's own image (Genesis 1) and for God's purposes. As Christians we recognise the diversities of gifts given by our Creator but hold that we are members of one body. (1 Corinthians 12). It is part of God's design for people to use their diversity to serve one another (Philippians 2).

As such the SFL department aims to fully include and support students of all abilities and create a culture that equips each pupil to actively contribute to, and participate in the life of the school and the wider community.

## Course Details

This programme is designed to provide additional support for mainstream learners with learning difficulties as well as those who have learning gaps which hinder them from accessing the mainstream curriculum in the same way as their peers.

The support offered includes:

- providing academic support within the classroom
- providing individual or small group tuition with a specialist teacher
- providing support with homework and exam preparation
- supporting parents and teachers in an advisory capacity

# SPORTS DEPARTMENT

## PHYSICAL EDUCATION

**Contact Person:** Mr M. Chirume; mchirume@gatewayhigh.co.zw

### **Philosophy Statement**

Physical Education is taught as a vehicle through which learners come to acknowledge God's amazing Creation of the human body (Genesis 2:7, Psalm 139:14-16) by encouraging continuous development of the body's physical abilities (1 Corinthians 9:25). It thus provides a setting for teaching Godly character, for instance, working as a member of a team, encouraging others, being gracious in victory or defeat and using one's talent to the glory of God (1 Corinthians 10:31). Learners are encouraged to take care of their physical bodies because God has designed the Holy Spirit to dwell within the body of the believer (1 Corinthians 6:19).

### **Course Details**

Physical Education is an academic discipline (subject) that has, as its primary focus, study of human movement with aims of enhancing total human development and performance. It helps learners to develop an appreciation of the necessity for sound understanding of the principles, practices and training that underpin improved performance, better health and well-being. It is designed to encourage enjoyment in physical activity by providing learners with an opportunity to take part in a range of physical activities and develop an understanding of effective and safe physical performance.

## PHYSICAL EDUCATION (GYM)

Gym promotes an active and healthy lifestyle especially in the wake of hypokinetic diseases caused by a sedentary lifestyle. Taking part in the PE lowers risks of diabetes, arthritis, hypertension, heart attacks, strokes, back pain and obesity. It is the instilling of knowledge, skills and values through the medium of physical activity in educational setting. Gym encompasses physical activity that requires an individual to exert a certain amount of energy resulting in an increase in the heart rate.

### **Career Pathways**

Physiotherapy, Sports Medicine, Biomechanics, Exercise Physiology, Coaching, Teaching/Lecturing, Human Kinetics, Sport Science, Strength and Conditioning, Sports Psychology, Sports Management and Sports Journalism.

For more information, please contact;

**ACADEMICS HEAD**

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