Grade 9 and 10 academic programme – 2014/2015
Grade 9 and 10 academic programme

In Grade 9 students embark on a two-year academic programme that consists of both International General Certificate of Secondary Education (IGCSE) and UWCSEA courses. This balanced international curriculum is suitable for students of all nationalities and all levels 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:

1. **Coordinated Science** – this course counts as two IGCSEs and combines Biology, Chemistry and Physics; it prepares students to study any of these options at IBDP level (both Higher and Standard Level)
2. **Digital Perspectives** – a course that combines digital skills, creativity and critical thinking skills
3. **Global Perspectives UWCSEA** – the course embodies the values of UWCSEA and is excellent preparation for the IBDP
4. **Mathematics**
5. **English Language and Literature** or **English as a Second Language (ESL)**
6. **One other language** chosen from French, Spanish, Chinese as a foreign language (for non-native speakers) or First Language Chinese (native speakers)
7. **Humanities** – one subject must be selected from Economics, Geography or History
8. **Physical Education** (examination or non-examination subject) – all students take a double period of PE each week
9. **A creative subject** – one subject must be selected from Art and Design: Fine Art, Art and Design: Graphic Art, Drama, Music, Design and Technology; Food and Nutrition, Design and Technology: Resistant Materials or Design and Technology: Systems and Control
10. **Study Skills** – this offers students extended support for their learning and students must be recommended by their teachers or HOG 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 possible 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 he or she is thinking of choosing?
- Which subject may the student consider studying in future?
- 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.

**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 in the IB Diploma Programme (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 Board**

All of our IGCSE courses follow courses provided by either the University of Cambridge International Examinations, or Edexcel Boards. If you would like to view the syllabus for each of the subjects we are offering, please access it on the following link:

www.cie.org.uk/qualifications/academic/middlesec/igcse/subjects
www.edexcel.com/international/Pages/default.aspx
Coordinated Science

This course is designed to stimulate curiosity, interest and enjoyment in science, 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 IB Diploma Programme (IBDP), and the course is good 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 of the three subjects (Physics, Chemistry or Biology) and the third subject is split between the two teachers.

Biology content – characteristics of living organisms and cells, plant nutrition, ecology, enzymes and nutrients, transport in plants, transport in humans, respiration and gas exchange, coordination and response, homeostasis, plant reproduction, 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, light, forces and density, atomic and nuclear physics, work and power, thermal physics, electric circuits, waves and sound, magnetism

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

External assessment – 80%
(paper 1 and 3 - extended students or paper 1 and 2 - core students)
• paper 1 (all students) – 30%
  multiple choice questions
• paper 2 (core level students only) – 50%
  short structured answers covering the core syllabus only; grades C to G can be obtained
• paper 3 (extended level students only) – 50%
  longer, structured answers covering the extension syllabus; grades A* to G can be obtained

Internal assessment – 20%
Teacher assessment of practical work in the following areas:
• using and organising techniques, apparatus and materials
• observing, measuring and recording
• handling experimental data and observations
• planning, carrying out and evaluating investigations

Digital Perspectives

The importance of digital solutions in a world where information is dynamic and alive is clear and inarguable. Our students are digital natives and the Digital Perspectives course treats them as such. It aims to provide students with the opportunity to explore critically the capability of digital solutions through exposure to a variety of Information and Communications Technology (ICT) applications and skills and to critically analyse the value of such approaches.

This is a unique, two-year course that builds on the skills developed in the UWCSEA Middle School course ‘Life skills’. It encourages students to act imaginatively and to enhance and develop digital creativity. Digital Perspectives provides opportunities for students to develop and demonstrate many of the skills and qualities of the UWCSEA profile whilst acquiring experience of creative ICT applications.

Another aspect of the Digital Perspectives course is that it has natural links with all the elements of the UWCSEA learning programme and provides opportunities for students to demonstrate their learning across all areas of the programme.

Digital Perspectives recognises the importance of the design process and develops a range of cognitive and practical abilities and aims to introduce a range of ICT applications through units of study that are ‘real,’ relevant and challenging. The Digital Perspectives course has an emphasis on critical, divergent thinking and communicating ideas through a digital medium; it is excellent preparation for further study in Grades 11 and 12 and beyond school.

Course content

The course is structured as a series of units that take the learning and content from other subject areas and elements of the UWCSEA learning programme and requires students to create an original digital product as an alternative way of presenting ideas. The explicit learning and content is around digital skills and students are assessed in the application of these skills and the documentation of the learning process that took place.

Skills developed

Digital Perspectives encourages students to:
• experience, enjoy and appreciate the design process
• develop creative skills through the use of a range of ICT applications
• build confidence through the development and application of skills in unfamiliar ICT applications
• think creatively to produce original works
• develop knowledge and understanding from different disciplines in the creation of digital solutions
• develop critical understanding through personal, analytical responses to their own work and that of others
• develop an appreciation for alternative solutions to problems and to identify and evaluate possible future scenarios
• work independently as well as part of a team and to direct much of their own learning
• communicate ideas sensitively and effectively through a range of different presentation strategies

Assessment

Digital Perspectives is project-based and assessed internally. The final unit of work (Grade 10) is a student-centred ‘Personal Digital Perspective’ in which students have freedom of choice for the focus, using an ICT application in the creation of their digital work.
Global Perspectives UWCSEA

This course makes students more aware of the key personal, social and global issues that inspired and are inherent in the UWC philosophy. Designed to strengthen critical thinking skills of all types, the course teaches students to discern biases, to reflect on their own reactions to, and formulate educated opinions on, a wide variety of issues. Students also become more aware of the significance of the UWC philosophy and better prepared to serve as representatives of its ideals.

Course content

The course is made up of the following units:
• personal identity and viewpoints
• popular culture and popular media
• cultural oppression and stereotyping
• ethics and value systems
• world religions and ideologies
• the United Nations
• human rights issues, including disaster response
• environmental philosophies
• wealth and poverty
• peace and conflict

Skills developed

In addition to developing critical thinking skills, students experience interdisciplinary connections between subjects and practise and strengthen vital academic skills, including:
• research and enquiry skills and the ability to cite sources correctly through footnotes and bibliographies
• collaboration and presentation skills
• ability to formulate reasoned arguments in both essays and debates

Assessment

Assessment is both portfolio and project based. Electronic portfolios are divided into two sections: the basic studies covering personal, popular and alternative perspectives and the substantial studies covering the Global Perspectives units that form the major focus of this subject. The final assessment is the Critical Challenge Project, which is a carefully planned and implemented group and individual response to a key area of interest based on previous units. The Portfolios and Critical Challenge Projects are stored electronically and are externally moderated by the University of Cambridge International Examinations Board (CIE).

• Basic studies – 20%
  personal, popular and alternative perspectives based on course elements relating to personal culture and popular culture
• Substantial studies – 50%
  based on course elements relating to religion, ethics, human rights, disaster relief, wealth and poverty, environment, peace and conflict
• Critical Challenge Project – 30%
  based on student choice

Mathematics

All students follow a two-year course in Mathematics and take the Cambridge International Mathematics IGCSE examination in June of Grade 10. A small number of students also follow the Additional Mathematics IGCSE over two years and have the option of taking the Cambridge Additional Mathematics Examination in June of Grade 10.

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 qualities and skills of the UWCSEA profile
3. communicate mathematically

Course content

Students follow a course that develops their knowledge and skills in a number of branches of Mathematics, including:
• number
• algebra
• geometry
• trigonometry
• statistics and probability

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.

Recommended calculator

Students are expected to purchase a graphical calculator, the TI-nspire CX, as our mathematical modelling concepts make direct use of this piece of technology. This can be purchased from the School Shop.

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 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%
• paper 1 – 20%
  short response questions (no calculator)
• paper 2 – 60%
  medium to extended response questions (TI-nspire CX required)
• paper 3 – 20%
  investigation and modelling question (TI-nspire CX required)
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 and encourages a wide range of responses in both oral and written work. Emphasis is placed on speaking, listening and creative writing, as well as analysis of the language of non-fiction texts and literary works from different cultures and traditions.

Course content

Whilst some elements, such as the anthology compiled by the examination board, are compulsory there is flexibility that allows opportunities to prepare students for the rigorous demands of IBDP English Language and Literature. The department has developed units of extension work, designed to emphasise the importance of wider reading and independent thinking, and to introduce students to the different forms of assessment in the IB. These units include the study of diverse non-fiction works, English as a global language, and language and power.

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

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 develop a desire to engage on a personal level with literature and produce work evidencing 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

External assessment (written examination) – 70%
- **section A** – comprehension and analysis of one unprepared reading passage
- **section B** – analysis of one reading passage from the pre-released anthology
- **section C** – original writing to inform, explain or describe

Internal assessment (coursework) – 30%
- **speaking and listening** – three oral assessments based on individual, pair and group work
- **reading** – one analytical essay in response to a pre-released anthology
- **writing** – one piece of original and imaginative writing

English Literature

While the course is assessed separately from the English Language programme, it is taught concurrently. It explores a variety of literary texts from different cultures, genres and periods, with an emphasis 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, fostering an appreciation of the development of literature through the ages and across cultures and encouraging wider reading.

The course emphasises creative writing, imaginative presentations and rigorous literary discussion by students as a means of further inquiry and analysis. Students are encouraged to use the school’s excellently resourced library and read a wide selection of texts beyond the course requirements. Each student completes an independent reading assignment involving plays and novels of their choice. This develops an individual response to literary study, including the ability to make perceptive and original connections between texts.

While some elements of the syllabus are compulsory, such as the prescribed examinations texts, the IGCSE’s flexibility allows students opportunities to prepare for the rigorous demands of IBDP English Literature. Extension units of work 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. These units include the study of local literature, and a range of quality modern and contemporary works from different genres and cultures, as well as film as text.

Students also have the opportunity to pursue individual reading for pleasure, depth and stamina and writing interests through participation in Writers’ Fortnight, an event that sees professional writers visit the school to speak to and work directly with the students.

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 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 IGCSE and IBDP assessments.

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
English as a Second Language (ESL)
The CIE name of this course is ESL, but it is under the umbrella of the English and EAL (English as an Additional Language) department at UWCSEA. This course is for students whose first language is not English, but whose subjects are taught in English. The UWCSEA course features two main strands:
1. language development
2. preparation for IB Diploma studies in Language and Literature

Links to IGCSE mainstream English
IGCSE ESL (Grades 9 and 10) is linked to IGCSE mother tongue English in terms of literary skills. Although ESL is language oriented, the materials and literary skills covered in ESL are based on those studied in the mother tongue English curriculum. While focus on literature is complemented by consideration of language and global literacy, the basic skills for literature analysis and commentary writing are the same. The reason for this is to allow some crossover for ESL students, whose language level may reach an appropriate level for IGCSE English study over the course of two years in IGCSE ESL. If a student performs to an appropriate standard on placement testing, as well as on classroom assessments, that student may exit ESL and enter mother tongue English. As the literary elements are linked, this means the student would not lose essential material from mother tongue classes, so that they have the necessary skills to be successful at the end of this course.

1. Language development
This strand focuses on developing the language skills necessary for studying and working in English. As well as improving students’ general language skills, the course develops more general skills 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 rather than content-based course. The four general skill areas assessed in the two-year IGCSE ESL examination course are:
• reading/writing
• listening
• usage
• speaking

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

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 and proofreading skills.

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%
• reading/writing paper
  (2 hours for extended; 90 minutes for core) – 70%
• listening paper
  (45 minutes for extended; 30–40 minutes for core) – 15%
• oral exam
  (10–15 minutes per individual) – 15%

2. Preparation for IB Diploma studies in Language and Literature
This strand focuses on introducing the skills students need for the study of literature in the Language and Literature programme in Grade 11. Students are introduced to basic techniques for literary analysis and to some of the IB Diploma assessment activities and marking criteria.

Course content
Reading
Literary texts are studied to introduce an exploration of literary themes and contemporary issues. The texts have been carefully selected to promote critical reflection and classroom discussion and debate.

Writing
Based on the reading texts, students 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
Students are actively involved in classroom activities and are expected to participate in discussions, debates, interviews and presentations based on the themes studied in class.

Assessment
This strand is not externally assessed.

Chinese Language
There are four types of Chinese courses available:
1. First Language Chinese for native or near native speakers
2. Second Language Chinese for students learning Chinese as a second language, in order to continue language development
3. Foreign Language Chinese for students learning Chinese as a foreign language, in order to continue language development
4. Beginners Chinese for students who are new to Chinese language
1. First Language Chinese

Course content
The course consists of two major components:
1. themes
2. literature

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

Skills developed
- sensitivity and effectiveness of speaking and listening
- reading and writing skills and students’ awareness in analytical, critical and original thinking
- appreciation of culture, especially literature texts
- reflective outlook on the relationship between the individual and society
- preparation for the IBDP Chinese A course
- a lifelong interest in literature and language

Assessment
External assessment – 100%
- paper 1 (reading) – 60%
- paper 2 (writing) – 40%

2. Second Language Chinese

The theme-based course consists of four major areas: Young people and education, Society, The world, and Cultural diversity.

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
- preparation for IBDP Mandarin B course

Assessment
External assessment – 70%
- paper 1 (reading and writing)
Internal assessment/externally moderated – 30%
- paper 2 (speaking)

3. Foreign Language Chinese

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.

Skills developed
- effective use of the language for practical communication
- sound base of skills, language, and attitudes required for further study, work and leisure
- encouragement to better integrate into the local community
- skills of analysis, memorising, researching and inference
- preparation for IBDP Mandarin B course

Assessment
External assessment – 75%
- paper 1 (listening) – 25%
- paper 2 (reading) – 25%
- paper 4 (writing) – 25%
Internal assessment/externally moderated – 25%
- paper 3 (speaking)

4. Beginners Chinese

Students will be introduced to the language through topic-based units. The course aims to prepare students for the IBDP Language B option.

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. However, knowledge of a few well-known greetings, phrases, etc will not prevent the student from taking this course.

European Languages—Spanish and French as a Foreign Language

Courses in French and Spanish develop the ability to use the language effectively for the purpose of practical communication. The language taught is of real use to students outside the classroom. Emphasis is placed on communication, and by the end of Grade 10, students are competent tourists, able to travel to the target language country, communicate effectively, acquire information and even solve problems.

Course content
A topic-based course, over the two years students study the following areas relevant to everyday use of the language:
- at home and abroad/everyday activities
- education and employment/personal and social lives
- house, home and daily routine/the world around us
- the modern world and the environment/the world of work
- social activities, fitness and health/the international world

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

The four skills of:
1. listening
2. speaking
3. reading
4. writing

are simultaneously developed over the two years through use of a variety of materials and modes.

Assessment

Writing, reading, listening and speaking components are assessed equally. There is no coursework in foreign European Languages. Students sit three examinations at the end of the course (listening; reading and writing; oral). All papers are externally assessed.

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 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 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; choice and the allocation of resources
• how markets work (demand, supply and price determination)
• the individual as producer, consumer and borrower
• the private firm in the economy
• the role of government in an economy
• the main economic indicators: prices, employment, output
• international trade
• 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 of 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 (30 multiple choice questions) 45 minutes – 30%
• paper 2 (structured questions) 2 hours and 15 minutes – 70%

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, the Arctic, hot deserts and the Himalaya.

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 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?
• Are we able to 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 your ecological footprint?
• Where does your waste go?

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.
History

History is a vital component of any balanced education, placing a heavy emphasis on source evaluation, which encourages students to analyse critically information put before them, and to make reasoned and balanced judgments with a respect for the truth. This is essential if students are to be aware and critical consumers of whatever fare the media may put before them. The skill of communication—both oral and written—is essential; whatever may come next in the lives of our students. History continually encourages development of sophisticated communication skills through a range of activities.

History also helps students understand the foundations and beliefs of other civilisations, stimulating respect and curiosity for cultures other than their own—vital in an international, multicultural environment.

There is another important reason to study history: it is fun! History combines the excitement of exploration and discovery with the sense of reward born of successfully confronting and making sense of complex and challenging problems.

Course content

Grade 9 course content:
The 20th century, international relations since 1919
• Were the Peace Treaties of 1919–1923 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?
• How secure was the USSR’s control over Eastern Europe, 1948–c.1989?
• How effective has the United Nations Organisation been?

Grade 10 course content:
Subject knowledge needed for Paper One section B and for coursework:
Conflict, crisis and change: the Middle East, 1945–1994
• build up of tension in Palestine, 1919–1945
• the end of the British mandate, the role of the UNO and the partition plan
• the creation of Israel and the war of 1948–1949
• the Suez Crisis
• the Palestinian refugees
• the emergence of terrorism
• the Arab-Israeli conflicts of 1967 and 1973
• attempts at peace after 1973
• the Lebanon War and the emergence of the PLO
• Camp David, Oslo and other peace accords
• superpower involvement in the Middle East

Throughout the course the following historical skills will be developed:
• development of rigorous and cogent arguments
• ability to make reasoned judgments
• understanding the values and limitations of a range of sources of information
• critical thinking
• analysis, synthesis and interpretation of information

A. Core Physical Education (2 years)
The Physical Education programme in Grades 9 and 10 has three major objectives:
• to continue to encourage a positive disposition towards physical activities so that they may be pursued voluntarily in later life
• to begin to encourage depth of skill, knowledge and experience by introducing specialisation in certain physical domains
• to continue to encourage important aspects of personal and social development

Course content

Grade 9
A typical programme would include activities taken from seven physical domains including, invasion court, invasion field, fitness, over the net, striking, adventure and aquatics. Students focus on one domain for four weeks.

Typical overview of sports covered in the G9 core curriculum:

<table>
<thead>
<tr>
<th>Physical domain</th>
<th>Sport</th>
</tr>
</thead>
<tbody>
<tr>
<td>Striking</td>
<td>Softball</td>
</tr>
<tr>
<td>Invasion court</td>
<td>Basketball</td>
</tr>
<tr>
<td>Invasion field</td>
<td>Ultimate frisbee</td>
</tr>
<tr>
<td>Over the net</td>
<td>Badminton</td>
</tr>
<tr>
<td>Fitness</td>
<td>BodyPump</td>
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<tr>
<td>Adventure</td>
<td>Climbing</td>
</tr>
<tr>
<td>Aquatics</td>
<td>Swimming and snorkelling</td>
</tr>
</tbody>
</table>

Grade 10
Grade 10 students follow a curriculum built around four main themes: fitness, leadership, leisure and sport. At the beginning of the year, students select from a variety of options under each theme. Each of the four categories empower students with ownership in their learning. Every four weeks their activity theme changes along with the member of staff delivering the unit. This enables exposure to a variety of environments and specialist teaching styles for these areas.
Typical overview of sports covered in the G10 core curriculum:

<table>
<thead>
<tr>
<th>Fitness</th>
<th>Leadership</th>
<th>Leisure</th>
<th>Sport</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boot camp</td>
<td>Scuba diving</td>
<td>Golf</td>
<td>Floorball</td>
</tr>
<tr>
<td>Suspension</td>
<td>Personal training</td>
<td>Tennis</td>
<td>Softball</td>
</tr>
<tr>
<td>BodyPump</td>
<td>First aid</td>
<td>Mountain biking</td>
<td>Handball</td>
</tr>
<tr>
<td>Cross training</td>
<td>Junior Sports</td>
<td>Sailing</td>
<td>Ultimate frisbee</td>
</tr>
</tbody>
</table>

**Skills developed**

Fundamental skills and techniques are practised 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**

In the Core PE Option students in Grades 9 and 10 are internally assessed at the end of each unit of work on their knowledge, understanding, performance, participation, attitude and organisation.

**B. GCSE Physical Education (2 years)**

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. The course covers sport in terms of sociology, psychology and physiology and encourages students to combine their understanding of sport from these three perspectives.

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 extra-curricular activities programme as appropriate.

**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, teamwork and time management, in conjunction with a wide range of gross and fine motor skills.

**Assessment**

**External assessment (theory component) – 40%**

One written paper containing multiple choice, and shorter and longer answer questions on topics of:

- healthy active lifestyles and how they could benefit you (what constitutes and influences healthy active lifestyle, exercise and fitness, diet)
- physical activity and your healthy mind and body (cardiovascular, respiratory, muscular, skeletal systems)

**Internal assessment (practical component) – 60%**

Assessment in four sports plus a personal exercise programme and an analysis of performance in a sport of your choice. Sports covered during the lessons vary depending on the students in the class. Students can also be assessed in other sports that they play on a regular basis either within the College or for an outside club, for example horse riding and wakeboarding.

- practical performance – 48%
- personal exercise programme and analysis of performance – 12%

**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 IGCSE 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.

**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 assignment – 100%**

At the end of the course, students take an examination worth 100% of their grade. The exam is 10 hours long and is taken over two days in April. In February, students receive an examination paper containing a specific theme suggesting several different starting points. Students then have six taught weeks prior to their examination to plan and prepare their ideas with guidance from their teacher.

During this time, students are fully supported and are able to tailor their investigation towards their preferred medium. Fine artists may choose to work with painting, printmaking or sculpture, or combine any of these areas and also include photographic processes in their outcome. In the examination, students 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. Following the examination, the teacher will guide students towards selecting and presenting up to three sheets of preparatory work that is representative of their best ability.

**Art and Design: Graphic Art**

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 Art 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 Art 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 Photoshop, Illustrator, InDesign, AfterEffects, Painter and Manga studio.

**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 assignment – 100%**

At the end of the course, students take an examination worth 100% of their grade. The exam is 10 hours long and is taken over two days in April. In February, students receive an examination paper containing a specific theme suggesting several different starting points. Students then have six taught weeks prior to their examination to plan and prepare their ideas with guidance from their teacher.

During this time, students are fully supported to develop their design brief in the area of study of their choosing. Graphic Art students may choose to develop work through typography, advertising, illustration, packaging and printmaking. Most students will combine any of these areas in the resolution of their design outcome. In the examination, students 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. Following the examination, the teacher will guide students towards selecting and presenting up to three sheets of preparatory work that is representative of their best ability.
Drama

Course content
The key areas are response to stimuli, development of ideas and evaluation of performance. 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 in their search for expression. Students explore significant play scripts and create their own performances. They also complete documentary evidence that records and evaluates their work as well as reviewing the work of others in performance. In addition, there is an emphasis on the techniques and practice of theatre and many students begin to engage with technical and design aspects of theatre.

Skills developed
The Edexcel GCSE in Drama encourages students to:
• develop a personal interest in why drama matters and be inspired, moved and changed by studying a broad, coherent, satisfying and worthwhile course of study
• work imaginatively and creatively in collaborative contexts, generating, developing and communicating ideas
• consider and explore the impact of social, historical and cultural influences on drama texts and activities
• reflect on and evaluate their own work and the work of others
• develop and demonstrate competence in a range of practical, creative and performance skills
• develop a basis for their future role as active citizens in employment and society in general, as well as for the possible further study of drama
• actively engage in the process of dramatic study in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds

Assessment
Unit 1: Drama Exploration (30%)
• practical exploration of themes and ideas through drama
• documentary response
Unit 2: Exploring Play Texts (30%)
• practical exploration of a play text
• documentary response to practical exploration
• documentary response to live theatre
Unit 3: Drama Performance (40%)
• demonstrate knowledge and understanding of practical drama skills through their application in a live performance
• communicate to an audience
• students will present their work as either performers or performance support students in a single performance

Music

Course content
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 learn about 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.

Grade 9 course content
ingredients and fundamentals of music, composition techniques, assessed composition #1, solo performance, group performance, 20th century styles, Baroque music, World music genres, development of exam technique

Grade 10 course content
further composition techniques, assessed composition #2, solo performance, group performance, Classical and Romantic music, a set work, further World music genres, exam technique and practice

Skills developed
Through independent 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 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.

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 all types of 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.
Design and Technology: Food and Nutrition

Food and Nutrition gives students the chance to develop their knowledge and skills in an area that is relevant to their own lives and also through understanding where food and nutrition fits in the modern, changing, multi-cultural society. Students must apply knowledge gained from the food and nutrition course and use practical skills in a way that keeps in mind factors such as personal/family needs and lifestyles, available money and foodstuffs, and how diet relates to health.

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.

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

Assessment

External assessment (written) – 50%
Internal assessment (practical) – 50%

Design and Technology: Resistant Materials

Creativity is a fundamental part of Resistant Materials. Many designers believe the quality of the initial idea and thought-provoking, innovative design to be cornerstones of every successful product. The creative design-and-make activities within Resistant Materials seek to develop creativity and confidence in students’ abilities to think, question, explore, create and communicate. Combining knowledge and understanding 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 are given the opportunity to design and manufacture fully-functioning, full-size products from resistant materials, both as one-off prototypes and as batch- and commercially-produced articles, as solutions to real needs.

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

Course content

Grade 9

Students undertake a variety of tasks that cover the theory and concepts of the syllabus and develop skills in the design process, communication and manufacturing. Students are guided through a range of minor design projects focusing on use of resistant materials (wood, metals, plastics, composites, smart materials) where they develop skills, creativity and critical analysis. Students will make links between the principles of good design, existing solutions and technological knowledge. Opportunities to make design decisions, consider sustainability and combine skills with knowledge and understanding in order to design and manufacture quality products. Students analyse and evaluate existing products and produce practical solutions to needs, wants and opportunities, recognising their impact on quality of life.

Grade 10

In this second year, students explore ways in which aesthetic, technical, economic, environmental, ethical and social dimensions interact to shape design and manufacture. Students apply communication techniques, computer-aided design/computer-aided manufacturing (CAD/CAM) and digital media design to plan the production of and manufacture a fully functioning outcome product of their choice from a range of contexts supplied by the examination board. The student’s self-made product will be tested and evaluated with regard to its effectiveness, and possibilities for commercially producing it on a mass-production line explored.

Skills developed

- foster awareness, understanding and expertise in those areas of creative thinking which can be expressed and developed through investigation and research, planning, designing, making and evaluating, working with media, materials and tools
- encourage the acquisition of a body of knowledge applicable to solving practical/technological problems operating through processes of analysis, synthesis and realisation
- stimulate the development of a range of communication skills which are central to design-making and evaluation and the development of a range of making skills
- encourage students to relate their work, which should demand active and experimental learning based upon the use of materials in practical areas, to their personal interests and abilities and promote the development of curiosity, enquiry, initiative, ingenuity, resourcefulness and discrimination
Design and Technology: Systems and Control

The creative 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 programming applications. They will make use of hardware that includes Arduino, RaspberryPi, PICAXE and CMOS. Students will investigate and practise bringing what can be programmed life. As the course progresses so will the opportunities, resulting in a personal project designed by the individual that will bring together and test all that they have learnt over the course thus far.

This IGCSE course is suited for students interested in electronic, mechanical and structural engineering, programming and systems that supports topics leading to the IBDP course in Design Technology at both Higher and Standard Levels.

Course content

Grade 9

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 systems and control technology to develop skills in the design process, communication and manufacturing. Students are guided through a range of minor 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 and commercial practices within the area of design and market influences.

Grade 10

In this second year, students explore ways in which aesthetic, technical, economic, environmental, ethical and social dimensions interact to shape design and manufacture. Students apply communication techniques, computer-aided design/computer-aided manufacturing (CAD/CAM) and digital media design to plan the production of and manufacture a fully functioning prototype of their choice from a range of contexts supplied by the examination board. The student’s self-made, fully working prototype will be tested and evaluated with regards to its effectiveness, and possibilities for commercially producing it on a mass-production line explored.

Skills developed

• foster awareness, understanding and expertise in those areas of creative thinking which can be expressed and developed through investigation and research, planning, designing, making and evaluating, working with media, materials and tools

• encourage the acquisition of a body of knowledge applicable to solving practical/technological problems operating through processes of analysis, synthesis and realisation

• stimulate the development of a range of communication skills which are central to design, making and evaluation and the development of a range of making skills

• encourage students to relate their work, which should demand active and experimental learning based upon the use of materials in practical areas, to their personal interests and abilities and promote the development of curiosity, enquiry, initiative, ingenuity, resourcefulness and discrimination

• encourage technological awareness, foster attitudes of co-operation and social responsibility, and develop abilities to enhance the quality of the environment and stimulate the exercising of value judgements of an aesthetic, technical, economic and moral nature

Assessment

External assessment – 50%

two written papers that test Design Thinking and Systems & Control knowledge and understanding

Internal assessment – 50%

one Major Design and Make Project for an intended user group

Course content

Grade 9

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 systems and control technology to develop skills in the design process, communication and manufacturing. Students are guided through a range of minor design projects focusing on electronics, product design, structures, mechanical design, systems and programming to develop their skills, creativity and critical analysis.

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Assessment

External assessment – 50%

two written papers that test Design Thinking and Systems & Control knowledge and understanding

Internal assessment – 50%

one Major Design and Make Project for an intended user group
Homework

The purposes of homework are:

**Review**—to consolidate, rehearse or practice work done in class; ideally review homework is set for that night.

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 Grade 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**

- assessed coursework and revision replaces homework rather than being set in addition to it
- homework set during the last week of term for submission after a holiday should not be more than the normal weekly amount

**Timing and deadlines**

- 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

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**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. Students receive three assessments and one written report over the course of each year.

Assessments are broken into two components: attainment and effort indicators. The attainment grades are reflective of academic progress made by the students, while the effort 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

**Effort indicators**

Students are assessed on four criteria:

1. Participation
2. Attitude
3. Organisation
4. Approach to work

Student effort is assessed as:
- Maximum effort—exceptional
- Very good effort—above expected
- Good effort—expected
- Inconsistent effort—below expected
- Poor effort—serious cause for concern

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