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Foundation IB
Subject Information Booklet

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Cambridge Assessment International Education

International Baccalaureate
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FOUNDATION IB ENGLISH

Introduction

The Foundation IB English course enables students to read, interpret and evaluate literary and non-fiction texts. Students will develop an understanding of literal meaning, inferential meaning, relevant contexts and of the deeper themes or attitudes that may be expressed.

Through their studies, students will learn to recognise and appreciate the ways in which writers use English to achieve a range of effects, and will be able to present an informed, personal response to the material they have studied. The course also encourages the exploration of wider and universal issues, promoting students' better understanding of themselves and of the world around them.

Aims

The course aims to:

- prepare students for IB English Standard Level (SL) and Higher Level (HL);
- introduce students to selected IB English topics and global issues;
- introduce students to the various methodology and learning styles expected at IB;
- develop students' range and accuracy of written and spoken English;
- help students communicate an informed personal response appropriately and effectively; and
- teach students to appreciate different ways in which writers achieve their effects.

Content Overview

No.	Topic	No.	Topic
1	Introduction to text types	3	Prose study
2	Drama study	4	Poetry study

Approaches To Learning

This course is designed around inquiry based units. Students are expected to become familiar with the *Approaches To Learning* and apply them to their learning as they work through the course material.

- **Thinking skills**
- **Communication skills**
- **Social skills**
- **Self-management skills**
- **Research skills**

Resources

Textbooks (Literature)
Selected Literary Texts

Assessment Objectives

The Assessment Objectives, aligned to those for IGCSE, are shown below. For more detail, please refer to the IGCSE handbook found on the Cambridge Assessment website: https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/subjects/

- Knowledge and Understanding
- Application and Analysis
- Synthesis and Evaluation
- Selection and use of appropriate presentation and language skills

Assessment Format

Paper No.	Duration	Description
1	1h 30m	Guided Textual Analysis

FOUNDATION IB GLOBAL STUDIES

Introduction

Students explore stimulating topics that have global significance. They learn to collaborate with others from another culture, community or country. They assess information critically and explore lines of reasoning. They learn to direct their own learning and develop an independence of thought.

The Foundation IB Global Studies emphasizes the development and application of skills rather than the acquisition of knowledge. Students develop transferable skills that will be useful for further study and for young people as active citizens of the future. There is no examinable content; students are free to research and write on topics of their choice.

Aims

Students will have opportunities to acquire and apply a range of skills to support them including:

- researching, analysing and evaluating information;
- developing and justifying a line of reasoning;
- reflecting on processes and outcomes;
- communicating information and reasoning; and
- collaborating to achieve a common outcome.

Content Overview/Topics

No.	Topic/ Concept (See IGCSE's Concepts)	No.	Skills (may be repeated)
1	Terms and definitions/Statements of arguments	1	Reading and writing skills
2	Perspectives – looking at issues from a national perspective	2	Teaching: Identifying different perspectives and understanding issues Student task: Research skills, communication skills – writing arguments, identifying and evaluation causes and consequences
3	Activism	3	Research skills, presentation skills, communication skills – writing arguments, identifying and evaluation causes and consequences
4	Evaluating arguments	4	Questioning knowledgeable claims and questioning reliability of information
5	Democracy	5	Reflecting on issues and perspectives
6	Children and women's rights	6	Comprehension skills, understanding key issues, evaluating causes and consequences
7	Human rights	7	Research skills, communication skills – writing arguments, reflection on personal and team learning, developing a line of reasoning, learning how to reference
8	Media and its impact on women	8	Reflecting on issues and perspective and personal learning
9	International foreign aid	9	Questioning underlying beliefs, knowledgeable claims and reliability
10	Religion	10	Comprehension skills, understanding key issues, evaluating causes and consequences

Approaches To Learning

This course is designed around inquiry based units. Students are expected to become familiar with the *Approaches To Learning* and apply them to their learning as they work through the course material.

- **Thinking skills**
  Acquisition of knowledge, comprehension, application, synthesis, evaluation, meta-cognition.

- **Communication skills**
  Listening, speaking, reading, writing, presenting, viewing, non-verbal communication, seeking feedback and reflecting constructively one's own work.

- **Social skills**
  Accepting responsibility, respecting others, cooperating, resolving conflict, group decision-making, adopting a variety of group roles, engaging varying personalities and differing points of view.

- **Self-management skills**
  Organisation, time-management, safety, healthy lifestyle, morals, informed choice, seeking support when needed.

- **Research skills**
  Formulating questions, observing, planning, collecting and recording data, organising and interpreting data, presenting research findings.

Adapted from IBO ATL

Resources

Textbooks
Complete Global Perspectives for Cambridge IGCSE & 'O' Level (2015) by Oxford University Press
Cambridge IGCSE & 'O' Level Global Perspectives Coursebook (2016) by Cambridge University Press

Assessment Objectives

The Assessment Objectives (AOs), aligned to those for IGCSE, are shown below. For more detail, please refer to the IGCSE handbook found on the Cambridge Assessment website: https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/subjects/

- AO1: Research, Analysis and Evaluation
- AO2: Reflection
- AO3: Communication and Reflection

Assessment Format

Paper No.	Duration	Weighting	Description
1	1h 15min	50% 70 marks	**Written Examination** Candidates answer four compulsory questions based on source material.
2		50% 60 marks	**Individual Report** With the guidance of their teacher, candidates choose from one of the specified topic areas and devise a global research question.

FOUNDATION IB BIOLOGY

Introduction

The Foundation IB Biology programme is designed as a one-year course for students who are interested to continue with the learning of Biology at the IB level. It aims to provide through well-designed studies of experimental and practical science a worthwhile educational experience for all students.

Aims

The course aims to enable students to:

- better understand the technological world, with an informed interest in scientific matters;
- recognise the usefulness (and limitations) of scientific method, and how to apply this to other disciplines and in everyday life;
- develop relevant attitudes, such as a concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness;
- develop an interest in, and care for, the environment;
- better understand the influence and limitations placed on scientific study by society, economy, technology, ethics, the community and the environment; and
- develop an understanding of the scientific skills essential for both further study and everyday life.

It also acts as a good foundation Science for students who intend to pursue IB Biology in their further studies.

Content Overview/Topics

No.	Topic	No.	Topic
1	Characteristics of living organisms	6	Nutrition in humans
2	Cell structure and organisation	7	Nutrition in plants
3	Movement in and out of cells	8	Respiration
4	Enzymes	9	Transport in humans
5	Biological molecules	10	Coordination and response

Approaches To Learning

This course is designed around inquiry based units. Students are expected to become familiar with the *Approaches To Learning* and apply them to their learning as they work through the course material.

- **Thinking skills**
  Acquisition of knowledge, comprehension, application, synthesis, evaluation, meta-cognition.
- **Communication skills**
  Listening, speaking, reading, writing, presenting, viewing, non-verbal communication, seeking feedback and reflecting constructively one's own work.
- **Social skills**
  Accepting responsibility, respecting others, cooperating, resolving conflict, group decision-making, adopting a variety of group roles, engaging varying personalities and differing points of view.
- **Self-management skills**
  Organisation, time-management, safety, healthy lifestyle, morals, informed choice, seeking support when needed.
- **Research skills**
  Formulating questions, observing, planning, collecting and recording data, organising and interpreting data, presenting research findings.

Adapted from IBO ATL

Resources

Textbooks
Complete Biology for IGCSE. Publisher: Pickering.
Biology Matters by Lam et.al. Publisher: Marshall Cavendish Education.
Conceptual Learning Biology by Sia. Publisher: GLM Publication.

Assessment Objectives

The Assessment Objectives (AOs), aligned to those for IGCSE, are shown below. For more detail, please refer to the IGCSE handbook found on the Cambridge Assessment website: https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/subjects/

- AO1: Knowledge with understanding
- AO2: Handling information and problem solving
- AO3: Experimental skills and investigations

Assessment Format

Paper No.	Duration	Weighting	Description
2	45min	37.5% 30 marks	**Compulsory multiple choice paper** Thirty items of the four-choice type.
4	1h 15min	62.5% 60 marks	**Short-answer and structured questions paper** Questions will be based on candidates' ability to demonstrate knowledge with understanding as well as handling information and problem solving.

- Students are expected to sit for and pass the school's interview and progression examination at the end of the year. Only successful students will be promoted into the IBDP.
- Students are required to obtain a **grade B** at the end-of-year progression examination of the Science subject in order to take it at HL level at IB.

FOUNDATION IB CHEMISTRY

Introduction

The Foundation IB Chemistry programme is designed as a one-year course for students who are interested to continue with the learning of Chemistry at the IB level. It aims to provide through well-designed studies of experimental and practical science a worthwhile educational experience for all students.

Aims

The course aims to enable students to:

- better understand the technological world, with an informed interest in scientific matters;
- recognise the usefulness (and limitations) of the scientific method, and how to apply this to other disciplines and in everyday life;
- develop relevant attitudes, such as a concern for accuracy and precision, objectivity, integrity, enquiry, initiative, and inventiveness;
- develop an interest in, and care for, the environment;
- better understand the influence and limitations placed on scientific study by society, economy, technology, ethics, the community, and the environment; and
- develop an understanding of the scientific skills essential for both further study and everyday life.

It also acts as a good foundation for Science for students who intend to pursue IB Chemistry in their further studies.

Content Overview/Topics

No.	Topic	No.	Topic
1	Introduction to Chemistry & Laboratory work	7	Acids, bases and oxides
2	The particulate nature of matter	8	Redox and Electrochem
3	Atoms, elements and compounds	9	Chemical energetics and equilibrium
4	The periodic table	10	Chemical Kinetics
5	Chemical bonding	11	Organic chemistry
6	Stoichiometry (Mole concept)		

Approaches To Learning

This course is designed around inquiry based units. Students are expected to become familiar with the *Approaches To Learning* and apply them to their learning as they work through the course material.

- **Thinking skills**
  Acquisition of knowledge, comprehension, application, synthesis, evaluation, meta-cognition.
- **Communication skills**
  Listening, speaking, reading, writing, presenting, viewing, non-verbal communication, seeking feedback and reflecting constructively one's own work.
- **Social skills**
  Accepting responsibility, respecting others, cooperating, resolving conflict, group decision-making, adopting a variety of group roles, engaging varying personalities and differing points of view.
- **Self-management skills**
  Organisation, time-management, safety, healthy lifestyle, morals, informed choice, seeking support when needed.
- **Research skills**
  Formulating questions, observing, planning, collecting and recording data, organising and interpreting data, presenting research findings.

Adapted from IBO ATL

Resources

Textbook
Complete Chemistry for IGCSE by Oxford University Press
Cambridge IGCSE™ Chemistry by Marshall Cavendish Education

Assessment Objectives

The Assessment Objectives (AOs), aligned to those for IGCSE, are shown below. For more detail, please refer to the IGCSE handbook found on the Cambridge Assessment website: https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/subjects/

- AO1: Knowledge with understanding
- AO2: Handling information and problem solving
- AO3: Experimental skills and investigations

Assessment Format

Paper No.	Duration	Weighting	Description
2	45min	37.5% 30 marks	**Compulsory multiple choice paper** Thirty items of the four-choice type.
4	1h 15min	62.5% 60 marks	**Short-answer and structured questions paper** Questions will be based on candidates' ability to demonstrate knowledge with understanding as well as handling information and problem solving.

- Students are expected to sit for and pass the school's interview and progression examination at the end of the year. Only successful students will be promoted into the IBDP.
- Students are required to obtain a **grade B** at the end-of-year progression examination of the Science subject in order to take it at HL level at IB.

FOUNDATION IB PHYSICS

Introduction

The Foundation IB Physics programme is designed as a one-year course for students who are interested to continue with the learning of Physics at the IB level.

Aims

The aim of the course is to provide, through well-designed studies of experimental and practical science, a worthwhile educational experience for all students. In particular, it enables learners to:

- acquire scientific knowledge and understanding of scientific theories and practice
- develop a range of experimental skills, including handling variables and working safely
- use scientific data and evidence to solve problems and discuss the limitations of scientific methods
- communicate effectively and clearly, using scientific terminology, notation and conventions
- understand that the application of scientific knowledge can benefit people and the environment
- enjoy science and develop an informed interest in scientific matters which support further study

It also acts as a good foundation Science for students who intend to pursue Physics in their further studies.

Content Overview/Topics

No.	Topic	No.	Topic
1	Units and measurements	4	Waves
2	Motion, forces and energy	5	Electricity and magnetism
3	Thermal physics	6	Nuclear physics

Approaches To Learning

This course is designed around inquiry based units. Students are expected to become familiar with the *Approaches To Learning* and apply them to their learning as they work through the course material.

- **Thinking skills**
  Acquisition of knowledge, comprehension, application, synthesis, evaluation, meta-cognition.
- **Communication skills**
  Listening, speaking, reading, writing, presenting, viewing, non-verbal communication, seeking feedback and reflecting constructively one's own work.
- **Social skills**
  Accepting responsibility, respecting others, cooperating, resolving conflict, group decision-making, adopting a variety of group roles, engaging varying personalities and differing points of view.
- **Self-management skills**
  Organisation, time-management, safety, healthy lifestyle, morals, informed choice, seeking support when needed.
- **Research skills**
  Formulating questions, observing, planning, collecting and recording data, organising and interpreting data, presenting research findings.

Adapted from IBO ATL

Resources

Textbook
Cambridge IGCSE Physics by Marshall Cavendish Education

Assessment Objectives

The Assessment Objectives (AOs), aligned to those for IGCSE, are shown below. For more detail, please refer to the IGCSE handbook found on the Cambridge Assessment website: https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/subjects/

- AO1: Knowledge with understanding
- AO2: Handling information and problem solving
- AO3: Experimental skills and investigations

Assessment Format

Paper No.	Duration	Weighting	Description and marks
2	45min	37.5%	**Compulsory multiple-choice paper** 30 marks Thirty items of the four-choice type.
4	1h 15min	62.5%	**Short-answer and structured questions paper** 60 marks Questions will be based on candidates' ability to demonstrate knowledge with understanding as well as handling information and problem solving.

- Students are expected to sit for and pass the school's interview and progression examination at the end of the year. Only successful students will be promoted into the IBDP.
- Students are required to obtain a grade B at the end-of-year progression examination of the Science subject in order to take it at HL level at IB.

FOUNDATION IB MATHEMATICS

Introduction

The Foundation IB Mathematics curriculum is a one-year course designed to prepare the students for the International Baccalaureate Diploma Programme (IBDP). The curriculum covers essential concepts, skills and presumed knowledge required to pursue the IB Diploma Mathematics at Higher/Standard Level.

Aims

The course aims to enable students to:

- consolidate and extend their mathematical skills, and use these in the context of more advanced techniques;
- further develop their knowledge of mathematical concepts and principles, and use this knowledge for problem solving;
- appreciate the inter-connectedness of mathematical knowledge;
- acquire a suitable foundation in mathematics for further study in the subject or in mathematics-related subjects;
- devise mathematical arguments and use and present them precisely and logically;
- integrate information technology (IT) to enhance the mathematical experience;
- develop the confidence to apply their mathematical skills and knowledge in appropriate situations;
- develop creativity and perseverance in the approach to problem solving;
- derive enjoyment and satisfaction from engaging in mathematical pursuits, and gain an appreciation of the elegance and usefulness of mathematics; and
- provide foundation for IB Diploma Mathematics, AS and 'A' Level, HSC, VCE, AP Calculus and other equivalent courses.

Content Overview/Topics

No.	Topic	No.	Topic
1	Functions	7	Straight line graphs
2	Quadratic functions	8	Circular measure
3	Indices and surds	9	Trigonometry
4	Factors of polynomials	10	Series and binomial theorem
5	Simultaneous equations	11	Differentiation and integration
6	Logarithmic and exponential functions	12	Vectors in two dimensions

Approaches To Learning

This course is designed around inquiry based units. Students are expected to become familiar with the *Approaches To Learning* and apply them to their learning as they work through the course material.

- **Thinking skills**
  Recalling formula and recognition of patterns, Interpreting and classifying, problem solving and application, evaluation and generalisation.

- **Communication skills**
  Mathematical communication using appropriate notation and terminology, presentation using table, graphs, etc. as required, discussion of concepts in pairs / groups and application of mathematics to solve real-life problems using relevant explanation and technology.

- **Social skills**
  Peer teaching and collaborative learning.

- **Self-management skills**
  Persistence with problem solving, organisation and time-management.

- **Research skills**
  Formulating conjectures, developing novel methods to find solutions to familiar/unfamiliar problems and making connections with different areas of mathematics.

Adapted from IBO ATL

Resources

Textbook
Cambridge IGCSE and O Level Additional Mathematics Coursebook (0606) (3rd edition) by Sue Pemberton. Publisher: Cambridge University Press.

Others
The use of a graphic display calculator is required. [Calculator model: **TI-Nspire CX II non-CAS**]

Assessment Objectives

The Assessment Objectives (AOs), aligned to those for IGCSE, are shown below. For more detail, please refer to the IGCSE handbook found on the Cambridge Assessment website: https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/subjects/

- AO1: Demonstrate knowledge and understanding of mathematical techniques
  Students should be able to:
  - recall and use mathematical manipulative techniques;
  - interpret and use mathematical data, symbols and terminology; and
  - comprehend numerical, algebraic and spatial concepts and relationships.

- AO2: Apply mathematical techniques
  Students should be able to:
  - recognise the appropriate mathematical procedure for a given situation; and
  - formulate problems into mathematical terms and select and apply appropriate techniques.

Assessment Format

Paper No.	Duration	Weighting	Description
1	1h	50% 50 marks	Structured and unstructured questions based on the curriculum. Use of a calculator is not allowed.
2	1h	50% 50 marks	Structured and unstructured questions based on the curriculum. A graphic display calculator is required.

Note: Students are required to obtain a minimum of **grade B** in the end-of-year examination to qualify for IB Diploma Mathematics at Higher Level.

FOUNDATION IB VISUAL ARTS

Introduction

The Foundation IB Visual Arts course aims to provide a balanced and holistic education through the appreciation and engagement with the Art subject. It runs on a twice-weekly, one-term carousel modular programme with Foundation IB Music and Foundation IB Drama courses.

Aims

The course aims to enable students to:

- develop good practices for research, analysis, evaluation and the writing of art;
- explore and engage with art from a variety of context, deepening their understanding of the visual arts within the global community;
- develop skills, processes in order to communicate concepts and ideas coherently; and engage in creative and imaginative expressions.

Students work with a range of art forms from two-dimensional, three-dimensional, lens-based or screen-based works. Through art-making, students undergo the cycle of creative process:

- Define the problem/theme
- Research and collect information
- Brainstorm and analyse ideas
- Develop solutions
- Presentation of ideas/Evaluate

Content Overview/Topics

No.	Topic	No.	Topic
1	*Elements and principles of art* Line, colour, texture, value, space, shape, contrast, balance, emphasis, rhythm, unity, scale and proportion	4	*Media and techniques* Ink, pencil, marker, watercolour, collage, Adobe Capture
2	*Research and writing about a work of art* MLA referencing, understanding context, artist's intention, analysing and interpreting art, comparing art works	5	*Developing ideas and documentation of processes*
3	*Drawing portraits* Scale and proportion, ways of drawing portraits, defining selfies, coherence in serial works	6	*Presentation and evaluation*

Due to the short duration of the course, the Foundation IB Visual Arts course is not a foundation course preparing students to offer the IB Visual Arts of the Diploma Programme.

Approaches To Learning

This course is designed around inquiry based units. Students are expected to become familiar with the *Approaches To Learning* and apply them to their learning as they work through the course material.

- **Thinking skills**
  Reflective, creative, critical thinking skills, application, synthesis, evaluation, meta-cognition, comparison of artworks, establishing links with artists' practices.

- **Communication skills**
  Verbal, written, oral communication skills. Articulating artist's intention, making informed judgement and decisions, coherent documenting of developing ideas and processes, presentation, seeking feedback and reflecting constructively own work.

- **Social skills**
  Accepting responsibility, respecting others, art materials and equipment, cooperating, peer-evaluation.

- **Self-management skills**
  Organisation, time-management, safety, morals, informed choice, seeking support when needed.

- **Research skills**
  Observing, planning, collecting and recording information, organising and interpreting information, presenting research findings.

Adapted from IBO ATL

Assessment Objectives

The Assessment Objectives (AOs), aligned to those for IGCSE, are shown below. For more detail, please refer to the IGCSE handbook found on the Cambridge Assessment website: https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/subjects/

- AO1: Record
  Record ideas, observations and insights relevant to intentions as work progresses

- AO2: Explore
  Explore and select appropriate resources, media, materials, techniques and processes

- AO3: Develop
  Develop ideas through investigation, demonstrating critical understanding

- AO4: Present
  Present a personal and coherent response that realises intentions and demonstrates an understanding of visual language

The project consists of three phases as seen in the table below. Students are assessed for their processes as well as their outcomes.

Assessment Format

Phase	Duration	Description
1	1st to 3rd weeks	Foundation skills: Theory and Practical; Research and Brainstorming of ideas
2	4th to 7th weeks	Ideation, development of ideas, manipulation of images, exploration of media and techniques
3	8th to 10th weeks	Execution, reflection, resolution of problems, documentation and presentation

Students interested in offering the IB Visual Arts Diploma course are to refer to the respective subject information sheet for more details regarding the entry requirements to the course.

FOUNDATION IB MUSIC

Introduction

The Foundation IB Music course aims to provide a balanced and holistic arts education through the appreciation and engagement with music and its role in the various art forms. It runs on a twice-weekly, one-term carousel programme with Foundation IB Visual Arts and Foundation IB Drama courses.

Aims

The course enables students to:

- recognise how music has a direct and indirect influence on the various art forms such as moving images, i.e. films and videos;
- develop relevant aptitude and interest to appreciate and enjoy music and the arts;
- develop a higher order thinking through good practices for research, analysis and writing during the concept proposal and evaluation process;
- develop an understanding of the audio and video production skills that will be essential for further study in academic and work life;
- Improve organisation and communication skills;
- develop skills, processes in order to communicate concepts and ideas fluently;
- engage in creative and imaginative expressions; and
- apply creative problem-solving skills.

Content Overview/Topics

The following table lists the range of activity areas for girls and boys together with examples of driving questions that inspire students to achieve objectives whilst developing key skills.

No.	Topic	No.	Topic
1	Original video production with soundscapes and music designs	4	Audio editing with Garageband, Logic Pro X, Adobe Audition or Cubase
2	Audio recording with professional microphone and digital audio console	5	Video editing with I-movie, Adobe Premiere or Final Cut Pro X softwares
3	Devise the right script that serves the purpose of the production.	6	Creative problem solving skills

Approaches To Learning

This course is designed around inquiry based units. Students are expected to become familiar with the *Approaches To Learning* and apply them to their learning as they work through the course material.

- **Thinking skills**
  Acquisition of knowledge, comprehension, application, synthesis, evaluation, meta-cognition.

- **Communication skills**
  Listening, speaking, reading, writing, presenting, viewing, non-verbal communication, seeking feedback and reflecting constructively one's own work.

- **Social skills**
  Accepting responsibility, respecting others, cooperating, resolving conflict, group decision-making, adopting a variety of group roles, engaging varying personalities and differing points of view.

- **Self-management skills**
  Organisation, time-management, safety, healthy lifestyle, morals, informed choice, seeking support when needed.

- **Research skills**
  Formulating questions, observing, planning, collecting and recording data, organising and interpreting data, presenting research findings.

Adapted from IBO ATL

Assessment Objectives

The Assessment Objectives, aligned to those for IGCSE, are shown below. For more detail, please refer to the IGCSE handbook found on the Cambridge Assessment website: https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/subjects/

Students should be able to:

- demonstrate knowledge of audio and video production skills;
- analyse and evaluate the creative process; and
- develop knowledge structure and creativity through creative problem-solving.

Assessment Format

Phase	Duration	Weighting	Description
1	1st to 3rd weeks	20%	Presentation 1: Concept proposal and recommended research and timeline
2	4th to 7th weeks	50%	Audio and video production and editing
3	8th to 10th weeks	30%	Presentation 2: Showcase, reflection and future works

FOUNDATION IB DRAMA

Introduction

The Foundation IB Drama course aims to provide a balanced and holistic education through the appreciation and engagement with Drama in Education. It runs on a twice-weekly, one-term carousel modular programme with Foundation IB Visual Arts and Foundation IB Music courses.

Aims

The course aims to enable students to:

- explore a variety of dramatic forms and performance techniques;
- develop an appreciation for drama in performance as participants and as audience;
- understand the educational, cultural and social purposes of various forms of drama;
- develop communication and presentational skills;
- learn to work collaboratively through decision-making, perspective taking, negotiation and creative problem solving; and
- develop higher order thinking for critical inquiry, research and analysis through structured creative processes.

Content Overview/Topics

The following table lists the range of activity areas for girls and boys together with examples of driving questions that inspire students to achieve objectives whilst developing key skills.

No.	Topic	No.	Topic
1	*Tableaux, mime and movement* Constructing and deconstructing narratives through non-verbal tools of drama	4	*Devised theatre and improvisation* Devising dramatic pieces through improvisation and collaboration
2	*Elements of physical theatre* Exploring the use of time, space and levels in physical expression	5	*Dramatic inquiry and analysis* Using process drama strategies to explore topics, themes, issues, play texts and stimuli
3	*Voice techniques* Understanding the use of vocal expression, verbal dynamics, posture and breathing in performance	6	*Play building* Sequencing and structuring of dramatic scenes in order to convey meaning, ideas and feelings

Approaches To Learning

This course is designed around inquiry based units. Students are expected to become familiar with the *Approaches To Learning* and apply them to their learning as they work through the course material.

- **Thinking skills**
  Students apply deep thinking to critically inquire and analyse dramatic situations, characters and scenes. During the process, students use inferential skills to evaluate and synthesise information.

- **Communication skills**
  Students learn to communicate their ideas through verbal (role-play/improvisation) and non-verbal (tableaux/mime/movement) communication tools of drama.

- **Social skills**
  Students are given the opportunity to work individually and in groups. They engage in creative work through collaboration. Throughout the process, students are encouraged to listen, observe and respond constructively.

- **Self-management skills**
  Students learn to manage their organisation and time management skills when working on tasks. They are encouraged to make informed choices in the artistic processes to experiment, develop and refine ideas.

- **Research skills**
  Students analyse given stimuli and formulate questions for inquiry, They observe, plan, and collect data based on a given topic and learn to interpret their findings through structured creative processes.

Adapted from IBO ATL

Resources

References
Theatre Games for the Classroom: A Teacher's Handbook by Viola Spolin
Improvisation for the Theatre – A handbook of Teaching and Directing by Viola Spolin
The Viewpoints Book by Anne Bogart
Structuring Drama Work by Jonathan Neelands

Assessment Objectives

The Assessment Objectives, aligned to those for IGCSE, are shown below. For more detail, please refer to the IGCSE handbook found on the Cambridge Assessment website: https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/subjects/

Students should be able to:
- demonstrate knowledge and understanding of specific drama techniques;
- analyse and evaluate dramatic scenes and narratives;
- develop ideas through collaboration and co-creation; and
- refine work by exploring ideas, selecting and experimenting with appropriate techniques and processes.

Assessment Format

Format	Description
Pair work	To create movement pieces based on techniques of physical expression covered during lessons
Group work	To present scenes from a selected dramatic piece
Individual work	To evaluate learning and maintain a journal throughout the term

FOUNDATION IB SPORT, EXERCISE AND HEALTH SCIENCE

Introduction

This Foundation International Baccalaureate (FIB) course is designed as a one-year course for pupils who are interested in the study of Sport, Health and Exercise Science (SEHS).

Aims

The aim of the SEHS Foundation course is to prepare FIB students to take the SEHS course at HL or SL level. This exciting new course incorporates the traditional disciplines of the IGCSE PE and combines them with the basic research skills required for IB Sports Exercise and Health Science. Topics studied will include anatomy, physiology, skill and psychology but are studied in the context of sport, exercise and health.

Syllabus

No.	Topic	No.	Topic
1	Skeletal & Muscular System	5	Psychology
2	Respiratory & Circulatory System	6	Skill Acquisition
3	Energy Supply & Effects of Exercise on the body	7	Research Skills in Sport, Health & Exercise Science
4	Principles of Training & Training Methods		

Approaches To Learning

Thinking Skills
Acquisition of knowledge, comprehension, application, synthesis, evaluation, meta-cognition.

Communication Skills
Listening, speaking, reading, writing, presenting, viewing, non-verbal communication, seeking feedback and reflecting constructively own work.

Social Skills
Accepting responsibility, respecting others, cooperating, resolving conflict, group decision-making, adopting a variety of group roles, engaging varying personalities and differing points of view.

Self-management Skills
Organisation, time-management, safety, healthy lifestyle, morals, informed choice, seeking support when needed.

Research Skills
Formulating questions, observing, planning, collecting and recording data, organising and interpreting data, presenting research findings.

Assessment Objectives

The assessment objectives covered in this subject are mainly aligned to the IGCSE Physical Education course. The students will also design and carry out a field experiment to enable them to use the research skills they have learnt during the course.

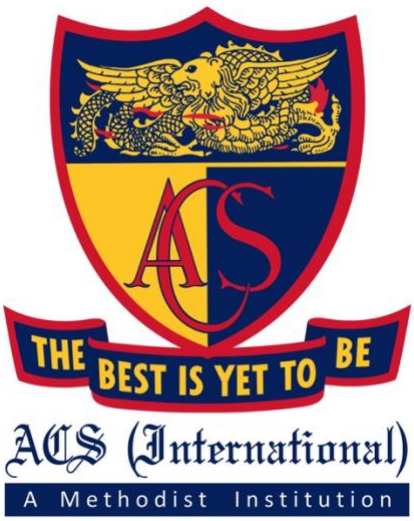
Assessment Format and Marks

Component	Format and syllabus coverage	Weighting
Paper 1	Multiple Choice Questions	30%
Paper 2	Short and extended answer questions	50%
Coursework	Field Experiment (IA)	20%

- FIB students are expected to sit and pass in the school's interview and progression examination at the end of the year.
- Only successful students will be promoted into the IB Diploma.
- Students who have passed the IGCSE or O Level examinations are guaranteed entry to the IB programme the following year, whereas the other FIB students must pass the school's end of year internal examinations.
- Students are required to obtain a grade B at the End of year progression examination of the SEHS subject in order to take the subject at HL level at IB.

Textbooks and References

Cambridge IGCSE Physical Education (Collins)



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