



# Pre-IB Subject Information Booklet



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## Introduction

The Pre IB English curriculum is a one-year programme that prepares students with the intention of entering the two-year International Baccalaureate Diploma Programme (IBDP). As a preparatory course, it covers an array of themes and topics that introduce students to the contents found in the IBDP. Most of the curriculum content has been developed in line with the IB Learner Profile. In addition to improving listening, reading, speaking and writing skills, the course prepares students to take an examination modelled on the IGCSE ESL examination. This is the same assessment the mainstream international students take prior to entry into IBDP.

## Aims

The course aims to:

- encourage students to view themselves as internationally-minded global citizens and understand the importance of inter-cultural understanding;
- enable students to master key IB skills such as Approaches To Learning and understand the importance of the IB Learner Profile in their learning process;
- ensure that students possess the skills and language to adapt in an international social environment;
- prepare students to the reading, writing, speaking and listening requirements of the IBDP curriculum;
- provide the language skills to function in an English-only academic curriculum; and
- assist in transferring a student's existing skills they have in their own language into English and adjust to a different academic environment.

## Content Overview

No.	Topic	No.	Topic
1	Cultural diversity <i>How are we influenced by culture?</i>	5	Travelling and crossing borders <i>How does travel change us?</i>
2	Communication and media <i>How does the media persuade us?</i>	6	Science and technology <i>What is scientific progress?</i>
3	Global issues <i>What does it mean to share the planet?</i>	7	Working life <i>How do we choose what we want to do later?</i>
4	Leisure, fitness and lifestyle <i>How do we ensure a balance between study and leisure?</i>	8	International education <i>Are there different ways of studying and acquiring knowledge?</i>



## 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**  
Unit 1 Cultural diversity: Students will explore indigenous knowledge systems and reflect whether indigenous art should be trademarked.
- **Communication skills**  
Unit 2 Communication and media: Students will design their own advertisement and pitch it to the class.
- **Social skills**  
Unit 5 Crossing Borders: Students will use ICT to design their own brochure and presentation for an eco-resort.
- **Self-management**  
Unit 6 Science and technology: Students will read a short story by Ray Bradbury and complete reflection tasks and a short essay. This is a self-directed task. Students will set their own timeline and targets for completion.
- **Research skills**  
Research Skills Project (1 hour per week): Students complete a research journal and will write a 1,000 word essay based on a research question they have designed. The work will be presented in August 2020 to teachers and students.

*Adapted from IBO ATL*

## Resources

### Textbooks

*Advanced Grammar in Use: Self Study Book 3rd* edition. Publisher: Cambridge University Press.

*Success English International skills for Cambridge IGCSE 4th* edition by Marianne Barry. Publisher: 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 Reading
- AO2 Writing
- AO3 Listening



## Assessment Format

Paper No.	Duration	Weighting	Description
Paper 2 Reading and Writing	2h	70%	<p>There are six exercises in the question paper. The exercises have different mark allocations, and some exercises consist of a series of sub-questions. Candidates must answer all questions and sub-questions in each exercise.</p> <p>Candidates complete a range of task types, including writing short (single word/phrase) answers, matching, note making, summary writing, writing a 150-200 word response and writing a report, review or an article.</p> <p>The balance of assessment of reading and writing skills is equal.</p> <p>Candidates who take this component are eligible for grades A* to E.</p> <p>80 marks</p>
Paper 4 Listening (Extended)	50mins	30%	<p>Candidates listen to several short extracts and longer texts, and complete a range of task types, including short-answer questions, gap-filling, matching, multiple-choice questions and note taking.</p> <p>Candidates who take this component are eligible for grades A* to E.</p> <p>40 marks</p>



## Introduction

Students will be presented with a variety of stimuli that will build up their skills in reading, writing and listening. They will learn to select relevant details in case studies, understand the difference between what is directly stated and implied, and practise writing for different purposes. Students will engage in conversations and discussions on the geographical themes.

## Aims

The course aims to enable students to develop:

- an understanding of location on a local, regional and global scale;
- an awareness of the characteristics, distribution and processes affecting contrasting physical and human environments;
- an understanding of the ways in which people interact with each other and with their environment;
- an awareness of the contrasting opportunities and constraints presented by different environments;
- an appreciation of and concern for the environment;
- an appreciation of the earth, including its people, places, landscapes, natural processes and phenomena;
- form a solid foundation for the skills required for IB using English as the medium; and
- develop students' awareness of the use of language and language-learning skills through Geography.

## Content Overview/Topics

No.	Topic	No.	Topic
1	Population and settlement	3	Economic development
2	The natural environment		

## 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 (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: Skills and Analysis

## Assessment Format

Paper No.	Duration	Description
1	75min	Geographical themes and skills



# PRE-IB ECONOMICS AND BUSINESS MANAGEMENT

## Introduction

The Pre IB Economics and Business Management programme enables students to develop sufficient knowledge and academic skills in the subject to prepare them to make presentations, attempt internal assessments and answer structured questions.

## Aims

The course aims to enable students to:

- develop their ability to use English effectively for the purpose of practical communication through competency in reading, writing and speaking; and
- form a solid foundation for the skills required for further study or employment using English as the medium.

## Content Overview/Topics

No.	Topic	No.	Topic
1	Basic economic problem	4	Understanding business activity
2	The allocation of resources	5	Marketing
3	Government and the macro economy		

## 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 (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: Analysis
- AO3: Critical evaluation and Decision-making
- Reading, Writing and Speaking

## Assessment Format

Paper No.	Duration	Weighting	Description
1	30min	20%	Section A: Multiple Choice
1	45min	30%	Section B: Structured Questions
1	45min	30%	Section C: Language Acquisition Questions
<b>Total</b>		<b>80%</b>	
		<b>20%</b>	Article Review



## PRE-IB RESEARCH SKILLS

### Introduction

The Pre IB Research Skills programme aims to prepare students for the research and writing requirements of the two-year International Baccalaureate Diploma Programme (IBDP). The course is designed around key learning concepts such as inquiry-based learning and problem-based learning. During the year-long course, students will learn to explore, research and plan an extended research paper. Students will also be able to develop academic reading and writing skills in English. The course is designed around the Research Skills wheel and links closely to the school's commitments to ATL skills and the IB Learner Profile.

### Aims

The course aims to enable students to:

- introduce key research skills necessary for success in the IBDP;
- develop academic English reading, writing, speaking and listening skills;
- develop students' natural curiosity and encourage them to become more knowledgeable and pursue research in their area of interest;
- promote higher-order thinking skills and reflective skills;
- allow students to develop their language skills and organisational skills;
- encourage students to reflect on concepts and links to global issues; and
- promote an awareness and understanding of academic honesty.

### Content Overview/Topics

No.	Topic	No.	Topic
1	Brainstorming and divergent thinking	5	Essay writing as an iterative process
2	Reading and researching (Part 1)	6	Referencing and citation
3	Understanding concept questions	7	The medium is the message (designing resources for presentation)
4	Understanding concept questions	8	Reflection and targets

### Concepts

- Research and Inquiry
- Planning
- Implementing
- Reflecting

The areas above are not exclusively linear and students should be encouraged to see them as a whole.

### Resources

#### References

*Writing a Research Paper* Research booklet for students (supplied by the teacher)

### Assessment Objectives

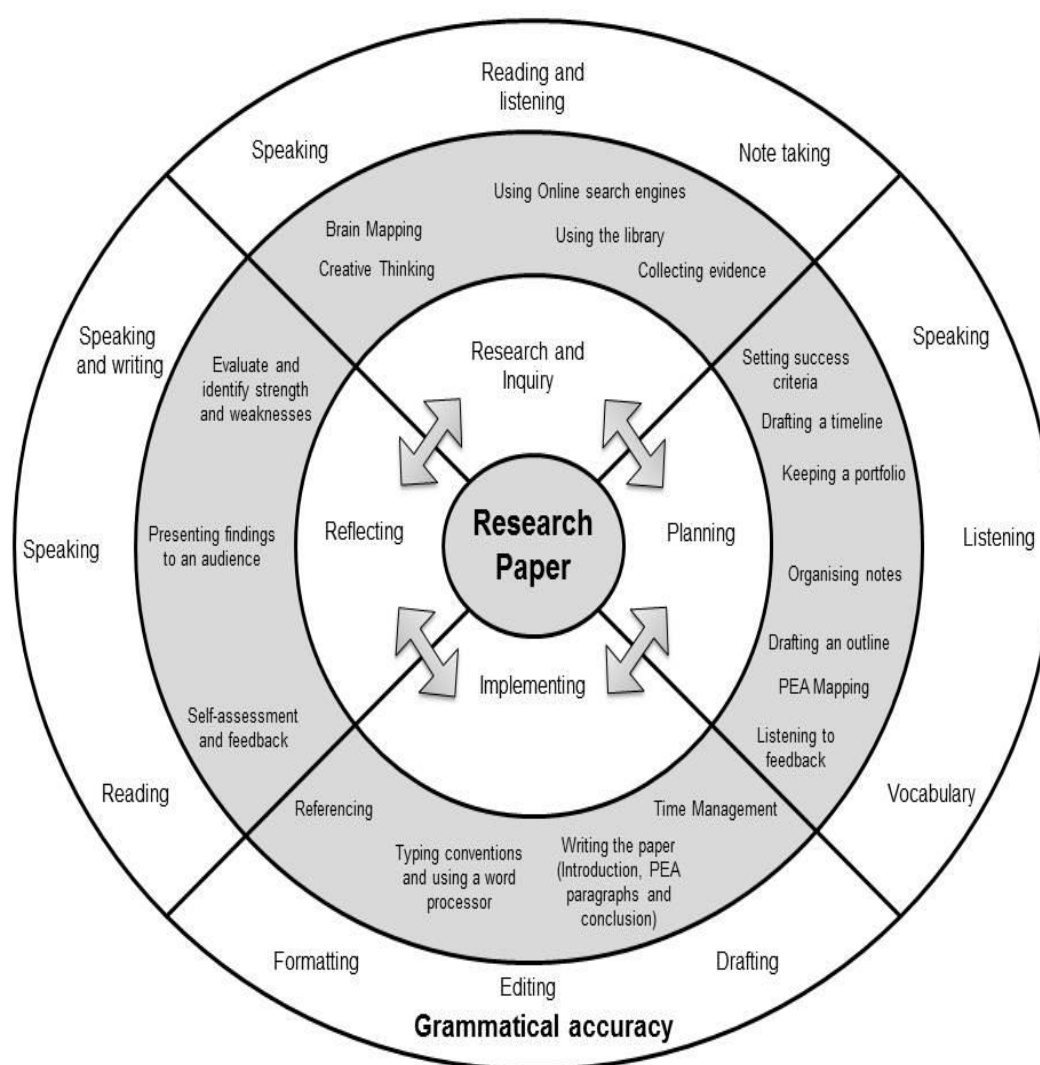
Students should be able to:

- One 1000 to 1500-word essay
- A 5-10 minute spoken presentation
- A "display" accompanying the presentation



## 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



## Introduction

The Pre 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	<b>Compulsory multiple choice paper</b> Thirty items of the four-choice type.
4	1h 15min	62.5% 60 marks	<b>Short-answer and structured questions paper</b> 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.



## Introduction

The Pre 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 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 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	<b>Compulsory multiple choice paper</b> Thirty items of the four-choice type.
4	1h 15min	62.5% 60 marks	<b>Short-answer and structured questions paper</b> 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.



## PRE-IB PHYSICS

### Introduction

The Pre-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 Pre-IB Physics 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 Physics 0625, 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%	<b>Compulsory multiple-choice paper</b> Thirty items of the four-choice type.	30 Marks
4	1h 15min	62.5%	<b>Short-answer and structured questions</b> Questions will be based on candidates' ability to demonstrate knowledge with understanding as well as handling information and problem solving.	60 Marks

- 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.





## PRE-IB MATHEMATICS

### Introduction

The Pre 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)* (3<sup>rd</sup> 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.*



## PRE-IB VISUAL ARTS

### Introduction

The Pre 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 Pre IB Music and Pre 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	<i>Elements and principles of art</i> Line, colour, texture, value, space, shape, contrast, balance, emphasis, rhythm, unity, scale and proportion	4	<i>Media and techniques</i> Ink, pencil, marker, watercolour, collage, Adobe Capture
2	<i>Research and writing about a work of art</i> MLA referencing, understanding context, artist's intention, analysing and interpreting art, comparing art works	5	<i>Developing ideas and documentation of processes</i>
3	<i>Drawing portraits</i> Scale and proportion, ways of drawing portraits, defining selfies, coherence in serial works	6	<i>Presentation and evaluation</i>

Due to the short duration of the course, the Pre 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

Criterion A: Focus & Method (5 marks)	Criterion B: Knowledge & Understanding (5 marks)	Criterion C: Critical Thinking (5 marks)	Criterion D: Structure & Layout (5 marks)
<ul style="list-style-type: none"> <li>• Topic</li> <li>• Research Question</li> <li>• Methodology</li> </ul>	<ul style="list-style-type: none"> <li>• Context</li> <li>• Subject-specific terminology and concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Research</li> <li>• Analysis</li> <li>• Discussion &amp; Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Structure</li> <li>• Layout</li> </ul>



## PRE-IB MUSIC

### Introduction

The Pre IB Music programme 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 modular programme with Pre IB Visual Arts and Pre IB Drama courses.

### Aims

The course aims to enable students to learn:

- and understand what music is with the use of moving images;
- and develop relevant aptitude and interest to appreciate and enjoy music and the arts;
- what are the good practices required in research, analysis and writing (conceptual proposal and evaluation process);
- and develop a higher order thinking through good practices for research, analysis and writing during the concept proposal and evaluation process;
- and develop an understanding of the audio and video production skills that will be essential for further study in academic and work life;
- what it means to work collaboratively; and
- and understand what the creative process is and the 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 soft-wares
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 on 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	1 <sup>st</sup> to 3 <sup>rd</sup> weeks	20%	Presentation 1: Concept proposal and recommended research and timeline
2	4 <sup>th</sup> to 7 <sup>th</sup> weeks	50%	Audio and video production and editing
3	8 <sup>th</sup> to 10 <sup>th</sup> weeks	30%	Presentation 2: Showcase, reflection and future works





## PRE-IB DRAMA

### Introduction

The Pre IB Drama programme 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 Pre IB Visual Arts and Pre 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

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



## PRE-IB SPORT, EXERCISE AND HEALTH SCIENCE

### Introduction

This Pre-International Baccalaureate (Pre-IB) 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 course is to prepare Pre-IB 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

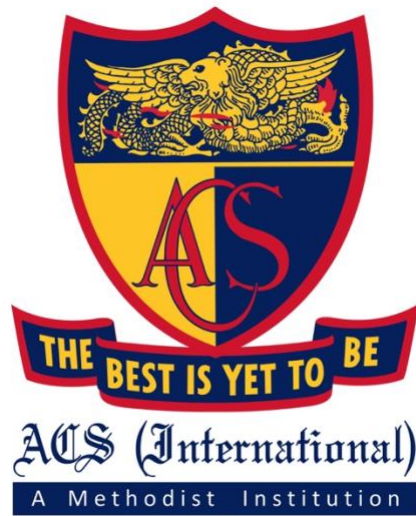
Component	Format and syllabus coverage	Weighting
Paper 1	Multiple Choice Questions	30%
Paper 2	Short and extended answer questions	50%
Coursework	Field Experiment (IA)	20%

- Pre-IB 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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