

FOUNDATION IB
Academic Learning Programme
2018/2019

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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 optional 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, Hindi, Japanese or School Supported Self-Taught
- **Foreign Language** – English as an Additional Language, Chinese, French, Spanish, or Beginners Chinese (Mandarin)
- **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 Mandarin for Beginners.



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' experimental skills, familiarise them with basic scientific apparatus and ensure that they work competently, with due regard to safe operating procedures in a laboratory situation.

The 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 and outline

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

1. Age of discovery (Teacher 1)

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 (Teacher 2)

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, medicines and health (Teacher 1)

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 (Teacher 2)

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 (Teacher 1)

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?

- organic Chemistry (Chemistry)
- ecology (Biology)
- electromagnetism and energy resources (Physics)

6. Beyond the Earth (Teacher 2)

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)

Skills developed

The course promotes independent learning, communication and presentation skills, fine motor skills, logic and problem solving. Students are also trained to develop the ability to question the validity and reliability of data and appreciate the value of the scientific method and reasoning.

Assessment

Students complete a test at the end of each unit to track progress. Assessments will culminate in a final end of year exam in the summer. Students will also carry out a number of practical tasks and hand in lab reports for assessment of practical skills.

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.

Course outline

- Logo Design
- Digital Mandalas (Personal Identity)
- Digital Storytelling (TIF Bintan Trip)
- Design for Service
- Body image and the media

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 subject specific criteria:

- digital skills and composition
- critical understanding
- presentation and communication of ideas

Global Perspectives

FIB Global Perspectives at UWCSEA makes students more aware of the key personal, social and global issues that inspired and are inherent in the UWC mission and values. 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.

Course content

The course is made up of the following units:

- personal identity and viewpoints
- ethical, religious and ideological views and systems
- 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.
- human rights
- 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.

Course outline

- personal culture
- ethics, faith, ideology
- Critical challenge project
- human rights
- introduction to Theory of Knowledge

Skills developed

- strengthen critical thinking skills
- investigate and evaluate opposing perspectives
- discern biases
- reflect on their own reactions to a wide variety of issues
- formulate educated opinions on a wide variety of global and local concerns
- suggest well developed plans to address conflicts

Assessment

- personal culture – Mandala and written reflection
- popular culture – group presentation and/or deconstructing an advertisement
- critical challenge project – presentation, report, personal reflection
- human rights

Integrated Humanities

The Humanities are concerned with the study of individuals and societies. In the IBDP, these are the Group 3 subjects, and these include Business Management, Economics, Geography, Global Politics, 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 designing and implementing development strategies
- the importance of sustainability and environmental management
- the relationship between trade, global economics and development
- developing an identity and community in Singapore
- understanding the process through which complex decisions are made

Course content

Students will study topics as diverse as globalisation, slavery, human rights, development, conflict, ethics, the value we place on human and natural resources, community and environmentalism.

1. **Who is the most developed?** Drawing mainly upon the disciplines of Geography and Economics, this unit examines the ways in which development can be measured, as well as analysing and evaluating a range of development strategies and their relative strengths and weaknesses. This unit links with the FIB trip to Bintan and provides the basis of their understanding of development issues.
2. **What is a fair fight?** Students explore the ethical dilemmas which arise in conflict situations. WW2 is used as the context for this investigation. They develop core History skills whilst also engaging with the ways in which individuals and groups make difficult decisions, incorporating some elements of Psychology.
3. **What are you worth?** The final unit investigates the idea of how human lives are valued, ranging from the extreme of slavery (where humans have an actual price) through to changing attitudes to labour as a factor of production, and the way in which social capital can be enhanced.

Course outline

The course is organised into three major units which all draw upon the different methodologies from the Humanities disciplines:

- Who is more developed?
- What is a fair fight?
- What are you worth?

Skills developed

To address such weighty issues effectively requires knowledge and skills from many different subjects and hence the advantages of an integrated approach. Through this course students develop inquiry and research skills, as well as skills of problem solving, analysis, synthesis and evaluation. The double-visit field trip to Bintan 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 responsibility 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.

Assessment

Students will complete a summative assessment for each unit in the form of an end of unit test or an essay. These will enable them to develop their exam skills as well as their essay writing technique. There will be a culminating examination in June.

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 introduces and/or reinforces 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.

Course outline

- probability
- trigonometry modelling
- trigonometry

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

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 and can be considered a three year investment as the calculator can be used for the IB Diploma in Grades 11 and 12.

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. Prospective employers appreciate finely developed skills such as the ability to think logically and independently, to express oneself clearly and to apply theoretical knowledge to solve problems in real world situations. Mathematical modelling, critical thinking and clear communication are key aptitudes that will serve our students well in their future lives. Mathematical exploration can sharpen the ability to sift through information and focus on what is relevant in order to develop analytical skills. A sound knowledge of mathematics is important in many areas of science, economics, medicine and engineering.

Assessment

Students are assessed formatively throughout the year in a variety of ways, including short quizzes, group work, whiteboard presentations, and more formally via unit tests, and mathematical explorations assessed against a rubric. Students' skills, knowledge and understanding are also formally assessed in the end of year written examination.

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 and outline

Taught by specialist teaching staff once a week, the activities are representative of the original physical domains taught throughout all levels of the school. Physical domain and activity options might include:

- 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

The course outline will follow the sports and activities as listed above, dependent on facility availability.

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

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.

First Language

English Literature and Language

Preparation for IBDP English A Literature and English A Language and Literature

FIB English Literature and Language is 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 non-literary 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 programme includes exposure to a wide range of text types—including newspaper articles, 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, purpose and 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. For example,

- Why do I speak as I do?
- Is a story a different story when it's told in a different way?
- Journalism: telling truths or constructing them?

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

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

Speaking and Listening

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.

Course outline

- My Language World (language varieties, language change, cultural identity)
- Telling Stories (short story, non-fiction text types)
- The Novel and Narrative Form
- Writers' Fortnight (discursive/argumentative/persuasive writing)

- The Power of Poetry (poetic language and form)
- Drama: Shakespeare and Ibsen (the critical essay and oral commentary)
- Visual Language (adverts)

Skills developed

The course encourages critical appreciation of both literary and non-literary texts through close analysis and interpretation, while inviting students to explore the relationship between literature and life on a personal level. Students also develop an ability to respond to works in a variety of formal and creative ways, developing their confidence in speaking and listening, an ability to write with skilful originality for different audiences and purposes, and a capacity for close stylistic analysis.

Students learn the importance of planning, drafting and redrafting as part of the writing process, and learn the conventions of several text types. 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.

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.

Assessment

Students are assessed throughout and at the end of each unit, and in a variety of ways, including portfolio work, timed creative and commentary writing, and formal discussions and presentations. Several of the summative assessments are direct preparation for the formally examined written and oral components of the IBDP English courses, whilst others allow for more individual and creative ways of demonstrating learning. Students' skills, knowledge and understanding are also formally assessed in the end of year written examination.

First Language Chinese

The First Language Chinese course is designed to provide a preparation for the study of IBDP Chinese A courses. The course aims to develop students' critical and creative thinking, appreciation of literary and non-literary texts, and analytical and communicative 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. Students are encouraged to think critically about the interaction between the text, purpose and audience. Students are to understand and collate both explicit and implicit meanings and attitude, and to appreciate how writers achieve effects.

Writing

Based on the reading texts, students study how to articulate experience and express what is thought, felt and imagined through the usage of language and register appropriate to audience and purpose. Students are to produce a variety of pieces including narrative writing, descriptive writing, argumentative writing, and literary essay.

Course outline

- novels and literary essay
- prose and descriptive/narrative writing
- non-literary interpretation and argumentative writing

Skills developed

Students develop skills in critical appreciation and evaluation of both literary and non-literary texts through close analysis and interpretation. Students also develop an ability to respond to works in a variety of formal and creative ways, and to write with skilful originality for different audiences and purposes.

Assessment

External assessment – 100%

- paper 1 (reading) – 60%
- paper 2 (writing) – 40%

Qualification

Students may opt to sit the CAIE qualification 0509 Chinese.

First Language Hindi and Japanese

Students taking this option join the Grade 10 IGCSE classes, which are internally assessed.

Course content

These courses are for students who have Hindi or Japanese as a first or near native language. Learners develop their ability to communicate clearly, accurately and effectively while widening their knowledge of literary techniques and cultural content. They 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. Learners are also encouraged to read widely, both for their own enjoyment and in order to develop an appreciation of how writers achieve their effects.

Whilst these courses focus on developing advanced language skills through reading and writing a range of texts, there is flexibility that allows for opportunities to further prepare students for the rigorous demands of IBDP Hindi and Japanese Literature. The department has developed units of extension work designed to emphasise the importance of independent and critical thinking, and to introduce students to some of the different forms of assessment in the IBDP.

Course outline

- Unit 1: Understanding Literary Genres: short stories, novels, plays and poetry
- Unit 2: Media, Communication and Technology
- Unit 3: Ethics and global issues

Skills developed

The course develops confidence in speaking and listening, an ability to write with skilful originality for different audiences and purposes, and a capacity for close stylistic analysis. More importantly, students critically engage with all sorts of text types and produce work reflective of their individuality and creativity. 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.

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.

School Supported Self-Taught Languages (Language and Literature in languages other than English, Hindi and Japanese)

Students taking this option join the Grade 10 IGCSE classes, which are internally assessed.

This course is intended for students whose most fluent language is not offered by the school (English, Chinese, Hindi or Japanese), 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.

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 some of the following First Language Literature courses in Grades 10-12: Albanian, Chinese, Croatian, Dutch, Filipino, Finnish, French, German, Hindi, Hungarian, Indonesian, Italian, Japanese, Khmer, Korean, Norwegian, Portuguese, Russian, Shona, Siswati, Spanish, Thai, Lao, Dzongkha, Swedish, Danish, Turkish, Urdu 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 needed, parents may ask for an official letter by the school stating that this subject is part of the UWCSEA curriculum, yet not compulsory. If a tutor cannot be identified, then the course will not be authorised by the school.

Course content and format

As it develops confidence and competence in language skills, the course prepares the students well for the 'School Supported Language A' option in the IBDP. It aims at improving analytical skills and focuses on the study of seven literary works and two films. Parents and

students need to bear in mind that the main focus of the course is to develop advanced language skills through the study of literature, not to acquire new language skills.

Students study texts which must have been originally written in the relevant language. If the selected books are not already available in the school library, students and their families may be asked to purchase the books in their home country and ship them to Singapore. The school will reimburse purchasing and shipping costs as soon as the books and receipts have been received and the books recorded in the library system.

Most students attend one lesson of 80 minutes with a School Supported Language 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 the 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. 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. At the beginning of every lesson, attendance is taken by the UWCSEA teacher in charge of school supported languages.

Course outline

- telling and critiquing our own and others' stories (short story, non-fiction text types, novel)
- text and Reader Response (novel, the empathic response)
- drama
- the power of poetry (poetic language and form)

Skills developed

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
- descriptive technique
- narrative technique
- argumentative technique
- responding to literature and film critically
- responding to literature creatively
- presenting information orally

There are no external examinations for the School Supported languages courses offered at UWCSEA East. At the end of Grade 10, students sit two written papers: a response to literature and an opinion essay. Both papers are internally assessed by language tutors.

Foreign Language

English as an Additional Language

Preparation for IBDP English B

The FIB English as an Additional Language course prepares students whose best language is a language other than English for the study of IBDP English B. 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.

Course outline

Grade 10 FIB

- short stories
- social issues (and novel study)
- non-fiction

Skills developed

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.

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.

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.

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

Assessment

Students are assessed in a number of ways including reading, writing and speaking. They are asked to read and write, mostly on text types like news reports, feature articles, etc., but there is also a literary analysis writing piece at the end of the year, which is meant to point them in the direction of language A, as some will make the transition at that point. Students are expected to recognize and produce pieces of writing that conform to text type elements such as headlines, blog titles, and other various types of text elements that are used with the intention of improving global literacy.

Speaking is assessed through debate, individual and group presentations, and other types of speaking activities. Listening is included in speaking criteria, as oral assessments are interactive. Pure listening assessments are formative.

Chinese as a second language

Students taking this option join the IGCSE Grade 10 classes. FIB students who would like to take Chinese and have no previous experience in this language will be placed in a Chinese beginners class made up of Grade 9 and FIB students (see relevant section further).

Course content

The theme-based course consists of four major areas: Young People and Education, Society, The World, and Cultural Diversity.

Course outline

Unit 1: The World

- Geographical surroundings
- Environment

Unit 2: Cultural diversity

- Life at home and in other countries

Skills developed

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

Assessment

External assessment – 70%

- paper 1 (reading and writing)

Internal assessment/externally moderated – 30%

- paper 2 (speaking)

Qualification

Students may opt to sit the CAIE qualification 0523 Chinese.

Chinese as a foreign language

Students taking this option join the non-FIB Grade 10 classes. FIB students who would like to take Chinese and have no previous experience in this language will be placed in a group of Grade 9 Chinese beginners students (see relevant section further).

These courses are suitable 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.

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. The content is organized around five broad topic areas which provide contexts for the acquisition of vocabulary and the study of grammar and structures. Through the study of these topics, students will gain knowledge and understandings of language and culture.

Course outline

- Everyday activities: home life and school/food, health and fitness
- Personal and social life: self, family and personal relationships/ holidays
- The world around us: home town and local area/natural and made environment
- The world of work: continuing education/careers and employment
- The international world: tourism at home and abroad/life in other countries

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

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

Assessment

Writing, reading, listening and speaking components are assessed equally. There is no coursework in Foreign Language courses. Students sit four examinations at the end of the course (listening, reading, writing, speaking). All are externally assessed.

Qualification

Students may opt to sit the CAIE qualification 0547 Chinese.

Beginners Chinese (Mandarin)

Course content

This course is intended for complete beginners in Chinese. The course introduces the Chinese pronunciation system, the basic Chinese writing system, basic sentence structures of language and

vocabulary, and some aspect of Chinese culture. The four skills of speaking, listening, reading and writing are introduced and developed simultaneously through this course.

Course outline

- **Greetings:** Exchanging Greetings /ask about Nationality
- **Family:** names of family members/ names of some common professions
- **Dates and Time:** talk about age and birthday/ arrange dinner date
- **Hobbies:** terms for basics personal hobbies/ plan for the weekend
- **Visiting Friends:** introduce one person to another/ briefly describe a visit to a friend's place
- **Making Appointments:** initiate a phone conversation/ set up an appointment on the phone
- **Studying Chinese:** talk about study habits/ talk about one's experience in learning Chinese language
- **School Life:** describe a routine of a student's life on campus/ write a simple diary entry
- **Shopping:** speak about the colour, size, and price of a purchase/ exchange merchandise
- **Transportation:** describe a traffic route/ name common means of transportation

Skills developed

- effective use of the language for practical communication in a selected range of topic areas
- improved fluency in the four language skills areas in order to perform the required tasks at beginner level after two years of study
- use of a register that is generally appropriate to the situation
- awareness of some elements of the cultures related to the language studied

Assessment

This option is internally assessed and a range of assessments will be given to assess language development skills throughout the course.

French or Spanish as a foreign language

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

French course outline

- leisure
- holidays; cultural project – Les Choristes
- school and career plans
- global issues

Spanish course outline

- holidays
- general health and addictions; food and healthy eating
- environmental issues
- global issues

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.

Qualification

Students may choose to sit the Pearson Edexcel International GCSE in 4FR1 French or 4SP1 Spanish.

The Arts

Music

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

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/or Logic Pro in particular, and to learn recording techniques
- collaborative work, whenever possible, with other Arts FIB courses (especially Theatre and Visual Arts)

Course outline

Term 1: key focus areas

- Ensemble performance (Unit 3: Ensemble Performing 1)
- Solo performance (Unit 2: Solo Performing)
- Theory and perception (Unit 1: Exploring the Dimensions of Music)

Term 2: key focus areas

- Composition (Unit 4: Exploring 20th century styles through listening and creating)
- Solo performance (Unit 5: Solo performing 2)
- Theory and perception (Unit 1: Exploring the Dimensions of Music)

Term 3: key focus areas

- Ensemble performance (Unit 6: Ensemble Performing 2: gamelan/marimbas)
- Composition (Unit 4: Exploring 20th century styles through listening and creating)
- Solo Performance (Unit 5: Solo performing 2)

Skills developed

Through independent study, class-based study and the support of their instrumental teacher, students develop their specific instrumental or vocal skills to a new level of musical expression. They also develop their compositional skills through experimentation and by investigating various techniques and tools. Students also develop skills in communication and information technology as well as extending their ability to work with others, as part of an ensemble, through rehearsals, recordings and live performances.

Special requirements

Students are expected to take part in public performances, recordings and College concerts. Students are expected to be involved in a Music department ensemble or activity and wherever possible to 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.

Key summative assessment points

Month	Details
early October	Ensemble Performance 01
late November	Tonal composition 16 bar progression
mid-December	Solo performance 01
April	Composition
May	Solo performance 02
June	(ab initio) Ensemble performance 02

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.

FIB Theatre is, fundamentally, a practical course, where learning takes place through exploration, development of ideas, rehearsal and performance. There is a strong emphasis on the experience of collaborative work practices and exploration of the wider world of theatre styles, traditions and practitioners. The course ensures that students entering Theatre at Grade 11 are exposed to the necessary skills, approaches and experiences to enhance their IB study.

Course content

Key areas of study:

- **improvisation and collaborative performance:** students develop skills in the devising and presentation of original work
- **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

Course outline

1. **Introduction to Devising:** students are introduced to the fundamental building blocks of devised theatre and apply them through a series of workshops and activities.
2. **Collaborative Performance:** in small groups, students create, rehearse and design an original piece of drama based on a chosen theme, issue or stimuli. This work is presented to an audience.
3. **Bintan project:** in response to their experiences on Bintan, students develop a dramatic experience to offer upon their return. Students craft either a performance or series of workshops that aim to meet the needs of the Bintan community and to share and develop their understanding of Bintan's culture.
4. **Introduction to Theatre Theory:** students research and explore the work of theatre theorists through workshops and presentations.
5. **Interpreting Playscripts:** in small groups, students select, rehearse and design a performance based on an existing play text. This work is then presented to an audience. Students develop skills in interpreting and realising play texts and utilising theatre technology and design to enhance performances.

Skills developed

As part of the course students develop skills and understanding in relation to the four aspects of drama:

- acting
- devising
- directing
- designing

Assessment

Performing original theatre (50%)

- devising, improvisation and performance skills
- collaborative creation and performance of pieces of original theatre
- a portfolio that documents the process of creating the performance

Performing scripted theatre (50%)

- a presentation focused on research into a contemporary theatre practitioner/playwright
- performance of a piece of scripted theatre
- a notebook that documents the process of creating the performance

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
- reinforces 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.

Course outline

1. Energiser based on identity

- **Aim:** Practice and familiarisation of past learning
- **Media:** A variety of media including, photography, acrylic paint, watercolour, drawing media, printing, collage and mixed media

2. Learning from Artists

- **Aim:** To learn from artists in line with the IB Visual Art course. Students will select complimentary artists in relation to themes selected. A focus will be on student showing choice of artists and also class directed projects. Comparative work between artists will also be part of this unit
- **Media:** Media is based on the focus artist selected by students. Students will learn to ethically "hack" an artist

3. Expanding skills and techniques

- **Aim:** New skills and exploring previous skills in advanced ways. Students selecting based on personal preferences. Working in different studio forms including photography and a 3D project
- **Media:** Variety of media based on mostly on personal choice of the student with some teacher guidance

4. Exam Processes and Practice

- **Aim:** To understand the importance of recording processes and assessment is based on whole bodies of work not individual art pieces
- **Media:** A variety of media – mostly chosen by the student and supported by the teacher

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

Students have access to artist grade materials and have a studio space allocated to them to encourage independent practice.

Special requirements

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

Assessment

Students will be assessed in line with the school's assessment policy.

Standards and Benchmarks for Art:

- **Standard 1:** The exploration of context sets the conditions for personal meaning and intent in artworks.
- **Standard 2:** A creative process provides opportunities for the conception, nurturing and development of artistic ideas.
- **Standard 3:** Art conveys meaning and provokes a personal response which deepens an understanding of self and others.

Process as well as the final products are included in the formation of summative assessments with awards being allocated to folios of work as opposed to individual pieces.

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 set during the last week of term for submission after a holiday should not be more than the normal weekly amount.

Class tests will not be held 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

Approaches to learning

Students achieve one of four levels that indicate the frequency, independence and quality of their approaches to learning under three skill areas: Self Management; Communication and Collaboration. These are reported on four times a year, and are accompanied by targets for improvement.

- Strong indicators
- Clear indicators
- Some indicators
- Concern

High School academic structure

Principal

Vice Principal (Grade 9–10)

Head of Grade 10

Nick Alchin

Cathy Jones

Steven Scott

Foundation IB subject groups and department heads (2017/2018)

Group	Subjects	Head of Department
The Arts	Visual Arts	Steve Hickey
	Theatre	Bronwyn Bye
	Music	Mark Bradshaw
English	English Literature and Language	Kate Levy
	English as an Additional Language (EAL)	Sean Lacey
Humanities	Integrated Humanities	Ellie Alchin
	UWCSEA Global Perspectives	Adam Goldstein
Languages	Languages other than English and School Supported Self-Taught	Laurie Kraaijeveld
	Chinese	Qiong Wu
	French	Etienne Kubler
	Spanish and First language Hindi and Japanese	Oscar Gallego
Mathematics	Mathematics	Ken Stirrat
Physical Education	Physical Education	Matt Taylor
Science	Coordinated Science	Hannah Giddins
Technology	Digital Perspectives	Tricia Friedman

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