

GRADE 9 AND 10
Academic Learning Programme
2019/2020

Contents

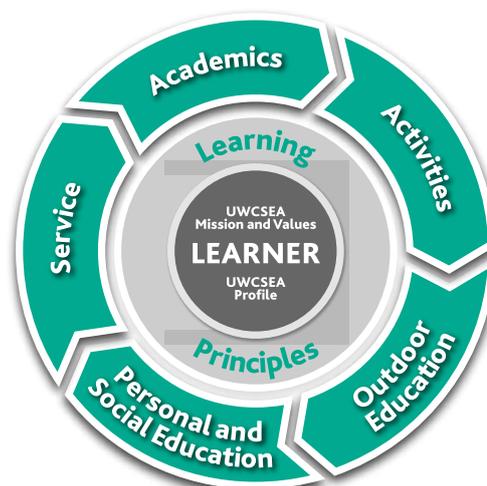
Grade 9 and 10 Academic Learning Programme.....	1
Coordinated Science.....	2
Mathematics.....	3
Physical Education.....	5
First Languages.....	6
Language Acquisition.....	9
Humanities.....	12
Economics.....	12
Enterprise.....	12
Geography.....	13
History.....	14
The Arts.....	15
Art and Design: Fine Art.....	15
Art and Design: Graphic Design.....	16
Dance.....	17
Drama.....	18
Film.....	18
Music.....	19
Design and Technology.....	20
Design and Technology: Food and Nutrition.....	20
Design and Technology: Resistant Materials.....	20
Design and Technology: Systems and Control.....	21
Global Perspectives.....	22
Study Skills.....	23
Homework.....	24
Reports and assessments.....	24

Grade 9 and 10 Academic Learning Programme

In Grade 9 students embark on a two-year academic learning programme that consists of both the International General Certificate of Secondary Education (IGCSE) and UWCSEA courses. This balanced international curriculum is suitable for students of all nationalities and a wide range of ability. IGCSE is taken in over 100 countries worldwide and is recognised by universities and employers around the world as evidence of academic ability. The academic programme is one of five interlinking elements of the UWCSEA learning programme which includes academics, activities, outdoor education, personal and social education and service. UWCSEA students are expected to participate fully in all aspects of the learning programme which gives them multiple opportunities to develop the qualities and skills of the UWCSEA profile.

In this guide you will find detailed information about the Grade 9 and 10 academic programme. Our curriculum is made up as follows:

- **Coordinated Science** – this course counts as two IGCSEs and combines Biology, Chemistry and Physics; it prepares students to study any of these options at IB Diploma Programme (IBDP) level (both Higher and Standard Level)
- **Mathematics**
- **Physical Education** – all students take a double period of PE each week. This subject is not examined and does not lead to an IGCSE qualification.
- **English Literature and Language or English as a Second Language (ESL)**
- **One other language** – chosen from Chinese, French or Spanish as a foreign language (for non-native speakers) or First Language Chinese, French, Hindi, Japanese or Korean (native speakers), or a School Supported Self-Taught Language (only available at mother tongue level). If a sufficient number of students select a School Supported Self-Taught subject, the language will be offered as a fully taught class.
- **Humanities** – one subject must be selected from Economics, Enterprise, Geography or History
- **The Arts or Design and Technology** – one subject must be selected from Art and Design: Fine Art, Art and Design: Graphic Design, Dance, Drama, Film, Music, Design and Technology: Food and Nutrition, Design and Technology: Resistant Materials or Design and Technology: Systems and Control.
- **One final choice from** – Global Perspectives or Design and Technology or The Arts or Humanities subjects.
- **Study Skills** – this offers students extended support for their learning; students must be recommended by their teacher, Head of Grade or Admissions for this course.



Points to consider when selecting subjects

There is open access to most Grade 9 and 10 subjects, and students are free to select what they will study within the broad guidelines. It is not advisable to change examination courses during this two-year period, so serious consideration is needed in making choices.

Choices should be influenced by the following points:

- Is the student sufficiently interested in a particular course to follow it successfully for two years?
- How well has the student progressed in each of the subjects they are thinking of choosing?
- Which subject may the student consider studying in future?
- Does the student have any particular career in mind? If so, does this career have any specific subject requirements?
- If a student is likely to leave UWCSEA to join another school in the next two years, parents are advised to check that the subjects chosen are available in that school.
- Students should not select a subject simply because they like the teacher or because friends are choosing the same subject.
- Global Perspectives embodies the values of UWCSEA and is excellent preparation for the core area of the IBDP.
- The following pairs of subjects can not be taken together: Design and Technology Resistant Materials and Design and Technology Systems and Control; Art and Design Fine Art and Art and Design Graphic Art; Economics and Enterprise.

Exceptions in subject selections

Students entering Grade 9 with no previous study of a foreign language or with previous study of a foreign language for which we do not offer a continuation course, will study Beginners Chinese.

If the student is studying English as a Second Language (ESL) they should make private arrangements to maintain a high level of fluency (spoken, listening, reading and writing) in their mother tongue, as this is essential when opting to continue study of that language in the IBDP.

Students who experience difficulties with English as their first language may be exempted from the study of a second language in the IGCSE programme in negotiation with the Head of Grade.

Assessment

Assessment patterns differ slightly from subject to subject, however many include a coursework, practical or oral component, meaning the final grade is based on examination results and on work done during the two-year course. Coursework, which counts for more than 20% in some subjects, is initially marked by the teacher, where it is internally moderated within the department. It is then subject to moderation by the examining group to monitor the marking standards.

The inclusion of coursework can be a great advantage for students. It means that everything does not depend on a few hours in an examination room at the end of two years of study. It allows a wider range of skills and abilities to be included in the assessment, rather than examination skills alone. For example, in Science considerable attention is given to practical work, while in Geography fieldwork is assessed.

Examination Boards

Our IGCSE courses follow courses provided by either the University of Cambridge International Examinations, Edexcel or AQA exam boards.

If you would like to view the syllabus for each of the subjects we are offering, please access it through the following links:

www.cie.org.uk/qualifications/academic/middlesec/igcse/subjects
www.edexcel.com/international/Pages/default.aspx
<http://www.aqa.org.uk/subjects>

Coordinated Science

This course is designed to stimulate curiosity, interest and enjoyment in science. It seeks to provide students with the knowledge and skills in order for them to appreciate the world around them and to become confident citizens in a technological world. Students acquire an understanding of the concepts, principles and applications of Biology, Chemistry and Physics in sufficient depth and breadth for them to make a more informed decision about the science to choose in the IBDP. This course is excellent preparation for either IB Standard or Higher level courses.

Course content

The course is taught as a series of Biology, Chemistry and Physics units and contains a high level of related practical activities. Students develop the abilities and skills that are relevant to the study and practice of science. There are often links between each subject area. Two teachers teach the course; each teacher takes one subject (Physics, Chemistry or Biology) with the third subject split between the pair.

Biology content – Characteristics of living organisms and cells, plant nutrition, ecology, enzymes and nutrients, transport in plants and humans, respiration and gas exchange, coordination and response, homeostasis, plant and animal reproduction, inheritance.

Chemistry content – Particles and atomic structure, bonding, periodic table and chemical equations, acids and bases, rates of reaction, identification tests for ions and gases, metals, organic chemistry, electricity and chemistry, industry and agriculture.

Physics content – Motion, kinetic theory, electricity, forces and density, atomic and nuclear physics, work and power, thermal physics, electric circuits, waves, light and sound, magnetism and electromagnetism

Course outline

Grade 9

Biology

- B1 – Characteristics of life
- B2 – Plant nutrition
- B3 – Nutrients, Enzymes, Animal nutrition
- B5 – Respiration and Circulation

Chemistry

- C1 – Particles and Periodicity
- C2 – Bonding
- C3 – Rates and Energetics
- C4 – Stoichiometry
- C5 – Acids and Pollution

Physics

- P5 – Heat and Particles
- P1 – Force and Motion
- P2 – Work, Energy, Power
- P3 – Electricity and Magnetism

Grade 10

Biology

- B4 – Ecology
- B6 – Responding to the environment
- B7 – Sexual Reproduction
- B8 – Inheritance

Chemistry

- C6 – Detective chemistry
- C7 – Reactivity and Extraction
- C8 – Organic Chemistry

Physics

- P4 – Waves
- P6 – Electromagnetism and energy resources
- P7 – Atomic and Nuclear

Skills developed

The course promotes independent learning, communication and presentation skills, fine motor skills, logic and problem solving. Students are also trained to develop the ability to question the validity and reliability of data and appreciate the value of scientific method and reasoning.

Assessment

(from 2019)

External assessment – 100%

There are two routes through the examinations. The core pathway will only test core content but attainment only ranges from GG–CC. The extended pathway will test student on both core and supplementary material and grades GG–A*A* are available.

Core students sit papers 1,3 and 6; Extended students sit papers 2, 4 and 6

- **paper 1:** multiple choice questions on core content (core students only) – 30%
- **paper 2:** multiple choice questions for core and supplementary content (extended students only) – 30%
- **paper 3:** short-answer and structured questions on core content (core students only) – 50%
- **paper 4:** short-answer and structured questions on core and supplementary content (extended students only) – 50%
- **paper 6:** alternative to practical exam; short structured answers covering questions on experimental skills (all students) – 20%

Qualification

Successful completion of this subject will lead to the CAIE qualification 0654 Coordinated Science.

Mathematics

The Mathematics department at UWCSEA aims for students to:

1. appreciate the power, usefulness, elegance and beauty of Mathematics and to have an enjoyment of and passion for the subject
2. be given opportunities in their learning to develop and demonstrate the Skills and Qualities of the UWCSEA profile
3. communicate mathematically according to audience and purpose
4. develop the capacity to critically and ethically evaluate ideas and arguments that involve mathematical concepts

All students follow a two-year course in Mathematics and take the Cambridge International Mathematics (CIM Syllabus 0607) IGCSE examination in June of Grade 10. A small number of students also follow the Additional Mathematics (Syllabus 0606) IGCSE over two years and have the option of taking the Cambridge Additional Mathematics Examination in June of Grade 10. This course provides extra breadth of content coverage. Not all students choose to take the final Additional Mathematics examination, rather they are satisfied with being able to wrestle with the extra content and challenge that this course provides.

Course content (CIM Extended Mathematics)

All students follow a two-year course in Mathematics and take the Cambridge International Mathematics (CIM Syllabus 0607) IGCSE examination in June of Grade 10. A small number of students also follow the Additional Mathematics (Syllabus 0606) IGCSE over two years and have the option of taking the Cambridge Additional Mathematics Examination in June of Grade 10. This course provides extra breadth of content coverage. Not all students choose to take the final Additional Mathematics examination, rather they are satisfied with being able to wrestle with the extra content and challenge that this course provides.

General topics covered include :

- number
- algebra
- geometry
- transformations and vectors in two dimensions
- mensuration
- co-ordinate geometry
- trigonometry
- sets
- probability
- statistics

Students' knowledge and skills are developed using a variety of teaching methodologies, incorporating relevant and appropriate use of technology as an integral part of the syllabus. Students are encouraged to become independent thinkers with the ability to see patterns and generalise through investigations and open-ended problems.

Course outline

Grade 9

- Unit 1: Number
- Unit 2: Algebra 1, All things Linear
- Unit 3: Geometry 1 – Angles and Circle Theorems
- Unit 4: Functions 1
- Unit 5: Algebra 2 – All things Quadratic
- Unit 6: Probability
- Unit 7: Statistics

Grade 10

- Unit 8: Functions 2 – Alternatives to Linear and Quadratic
- Unit 9: Geometry 2 – Mensuration
- Unit 10: Trigonometry 1 – Modelling with Trigonometric functions
- Unit 11: Trigonometry 2
- Unit 12: Transformation and Vectors
- Unit 13: Exponentials and Logarithms

Recommended calculator

The examination for Cambridge International Mathematics 0607, the main exams that all Grade 9 students will be working towards, is explicitly designed to encourage students to investigate and model real-world situations. It offers excellent preparation for all levels of the IB Diploma. Using a graphical display calculator (GDC) is a necessity of the course we are taking, and questions on the exam papers will assume that students can use a GDC effectively and efficiently. The TI-Nspire CX is our model of choice for UWCSEA East Campus. This can be purchased from the School Shop and can be considered a four-year investment as the calculator can be used for the IB Diploma.

Skills developed

It is challenging to predict the necessary mathematical skills that our students will require in the future, as technology continues to develop rapidly. Prospective employers appreciate finely developed skills such as the ability to think logically and independently, to express oneself clearly and to apply theoretical knowledge to solve problems in real-world situations. Mathematical modelling, critical thinking and clear communication are key aptitudes that will serve our students well in their future lives. Mathematical exploration can sharpen the ability to sift through information and focus on what is relevant in order to develop analytical skills. A sound knowledge of mathematics is important in many areas of science, economics, medicine and engineering.

Assessment

All assessment is external and by examination.

External assessment – 100%

Whilst all classes aim to cover all of the CIM Extended examination, it may be appropriate for some students to target the Core examination at the end of the course in order to maximise their potential attainment.

Core curriculum (grades available C–G) – 100%

- **paper 1** – 25% (no calculator)
short response questions; designed to assess knowledge and use of basic skills and methods; any part of the syllabus content may be present in this paper but questions will focus on concepts which can be assessed without access to a calculator
- **paper 3** – 60% (graphics calculator required)
11–15 medium to extended response questions; any area of the syllabus may be assessed; some of the questions will particularly assess the use of the graphics calculator functions
- **paper 5** – 15% (graphics calculator required)
one investigation question; any area of the syllabus may be assessed; candidates are assessed on their ability to investigate and solve a more open-ended problem; clear communication and full reasoning are especially important and mark schemes reflect this; an extended time allowance is given for this paper to allow students to explore and communicate their ideas fully

Extended curriculum (grades available A*–E) – 100%

- **paper 2** – 20% (no calculator)
short response questions; designed to assess knowledge and use of basic skills and methods; any part of the syllabus content may be present in this paper but questions will focus on concepts which can be assessed without access to a calculator
- **paper 4** – 60% (graphics calculator required)
11–15 medium to extended response questions; any area of the syllabus may be assessed; some of the questions will particularly assess the use of the graphics calculator functions
- **paper 6** – 20% (graphics calculator required)
one investigation and one modelling question; any area of the syllabus may be assessed; candidates are assessed on their ability to investigate, model, and solve more open-ended problems; clear communication and full reasoning are especially important and mark schemes reflect this; an extended time allowance is given for this paper to allow students to explore and communicate their ideas fully

Qualification

Successful completion of this subject will lead to the CAIE qualification 0607 Mathematics.

Physical Education

To assist students in developing and maintaining a healthy and active lifestyle, all students in Grades 9 and 10 receive two 80-minute lessons per week.

The Physical Education (PE) programme in Grades 9 and 10 has four major objectives:

- encourage a positive disposition towards physical activities so that they may be pursued voluntarily in later life
- to continue to develop knowledge, skills and understanding in a variety of physical domains
- to continue to encourage important aspects of personal and social development
- to build and develop UWCSEA skills and qualities within a physical education environment and enhance leadership opportunities within units of work

Course content and outline

Grade 9

A typical programme would include activities taken from six domains including: invasion court, invasion field, fitness, over the net, striking and fielding, and leadership. Students focus on one domain for four weeks.

Typical overview of sports covered in the Grade 9 PE curriculum:

Physical domain	Sport
Striking and Fielding	Softball
Invasion court	Floorball
Invasion field	Ultimate frisbee and Gaelic Football
Over the net	Table Tennis
Fitness	BodyPump, CrossFit, and Personal Exercise Programme
Leadership	UWC Young Leaders, Tournament Block

Grade 10

Grade 10 students follow a curriculum built around four main themes: fitness, leadership, leisure and sport. Each of the four categories empower students with ownership in their learning. Every four weeks their activity theme changes. This enables exposure to a variety of environments and specialist teaching styles for these themes.

Typical overview of units covered in the Grade 10 PE curriculum:

Physical domain	Sport
Striking and Fielding	Softball, Golf
Invasion court	Floorball, Basketball
Invasion field	Ultimate frisbee, Gaelic Football, Flag Football
Over the net	Table Tennis, Badminton, Volleyball
Fitness	BodyPump, CrossFit, and Personal Exercise Programme
Leadership	Adventure, Tournament Block

Skills developed

Transferable skills and concepts are developed within a variety of modified environments. Students wishing to further these skills outside of the curriculum are encouraged to access the wide range of sports and activities offered by the college.

Assessment

In the Grade 9 and 10 PE course, students are internally assessed with holistic grades given twice throughout the year. Students and parents are given the opportunity to discuss the learning programme in our scheduled Three-Way Conferences.

First Languages

English Language

English Language is for students who have English as a first or near native language. Although embedded with the English Literature programme, it leads to a separate qualification. The course is dynamic and creative, with emphasis placed on original writing, and speaking and listening, as well as stylistic analysis of non-fiction texts.

Course content

The skills focus of the IGCSE course allows for opportunities to further prepare students for the rigorous demands of IB DP English Language and Literature. The department has developed units of extension work designed to emphasise the importance of independent and critical thinking, and to introduce students to some of the different forms of assessment in the IB. These include the study of English as a global language and exploration of the many different forms of storytelling. They ask students to consider questions like the following:

- Why do I speak as I do?
- Is a story the same story when it's told in a different way?
- Journalism: telling truths or constructing them?

Students also pursue individual writing interests through participation in Writers' Fortnight, an event that welcomes professional authors to the school to speak to and work directly with students.

Course outline

Grade 9

- My Language World (language varieties, language change, cultural identity)
- The Power of Poetry (poetic language and form, protest poetry)
- Telling Stories (short story, non-fiction text types)
- Foundational Stories (enquiry)
- Writers' Fortnight (discursive/argumentative/persuasive writing)
- Text and Reader Response (novel, the empathic response Literature coursework assignment)
- Drama: Shakespeare (the critical essay Literature coursework assignment)

Grade 10

- Classic Literature (enquiry, novel)
- Drama: Realism (Literature coursework and exam text)
- Writers' Fortnight (descriptive and narrative writing)

Skills developed

The course develops confidence in speaking and listening, an ability to write with skilful originality for different audiences and purposes, and a capacity for close stylistic analysis. More importantly, students critically engage with all sorts of text types and produce work reflective of their individuality and creativity.

At all times, students are taught to identify and distinguish between standard and non-standard, appropriate and inappropriate language forms, in order to take ownership of their language development.

Assessment

External assessment (written examination) – 100%

- **paper 2:** reading—extended – 50%
primarily a reading examination; students are expected to read two unseen prose extracts, from either fiction or non-fiction, and

show an ability to understand and develop text content, to analyse authors' style and to identify and summarise textual details

- **paper 3:** directed writing and composition – 50%
primarily a writing examination to which there are two sections: the first section requires students to understand and evaluate the content of a stimulus text and then develop discursive or argumentative content in response, using an appropriate style as indicated by the task; the second section requires students to craft an extended composition in response to a choice of one descriptive and one narrative writing prompt

Qualification

Successful completion of this subject will lead to the CAIE qualification 0500 First Language English.

English Literature

While Literature is assessed separately from the English Language, the two are taught together. Literature explores a variety of classic, contemporary and dynamic works from different genres, cultures and periods, with an emphasis on developing analytical understanding and appreciation.

Course content

Literature involves the study of a diverse range of novels, plays and poems, fostering an appreciation of the development of literature through the ages and across cultures, and encouraging wider reading for pleasure. The course emphasises creative writing, imaginative presentations and rigorous literary discussion as a means of further inquiry and analysis about ourselves and our world.

While some elements of the syllabus are compulsory, such as the prescribed examination texts, the IGCSE's flexibility allows students further opportunities to prepare for the rigorous demands of IB DP English Literature. Students are encouraged to use the school's excellently resourced library and classroom libraries to read a wide selection of texts beyond the course requirements. Each student completes an independent reading programme, with guidance from the teacher, to develop their reading pleasure, depth and stamina. Teachers confer with students about their reading, encouraging personal response to literary study and the ability to make perceptive and original connections.

Extension units created by the department are designed to instil the importance of wider reading and independent thinking, and to introduce the different forms of assessment in the IB DP. These units include the study of texts in context and the political potency of literature, and ask students to consider questions like the following:

- Why read?
- Do we need to know the author to understand their work?
- Should writers use their work to hold a mirror up to life or to try to change it?
- Can protest literature transcend time and place?
- What does poetry do that prose cannot?
- Writers' Fortnight, an event that welcomes professional authors to the school, is an opportunity for students to consolidate and apply their reading and analytical experiences in a personal and creative way.

Course outline – English A

Grade 9

- My Language World (language varieties, language change, cultural identity)
- Telling Stories (short story, non-fiction text types)
- The Power of Poetry (poetic language and form, protest poetry)

- Writers' Fortnight (discursive/argumentative/persuasive writing)
- Text and Reader Response (novel, the empathic response Literature coursework assignment)
- Drama: Shakespeare (the critical essay Literature coursework assignment)

Grade 10

- Foundational Stories and Classic Literature (enquiry, novel)
- Drama: Realism (Literature coursework and exam text)
- Writers' Fortnight (descriptive and narrative writing)

Skills developed

The course encourages critical appreciation of the writers' achievements through close analysis and interpretation of literary texts, while also inviting students to explore the relationship between literature and life on a personal level. Students develop an ability to respond to literary works in a variety of formal and creative ways in preparation for both the IGCSE and IBDP assessments.

Students learn the importance of planning, drafting and redrafting as part of the writing process.

Assessment

External assessment (written examination) – 50%

- **unseen** – critical commentary in response to one of two unprepared extracts, one poetry and one prose
- **set texts** – essay responses to one extract-based question and one essay question on one or two of the set texts

Internal assessment (portfolio) – 50%

- critical essay in response to a play, novel, short stories or poems
- empathic response to a play or novel
- oral response to a play, novel, short stories or poems

Qualification

Successful completion of this subject will lead to the CAIE qualification 0408 World Literature.

First Language Chinese

The IGCSE Chinese as a First language course is suitable for students who have Chinese as a mother tongue. It is designed to prepare students for the study of the IBDP Chinese A course. The course aims to develop students' critical and creative thinking, appreciation of literary and non-literary texts, and analytical and communicative skills.

Course content

Reading

Through interrelated literature and language units, students study classic and contemporary texts from different places and genres and are introduced to an exploration of literary themes and current issues. Students are encouraged to think critically about the interaction between the text, purpose and audience. Students are to understand and collate both explicit and implicit meanings and attitude, and to appreciate how writers achieve effects.

Writing

Based on the reading texts, students study how to articulate experience and express what is thought, felt and imagined through the usage of language and register appropriate to audience and purpose. Students are to produce a variety of pieces including narrative writing, descriptive writing, argumentative writing and discursive writing.

Course outline

Grade 9

- Short stories and narrative writing
- Prose and descriptive writing
- Non-literary interpretation and argumentative writing
- Classical Chinese reading and interpretation

Grade 10

- Novels and literary essay
- Prose and descriptive/narrative writing
- Non-literary interpretation and argumentative writing
- Classical Chinese reading and interpretation

Skills developed

Students develop skills in critical appreciation and evaluation of both literary and non-literary texts through close analysis and interpretation. Students also develop an ability to respond to works in a variety of formal and creative ways, and to write with skilful originality for different audiences and purposes.

Assessment

External assessment – 100%

- **paper 1:** reading, directed writing, and classical Chinese – 50%
- **paper 2:** writing: narrative/discursive and argumentative/discursive – 50%

Qualification

Successful completion of this subject will lead to the CAIE qualification 0509 Chinese.

First Language French, Hindi, Japanese and Korean

Course content

This course is suitable for students who have French, Hindi, Japanese or Korean as a first or near native language. Learners develop their ability to communicate clearly, accurately and effectively while widening their knowledge of literary techniques and cultural content. They learn how to employ a wide-ranging vocabulary, use correct grammar, spelling and punctuation, and 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 in order to develop an appreciation of how writers achieve their effects.

Whilst these courses focus on developing advanced language skills through reading and writing a range of texts, there is flexibility that allows for opportunities to further prepare students for the rigorous demands of IBDP Literature. The department has developed units of extension work designed to emphasise the importance of independent and critical thinking, and to introduce students to some of the different forms of assessment in the IBDP.

These courses are subject to demand and have minimum number requirements. If insufficient numbers of students choose these subjects, then students may study French, Hindi, Japanese or Korean as part of the School Supported Self-Taught programme (see next section for further information).

Course outline

- Unit 1: Understanding Literary Genres: short stories, novels, plays and poetry
- Unit 2: Media, Communication and Technology
- Unit 3: Ethics and global issues

Skills developed

The course develops confidence in speaking and listening, an ability to write with skilful originality for different audiences and purposes, and a capacity for close stylistic analysis. More importantly, students critically engage with all sorts of text types and produce work reflective of their individuality and creativity. At all times, students are taught to identify and distinguish between correct and incorrect, appropriate and inappropriate language forms, in order to take ownership of their progress. Students learn the importance of planning, drafting and redrafting as part of the writing process.

Assessment

The following areas are assessed internally throughout the course:

- language and style
- argumentative technique
- responding to literature and film critically
- responding to literature creatively
- presenting information orally

Students sit two written papers at the end of the course: a response to literature and an opinion essay.

School Supported Self-Taught Language (Language and Literature in languages other than English, Chinese, French, Hindi, Japanese and Korean)

This course is intended for students whose most fluent language is not offered by the school (English, Chinese, French Hindi, Japanese and Korean), but who have a different first language and can demonstrate proficiency in it in all four language skills (speaking, listening, reading and writing).

The aims of the course are to:

- maintain and develop the students' most fluent and accurate language
- develop additive bilingualism (the ability to express oneself clearly and accurately in speaking and writing in two languages)
- give students a sound foundation for taking a Group 1 Literature course in a language other than English (possibly on a school supported, or 'self-taught' basis) in the IBDP, the completion of which will make them eligible for the Bilingual Diploma

Emphasis is placed on reading and writing, as well as analysis of the elements, cultural content and language of literary works (drama, prose and poetry) from the culture of the language concerned.

Prerequisites

This course is intended for students who are literate in the target language and have been educated in this language before entering the course as the main focus of the course is literature and culture, not language acquisition. Students willing to enter the course will be tested by the Admissions department. The test will consist in writing an essay for an hour. The students will also need to fill in a questionnaire about their background, motivation and previous learning experience in the language they would like to study.

Languages available

In previous years, UWCSEA East students have studied some of the following First Language Literature courses in Grades 10-12: Albanian, Chinese, Croatian, Dutch, Filipino, Finnish, French, German, Hindi, Hungarian, Indonesian, Italian, Japanese, Khmer, Korean, Norwegian, Portuguese, Russian, Shona, Siswati, Spanish, Thai, Lao, Dzongkha, Swedish, Danish, Swahili, Mongolian, Turkish, Urdu and Zulu.

Other languages are available upon request. However, students should be aware that the IB reserves the right to decide, on an annual basis, if some languages are available in Diploma Programme exams. Moreover, UWCSEA East requires parents to hire a qualified tutor of the language concerned. If needed, parents may ask for an official letter by the school stating that this subject is part of the UWCSEA curriculum, yet not compulsory. If a tutor cannot be identified, then the course will not be authorised by the school.

Course content and format

As it develops confidence and competence in language skills, the course prepares the students well for the 'School Supported Language A' option in the IBDP. It aims at improving analytical skills and focuses on the study of seven literary works and two films. Parents and students need to bear in mind that the main focus of the course is to develop advanced language skills through the study of literature, not to acquire new language skills.

Students study texts which must have been originally written in the relevant language. If the selected books are not already available in the school library, students and their families may be asked to purchase the books in their home country and ship them to Singapore. The school will reimburse purchasing and shipping costs as soon as the books and receipts have been received and the books recorded in the library system.

Most students attend one lesson of 80 minutes with a School Supported Language teacher every week. The teacher in charge of the course will discuss curriculum, techniques, progress and tasks with students and address any practical difficulties arising from the course. The UWCSEA teacher will also coordinate the work set by tutors and make sure that students are actively working on their assignments in their various languages during class time. In addition, students receive instruction from a qualified language tutor every week, during one of the blocks scheduled for the subject. Lessons in the first language take place at UWCSEA, in a classroom next to the classroom occupied by the UWCSEA teacher in charge of the course. The UWCSEA teacher will take attendance at the beginning of every lesson allocated to the subject and be available to supervise students if a tutor cannot be available on a particular day.

Language tutors

The College requires parents to hire a qualified Literature tutor so that the students can benefit from specialist feedback in the areas of language skills, academic writing and cultural content. Tutors also play a vital role in providing accurate feedback about students' abilities in the subject. Tutors are supported and trained by the Head of School Supported Languages and the teacher in charge of the course. They apply the UWCSEA course structure and assessment criteria. Literature lessons are privately funded by parents, and the school does not interfere in financial arrangements between parents and tutors.

The Head of School Supported Languages may be able to recommend an experienced tutor to parents. However, parents are ultimately responsible for identifying a suitable Literature tutor. After parents have identified a tutor, the Head of Department will contact him/her. If the Head of Department vets the tutor recommended by parents (on the basis of his/her qualifications and teaching experience), then the tutor will start working with the student under the guidance of the Head of Department. The Head of Department will provide the tutor with course documentation, deadlines, resources and advice. The tutor will provide the UWCSEA teacher in charge of the

course with information regarding the student's effort, progress and performance. The UWCSEA teacher will report the tutor's comments to parents, and parents may also be directly in touch with the tutor.

Tutoring time

The school recommends 80 minutes of tutoring in first language per week, depending on the ability level of the student. If the student has not had any mother tongue tuition for an extended period of time, then more tuition time may be necessary. If both the tutor and the student(s) are available during the school day, then the school will provide a classroom for them to meet in person or online (e.g., via Skype), if the teacher is not able to come to UWCSEA East. Students and tutors will use one of the two slots timetabled with the UWCSEA teacher in order to work on the first language skills expected in the course. It should be noted that self-taught students will need to demonstrate a great deal of autonomy and responsibility throughout the course, through completing work independently and maintaining a constructive relationship with their tutor. At the beginning of every lesson, attendance is taken by the UWCSEA teacher in charge of school supported languages.

Course outline

- telling and critiquing our own and others' stories (short story, non-fiction text types, novel)
- text and reader response (novel, the empathic response)
- drama
- the power of poetry (poetic language and form)

Skills developed

The course focuses on:

- reading four works per year and viewing a film
- responding to film and texts creatively and critically
- historical and cultural context of texts
- writing argumentative essays
- developing language and analytical skills

Assessment

The following areas are assessed throughout the course:

- language and style
- descriptive technique
- narrative technique
- argumentative technique
- responding to literature and film critically
- responding to literature creatively
- presenting information orally

There are no external examinations for the School Supported languages courses offered at UWCSEA East. At the end of Grade 10, students sit two written papers: a response to literature and an opinion essay. Both papers are internally assessed by language tutors.

Language Acquisition

English as a Second Language (ESL)

IGCSE ESL is for students whose mother tongue is a language other than English. The course primarily aims to develop global literacy skills for academic and general communication, and for the requirements of the IGCSE ESL examination. Students also experience a broad range of literary and non-literary text types to develop critical response and analysis skills. The course is designed to enable students whose English language progresses to near-native level to transfer to IGCSE English A at any point of the programme.

Course content

Reading

Literary texts are studied to introduce students to an exploration of contemporary issues. The books chosen are accessible and popular with students, promoting classroom discussion and debate.

Non-fiction texts such as newspaper and magazine articles, reports and advertisements are studied to introduce students to a variety of professional texts, which cover a wide variety of issues concerning social and global issues. In this way, students learn to think critically as well as develop confident and effective English language skills. Texts are also used for vocabulary and grammar development, and as the stimulus for a variety of written responses.

Writing

Students produce a variety of pieces based on the following areas:

- imaginative and personal writing
- factual, argumentative and persuasive writing

These include: letters, articles, reports, speeches, chapter summaries, character sketches and diary entries.

Students also learn the fundamentals of good essay writing, thereby developing the academic writing skills essential for use in English and other subjects, and as a foundation for the IBDP.

Speaking

Students are actively involved in classroom activities and are expected to participate in discussions, debates, interviews and presentations based on the topics studied in class.

Course outline

Grade 9

- Short Stories/Literature
- Choice Novel Study
- *Of Mice and Men*

Grade 10

- Class Novel (*The Outsiders*)
- Advertising
- Non-Fiction
- Exam Preparation

Skills developed

The IGCSE ESL course develops ability in the following specific areas:

- understanding and conveying information
- understanding, ordering and presenting facts, ideas and opinions
- evaluating and selecting relevant information
- understanding and employing a wide range of vocabulary

- exercising control of grammatical structures
- demonstrating awareness of register in both formal and informal situations
- communicating effectively and appropriately

The broader course develops literary and linguistic analysis skills, as well as confidence and the capacity for independent inquiry and collaborative learning. Students learn the importance of editing, revising and proofreading in the planning and drafting process.

Assessment

Subject to their course performance in Grades 9 and 10, students are entered for either:

- the extended paper (which awards the grades of A* to E), or
- the core paper (which awards grades C to G)

External assessment – 100%

- **paper 1:** reading and writing (2 hours for extended; 90 minutes for core) – 70%
- **paper 2:** listening (45 minutes for extended; 30–40 minutes for core) – 15%
- **oral exam** (10–15 minutes per individual) – 15%

Qualification

Successful completion of this subject will lead to the CAIE qualification 511 ESL.

Chinese as a second language

Course content

The IGCSE Chinese as a second language course is suitable for students who have studied Chinese as an additional language for at least 3–4 years. It offers learners the opportunity to develop practical communication skills in listening, speaking, reading and writing. This theme-based course consists of four major areas: Young People and Education, Society, The World, and Cultural Diversity. It will enable learners to become independent users of Chinese and to use Chinese to communicate effectively in a variety of practical contexts.

Course outline

Grade 9

Unit 1: Young People and education

- Education and career
- Peer relationships

Unit 2: Society

- Family relationships
- Health and fitness
- Leisure activities
- Communication and technology

Grade 10

Unit 3: The World

- Geographical surroundings
- Environment

Unit 4: Cultural diversity

- Life at home and in other countries

Skills developed

- the ability to use Chinese effectively for the purpose of practical communication
- a sound base for the skills required for further study using Chinese as the medium
- an awareness of the nature of language and language-learning skills, along with skills of a more general application
- promote students' personal development, particularly an awareness and appreciation of Chinese culture, history and society
- preparation for IBDP Mandarin B course

Assessment

External assessment – 70%

- **paper 1:** reading and writing

Internal assessment/externally moderated – 30%

- **paper 2:** speaking

Qualification

Successful completion of this subject will lead to the CAIE qualification 0523 Chinese.

Chinese, French or Spanish as a foreign language

These courses (except Beginners Chinese [Mandarin]) are suitable for students who have been previously taught the language as a foreign language, and who have studied the language for at least 3–4 years. The four skills of speaking, listening, reading and writing are developed simultaneously through this course.

Course content

This topic-based course has a communicative approach. Students learn the language and culture in integrated ways, based on topics including everyday activities, personal and social life, and the world around us. The content is organised around five broad topic areas which provide contexts for the acquisition of vocabulary and the study of grammar and structures. Through the study of these topics, students will gain knowledge and understandings of language and culture.

Course outline

- everyday activities: home life and school/food, health and fitness
- personal and social life: self, family and personal relationships/holidays
- the world around us: home town and local area/natural and made environment
- the world of work: continuing education/careers and employment
- the international world: tourism at home and abroad/life in other countries

Knowledge of language structures and grammar is acquired through studying these topics.

Previous study of the language as a foreign language is a requirement. These courses are not suitable for beginners, near beginners or fluent/advanced users. Native/fluent users should contact heads of department to discuss alternatives.

Skills developed

- effective use of the language for practical communication
- sound base of skills, language, and attitudes required for further study, work and leisure

- in Chinese, encouragement to better integrate into the local community
- skills of analysis, memorising, researching and inference
- preparation for IBDP Language B course

Assessment

Writing, reading, listening and speaking components are assessed equally. There is no coursework in Foreign Language courses. Students sit four examinations at the end of the course (**paper 1**: listening, **paper 2**: reading, **paper 3**: speaking and **paper 4**: writing). All are externally assessed.

Qualification

Successful completion of the Chinese as a foreign language course will lead to the CAIE qualification 0547 Chinese.

Successful completion of the French or Spanish course will lead to the Pearson Edexcel International GCSE in French 4FR1 qualification or in Spanish 4SP1 qualification.

Beginners Chinese (Mandarin)

Course content

This course is intended for complete beginners in Chinese. The course introduces the Chinese pronunciation system, the basic Chinese writing system, basic sentence structures of language and vocabulary, and some aspect of Chinese culture. The four skills of speaking, listening, reading and writing are introduced and developed simultaneously through this course.

Course outline

- greetings: exchanging greetings/ask about nationality
- family: names of family members/names of some common professions
- dates and time: talk about age and birthday/arrange dinner date
- hobbies: terms for basics personal hobbies/plan for the weekend
- visiting friends: introduce one person to another/briefly describe a visit to a friend's place
- making appointments: initiate a phone conversation/set up an appointment on the phone
- studying Chinese: talk about study habits/talk about one's experience in learning Chinese language
- school life: describe a routine of a student's life on campus/write a simple diary entry
- shopping: speak about the colour, size, and price of a purchase/exchange merchandise
- transportation: describe a traffic route/name common means of transportation

Skills developed

- effective use of the language for practical communication in a selected range of topic areas
- improved fluency in the four language skills areas in order to perform the required tasks at beginner level after two years of study
- use of a register that is generally appropriate to the situation
- awareness of some elements of the cultures related to the language studied

Assessment

This option is internally assessed and a range of assessments will be given to assess language development skills throughout the course.

Prerequisite for this subject

Students taking this course will have little or no prior knowledge of Chinese language and culture.

At the end of Grade 10, students will sit an internal examination.

Humanities

Economics

Economics is important in all aspects of modern society and this course aims to develop and deepen students understanding of the social world through the lens of economics. Students learn about the basic tools, ideas and concepts that underpin economics, and a primary emphasis is placed upon students applying basic economic principles to the world around them, and to current economic events. They will learn to interpret, organise and analyse various forms of data in order to arrive at balanced conclusions about a variety of economic phenomena. The study of economics gives students grounding in a subject that is useful for the rest of their adult lives.

Course content

The course takes a global perspective and has the following main topics:

- the basic economic problem and economic systems (choice and the allocation of resources)
- the allocation of resources and how markets work (demand, supply and price determination, elasticity, government intervention in markets)
- the microeconomic decision making of households, workers, trade unions in the economy (specialisation, money, financial institutions in the economy, labour markets, saving, spending, borrowing)
- the microeconomic decision making of private firms in the economy (costs, revenue and profit maximisation, growth of firms)
- the role of government in an economy and the main macroeconomic indicators that measure the health of a country (economic growth, employment, inflation, consequences and conflicts between macroeconomic goals, policy solutions)
- international trade and globalisation (free trade vs protectionism, exchange rates, balance of payments)
- development economics (changes in population, living standards, poverty and income)

Course outline

Grade 9

- Unit 1: The basic economic problem and economic systems
- Unit 2: The allocation of resources, how markets work-demand and supply, elasticity and government intervention in markets
- Unit 3: Microeconomic decision making (households, workers, trade unions)
- Unit 4: Microeconomic decision making (the private firm)
- Unit 5: Government and the macroeconomy (part 1)

Grade 10

- Unit 5: Government and the macroeconomy (part 2)
- Unit 6: International trade and globalisation
- Unit 7: Development economics

Skills developed

Economics is suited to students with an interest in current affairs. There is no need for great mathematical skills at this level. Students finish the course with a deeper understanding of the economic world in which they live, and their part within it. They develop skills of numeracy, literacy, enquiry and critical thinking, and how to select, interpret and employ relevant sources of information to construct convincing arguments in this subject.

Assessment

External assessment – 100%

- **paper 1** (45 minutes) – 30%
30 multiple choice questions
- **paper 2** (2 hours 15 minutes) – 70%
one compulsory data question followed by four structured questions of which students choose three

Qualification

Successful completion of this subject will lead to the CAIE qualification 0455 Economics.

Enterprise

UWCSEA East Entrepreneurs are innovators, taking risks and solving problems to make the world a better place. Enterprise encourages students to develop the knowledge, understanding and practical skills associated with the setting up and running of new businesses. The course provides the theoretical framework associated with becoming an entrepreneur, and the opportunity for students to apply this knowledge in a practical and engaging way through the coursework component of setting up and running a business. They will develop their skills of analysis and evaluation whilst applying business theory to case studies and their own small business. All forms of business ownership are studied, with emphasis on social enterprises in the 21st century.

Course content

The course is made up of the following units:

- Topic 1: Introduction to enterprise
- Topic 2: Setting up a new enterprise
- Topic 3: Enterprise skills
- Topic 4: Enterprise opportunities, risk, legal obligations and ethical considerations
- Topic 5: Negotiation
- Topic 6: Finance
- Topic 7: Business planning
- Topic 8: Markets and customers
- Topic 9: Help and support for enterprise
- Topic 10: Communication

Course outline

Grade 9

- Unit 1: Introduction to enterprise
- Unit 2: Setting up a new enterprise
- Unit 3: Enterprise skills
- Unit 4: Enterprise opportunities, risk, legal obligations and ethical considerations
- Unit 5: Negotiation
- Unit 6: Finance
- Internal Assessment: coursework task 1 and task 2

Grade 10

- Unit 7: Business planning
- Unit 8: Markets and customers
- Unit 9: Help and support for enterprise
- Unit 10: Communication
- Internal Assessment: coursework task 3 and task 4

Skills developed

Students study enterprise in a local and global context, while enhancing their skills of investigation, analysis, interpretation, evaluation and practical problem solving. They will learn business theories and concepts which will be applied to real life scenarios. The skills students develop on the course are very closely aligned with the skills and qualities of the UWCSEA learner profile. Students must think critically about business issues in case studies and when encountering problems during the running of their business. They will be creative in formulating ideas for enterprise projects and will conduct marketing plans and promotional techniques. Numeracy skills will be employed whilst studying and applying financial analysis and control. Students must be effective self-managers when meeting deadlines, organising workload and prioritising tasks. They will work collaboratively on most aspects of the course and will enhance their communication skills through interaction with a variety of stakeholders in a range of situations, tailoring their communication styles to suit the audience and developing negotiation skills.

Assessment

External assessment – 50% (100 marks)

- **paper 1** (1 hour 30 minutes)
this paper is based upon a pre-seen case study. Candidates are required to apply their knowledge of enterprise and entrepreneurship to comment on enterprise issues, and to solve enterprise problems in the context of the case study, organisations they have studied and their own enterprise. The paper will consist of two sections:
 - **section A** – short-answer questions and structured-response questions
 - **section B** – longer, more open-ended questions

Internal assessment – 50% (60 marks)

- **Coursework** – centre-based assessment

Candidates will run their own enterprise activity or project, and produce a portfolio of evidence using a variety of communication methods.

Qualification

Successful completion of this subject will lead to the CAIE qualification 0454 Enterprise.

Geography

Our Earth is an amazing place with diverse landscapes, cultures and communities. Through Geography, students will gain a broad understanding of how our world works: why landscapes look like they do, and how people interact with different environments in different ways. A dynamic and broad subject, Geography not only provides students with a sense of place but also an awareness of the opportunities and constraints posed by different environments. Students will look at major global issues such as deforestation, overpopulation, natural hazards, climate change, and sustainable development, and will study places as diverse as coral reefs, rainforests, and hot deserts.

Course content

The curriculum covers a broad range of contemporary topics and students will address questions such as:

- Are there too many people in the world?
- How can governments control population size and should they?
- What should cities of the future be like?
- Why do people choose to live near active volcanoes despite the risk?

- Why do some earthquakes cause more damage than others?
- How are rocks shaped by rivers and waves to form landscapes?
- To what extent can we predict floods?
- What are the costs and benefits of living by the sea?
- How is our climate changing and what can we do about it?
- Will we be able to meet our energy needs in the future?
- How can we feed all 7 billion people on the planet?
- Is industrialisation the best way for a country to develop?
- How can tourism be made sustainable?
- How big is our ecological footprint?
- Where does our waste go?

Course outline

Grade 9

- Cracks and Cones (Plate tectonics)
- Have you got the energy? (Energy resources)
- Water Wars (Water resources)
- Wet and Wild (Rivers and Flooding)
- Population Explosion (Population)
- Cities of the Future (Settlement)

Grade 10

- Life on the Edge (Coasts)
- Leave Nothing but Footprints (Tourism)
- What's on the map? (Map Skills)
- Weather Report (Weather, Climate and Ecosystems)
- Food for Thought (Food and farming)
- The Development Gap (Development, Industry and Globalisation)

Skills developed

Geography combines skills from both science and humanities, so students will develop skills in observation, collection (including fieldwork within Singapore), analysis and interpretation of data. Geography students will regularly be using maps, diagrams, graphs and images to explore and understand patterns and concepts. Students will also learn how to develop an argument and how to be confident in debating controversial issues. Problem-solving and decision-making skills will also be developed as students learn about contemporary problems and develop and evaluate solutions. Students will learn to make connections between knowledge learned in class, and what they have learned from the different places they have visited on their own travels.

Assessment

External assessment – 72.5%

- **paper 1:** structured questions – 45%
- **paper 2:** skills-based paper – 27.5%

Internal assessment – 27.5%

One assignment up to 2,000 words based on fieldwork conducted in Singapore.

Qualification

Successful completion of this subject will lead to the CAIE qualification 0460 Geography.

History

Course content

Here at UWCSEA East our IGCSE History programme explores time and place, but also culture and identity. It is an exciting and dynamic course crammed full with human endeavour and economic tragedy; scientific achievement and social polarisation; revolution and terror; war and peace; truth and reconciliation.

Our history programme takes students on a journey of clashing ideas throughout the 20th century. We begin with World War One, which saw nationalism, imperialism and geopolitical rivalries cause one of the most brutal and futile conflicts in human history. We will look at the failed attempts at peace-making after the war, and ask whether this was a fair peace. In doing so we cut to the heart of the UWCSEA Mission. Regardless of whether it was a fair peace, it certainly was not a lasting one, and we then turn to look at the failed attempts of the League of Nations—the precursor to the United Nations—to prevent the world from descending into war once again. Yet, the powerful forces unleashed by World War One could not be controlled and tragically World War Two was the result. As historians, it is our duty to ask why this was the case, and draw modern parallels with the United Nations.

Emerging from the horrors of World War Two, we then enter the era of the Cold War, where the world became an ideological battleground between communism and capitalism. We will ask why this conflict emerged, and then focus in on several hot spots in the Cold War: the Korean War, the Cuban Missile Crisis and the Vietnam War. Whilst the USA could not claim victory in any of these conflicts, by the 1980's the Soviet empire was in terminal decline, and we will examine why this mighty empire collapsed. Every empire the world has seen has collapsed, and it is the historian's task to explain why.

We then journey to the Gulf region, and look at the historic roots of the contemporary instability in the Middle East. Here the focus is on the dictatorships of Saddam Hussein in Iraq and Ayatollah Khomeini in Iran. We will look at imperialism, economics and religion as causes of the Iran-Iraq War and the First Gulf War. Finally, we travel to Africa where we will fix upon South Africa for our extended Depth Study. There is arguably no single historical period more fitting for students at UWCSEA East to study than the rise and fall of the Apartheid system in South Africa; an epoch that compels us to pose questions about the fundamental nature of humankind. It is essential that students understand the depths to which we can sink, the resilience of which we are capable, and the triumphs we can achieve together.

Our history programme explores concepts of social justice, democracy, authoritarianism, communism, capitalism, war and peace. We explore the role of nationalism, religion and economics in causing war, the role of love and hate in revolution and the role of change and continuity in society. The programme also emphasises document analysis skills, short and extended essay writing, independent research, collaborative projects, debate and discussion, critical thought, balanced judgements, empathy and compassion, and the power of persuasion. It has subject matter that involves issues of credibility, plausibility and probability; and a method of disciplined study that deals in arguments and interpretations, not in certainties.

History helps us to understand the beliefs of other civilisations as well as our own. Perhaps more vitally, it enables our students to reach for our college mission by speaking for those without a voice and holding those in power to account.

Course outline

Grade 9

- Were the post-WW1 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 USA contain the spread of Communism?

Grade 10

- How secure was the USSR's control over Eastern Europe, 1948–c.1989?
- Why did events in the Gulf matter, c. 1970–2000?
- South Africa, c. 1940–1994

Skills developed

- critical thinking
- emotional intelligence
- storytelling
- collaboration
- ability to recall, select, organise and deploy knowledge
- ability to construct historical explanations using an understanding of:
 - cause and consequence, change and continuity, similarity and difference
 - the motives, emotions, intentions and beliefs of people in the past
 - ability to understand, interpret, evaluate and use a range of sources as evidence, in their historical context

Assessment

- **component 1:** two-hour written paper (60 marks) – 40%
 - students answer two questions from section A (Core Content) and one question from section B (Depth Study)
 - all questions are in the form of structured essays/short response answers and are split into three parts
 - externally marked
- **component 2:** two-hour written paper (50 marks) – 33%
 - students answer six questions on one prescribed topic taken from the Core Content; there is a range of source material relating to each topic
 - all questions relate to sources and require students to demonstrate document analysis skills
 - externally marked
- **component 3:** coursework (40 marks) – 27%
 - students produce one piece of extended writing based on the Depth Study topic from the syllabus
 - the coursework is in the form of an essay no longer than 2000 words complete with citations and bibliography
 - internally marked/externally moderated

Qualification

Successful completion of this subject will lead to the CAIE qualification 0470 History.

The Arts

Art and Design: Fine Art

The personal response encouraged by the syllabus stimulates students' imagination, sensitivity, conceptual thinking, powers of observation and analytical ability. Students develop confidence and enthusiasm in the process of art and design as they gain the technical skills to form, compose and communicate in two and three dimensions.

The study of Fine Art at GCSE leads to a wider awareness of the role visual arts plays in society and in history. It broadens students' cultural horizons, enriches individual experience and is a major opportunity for students to develop critical thinking and creative problem-solving skills.

The subject is a sound foundation for IBDP Visual Arts.

Course content

Within a studio environment, students learn how to structure a successful investigation from initial concept to final outcome. They are encouraged to take responsibility for their learning and an emphasis on independence is supported through appropriate teacher-led activities and structured resources.

Students study a variety of procedural techniques covering the disciplines of drawing, painting, printmaking and sculpture. They may also study processes such as collage, textiles, photography and mixed media.

Contextual understanding of artwork is an integral component of each project and the analysis of appropriate work informs students' own practice.

Course outline

Grade 9

Introduction and Energiser

- **aim:** immersion into the IGCSE Art course by doing
- **media:** focus on media including, photography, acrylic paint, watercolour, drawing media, printing, collage and mixed media

Learning from Artists

- **aim:** to learn from artists in line with the IGCSE course; key artist will be introduced, students will also select complimentary artists of their own
- **media:** based on the focus artist

Expanding skills and techniques

- **aim:** introduction to new skills and exploring previous skills in advanced ways
- **media:** variety of media based on some personal choice

Exam Processes and Practice

- **aim:** To practice an exam process in a supportive class environment. The focus is in learning the steps from a thematic term to a final product
- **media:** A variety of media—mostly chosen by the student

Grade 10

Energiser

- **aim:** practice and familiarisation of past learning
- **media:** a variety of media including, photography, acrylic paint, watercolour, drawing media, printing, collage and mixed media

Learning from Artists with a shift to student mentor artists

- **aim:** to learn from artists in line with the IGCSE course; students will select complimentary artists in relation to themes selected
- **media:** based on the focus artist selected by students

Expanding skills and techniques

- **aim:** new skills and exploring previous skills in advanced ways; students selecting based on personal preferences
- **media:** variety of media based on mostly on personal choice of the student with some teacher guidance

Exam Processes and Practice

- **aim:** to practice an exam process in a supportive class environment; this unit focuses on the student demonstrating development of an idea in course work
- **media:** a variety of media—mostly chosen by the student

Skills developed

Students develop strengths and skills in the following areas:

- independent learning, time management, confidence in decision making, problem solving and research
- creative and imaginative expression through the fine motor skills necessary for communicating ideas
- investigative, analytical, experimental and interpretive capabilities
- aesthetic understanding
- understanding of codes and conventions of art and design and awareness of the contexts in which they operate
- knowledge and understanding of art, craft and design in contemporary society and in other times and cultures

Special requirements

Students must be prepared to work outside lesson time to develop their work further. This includes using the studio facilities, by arrangement, with arts staff at anytime convenient to the student's programme. Students will attend trips to gather visual information for at least one of their projects during the two years and are expected to exhibit their work when the opportunity arises.

Assessment

Externally set component:

- the Externally Set Assignment (ESA) represents the culmination of the GCSE course as it draws together all the knowledge, understanding and skills developed in component 1
- students must continue to work in the same title as they did for the Personal Portfolio
- Art, Craft and Design students are required to create work associated with at least one area of study for this component
- students must present personal response(s) to an externally set broad-based thematic starting point, set by Pearson in the ESA paper
- this component allows students opportunities: to develop and explore ideas to research primary and contextual sources; experiment with media, materials, techniques and processes; present personal response(s) to the externally-set theme

Internal Personal Portfolio

A Personal Portfolio component is defined as a body of practical research and development with a focus on building technical skill through exploring and experimenting with different types of media, processes and techniques, students will develop and refine ideas supported by contextual research, resulting in a personal portfolio of practical work. This component offers ample opportunities to devise programmes of study that require the development of students' visual language to communicate personal ideas, meanings and responses.

Qualification

Successful completion of this subject will lead to the Edexcel qualification 1FA0 Fine Art.

Art and Design: Graphic Design

Graphic design is the communication of information and ideas by visual means. The critical elements for a graphic designer are the successful communication of a message through the organisation of words and images. Simply put, graphic design is a creative process that combines art and technology to communicate ideas.

The study of Graphic Design at IGCSE leads to a wider awareness of the role graphic design plays in society and history. It broadens students' understanding of how graphic design is used to persuade, amuse, sell and communicate through the manipulation of text, colour and image. It is a major opportunity for students to develop their critical thinking, ideation and problem-solving skills.

This subject is a sound foundation for IBDP Visual Arts.

Course content

The Graphic Design course allows students to work in at least one of the following disciplines: advertising, illustration, packaging, typography and/or printmaking. They are encouraged to realise their ideas through a variety of traditional media using the design process to record, analyse, develop and refine their design work. In producing graphic solutions to defined problems, students must be able to balance aesthetic and commercial considerations.

All the work produced in the different disciplines can be produced in digital forms and students are encouraged to explore the potential of creative art and professional design software packages such as Adobe Photoshop, Illustrator, InDesign, AfterEffects, Painter and Clip Studio EX.

Course outline

Grade 9

Branding and Identity

- **aim:** understand the design process, introduction and development of basic skills in Adobe Illustrator and Photoshop and the different kinds of branding identities
- **media:** focus on media including design drawing, technical drawing, ink, printmaking, digital realisation through Adobe Illustrator and Photoshop

Typography

- **aim:** identify and understand the anatomy of letter forms, recognise different letter form styles, create a typeface through digital and traditional methods, introduced to key typographic styles and typographers, further develop skills in Adobe Photoshop and Illustrator, understand how InDesign is used by designers to arrange information
- **media:** a range of media both traditional (pencil, ink, paper, watercolour, gouache) and digital (Adobe Illustrator, Photoshop, InDesign; scanners, photography); media is based on the focus designer/typographer

Illustration

- **aim:** introduction to a range of different illustrative techniques both traditional and digital, understanding purpose and usage of illustration, introduced to key illustrative styles and illustrators developing a range of new skills building upon previous design process and practices
- **media:** variety of media based on targeted designers with some personal choice

Advertising

- **aim:** to build upon previous units bringing together the previous three facets of IGCSE Graphic Design through the design process; understand the psychology behind advertising and how the formal elements and design principles affect and influence the viewer; develop an understanding of the exam process in a supportive class environment; the focus is in learning the steps from a thematic term to a final product
- **media:** a variety of media – guided but mostly chosen by the student

Grade 10

Packaging

- **aim:** to build upon previous units bringing together the previous four facets of IGCSE Graphic Design through the design process; understand the psychology behind advertising and how the formal elements and design principles affect and influence the purchaser; develop an understanding of the exam process in a supportive class environment; the focus is in learning the steps from a thematic term to a final product
- **media:** a variety of media and approaches – guided but chosen by the student

Mock examination

- **aim:** students will approach a theme selecting a preferred area of design, working through the design process, researching complementary designers in relation to themes selected; implement knowledge of the IGCSE examination process from the preparation period to the terminal examination
- **media:** variety of media based predominantly through the personal choice of the student with teacher guidance

Final examination

- **aim:** students will approach a theme selecting a preferred area of design, working through the design process, researching complementary designers in relation to themes selected; implement knowledge of the IGCSE examination process from the preparation period to the terminal examination
- **media:** variety of media based predominantly through the personal choice of the student with teacher guidance

Skills developed

Students develop strengths and skills in the following areas:

- independent learning, time management, confidence in decision making, problem solving and research skills
- creative and imaginative expression through fine motor skills necessary for communicating ideas
- investigating specific areas of a problem, determining relevant sources of information using these to research and further define the problem
- use of appropriate design methodology and a comprehensive understanding of the design process
- application and mastery of a range of materials, equipment, processes and techniques in two and/or three dimensions, using appropriate digital and traditional media
- presenting their ideas and design work to clients and peers
- knowledge and understanding of a range of work, from contemporary practice, past practice and different cultures, demonstrating an understanding of continuity and change in graphic design

Special requirements

Students must be prepared to work outside lesson time to develop their work further. This includes using the digital media facilities, by arrangement with arts staff at anytime convenient to the student's

programme of study. Students will attend trips to gather visual information, identify problems in the creation of design briefs during the course and will be expected to exhibit their design work when the opportunity arises.

Assessment

Externally set component:

- the Externally Set Assignment (ESA) represents the culmination of the GCSE course as it draws together all the knowledge, understanding and skills developed in component 1
- students must continue to work in the same title as they did for the Personal Portfolio
- Art, Craft and Design students are required to create work associated with at least one area of study for this component
- students must present personal response(s) to an externally set broad-based thematic starting point, set by Pearson in the ESA paper
- this component allows students opportunities: to develop and explore ideas to research primary and contextual sources, experiment with media, materials, techniques and processes and present personal response(s) to the externally-set theme

Internal Personal Portfolio

A Personal Portfolio component is defined as a body of practical research and development with a focus on building technical skill through exploring and experimenting with different types of media, processes and techniques, students will develop and refine ideas supported by contextual research, resulting in a personal portfolio of practical work. This component offers ample opportunities to devise programmes of study that require the development of students' visual language to communicate personal ideas, meanings and responses.

Qualification

Successful completion of this subject will lead to the Edexcel qualification 1FA0 Graphic Communication.

Dance

Studying dance as an art form contributes to students' physical, intellectual, aesthetic and social development. To create a successful performance dancers need to work hard both physically and mentally, it requires determination and willpower to succeed. As choreographers, students need to have the ability to be creative and synthesise a number of elements. They need to be able to direct, solve problems and work with others.

GCSE Dance nurtures creativity, critical thinking and makes strong inter-cultural links. It is also an excellent course for developing students' confidence and self esteem. Though some dance experience is desirable for GCSE it is not essential—only a commitment to dance and the willingness to take risks is needed.

Course content

Students will engage in regular technical classes that will improve their physical, mental, technical and expressive dance skills. They will learn to perform movement from a range of genres and contexts. They will explore the craft of choreography using a variety of stimuli and choreographic tools, developing their own compositional style and creative capacity. They will hone their verbal and written analytical skills through the study of current professional dance works and their choreographers. They will gain fundamental theoretical knowledge of safe dance practice including the study of physiology, anatomy, health, nutrition, hydration, injury prevention and safe execution of movement.

Course outline

Grade 9

- **Performance:** Students will take part in technique classes that aim to improve their physical, technical, mental and expressive dance skills, using contemporary dance as a basis, whilst exploring a range of other styles (including ballet and hip hop styles). They will learn two short set phrases choreographed by the exam board, and a duet or trio choreographed in collaboration with the teacher. They will perform a group dance in the annual dance showcase.
- **Choreography:** Students will explore choreographic approaches and devices whilst exploring the 6 anthology works practically in class. They will use skills learnt to contribute to the choreography of their duet or trio (performance coursework)
- **Appreciation:** Students will explore the 6 anthology works both in theory and practice through workshops, presentation tasks, and written tasks, looking at form and structure, movement components, physical setting and aural setting.

Grade 10

- **Performance:** Students will improve their physical, technical, mental and expressive dance skills, and prepare for assessment of the set phrases and duet or trio (February)
- **Choreography:** Students will use knowledge gained in grade 9 to choreograph a solo or group piece based on a stimuli suggested by the exam board. They will prepare this work for assessment (February)
- **Appreciation:** Students will look in more detail at the 6 anthology works, practicing evaluation, explanation and interpretive skills, and applying these to written exam based situations in preparation for assessment (June)

Skills developed

Dance enables candidates to develop skills, knowledge and understanding of dance as choreographers, performers and critics through:

- applying and adapting a wide range of skills and techniques effectively in performing and choreographing dance, including the ability to improve
- creating dances for a range of purpose and in response to different stimuli
- developing and ability to analyse, evaluate and appreciate dance

Candidates also appreciate the contributions of dance to their personal and social health, fitness and wellbeing and be aware of the range of opportunities and pathways available in dance.

Assessment (AQA Board)

- **component 1:** performance and choreography (practical assessments) – 60%
 - **solo performance:** students will learn and perform two short solos set by the exam board (1 minute in total)
 - **duet/trio performance:** students will learn and perform either a duet or trio set by the teacher (3–5 minutes in total)
 - **choreography:** students will choreograph a solo, duet or group dance in response to a choice of stimuli set by the exam board (2–3.5 minutes in total)
- **component 2:** dance appreciation (written paper) – 40%
 - Students will demonstrate analytical knowledge of their own performance and choreography work, as well as 6 professional dance works in the form of a written paper (1 hour 30 minutes total)

Qualification

Successful completion of this subject will lead to the AQA GCSE qualification 8236 Dance.

Drama

Drama at Grades 9 and 10 is a primarily practical study where students are encouraged to explore their own world and the world around them. Through the exploration of techniques to create original work and interpret play scripts, students develop skills in acting, devising, directing and designing. Drama is a creative and collaborative art form that encourages students to support and encourage others, express ideas, listen and participate actively and engage imaginatively with stimulus. Students communicate ideas in both the development and presentation of drama and respond to work as performers and audience members.

Course content

Through practical and theoretical study, students are encouraged to understand and enjoy drama by:

- developing their performance skills, both individually and in groups
- understanding the role of the actor, director and designer in creating a piece of theatre
- considering ways in which ideas and feelings can be communicated to an audience
- discovering the performance possibilities of plays and other dramatic stimuli
- devising dramatic material of their own
- reflecting on and evaluating their own work and the work of others
- working imaginatively and creatively in collaborative contexts, generating, developing and communicating ideas
- actively engaging in the process of dramatic study in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds

Course outline

Grade 9

1. **Storytelling:** introduction to devising based on existing narratives resulting in a performance for Infant School students. In this unit, students learn the building blocks of devising and utilise them in creating a children's theatre performance.
2. **Metamorphosis:** explorative and interpretive dramatic work based on Steven Berkoff's play, Metamorphosis. Students are introduced to text, acting skills and theatre technology and design.
3. **Displacement:** explorative and interpretive dramatic work based on the theme of Displacement. Students develop devising and dramatic skills by creating performances in response to a wide variety of contemporary stimuli.
4. **Solo Performance:** students create, rehearse and present a text based solo performance. They develop skills in character creation, acting styles and techniques specific to performing solo.

Grade 10

5. **Group Devised performance:** in small groups, students create, rehearse and design an original piece of drama based on a chosen theme, issue or stimuli. This work is presented to an audience and assessed as part of their IGCSE coursework.
6. **Monologue Performance:** students select, rehearse and design a solo performance that realises an existing play text. This work is presented to an audience and assessed as part of their IGCSE coursework.

7. **Group Scripted Performance:** in small groups, students select, rehearse and design a performance based on an existing play text. This work is presented to an audience and assessed as part of their IGCSE coursework.

Skills developed

As part of the course students develop skills and understanding in relation to the four aspects of drama:

- acting
- directing
- devising
- designing

Assessment

- **unit 1:** understanding repertoire (37%)
the ability to demonstrate knowledge and understanding of the possibilities of scripted drama, and how to interpret and realise it in a live performance
- **unit 2:** devising (33%)
the ability to collaboratively devise dramatic material and reflect on its effectiveness
- **unit 3:** acting skills (30%)
the ability to use acting skills in scripted and devised performances to communicate effectively to an audience

Qualification

Successful completion of this subject will lead to the CAIE qualification 0411 Drama.

Film

Film is one of the fastest growing medium of the arts, and continues to play an indispensable role in shaping cultures and telling stories.

The IGCSE Film Course offers students the opportunity to work on a range of creative, critical and technical tasks to plan and create their own films. The course allows students to make connections between their own work in other subjects and those produced in the wider creative industries. It will also provide the opportunity to progress to higher levels of film study, vocational training and employment. The course is both academic and practical in nature.

Students will learn the basics of film production and skills required to work independently and collaboratively to produce a short film; students will also learn how to critically analyse clips of films and will engage in focussed theoretical studies of specified film genres.

Course content

Throughout Grades 9 and 10, students will learn and practice aspects of the following components:

Component 1: Critical Understanding of Film

- Film Genre: Western, Horror, Crime, Science Fiction, Romantic Comedy, Action/Adventure
- Film Narrative
- Film Representation: the way aspects of society, such as gender, age, race, sexuality or ethnicity are presented to audiences
- Film Language and Techniques
- Production Design
- Industry Practices

Component 2: Acquisition of Skills in Film

- Storyboarding
- Sound
- Camera and Editing
- Animation

Component 3: Planning and Making a Film

- Research Analysis
- Creative Pre-production, Planning and Organisation
- Creative Production and Production and Postproduction

Students will also research and gain a critical understanding of international cinema contexts, specifically Asian cinematic movements, such as the Singapore New Wave, Taiwan Melodrama, Thai New Wave, Iranian New Wave.

Students will engage in a study of these film language areas: camera, editing, sound, lighting, mise-en-scene. This study will be underpinned through an examination of film genre and how contemporary filmmakers draw upon a rich history of genre convention, styles and techniques.

Students should recognise and identify characteristics elements within different genres, such as a film's iconography, setting, narrative, characters, style and theme.

Skills developed

Students will develop:

- the ability to be a critical thinker when analysing visual texts for meaning
- a critical appreciation of film and the ability to draw an appreciation between history, culture and representation
- the ability to communicate and collaborate with other students during the production of short films
- the ability to consider their personal influence and identify their personal style of expression through various cinematic techniques
- the ability to interpret and appreciate the work of filmmakers and adapt cinematic techniques to their own productions
- the ability to give supportive and critical feedback to improve the work of other students.

Assessment

Grade 9:

- **component 2:** acquisition of skills in film – 20% students complete **four** tasks on:
 - storyboarding
 - sound
 - camera and editing
 - animation

Grade 10:

- **component 3:** production portfolio – 40% students produce a live-action or animated film portfolio
- **component 1:** critical understanding of film examination –40% based on:
 - unseen audio, visual stimuli and short film sequences
 - questions assess film language, practices, audience and production management skills

Qualification

CCEA GCSE Moving Image Arts 5350

Music

The Music course is relevant for all different kinds of musicians. Whoever you are, it is a subject that helps you develop your creative abilities. Some students take Music as the basis of a future leisure interest; others may be looking at a career where it will be useful to have experience of studying music or where performance or composition skills are needed.

Students enjoy this course if they have a passion for all kinds of music, enjoy experimenting with sounds, like playing music themselves and with others, and would like the opportunity to develop their learning of Music IT and recording.

Course content

The course develops students' musical interests and expands their perspectives of music in cultural, social and historical contexts. Students develop compositional techniques and then compose two substantial pieces for assessment. Students develop rehearsal and performing skills and are assessed as a soloist and as a group player. Students also learn about music of different styles, times and cultures and are assessed in an exam on their understanding and knowledge.

Course outline

Grade 9

Elements of music, composition techniques, assessed composition #1, solo performance, group performance, the traditional music of West Africa, South America, North India, Japan and China, and the gamelan music of Indonesia, Western 20th century styles, Baroque music, development of exam technique.

Grade 10

Further composition techniques, assessed composition #2, solo performance, group performance, Classical and Romantic music, a set work, a deeper examination of a traditional music from a specific location, exam technique and practice.

Skills developed

Through independent study, class-based study and the support of their instrumental teacher, students develop their specific instrumental or vocal skills to a new level of musical expression. They also develop their compositional skills through experimentation and by investigating various techniques and tools. Students also develop skills in communication and information technology as well as extending their ability to work with others, as part of an ensemble, through rehearsals, recordings and live performances.

Special requirements

Students are expected to take part in public performances, recordings and College concerts. Students must be involved in a Music department ensemble and/or activity and take tuition in their main instrument or voice, either through the College's Instrumental Teaching Programme (ITP) or with a reputable teacher outside UWCSEA. Students often choose to be involved in a Music-based service.

Development of instrumental skills demands a high level of dedication to individual practice. The most important qualities needed for success are therefore commitment, enthusiasm and active participation in music making.

Assessment

External assessment – 40%

- one listening examination

Internal assessment – 60%

- solo performance – 15%
- ensemble performance – 15%
- composing – 30%

All coursework must be recorded.

Qualification

Successful completion of this subject will lead to the CAIE qualification 0410 Music.

Design and Technology

Design and Technology: *Food and Nutrition*

Food and Nutrition helps students develop their creativity, with making of food products, a vital feature of their IGCSE experience. Students develop knowledge and understanding of nutrition principles to make healthy food choices and consider the range of influences on these choices. They explore the range of influences on these choices and build skills to access and assess nutritional information that can support healthy choices.

This IGCSE course introduces both the theoretical and practical aspects of buying and preparing food. Dealing with diet and health in everyday life, students study the nutritional value of basic foods and develop the skills required to produce a balanced family meal. Consumer awareness is regularly discussed, as are high standards of personal and kitchen hygiene, especially when students put their knowledge into practice in order to produce creative and enjoyable dishes.

Course content

Students will acquire knowledge of the complex nature of food as a material, its various properties, the effects of processing and the appropriate selection of equipment. The course also involves the teaching of a range of skills and processes, which are related to industrial practice wherever possible. Students will consider the effect of the designer on society and the impact of commercial foods and processes. They will also consider the wide range of consumer needs when designing and making, and in particular, social and moral issues, including environmental concerns and multiculturalism. Health and safety issues are paramount and relate to all aspects of the design process.

The IGCSE Food and Nutrition course is a starting point for many career options and is a good foundation for further education courses concerned with nutrition and diet, food safety, quality control, product development, food science and catering.

Course outline

Grade 9

- An understanding of the terms used in relation to nutrition and nutrition – related problems – diet, balanced diet, metabolism, malnutrition, undernutrition, overnutrition, deficiency diseases.
- Nutritive value of foods – the sources and functions of proteins, fats, vitamins, mineral elements, water, food energy and NSP.
- Digestion and absorption.
- Meal planning and dietary guidelines.
- Composition and value of the main foods in the diet.
- Cooking of food – transfer of heat by conduction, convection and radiation.
- Food spoilage and hygiene in the handling and storage of food – action of enzymes, bacteria, yeasts and moulds.
- Food Preservation – reasons, methods and principles of preserving.
- Raising agents – air, carbon dioxide, and water vapour.

Grade 10

- Convenience foods – food additives, advantages and disadvantages.
- Basic proportions and methods of making.
- Kitchen equipment.
- Kitchen planning.
- Kitchen safety, simple first aid.

Skills developed

- understanding of nutrition and health problems associated with diet
- understanding of eating patterns and dietary needs both for people of different ages and for differing groups within society
- interest in the creative side and enjoyment of food and the skills necessary for food preparation and food preservation
- understanding and awareness of how socio-economic factors affect diet
- aesthetic and social sensitivity to dietary patterns
- food-related knowledge and skills so that they can organise and manage family resources effectively according to the needs and lifestyles of family members
- ability to make informed judgements and choices about the use of food available to the family unit in everyday life
- the application of appropriate screening and checking procedures in the food production system in order to provide feedback, monitor performance and ensure quality control
- nutrition labelling, information, legislation and codes of practice
- the beneficial and detrimental effect of microorganisms and enzymes on food
- preparation and preservation methods that affect quality and storage of food

Food and Nutrition aims to develop knowledge and attributes in nutrition, food science, food microbiology and food production. Dealing with diet and health in everyday life, learners study the nutritional value of basic foods and develop the skills required to produce a balanced creative and enjoyable meal.

Assessment

External assessment (written) – 50%

Internal assessment (practical)– 50%

Qualification

Successful completion of this subject will lead to the CAIE qualification 0648 Food and Nutrition.

Design and Technology: *Resistant Materials*

Students explore ways in which aesthetic, technical, economic, environmental, ethical and social dimensions interact with design and manufacture. At the heart of Resistant Materials is product design. The course challenges students to problem find and problem solve.

Course content

Students engage in a range of design-and-make activities which seek to develop creativity and confidence in exploring, questioning and communicating ideas. Through the development of skills in designing and practical experiences, students examine the physical and working properties of a range of materials. They gain an in-depth knowledge of materials and learn to appreciate why designers select particular materials and manufacturing processes. Combining the knowledge of materials and industrial processes with practical skills, the course provides breadth in creative learning and depth in the application of practical and transferable skills. Students develop project management skills through the Grade 10 Major Project which sees them identify a genuine problem. They follow a design process of research and concept development through traditional drawing techniques, computer-aided design (CAD) and prototyping. Through regular conferencing with a client, students develop and manufacture a fully-functioning, full-size product to solve a real

need. Throughout the design process students consider the needs, wants and opportunities that arise at each step of the design process, recognising the impact on the end user and the environment.

This IGCSE course is suited for students interested in engineering, architecture, manufacturing and industrial design and supports topics leading to the IB Diploma course in Design Technology at both Higher and Standard Levels.

Course outline

Grade 9

The course covers a wide range of topics with specific focus on the following:

- The properties and impacts of wood, metals, plastics and composites
- Product Analysis
- Concept drawing
- Industrial and workshop manufacturing processes
- Design Specifications
- Computer Aided Design and Manufacture (CAD/CAM)
- Prototyping
- Problem finding and empathy studies

Grade 10

The course focuses on the development of the Major Design Project and builds on the content covered in Grade 9.

- Analysis of a design problem leading to a design brief
- Research into existing products, target market needs and wants resulting in a specifications
- Generation and exploration of design ideas through concept drawing, CAD and prototyping
- Development and selection of ideas through material tests and investigation into joining and production processes
- Testing and measuring the success of a product based on user trials, leading to an evaluation

Skills developed

- general physical and working properties of common construction materials (plastics, woods and metals) in relation to specific designing and making tasks
- simple comparative testing leading to the reasoned selection of materials and processes for specific design and making tasks
- creative thinking through aspects of the design cycle of investigation, research, planning, designing, making, testing and evaluating
- working with traditional hand-drawing techniques, engineering drawings, CAD/CAM and digital media
- use of a range of materials, processes and tools including CNC, Laser Cutting and 3D printing
- solve practical and technological problems operating through processes of analysis, synthesis and realisation
- develop a range of communication skills which are central to design-making and evaluation and the development of a range of making skills
- understand the use of a wide range of materials in practical scenarios to develop curiosity, enquiry, initiative, ingenuity, resourcefulness and discrimination with their use
- encourage technological awareness, foster attitudes of cooperation and social responsibility

Special requirements

Students must be prepared to work outside lesson time to develop their work further. This includes using the design workshop facilities, by arrangement with D&T staff at a time convenient to the student's programme of study. Students will be expected to exhibit their design work when the opportunity arises.

Assessment

External assessment – 50%

- **paper 1:** product design
- **paper 2:** resistant materials

Internal assessment – 50%

- major design and make project for an intended user group

Qualification

Successful completion of this subject will lead to the CAIE qualification 0445 Design Technology.

Design and Technology: Systems and Control

The design-and-make activities within Systems and Control seek to develop creativity and confidence in students' abilities to think, question, explore, create and communicate. The focus of Systems and Control is to develop the skills and knowledge used by designers within the context of a group of related technological resource areas in structures, mechanisms and electronics. This course is suited for students who want practical experience so that they can get a thorough understanding of the three resource areas. By identifying how these areas interrelate, students can appreciate and exploit their role in designing and making mechanised and automated control systems through a range of simulation and fabrication applications.

This IGCSE course is suited for students interested in electronic, mechanical and structural engineering. The analytical thinking and design skills developed on this course will support the study of Physics and Design Technology at IB Diploma level.

Course content

The emphasis of Systems and Control is on the application of knowledge and students will have the opportunity to learn through practical activities by producing multiple solutions to problems. Students undertake a variety of tasks that cover the theory and concepts of electronic, mechanical and structural engineering to develop skills in the design process, communication and manufacturing. Students are guided through a range of design projects focusing on electronics, product design, structures, mechanical design, systems and programming to develop their skills, creativity and critical analysis.

Study in Systems and Control will also introduce students to the broader perspectives of the design world. It will expand knowledge and understanding of the basic elements of design, and how these can be effectively applied within the area of systems and control technology. It will encourage the application of personal judgement, testing and the application of appropriate criteria in the appraisal of products and systems, while at the same time influencing students in their approach to designing and making quality outcomes that meet the specific needs of the identified users. Students gain an understanding of industrial practices within the area of design and commercial manufacture.

In Grade 10, students explore ways in which aesthetic, technical, economic, environmental, ethical and social dimensions interact with design and manufacture. Students apply traditional drawing

and communication techniques, computer-aided design/computer-aided manufacturing (CAD/CAM) and digital media design to plan the production and manufacture of a fully functioning product of their choice.

Course outline

Grade 9

- Key Content (Structures, Mechanisms and Electronics)
- Specialist Option: Structures
- Major Project Criteria 1: Identification of a need or opportunity with a brief analysis leading to a design brief
- Major Project Criteria 2: Research into the design brief resulting in a specification
- Major Project Criteria 3: Generation and exploration of design ideas

Grade 10

- Major Project Criteria 4: Development of proposed solution
- Major Project Criteria 5: Planning for production
- Major Project Criteria 6: Product realisation
- Major Project Criteria 7: Testing and evaluation

Skills developed

- knowledge of electronic, mechanical and structural engineering, simulation and systems
- creative thinking through aspects of the design cycle of investigation, research, planning, designing, making, testing and evaluating
- working with traditional hand-drawing techniques, engineering drawings, CAD/CAM and digital media
- use of a range of materials, processes and tools including CNC, Laser Cutting and 3D printing
- solve practical and technological problems operating through processes of analysis, synthesis and realisation
- develop a range of communication skills which are central to design-making and evaluation and the development of a range of making skills
- understand the use of a wide range of materials in practical scenarios to develop curiosity, enquiry, initiative, ingenuity, resourcefulness and discrimination with their use
- encourage technological awareness, foster attitudes of cooperation and social responsibility

Special requirements

Students must be prepared to work outside lesson time to develop their work further. This includes using the design workshop facilities, by arrangement with the Design Technology staff at anytime convenient to the student's programme of study. Students will be expected to exhibit their design work when the opportunity arises.

Assessment

External assessment – 50%

- **paper 1:** product design
- **paper 2:** systems and control

Internal assessment – 50%

- major design and make project for an intended user group

Qualification

Successful completion of this subject will lead to the CAIE qualification 0445 Design Technology.

Global Perspectives

Global Perspectives makes students more aware of the key personal, social and global issues that inspired and are inherent in the UWC mission and values. With a focus on strengthening critical thinking skills, the course teaches students to investigate and evaluate opposing perspectives, discern biases and to reflect on their own reactions to a wide variety of social issues. Students also formulate considered opinions on a wide variety of global and local concerns and suggest well developed plans to address conflicts by designing individual research questions and investigating areas of interest. By taking Global Perspectives students will develop skills and understandings that will support them throughout their entire learning programme at UWCSEA. Additionally, the development of these skills will help with the transition in Grade 11 to the rigorous demands of the IB Diploma Programme including the Extended Essay and Theory of Knowledge (TOK). Global Perspectives is an interactive class where students engage in simulations, presentations, debates, and discussions allowing for students to meaningfully engage with and deeply analyse topics global importance.

Course content and outline

The course covers a wide range of issues with specific focus on the following topics:

- Ethical, religious and ideological belief systems
- Understanding the digital world
- Human rights and challenges
- Environmental issues and philosophies
- Wealth, poverty, inequality
- Globalisation and sustainable living

Skills developed

In addition to developing critical thinking skills, students engage with issues of global significance practising and strengthening vital academic skills, including:

- research and enquiry skills and the ability to correctly cite sources and create bibliographies
- crafting focused, individual research questions to guide personal enquiry
- recognising bias in different types of sources
- formulating reasoned arguments in both essays and debates based on evidence
- collaboration and presentation skills
- reflecting on personal views and the learning process

Assessment

Assessments for Global Perspectives is divided into three forms of assessment. An individual report, a team project and a written, skills based exam.

- **individual report – 30%**
students research a topic of personal, local, national and global significance and submit one report based on their research; the title and research question is devised by students themselves; the report must be 1,500–2,000 and is marked externally
- **team project – 35%**
candidates devise and develop a collaborative project linking to UWCSEA local or college service with a focus on different cultural perspectives; themes students can focus on could be related to the conflict and peace, disease and health, human rights, poverty and inequality, or environmental issues; students produce a team explanation of the project and write an individual reflective paper on their research, contributions and personal learning; the reflective paper must be 750–1,000 words; the team project is marked internally and moderated externally.

- **written examination** (1 hour and 15 minutes) – 35% students take a skills based exam based on sources presenting global issue from a range of perspectives, personal, local and/or national, global; the exam focuses on assessing how students apply skills and therefore is not a content heavy assessment. The exam is set and marked externally.

Qualification

Successful completion of this subject will lead to the CAIE qualification 0457 Global Perspectives.

Study Skills

The Study Skills programme offers the opportunity for academic skill development alongside a student's IGCSE subjects. The programme is delivered by specialist learning support teachers; is tailored to individual needs and focuses on both skill development and consolidation of subject content. As the two year period progresses, students are encouraged to take responsibility for their own learning by critically reflecting on the skills they have learned and considering how they could be effectively applied to their studies.

For students taking the Study Skills route it replaces one IGCSE subject, usually Languages or Humanities. Decisions regarding joining Study Skills are made in consultation with parents, Heads of Grade, School Leaders and the Learning Support specialists.

Skills developed

The specific skills covered are based on individual need and can include the following:

- close reading techniques
- methods of note-taking
- planning extended writing tasks
- drafting and editing
- revision strategies
- time management and organisation

Assessment

Students in this course are assessed for their effort, but attainment is not formally assessed.

Homework

The purposes of homework are:

Review—to consolidate, rehearse or practice work done in class.

Examples include:

- reading
- keyword lists
- highlighting keywords in text
- summary table/questions
- memory/mind maps
- categorising information
- prioritising information

Independent, creative or research tasks—to provide students with the opportunity to be more creative, reflective and evaluative; this should be set with two nights completion time so that students can structure their homework time around their activity/rehearsal schedules.

Examples include:

- notes/record of independently researched information
- learning/memorising vocabulary, facts, script
- reading and comprehension
- essay
- laboratory report
- art creation
- creative writing
- research homework

Weekly homework allocation guidelines

In both Grades 9 and Grade 10, we expect homework to take a maximum of around one hour per subject each week. This should include time allocated for review, and comes to a total of around eight hours per week.

Coursework, holidays and revision

Homework set during the last week of term for submission after a holiday should not be more than the normal weekly amount.

There will be no class tests given on the first day after a holiday.

Timing and deadlines

- students/parents should let teachers know if their children have spent an appropriate time on a homework activity but have been unable to complete it; this particularly applies to ESL and Study Skills students the teacher should indicate the maximum time expected to be spent on a task
- all students are expected to abide by the specified deadlines, unless there are genuine extenuating circumstances
- teachers are sensitive to the many demands on the students in the whole College environment and are receptive to student negotiation in advance of a deadline with regard to the amount of homework set and deadlines for completion; students involved in performances or concerts can negotiate extensions but must do so before they miss a deadline
- medical certificates must be provided if a student misses the deadline of a major assessment or is absent due to illness

Homework assessment and feedback

- all significant homework tasks should receive feedback in order to motivate and guide students
- students should have been made aware of the assessment criteria

which will be applied to the assignment

- assessed work with feedback should be returned within a reasonable timeframe to have allowed assessment of the work of the whole class; this is normally within one week

Reports and assessments

The IGCSE programme consists of two-year courses culminating in external examinations. Some courses are wholly internally assessed. Three way conferences are held twice a year, and students receive two assessments over the course of each year.

Assessments are broken into two components: holistic attainment and approaches to learning indicators. The holistic attainment grades are reflective of academic progress made by the students, while the approaches to learning indicators reflect the level of student engagement and effort.

Attainment indicators

- 7: Excellent attainment
- 6: Very good attainment
- 5: Good attainment
- 4: Satisfactory attainment
- 3: Attainment needs to improve
- 2: Low attainment, performance is a serious cause for concern
- 1: No measurable attainment; urgent action is needed
- RJ: The student has only recently joined this class and it is too early to give an assessment

Approaches to learning

Students achieve one of four levels that indicate the frequency, independence and quality of their approaches to learning under three skill areas: Self Management; Communication and Collaboration. These are reported on four times a year, and are accompanied by targets for improvement.

- Strong indicators
- Clear indicators
- Some indicators
- Concern

High School academic structure

Principal	Nick Alchin
Vice Principal (Grade 9 and 10)	Cathy Jones
Head of Grade 9	Steven Scott

Grade 9 and 10 subject groups and department heads (2018/2019*)

Group	Subject	Head of Department
The Arts	Art and Design	Steve Hickey
	Dance	Francesca Thomas
	Drama	Bronwyn Bye
	Film	Michael Wang
	Music	Eivind Lodemel
English	English Language and Literature	Kate Levy
	English as a Second Language (ESL)	Sean Lacey
Humanities	Economics	Jackie Price
	Enterprise	Adam Steele
	Geography	Jodie Chambers
	History	Nicholas Verrill
	Global Perspectives	Adam Goldstein
Languages	School Supported Self-Taught Language	Laurie Kraaijeveld
	Chinese	Qiong Wu
	French	Etienne Kubler
	Spanish and First Language Hindi and Japanese	Oscar Gallego
Mathematics	Mathematics	Ian Walls
Physical Education	Physical Education	Nick Ball
Science	Coordinated Science	Hannah Giddins
Technology	Design and Technology	John Zobrist
Academic Coaching	Study Skills	Vikneswaran Murthi
(I)GCSE Examination Officer		Vani Sithambaram

** At the time of publication in January 2019, Heads of Department for the 2019/2020 school year have not been confirmed. Should you have any question regarding a subject prior to August 2019, please contact the staff member listed here.*

Contact information for staff can be found in the Staff Directory on the College website.