



Pre-IGCSE Subject Information Booklet



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Introduction

The Pre IGCSE English programme is a one-year course that prepares students for entry into Year 3. As a preparatory course, it covers academic English as well as a wide array of themes and topics of local and global significance to introduce students to the knowledge, skills and attitudes required in the IGCSE course. Students are taught to communicate both orally and in written form in a variety of academic and non-academic contexts. In addition to improving academic skills such as listening, reading, speaking and writing, the course aims at better preparing students' social and intercultural skills so that they can become active members of the school community. In line with the IB learner profile, students are encouraged to reflect on their own culture and explore cultural similarities and differences within their classroom and the wider school community.

Aims

The course aims to prepare students to enter the mainstream in Year 3 and integrate in the school's academic, cultural and social fabric. In order to achieve this, the course aims to:

- provide the necessary language skills to successfully study in an English-only academic curriculum;
- ensure that students possess the skills and language to adapt in an international school environment;
- assist in transferring a student's existing skills they have in their own language into English and adjust to a different academic environment;
- encourage students to value cultural diversity and reflect on their own culture and explore cultural similarities and differences within their classroom and the wider school community; and
- prepare students to the reading, writing, speaking and listening requirements of the IGCSE.

Content Overview/Topics

No.	Topic	No.	Topic
1	Cultural identity	3	Media and communication
2	Global issue	4	Food and fitness

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**
 - Analyse and evaluate issues and ideas.
 - Gather and organise relevant information to formulate an argument.
 - Explain and Interpret data.
 - Draw conclusions and generalisations.
 - Consider a point or argument from different perspectives.
 - Identify obstacles and challenges.
 - Reflect on areas for improvement.
- **Communication skills**
 - Use a variety of techniques to communicate with a variety of audiences.
 - Use appropriate forms of writing for different purpose and audience.
 - Use a variety of media to communicate with a variety of audiences.
 - Negotiate ideas and knowledge with peers and teachers.
 - Collaborate with peers and experts using a variety of digital environment and media.



- **Social skills**
 - Practise empathy.
 - Listen actively to other perspective and ideas.
 - Encourage others to contribute.
 - Delegate and share responsibility for decision making.
 - Help others to succeed.
 - Take responsibility for one's own actions.
 - Build consensus.
 - Exercise leadership and take on a variety of roles within a group.

- **Self-management skills**
 - Manage time and tasks effectively.
 - Plan short and long term assignment and meet deadlines.
 - Create plans to prepare for summative assessment.
 - Keep and use a planner effectively.
 - Set goals that are challenging and realistic.
 - Plan strategies and take action to achieve personal and academic goals.

- **Research skills**
 - Find, interpret and judge information.
 - Collect, record and verify data.
 - Make connections between various forms of information.
 - Present information in a variety of formats. Collect data and write reports.
 - Use critical-literacy to analyse and interpret media communications.

Adapted from IBO ATL

Resources

Faculty created resources

Textbooks

Cambridge English Grammar in Use Supplementary Exercises by Louise Hashemi
Cambridge Test Your English Vocabulary in Use by Stuart Redman Ruth Gairns
Cambridge Global English 9 Course book by Barker and Mitchell

Reading and Literature

Stargirl by Jerri Spinelli
The Monkey's Paw by W.W. Jacobs

Independent reading novels

Assessment Objectives

- There will be an end-of-year examination in October/November. The required pass grade to be accepted into Year 3 IGCSE is a **grade B**.
- The assessment aims to assess whether students have the adequate skills to understand and process Year 3 academic content, and study and interact with teachers and peers.
- Students are tested on a range of tasks such as listening, reading and writing.
- The expected level of language ability for a Pre IGCSE B and above is B1+ and above.
- Students who do not meet the requirements may be asked to repeat a bridging year.
- It is assumed students will select IGCSE ESL. Students wishing to apply for first language English will need to achieve an A/A* grade in their examination and take an interview with the Head of English.



Assessment Format

Paper No.	Duration	Weighting	Description
Paper 1 Reading & Writing	2h	70%	Candidates complete a series of reading and writing tasks Reading: Comprehension questions based on reading extracts, 100-word summary. Writing: One informal writing (email or letter to a friend) and one formal writing (article, review or report).
Paper 3 Listening	Approx. 40min	30%	Candidates complete a series of listening tasks on three extracts Each extract is played twice. Questions may include short comprehension questions, multiple choices and gap-fills.



PRE-IGCSE GEOGRAPHY

Introduction

The Pre IGCSE Geography programme is a one-year course that prepares students in taking Geography in Year 3. It covers topics from the Physical and Human environments using a range of skills.

Aims

The course aims to enable students to:

- acquire a suitable foundation in Geography for further study in the subject;
- develop the confidence of students to apply skills and knowledge in appropriate situations; and
- encourage students to value cultural diversity and reflect on their own country and culture as well as explore cultural similarities and differences within their classroom and the wider school community.

Syllabus

No.	Topic	No.	Topic
1	Population Dilemmas	3	The environment as a resource – geographical investigation
2	Our Risky World	4	Review and revision

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.

- **Communication skills**
 - Speaking
 - Listening
 - Viewing
 - Note-taking
 - Presenting Information
 - PEE Paragraphing
- **Social skills**
 - Listen actively to other perspective and ideas
 - Encourage others to contribute
 - Help others to succeed
 - Pair work
 - Group work
 - Socialise with students from other languages and culture.
- **Critical thinking skills**
 - Make connections between physical and human geography
 - Plan short and long term assignment and meet deadlines
- **Research skills**
 - Observing
 - Collecting
 - Interpreting
 - Organising
 - Presenting
- **Presentation skills**
 - Using ICT for presentations

Adapted from IBO AT



Resources

Faculty created resources

Textbooks

Nelson Key Geography Foundations Student Book

Nelson Key Geography Connections Student Book

Assessment Format

A) End of Term Grades (Test and Coursework Grades)

The term grades are computed cumulatively as follows:

Common Test (70%) + Class Quizzes, Presentations and Projects (30%)

B) End-of-Year Examination

There will be an end-of-year examination in October/November. The paper will consist of multiple-choice questions, short answer and long answer questions.

C) Subject Achievement (End-of-Year Grade Report)

The overall grade is computed at the end of the year and includes the end-of-year examination score. This grade will be computed based on the following weightings:

End-of-year examination score: 60%

End-of-term grades: 40%



PRE-IGCSE MODULAR SCIENCE

Introduction

The Pre IGCSE Modular Science curriculum is the second part of a two-year Junior Science programme. It will be taught in modules. There will be three modules, each with a duration of 9 academic weeks. In each module, the curriculum for a specific discipline of Science, namely Biology, Chemistry or Physics will be taught. A teacher specialised in each discipline will be teaching the class for each module. In Term 4, students will be on a two-week rotation with three relevant teachers who will be using the time for revision and preparation for the end-of-year examinations. Every class/group will complete each of the three modules during the course of the year.

Aims

The course aims to prepare students who have completed the Science curriculum in elementary/primary school for the IGCSE Science programme offered in Years 3 and 4.

Content Overview/Topics

No.	Topic	
1	Biology	Cells and levels of organisation Movement in and out of cells Biological Molecules: Water and Organic Molecules (Carbohydrates, Fats, Proteins and Enzymes) Food and Human Digestion
2	Chemistry	Atoms, Isotopes, Ions and Molecules Chemical formulae and equations Physical and Chemical Changes Acids and Bases (alkalis)
3	Physics	Magnets and Electromagnets Light Electricity

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 Lower Secondary Science Learner's Book 7,8 and 9

Assessment Format

A) End of Term Grades (Test and Coursework Grades)

Each module percentage will be computed at the end of the module based on the following weightings:

Major Term Test: 40% (Test to include at least 2 topics)

Topical Tests: 20%

Practical Assessments: 20%

Others*: 20%

*These include worksheets, class work, assignments, modeling and projects that are given and graded during the academic weeks for each module.

Computation of grades for others (worksheets):

$\geq 80\% = 7$, $\geq 70\% = 6$, $\geq 60\% = 5$, $\geq 48\% = 4$, $\geq 40\% = 3$, $\geq 25\% = 2$, $< 25\% = 1$

B) End-of-Year Examination

There will be an end-of-year examination in October/November.

Candidates sit for one Science Paper which is divided into the three subject components, with the breakdown as follows:

Biology: 33 marks (10 marks for MCQs, 23 marks for structured questions)

Chemistry: 34 marks (10 marks for MCQs, 24 marks for structured questions)

Physics: 33 marks (10 marks for MCQs, 23 marks for structured questions)

C) Subject Achievement (End-of-Year Grade Report)

The overall grade is computed at the end of the year, taking the average of the three modules covered in the year, and include the end-of-year examination score. This grade will be computed based on the following weightings:

End-of-year examination score: 60%

End-of-term grades: 40%

Selection Process for Science Subjects Combination for IGCSE

Objective

To provide a clear selection process (applicable to all Year 2 and Pre IGCSE students) in IGCSE Science subjects combination.



Triple Science

All Year 2 and Pre IGCSE students will be assessed on the tests, worksheets, practicals and projects through their module grade reports (achievement).

At least grade 6 for all reports.

All Year 2 and Pre IGCSE students will be tested on the entire year's curriculum in the end-of-year examinations.

At least 80% of total marks scored in the EOY science exams (equivalent to a minimum grade of 6)

All Year 2 and Pre IGCSE students will be assessed on their attitude of learning, conscientiousness in assignments and homework, desire and motivation for academic excellence through their module grade reports (effort).

At least grade 6 for all reports.

Very favourable recommendation from the student's Science teacher for the year and Science coordinator

Triple Science (IGCSE) group
Subject to a maximum number of 25 students

2 HL Science (IB) groups
Subject to performance at IGCSE levels (at least grades B for both sciences)



Double Science

All Year 2 and Pre IGCSE students will be assessed on the tests, worksheets, practicals and projects through their module grade reports (achievement).

At least grade 4 for all reports.

All Year 2 and Pre IGCSE students will be tested on the entire year's curriculum in the end-of-year examinations.

At least 50% of total marks scored in the EOY science exams (equivalent to minimum grade 4) /at least 50% of 2 science components in the EOY papers.

All Year 2 and Pre IGCSE students will be assessed on their attitude of learning, conscientiousness in assignments and homework, desire and motivation for academic excellence through their module grade reports (effort).

At least grade 4 for all reports.

Double Science (IGCSE) group

Note: Choice of the 2 subjects will be decided by the students after consultation with their respective Science tutors.

1 HL and 1 SL Science (IB) groups

Subject to performance at IGCSE levels (at least grade B for HL subject and C for SL subject)



PRE-IGCSE MATHEMATICS

Introduction

The Pre IGCSE Mathematics curriculum is the second part of a two-year Junior Mathematics programme. It is designed to prepare the students for IGCSE Mathematics. The curriculum covers essential concepts, skills, technology and presumed knowledge required to pursue IGCSE International Mathematics and Additional Mathematics programmes offered in Years 3 and 4.

Aims

The course aims to enable students to:

- acquire a suitable foundation in mathematics for further study in the subject;
- further develop their knowledge of mathematical concepts and principles, and use this knowledge for problem solving;
- integrate information technology to enhance the mathematical experience;
- develop the confidence to apply their mathematical skills and knowledge in appropriate situations; and
- derive enjoyment and satisfaction from engaging in mathematical pursuits, and gain an appreciation of the elegance and usefulness of mathematics.

Content Overview/Topics

No.	Topic	No.	Topic
1	Congruency and similarity	8	Volume and surface area
2	Area and volume of similar figures and solids	9	Arc length and area of sector
3	Surds and indices	10	Quadratic equations using factorisation and graphs
4	Expansion and factorisation of algebraic expressions	11	Statistics
5	Algebraic manipulation and formulae	12	Line and rotational symmetry
6	Simultaneous linear equations	13	Use of graphics calculator
7	Pythagoras' theorem		

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, interpreting results, and problem solving and application.
- **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**
Recognising and developing alternative/novel methods to find solutions to familiar/unfamiliar problems.

Adapted from IBO ATL



Resources

Textbooks/Workbooks

Think! Mathematics G3 Secondary Textbooks 2A & 2B (print and digital bundle) (8th edition). Publisher: Shinglee.

Think! Mathematics G3 Secondary Workbook 2A (8th edition). Publisher: Shinglee.

Think! Mathematics G3 Secondary Workbook 2B (8th edition). Publisher: Shinglee.

Others

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

Assessment Format

A) End of Term Grades (Test and Coursework Grades)

The term grades are computed cumulatively as follows:

Term 1: Common Test (70%) + Class Quiz (30%)

Term 2: 40% of Term 1 + 60% of Term 2

Term 3: 20% of Term 1 + 30% of Term 2 + 50% of Term 3

B) End-of-Year Examination

There will be an end-of-year examination in October/November. Candidates take two papers.

Paper 1: (50 marks) (50%) (1h)

Structured and unstructured questions based on the curriculum. Use of a calculator is not allowed.

Paper 2: (50 marks) (50%) (1h)

Structured and unstructured questions based on the curriculum. A graphic display calculator is required.

Note: A minimum Grade B is required for students opting to study Additional Mathematics in Year 3.

C) Subject Achievement (End-of-Year Grade Report)

The overall grade is computed at the end of the year and includes the end-of-year examination score. This grade will be computed based on the following weightings:

End-of-year examination score: 60%

End-of-term grades: 40%



PRE-IGCSE ART

Introduction

The lower years Art programme is designed for Year 1, Year 1 Bridging, and Pre IGCSE and Year 2 students. It aims to engage and train students in terms of visual awareness, perception and appreciation of the arts of different cultures and genres.

The Pre IGCSE Art programme runs on a twice-weekly, one-term carousel modular programme modular programme in tandem along with Pre IGCSE Music and Pre IGCSE Drama.

Aims

The course aims to enable students to:

- know that art is closely related to life through the introduction of the social and historical context of art works;
- develop critical thinking skills through discussion and written evaluation exercises of art works and processes;
- develop useful skills such as art appreciation, research and design thinking skills;
- learn about themselves and others through individual and collaborative engagement with the visual arts;
- develop good learning attitudes, such as perseverance, self-discipline, an inquiry-mind, integrity, initiative and responsibilities; and
- communicate visually by the integration of art with social and culture context.

It also helps the students to build their art foundation, in terms of technical skills and general knowledge of visual arts, for further pursuits in the subject at IGCSE level.

Content Overview/Topics

No.	Topic
1	Thematic Project or Animation Project (Term 4)
2	Drawing/Composition
3	Research and Art appreciation (Acquiring Knowledge)
4	Mixed-media Painting (Application of Knowledge)
5	Visual Communication (Production of Knowledge)



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**
Empathise, define, ideate, prototype, test, reflective, creative, critical thinking skills, meta-cognition, draw links.
- **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 of visual qualities, organising and interpreting visual qualities, evaluating and presenting research findings.

Adapted from IBO ATL

Resources

Reference

Lower Secondary Art Teaching and Learning Syllabus. (2023) Retrieved from <https://www.moe.gov.sg/-/media/files/secondary/syllabuses/arts-ed/lower-secondary-art-syllabus-2024.pdf>

Assessment Objectives

- Students are required to complete all the art assignments at the end of each term.
- Students are able to apply media skills in their art-making process.
- Students are expected to conceptualise and communicate ideas through visual forms, in response to the given art assignments.
- Students are able to take ownership in their learning as well as being able to evaluate on how to improve on the mastery of skills.

Assessment Format

Format	Weighting	Description
Sketchbook	25%	Documentation of the artistic processes, such as sketches, photographs, responses to images and artwork and artist statement.
Art making	25%	Application of various knowledge and skills in the process of art making.
Presentation	25%	Presenting ideas formally or informally with peers or large audience, such as oral presentation, presentation in forms of gallery walk or exhibition, as well as organising and displaying visual qualities in the sketchbook.
Evaluation	25%	Evaluating student development core competencies as well as self-reflections from the students.



Introduction

Pre IGCSE students learn about the use of Music Technology, where they advance on to produce their own videos. Through this progressive and experiential learning process, they will take on the various roles as director, script-writer, video editor, song-writer, soundscape designer, lighting and audio operators. With their video production, they learn to compose music and design sound effects music to match the moving images.

The Pre IGCSE Music programme runs on a twice-weekly, one-term carousel modular programme modular programme in tandem along with Pre IGCSE Art and Pre IGCSE Drama.

Aims

The course aims to enable students to learn:

- and develop relevant aptitude and interest to appreciate and enjoy music and the arts;
- and understand the creative process and the creative problem-solving skills;
- about 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; and
- what it means to work collaboratively.

Syllabus

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	Creative filming with Green screen, LED lighting and professional audio setup	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

- Students are expected to demonstrate knowledge of audio and video production skills.
- Students are able to analyse and evaluate the creative process.
- Students are able to develop knowledge structure and creativity through creative problem-solving.

Assessment Format

Paper No.	Duration	Weighting	Description
1	1 st to 3 rd weeks	20%	Presentation 1: Concept proposal and recommended research and timeline
2	4 th to 7 th weeks	50%	Audio and video production and editing
3	8 th to 10 th weeks	30%	Presentation 2: Showcase, reflection and future works



PRE-IGCSE DRAMA

Introduction

Drama has an important role to play in the personal development of our students. The skills and qualities developed by students in Drama, such as teamwork, commitment, creative problem-solving, leadership and risk-taking are assets in all subjects and all areas of life. Drama stimulates the imagination and allows students to explore issues and experiences in a safe and supportive environment.

The course aims to provide educational experiences through structured creative processes that enable students to develop effective skills in Communication, Reflective Learning, Critical Thinking, Risk Taking, Inquiring and Teamwork. It runs on a twice-weekly, one-term carousel modular programme in tandem along with Pre IGCSE Art and Pre IGCSE Music.

Aims

The course aims to enable students to:

- understand the use of verbal and non-verbal tools of drama;
- identify with characters and actions through role-play and improvisation;
- develop a wider perspective and world-view through the exploration of multiple points of view;
- know how to structure dramatic sequences in order to convey meaning;
- be aware of and use a variety of dramatic forms and techniques to express ideas and feelings (e.g. voice, movement, use of space);
- appreciate drama in performance, both as participant and audience;
- develop a vocabulary of theatre/ drama;
- learn to reflect and inquire on issues explored and be able to give constructive feedback;
- develop awareness (sensitivity) of self and enjoyment of the ways groups work (e.g. decision-making, problem solving, negotiation), willingness to accept responsibility, in a safe and cohesive environment; and
- evaluate their achievements through reflections to show critical awareness of the process as well as the product (e.g. the rehearsal process as well as the performance itself).

It also acts as a good foundation for students who intend to pursue Theatre/Drama in the higher levels.

Content Overview

No.	Focus
1	To familiarise with the use of different drama mediums such sound, sets and props
2	To create an original piece of work using given starting point
3	To demonstrate sequencing and structuring of dramatic scenes based on a given starting point
4	To apply drama elements such action, plot, conventions, symbolism and contrast in creative works.
5	To understand and build performance 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

In the area of assessing performance, achievement and effort grades will be awarded. For achievement grades, students are expected to demonstrate their understanding of lesson points taught through their completion of coursework, class work, homework assignments and varied performance projects. The marks or grades obtained for each piece of work will contribute to a student's overall achievement grade. In assessing effort, various criteria are considered such as a student's promptness in completing the assignments, their active participation in class/group activities, the neatness and quality of the work submitted, the student's overall disciplinary behaviour and the maintenance of their Drama Journal – a personal log of classroom exercises, thoughts, feelings, achievements and goals; the key to reflective and experiential learning.

Assessment Format

Format	Details	Weighting	Description
Coursework	1) Mock presentation	1) 20%	Coursework Presentation: Candidates are required to first showcase a work-in-progress presentation, and a final original piece of creative drama on stage with classmates as audience.
	2) Final performance	2) 50%	
Journal	Research of ideas,	30%	Short-answer questions in the journal leading to independent research and inquiry for the theme the students are focusing on.



PRE-IGCSE PHYSICAL EDUCATION (PE)

Introduction

Physical Education (PE) provides students with an opportunity to be physically active whilst developing personal, social and health education through the promotion of a lifelong participation in sport. The PE curriculum is underpinned by the IB Learner Profile with students focusing on different outcomes each year. Our team of well-educated Physical Educators create positive learning environments within each class where each student has the opportunity to make progress regardless of prior experience, knowledge or ability. PE is a popular subject at ACS (International) with a growing trend of students choosing to pursue academic PE at IGCSE and IB levels.

Aims

The course aims to provide a range of sporting contexts in which students can explore the subject area and achieve the following objectives in each learning episode:

- Developing core skills, tactics and strategies; and
- Introduction to project based learning.

The above skills will be facilitated through the explicit delivery of IB Learner Profile outcomes that are specific to the Pre IGCSE PE curriculum:

- *Balanced – I will begin to develop an objective and unbiased view on issues affecting our health and the wider world.*
- *Open Minded – I will gain a deeper understanding of the issues affecting ourselves and the wider world and consider ways to combat these.*
- *Knowledgeable – I will gain an insight into issues that can affect our body and mind and become more aware of how to stay healthy. I will also have a greater understanding of issues affecting the wider world and equal opportunities.*

Content Overview

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.

Boys	Driving Questions	Girls	Driving Questions
Football	<i>What are the different defensive strategies we can apply?</i>	Football	<i>What are the different defensive and attacking skills we can apply?</i>
Rugby	<i>What are the roles within the various positions in Rugby? Which roles suit you best, why should you have knowledge of all the positions?</i>	Touch	<i>What are the key attacking and defensive strategies in Touch Rugby? What are the roles within the various positions in Touch Rugby?</i>
		Netball	<i>What are centre and back line set plays and how can you use them within a game? What tactics can you use to get free from an opponent?</i>



Boys & Girls	
Basketball	<p><i>What are the key attacking and defensive strategies in Basketball?</i></p> <p><i>What are the basic rules and common infringements within the game?</i></p> <p><i>Design 2 attacking set plays for your team, one from dead ball situation and one from open play.</i></p>
Badminton	<p><i>Which strategies can we employ to outwit opponents in Badminton?</i></p> <p><i>What are the different strategies in singles and doubles play?</i></p>
Volleyball	<p><i>What formations can we use in attack and defence?</i></p> <p><i>What are the keys to good team play in Volleyball?</i></p>
Softball /Rounders	<p><i>How can we be creative when batting, pitching and fielding?</i></p> <p><i>How will your set-up positions affect your chances at bat? How will this in turn affect those on base?</i></p> <p><i>What are the basic rules in a game of Softball/Rounders?</i></p>
Athletics	<p><i>How do you throw further, jump higher and run faster?</i></p> <p><i>What are the world records for 100m Sprint, Shot Put and Long Jump?</i></p>
World & Disability Sports	<p><i>Why is it important to learn about a range of sports from different cultures?</i></p> <p><i>What difficulties might the disabled face when trying to participate in sport? How are they able to overcome these?</i></p> <p><i>How are World and Disability sports promoted?</i></p>
Health Project Based Learning	<p><i>What are the benefits of exercise?</i></p> <p><i>Why is good hygiene important?</i></p> <p><i>What are the effects of exercise on heart rate and breathing rate?</i></p> <p><i>How does our diet affect our ability to exercise?</i></p>



Approaches To Learning

The following IB Learner Profile outcomes are specifically taught within the Pre IGCSE PE curriculum:

- **Self-management skills**
Affective, organisation
- **Communications skills**
Language and interaction
- **Research skills**
Finding, interpreting, judging and creating information

Assessment Format

There are no formal examinations for core PE lessons. However, Pre IGCSE PE assessments are based on both formal and informal formative assessments of a student's performances and presentations. Following each unit of work, students will be assessed using the Pre IGCSE PE assessment rubric (below) which includes criteria relating specifically to the Key Skills and Objectives of the curriculum together with a grade awarded for effort (attitude to learning).

How am I assessed in PE?	0-3	4	5	6	7
Effort	<i>At least 2 kit marks. Little or no effort to participate during lessons.</i>	<i>1 kit mark. Could make more of an effort during lessons.</i>	<i>No kit marks. Works hard during most lessons.</i>	<i>No kit marks. Always works hard during lessons.</i>	<i>No kit marks. Always gives 100% during lessons and has reached their full potential in the unit.</i>
Skill level	<i>Little or no progress in developing skills for this activity.</i>	<i>Displays basic skills and starts to develop new ones during the unit of work.</i>	<i>Good progress during the unit of work and has attempted to perform more advanced skills.</i>	<i>Consistently displays a high level of skill. Able to perform these skills effectively during practices.</i>	<i>Consistently displays a high level of skill. Able to perform advanced skills during games or activities.</i>
Tactical awareness	<i>Unaware of surroundings during activities and therefore cannot make informed decisions.</i>	<i>Aware of the basic tactics and strategies used. Unsure how best to overcome an opponent or situation.</i>	<i>Attempts to use tactics and strategies with some success. Still needs to improve decision making under pressure.</i>	<i>Good understanding of tactics and strategies. Can use these consistently in games or activities.</i>	<i>Able to use a variety of tactics and strategies to outwit opponents. Can make informed decisions under pressure.</i>



<p>Learner profile objectives:</p> <p>Knowledge able</p> <p>Open Minded</p> <p>Balanced</p>	<p><i>Little knowledge and understanding of rules, scoring and game tactics.</i></p> <p><i>Little or no attempt to help others during lessons or listen to others' ideas.</i></p>	<p><i>Basic knowledge and understanding of rules and scoring systems.</i></p> <p><i>Listens to others but doesn't always contribute much.</i></p> <p><i>Can identify what a healthy balanced lifestyle involves.</i></p>	<p><i>Has knowledge and understanding of different rules, scoring systems and tactics.</i></p> <p><i>Listens to others and attempts to employ new tactics and strategies sometimes without success.</i></p> <p><i>Good understanding of the importance behind healthy balanced lifestyles.</i></p>	<p><i>Good knowledge and understanding of rules, scoring systems and tactics.</i></p> <p><i>Is willing to listen to others and uses new tactics and strategies within games.</i></p> <p><i>Understands and can explain the benefits of a healthy balanced lifestyle.</i></p>	<p><i>Excellent knowledge and understanding of rules, scoring systems and tactics.</i></p> <p><i>Thinks of others during lessons and is happy to assist and help. Listens carefully to the thoughts and opinions of others and is able to give feedback.</i></p> <p><i>Excellent understanding of the importance of a healthy and balanced lifestyle.</i></p>
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Notes to Parents

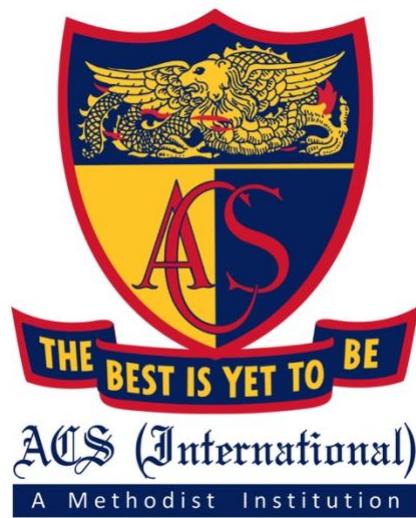
PE Attire

PE lessons are compulsory for every student. Students must present for each lesson in full ACS (International) PE kit which includes ACS PE T Shirt and ACS PE Shorts. These items can be purchased from the on-site bookshop "Popular". All students are expected to have sports shoes (trainers) for PE lessons (these must be a different pair of shoes from those that a student wears as part of their school uniform) and a pair of football boots (soccer shoes). Boys also need long socks (which can be purchased from the PE Office) and shin guards. In addition, students should bring a water bottle to all lessons in order to keep hydrated.

Medical Certificate, Illness and Long-Term Medical Conditions

Students will be excused from playing an active part in PE lessons if they present a valid medical certificate (MC) or Doctor Note exempting them from physical activities. They are permitted to bring in a parental note once per term for excuse based on ill health. If a student falls ill during school hours, they should see the school nurse for assessment prior to their PE lesson. All students must still attend lessons in their full PE attire whether they have a MC or not as they will be assisting with leadership, scoring or feedback activities. Failing to attend a PE lesson without a valid reason will be deemed as truancy and will result in students being placed on Saturday detentions.





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