

GRADE 9 AND 10
Academic Learning Programme
2019/2020

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Welcome to (I)GCSE

The (I)GCSE is the International General Certificate of Secondary Education, two-year courses which are offered to international schools by Cambridge International Examinations. In some instances students study GCSE examinations instead; these are British national examinations. GCSE are offered where they provide a better preparation for the IB Diploma Programme (IBDP).

A balanced curriculum

The balanced curriculum is made up as follows:

- **English Language** and **English Literature** or **English as a Second Language**. English Language and English Literature are taught concurrently but lead to separate qualifications.
- At least **one other language** chosen from:
 - **First language** – for native speakers: Chinese, Dutch, French, German, Japanese or Korean
 - **Foreign language** – taught foreign language: Chinese (Mandarin), French or Spanish
 - **School Supported Self-Taught language** – for native speakers of other first languages
- At least **one humanity** selected from Economics, Enterprise, Geography, Global Citizenship or History
- **Coordinated Science** (double award), combining Biology, Chemistry and Physics, counts as two (I)GCSEs
- **Mathematics**
- **A creative or practical subject** – Students are strongly encouraged to consider selecting one of the following subjects:
 - Computer Science
 - Design and Technology: Product Design
 - Dance
 - Drama
 - Music
 - Art and Design: Fine Art
 - Art and Design: Photography
 - GCSE Physical Education
- **Physical Education (PE)** – all students take two sessions of PE each week. This is not part of the GCSE Physical Education subject listed above, and is non-examined.

Creative and practical subjects

All students will take one creative or practical subject unless they are studying two languages other than English.

Assessment

Normally, UWCSEA students enter (I)GCSE examinations in nine subjects.

Assessment patterns differ slightly from subject to subject, however many courses also 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 is initially marked by the teacher, then internally moderated within the department, and then subject to moderation by the examining board to check on the marking standards. Coursework counts for more than 20% in some subjects.

For Cambridge International Examinations, the Grades A*–G are awarded, outstanding performance is awarded A*. The majority of students in the College are likely to score grade C or higher. In 2017, 97% of UWCSEA Dover students achieved all A*–C grades.

From 2018 onwards, in line with changes to the UK examination boards assessment, examinations assessed by Edexcel or AQA will have a

new grading scale that awards grades 9–1 instead of the current A*–G grades. With nine levels of attainment, rather than the eight in the current A*–G grading scale, the new 9–1 grading scale offers greater differentiation of the most able at the top end of the grading scale, recognising outstanding academic achievement. There is also greater differentiation in the middle of the scale, with three grades (4, 5 and 6) aligned to the current C and B grades, motivating students and supporting progression.

External examinations

Grade 10 students are prepared for external examinations within each subject and sit 'mock examinations' at the start of Term 2. Mock examinations take place over a two-week period, during which time students are on study leave.

Final written (I)GCSE examinations begin at the end of April and continue through to the end of Term 3 of Grade 10. A timetable of examinations is published for parents prior to the examination period. Students will begin study leave for their final examinations immediately prior to the first exam.

All students taking (I)GCSE courses must sit the external examinations at the end of Grade 10. There is an extra cost of approximately \$1,000, which will be billed to parents for (I)GCSE examinations during Term 2 of Grade 10 year.

Subject selection guidelines

To ensure that students follow a well-balanced curriculum, there are a few restrictions on subject selection:

- students can select either Economics or Enterprise
- students may choose no more than two humanities
- students may choose either Art and Design: Fine Art or Art and Design: Photography

Points to consider when selecting subjects

There is open access to all (I)GCSE subjects, and students are free to select what they will study within the broad guidelines laid down.

Choices should be influenced by the following points:

- how well has the student progressed in each of the subjects they are thinking of choosing?
- is the student sufficiently interested in a particular course to follow it successfully for two years?
- does the student have any particular career in mind? If so, does this career have any subject-specific requirements?
- if a student is likely to leave the College to join another school in the next two years, parents are advised to check that the subjects chosen are available in that school
- it is not always possible to change examination courses during this two year period, so serious consideration is needed in making choices
- students should not select a subject simply because they like the teacher or because friends are choosing the same subject; teachers can change and friends can be separated in different classes

Advice on languages for English as a Second Language students

If the student is studying English as a Second Language (ESL), they should opt to study their mother tongue if it is available at UWCSEA as a taught course, or through the School Supported Self-Taught language option. Maintaining a high level of fluency (spoken, listening, reading and writing) in their mother tongue, is essential when opting to continue study in the IB Diploma Programme (IBDP).

English

English Language

English Language is for students who have English as a first language. Although taught concurrently with English Literature, it leads to a qualification separate from the Literature programme. The course is active, dynamic and creative, encouraging a wide range of responses in both oral and written work. Emphasis is placed on the comprehension and interpretation of non-fiction texts and literary works from different cultures and traditions, with special focus placed on the close analysis of linguistic features.

The course fosters deliberate and nuanced language use, paying particular attention to the development of personal style, awareness of audience and appreciation of context. The acquisition of general analysis and communication skills, such as synthesis, inference and the ability to order facts and present opinions effectively, is also an integrated element of the programme.

Course content

The course is assessed through external examination. It centres around developing three key areas: reading, writing and speaking and listening, in response to texts from a variety of fiction and non-fiction sources. Whilst some elements of the syllabus are compulsory, such as the genres of composition assessed by the board, the flexibility of the (I)GCSE allows for a variety of further opportunities to prepare the students for the rigorous demands of IBDP English. The department has developed units of extension work, designed to instil the importance of wider reading and independent thinking, and to introduce the students to the different forms of assessment in the IBDP. These units include the study of short stories from different cultures and traditions, the study of a challenging literary text of the teacher's choice, the study of language in a cultural context and the study of language and mass communication.

Students are encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. The department's flagship is the literary magazine *Element*, which showcases a diversity of writing from a range of grades, culminating in an evening where students have the opportunity to present their work to an audience.

Successful completion of this course will lead to the Cambridge International Examinations qualification (I)GCSE, First Language English (0500).

Skills developed

The course aims to foster an ability to write with skilful originality for different audiences and purposes, a capacity for close stylistic analysis and develop confidence in oral presentations. More importantly, students are inculcated with a desire to engage on a personal level with literature and produce work that shows evidence of their individual response and creativity. A key aim is the development of a cooperative learning environment where students are empowered to contribute at all levels.

Assessment

The course is assessed through external examinations.

There are two summative examinations.

- **paper 2: reading – extended – 50% (2 hours)**
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% (2 hours)**
Primarily a writing examination to which there are two sections. The first section requires students to understand the content of a stimulus text and then use and develop text content in a purposeful and appropriate manner, as indicated by task. The second section requires students to craft an extended composition, choosing from a selection of genre-based questions; the genres available to choose from are argumentative/discursive writing, descriptive writing and narrative writing.

English Literature

This course is assessed separately from the English Language programme, but taught concurrently. It explores a variety of literary texts from different cultures, genres and periods, the emphasis being on developing understanding and appreciation of novels, plays and poems. The course encourages a wide range of responses and provides a solid skill foundation for future IBDP studies.

Course content

Literature involves the analysis of novels, plays and poems from different parts of the world and literary periods, to foster an appreciation of the development of literature through the ages and across cultures and to encourage wider reading. The course emphasises creative writing and imaginative oral presentations by students as a further means of inquiry and analysis. Classrooms are equipped with a wide selection of texts beyond the course requirements and students are encouraged to read and discuss these in both formal and informal settings. Each student is also expected to complete an independent reading assignment involving plays and novels of their choice. This aims to develop an individual response to literary study, including the ability to make perceptive and original connections between texts.

Whilst some elements of the syllabus are compulsory, such as the poetry anthology compiled by the examination board, the (I)GCSE's flexibility allows opportunities to prepare the students for the rigorous demands of IBDP English. Extension units of work have been created by the English Department, designed to instil the importance of wider reading and independent thinking and to introduce the students to the different forms of assessment in the IBDP. These units include the study of pre-20th century prose and a range of 'quality' modern and contemporary works from different genres and cultures, as well as satire and film as text.

Successful completion of this course will lead to the Cambridge International Examinations qualification (I)GCSE, English Literature (0475).

Skills developed

The course aims to encourage critical appreciation of the writer's achievements through close analysis and interpretation of literary texts, whilst also inviting the students to explore the relationship between literature and life on a personal level through wider reading. Students develop an ability to respond in a variety of ways, ranging from formal essays and commentaries to creative and expressive written, dramatic and oral pieces, in preparation for both the (I)GCSE and IBDP assessments.

Assessment

For all papers, students are assessed on their ability to respond clearly, specifically and sensitively to the question, show detailed knowledge of the content of literary texts, to show an understanding of the meanings of literary texts and their context, and explore texts beyond surface meaning to show deeper awareness of ideas and attitudes, recognise and appreciate ways in which writers use language, structure, and form to create and shape meanings and effects.

- **paper 1: poetry and prose – 50% (1 hour 30 minutes)**
Closed book exam. Two questions offered for each set text studied – students answer one question for each set text; they can choose freely between a passage-based question and a general essay question.
- **paper 3: drama – 25% (45 minutes)**
Open book exam. Two questions offered – students answer one question for each set text; they can choose freely between a passage-based question and a general essay question.
- **paper 4: unseen text – 25% (1 hour 15 minutes)**
A choice of two unseen texts offered to students; a poem and a prose extract. One question is attached to each unseen text to which students must apply themselves; students answer on one of the texts only.

English as a Second Language (ESL)

The course is designed for students whose first language is not English, but who are taught in English. The course at UWCSEA features two main strands:

1. Language development, including preparation for the (I)GCSE examination in ESL and preparation for studies in English B in the IB Diploma.
2. Preparation for possible studies in English A in the IBDP.

Strand 1: Language development

This strand focuses on the development of language skills necessary for studying and working in English. As well as improving students' general language skills, the course also develops skills with more general application such as analysing and preparing written assignments. The additional language difficulties that ESL students face across the mainstream curriculum are also addressed.

Course content

This is a skills-based course, rather than content based. The four general skill areas tested in the two-year (I)GCSE ESL examination course are as follows:

- reading/writing
- listening
- usage
- speaking

The (I)GCSE ESL course aims to develop 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 an awareness of register in both formal and informal situations
- communicating effectively and appropriately

Successful completion of this course will lead to the Cambridge International Examinations qualification (I)GCSE, English as a Second Language (0511).

Skills developed

This course develops independent learning, oral and written communication skills, confidence, oral performance skills, inquiry, analytical skills based on literary and non-literary texts, evaluation of different information and sources, teamwork and cooperation, time management and editing/revising/proof-reading skills.

Assessment

Students, subject to their course performance in Grades 9 and 10, are entered for either the:

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

External assessment – 100%

- **reading/writing paper – 60%**
(2 hours for extended; 90 minutes for core)
- **listening paper – 20%**
(50 minutes for extended; 30–40 minutes for core)
- **oral exam – 20% (10–15 minutes per individual)**

Grade 11 options

Students who have followed this course will be well prepared to study English B in the IB Diploma. Some students who have made significant progress in English and who have sufficient confidence can be considered for English A in the IB Diploma.

Strand 2: Preparation for possible studies in English A in the IBDP

This strand focuses on introducing the skills students will need for the study of literature in the English A programmes in the IBDP from Grade 11. Students will be introduced to basic techniques for literary analysis and to some of the IB Diploma assessment activities and marking criteria. This strand is not externally assessed.

Course content

Reading: literary texts are studied to introduce students to an exploration of literary themes and contemporary issues. The books chosen have been carefully selected in order to promote critical reflection and classroom discussion and debate.

Writing: based on the reading texts, students will produce a variety of pieces including:

- literary commentary
- character and plot analysis
- imaginative and personal writing
- factual, argumentative and persuasive writing

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

Speaking skills: Students will be actively involved in classroom activities and will be expected to participate in discussions, debates, interviews and presentations based on the themes studied in class.

Skills developed

Students are introduced to basic techniques for literary analysis and to some of the IB Diploma assessment activities and marking criteria.

Assessment

This strand is not externally assessed.

Languages

European Languages

Dutch as a First Language

(Please note: Cambridge International Examinations board no longer offer (I)GCSE examinations in Dutch as a First language; as such this course is not examined as an (I)GCSE).

At UWCSEA the Dutch as a First Language course provides the opportunity for native or near native speakers to improve their language skills and engage in a deeper study of the culture. Students study this course to prepare for a Language A course at IB Diploma level and/or the return of students to a Dutch medium secondary school.

The Grade 9 and 10 curriculum is based on the most recent Dutch attainment goals. In Grades 9 and 10, students will finish the year by taking one or two age-appropriate tests conducted by [Diattoets](#), assessing their reading comprehension skills and (in Grade 9) their Dutch vocabulary.

Charge for Dutch tuition

UWCSEA has an agreement with the Dutch community in Singapore to operate a joint scheme to employ a fully qualified teacher of Dutch. The teacher provides Dutch tuition both within and outside the normal timetable for native speakers of Dutch. The teacher is a full-time employee of UWCSEA Dover but the Dutch community contributes to the total cost of their employment.

Therefore, an extra charge is levied by the Dutch community for any Dutch tuition; the cost depends on the number of students taking Dutch lessons. Please ask for further details before enrolling. There are no extra costs for Dutch exams in Grades 9 or 10.

Course content

Designed for students whose mother tongue is Dutch, the Dutch syllabus in Grades 9 and 10 develops the ability to communicate clearly, accurately and effectively. Active and receptive language skills are developed in an integrative way, and literary analysis tools are introduced. Students 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. Students are encouraged to read widely, both for their own enjoyment and in order to develop an appreciation of how writers achieve their effects.

Skills developed

- students communicate accurately, appropriately and effectively in writing
- students understand and respond appropriately to what they read
- students enjoy and appreciate the variety of language
- students complement other areas of study by developing skills of a more general application. (e.g., analysis, synthesis, drawing of inferences)
- students' personal development and an understanding of themselves and others is promoted

Assessment

- **Diatekst (begrijpend lezen) both in Grades 9 and 10**
- **Diawoord (woordenschat) only in Grade 9** (test is not available for Grade 10)

French as a First Language

This course is for native speakers and prepare students for IBDP Language A and/or the return of students to a French medium secondary school. Oral and written language skills form part of the course. Students can continue with another foreign language, if previously studied. English remains compulsory.

Course content

Designed for students whose mother tongue is French or who speak and write French at a near native level. The (I)GCSE First Language syllabus develops the ability to communicate clearly, accurately and effectively. Students 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. Students are encouraged to read widely, both for their own enjoyment and in order to develop an appreciation of how writers achieve their effects.

Successful completion of this course will lead to the Cambridge International Education qualification (I)GCSE, First Language French (0501).

Skills developed

- students communicate accurately, appropriately and effectively in writing
- students understand and respond appropriately to what they read
- students enjoy and appreciate the variety of language
- students complement other areas of study by developing skills of a more general application. (e.g., analysis, synthesis, drawing of inferences)
- students' personal development and an understanding of themselves and others is promoted

Assessment

- **Component 1: reading and summary writing – 50% (2 hours)**
Questions will relate to two passages of approximately 600-700 words each, linked by a common theme. These passages will be printed on the question paper.
- **Component 2: writing – 50% (2 hours)**
Candidates will be required to write two compositions, (300-600 words each) one from each following two sections:
 - Section 1: discussion and argument
 - Section 2: description and narration

French as a Foreign Language

This course is designed for students who have had a previous experience in the four skills of the language (reading, listening, writing and speaking). It aims to develop the ability to use the language effectively for the purpose of practical communication outside the classroom. By the end of Grade 10, students will have practiced sufficient language skills to become competent tourists. Whilst emphasis is placed on communication students are also challenged to acquire a more advanced use of grammar and linguistic structures.

Course content

A topic-based course, over the two years students study the following areas relevant to everyday use of the language:

- home and abroad
- education and employment
- personal life and relationships
- the world around us
- social activities, fitness and health

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

Successful completion of this course will lead to Pearson Edexcel qualification GCSE, French (9–1)(4FR1).

Eligibility

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

The four skills of listening, speaking, reading and writing are simultaneously developed over the two years through use of a variety of materials and modes.

Assessment

All four skills of the language (listening, reading, speaking and writing) are equally assessed. There is no coursework in French as a Foreign Language. Students take the oral examination at the end of Term 2 in Grade 10 and sit the Listening and Reading/Writing papers at the end of the course. All papers are externally assessed.

German as a First Language

This course is for native speakers and prepare students for IBDP Language A and/or the return of students to German medium secondary school*. Oral and written language skills form part of the course. Students can continue with another foreign language, if previously studied. English remains compulsory.

German is taught in Grade 9 according to the Swiss curriculum, which is a compulsory requirement for students coming from the Swiss School or intending to return to Switzerland.

There is no formal examination at the end of Grade 9, which concludes the compulsory instruction, but students continue to prepare for the German (I)GCSE First Language. This is heavily language-based, so skills tested are similar to those studied in Grades 7 to 9 under the Swiss curriculum.

Course content

Designed for students whose mother tongue is German, the (I)GCSE First Language syllabus develops the ability to communicate clearly, accurately and effectively. Students 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. Students are encouraged to read widely, both for their own enjoyment and in order to develop an appreciation of how writers achieve their effects.

Successful completion of this course will lead to the Cambridge International Education qualification (I)GCSE, First Language German (0505).

Skills developed

- students communicate accurately, appropriately and effectively in writing
- students understand and respond appropriately to what they read
- students enjoy and appreciate the variety of language
- students complement other areas of study by developing skills of a more general application. (e.g., analysis, synthesis, drawing of inferences)
- students' personal development and an understanding of themselves and others is promoted

Assessment

- **Component 1: reading and summary writing – 50% (2 hours)**
Questions will relate to two passages of approximately 600-700 words each, linked by a common theme. These passages will be printed on the question paper.
- **Component 2: writing – 50% (2 hours)**
Candidates will be required to write two compositions, (300-600 words each) one from each following two sections:
 - Section 1: discussion and argument
 - Section 2: description and narration

Spanish as a Foreign Language

This course is designed for students who have had a previous experience in the four skills of the language (reading, listening, writing and speaking). It aims to develop the ability to use the language effectively for the purpose of practical communication. Emphasis is placed on communication whilst at the same time acquiring a more advanced use of grammar and linguistic structures.

Course content

A topic-based course, over the two years students study the following areas relevant to everyday use of the language:

- home and abroad
- education and employment
- personal life and relationships
- the world around us
- social activities, fitness and health

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

Successful completion of this subject will lead to the Pearson Edexcel qualification GCSE, Spanish (9-1) (4SP1).

Eligibility

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

The four skills of listening, speaking, reading and writing are simultaneously developed over the two years through use of a variety of materials and modes.

Assessment

All four skills of the language (listening, reading, speaking and writing) are equally assessed. There is no coursework in Spanish as a Foreign Language. Students take the oral examination at the end of Term 2 in Grade 10 and sit the Listening and Reading/Writing papers at the end of the course. All papers are externally assessed.

Asian Languages

Chinese as a First Language

The Chinese as a First Language course provides the opportunity for native or near native speakers to improve their language skills and engage in a deeper study of the culture. Students study this course to prepare for a Language A course at IB Diploma level.

Course content

The course consists of two major components:

- themes
- literature

Using the themes as a basis, various literary and non-literary texts are explored to develop students' ability and effectiveness in listening, speaking, reading and writing.

Successful completion of this course will lead to the Cambridge International Education qualification IGCSE, First Language Chinese (0509).

Skills developed

- communicate accurately, appropriately and effectively in writing
- understand and respond appropriately to what they read.
- enjoy and appreciate the variety of language
- complement other areas of study by developing skills of a more general application (e.g., analysis, synthesis, drawing of inferences)
- personal development and an understanding of themselves and others is promoted

Assessment

External assessment – 100%

- **paper 1: reading, directed writing and classical Chinese – 50% (2 hours 15 minutes)**
- **paper 2: writing of 400-600 characters – 50% (2 hours)**

Chinese as a Second Language

The Chinese as a Second Language courses provides the opportunity for students who have some Chinese heritage to have in-depth study of Chinese language and culture. The students study this course to prepare for a Language B course at IB Diploma level.

Course content

This course is suitable for students who have some Chinese heritage or for strong foreign language learners. This offers more challenge and depth in studying Chinese and culture and students will develop a high level of language ability in all four skills.

Successful completion of this course will lead to the Cambridge International Education qualification IGCSE, Chinese as a Second Language (0523).

Skills developed

- develop the ability to use Chinese effectively for the purpose of practical communication
- form a sound base for the skills required for further study or employment using Chinese as the medium
- develop 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.
- prepare for IBDP Mandarin B course

Assessment

External assessment – 80%

- **paper 1: reading and writing – 60% (2 hours)**
Candidates read three texts and answer questions testing reading comprehension, as well as write two essays (100-120 characters and 250-300 characters).
- **paper 2: listening – 20% (approx. 35-45 minutes)**

Internally assessed/externally moderated – 20%

- speaking (approx 10-13 minutes) – 20%

Chinese (Mandarin) as a Foreign Language

The Mandarin as a Foreign Language Course provides the opportunity for students who have had some experience in learning Chinese to further develop their four language skills for the purpose of practical communication. The students study this course to prepare for a Language B course at IB Diploma level.

Course content

The 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.

Successful completion of this course will lead to the Cambridge International Education qualification IGCSE, Foreign Language Chinese (Mandarin), 0547.

Skills developed

- develop the ability to use Chinese effectively for the purpose of practical communication
- form a sound base for the skills required for further study or employment using Chinese as the medium
- develop 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
- prepare for IBDP Chinese B Course

Assessment

External assessment – 75%

- **paper 1: listening – 25% (35 minutes)**
Candidates listen to a number of recordings and answer questions and comprehension (30 marks).
- **paper 2: reading – 25% (1 hour 15 minutes)**
Candidates read a number of texts and answer questions testing comprehension (36 marks).
- **paper 4: writing – 25% (1 hour 15 minutes)**
Candidates read a number of texts and answer questions testing comprehension (36 marks).

Internally assessed/externally moderated – 25%

- **paper 3 – speaking – 25% (15 minutes)**
Candidates respond in the target language to three tasks (45 marks)

Japanese as a First Language

(Please note that Japanese as a First language is no longer an examination course, however the structure of the course remains the same).

The Japanese as a First Language course provides the opportunity for native or near native speakers to improve their language skills and engage in a deeper study of the culture. Students study this course to prepare for a Language A course at IB Diploma level.

Course content

The course consists of two major components:

- themes
- literature

Using the themes as a basis, various literary and non-literary texts are explored to develop students' ability and effectiveness in listening, speaking, reading and writing.

Skills developed

- students communicate accurately, appropriately and effectively in writing
- students understand and respond appropriately to what they read
- students enjoy and appreciate the variety of language
- students complement other areas of study by developing skills of a more general application (e.g., analysis, synthesis, drawing of inferences)
- students' personal development and an understanding of themselves and others is promoted

Assessment

There are 2 internal examinations conducted at the end of each year of the 2 years course (i.e., one in Grade 9 and one in Grade 10).

Internal assessment (Grade 9) – 100%

- **paper 1: reading and directed writing – 100% (2 hours)**

Internal assessment (Grade 10) – 100%

- **paper 1: reading and directed writing – 60% (2 hours 15 minutes)**
- **paper 2: continuous writing (400-800 characters) – 40% (1 hour 15 minutes)**

Korean as a First Language

The Korean as a First Language course provides the opportunity for native or near native speakers to improve their language skills and engage in a deeper study of the culture. Students study this course to prepare for a Language A course at IB Diploma level.

Course content

The course consists of two major components:

- themes
- literature

Using the themes as a basis, various literary and non-literary texts are explored to develop students' ability and effectiveness in listening, speaking, reading and writing.

Successful completion of this course will lead to the Cambridge International Education qualification (I)GCSE, First Language Korean (0521).

Skills developed

- students communicate accurately, appropriately and effectively in writing
- students understand and respond appropriately to what they read
- students enjoy and appreciate the variety of language
- students complement other areas of study by developing skills of a more general application (e.g., analysis, synthesis, drawing of inferences)
- students' personal development and an understanding of themselves and others is promoted

Assessment

External assessment – 100%

- paper 1: reading – 50% (2 hours)
- paper 2: writing two compositions (350-500 words) – 50% (2 hours)

School Supported Self-Taught Language A

The College values and celebrates linguistic diversity. This non-examined course is for learners who wish to pursue studies in their Mother Tongue ('Language A'), but for whom there is no taught course available.

The School Supported Self-Taught Language A course helps learners prepare the literary analysis skills needed for the IB School Supported Self-Taught Language A course in Grades 11-12.

These literary analysis skills are taught in class by the teacher through the medium of English, and learners then convert and apply the skills through their writing in Language A. In this way, students take ownership of their learning in the target language. In addition to developing the conceptual tools for exploring literature, the course will also consider how to structure essays about literature.

The written work of each learner is regularly assessed by an external Marking Tutor, against criteria provided by the College. This assessment process is mediated by the teacher. While it is not the Marking Tutor's role to engage in full tuition with the students, their written feedback to students includes constructive comments and guidance for improvement in future work. These Marking Tutors, appointed and paid by the College, are carefully selected on the basis of their experience and expertise. Parents are also free to engage additional tuition in Language A, but this is entirely at their own expense and initiative. Moreover, parents can play an important role in supporting their children's efforts by discussing work with them in the target language.

Additional cost

The College heavily subsidises the costs incurred in employing the Marking Tutors. However, there is an additional charge of \$400 per year to cover part of the cost of providing this service.

Course content

The course will explore three categories of literature:

- prose fiction
- poetry
- drama

These will be approached in class initially through texts in English. Learners will then apply the skills covered to works they have read independently in Language A.

Skills developed

- extensive and close reading
- literary analysis
- commentary and essay writing
- presentations

Assessment

This course is not externally examined and as such does not lead to an (I)GCSE qualification. The course is internally assessed, through regular assignments and a school-based year-end examination.

Humanities

Economics

Economics is important in all aspects of modern society and the course aims to prepare students to play an active role in that society. Students learn the use of the basic tools, ideas and concepts of economics, and a primary emphasis is placed on students applying basic economic principles to the world around them and to current economic events. They are expected to interpret, organise and analyse various forms of data. The study of Economics gives students grounding in a subject useful for the rest of their adult lives.

Course content

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

- the basic economic problem
- the allocation of resources
- microeconomic decision makers
- government and the macroeconomy
- economic development
- international trade and globalisation

Successful completion of this course will lead to the Cambridge International Education qualification (I)GCSE, Economics (0455).

Skills developed

Economics is suited to students with an interest in current affairs and events in the world around them. There is no need for great mathematical skills at this level. Students finish the course with a better understanding of the economic world in which they live and of their part within it. They develop skills of numeracy, literacy, enquiry, selection and employment of relevant sources of information, presentation and interpretation.

Assessment

- **paper 1 – 30% (45 minutes)**
Candidates answer 30 multiple choice questions.
- **paper 2 – 70% (2 hours 15 minutes)**
Candidates answer one compulsory question, which requires them to interpret and analyse previously unseen data relevant to a real economic situation, and three optional questions from a choice of four.

Enterprise

(I)GCSE Enterprise is a course which encourages learners to develop their understanding and the practical skills associated with the work environment and the running of a small enterprise. The syllabus provides the knowledge associated with running a small enterprise, and an opportunity for candidates to apply this knowledge in a practical and engaging way when running their own enterprise project or activity.

Learners are encouraged to study enterprise in a local as well as a global context, while enhancing their skills of investigation, analysis, interpretation, evaluation and practical problem-solving.

Course content

Grade 9

Introduction to Enterprise, Setting up a new enterprise, The skills and personal attributes needed to run an enterprise, Business opportunities, responsibilities and risk. Negotiation, Understanding finance.

Grade 10

Business planning, Markets and customers, Help and support for enterprise, Communicating with other people.

Coursework tasks

Running parallel with their course, learners will also start-up and run an enterprise project. To do this, they will face the following:

Grade 9

- **task 1:** identifying a suitable project or activity

Grade 10

- **task 2:** planning the project or activity
- **task 3:** implementing the plan
- **task 4:** evaluating the project or activity

Successful completion of this course will lead to the Cambridge International Education qualification (I)GCSE, Enterprise (0454).

Skills developed

Learners are given the opportunity to develop a knowledge and understanding of the business environment, and to:

- apply the skills of enterprise: skilfully apply knowledge and critical understanding to familiar and unfamiliar enterprise problems and issues. Develop communication materials appropriate for the intended audience and purpose.
- solve enterprise problems: evaluate, analyse, explain and interpret information, in order to make judgements and conclusions relating to enterprise problems and situations.

Assessment

- **paper 1: based upon a pre-seen case study – 50% (1 hour 30 minutes)**

Learners 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 (100 marks).

- **paper 2: coursework – 50%**

Candidates will run their own enterprise activity or project, and produce a portfolio of evidence using a variety of communication methods (60 marks).

Geography

Geography is the study of places and people with an emphasis on how the natural environment plays a role in their interaction. The (I)GCSE Geography course comprises a core of essential knowledge together with critical thinking skills, enabling students to make sense of the world around them as the 21st century develops.

Course content

The curriculum is divided into three themes which are collectively designed to develop an understanding of both the natural and the human environment:

Theme 1 – Population and Settlement

- Population change and migration
- Settlement and urbanisation

Theme 2 – The Natural Environment

- Earthquakes and volcanoes
- Rivers and coasts
- Weather, climate and ecosystems

Theme 3 – Economic Development

- Development, industry and globalisation
- Water supply, food production and tourism
- Environmental risks of economic development

Successful completion of this course will lead to the Cambridge International Education qualification (I)GCSE, Geography (0460).

Skills developed

- an understanding of the processes which affect natural and human environments
- an understanding of location on a local, regional and global scale - developing a 'sense of place'
- the ability to use and understand geographical data and information
- independent investigation and primary data collection techniques (in the 'field') and report writing
- collaboration, teamwork and oral presentation skills

Assessment

External assessment – 72.5%

- **paper 1: structured questions on the three themes – 45%**
- **paper 2: skills-based paper – 27.5%**

Internal assessment/Coursework – 27.5%

One coursework assignment related to the themes of the course. Fieldwork is carried out (during a one day fieldtrip) on Pulau Ubin, an island in north east Singapore, to investigate whether it should be conserved or developed.

Global Citizenship

This new course aims to make students more knowledgeable about key issues and changes affecting societies across the globe. It also aims to foster an understanding of how communities interact locally, nationally, regionally and globally in response to change. Skills of enquiry, analysis and evaluation of different perspectives in relation to global issues and change will be developed.

Course content

This two year course is made up of the following themes culminating in a Citizen Community Action Project.

Theme 1: Politics and Governance: Democracy and Sovereignty; Systems and Governments; Human Rights; International Law; Citizenship in Action

Theme 2: Economic Development and the Environment: UN Sustainable Development Goals; Growth of regionalisation; Citizenship in Action

Theme 3: Culture and Community: Global and National Culture; Identity and migration; Social attitudes and changing lifestyles; Global language and communications; Cultural change in emerging economies

Theme 4: Technology: Technology energy and climate change; Social media identity and freedoms; Citizenship in action

Citizen Community Action Project: Students will identify an issue, problem or cause of social need that relates to citizenship concepts and themes studied as part of the course.

Successful completion of this course will lead to the Pearson Edexcel qualification GCSE, Global Citizenship (9-1), (4GL1).

Skills developed

In addition to developing critical thinking skills, students have opportunities to experience inter-disciplinary connections between subjects and to practice and strengthen vital academic skills, including:

- research and enquiry skills
- collaboration and presentation skills
- ability to formulate reasoned written and verbal arguments

Assessment

The assessment has been benchmarked against other International GCSE subjects to ensure there is equal demand on the learner to engage with source material, apply subject-specific knowledge and understanding to new contexts, and to evaluate viewpoints and arrive at judgements.

• paper 1 – 100% (100 marks) (2 hours and 30 minutes)

The paper consists of three sections:

- **section A:** citizenship community action project worth 20 marks.
- **sections B and C:** key questions on four main themes (Politics and Governance, Economic Development and the Environment, Culture and Community, Technology). The assessment will feature questions on a number of sources.) 2 sections of 30 marks
- **section D:** synoptic essay worth 20 marks.

History

Through an exploration of some of the major events of the 20th century, the (I)GCSE History course encourages thinking about why the modern world is the way it is today. There is a strong focus on explaining the causes and effects of events and identifying patterns of change and continuity. This helps students to unravel and analyse many ongoing issues in global politics and international relations such as the Arab-Israeli Crisis.

In the process, students develop source analysis skills and are able to weigh up conflicting evidence and points of view to develop their own arguments. These are essential skills for the IB and beyond.

Course content

Grade 9

- Russia and the Soviet Union, 1905–1924: Tsarist rule in Russia, 1905–14; Opposition to Tsarist rule 1914–17: the impact of war and the February Revolution; Provisional Government and the Bolshevik Revolution; The Bolshevik consolidation of power and the Civil War; War Communism and the New Economic Policy (NEP).
- Development of dictatorship: Germany, 1918–1945: the establishment of the Weimar Republic and its early problems; the recovery of Germany, 1924–1929; the rise of Hitler and the Nazis to January 1933; Nazi Germany 1933–39; Germany and the occupied territories during the Second World War.

Grade 10

- A world divided: superpower relations, 1945–1962: reasons for the Cold War; early developments in the Cold War, 1945–1949; the Cold War in the 1950s; the Berlin Crisis of 1961; Three crises: Berlin, Cuba and Czechoslovakia; The Thaw and moves towards Détente, 1963–72.
- The Middle East: conflict, crisis and change, 1917–2012: This unit comprises five key topics, each centred on crucial developments in the history of this period. The following themes run through the key topics: international involvement in Middle East conflicts, the problem of disputed territorial claims, military conflicts – the key wars, political and diplomatic attempts to achieve lasting peace, the role of terrorism. Build up of tension in Palestine, 1917–46; The creation of Israel, the war of 1948–49 and the Suez Crisis of 1956;

Tension and conflict, 1956–73; Diplomacy, peace then wider war, 1973–83; The attempts to find a lasting peace, 1987–2012.

Successful completion of this course will lead to the Pearson Edexcel qualification International GCSE, History (4HI1).

Skills developed

- development of rigorous and cogent arguments
- ability to make reasoned judgements
- critical thinking
- analysis, synthesis and interpretation of information
- construction of substantial analysis about the past
- research and selection of material
- communication and organisation

Subject specific concepts explored

- historical significance
- causation
- change and continuity
- historical perspectives
- nature of historical evidence
- ethical dimensions

Assessment

External assessment – 100%

Two exam papers of 1 hour 30 minutes each, comprising a mixture of short and extended answers drawing on students' own knowledge and understanding as well as the provided source material.

Coordinated Science

The Coordinated Science double award provides the ideal preparation for IBDP Biology, Chemistry and Physics at either Higher or Standard Level as well as Environmental Systems and Societies. The double award course is taught in eight teaching periods each week.

Coordinated Sciences gives students the opportunity to study biology, chemistry and physics, each covered in separate syllabus sections. Students learn about the basic principles of each subject through a mix of theoretical and practical studies, while also developing an understanding of the scientific skills essential for further study. Candidates learn how science is studied and practised, and become aware that the results of scientific research can have both good and bad effects on individuals, communities and the environment. As well as focusing on the individual sciences, the syllabus enables candidates to better understand the technological world they live in and take an informed interest in science and scientific developments.

Course content

Taught by two teachers as a series of Biology, Chemistry and Physics units, there are many links between each subject area. Each teacher teaches one of the three subjects (Physics, Chemistry or Biology) and the third subject is split between them.

Biology

Living organisms, cellular organisation, photosynthesis, gaseous exchange in animals, transport systems, respiration, diet and health, digestion, responding to the environment, homeostasis, plant reproduction, human reproduction, inheritance and evolution, organisms and the environment.

Chemistry

Classifying elements, materials and structures, oxidation and reduction, ions and electrolysis, metals and alloys, energetics, petrochemicals and fuels, solvents and solutions, acids and alkalis, air and water, fertilizers, rates of reaction and organic chemistry.

Physics

Strength of solids, particles in motion, force and motion, energy transfer, energy resources and distribution, electricity, light and electromagnetic spectrum, sound and waves, kinetic energy, gravity, magnetism, atomic physics, radioactivity.

Successful completion of this course will lead to the Cambridge International Education qualification (I)GCSE, Co-ordinated Science (Double Award), (0654).

Skills developed

The course promotes interdisciplinary enquiry, independent learning, communication, fine motor skills, logic and problem solving and evaluation of different information and sources.

Assessment

All students will enter for three papers:

Core syllabus (grades C to G) – 100%

- paper 1: multiple choice questions – 30%
- paper 3: short-answer and structured questions – 50%
- paper 6: questions to assess experimental skills – 20%

Extended syllabus (grades A* to C) – 100%

- paper 2: multiple choice questions – 30%
- paper 4: short-answer and structured questions – 50%
- paper 6: questions to assess experimental skills – 20%

Mathematics

In IGCSE Mathematics, students will be encouraged to develop their mathematical knowledge and skills in a way that builds confidence and provides satisfaction and enjoyment. The course also prepares students to use the power of Mathematics in an increasingly technological world.

Students will develop the ability to solve problems by applying combinations of mathematical skills and techniques, using investigation, analysis, deduction and an appropriate strategy. They will recognise patterns and structures and form generalisations, draw logical conclusions from information and understanding the significance of statistical results. Students will also use the concepts of mathematical modelling to describe a real life situation and make effective use of technology.

Students follow a two-year course in Mathematics and take the Cambridge International Mathematics (CIM) IGCSE examination in June of Grade 10 at either Extended or Core level. Students who are particularly gifted in Mathematics will supplement their studies with the IGCSE Additional Mathematics course in both Grades 9 and 10. At the end of Grade 10, the students will take both the CIM and the Additional Mathematics examinations.

Course content

Students follow a course that develops their knowledge and skills in a number of branches of Mathematics, including:

- Coordinate Geometry and Trigonometry
- Mensuration and Geometry
- Probability and Statistics
- Functions and Transformations
- Number and Algebra
- Set Theory

Their 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.

Successful completion of these courses will lead to Cambridge International Examinations qualifications:

- (I)GCSE International Mathematics (0607)
- (I)GCSE Additional Mathematics (0606)

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. Skills prospective employers appreciate are the ability to think logically and independently, to express oneself clearly and to apply theoretical knowledge to solve problems in real world situations. Mathematical training 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.

Our students will develop the ability to:

- select the mathematics and information to model a situation
- use a graphing calculator efficiently and effectively
- solve a problem by investigation & analysis, forming generalisations
- communicate mathematical work using correct notation and terminology
- use statistical techniques to explore relationships in the real world
- apply combinations of mathematical skills and techniques to solve a problem

Recommended calculator

All students will be expected to purchase a graphical calculator TI-nSpire CX. For any students taking the Additional Mathematics course, a second non-graphing calculator is required. The Mathematics Department recommends the Texas Instruments TI-30X IIB scientific calculator.

Assessment

A student's final grade is based on 3 examinations at the end of the course. The first paper (20%) assesses knowledge and the use of basic skills and methods. Questions focus on concepts that can be assessed without access to a calculator. The second paper (60%) features longer response questions and some of the questions will particularly assess the use of the graphics calculator. In the final paper (20%) students are assessed on their ability to investigate and solve a more open-ended problem. Clear communication and full reasoning is especially important in the final paper.

Mathematics CIM (I)GCSE: Extended (grades available: A* to E)

- **paper 2 – 20% (45 minutes)**
Short response questions designed to assess knowledge and use of basic skills and methods.
- **paper 4 – 60% (2 hours 15 minutes)**
Extended response questions some of which will particularly assess the use of graphing calculator functions.
- **paper 6 – 20% (1 hour 30 minutes)**
Investigation and Modelling. Assesses the ability to investigate, model, and solve more open-ended problems.

Mathematics CIM (I)GCSE: Core (grades available: C to G)

- **paper 1 – 25% (45 minutes)**
Short response questions designed to assess knowledge and use of basic skills and methods.
- **paper 3 – 60% (2 hours)**
Extended response questions some of which will particularly assess the use of graphing calculator functions.
- **paper 5 – 15 % (1 hour)**
Investigation. Assesses the ability to investigate and solve more open-ended problems.

Additional Maths (I)GCSE Mathematics (grades available: A* to E)

- two papers, each worth 50%, each can use calculator

IBDP progression

After IGCSE, there are two Mathematics courses available within the IB Diploma Programme (IBDP). They are:

- Mathematics: Analysis & Approaches
- Mathematics: Applications & Interpretation

Both courses are offered at Higher Level (HL) and Standard Level (SL). The courses are designed for different types of students: those who wish to study mathematics as a subject in its own right or to pursue their interests in areas related to mathematics, and those who wish to gain understanding and competence in how mathematics relates to the real world and to other subjects. These courses are designed to meet the needs of students with differing abilities and different requirements for higher education. In making the selection, consideration should be taken of the following factors:

- A student's ability in mathematics and the type of mathematics they can be successful in
- A student's interest in mathematics and those particular areas of the subject that hold the most interest for them
- Other subject choices within the framework of the Diploma Programme.

Creative and practical subjects

Computer Science

"Everybody in this country should learn how to program a computer because it teaches you how to think." (Steve Jobs)

Computer science is the study of the foundational principles and practices of computation and computational thinking and their application in the design and development of computer systems. This course helps develop computational thinking, that is thinking about what can be computed and how.

Learning computational thinking involves learning to program, that is to write computer code, because this is the means by which computational thinking is expressed. It is not, however, primarily a vocational course. The logic required to solve problems and the ability to decompose large problems into a series of smaller ones that can be tackled more easily is a key skill for a wide variety of future academic and career paths.

Course content

The course content is studied in a mainly practical way: problem-solving and programming. Students learn to think, use knowledge with understanding and demonstrate understanding gained through practising practical skills. The course will be taught using both Python and JAVA.

This course provides useful foundations for IBDP Computer Science or similar courses.

Section 1: Theory of Computer Science

- Data representation: binary system, hexadecimal, data storage
- Communication and Internet technologies: data transmission, security, internet
- Hardware and software: logic gates, computer architecture, input and output devices, memory, storage devices and media, operating systems, high- and low- level language and their translator
- Security
- Ethics

Section 2: practical problem-solving and programming

- Algorithm design and problem-solving: problem-solving and design, pseudocode
- Programming: programming concepts, data structures and arrays
- Databases

Successful completion of this course will lead to the Cambridge International Education qualification (I)GCSE, Computer Science (0478).

Skills developed

The Cambridge (I)GCSE Computer Science syllabus aims to:

- develop computational thinking: inquiry; logic and problem solving
- develop an understanding of the main principles of solving problems by using computers
- develop understanding that every computer system is made up of sub-systems, which in turn consist of further sub-systems
- develop an understanding of the component parts of computer systems and how they interrelate, including software, data, hardware, communications and people
- acquire the skills necessary to apply this understanding to develop computer-based solutions to problems using Python and JAVA

Assessment

All assessment is external:

- **paper 1: written paper on the Theory of Computer Science – 60% (1 hour 45 minutes)**
This paper mainly contains questions requiring a short response, a word, a phrase or one or two sentences, although there are some questions requiring a more extended response.
- **paper 2: written paper on practical problem-solving and programming – 40% (1 hour 45 minutes)**
40% of the questions are based on the pre-release material that presents problems that the students work on in the lessons during the course. The exam questions will require candidates to have practical programming experience including writing their own programs, executing (running), testing and debugging them.

Design and Technology: Product Design

Design and Technology prepares students to participate confidently and successfully in an increasingly technological world. Students gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students get the opportunity to work creatively when designing and making and apply technical and practical expertise. Creativity is a fundamental part of the subject, as the designing and making activities seek to develop creativity and confidence in students' ability to think, question, explore, create and communicate.

The course also allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. Combining knowledge and understanding of a range of materials and techniques with practical skills, the course provides breadth in creative learning and depth in the application of practical and transferable skills.

Students are given the opportunity to design and make quality product(s) from a wide range of materials as one-off prototypes. This is an excellent course for students interested in design and manufacturing and leads to an IB Diploma course in Design Technology at both Higher and Standard Levels.

Course content

Design and Technology is a practical subject area which requires the application of knowledge and understanding when identifying and investigating design problems, designing ideas, prototyping products and evaluating them. The distinction between Designing and Making is a convenient one to make, but in practice the two often merge. The students undertake tasks which cover the theory and concepts of the syllabus and develop skills in the design process, communication and manufacturing through design and making practical projects.

Over the course the following theoretical topics are covered: The work of other designers and companies, design strategies, communication of design ideas, prototype development, new and emerging technologies, energy generation and storage, environmental, social and economic challenge, developments in new materials, systems approach to designing, mechanical devices, forces and stresses, materials and their working properties, selection of materials or components, sources and origins of materials, using and working with materials, scales of production, specialist techniques and processes and surfaces treatment and finishes.

Successful completion of this subject will lead to the AQA qualification: GCSE Design and Technology (9 -1), (8552).

Skills developed

- develop creative thinking and critical thinking through making links between the principles of good design, existing solutions and technological knowledge
- make decisions, consider sustainability and combine skills with knowledge and understanding in order to design and manufacture quality products
- analyse and evaluate existing products and produce practical solutions to needs, wants and opportunities, recognising their impact on quality of life
- explore ways in which aesthetic, technical, economic, environmental, ethical and social dimensions interact to shape designing and making
- apply communication techniques, systems and control, computer-aided design/computer-aided manufacturing (CAD/CAM) and digital media
- develop production planning and time management skills through working on long term projects

Assessment

External assessment: one written examination paper – 50% (2 hours)

- a mixture of multiple choice, short answer and extended response questions

Non-examination assessment: substantial design and make task – 50% (approx. 30-35 hours)

- consists of single design and make activity based on a contextual challenge set by the examination board

Dance

Dance is an essential course for those wishing to dance professionally and study at a higher level, however it is also an excellent course for developing students' confidence and self esteem, it nurtures creativity, critical thinking and has strong cultural links. Though some dance experience is desirable for GCSE it is not mandatory; just a commitment to dance and the willingness to take risks is needed.

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

Course content

Students will engage in regular technical classes that will improve their coordination, strength, flexibility and stamina. The course allows students to explore choreography using a variety of stimuli, which helps to increase their movement vocabulary and gain insight into the craft of choreography. Dancers will learn about performance and expressive skills, dance physiology and anatomy.

Successful completion of this course will lead to the Pearson Edexcel qualification GCSE, Dance (9-1).

Skills developed

Dance enables candidates to develop skills, knowledge and understanding of dance as choreographer, performer 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

- **unit one: performance – 30%**
- **unit two: choreography – 30%**
- **unit three: appreciation – 40%**

Drama

Drama helps students to develop a range of skills that are useful for a wide range of future study and career options. It is not simply a course for aspiring actors or even those intending to study the subject in the IBDP or at university, though it certainly provides an excellent foundation for this. Drama allows students to develop skills of presentation, collaboration, communication and creative problem solving. These skills are transferable to other areas while also being essentially important in the study of Drama itself. Every student has a unique voice and Drama helps to bring out the best expression of that voice.

Drama offers a different approach to developing confidence and communication skills. Drama can help with future employment prospects. The skills learnt are as useful to the business person, the teacher and the lawyer, as they are to the performer. The challenges that will be faced by businesses and entrepreneurs in the future cannot be accurately predicted today – those who are able to creatively solve the problems that arise in the future will be in a better position to be successful in our ever-changing world.

Course content

The key areas are: creating original work from a given starting point; creating performances from text; writing about the practical exploration of performance texts and evaluating live theatre. The course explores various ideas and different means of presenting them effectively. By adopting roles and improvising situations, students gain a new and original understanding of the topics under exploration and develop skills of initiative and teamwork. Students explore significant play texts and create their own performances. They also complete a portfolio of evidence recording and analysing the process of devising original work. In addition, there is an emphasis on the techniques and practice of theatre and many students begin to engage with the technical and design aspects.

Successful completion of this course will lead to the Pearson Edexcel qualification GCSE, Drama (9-1), (1DR0).

Skills developed

The course aims to:

- develop confident communicators who can work with imagination and initiative as individuals and as part of a team. Students develop an innovative approach to solving problems of structure and communication
- help students attain the self-discipline and performance skills to enable them to present their ideas in a fully formed and sophisticated performance
- encourage students to present their written responses and evaluation in a creative and effective manner
- promote collaboration and compromise and develop interpersonal skills

Assessment

- **paper 1: coursework (internal) – 40%**
 - a performance of an original piece of performance; students can work in role as performer or designer
 - analysis and evaluation of the process and performance
- **paper 2: coursework (external) – 20%**
 - staging a performance of two extracts of a play text; students can work in role as a performer or a designer
 - students are assessed on their performance or design outcome
- **paper 3: written examination (external) – 40%**
 - students practically explore and study a complete performance text; students view and evaluate a live theatre performance
 - following these experiences, students sit a 1 hour 30 minutes written examination

Music

Students take Music for its own sake, as the basis of a future leisure interest, or they 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 learn about recording and music technology.

Course content

The course develops the student's musical interests and expands their perspective of music in cultural, social and historical contexts. There are four areas of study, each including two set works representing world music, popular music and classical music. During the course students study through performing, composing, listening and appraising with the opportunity to develop their understanding of music technology as a compositional tool.

Grade 9

- music for stage and screen
- instrumental music from the 1700s–1820

Grade 10

- fusions
- vocal music

Successful completion of this course will lead to the Pearson Edexcel qualification GCSE, Music (9-1).

Skills developed

Through independent study, and the support of their instrumental teacher, students will develop their specific instrumental or vocal skills. Students will develop their compositional skills through experimentation and by investigating the music of established composers and musicians from around the world. They will develop skills in communication and music 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 should be involved in a musical activity and take tuition in their main instrument or voice, either through the College's Instrumental Teaching Programme or with a reputable teacher outside UWCSEA. Development of instrumental skills demands a high level of dedication to individual practice. Therefore, the most important qualities needed for success are commitment, enthusiasm and active participation in all types of music making.

Assessment

External assessment – 40%

- one listening examination, based on the set works from the four areas of study, in the last term of the course

Internal assessment – 60%

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

All coursework must be recorded.

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 strong foundation for IBDP Visual Arts at both Higher and Standard levels.

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.

Successful completion of this course will lead to the Pearson Edexcel qualification GCSE: Art and Design: Fine Art (9-1).

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 further develop their work. This may include using the Open Studio facility (available three days after school). 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. All students will exhibit a selection of their work in the annual High School Art Exhibition.

Assessment

Coursework – 60%

The assessment of a final portfolio of work is based upon how well students can:

- collect and creatively record material: both their own work and the work of others
- analyse and evaluate images, understanding their context and making connection with their own work
- develop, explore, and review ideas
- achieve their planned aims and intentions when producing a finished piece of work

Examination: externally set assignment – 40%

At the end of the course students take a practical examination worth 40% of their grade. The 10-hour exam is taken over two days in April. In January, students receive an examination paper containing a specific theme that suggests several different starting points for investigation. Students have eight to ten taught weeks prior to their examination to plan and prepare and explore their ideas, with the teacher's guidance, ready for the examination. In the examination students are expected to resolve their ideas in the form of a highly personalised and contextualised final outcome. Students are assessed on both their preparation work and the final outcome produced in the examination, using the same criteria used in the coursework assessment.

Art and Design: Photography

This course is for the imaginative student who wants to continue their studies in Art using a new medium. It is very closely linked to the GCSE: Fine Art course and is as artistically and academically challenging. The subject is a major opportunity for students to develop critical thinking and creative problem solving skills, and students are encouraged to think 'outside the box' and develop personal ideas and interests in their work, creating pieces that present these concepts to an audience visually.

The subject is an ideal stepping-stone for students preparing for IBDP Visual Art at both Standard and Higher Levels.

Course content

This course is a combination of visual research and investigation, in the form of a visual workbook, and practical work. Students learn and develop techniques not only with conventional film cameras and darkroom processes but also work with digital photography and digital manipulation software. After learning the basics in these areas, further skills are acquired via a series of theme-based projects. The themes are broad-based, allowing students to explore and develop ideas in directions that interest them. In each case, students are expected to investigate increasingly complex and technically challenging ideas in their photography.

Studying the work of other photographers and artists is an essential part of the course. Much can be learned from exploring not only the technical and compositional ideas used in other people's work but also the social and cultural contexts that existed when the image was made. Such information helps students to build a better understanding of how photographs communicate with us and importantly, can be used to help improve students' own concepts as they review and modify their plans. During these projects, students also have an opportunity to experiment with unusual or alternative techniques, processes and materials.

By the end of the course, students have put together a coursework portfolio consisting of research workbooks and photographic pieces. These demonstrate their ability to create complex and convincing

pieces of work, derived from a thorough exploration of the students chosen ideas.

Successful completion of this course will lead to the Pearson Edexcel qualification GCSE: Art and Design: Photography (9-1).

Skills developed

The course is suited to students with strengths in the following areas: independent learning, creativity, artistic expression, research and critical evaluation of different sources, time management.

Special requirements

Students must be prepared to do some work outside lesson-time. Homework can involve taking photos at school, home or on location, or visiting specific locations to do research. Students may need to use the darkroom or art studios after 3pm to take photographs, process or print. Holidays present exceptional opportunities to take photos that can add substantially to a student's final portfolio; they are encouraged to make full use of these opportunities.

Students are expected to exhibit their work when the opportunity arises and all students will exhibit a selection of their work in the annual High School Art Exhibition.

All students undertaking this course should possess their own camera. A digital camera is essential but should not be too automated as to prevent a degree of control to the user. A digital SLR is not a requirement but can be very useful. A 35mm SLR film camera is also useful but not essential. The ideal student film camera is a simple camera with full manual functions; old or second-hand cameras are often suitable.

Assessment

Coursework – 60%

The assessment of a final portfolio of work is based upon how well students can:

- collect and creatively record material: both their own work and the work of others
- analyse and evaluate images, understanding their context and making connection with their own work
- develop, explore, and review ideas
- achieve their planned aims and intentions when producing a finished piece of work

Examination: externally set assignment – 40%

At the end of the course students take a practical examination worth 40% of their grade. The 10-hour exam is taken over two days in April. In January, students receive an examination paper containing a specific theme that suggests several different starting points for investigation. Students have eight to ten taught weeks prior to their examination to plan and prepare and explore their ideas, with the teacher's guidance, ready for the examination. In the examination students are expected to resolve their ideas in the form of a highly personalised and contextualised final outcome. Students are assessed on both their preparation work and the final outcome produced in the examination, using the same criteria used in the coursework assessment.

GCSE Physical Education

If students have a passion for playing sport and an interest in fitness and the human body, this course is an ideal way to explore these topics. Top-class athleticism is not a requirement; the all-rounder with a good level of fitness and genuine interest in all things sporting is the ideal student.

Course content

The course is divided into two components, practical and theory. Students are strongly encouraged to further develop their practical expertise by joining the Activities programme as appropriate.

Practical component (50% of the final grade)

The assessment consists of students completing four physical activities from a set list. They can choose from a range of activities from at least two of the following categories:

- Games
- Gymnastics
- Dance Activities
- Athletic activities
- Outdoor and Adventurous activities
- Swimming
- Combat Activities

Theory component (50% of the final grade)

The following areas are studied in detail:

- Anatomy and Physiology
- Health, Fitness and Training
- Skill Acquisition and psychology
- Social, cultural and ethical influences

Skills developed

Students establish a good appreciation of sport from a range of unfamiliar perspectives. The implications for an elite athlete, the teacher/coach role and the role of administrators in sport are all examples of this. Students develop skills of independent learning, effective communication, planning, team work and time management, in conjunction with a wide range of gross and fine motor skills.

Assessment

The external assessment consists of one written paper including short-answer questions, and extended writing questions.

Students will be assessed internally for their practical sports against set criteria found in the Cambridge IGCSE Physical Education practical performance assessment document.

Physical Education

The Physical Education programme is part of the core curriculum followed by all Grade 9 and 10 students. This is a non-examined course.

The overall aim of the Physical Education programme is to help students to develop the confidence to take part in different physical activities and learn about the value of healthy, active lifestyle.

Physical Education helps students develop personally and socially. They work as individuals, in groups and in teams, developing concepts of fairness and personal and social responsibility. They take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that physical education offers, they learn how to be effective in competitive, creative and challenging situations.

The Physical Education programme in Grades 9 and 10 aims to develop the following essential skills and processes:

- developing skills in physical activity so that they may be pursued beyond school
- making and applying decisions
- developing physical and mental capacity and encourage important aspects of personal and social development.
- evaluating and improving
- making informed choices about healthy and active lifestyles

All students in Grades 9 and 10 have two 75 minute lessons per week.

Course content

Grade 9 and 10

A typical programme includes activities taken from physical domains including invasion, court, fitness, over the net, striking, adventure and aquatics. Each of the activities empower students with ownership in their learning with more emphasis on this during Grade 10. Every five weeks their activity theme changes.

An overview of sports covered in the Grade 9 and 10 core curriculum:

- striking
- invasion court
- invasion field
- over the net
- fitness
- adventure and aquatics

Skills developed

Fundamental skills and techniques are practiced and refined for each of the units covered in Grades 9 and 10 in a variety of modified environments. Students wishing to further these skills outside of the curriculum are encouraged to access the wide range of sports offered in the Activities programme.

Assessment

Students in Grades 9 and 10 are internally assessed at the end of each unit of work.

High School academic structure (2018/2019*)

Principal	Rebecca Butterworth
Vice Principal–Curriculum	Pippa Haley
Vice Principal/IBDP Coordinator	David White
Vice Principal–Grade 9 and Grade 10	Gary Seston
Vice Principal–Grade 11 and Grade 12	Linsey Lawrence

The High School is divided into departments with each department having a Head of Department (HoD) or teacher-in-charge.

Group	Subject	Head of Department
English	English	Damian Ballantine
	English as a Second Language (ESL)	Giles Kerridge
Languages	Mandarin Chinese	Chen Draper
	Korean	Mi Sook Park (teacher)
	Japanese	Fukiko Ishikawa (teacher)
	Dutch	Hans Schellekens (teacher)
	French	Michele Pirson
	German	Wolfgang Oesch (teacher)
	Spanish	Vicky Berman
	School Supported Self-Taught	Anu Ruhil (teacher)
Humanities	Economics	Steve Vorster
	Enterprise	Phil Woolrich
	Geography	Daniel Orr
	History	Tim Davies
	Global Citizenship	Jane Hirons
Science	Coordinated Science	Adrian Armstrong
Technology	Design and Technology	Carl Waugh
	Computer Science	Stephen Potter
Mathematics	Mathematics	Julie Dale
Physical Education	GCSE Physical Education	Vicky Hill
The Arts	Art and Design	Nicky Hambleton
	Drama	Neil Keating
	Dance	Lucia Cordani
	Music	Adrian Hill
(I)GCSE Examination Officer		Myra Martin
Learning Support		Simon Beesley

* 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.