Overview
The aim of the Foundation IB course is to give students who join the College in Grade 10 opportunities at the appropriate depth in a wide range of subjects that lead to IB Diploma Programme (IBDP) courses. After studying in the FIB programme, students are able to select IBDP subjects from a firm foundation of skill and understanding.

Core
All students study the following programme:
- English A: first language or English B: language acquisition
- Mathematics
- Coordinated Science (Biology, Chemistry and Physics)
- Integrated Humanities (covering History, Geography, Economics and Business Studies)
- Global Perspectives
- Information Technology (IT)
- Physical Education

Options
Students also select a subject from each of the courses below:
1. A choice of the Arts subject: Theatre, Music or Visual Arts
2. A language other than English (LOTE). Students have the option of studying a Language A: first language or Language B: foreign language.

Language A: first language
The following first language options lead to an external (GCSE) examination and prepare for the IBDP. All students selecting this language are tested prior to placement in the course.
- Japanese
- Korean
- German
- Chinese
- French – note that classes take place after school, leaving the option of also attending another foreign language class during the school day.

The following first language option does not lead to an external examination but does prepare for the IBDP courses:
School-supported self-taught first language A
Spanish – subject to demand, there is an after-school native speaker class designed to prepare native speakers for the IBDP. There is no exam, and this is taken as an additional subject; students attend another foreign language during the school day.

Language B: foreign language
The following foreign language options lead to an external (GCSE) examination and prepare for the IBDP. Some previous study is required to ensure that the students can fare well in the (I)GCSE examination at the end of the year. All students selecting these subjects are tested prior to placement in the class.
- French
- Spanish
- Chinese

German – subject to demand there is an after school foreign language class designed to prepare students who have previously studied German for the IB Language B course. There is no exam, and students attend another foreign language class during the day.

If none of the above language choices is suitable, an additional option can be negotiated.

English A: first language
Preparation for IBDP English A Literature and English A Language and Literature
The course is literature and media-based, and has been designed to provide a rigorous preparation for the study of the IBDP’s new English A Literature and English A Language and Literature courses. By introducing students to the aims, structure, assessment activities and marking criteria of the IBDP, FIB English A develops students’ advanced reading, writing and speaking skills.

Course content
Reading
Through five units, literary texts from different periods, places and genres are studied to introduce students to an exploration of literary themes and contemporary issues. The texts are carefully selected to match the interests and reading skills of FIB students, in order to promote critical reflection and classroom discussion and debate. The units are as follows:
- the short story and an introduction to commentary skills
- drama and an introduction to essay writing
- the novel and narrative voice
- fictional and non-fictional representations of war
- Shakespeare and film – a detailed study

Through the core literary work of each unit, non-fiction and other text types such as newspaper and magazine articles, reports, advertisements, autobiographies and memoirs, film and documentaries, graphic novels and animation, are studied as a way of developing in the student an understanding of how language, culture and context influence the ways in which meaning is constructed in texts.

These texts also cover a wide variety of issues concerning social and global matters, and students are encouraged to think critically about the interaction between the text, its purpose and its audience. Each unit aims to enhance the students’ developing understanding of the techniques involved in literary criticism and ability to form independent literary judgments and to support those ideas.

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
- Shakespeare

Students also learn the fundamentals of good essay and commentary writing. In this way, they develop the academic writing skills essential for use in other subjects and as a foundation for the IBDP.

Speaking skills
Students are actively involved in classroom activities and participate in discussions, debates, interviews and presentations based on the works and themes studied in class. Since oral assessments constitute 30% of the final grade at IBDP level students take part in assessment tasks, which introduce them to the formal requirements of oral assessment in these courses.
English B: language acquisition

Preparation for IBDP English B
The FIB English B course prepares students for the study of Language B English as part of an IBDP Bilingual Diploma. It is a language and literature-based course for students whose best language is not English. Students develop language skills for academic and general communication and the subject introduces students to the assessment activities and marking criteria used for the IBDP.

Course content

Reading
Literary texts are studied to introduce students to an exploration of contemporary issues. The texts are accessible in terms of language and are popular with FIB students, and as a result they promote classroom discussion and debate.

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

Writing
Based on the reading texts, students produce a variety of pieces based on the following areas:
• imaginative and personal writing
• factual, argumentative and persuasive writing

These include: letters, articles, reports, speeches, chapter summaries, character sketches, and diary entries. Students also learn the fundamentals of good essay writing. This supports them to develop the academic writing skills essential for use in other subjects and as a foundation for the IBDP.

Speaking skills
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.

Accuracy
At all times, students are encouraged to identify and distinguish between correct and incorrect, or appropriate and inappropriate language forms in order to take ownership of their own progress. In order to develop the standard of their written English, students learn the importance of planning, drafting and redrafting as part of the writing process.

Languages other than English

Students have the option of studying either Language A: first language or Language B: foreign language.

First language is for students who have experience with the language beyond that which can be taught at school.

Foreign language is for students who have been previously taught the language as a foreign language at another school.

None of these courses is suitable for a beginner; beginner courses are offered from Grade 11 as part of the Language B options in the IBDP.

Language A: first language options
The following options lead to an external (I)GCSE examination and prepare for the IB Diploma:
• Japanese A first language
• Korean A first language
• German A first language
• Chinese A first language
• French A first language (after school class)

The following does not lead to an external examination but does prepare for the IB Diploma:
• school-supported self-taught language

Language A: school-supported self-taught language
This course is for students who wish to pursue studies in their Mother Tongue (‘Language A’), but for whom there is no taught course available.

This FIB course helps students prepare the literary analysis skills needed for the IB School-Supported Self-Taught Language A course in the IBDP in Grades 11 and 12.

These literary analysis skills are taught in class by the teacher through the medium of English, and students 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.

The written work of each student is then 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 tutors’ 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 relevant experience and expertise. Parents are welcome to engage additional tuition in Language A, but this is entirely at their own expense and initiative.

Language B: foreign language options
The following options lead to an external (I)GCSE examination and prepare for the IB Diploma:
• French B (at least three years’ previous study required)
• Spanish B (at least three year’s previous study required)
• Chinese B (at least three year’s previous study required)

If none of the above language choices is suitable, an option can be negotiated.
Mathematics
The background of the FIB intake is disparate, ranging from students who have essentially covered a full Grade 10 \([I]GCSE or American system\) course to others who require support in the subject. Some students have strong algebraic skills but may not have graphing skills, others have never studied trigonometry, or may not have studied probability or statistics. The course aims to fill the gaps while preparing students for the IBDP.

From past experience, it is unlikely that the intake will have studied Mathematics in an investigative manner. Problem solving and open investigations are emphasised, to develop reasoning and communication skills. These activities also lay the foundations for exploration or project work, which is the internal assessment component of the IBDP course.

There are three teaching groups time-tabled at the same time. These groups are based on previous school reports and the Mathematics Department’s FIB entrance test. There is flexibility to move students between the groups if it is in the best interest of the student.

Course content
Students follow a course which develops their knowledge and skills in the following broad areas of Mathematics:
• functions and graphing
• coordinate geometry
• algebra
• trigonometry
• exponentials and logarithms
• statistics and probability
• vectors

Group projects, investigations and presentations help students to develop their communication and time management skills.

Students learn to make appropriate use of a graphical calculator throughout the course.

Global Perspectives
The Global Perspectives course makes students more aware of the key personal, social and global issues that both inspired, and are inherent in, the philosophy of the UWC movement. The course is designed to introduce and strengthen critical thinking skills of all types. This includes teaching students to discern biases, and to reflect on their own reactions to, and formulate educated opinions on, a wide variety of issues.

Course content
The curriculum covers the following:
• personal identity and influences
• popular culture
• media, gender and racial stereotyping
• ethics and value systems
• world religions
• human rights issues
• poverty solutions and the Millennium Development Goals

In addition to developing their critical thinking skills, students are given opportunities to experience inter-disciplinary connections between their different subjects and in doing so are able to practice and strengthen vital skills.

Students are particularly given opportunities to develop and enhance key IBDP skills including:
• research and enquiry skills, including the ability to correctly cite sources through footnotes and bibliographies
• collaboration and presentation skills
• ability to formulate reasoned arguments both in essays and debates
Humanities
The subjects covered in this programme are Economics and Business Studies, History and Geography. The course provides a stimulating and challenging curriculum for students new to the College, with the aim of equipping students with the common skills necessary for successful study in IB Diploma Programme (IBDP) Group 3 subjects. These include:
• interpretation and evaluation of different sources of evidence
• selection, organisation, presentation and interpretation of statistical data

Economics and Business Studies
FIB Economics and Business Studies familiarises students with some important topics in preparation for the IBDP subjects of Economics and Business and Management. Students acquire analytical and evaluative skills, as well as a basic ability in research methods in these subjects.

Course content
• introduction to Economics: the basic economic problem, choice and opportunity cost
• factors of production
• markets – demand and supply
• economic indicators of development and standard of living
• introduction to business
• the marketing mix and breakeven analysis

History
Students become active historians by working with a wide range of historical sources and material. They investigate the concepts of cause and consequence, similarity and difference, change and continuity.

The subject enables students to develop important and widely-applicable skills, including understanding the nature of evidence, the values and limitations of source material, and constructing historical arguments.

By the end of the course students have had the opportunity to sample various aspects of the subject including extended writing; working with historical sources and the ability to evaluate interpretations; while learning subject matter that supplements IBDP History.

A range of activities, including role-play; working with, evaluating and analysing historical documents; extracting information from videos; researching from various sources; listening and note-taking, and preparing and delivering presentations to meet specific criteria, are undertaken both individually and in groups.

Course content
The course has two components:
• a comparison of life in Mao’s China and Hitler’s Germany
• introduction to historical interpretations, in the context of the origins of the Cold War in Europe

Geography
This is challenging and relevant course prepares student for entry into an IBDP Geography course. Skills acquisition is an important part of the course particularly field-work skills of observation recording and data visualisation and analysis.

Course content
The course comprises of the main topics:
• hazard geography, with an emphasis upon earthquakes and volcanoes
• demographic investigations: a study of issues surrounding the world’s population
• fluvial processes: the physical processes within river environments

Information Technology
The subject equips students with practical skills required to use information technology to communicate their ideas effectively throughout this year and in the IBDP years. Students study a series of units to build their competencies in the core skills, to enable them to learn effectively and live productively in an increasingly digital society. Students with basic skills are extended with a range of optional units designed to allow them to develop their interests.

The core skills are useful to all students regardless of their future study choices in the IBDP. Some of the optional units allow students to prepare for Computer Science at IBDP.

Course content
All students work on:
• word processing
• computer fundamentals
• communications
• spreadsheets
• sound and image manipulation
• video editing

Optional units are available in:
• algorithmic design
• processing 2
• Greenfoot JAVA
• HTML
• web design in Dreamweaver
• infographics
• Arduino Control
Coordinated Science

Students all study Chemistry, Biology and Physics in a course that is delivered by two teachers, who each take one of the three subject and share the teaching of the third.

Students learn the importance of formulating hypotheses and are given the opportunity to test their ideas by familiarising them with scientific methodology. A common aim is to develop the students’ experimental skills, familiarise them with basic scientific apparatus and ensure that they work competently, with due regard to safe operating procedures in a laboratory situation. The subjects involve practical work, developing from simple experiments to more complex investigations. Below are the details of the topics covered for each of the subject areas.

Chemistry

Taught in units closely related to the IBDP Chemistry course, the course covers:
- safety and laboratory techniques
- particle chemistry
- materials and structures
- organic chemistry
- reduction and oxidation
- rates of reaction
- acids and alkalis

Physics

Taught in units closely related to IBDP Physics, the programme covers:
- mechanics: linear motion, forces, Newton’s laws, energy and work
- thermics: properties of matter, heat transfer, gas laws, and pressure
- waves: optics, longitudinal and transverse waves, wave properties, and sound
- electricity and magnetism: basic electric, circuit theory, Ohm’s law, series and parallel circuits, magnetism and electromagnetism
- atomic and nuclear physics: composition of the atom, isotopes and uses of radioactivity

Biology

Taught in units, closely related to IBDP Biology, the subject covers:
- building blocks of life: cell structure, microscopy and DNA
- moving the molecules: diffusion and osmosis
- energy of life: respiration, photosynthesis, enzymes and metabolic pathways
- the world in and out of balance: ecosystems and energy
- inheritance: genetics, natural selection and evolution

The Arts options

Visual Arts

This course meets the needs of students who wish to follow the IBDP Visual Arts course. In the initial stages, a diagnostic approach ensures that students’ different ability ranges and experiences are recognised and catered for.

The course aims to:
- provide a conducive environment for students to produce meaningful art
- recognise and celebrate the cultural background of each student through their art
- enable students to develop confidence in their ability to express themselves
- encourage a lively, informed awareness of art and design from different times and cultures
- prepare successful students for entry into IBDP Visual Art

Course content

Various aspects of art and design are explored, including observation drawing, investigation into the basic design elements, ceramics, collage, printing and mixed media. Students are introduced to relevant artists and designers. Contextual studies and critical analysis are key features of the course, complementing the student’s practical work. Wherever possible, practical work is linked to the student’s personal experiences, school expeditions and out-of-school visits to galleries.

Theatre

The course offers students the opportunity to develop skills, knowledge and understanding in drama practice. At the same time, it increases self-confidence and presentation skills that are transferable to all facets of life. Successful students progress to IBDP Theatre Arts or ‘A’ Level Theatre Studies. Though students do not have to have been taught Drama in the past, an enthusiasm for, and interest in, the subject are essential. It is, fundamentally, a practical course.

The course emulates many of the features of (I)GCSE Drama to ensure that students entering IBDP Theatre at Grade 11 are familiar with the necessary skills and language. There is a strong emphasis on the experience of collaborative work practices.

Course content

Key areas of study are:
- explorative strategies: still image, thought-tracking, narrating, hot-seating, role-play, cross-cutting, forum theatre, marking the moment
- drama medium: use of costume, masks and/or makeup, sound/ music, lighting, space and levels, sets and props, movement, mime, gesture, voice, spoken language
- elements of drama: story forms, climax/anti-climax, rhythm/pace/ tempo, contrasts, characterization, conventions, symbols

Units of work include:
- ensemble building: physical theatre technique, chorus and collaborative process
- using explorative strategies: using the strategies to explore stimulus material and create effective drama
• introduction to drama exploration – improvisation: explore ideas and issues using drama forms to deepen knowledge and understanding of an idea or issue and to communicate through the medium of drama
• introduction to drama exploration – text based: provides insight and understanding of the ways in which playwrights, performers, directors and designers use the medium of drama to communicate their ideas to an audience
• introduction to drama performance: deepening of knowledge of staging, blocking and rehearsal process and the opportunity for refinement and demonstration of performance skills to an audience

Music

The Music course provides a platform for students to explore an eclectic range of music through a series of performance-based topics. Students develop their ability to aurally analyse and identify musical elements that determine style and genre. They also develop their own creative ideas through individual and group composition work making extensive use of music technology. All FIB Music students have Sibelius 7 (notation software) and Logic Pro 9 (sequencing software) installed on their laptops and are encouraged to develop their aural skills through the use of EarMaster software.

All students take part in the FIB Performing Arts showcase at the end of the FIB course. As such, some experience of vocal or instrumental performance is a prerequisite for joining this course.

Course content

• world music: including South American Music, Indonesian Gamelan and African Music.
• popular music: including Jazz, Musical theatre, History of Pop and Rock styles.
• Western art music: including Classical to Contemporary styles.

All students are encouraged to learn an instrument of their choice through the Instrumental Teaching Programme and should join at least one of the College’s numerous musical ensembles.

All students are also encouraged to prepare for the Trinity College of Music practical and theory examinations.

Physical Education

The Physical Education (PE) programme has three objectives:

1. encourage an understanding of the principles and concepts related to a variety of physical activities
2. develop motor skills necessary to perform a variety of physical activities including individual and team games
3. continue to encourage important aspects of personal and social development

Course content

The programme is taught by specialist teaching staff twice a week. Students cover nine activities in four-week blocks, similar to the school-wide programme.

Physical domain and activity options:
• invasion games – court-based: basketball
• invasion games – field based: touch rugby; football
• aquatic activities: swimming strokes; water survival activities; water polo; and diving
• athletic activities: athletics
• over the net games: badminton, tennis
• fitness: circuit training; aerobics (steps and water); biathlon and weight training
• outdoor education: kayaking; climbing

FIB students are involved in two Days of Sport during the year.
Homework

The FIB course is academically demanding and homework expectations reflect the increased challenges presented at this important stage in students’ education. We expect High School students to devote approximately eight hours per week to homework.

Homework allows students to consolidate, rehearse or practice work done in class, reflect on work undertaken, and to become increasingly competent in their research skills.

Coursework becomes increasingly important and helps students to develop good planning and time management skills.

Reports and assessments

Students receive three assessments and one written report during their FIB year.

Each FIB subject culminates in an internal UWCSEA examination which is not externally accredited. The exceptions to this are French and Spanish continuation, which are accredited at (I)GCSE level.

The successful completion of the FIB Programme is a prerequisite for acceptance into the IBDP. A suitable attainment and effort profile must be maintained, as with all Grade 10 students, in order to be accepted into the UWCSEA IBDP.