Foundation IB
Academic Learning Programme

Students who join UWCSEA in Grade 10 follow the College’s Foundation IB (FIB) programme, which entails a mixture of prescribed and free choice subjects. The subjects are both demanding and varied, and students quickly understand that skills of adaptation and engagement are critical for success. We encourage our students to embrace the challenges offered by the various subjects in order to fully enjoy the learning experience. The FIB is designed to prepare students for a seamless transition into the IBDP.

Breadth of study is a key factor in the FIB academic curriculum and is designed to help students make informed choices as they move into their final two years of schooling. The majority of students at this stage do not have a definite career in mind; therefore it is sensible to select subjects they enjoy and which will permit a reasonable degree of flexibility with regard to future courses and careers. The FIB course culminates in internal examinations at the end of the year, for which we offer support, expertise and preparation to ensure success.

The academic programme is one of five interlinking elements of the UWCSEA learning programme which includes academics, activities, outdoor education, personal and social education and service. UWCSEA students are expected to participate fully in all aspects of the learning programme which gives them multiple opportunities to develop the qualities and skills of the UWCSEA profile.

In this guide you will find detailed information about the FIB programme. All students study the following programme:

- **Coordinated Science** – one course covering the core subjects of Biology, Chemistry and Physics
- **Digital Perspectives** – a course that combines digital skills, creativity and critical thinking skills
- **Global Perspectives** – the course embodies the values of UWCSEA and is excellent preparation for the IBDP
- **Integrated Humanities** – one course covering the subjects of Economics, Geography, History and Psychology
- **Mathematics**
- **Physical Education** – compulsory for all students
- **First Language** – English, Chinese or School Supported Self-Taught
- **Foreign Language** – English as an Additional Language, Chinese, French or Spanish
- **Core PE** – an option for students who are unable to take a foreign language course
- **The Arts** – Music or Theatre or Visual Arts

For the few students who enter the FIB programme without a foreign language option, they will need to select a further Art or Core PE subject (please note that Music and Theatre cannot be taken together).
Coordinated Science

The course prepares students for an IBDP Higher Level (HL) or Standard Level (SL) course. Students study the course in six contextualised topics that have a mixture of Biology, Chemistry and Physics. FIB Science classes are shared between two teachers; each teacher delivering three of the overarching topics.

The idea of studying Science by making connections to the real world and their common applications is the central idea to the FIB Science course. A common aim is also to develop the students’ experiential skills, familiarise them with basic scientific apparatus and ensure that they work competently, with due regard to safe operating procedures in a laboratory situation. The course therefore involves practical work, developing from simple experiments to more complex investigations where students are given the opportunity to test their ideas by familiarising them with scientific methodology. The course content is designed to give students sufficient breadth to enable them to make an informed decision about future science course options, but also to provide the necessary depth for them to continue with sciences at IBDP HL.

Course content

Below are the details of the six overarching topics that are covered during the FIB Science course.

1. Age of discovery
   Students learn about the phenomena through a timeline of events and discoveries made by famous scientists: Mendeleev, Lavoisier, Rutherford and many other scientists works are studied.
   • atomic structure (Chemistry)
   • the periodic table (Chemistry)
   • thermal physics: properties of matter, heat transfer, gas laws and pressure (Physics)

2. Elements of life
   The topic looks at the basic building block of life forms and how they work.
   • cell structure and microscopy (Biology)
   • inheritance, genetics and DNA (Biology)
   • bonding (Chemistry)

3. Drugs and medicines
   Students study reactions, their conditions and their processes through the pharmaceutical world, where drugs and medicines are manufactured.
   • rates of reaction (Chemistry)
   • acids and alkalis (Chemistry)
   • quantitative chemistry (Chemistry)
   • biochemical molecules (Biology)

4. Survival
   What do animals and humans need to survive? How have they developed to do so? What is light? Sound? and how do we see or hear? What does our body need to keep up everyday?
   • light, sound and the electromagnetic spectrum (Physics)
   • respiration (Biology)
   • animal nutrition (Biology)

5. Sustainability
   How sustainable is the world these days? Where and how do we obtain the energy to maintain our lifestyle? How is this affecting the rest of the planet and its ecosystems?
   • plant nutrition (Biology)
   • biochemical molecules (Biology)
   • organic Chemistry (Chemistry)
   • ecology (Biology)
   • electromagnetism and energy resources (Physics)

6. Beyond the Earth
   How could we colonise another planet? How would we get there? What would plants need to develop and grow?
   • mechanics (Rocket science—Physics)
   • quantitative chemistry (Chemistry)
   • plant nutrition (Biology)

Digital Perspectives

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

This is a unique course that encourages students to act imaginatively and to enhance and develop digital creativity. Digital Perspectives provides opportunities for students to develop and demonstrate many of the skills and qualities of the UWCSEA profile while acquiring experience of creative ICT applications. Another aspect of the Digital Perspectives course is that it has natural links with the elements of the UWCSEA learning programme and provides opportunities for students to demonstrate their learning across all areas of the programme.

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

Course content

The course is structured as a series of units that take the learning and content from other subject areas and elements of the UWCSEA learning programme and requires students to create an original digital product as an alternative way of presenting ideas.

Students will also experience authentic project-based learning that requires the creation of a digital product that meets a specification set by a client within the UWCSEA community.

The explicit learning and content is around digital skills and students are assessed in the application of these skills and the documentation of the learning process that took place.

Skills developed

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

Assessment
Digital Perspectives is project-based and students are assessed against four subject specific criteria:
• developing a specification
• digital skills and composition
• critical understanding
• presentation and communication of ideas

Global Perspectives
The FIB Global Perspectives course is a one-year selection of the two-year IGCSE course, incorporating key units of study, culminating with an action based critical challenge project and the introduction to Theory of Knowledge.
FIB students will study the following units:
• Personal Culture (common assessment): Mandala and written reflection
• Popular Culture (common assessment): group presentation and/or deconstructing an advertisement
• Ethics (common assessment): reflective writing/essay

Critical challenge project
Students will choose an issue or concern that is connected to their service trip to Bintan. Students will be expected to engage in an in-depth investigation, gathering relevant information on what is considered to be a viable, practical solution or way to address the problem. Alternative solutions must also be investigated. The project should have some form of concrete, tangible outcome. During the planning time, students will be observed by their teacher and assessed on how well each contributes to the group. There will be a presentation to the class and a formal report as a group. Students must also submit a detailed individual reflection.

Introduction to Theory of Knowledge
Students will explore preliminary features of the Theory of Knowledge (TOK) fundamentals (ways of knowing and areas of knowledge), while drawing on their experiences with the Global Perspectives units of study.

Integrated Humanities
The Humanities are concerned with the study of individuals and societies. In the IBDP, these are the Group 3 subjects, and at UWCSEA East these include Economics, Geography, History, Psychology and Environmental Systems and Societies (also a Group 4 subject).
The FIB Integrated Humanities course is taken by all FIB students and reflects both the wonderful diversity of the Humanities, but also the overarching concepts and common skills which connect the different subjects. Units have been carefully designed to show students how the Humanities are relevant and crucial for addressing important questions related to central themes in a UWCSEA education such as:  
• the role young people can play in conflict resolution
• the importance of sustainability and environmental management
• the relationship between trade, global economics and development
• developing an identity and community in Singapore
Students will study topics as diverse as globalisation, slavery, activism, human rights, development, business ethics, community environmentalism. To address such weighty issues effectively requires knowledge and skills from many different subjects and hence the advantages of an integrated approach. The course develops inquiry and research skills, and skills of problem solving, analysis, synthesis and evaluation. The double-visit field trip to Bintan forms a central part of this course as it is an opportunity for students to apply their knowledge and skills in a real-life problem-solving context. FIB Integrated Humanities is also designed to equip and empower students to feel a sense of their own responsibilities in taking action about important issues, and thus is an important element in their UWCSEA education.

Through the study of integrated units, students will have an opportunity to engage with core content from the full range of Humanities subjects and will therefore be able to make informed choices when it comes to the Grade 11 subject option process. Having experienced a challenging, rigorous and stimulating integrated Humanities course, the FIB students will have an excellent foundation for their more specialised study of the Humanities in the IB Diploma Programme.

Mathematics
This course is designed to prepare students for one of the IB Diploma Mathematics courses, Mathematics HL, Mathematics SL or Mathematical Studies SL. It will introduce and/or reinforce the presumed knowledge topics as outlined by the IBDP courses.
The background of the intake is disparate, ranging from students who have essentially covered a full Grade 10 (GCSE or American system) course, to others who genuinely need support in the subject. Some students have strong algebraic skills but may not have graphing skills. Others have never studied trigonometry or may not have studied probability or statistics. The course aims to fill the gaps while preparing students for the IBDP.
Teaching groups are generally mixed ability. However at times there is the opportunity for flexibility between these groups. This offers students the chance to either be further challenged in topics with which they are familiar and confident or to receive extra assistance with topics in which they have previously struggled or have not been taught.
From past experience, it is unlikely that the intake will have studied mathematics in an investigative manner. Problem solving and open investigations are emphasised, to develop reasoning and communication skills. These activities also lay the foundation for explorations or project work, which is the internal assessment component of the IBDP course.
The first half of the year has a focus on modeling projects, group work and investigations. Also featured is a unit on statistics where students present to their peers on an issue of local or global significance. The second half of the course focuses more on the algebraic and functional skills that students need to successfully start one of their chosen IBDP Mathematics courses.
Course content

Students follow a course that develops their knowledge and skills in the following broad areas of mathematics:

- functions and graphing
- coordinate geometry
- algebra
- trigonometry
- exponentials and logarithms
- statistics and probability
- vectors

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

Recommended calculator

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

Physical Education

Physical Education is a compulsory course for all FIB students.

The FIB Physical Education programme has four major objectives:

1. encourage an understanding of the principles and concepts related to a variety of physical activities
2. develop motor skills necessary to perform a variety of physical activities including individual and team games
3. continue to encourage important aspects of personal and social development
4. to build and develop skills and qualities within a physical education environment in line with the UWCSEA profile

Course content

Taught by specialist teaching staff once a week, the activities are representative of the original physical domains taught throughout all levels of the school. Students cover nine activities in four-week blocks.

Physical domain and activity options:

- court-based invasion game: floorball
- field-based invasion games: touch rugby and ultimate frisbee
- striking game: softball
- over the net games: badminton and volleyball
- different methods of fitness training
- outdoor education: kayaking, climbing

In addition to curriculum lessons, FIB students are involved in one day of sport during the academic year.

First Language

Foundation IB English A

Preparation for English A Literature and English A Language and Literature

FIB English A is a literature and media-based course designed to provide a rigorous preparation for the study of IBDP English A Literature and English A Language and Literature courses. By introducing students to the core concepts and philosophies of the IBDP, FIB English develops students’ critical thinking, appreciation of literary and nonliterary texts, and communication skills.

Course content

Reading

Through interrelated literature and language units, students study classic and contemporary texts from different places and genres and are introduced to an exploration of literary themes and current issues. The course texts are carefully selected to match the interests and reading skills of the class, in order to promote reading for pleasure, critical reflection, and discussion and debate. The units are as follows:

- the short story and drama
- an introduction to commentary skills
- non-fiction, media and rhetoric
- the novel and narrative voice
- English as a global language
- poetry
- Shakespeare and film

The programme includes a wide range of text types—including newspaper articles, speeches, advertisements, films and graphic novels—and students develop an understanding of how language, culture and context influence the ways in which meaning is constructed in texts. These texts also cover a wide variety of issues concerning social and global matters, and students are encouraged to think critically about the interaction between the text, its purpose and its audience. Each unit aims to develop the students’ understanding of the techniques involved in literary and linguistic criticism and ability to form independent, evidence-supported judgments.

Students will consider a number of essential questions in the units that are strongly connected to UWCSEA standards.

- How does literature make sense of the world?
- In what ways can literature be dangerous?
- How does story give a sense of community?
- How can story be told without using language?
- Where does the meaning of drama reside: the play or the audience?

Writing

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

- literary commentary
- literary essay
- imaginative and personal writing
- factual, argumentative and persuasive writing

Significant emphasis is placed on learning the fundamentals of good essay and commentary writing. In this way, students develop the academic writing skills essential for use in other subjects and as a foundation for the IBDP.
Speaking skills
Students are actively involved in classroom activities and are expected to participate in discussions, debates, interviews and presentations based on the works and themes studied in class.

Accuracy
At all times, students are taught to identify and distinguish between correct and incorrect, appropriate and inappropriate language forms, in order to take ownership of their progress. Students learn the importance of planning, drafting and redrafting as part of the production process.

Chinese
Students taking this option join the non-FIB Grade 10 classes.

Course content
This course is intended for students who can demonstrate proficiency in it in all four language skills (speaking, listening, reading and writing).
The course consists of two major components:
1. themes
2. literature
Using the themes as a basis, various literary and non-literary texts are explored to develop ability and effectiveness in listening, speaking, reading and writing.

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

Assessment
This course is internally assessed through a range of methods designed to measure language development. Students sit two papers at the end of the course: reading and writing. Both papers are internally assessed. However, if the course teacher recommends a student for taking the IGCSE First Language Chinese exam, then the student may be registered.

School Supported Self-Taught Languages
(Language and Literature in languages other than English and Chinese)
Students taking this option join the non-FIB Grade 10 classes.

Course content
This course is intended for students whose most fluent language is neither English nor Chinese, but who have a different first language and can demonstrate proficiency in it in all four language skills (speaking, listening, reading and writing).
The aims of the course are to:
- maintain and develop the students’ most fluent and accurate language
- develop additive bilingualism (the ability to express oneself clearly and accurately in speaking and writing in two languages)
- give students a sound foundation for taking a Group 1 Literature course (possibly on a school supported, or “self-taught” basis) in the IBDP, the completion of which will make them eligible for the Bilingual Diploma if they also choose English A as one of their IB subjects

Emphasis is placed on reading and writing, as well as analysis of the elements, cultural content and language of literary works (drama, prose and poetry) from the culture of the language concerned.

Skills developed
The second year of the course focuses on:
- reading four works and viewing a film
- responding to film and texts creatively and critically
- historical and cultural context of texts
- writing argumentative essays
- developing language and analytical skills

Assessment
The following areas are assessed throughout the course:
- language and style
- argumentative technique
- responding to literature and film critically
- responding to literature creatively
- presenting information orally

Students sit two written papers at the end of the course: a response to literature and an opinion essay. Both papers are internally assessed.

Prerequisites
This course is intended for students who are literate in the target language and have been educated in this language before entering the course as the main focus of the course is literature and culture, not language acquisition. Students willing to enter the course will be tested by the Admissions department. The test will consist in writing an essay for an hour. The students will also need to fill in a questionnaire about their background, motivation and previous learning experience in the language they would like to study.
Languages available

In previous years, UWCSEA East students have studied the following First Language Literature courses in Grades 10 to 12: Albanian, Croatian, Dutch, Hungarian, Indonesian, Italian, Norwegian, Portuguese, Russian, Siswati, Shona, Thai, Turkish, Finnish, German, Spanish, French, Urdu, Korean, Japanese, Hindi, Russian, Khmer and Zulu.

Other languages are available upon request. However, students should be aware that the IB reserves the right to decide, on an annual basis, if some languages are available in Diploma Programme exams. Moreover, UWCSEA East requires parents to hire a qualified tutor of the language concerned. If a tutor cannot be identified, then the course will not be authorised by the school.

Course content and assessment

The course develops confidence and competence in language skills that prepare the students well for the ‘School Supported Language A’ option in the IBDP. It aims at developing analytical skills and focuses on the study of seven literary works and two films. The main focus of the course is to develop advanced language skills through the study of literature, not to acquire new language skills.

Most students attend one lesson of 80 minutes with a School Supported Languages teacher every week. The teacher in charge of the course will discuss curriculum, techniques, progress and tasks with students and address any practical difficulties arising from the course. The UWCSEA teacher will also coordinate the work set by tutors and make sure that students are actively working on their assignments in their various languages during class time. In addition, students receive instruction from a qualified language tutor every week, during one of the blocks scheduled for the subject. Lessons in first language take place at UWCSEA, in a classroom next to the classroom occupied by the UWCSEA teacher in charge of the course. The UWCSEA teacher will take attendance at the beginning of every lesson allocated to the subject and be available to supervise students if a tutor cannot be available on a particular day.

Language tutors

The College requires parents to hire a qualified Literature tutor so that the students can benefit from specialist feedback in the areas of language skills, academic writing and cultural content. Tutors also play a vital role in providing accurate feedback about students’ abilities in the subject. Tutors are supported and trained by the Head of School Supported Languages and the teacher in charge of the course. They apply the UWCSEA course structure and assessment criteria. Literature lessons are privately funded by parents, and the school does not interfere in financial arrangements between parents and tutors.

The Head of School Supported Languages may be able to recommend an experienced tutor to parents. However, parents are ultimately responsible for identifying a suitable Literature tutor. After parents have identified a tutor, the Head of Department will contact him/her. If the Head of Department vets the tutor recommended by parents (on the basis of his/her qualifications and teaching experience), then the tutor will start working with the student under the guidance of the Head of Department. The Head of Department will provide the tutor with course documentation, deadlines, resources and advice. The tutor will provide the UWCSEA teacher in charge of the course with information regarding the student’s effort, progress and performance. The UWCSEA teacher will report the tutor’s comments to parents, and parents may also be directly in touch with the tutor.

Tutoring time

The school recommends 80 minutes of tutoring in first language per week, depending on the ability level of the student. If the student has not had any mother tongue tuition for an extended period of time, then more tuition time may be necessary. If both the tutor and the student(s) are available during the school day, then the school will provide a classroom for them to meet in person or online (e.g., via Skype), if the teacher is not able to come to UWCSEA East Campus. Students and tutors will use one of the two slots timetabled with the UWCSEA teacher in order to work on the first language skills expected in the course. It should be noted that self-taught students will need to demonstrate a great deal of autonomy and responsibility throughout the course, through completing work independently and maintaining a constructive relationship with their tutor.

Hindi, Japanese and Korean

These languages may be studied for two sessions of 80 minutes per week, depending on tutor’s availability and parental resources. Hindi, Japanese and Korean courses are provided by UWCSEA in Grades 11 and 12, so parents need to be aware that there will be no additional costs involved if their son or daughter continues with the study of these languages at IBDP level. Hindi, Japanese and Korean lessons in Grades 9 and 10 take place during the lesson slots allocated to other languages. The lessons are privately funded by parents, and the tutors are supported by the Head of Languages. Attendance is taken by the UWCSEA teacher in charge of school supported languages at the beginning of every lesson.
Foreign Language

**Foundation IB English B—English as an Additional Language**

**Preparation for IBDP English**

The FIB English B course prepares students whose best language is a language other than English for the study of IBDP English. Students develop language skills for academic and general communication, whilst experiencing a range of text types to develop critical response and analysis skills.

**Course content**

**Reading**

Literary texts are studied to introduce students to an exploration of contemporary issues. The books chosen are accessible and popular with FIB students, promoting classroom discussion and debate.

Non-fiction texts such as newspaper and magazine articles, reports and advertisements are studied to introduce students to a variety of professional texts, which cover a wide variety of issues concerning social and global issues. In this way, students learn to think critically as well as develop confident and effective English language skills.

Texts are also used for vocabulary and grammar development, and as the stimulus for a variety of written responses.

**Writing**

Students produce a variety of pieces based on the following areas:

- imaginative and personal writing
- factual, argumentative and persuasive writing

These include: letters, articles, reports, speeches, chapter summaries, character sketches and diary entries.

Students also learn the fundamentals of good essay writing, thereby developing the academic writing skills essential for use in other subjects and as a foundation for the IBDP.

**Speaking skills**

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

**Accuracy**

At all times, students are taught to identify and distinguish between correct and incorrect, appropriate and inappropriate language forms, in order to take ownership of their progress. Students learn the importance of planning, drafting and redrafting as part of the writing process.

**Chinese, French or Spanish**

Students taking this option join the non-FIB Grade 10 classes.

These courses are not suitable for beginners (beginner courses are offered from Grade 11). Continuation language is for students who have been previously taught the language as a foreign language at another school, and they should have studied the language for at least 3–4 years. It is possible to take a ‘Language other than English’ as a first language as part of the IB Diploma Programme.

**Chinese**

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

**Skills developed**

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

**Assessment**

This course is internally assessed through a range of methods designed to measure language development. Students sit three papers at the end of the course: listening, reading and writing, oral. All papers are internally assessed. However, if the course teacher recommends a student for taking the IGCSE Chinese Foreign exam, then the student may be registered.

**French or Spanish**

Courses in French and Spanish develop the ability to use the language effectively for the purpose of practical communication. The language taught is of real use to students outside the classroom. Emphasis is placed on communication so that students are able to communicate effectively on familiar topics.

**Course content**

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

- at home and abroad/everyday activities
- education and employment/personal and social lives
- house, home and daily routine/the world around us
- the modern world and the environment/the world of work
- social activities, fitness and health/the international world

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

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

**Skills developed**

The four language skills of:

1. listening
2. speaking
3. reading
4. writing

are simultaneously developed through use of a variety of materials and modes.
Assessment
Writing, reading, speaking and listening components are assessed equally. Students sit three papers at the end of the course: listening, reading and writing, oral. All papers are internally assessed. However, if the course teacher recommends a student for taking the IGCSE French or Spanish exam, then the student may be registered.

Core Physical Education (PE)
This course is optional for students who are unable to take a second language course. It is available to students as an alternative to taking two art subjects.

The Core PE course has three major objectives:
1. to continue to encourage a positive disposition towards physical activities so that they may be pursued voluntarily in later life
2. to begin to encourage depth of skill, knowledge and experience by introducing specialisation in certain physical domains
3. to continue to encourage important aspects of personal and social development
4. to build and develop skills and qualities within a physical education environment in line with the UWCSEA profile

Course content
A typical programme would include activities taken from six physical domains including: invasion court, invasion field, fitness, over the net, striking and adventure. Students focus on one domain for four weeks.

Typical overview of sports covered in the Core PE curriculum

<table>
<thead>
<tr>
<th>Physical domain</th>
<th>Sport</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invasion court</td>
<td>Handball &amp; Floorball</td>
</tr>
<tr>
<td>Invasion field</td>
<td>Ultimate frisbee &amp; Gaelic Football</td>
</tr>
<tr>
<td>Fitness</td>
<td>BodyPump</td>
</tr>
<tr>
<td>Over the net</td>
<td>Table Tennis</td>
</tr>
<tr>
<td>Striking</td>
<td>Softball</td>
</tr>
<tr>
<td>Adventure</td>
<td>Mountain Biking</td>
</tr>
</tbody>
</table>

Skills developed
Fundamental skills and techniques are practised 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
In the Core PE option, FIB students are internally assessed with holistic grades given twice throughout the year. Students and parents are given the opportunity to discuss the learning programme in our scheduled three-way conferences.

The Arts

Music
The FIB Music course serves three main purposes. Firstly, it aims to give students opportunities to enjoy developing skills and knowledge in creating, performing and understanding music. Secondly, it prepares students for IBDP Music study. Thirdly, it offers the opportunity for collaborative work with other students.

Course content
Key areas of study:
- solo and ensemble performance, with opportunities for specialisation on a chosen instrument or voice, development of ensemble skills in an ab initio ensemble (gamelan or marimbas), and rehearsal and performance skills including at concerts
- creating, with opportunities to learn composing and arranging techniques. Students are guided through focussed explorations then apply their learning to create original pieces of music
- theory and fundamentals of music, including the opportunity to develop skills and knowledge relating to melody, rhythm, harmony, timbre, texture and structure
- listening, research and analysis, with opportunities to explore different genres and cultures of music
- music IT, with opportunities to work with Sibelius and Logic Pro in particular, and to learn recording techniques and whenever possible,
- collaborative work with other Arts FIB courses (especially Theatre and Visual Arts)

Special requirements
Students are expected to take part in public performances, recordings and College concerts. Students are expected to be involved in a Music department ensemble or activity and take tuition in their main instrument or voice, either through the College’s Instrumental Teaching Programme (ITP) or with a reputable teacher outside UWCSEA. Students often choose to be involved in a Music-based service.

Development of instrumental skills demands a high level of dedication to individual practice. The most important qualities needed for success are therefore commitment, enthusiasm and active participation in music making.

Assessment
Students are assessed in the key areas of study at suitable times during the course. This will normally include formal assessment in solo and ensemble performance, creating, and theory and fundamentals. It can, depending on learning opportunities during the year, and the make-up of the class, also include assessment in some or all of listening, research and analysis, and collaborative work.

Please note: It is usual that students selecting this subject would already have developed some skills on at least one instrument or voice, and have some knowledge of music theory (or a willingness to develop this knowledge).
**Theatre**

The FIB Theatre course offers students the opportunity to develop skills, knowledge and understanding in drama and theatre practice. At the same time, it increases self-confidence and presentation skills that are transferable to all facets of life. Successful students are able to progress to IBDP Theatre. Though students do not have to have been taught drama in the past, an enthusiasm for and interest, in the subject are essential.

It is, fundamentally, a practical course. The course ensures that students entering IBDP Theatre at Grade 11 are familiar with the necessary skills and language. There is a strong emphasis on the experience of collaborative work practices.

**Course content**

Key areas of study:

- **improvisation and collaborative performance:** students develop skills in the devising and presentation of original work
- **written analysis of own and others’ work:** students analyse their own performance work and that of professional theatre companies and practitioners
- **introduction to theatre technology and design:** students explore a diverse range of theatre technology and design areas such as lighting, sound, costume, make up, set, multimedia and their application to performance work
- **performance of scripted work:** students develop skills in realising text in performance through the exploration of contemporary and historical play scripts

**Assessment**

- **collaborative theatre project** – creating an original piece of theatre from a starting point
- **Director’s notebook** – which explores the proposed staging of a play
- **theatre theory in practice** – create and present a performance based on a theatre theorist
- **world theatre traditions presentation** – plan and deliver a presentation to peers which explores an unfamiliar theatre tradition
- **response to live performance** – a written analysis of a professional theatre production

**Visual Arts**

This course meets the needs of students who wish to follow the IBDP Visual Arts course. In the initial stages, we do some fun, creative, warm up lessons which ensure that different ability ranges and experience are recognised and catered for.

The course aims to:

- provide a conducive environment for students to produce meaningful and interesting art
- recognise and celebrate the cultural background of each student through their art
- reinforce students to develop confidence in their ability to express themselves
- encourage a lively, informed awareness of art and design from different times and cultures
- prepare effectively students for entry into the IBDP Visual Arts courses

**Course content**

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

**Skills developed**

Students develop strengths and skills in the following areas:

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

**Special requirements**

Students must be prepared to work outside lesson time to develop their work further. This includes using the studio facilities, by arrangement, with arts staff at anytime convenient to the student’s programme. Students will attend trips to gather visual information for at least one of their projects during the two years and are expected to exhibit their work when the opportunity arises.
Homework

The FIB curriculum is academically demanding and homework expectations reflect the increased challenges presented at this important stage in the student’s education.

The purposes of homework are:

- **Review**—to consolidate, rehearse or practice work done in class; ideally review homework is set for that night, such as:
  - reading
  - keyword lists
  - highlighting keywords in text
  - summary table/questions
  - memory/mind maps
  - categorising information
  - prioritising information

- **Independent, creative or research tasks**—to provide students with the opportunity to be more creative, reflective and evaluative; this should be set with two nights’ completion time so that students can structure their homework time around their activity/rehearsal schedules, such as:
  - notes/record of independently researched information
  - learning/memorising vocabulary, facts, script
  - reading and comprehension
  - essay
  - laboratory report
  - art creation
  - creative writing
  - research homework

**Weekly homework allocation guidelines**

In FIB, as with Grade 10 IGCSE, we expect homework to take a maximum of around one hour per subject each week. This should include time allocated for review, and comes to a total of around eight hours per week.

Homework will not be due on the first day following a school holiday.

**Timing and deadlines**

- students/parents should let teachers know if their children have spent an appropriate time on a homework activity but have been unable to complete it; this particularly applies to ESL and Study Skills students
- the teacher should indicate the maximum time expected to be spent on a task
- all students are expected to abide by the specified deadlines, unless there are genuine extenuating circumstances
- teachers are sensitive to the many demands on the students in the whole College environment and are receptive to student negotiation in advance of a deadline with regard to the amount of homework set and deadlines for completion; students involved in performances or concerts can negotiate extensions but must do so before they miss a deadline
- medical certificates must be provided if a student misses the deadline of a major assessment or is absent due to illness

**Homework assessment and feedback**

- all significant homework tasks should receive feedback in order to motivate and guide students
- students should have been made aware of the assessment criteria which will be applied to the assignment
- assessed work with feedback should be returned within a reasonable timeframe to have allowed assessment of the work of the whole class; this is normally within one week

**Reports and assessments**

Three-way conferences are held twice a year and are attended by the student, teacher and parents to discuss progress.

Students receive two assessments and one exam report during their FIB year. Most FIB subjects culminate in an internal UWCSEA examination that is not externally accredited.

Students are expected to actively contribute to all aspects of the UWCSEA learning programme for acceptance into the IB Diploma Programme. Suitable academic attainment and effort profiles must also be maintained, as with all Grade 10 students, in order to be successful in Grade 11 and 12.

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

**Holistic attainment indicators**

- **7:** Excellent attainment
- **6:** Very good attainment
- **5:** Good attainment
- **4:** Satisfactory attainment
- **3:** Attainment needs to improve
- **2:** Low attainment, performance is a serious cause for concern
- **1:** No measurable attainment, urgent action is needed

RJ: The student has only recently joined this class and it is too early to give an assessment

**Effort indicators**

Students are assessed on four criteria:

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

Student effort is assessed as:

- **Maximum effort**—exceptional
- **Very good effort**—above expected
- **Good effort**—expected
- **Inconsistent effort**—below expected
- **Poor effort**—serious cause for concern
### Academic structure

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Principal</td>
<td>Nick Alchin</td>
<td><a href="mailto:nal@uwcsea.edu.sg">nal@uwcsea.edu.sg</a></td>
</tr>
<tr>
<td>Vice Principal (Grade 9–10)</td>
<td>Cathy Jones</td>
<td><a href="mailto:cjo@uwcsea.edu.sg">cjo@uwcsea.edu.sg</a></td>
</tr>
<tr>
<td>Head of Grade 10/FIB</td>
<td>Diana Yacou</td>
<td><a href="mailto:dya@uwcsea.edu.sg">dya@uwcsea.edu.sg</a></td>
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</tbody>
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### Foundation IB subject groups – who to contact for information

<table>
<thead>
<tr>
<th>Group</th>
<th>Subject</th>
<th>Head of Department</th>
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<tbody>
<tr>
<td>The Arts</td>
<td>Art and Design</td>
<td>Steve Hickey</td>
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<td></td>
<td>Drama</td>
<td>Bronwyn Bye</td>
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<td></td>
<td>Music</td>
<td>Mark Bradshaw</td>
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<tr>
<td>English</td>
<td>English Language and Literature</td>
<td>Kate Levy</td>
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<tr>
<td></td>
<td>English as a Second Language (ESL)</td>
<td>Kate Levy</td>
</tr>
<tr>
<td>Humanities</td>
<td>Integrated Humanities</td>
<td>Ellie Alchin</td>
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<tr>
<td></td>
<td>UWCSEA Global Perspectives</td>
<td>Louisa Radford</td>
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<tr>
<td>Languages</td>
<td>Chinese</td>
<td>Joanne Li</td>
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<td></td>
<td>French</td>
<td>Alex Prodhomme</td>
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<td></td>
<td>Spanish</td>
<td>Oscar Gallego</td>
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<td></td>
<td>School Supported Self-Taught</td>
<td>Laurie Kraaijeveld</td>
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<tr>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Ken Stirrat</td>
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<tr>
<td>Physical Education</td>
<td>Physical Education</td>
<td>Matt Taylor</td>
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<tr>
<td>Science</td>
<td>Coordinated Science</td>
<td>Diego Madurga Diez</td>
</tr>
<tr>
<td>Technology</td>
<td>Digital Perspectives</td>
<td>Martin Spreckley</td>
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Contact information for staff can be found in the Staff Directory on the College website.