

FOUNDATION IB
Academic Learning Programme
2018/2019

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Welcome to FIB

Students joining UWC South East Asia in Grade 10 follow the Foundation IB (FIB) course, which includes a mixture of prescribed and free choice subjects that are challenging and varied. The holistic nature of the FIB learning programme ensures that students are extremely well prepared for the pre-university IB Diploma Programme. The breadth of study is a key factor in the FIB, and helps students make informed choices as they move into the final two years of schooling. The course has internal examinations, and although examinations can be somewhat daunting, our programme offers the necessary support and preparation to ensure success in IB Diploma and beyond.

Of equal value in a UWCSEA education is the onus on learning beyond the classroom. Students are offered a vast array of activities that support their physical, aesthetic and emotional development. Our FIB programme entails a balance of academics, access to a myriad of activities, a dedicated 10-day expedition combining outdoor education and service, as well as a supportive Personal and Social Education (PSE) programme.

Students who value themselves and others and who are willing to commit to the ideals of the UWC movement will gain enormously from the FIB learning programme and will be prepared for the IB Diploma in Grades 11 and 12.

Academics

The FIB course gives students exposure to a wide range of subjects that lead to IB Diploma Programme (IBDP) courses in the High School. It provides the appropriate depth so that students can select IBDP subjects from a firm foundation of skill and understanding.

All students study the following programme:

- **Languages**
- **Integrated Humanities:** Business and Economics, Geography & History
- **Global Perspectives**
- **Coordinated Science** – Biology, Chemistry and Physics
- **Mathematics**
- **Information Technology (IT)**
- **The Arts** – Art and Design, Drama, or Music (choice of one)
- **Physical Education**

In addition, the following options are available:

- **One language other than English (LOTE):** Students have the option of studying a first or continuation language.
- **First Language:** The following three options lead to an external (GCSE) examination and prepares students for the IB Diploma:
 - First Language Chinese (Mandarin)
 - First Language French
 - First Language German
- **First Language:** The following two options do not lead to an external examination but do prepare students for the IB Diploma:
 - First Language Japanese
 - First Language School Supported Self-Taught
- **Second and Foreign Language:** The following three options lead to an external (GCSE) examination and prepare students for the IB Diploma:
 - English B language (English as a Second Language)*
 - Chinese as a Second Language*
 - Chinese (Mandarin) Foreign Language*
 - French Foreign Language*
 - Spanish Foreign Language*

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

** at least three years of previous study required*

First Languages

English Literature and Language

Course content

This course is a combined English Literature and Language course covering the following areas:

- short stories
- texts in translation
- genre studies: the novel, poetry and drama (Shakespeare)
- film as text
- language in a cultural context
- language and mass communication

The study of English A has three major aims:

1. **Functional:** Language is the essential tool of learning. The mastering of language promotes success across the curriculum, expands our capacity for conceptual thought and develops critical reading and thinking skills that are a vital part of intellectual maturity.
2. **Cultural:** Respect for cultural diversity lies at the very heart of the mission of UWCSEA. Language and culture are interconnected, and the learning of languages exposes one to different cultures and ideas, and promotes mutual understanding. We aim to explore this diversity in English and the texts studied on the course are chosen with this aim in mind.
3. **Developing an appreciation for intellectual and aesthetic creativity:** Studying language builds on the experiences we have from infancy of accessing and sharing the stories of different times, cultures and places. All cultures have an oral or written literature which is revered as an art form and valued for its potential to challenge or reflect that society's virtues and faults. The study of literature allows access to some of humanity's finest thoughts expressed in language that can be moving and beautiful.

A lifelong passion for reading is an implicit aim in all we do and all classes start with 15 minutes of personal reading during which the teacher conferences with individual students about what they are reading. Students are encouraged and expected to lead independent reading lives outside school.

Skills developed

- ability to express ideas clearly and with fluency orally and in writing
- ability to substantiate and justify ideas with relevant examples
- ability to evaluate conflicting viewpoints
- understanding of the ways in which cultural values are expressed in texts
- understanding of text structure, style and the writer's technique
- ability to compare and contrast the form, style and content of texts
- understanding of individual literary works as representatives of genre and period

Assessment

Teachers provide ongoing formative assessment on the above skills as well as a student's approach to the subject in terms of collaboration, communication and self-management.

Furthermore, students will be assessed on their performance in the following IB-style assessment tasks:

- individual oral presentation
- individual oral commentary
- speaking and listening in discussion
- essay writing

- creative writing
- written examination: timed essay

Feedback will be given using the department's Essential Understandings and Benchmarks as well as the following IB criteria:

- knowledge and understanding of texts
- appreciation of a writer's choices
- organisation and presentation
- response to question(s)
- language

First Language Chinese (Mandarin)

The course provide the opportunity for native or near native speakers to improve their language skills and engage in a deeper study of the culture. The students study these course to prepare for a Language A courses at IB Diploma level.

Course content

The course consists of two major components:

- themes
- literature

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

Skills developed

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

Assessment

External assessment – 100%

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

First Language French

Designed for students who can express complex ideas in written French, the (I)GCSE French First Language courses develop the ability to communicate clearly, accurately and effectively.

The aims are to:

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

Course content

The list of possible text types includes:

- article, column
- brochure, leaflet, pamphlet, flyer, advertisement
- debate, speech, talk, presentation
- essay
- interview
- news report
- reasoned argument
- report
- review

Skills developed

Students learn how to employ a wide-ranging vocabulary, use correct grammar, spelling and punctuation, develop a personal style and an awareness of the audience being addressed. Students are encouraged to read wisely, both for their own enjoyment and in order to develop an appreciation of how writers achieve their effects.

Assessment

Even though only the written comprehension and the writing expressions are assessed in the examination, the four skills of the language (listening, speaking, reading, and writing) will be practiced through the study of literature, texts, audio-visual media, discussions and presentations.

- **paper 1** – written comprehension – 50% comprehension questions on one text (25 marks); summary of another text (25 marks)
- **paper 2** – two compositions of 350–500 words each – 50% discussion and argument (25 marks); description and narration (25 marks)

First Language German

The aims are to:

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

Course content

The list of possible text types includes:

- article, column
- brochure, leaflet, pamphlet, flyer, advertisement
- debate, speech, talk, presentation
- essay
- interview
- news report
- reasoned argument
- report
- review

Skills developed

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

Assessment

Even though only the written comprehension and the writing expressions are assessed in the examination, the four skills of the language (listening, speaking, reading, and writing) will be practiced through the study of literature, texts, audio-visual media, discussions and presentations.

- **paper 1** – written comprehension – 50% comprehension questions on one text (25 marks); summary of another text (25 marks)
- **paper 2** – two compositions of 350–500 words each – 50% discussion and argument (25 marks); description and narration (25 marks)

First Language Japanese

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

Course content

The course consists of two major components:

- themes
- literature

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

Skills developed:

- develop the ability to read and understand various forms of Japanese texts at a deeper level suitable for analysis and commentary
- develop the ability to communicate effectively in both written and spoken forms of the language
- develop the ability to effectively summarise and convey arguments
- to solidify their foundational knowledge of the language
- prepare for the IBDP Japanese Language A course

Assessment

There will be no (I)GCSE First Language examination from 2019

External assessment – 100%

- **paper 2** – reading and directed writing (2 hours 15 minutes) – 60%
- **paper 3** – continuous writing of 600–800 characters (1 hour 15 minutes) – 40%

First Language

School Supported Self-Taught

The common elements of the course in English are interactive and focus on strengthening students' social and general critical thinking skills, such as synthesis, inference and the ability to order facts and present opinions effectively. To this end, as a class, students read certain texts in English so as to be able to discuss them as a whole group and then complete written assignments on the texts in their Language As.

Course content

In First Language, students will work individually on communication and research skills. By taking responsibility for their own learning, students are also developing self-management skills. To this end, students are responsible for selecting (with the help of their marking tutors) appropriately challenging texts in their mother tongues. They also complete written assignments on these literary works. This work is meant to prepare them for IB Language A courses.

Genres studied: Language A texts (short story, drama, novel)

Texts in English: *Animal Farm*, *A View from the Bridge*

Skills developed

- ability to express ideas clearly and fluently, both orally and in writing
- ability to substantiate and justify ideas with relevant examples
- understanding of the ways in which cultural values are expressed in texts
- understanding of text structure, style and the writer's technique
- ability to compare and contrast the form, style and content of texts
- understanding of individual literary works as representatives of genre and period

Assessment

- essay writing
- speaking and listening in discussions
- oral presentations on Language A texts

Second and Foreign Language

English B Language (English as a Second Language)

This course is a language acquisition course for students whose best language is not English.

The three main aims of this course are:

1. language acquisition and development
2. exploration and development of intercultural understanding
3. preparation for the IB Diploma English B Higher Level course next year, with some preparation for IB Diploma English A courses

Course content

The exact content of the course will be negotiated according to the needs and interests of the group.

The course will include developing skills related to:

- **listening** to the teacher, classmates, and recorded audio-visual texts such as songs, films, documentaries
- **speaking** in a variety of contexts, rehearsed and unrehearsed, such as discussions, conversations, role-plays, debates and dramatised readings
- **reading** a range of different texts and text types, with focus on their structure and purpose
- **writing** or producing digital and non-digital texts of different types, with an emphasis on structure and purpose

The list of possible text types includes:

- article, column
- blog, diary
- brochure, leaflet, pamphlet, flyer, advertisement
- debate, speech, talk, presentation
- essay
- interview
- news report
- reasoned argument
- report
- review
- short story, novel, poem
- set of instructions and guidelines
- written correspondence

The four skills of listening, speaking, reading, and writing will be practiced through the study of topics related to culture including: Communication and Media, Global Issues, Social Relationships, Cultural Diversity, Customs and Traditions, Health, Leisure, and Science and Technology.

Where it is apparent that students in the class may be suited to following an English A course in Grade 11, the study of literature in this FIB course will be expanded accordingly.

Skills developed

As well as developing the four language skills of listening, speaking, reading, and writing, the course will also promote:

- understanding and construction of different text types
- text handling skills
- basic literary analysis skills

Assessment

Learners will be regularly assessed, for both effort and achievement, on:

- participation in class
- oral performance in specific oral activities
- understanding of readings
- written work

Written work will be assessed against three criteria:

- language – 40%
- message – 40%
- format – 20%

Oral work will be assessed against two criteria:

- productive skills – 50%
- interactive and receptive skills – 50%

Learners will sit a final exam, which will test reading and writing skills related to a selected area of the course.

Chinese as a second language

Course content

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

Skills developed

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

Assessment

External assessment – 80%

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

Internally assessed/externally moderated – 20%

- speaking (10-13 minutes) – 20%

Chinese (Mandarin) as a foreign language

Course content

The topic-based course has a communicative approach. Students learn the language and culture in integrated ways, based on topics including everyday activities, personal and social life and the world around us.

Skills developed

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

Assessment

External assessment – 75%

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

Internally assessed/externally moderated – 25%

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

French as a foreign language

The aims of the course is to develop:

- understanding and use of written forms of the target language, in a range of familiar and practical contexts, and for a variety of purposes
- understanding and use of the spoken forms of the target language, in a range of familiar and practical contexts, and for a variety of purposes
- the ability to communicate effectively in the target language through the written word, using a range of vocabulary and structures
- the ability to communicate effectively in the target language through speaking, using a range of vocabulary and structures
- a knowledge and understanding of the target language grammar and its practical application
- a knowledge and understanding of countries and communities where the target language is spoken
- positive attitudes towards modern foreign language learning acquire a suitable foundation for further study of the target language, or another language.

Course content

Topics covered:

- education and employment
- modern world and environment
- social activities fitness and health
- home and abroad
- house, daily routine

Skills developed

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

Assessment

Students will sit for the (I)GCSE exam in May/June (no coursework).

- Listening – 25%
- Reading – 25%
- Writing – 25%
- Speaking – 25%

Spanish as a foreign language

The aims of the course is to develop:

- understanding and use of written forms of the target language, in a range of familiar and practical contexts, and for a variety of purposes
- understanding and use of the spoken forms of the target language, in a range of familiar and practical contexts, and for a variety of purposes
- the ability to communicate effectively in the target language through the written word, using a range of vocabulary and structures
- the ability to communicate effectively in the target language through speaking, using a range of vocabulary and structures
- a knowledge and understanding of the target language grammar and its practical application
- a knowledge and understanding of countries and communities where the target language is spoken
- positive attitudes towards modern foreign language learning acquire a suitable foundation for further study of the target language, or another language.

Course content

Topics covered:

- education and employment
- modern world and environment
- social activities, fitness and health

Topics reviewed:

- home and abroad
- house, daily routine

Skills developed

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

Assessment

Students will sit for the (I)GCSE exam in May/June (no coursework).

- Listening – 25%
- Reading – 25%
- Writing – 25%
- Speaking – 25%

Integrated Humanities

Note: The FIB Humanities curriculum is undergoing a review and as a consequence there may be some minor changes for August 2018.

Business and Economics, Geography and History are taught as short courses on rotation. Each course is twelve weeks in length.

Business and Economics

This course aims to serve as an introduction to key topics within both the Economics and Business Studies curriculum. For Economics, students will gain insight into how the wider economy works, engaging in some enquiry based learning around the Singapore economy. This is then narrowed down to a Business Economics focus where students will focus on a single firm in the market and examine theory around costs, revenues, profits and break even, before moving on to an interesting study of current marketing strategies that firms use to gain customers and drive sales.

Course content

- **The central economic tenets** – opportunity cost, the economic problem, factors of production, needs and wants, scarcity and choice
- **Has Singapore achieved an economic miracle?** An evaluative study of the Singapore economy followed by a field trip to Singapore City Gallery
- **Development economics** – the difference between economic growth and economic development. How can one, through economic indicators, ascertain the level of a country's economic growth of development followed by a report on a country of a student's choosing
- **Microeconomics** – supply and demand with focus on diagrams and determinants. Movement along the lines and shifts. Market equilibrium and market disequilibrium (excess demand and excess supply)
- **Elasticity of demand and supply** both qualitatively and quantitatively plus the factors behind the concepts
- **Market failure** – negative externalities and policies to reduce or remove them
- **Break-even and contribution pricing** – how can a firm ensure it breaks even and achieves a margin of safety?
- **The marketing mix (price, place, product and promotion)** – How can a firm communicate and sell to its target market? Case study and curriculum field trip to Nandos

Skills developed

- an understanding of business and economic theory, terminology and principles
- the ability to apply the tools of economic analysis
- the ability to distinguish between facts and value judgements in economic issues
- an understanding of, and an ability to use, basic economic numeracy and literacy
- the ability to take a greater part in decision-making processes in everyday life
- an understanding of the economies of developed and developing nations
- the ability to think critically around business decision making

Assessment

1. Learners will be regularly formatively assessed, for both effort and achievement, on:
 - participation in class
 - knowledge and understanding of the concepts introduced

- analysis, application and evaluation of data used
 - judgment and decision making within the context of the environment being studied
2. Learners will sit a final exam, as a form of summative assessment, which will test a selected area of the course based on two formats:
- multi choice questions (to test knowledge and understanding)
 - extended response questions (to test analysis, application, evaluation and judgment/decision making)

Geography

"Simply put, Geography is our future. When we look at any issue with the balance and scrutiny that geographical study offers, we move beyond the media hype or political spin. Geography allows us to see the world more clearly."

– Tom Biebrach, Geographical Association.

Geography is study of the interaction between people, places and the natural environment. The study of Geography lies at the heart of the UWC movement. It is a powerful subject providing young people with the knowledge and understanding to unite people, nations and cultures for peace and a sustainable future.

Key concepts

- **the power of place:** our increasingly interconnected world
- **the power of people:** our actions change the environment we live in
- **the power of the natural environment:** natural forces shape our landscapes

In this course, students will use these key concepts to gain a clearer understanding of the world they live in.

Course content

- **What is Geography and why is it such a valuable subject?**
 - explore 'big' geography questions.
- **Developing core geographic skills and a 'sense of place'**
 - mapping assessment: a 'virtual field trip' based on the FIB expedition and/or places lived in or visited is created through the use of digital media such as Google tour builder and StoryMap. This helps to develop map skills and helps to develop an understanding of 'personal geography'—connections to place and space.
- **Settlement, sustainable development and coasts: Singapore case study.**
 - an oral presentation: a group assignment
- **Fieldwork, data collection, presentation and analysis: coursework assignment**
 - based on a one day field trip to either Pulau Ubin or East Coast Park
 - offers an opportunity for experiential learning as well as a chance to plan, collect data and write-up an independent investigation on a geographical issue

Skills developed

- developing a 'sense of place'
- map interpretation skills and analysis of other sources of secondary sources of spatial data (such as satellite images and infographics)
- primary data collection techniques (in the 'field')
- independent investigation and report writing
- data manipulation and presentation
- collaboration and teamwork
- oral presentation skills

Assessment

Learners will be regularly assessed, for both effort and achievement, on:

- participation in class
- oral performance in specific oral activities
- understanding of readings
- written work

Virtual field trip, spatial analysis and mapping task – 25%

Singapore case study – oral presentation – 25%

Coursework assignment based on fieldwork – 50%

History

History is an engaging, accessible and dynamic course taught through a variety of mediums. It is no longer about simply memorising facts! A large emphasis is placed on analysing the past and exploring different perspectives. History class is a place to discuss and debate and we place a large emphasis on developing specific historical skills such as source evaluation, weighing up evidence and developing and substantiating an argument – both verbally and in writing.

History is an ideal foundation for IB History, Economics or Global Politics courses and empowers students by both informing them and encouraging them to think for themselves.

Concepts

- **significance**
- **perspectives**
- **change and continuity**

Course content

- Intro - What is History?
- How do we establish historical significance? (student presentations)
- Handling evidence and evaluating interpretations: Role of women in history
- Change and continuity: case study – Nazi aims and policies towards women

Skills developed

- research and reference a range of sources
- evaluate historical sources
- constructing arguments and reaching judgements using historical evidence
- critical thinking
- presenting ideas and information according to audience and purpose
- developmental editing and collaboration

Assessment

Assessment is ongoing and organised around both process and product including:

- significance presentation
- source evaluation
- evaluation of a historical interpretation

Global Perspectives

The course aims to make students more aware of the key personal, social and global issues inherent in the UWC philosophy. Designed to strengthen critical thinking skills this course teaches students to consider issues from a variety of perspectives and formulate educated opinions on a wide variety of issues. Students should also become more aware of the import of the UWC philosophy and be 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 religion
- human rights

Skills developed

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

- research and enquiry skills and the ability to correctly cite sources through footnotes and bibliographies
- collaboration and presentation skills including formal debate
- ability to formulate reasoned arguments both in essays and debates

Assessment

There are no tests or exams in Global Perspectives, instead we employ a wide variety of assessment tasks including:

- creation of a personal mandala
- written reflections
- a formal research paper
- group presentations
- debates

Coordinated Science

The FIB Coordinated Science course aims to prepare students for the science subject they choose in the IB Diploma. At the end of the course, students should have a broad understanding of the individual Sciences, allowing them to start their subjects at IB with confidence.

Biology course content

This is taught in three units, which are closely related to the IB course:

- FB1. **Building blocks of life:** The topic includes the structure and function of cells, the factors that affect the rate of photosynthesis and how molecules are moved in and out of plants.
- FB2. **Energy in biology:** The topic includes how chemical reactions of respiration support life, are catalysed by specific enzymes and that enzymes are sensitive to changes in their environment.
- FB3. **Inheritance:** The topic includes how genes can cause variation, how mitosis and meiosis create new cells and how the inheritance of phenotypes can be predicted by the genotype of the parents.

Chemistry course content

This is taught in three units, which are closely related to the IB course:

- FC1. **Particles and the periodic table:** The topic includes structure of the atom, an introduction to moles and physical and chemical trends in the Periodic Table.
- FC2. **Bonding, acids and moles:** The topic includes the nature and types of bonding, reaction of acids, quantitative analysis and calculations of reacting masses, reacting gases and of reactants in solution.
- FC3. **Rates and organic chemistry:** The topic includes the factors that affect the rate of a reaction and a study of the major homologous series in organic chemistry.

Physics course content

This is taught in four units, which are closely related to the IB course:

- FP1. **Mechanics:** The topic includes linear motion, forces, Newton's laws, moments, energy and work.
- FP2. **Thermics:** The topic includes the properties of matter, heat transfer, gas laws and pressure.
- FP3. **Optics and waves:** The topic includes optics, longitudinal and transverse waves, wave properties, sound and the electromagnetic spectrum.
- FP4. **Electricity and magnetism:** The topic includes basic electric circuit theory, Ohm's law, series and parallel circuits, magnetism, electromagnetism, electromagnetic induction and an introduction to electronics.

Skills developed

The course allows students to explore and develop conceptual understanding of the key ideas at their own pace. Through experimentation, students develop the practical skills required for their transition to the IB Diploma program.

Assessment

Student will sit two papers during their internal examinations in April.

- **paper 1** – 40 multiple-choice questions testing knowledge and understanding of all ten units
- **paper 2** – a written paper consisting of short-answer and structured questions; Some questions will be based on the experimental skills and investigations

During the final term, in groups of 2–4, students will research, plan and then carry out an experiment in either Biology, Chemistry or Physics (or another Group 4 subject). The group will prepare a 10-minute presentation, which they will deliver to the FIB cohort during the final week of term.

Mathematics

This course aims to prepare students for the rigours of Mathematics for the IB Diploma by helping students to become able problem solvers who value Mathematics as a discipline. Teachers tailor the lessons to the abilities of the students in the class with the aim of creating a smooth transition to IB.

Course content

- sets and probability
- coordinate geometry and straight line graphs
- quadratics
- relations, functions and graph
- indices and logarithms
- trigonometry
- statistics
- vectors
- sequences

Skills developed

- manipulative algebraic skills
- appropriate and creative use of the graphical calculator to support problem solving
- discrimination between methods of solution to a problem in order to determine the most efficient
- making mathematical models for situations to allow further analysis and prediction
- investigation of patterns to allow for prediction and mathematical description

Assessment

The students will do both tests and investigative tasks during the course of the year and a summative exam will be given during the FIB examination period.

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 units allow students to prepare for Computer Science at IBDP.

Course content

All students work on:

- word processing
- coding fundamentals
- JAVA programming
- spreadsheets
- Control and basic robotics
- video editing

Optional units are available in:

- algorithmic design
- processing 2
- Greenfoot JAVA
- HTML
- web design in Dreamweaver
- infographics
- image manipulation

Skills developed

The aim of the course is to develop students' IT skills to a level where they can, without support, feel confident in editing and formatting formal documents, such as the Extended Essay. Also students will be able to use a spreadsheet for data collection and manipulation upto and beyond the level need for the IB Sciences, Geography, Economics and so forth.

Similarly the students will be exposed to coding and other Computer Science Skills. This will provide a good grounding in the modern technologically expanding World and also act as a useful introduction to IB Computer Science if they choose to take that option.

Assessment

The course is assessed by a number of on going class activities and projects. These are supported by end of unit tests where students demonstrate their competency in the techniques that have been covered. The final part of the assessment is a formal examination towards the end of the academic year.

The Arts

Art and Design

This course is designed to introduce students to skills in a variety of media and processes. Using project based enquiry, students will develop the ability 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 media and techniques, such as drawing, painting and printmaking. They may also study media such as collage, textiles, photography, three dimensional materials and mixed media. Contextual understanding of artwork is an integral component of each project and the analysis of appropriate work informs students' own practice.

Students will not only learn and develop skills, processes and sensibilities in their own right but will also experience an excellent foundation to the practical capabilities, knowledge and understanding they will need for taking the IB Visual Arts course.

Course content

Drawing

- drawing explorations using a variety of media
- create tonal drawings (skills in mixed media and techniques, such as hatching, cross hatching)
- develop skills using a sketchbook to refine and record and develop ideas
- critically analyse artworks
- develop Still Life and composition (students create and photograph their own Still Life paying attention to lighting and framing; using contact sheets to revise and reflect final composition)

Sculpture (ceramics, assemblage, plaster and wire)

- students use a variety of media to develop maquettes
- utilise the creative process to refine, record and develop ideas for personal work
- refine artist research tasks
- students will examine the art practice of Dada artists, Joseph Cornell and a sculptor of their choice to inform their own art making practice

Portrait painting

- experimenting with a variety of painting techniques, (colour blending, brush application, and/or glazing)
- introduce one artist of influence to guide student's painting technique and style
- critically analyse artworks
- using photography to aid observed drawings

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 a variety of media and techniques, developing the skills necessary for communicating ideas visually
- 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 and Design in contemporary society and in other times and cultures

Assessment

Assessment is based upon the student's ability to:

- develop ideas through investigations, informed by contextual and other sources, demonstrating analytical and cultural understanding
- refine their ideas through experimentation and the selection of appropriate sources
- record their ideas and intentions through visual and other forms
- present a personal, informed and meaningful outcome, realising their intentions

Drama

This course is designed to foster an ability to make, understand and analyse Drama and Theatre while learning about self, others and the wider world. The course is both challenging and fun. Students may enter the course with a wide range of experiences and backgrounds; they will leave the course having learned many of the skills needed for success in Drama and Theatre. Students will be well prepared for taking the IB Theatre course as well as other options. Throughout the course a range of assessment instruments are used, adapted from the Edexcel GCSE Drama course and the IB Theatre course.

Course content

- The course starts with establishing the attitudes and behaviours for success in FIB Drama, as well as building trust and mutual respect within the group. From there the course moves on to the exploration of dramatic starting points or stimuli (such as a poem, phrase, image or current affairs issue). In these extended projects students need to set their goals independently and plan accordingly; they rely on each other's guidance and input to make progress. The first explorations of design elements are undertaken during this part of the course. This element concludes with an in-class sharing of work and some reflective writing.
- Later the course explores working with a play text, developing a detailed understanding of that text and its potential for being staged in a variety of ways. Students work collaboratively and creatively to interpret and shape the dramatic material of the text, staging moments from the text using design elements. This aspect of the course results in an in-class sharing of work and some creative and analytical writing.
- The course involves a substantial performance of work (a Showcase). This culminating event allows students to apply all of the skills they have developed over the course, working collaboratively to produce a full performance using lighting, sound and set design, as well as fine-tuning their acting skills in a more public setting.
- At the end of the course students should be ready to take on further challenges in their education. The skills they learn through the FIB Drama course will help them in the IB Theatre course, but will also prove useful in other IB subjects and other options for further study. The course is a rewarding challenge for students that will develop substantial skills as well as a deeper appreciation of the potential of Drama and Theatre.

Skills developed

Studying FIB Drama can also help students to develop transferable skills that would help them in any subject area. The skills developed include:

- creating original theatre from a range of starting points (stimuli)
- creating theatre from a play-text
- the foundational skills of acting and performing
- technical and design skills including working with lighting and sound
- developing set design choices and an understanding of the use of space
- collaborative skills and group-problem solving
- critical thinking skills and reflective writing skills

- research skills
- analytical skills in approaching creative problems and research material
- developing communication skills and a sense of confidence

Assessment

The assessment tools used in FIB Drama are based on both the GCSE Edexcel Drama course and the IB Diploma Programme Theatre course. Assessment is composed of reflective and analytical writing, as well as practical assessment that consider students' ability to contribute to the group work processes of creating pieces of drama.

Some units include an assessment of performance skills and choices made in the final performances. All assessment in FIB Drama is designed to help students deepen their knowledge and understanding of the subject.

Music

The Music course provides a platform for students to explore an eclectic range of music through creative exploration of a series of performance-based topics. Students will develop their contextual understanding and the ability to aurally analyse and identify musical elements that determine style, genre, role and place.

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 8 (notation software) and Logic Pro X (sequencing software) installed on their laptops and are encouraged to develop their aural skills through the use of Meludia software.

All students are encouraged to learn an instrument of their choice and are expected to actively participate in music making within the College community.

Course content

- **World music:** Indonesian Gamelan, Indian Classical, East African drumming
- **Western art music: an understanding of some of the main eras:** Baroque, Classical, Romantic and 20th century music styles. Develop aural perception and analysis skills in identifying main characteristics.
- **Popular music:** Blues, Jazz and Pop.
- **Composition:** develop an understanding of various compositional techniques through ongoing group and individual creative projects.
- **Music theory:** ongoing development of theoretical understanding at an individual pace.
- **Music technology:** use Sibelius music software for notation and Logic Pro for midi sequencing and audio recording.

Skills developed

- **performing skills**, both individually and in groups to communicate musically with fluency and control
- **composing skills**, developing their ability to organise musical ideas and using appropriate resources, including music technology, to realise their own musical ideas
- **develop musical knowledge**, understanding and the skills needed to communicate effectively as musicians
- **aural skills**, including the ability to aurally analyse, appreciate and recognise a wide variety of genres, styles and traditions of music

Assessment

Assessment is based on performance and creative composition tasks during the course. The emphasis is on individual creativity and musical expression and an understanding of the varying contexts of different genres and style.

Physical Education

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

The Physical Education programme in High School aims to develop the following essential skills and processes:

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

Course content

A typical programme in FIB includes activities taken from seven physical domains:

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

Skills developed

Fundamental skills and techniques are practiced and refined for each of the units covered 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

Teachers provide ongoing formative assessment as well as a student's approach to the subject in terms of collaboration, communication and self-management.

Students will be assessed using a variety of techniques and reported upon using the following headings and criteria:

- active lifestyle and physical fitness
- motor skills and concepts
- strategies and tactics
- analysis of performance
- personal responsibility
- social interaction

High School Academic structure (2018/2019)

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

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

Group	Subject	Head of Department
English	English	Damian Ballantine
	English B	Andrew Denney
Languages	Mandarin Chinese	Chen Draper
	Japanese	Fukiko Ishikawa (teacher)
	French	Michele Pirson
	German	Wolfgang Oesch (teacher)
	Spanish	Vicky Berman
	School Supported Self-Taught	Anu Ruhil (teacher)
Integrated Humanities	Economics	Steve Vorster
	Business and Management	Phil Woolrich
	Geography	Daniel Orr
	History	Tim Davies
Global Perspective		Jane Hirons
Science	Coordinated Science	Adrian Armstrong
Mathematics	Mathematics	Julie Dale
Technology	Information Technology	Stephen Potter
Physical Education	Physical Education	Vicky Hill
The Arts	Art and Design	John Widder
	Drama	Neil Keating
	Music	Adrian Hill
(I)GCSE Examination Officer		Myra Martin
Learning Support		Simon Beesley

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