AICE English General Paper I
Summer Reading Assignment
9th Grade

Welcome to AICE General Paper 1! We are so excited to have you in class, and we look forward to an exciting year ahead after the summer break. To help you prepare for the course, you will find your summer assignment in this packet. When school begins, we will be going over the specifics of the course, but please take the time to read through this preliminary information which will give you insight into what is expected of you as an AICE General Paper I student.

Cambridge International AS Level English General Paper develops a set of transferable skills. These include comprehension, constructing an argument, presenting views, and writing English coherently and persuasively. Learners can apply these skills across a wide range of subjects and these skills equip them well for progression to higher education or directly into employment.

Our approach in Cambridge International AS Level English General Paper encourages learners to be:

- confident: explaining, analysing and evaluating multi-disciplinary issues and communicating arguments
- responsible: seeking a wide range of knowledge and opinion from varied sources, directing their own learning
- reflective: considering and reflecting upon a diverse range of ideas, incorporating these into their responses
- innovative: creating their own ideas and style as they explore topics and express ideas in writing
- Engaged: developing informed opinion, engaging with the challenges of our dynamic world

This program is a rigorous college and global-level curriculum taught at the high school level. In some countries the exams are used to determine if and where a student may attend college. Here in the United States, the course is used to earn college credit and to help prepare students for rigorous college coursework. **Please keep in mind that Cambridge does not allow End of Course Exam make-ups. Exam dates will be announced later in the school year.**

The curriculum used in the Cambridge IGCSE (pre-AICE), AS, and A level courses has been designed by working closely with the faculty of Cambridge University and other experts from around the world. The aim of the entire curriculum is to produce students who are life-long thinkers and learners in a global community. They are encouraged to think through things and to challenge incongruencies. They are taught to look at things from perspectives that are not necessarily their own. The courses are rigorous and there is an expectation that the students taking them will maintain a certain level of open-mindedness and maturity when approaching each subject.

With that being said, please be advised that teachers in your AICE courses are following the syllabus guidelines set forth by Cambridge International when they are delivering curriculum to our students. Some of the topics covered in may be considered mature and/or controversial by some. However, they are being brought forth not to change the beliefs of the student per se, but rather to expose the student to the concepts and to prepare them to live in a world where these topics are discussed and debated. As part of a catholic school curriculum, however, students may not explore topics that go against the teachings of the Catholic Church. This is a rule set forth by STA and the Archdiocese of Miami.

While the teachers will always keep in mind the age-appropriateness of their students and will always be sensitive to their beliefs, we also expect that AICE students are mature honors students. Students are expected to participate in class and to complete all assignments in an appropriate manner. Please be advised that no teacher will assign any work that a reasonable person would find inappropriate, but students may dive deeper into these subjects than they have been asked to do before. This will all be done in accordance with the curriculum set forth by Cambridge.

You can see a list of topics below that we will be exploring throughout the year in your summer assignment. Please read and sign the acknowledgement forms below once you have looked over the entire packet.

Course Acknowledgement General Information Acknowledgment Form

Please read the following and sign below in the spaces provided. You will bring these forms to your teacher on Thursday, August 13.

By signing below, I acknowledge that

- I have read the welcome material, and I fully understand that the curriculum and syllabus are developed by Cambridge International, and that the teachers are following the guidelines set forth by Cambridge International.
- I am a student in a catholic school, and I will not explore topics that go against the teachings of the Catholic Church.
- I must sit for and take the final exam required by Cambridge International and that Cambridge does not allow for make-up exams.
- Being in AICE General Paper 1 will require active participation, dedication, and independent learning. I also understand that the course can be demanding and rigorous as it is a college-level course.
- My parents and I understand the topics that will be covered in the summer reading assignment **and** in the course.
- I must choose my own podcasts.

Student Name (please print)_____

Student Signature and Date_____

Parent Name (please print)_____

Parent Signature and Date _____

AI Policy Student and Parent Acknowledgement

The use of AI is strongly prohibited in this course. Lessons and discussion on AI will take place in the classroom, but students are expected to be independent thinkers. Please keep in mind that the course is designed to help you with the necessary critical thinking and application skills needed for learning. Students must come to the class with the understanding that using AI will negatively impact their ability to pass the course exam in April. In addition, using AI violates student conduct according to the STA handbook, and proper consequences will be enforced for students who choose to use AI. By signing below, the student acknowledges that the use of AI is strongly prohibited.

Student Name (please print)_____

Student Signature_____

Date_____

Parent Name (Please print)_____

Parent Signature_____

Date_____

AICE English General Paper
Summer Assignment

This year, you will examine and evaluate a number of global interests and concerns in the following areas:

Science and Technology; Politics and Government; Environmental, Social, and Cultural; and Leisure (arts, media, sports, books, entertainment). Often, these broad areas overlap. The following list of topics represents diverse areas you may explore in your General Paper journey:

Topic 1

The role and value of history in modern society
Wars, conflicts, and terrorism
Political systems, leadership, nationalism, and forms of government
The role of international organizations
The provision and politics of aid
Justice and the justice system; prison and rehabilitation
The role of the individual in society
Family, marriage and partnerships, social pressure, class, and social attitudes
Globalization and its impacts
Wealth and equality in society
Population and migration
Education
Welfare
Sport and leisure
Work and employment
Industry and commerce
Freedom of speech, thought, and action
Human rights
Animal welfare
Matters of conscience, faith, and tolerance

Topic 2

Medical and scientific advances and their ethics
Drug testing, manufacturing, and provision
Diet, health education, and provision of healthcare
Space exploration and its associated industry
Information and communications technology
Surveillance and privacy
Environmental concerns
Food and water security
Transport, travel, and tourism
The uses and applications of mathematics

Topic 3

Literature
Non-fiction writing
Language
Performing Arts
Visual Arts
Applied Arts
Arts institutions and venues
Traditional arts and crafts; heritage
Print and digital media
Advertising
Censorship and freedom of the media and the arts

In order to consider the various elements of this course, your summer assignment will have you engaging in a variety of activities. Your summer assignment is to complete Part I and Part II below. This will assist you in shifting to a global mindset. You should also feel free to explore any of the topics above that are unfamiliar to you.

In addition, as you complete Part I and Part II, you should print the handouts and hand write your responses. If you cannot print the handouts, you may recreate them neatly on a sheet of loose-leaf paper.

Neatness, legibility, attention to detail, proper grammar and spelling, and organized, thoughtful responses are expected. All work should be done in dark blue or black ink and must be handwritten. **You will be required to turn in Parts I and II on Thursday, August 13 in class.**

Part I: Podcast Assignment

In order to increase your background knowledge about global interests and concerns, please select and listen to five different podcasts– one for each of the five lenses. Again the lenses are **1. Science and Technology 2. Politics and Government 3. Environmental 4. Social and Cultural 5. Leisure (arts, media, sports, books, entertainment)**.

Here is a list of podcasts (you may choose others) that would fall under these lenses for you to choose from:

Hidden Brain	Serial	Pop Culture Happy Hour
Invisibilia	Lore	Ted Radio Hour
Radio Lab	Stuff You Should Know	

Here is a list with more approved podcasts: https://www.teachthought.com/education/50-of-the-best-podcasts-for-high-school-students/

You will keep a podcast log using this log. In this log, you will document the following:

a. The name and episode of the podcast you listened to
b. Two to four sentences summarizing each podcast
c. How that podcast fits in the lens/category you place it under
d. Something you learned from the podcast or interesting facts/notable quotes
e. Why you selected this podcast

Some podcasts may fall under multiple categories and that is ok. Just select **one** category to log it under. You must listen to **at least five podcasts,** one from each category, **even if there is overlap.** You will have a total of five podcasts and five entries. You can view the rubric for this assignment here.

Part II: Current Event Articles

The topics below can be situated/organized into more broad groupings. For each of the THREE broad areas of study below, you will select a CURRENT ARTICLE (dated within the last three months) that discusses some aspect of each broad area. You will use the included article graphic organizer. Click here for the graphic organizer. Click here for your rubric.

- Economic, Historical, Moral, Political, and Social
- Science, including its history, philosophy, ethics, general principles and applications; environmental issues; technology and mathematics
- Literature, Language, the Arts, Crafts, and the Media

Part III: Essay Diagnostic (given in class on Tuesday, August 18).

Your essay diagnostic will be based around some of the concepts and terms listed below. You will receive a list of essay prompts to choose from to do your diagnostic writing. This assignment will take place on Tuesday, August 18 in class. Please be prepared with loose-leaf paper and a blue or black pen. You may use your flashcards (details listed below).

Here are some concepts and terms that you will utilize in this course, and other AICE classes. You may want to select, learn, and utilize some of the words from this list, especially those that are unfamiliar to you, as you prepare for essays given in class. **You are also encouraged to create physical flashcards for these terms and concepts that are unfamiliar to you.** Feel free to create flashcards for as many as you need to, but starting with the ones you do not know will certainly be helpful. You will be able to use these notecards for the essay diagnostic given on August 19, 2025 in class. While these are not the essay topics, being familiar with these terms and concepts will help you better address an essay prompt when one is given.

1. Globalization
2. Modernization
3. Conformity
4. Renewable resources
5. Non-renewable resources
6. Emissions
7. Deforestation
8. Energy dependence
9. Civil Liberties
10. Alternative medicine
11. Incarceration
12. Economic sanctions
13. Dictatorship
14. Totalitarianism
15. Oppression
16. Military coup
17. Diplomacy
18. Small businesses
19. Large corporations
20. Consumerism
21. Free market economy
22. Supply and demand
23. Privatization
24. Outsourcing
25. Philanthropy
26. Censorship
27. Developed countries
28. Infrastructure
29. Patriotism
30. Nationalism
31. International affairs
32. Foreign aid
33. Humanitarian efforts
34. Gross domestic product
35. Immigration
36. Migration
37. Emigration
38. Travel and Tourism

Reading for Exam Preparation

While we are not assigning a specific novel as part of the summer work, we do encourage you to keep reading over the summer about some of these topics and concepts introduced to you in this packet. You can pick what you like, but the idea is for you to read broadly and widely. Most of all, find what interests you. We will discuss this more once school starts. We are looking forward to meeting you in August!

Reminders

Due Dates:

- **Parts I and II will be due, handwritten neatly in blue or black ink, on Thursday, August 13, 2026.**
- **Part III Writing Diagnostic will be given in class on Tuesday, August 18, 2026. You will need to have loose leaf paper and a blue or black pen. *You may use notecards that you created for the terms and concepts.**
- **Course Acknowledgement Forms are due by Thursday, August 13, 2026.**