Welcome to (I)GCSE

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

A balanced curriculum

A balanced curriculum is made up as follows:

**English Language** and **English Literature** or **English as a Second Language**. English Language and English Literature are taught concurrently but lead to separate qualifications.

At least one other language chosen from:

- **First language** – for native speakers: Chinese, Dutch, French, German, Japanese or Korean
- **Second language** – for near native speakers: Chinese
- **Foreign language** – taught foreign language: Chinese (Mandarin), French or Spanish
- **School Supported Self-Taught language** – for native speakers of other first languages

At least one humanity selected from Enterprise, Economics, Geography, UWCSEA Global Perspectives or History

**Coordinated Science** (double award), combining Biology, Chemistry and Physics, counts as two IGCSEs

**Mathematics**

A creative or practical subject. Students are strongly encouraged to consider selecting one of the following subjects:

- Information and Communication Technology (ICT)
- Computer Science
- GCSE Physical Education
- Music
- Drama
- Dance
- Art and Design: Fine Art
- Art and Design: Photography
- Design and Technology: Resistant Materials

**Physical Education (PE)** – all students take two sessions of PE each week. This is not part of the GCSE Physical Education subject listed above, and is non-examinable.

Assessment

Normally, UWCSEA students enter IGCSE examinations in nine subjects.

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

Outstanding performance is awarded A*. The majority of students in the College are likely to score grade C or higher. In 2014, 97% of UWCSEA Dover students achieved all A*-C grades.

Subject selection guidelines

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

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

Advice on languages for English as a Second Language students

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

Points to consider when selecting subjects

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

Choices should be influenced by the following points:

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

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

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

**Course content**

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

Students are encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. Students also have the opportunity to pursue individual writing interests through participation in Writers’ Fortnight, an event during which professional writers often visit the school to speak to and work directly with the students. The department’s flagship is the literary magazine *Element*, which showcases a diversity of writing from a range of grades, culminating in an evening where students have the opportunity to present their work to an audience.

**Skills developed**

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

**Assessment**

The course is assessed through external examination. There are two summative examinations:

**Paper 2: reading – extended – 50% (2 hours)**

Primarily a reading examination; students are expected to read two unseen prose extracts, from either fiction or non-fiction, and show an ability to understand and develop text content, to analyse authors’ style and to identify and summarise textual details.

**Paper 3: directed writing and composition – 50% (2 hours)**

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

**English Literature**

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

**Course content**

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

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

Students also have the opportunity to pursue individual reading and writing interests through participation in Writers’ Fortnight, an event which sees professional writers visit the school to speak to and work directly with the students. The department’s flagship literary magazine *Element* showcases a diversity of writing from a range of grades, culminating in an evening where students have an opportunity to present their work to an audience.

**Skills developed**

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

**Assessment**

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

- **paper 1: poetry and prose – 50% (1 hour 30 minutes)**
  Closed book exam. Two questions offered for each set text studied—students answer one question for each set text; they can choose freely between a passage-based question and a general essay question.

- **paper 3: drama – 25% (45 minutes)**
  Open book exam. Two questions offered - students answer one question for each set text; they can choose freely between a passage-based question and a general essay question.

- **paper 4: unseen text – 25% (1 hour 15 minutes)**
  A choice of two unseen texts offered to students; a poem and a prose extract. One question is attached to each unseen text to which students must apply themselves; students answer on one of the texts only.

**English as a Second Language (ESL)**

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

1. Language development, including preparation for the IGCSE examination in ESL and preparation for studies in English B in the IB Diploma
2. Preparation for possible studies in English A in the IB Diploma

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

**Strand 1: Language development**

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

**Course content**

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

- reading/writing
- listening
- usage
- speaking

The IGCSE ESL course aims to develop ability in the following specific areas:

- understanding and conveying information
- understanding, ordering and presenting facts, ideas and opinions
- evaluating and selecting relevant information
- understanding and employing a wide range of vocabulary
- exercising control of grammatical structures
- demonstrating an awareness of register in both formal and informal situations
- communicating effectively and appropriately

**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 proof-reading skills.

**Assessment**

The course is assessed through external examination. Students, subject to their course performance in Grades 9 and 10, are entered for either the:

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

**Reading and writing paper – 70% (2 hours for extended; 90 minutes for core)**

**Listening paper – 15% (45 minutes for extended; 30–40 minutes for core)**

**Oral – 15% (10–15 minutes)**

**Strand 2: Preparation for possible studies in English A in the IB Diploma**

This strand focuses on introducing the skills students will need for the study of literature in the Language and Literature programme in the IBDP from Grade 11.

**Course content**

**Reading**

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

**Writing**

Based on the reading texts, students produce a variety of pieces including:

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

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

**Speaking skills**

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

**Skills developed**

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

**Assessment**

This strand is not externally assessed.
School Supported Self-Taught Language

This non-examined course is for learners who wish to pursue studies in their mother tongue (‘Language A’) in the IBDP, but for whom there is no taught course available at UWCSEA. The course helps learners prepare the literary analysis skills needed for the IBDP School-supported self-taught Language A course.

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

The written work of each learner is regularly assessed by an external Marking Tutor, against criteria provided by the College. This assessment process is mediated by the teacher. While it is not the Marking 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 experience and expertise. Parents are also free to engage additional tuition in Language A, but this is entirely at their own expense and initiative. Moreover, parents can play an important role in supporting their children’s efforts by discussing work with them in the target language.

Additional cost

There is an additional charge of S$150 per year to cover part of the cost of providing an external Marking Tutor.

Course content

The course will explore three categories of literature:

- prose fiction
- drama
- poetry

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

Skills developed

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

Assessment

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

European Languages

Foreign languages: French, Spanish

Course content

All courses aim to 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 should be competent tourists, able to travel to the target language country, communicate effectively, acquire information and even solve problems.

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

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

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

Eligibility

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

Skills developed

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

Assessment

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

First Languages:

Dutch, French, German

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

Please see the additional notes relating to Dutch and German courses below. For further information please contact the Heads of Department, listed in the back of this booklet.

Course content

Designed for students whose mother tongue is German, French or Dutch, the IGCSE First Language syllabus develops the ability to communicate clearly, accurately and effectively. Students learn how to employ a wide-ranging vocabulary, use correct grammar, spelling
and punctuation and develop a personal style and an awareness of the audience being addressed. Students are encouraged to read widely, both for their own enjoyment and in order to develop an appreciation of how writers achieve their effects.

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

**Assessment**

**Component 1: reading and summary writing – 50% (2 hours)**
Questions will relate to two passages of approximately 600–700 words each, linked by a common theme. These passages will be printed on the question paper.

**Component 2: writing – 50% (2 hours)**
Candidates will be required to write two compositions, (350–500 words each), one from each of the following two sections:
- section 1 – discussion and argument
- section 2 – description and narration

**German**

German is taught in Grade 9 according to the Swiss curriculum, which is a compulsory requirement for students coming from the Swiss School or intending to return to Switzerland. There is no formal examination at the end of Grade 9, which concludes the compulsory instruction, but students continue to prepare for the German IGCSE First Language. This is heavily language-based, so skills tested are similar to those studied in Grades 7 to 9 under the Swiss curriculum.

**Dutch**

Grade 9 and 10 tuition is based on the most recent Dutch attainment goals. Active and receptive language skills are developed in an integrative way, and literary analysis tools are introduced.

**Additional cost for Dutch tuition**
UWCSEA has an agreement with the Dutch community in Singapore to operate a joint scheme to employ a fully qualified teacher of Dutch. The teacher provides Dutch tuition both within and outside the normal timetable for native speakers of Dutch. The teacher is a full-time employee of UWCSEA Dover but the Dutch community contributes to the total cost of their employment. Therefore an extra charge is levied by the Dutch community for any Dutch tuition; the cost depends on the number of students taking Dutch lessons. Please ask for further details before enrolling.

**Asian Languages**

**Foreign Language: Chinese (Mandarin)**

**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**
- use the language effectively for practical communication
- sound base of skills, language and attitudes required for further study, work and leisure
- be encouraged to better integrate into the local community
- develop skills of analysis, memorising, researching and inference
- prepare for IBDP Mandarin B course

**Assessment**

- **paper 1: listening – 25% (approx. 35 minutes)**
  Candidates listen to a number of recordings and answer questions and comprehension (30 marks). Externally assessed.
- **paper 2: reading – 25% (approx. 1 hour 15 minutes)**
  Candidates read a number of texts and answer questions testing comprehension (36 marks). Externally assessed.
- **paper 3: speaking – 25% (approx. 15 minutes)**
  Candidates complete two role plays, a topic presentation/conversation and a general conversation (100 marks). Internally assessed and externally moderated.
- **paper 4: writing – 25% (approx. 1 hour 15 minutes)**
  Candidates respond in the target language to three tasks (45 marks). Externally assessed.

**First Languages:**

**Chinese, Japanese, Korean**

First Language courses 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 IBDP.

**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
- complements other areas of study by developing general skills such as analysis, synthesis, drawing of inferences
- students’ personal development and an understanding of themselves and others is promoted
Assessment

Chinese
- paper 1: reading – 60% (2 hours)
- paper 2: writing of 400–600 characters – 40%
  (1 hour 15 minutes)

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

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

Second Language Chinese

This course is suitable for students for whom Chinese is a second language and provides students with the skills required for further study or employment using Chinese as the medium.

This offers challenge and depth in studying Chinese language and culture and students will develop a high level of language ability in all four skills.

Candidates beginning this course are expected to have had prior contact with Chinese at school and/or in their community.

The course is good preparation for the IBDP Mandarin B course.

Course content

Candidates studying the syllabus gain an understanding of a wide range of social registers and styles, and learn to communicate appropriately.

The topics selected relate to the interests and needs of the candidates using Chinese as a Second Language, e.g. education, the world of work, current affairs, health and welfare, travel, school affairs.

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

Assessment

- paper 1: reading and writing – 70% (2 hours)
  Candidates complete three reading exercises testing comprehension and information transfer and two writing exercises. Externally assessed. The question paper is set entirely in Chinese.
- paper 2: speaking – 30% (10–12 minutes)
  Candidates complete a presentation, a topic conversation and a general conversation. Internally assessed/externally moderated. The speaking test will be conducted and assessed in Chinese.

Enterprise

(New course: first exam in 2017)

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

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

Course content

- introduction to Enterprise
- setting up a new enterprise
- the skills and personal attributes needed to run an enterprise
- business opportunities, responsibilities and risk
- negotiation
- understanding finance
- business planning
- markets and customers
- help and support for enterprise
- communicating with other people

Skills developed

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

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

Assessment

- paper 1 – 50% (1 hour 30 minutes)
  Based upon a pre-seen case study, learners are required to apply their knowledge of enterprise and entrepreneurship to comment on enterprise issues, and to solve enterprise problems in the context of the case study, organisations they have studied and their own enterprise.
- paper 2: coursework – 50%
  Candidates will run their own enterprise activity or project, and produce a portfolio of evidence using a variety of communication methods

Coursework tasks

- task 1: identifying a suitable project or activity
- task 2: planning the project or activity
- task 3: implementing the plan
- task 4: evaluating the project or activity
Economics

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

Course content

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

- the basic economic problem
- nature and function of organisations and institutions in an economy
- how markets work
- the individual as producer, consumer and borrower
- the private firm
- the role of government in an economy
- the main economic indicators: prices, employment, output, international trade
- developed and developing economies; why are some countries poorer than others?
- interdependence and conflicts between individuals, firms and governments

Skills developed

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

Assessment

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

Geography

Students should be aware of the planet they live on and the course comprises a core of essential knowledge together with essential critical thinking skills to enable students to make sense of the world around them as the 21st century develops. Geography is the study of places and people with an emphasis on how the environment plays a role in their interaction. It particularly looks at issues that focus on major global concerns such as deforestation, population pressure, desertification and natural hazards. Course content is taught together with a range of contemporary concepts.

Course content

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

Population and settlement

- Population dynamics – describe the growth of the world’s population and associated problems and show an understanding of the causes and consequences of over-population and under-population
- Settlement – describe and explain the factors influencing the size, development and function of urban and rural settlements and their spheres of influence

The natural environment

- Plate tectonics – describe the distribution of earthquakes, volcanoes and fold mountains in relation to plate margins
- Landforms and landscape processes – describe weathering, river and marine processes
- Weather, climate and natural vegetation – describe the methods of collecting and measuring meteorological data
- Inter-relationships between the natural environment and human activities – demonstrate the interaction between the natural environment and human activities with reference to natural hazards, landscape processes, climate and the two named ecosystems

Economic development and the use of resources

- Agricultural systems – describe and identify the influence of inputs (natural and human) on the processes and outputs of each of the following agricultural systems: a large-scale system of commercial farming, small-scale subsistence farming
- Industrial systems – classify industries into primary, secondary and tertiary
- Leisure activities and tourism – describe and account for the growth of leisure facilities and tourism in relation to the main attractions of the physical and human landscape
- Energy and water resources – describe the significance of fuels; wood, non-renewable fossil fuels (coal, oil and natural gas), renewable energy supplies (geothermal, wind, running water, solar and biogas)
- Environmental risks and benefits: resource conservation and management – describe how human activities (agriculture, manufacturing industries and tourism and energy production) may improve the quality of life and/or pose threats to the environment: soil erosion; global warming; pollution (water, air, noise and visual)

Skills developed

The course develops skills in observation, collection, analysis and interpretation of data. Practical work, including fieldwork, is a key component of the course. Furthermore, students will be able to demonstrate skills of analysis and interpretation of topographical maps selected from the tropical world. Through teaching these units, the course aims to encourage students to develop:

- a sense of place
- an awareness of the characteristics and distribution of a selection of contrasting physical and human environments
- an understanding of the processes that affect the development of such environments (including human impact)
- an understanding of different communities and cultures throughout the world
History

History is a vital component of any balanced education, placing a heavy emphasis on source evaluation, which encourages students to analyze critically information put before them, and to make reasoned and balanced judgements 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 skills through a range of activities. History also helps students understand the foundations and beliefs of other civilizations, stimulating respect and curiosity for cultures other than their own—vital in an international, multi-cultural 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
- Russia in Revolution 1914-1924: successes and failures of the First World War; the February Revolution; the Bolshevik seizure of power; civil war; war communism; New Economic Policy (NEP).
- Development of dictatorship: Germany, 1918-1945: the establishment of the Weimar Republic and its early problems; the recovery of Germany, 1924–1929; the rise of Hitler and the Nazis; life in Nazi Germany; Germany during the Second World War.
- A world divided: superpower relations, 1945–1962: reasons for the Cold War; early developments in the Cold War, 1945–1949; the Cold War in the 1950s; the Berlin Crisis of 1961; the Cuban Missile Crisis.

Grade 10

Complete the unit on superpower relations and also:
- Conflict, crisis and change: The Middle East c1919–1995: build-up of tension in Palestine; the creation of Israel, the war of 1948–1949 and the Suez Crisis of 1956; the Arab-Israeli conflicts of 1967 and 1973; superpower involvement in the Middle East; the attempts to find a lasting peace, 1979–1995

Skills developed
- development of rigorous and cogent arguments
- ability to make reasoned judgements
- understanding the values and limitations of a range of source of information
- critical thinking
- analysis, synthesis and interpretation of information
- construction of substantial analysis about the past
- research and selection of material
- communication and organization

Assessment

External assessment – 72.5%
- paper 1: structured questions on the three themes – 45%
- paper 2: skills-based paper – 27.5%

Internal assessment – 27.5%
One assignment up to 2,000 words, related to the three themes of the course, considering an argument, problem or assertion. This is based on a conflict resolution hypothesis involving development on the island of Pulau Ubin.

UWCSEA 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 two-year 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
- human rights issues including disaster response
- environmental philosophies
- wealth and poverty
- advocacy and action

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

The assessment in this subject is both portfolio and project based. The Portfolios and Critical Challenge Projects are kept using an electronic format and are externally moderated by the University of Cambridge International Examinations Board.
- Portfolio: four pieces of work are included (two from Grade 9 and two from Grade 10). These pieces of work reflect a wide variety of assessment tasks showcasing creative, reflective, evaluative and analytical skills.
- Critical Challenge Project: this is a group project completed in Grade 10 and is an in-depth investigation into an area of interest touched upon in the curriculum. Although students are assessed as a group, individual performance largely determines the assessment grade.
Coordinated Science

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

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

Course content

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

Biology

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

Chemistry

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

Physics

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

Skills developed

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

Assessment

External assessment – 80%

• paper 1 (all students) – multiple choice questions
• paper 2 (core level only) – short structured answers covering the core syllabus only (Grades C to G can be obtained)
• paper 3 (extended level only) – 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

Mathematics

Mathematics is a compulsory subject for all High School students. We meet the needs of our student population by providing a range of courses and by entering students for the final examination at a time appropriate to their state of readiness.

The majority of students follow a two-year course in Mathematics and take CIM (Cambridge International Mathematics IGCSE) examination in June of Grade 10. The students taking CIM will either follow the Core curriculum or the Extended curriculum. Students who need extra support in Mathematics are placed into the Core course as it follows a reduced curriculum and the class sizes are smaller.

A small number of mathematically gifted students will take the IGCSE CIM course in conjunction with the IGCSE Additional Mathematics course for both Grades 9 and 10. At the end of Grade 10 the students will take both the CIM and the Additional Mathematics exams.

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.

Skills developed

It is challenging to predict the necessary mathematical skills that our students will require in the future, as technology continues to develop rapidly. Skills prospective employers appreciate are the ability to think logically and independently, to express oneself clearly and to apply theoretical knowledge to solve problems in real world situations. Mathematical training can sharpen the ability to sift through information and focus on what is relevant in order to develop analytical skills. A sound knowledge of mathematics is important in many areas of science, economics, medicine and engineering.

Recommended calculator

All students will be expected to purchase a graphical calculator TI-nSpire as our resources are designed around this model. For any students taking the Additional Mathematics course a second non-graphing calculator is required. The Mathematics Department recommends the Texas Instruments TI-30XIIB scientific calculator.

Assessment

Final assessment of all courses is by examination only.

Mathematics CIM IGCSE: Core (grades available: C to G)

• paper 1: non-calculator – 25%
• paper 3 – 60%
• paper 5: investigation – 15%

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

• paper 2: non-calculator – 20%
• paper 4 – 60%
• paper 5: investigation and modelling – 20%
Additional Maths IGCSE Mathematics (grades available: A* to E)
• two papers, each worth 50%, each can use calculator.

The progression of students in Mathematics from Grade 9 through to IBDP is outlined below.

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**Information and Communication Technology (ICT)**

Knowledge of ICT is now considered as necessary as the ability to read and write. ICT is useful to all students, regardless of their future career plans, giving them a wide-ranging grounding in both the theory and practice of modern IT systems. The course has a practical bias and involves significant use of computer software and other IT equipment. This course provides the necessary foundations for IBDP Computer Science or similar courses.

**Course content**

• develop and consolidate students knowledge, skills and understanding in ICT
• encourage students to develop as autonomous ICT users
• encourage students to gather, store, process, present and communicate information, using computers through activities in a range of contexts
• encourage students to solve problems through the appropriate use of ICT systems and associated principles and techniques
• develop a broad and balanced view of the range of applications of ICT systems including communication, data processing, multimedia, web-based, modelling, data logging and control systems
• develop an awareness of the ethical, social, economic and political consequences of the use of ICT systems for individuals, organisations and society through the study of meaningful applications
• encourage students to continue to develop their ICT skills in order to enhance their work in a variety of subject areas

**Skills developed**

Independent learning; communication; inquiry; logic and problem solving; evaluation of different information sources; and time management are all developed in addition to a wide range of practical computer software application skills.

**Assessment**

All assessment is external:
• **paper 1 – 40% (2 hours)**
  A written paper containing mainly questions requiring a short response, a word, a phrase or one or two sentences, although there are some questions requiring a more extended response
• **paper 2 – 30% (2 hours 30 minutes)**
  A practical test during which students have to complete a series of tasks using a variety of software. Access to online help functions is permitted, but not to the students own notes
• **paper 3 – 30% (2 hours 30 minutes)**
  A practical test during which students have to complete a series of tasks using a variety of software. Access to online help functions is permitted, but not to the students own notes.

**Computer Science**

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

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

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

**Course content**

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

Section 1: theory of Computer Science
- Data representation: binary system, hexadecimal, data storage
- Communication and Internet technologies: data transmission, security, internet
- Hardware and software: logic gates, computer architecture, input and output devices, memory, storage devices and media, operating systems, high- and low- level language and their translator
- Security
- Ethics

Section 2: practical problem-solving and programming
- Algorithm design and problem-solving: problem-solving and design, pseudocode
- Programming: programming concepts, data structures and arrays
- Databases

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

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

Music
Students take Music for its own sake, as the basis of a future leisure interest, or they may be looking at a career where it will be useful to have experience of studying music or where performance or composition skills are needed. Students enjoy this course if they have a passion for all kinds of music, enjoy experimenting with sounds, like playing music themselves and with others, and would like the opportunity to learn about recording and music technology.

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

Grade 9
- Indian raga
- African music and fusions
- Western classical music

Grade 10
- music in the 20th century
- popular music in context

Skills developed
Through independent study, and the support of their instrumental teacher, students will develop their specific instrumental or vocal skills. Students will develop their compositional skills through experimentation and by investigating the music of established composers and musicians from around the world. They will develop skills in communication and 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 or with a reputable teacher outside UWCSEA. Development of instrumental skills demands a high level of dedication to individual practice. Therefore, the most important qualities needed for success are commitment, enthusiasm and active participation in all types of music making.

Assessment
External assessment – 40%
- one listening examination, based on the set works from the four areas of study, in the last term of the course.

Internal assessment – 60%
- solo performance – 15%
- ensemble performance – 15%
- composing – 30%
All coursework must be recorded.
**Drama**

The Drama course is not necessarily a course for aspiring actors or even for those intending to study the subject in the IBDP or at university, although it is certainly a good foundation for this. Rather, Drama is a subject for anyone who finds themselves in a position where they have to promote and present themselves and their ideas in an accessible and effective manner. Every student has a unique voice, but not every student finds traditional methods of study the best expression for that voice.

Drama offers a different approach to developing confidence and communication skills. The skills learnt are as useful to the business person, the teacher and the lawyer, as they are to the performer. In an age when employers have more choice than ever of equally qualified job applicants, the candidate with character and confidence and an ability to work well with others is going to come out on top. This is where Drama can help.

**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 the technical and design aspects.

**Skills developed**

The course aims to:

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

**Assessment**

No written examination.

External assessment – 40%

- a performance before an audience where students are assessed on their performance skills. Performances are externally moderated.

Internal assessment – 60%

- assessment of practical work in class in two units (improvisation and script) – 40%
- coursework consisting of a documentary evidence and a play review – 20%

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**Dance**

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

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

**Course content**

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

**Skills developed**

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

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

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

**Assessment**

- unit one: critical appreciation of dance (written paper) – 20%
- unit two: set dance (practical) – 20%
- unit three: performance in a duo/group (practical) – 20%
- unit four: group choreography and solo choreography (practical) – 40%

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**Art and Design: Fine Art**

The personal response encouraged by the syllabus stimulates students’ imagination, sensitivity, conceptual thinking, powers of observation and analytical ability. Students develop confidence and enthusiasm in the process of art and design as they gain the technical skills to form, compose and communicate in two and three dimensions. The study of Fine Art at GCSE leads to a wider awareness of the role visual arts plays in society and in history. It broadens students’ cultural horizons, enriches individual experience and is a major opportunity for students to develop critical thinking and creative problem solving skills.

The subject is a strong foundation for IBDP Visual Arts at both Higher and Standard Levels.
Course content
Within a studio environment, students learn how to structure a successful investigation from initial concept to final outcome. They are encouraged to take responsibility for their learning and an emphasis on independence is supported through appropriate teacher-led activities and structured resources. Students study a variety of procedural techniques covering the disciplines of drawing, painting, printmaking and sculpture. They may also study processes such as collage, textiles, photography and mixed media. Contextual understanding of artwork is an integral component of each project and the analysis of appropriate work informs students' own practice.

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

Special requirements
Students must be prepared to work outside lesson time to further develop their work. This may include using the Open Studio facility (available three days after school).

Students will attend trips to gather visual information for at least one of their projects during the two years and are expected to exhibit their work when the opportunity arises.

All students exhibit a selection of their work in the annual High School Art Exhibition.

Assessment

Coursework – 60%
The assessment of a final portfolio of work is based upon how well students can:
- collect and creatively record material: both their own work and the work of others
- analyse and evaluate images, understanding their context and making connection with their own work
- develop, explore, and review ideas
- achieve their planned aims and intentions when producing a finished piece of work

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

Art and Design: Photography

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

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

Course content

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

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

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

Skills developed

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

Special requirements

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

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

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

**Assessment**

**Coursework – 60%**
The assessment of a final portfolio of work is based upon how well students can:
- collect and creatively record material: both their own work and the work of others
- analyse and evaluate images, understanding their context and making connection with their own work
- develop, explore, and review ideas
- achieve their planned aims and intentions when producing a finished piece of work

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

**Design and Technology: Resistant Materials**

Creativity is a fundamental part of design and technology. 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 the subject seek to develop creativity and confidence in students’ ability 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-produced, commercially-produced articles, as solutions to real needs. This is an excellent course for students interested in design and manufacturing and leads to IBDP Design Technology at both Higher and Standard Levels.

**Course content**

**Grade 9**
The students undertake tasks which cover the theory and concepts of the syllabus and develop skills in the design process, communication and manufacturing. The students are then guided through a full length design project to create a furniture system using product analysis as the basis of their ideas. Each student identifies a particular situation where there is a need for the furniture system. The students then design and manufacture the system and put it into use so that they can test and evaluate the effectiveness of their design.

**Grade 10**
In this second year students design, plan the production and manufacture a fully functioning outcome product of their choice from a range of contexts supplied by the examination board. The students set out to design a product for commercial production and achieve this by making a one-off prototype, which they test and evaluate.

**Skills developed**

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

**Assessment**

**External assessment: one paper – 40% (1 hour 30 minutes)**

**Internal assessment – 60%**
**GCSE Physical Education**

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

**Course content**

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

**Practical component**

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 are basketball, softball, touch, fitness, netball, swimming and personal survival (this may 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.

**Theory component**

The following areas are studied in detail:

- 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 and skeletal systems)

**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**

- **Internal assessment – 60%**
  - practical performance – 48%
  - personal exercise programme and analysis of performance – 12%
- **External assessment – 40%**
  - one written paper containing multiple choice, and shorter and longer answer questions.

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**Physical Education**

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

Physical Education helps students develop personally and socially. They work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that Physical Education offers, they learn how to be effective in competitive, creative and challenging situations [UK National Curriculum 2007].

The programme aims to develop the following essential skills and processes:

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

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

**Course content**

**Grade 9**

A typical programme includes activities taken from seven physical domains including invasion, court fitness, over the net, striking, adventure and aquatics. Students focus on one domain for five years.

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

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

**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 five weeks their activity theme changes along with the member of the staff delivering the unit. This enable exposure to a variety of environments and specialist teaching styles for these areas.

Typical overview of sports covered in the Grade 10 core curriculum:

- sport
- fitness
- leadership
- lifestyles

**Skills developed**

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

**Assessment**

Students in Grades 9 and 10 are internally assessed at the end of each unit of work on their knowledge, understanding, performance (Grade 9), participation, attitude and organisation.
**Academic structure**

Danny O’Connor is the Principal of High School, and Philippa Haley is the Vice Principal of Curriculum for High School. The High School is divided into departments with each department having a Head of Department (HoD) or teacher-in-charge.

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<td>Computer Science</td>
<td></td>
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<tr>
<td>(I)GCSE Examination Coordinator</td>
<td>Rita Millichamp</td>
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<tr>
<td>Learning Support</td>
<td></td>
<td>Simon Beesley</td>
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