



Year 1 Bridging Subject Information Booklet



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Introduction

The Year 1 Bridging English programme is a one-year course that prepares students for entry into Year 2. As a preparatory course, it covers foundational English as well as a wide array of themes and topics of local and global interest to introduce students to the contents found in the mainstream English programme. 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 2 and integrate in the school's 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; and
- 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.

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 Test Your English Vocabulary in Use

Cambridge English Grammar in Use Supplementary Exercises

Reading and Literature

Call it Courage by Armstrong Perry

Poetry anthology and Reading ePortfolio

Assessment Objectives

- There will be an end-of-year examination in October/November. The required pass grade to be accepted into the mainstream is a **grade B**.
- The assessment aims to assess whether students have the adequate skills to understand Year 2 academic content, and study and interact with teachers and peers.
- Students are tested on a range of tasks such as listening, reading and writing.
- Students who do not meet the requirements may be asked to repeat a bridging year or may be offered an additional year in Pre IGCSE.



Assessment Format

Paper No.	Duration	Weighting	Description
Paper 1 Reading	1h 30min	35%	Candidates complete a series of tasks on three extracts Comprehension questions, multiple-choice questions, inference questions and a summary of 70 to 80 words.
Paper 2 Writing	1h 20min	35%	Candidates complete two writing tasks One informal writing (letter to a friend, email or diary) and one formal writing (article)
Paper 3 Listening	Approx. 30min	30%	Candidates complete a series of listening tasks on three extracts Each extract is played twice. Questions may include short comprehension questions, multiple-choice questions, true or false and gap-fills.



YEAR 1 BRIDGING GEOGRAPHY

Introduction

The Year 1 Bridging Geography programme is a one-year course that prepares students in taking Geography in Year 2. 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.

Content Overview/Topics

No.	Topic	No.	Topic
1	Map Skills	3	The physical environment – Ecosystems and industrial development
2	The human environment – Weather and climate	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
 - Socialising with students from other languages and culture
- **Critical thinking skills**
 - Making 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 ATL



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%



YEAR 1 BRIDGING MODULAR SCIENCE

Introduction

The Year 1 Bridging Modular Science curriculum is the first part of this two-year Junior Science programme. It will be taught in modules. There will be three modules, each with duration of 10 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. A major module test will be conducted to assess students' understanding on all the content taught in the module. In Term 4, students will go through a two-week consolidation period per module for revision for their end-of-year examination.

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	Laboratory Hazards and Risks in Science Plants (Nutrition, Transport and Reproduction) Human Reproduction
2	Chemistry	Introduction to Science (Chemistry) Solutions and Suspensions Separation Techniques Atoms and Elements Compounds and Mixtures
3	Physics	Forces The Earth and Beyond Heat and Cooling

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):

$\geq 80\% = 7$, $\geq 70\% = 6$, $\geq 60\% = 5$, $\geq 48\% = 4$, $\geq 40\% = 3$, $\geq 25\% = 2$, $< 20\% = 1$

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%



YEAR 1 BRIDGING MATHEMATICS

Introduction

The Year 1 Bridging Mathematics curriculum is the first 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;
- 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	Primes, highest common factors and lowest common multiples	9	Basic geometry
2	Integers, rational numbers and real numbers	10	Triangles, quadrilaterals and polygons
3	Approximation and estimation	11	Perimeter and area of plane figures
4	Basic algebra and algebraic manipulation	12	Conversions between units
5	Linear equations and simple inequalities	13	Statistical data handling
6	Functions and linear graphs	14	Speed, distance and time problems
7	Percentage	15	Simple and compound interest
8	Ratio and proportion		

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**
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

Think! Mathematics G3 Secondary Textbooks 1A & 1B (print and digital bundle) (8th edition).

Think! Mathematics G3 Secondary Workbook 1A & 1B (8th edition).

Publisher: Shinglee.

Others

The use of a scientific calculator is required. [Calculator model: **CASIO FX991CW**]

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 scientific calculator is required.

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%



YEAR 1 BRIDGING 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 Year 1 and 1-Bridging Art course is designed to run once a week for four terms. The students will start with an intensive drawing project setting the groundwork for planning and design for the architectural model project. They will learn how to brainstorm, carry out their own research on architects, articulate opinions on structures, develop designs based on a specific location, work in a team to construct an architectural model. They will also learn to use elements of art and principles of designs to inform their ideas through presentation and art-making process. Besides exposing students to various traditional media, students can use digital media, such as Canva and Photoshop CC to develop and communicate ideas.

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	No.	Topic
1	Drawing	4	Creative Painting
2	Architectural Model	5	Principles of Design
3	Colour Theory	6	Digital Imaging



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 expected to conceptualise and communicate ideas through visual forms, in response to the given art assignments.
- Students are to display ownership in their learning as well as being able to evaluate on how to improve on 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.



YEAR 1 BRIDGING MUSIC

Introduction

The Year 1 Bridging Music programme is a journey of Technology and General Music. The Year 1 students undertake a creative project where they learn about creative problem solving by combining music with various other art forms, including film, animation, dance, drama, and visual arts. In Terms 2 and 3, students will learn about music theory and they are given a choice of two instruments – Violin and Guitar. The end goal will involve performing solo and/or in ensemble with confidence with appropriate expression and note-reading proficiency. In Term 4, students will sharpen their listening and appreciation of the various genres of music by identifying the development of musical ideas, melody, harmony, dynamics, tempo, timbre, texture and music structure.

Aims

The course aims to enable students to:

- listen with understanding and identify the development of musical ideas, investigating, internalising and discriminating within and between the musical elements: pitch, duration, dynamics, tempo, timbre, texture and structure;
- explore sound and respond to music individually, in pairs, in groups and as a class;
- perform solo and / or in ensemble with confidence, appropriate expression and proficiency through singing and instrumental playing;
- make appropriate use of ICT (Sequencing software – Garageband and / or Cubase) to explore, compose, arrange and record; and
- build foundation knowledge and skills on listening, performing and composing so that they have a choice to pursue music as a subject at a higher level, i.e. IGCSE and IBDP.

Content Overview/Topics

No.	Topic	No.	Topic
1	Creative project	4	Music with other arts forms
2	Creative problem solving	5	Music instrumental studies
3	Music theory	6	Music analysis and presentation

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 be able to perform at least one musical instrument by the end of the year.
- Students are able to analyse and describe music of various genres.
- Students are proficient in using music technology.

Assessment Format

Term	Weighting	Description
1	25%	Creative Project
2	25%	Music theory
3	25%	Basic skills of playing a selected instrument
4	25%	Music analysis and presentation



YEAR 1 BRIDGING 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*.

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, costume, props, 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 at higher levels.

Content Overview/Topics

No.	Topic
1	Introduction to drama skills
2	Exploring role-play and improvisation
3	Using mime, movement and physical theatre
4	Creating devised theatre
5	Understanding performance and production skills in theatre (Characterisation, voice techniques, proxemics, stage direction and technical elements)



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	Description
Class participation Group work Journal writing Performing/ Presenting	<p>During Performance/Presentation, students are assessed based on their physical and vocal expression, content and application of skills, collaboration and teamwork.</p> <p>End of Term 1: Creating an improvised narrative based on a given stimulus. Students will present their stories in groups incorporating verbal and non-verbal tools of drama.</p> <p>End of Term 2: Developing a movement sequence. Students will present a movement piece inspired by the various stimuli/dramatic texts explored in the classroom. Each piece must demonstrate the effective use of time, space, effort, body and forms.</p> <p>End of Term 3: Presenting devised drama. Students will develop from scratch a dramatic presentation based on a given theme. Students will then present their work which must include the effective use of cross-cutting or split scene to show a flash-forward or flash-back in the story.</p> <p>End of Term 4: Scripting Scenes and Presenting in forum theatre style. Students will develop a narrative and script scenes based on a chosen stimulus. They will then collaborate ideas to present the scenes using strategies of forum theatre.</p>
Journal reflection	<p>Throughout the year, students will keep a journal to reflect and write about their personal learning experiences.</p>

There are no written examinations. Qualitative assessments are done at the end of each term.



YEAR 1 BRIDGING 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 syllabus 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:

- Introduction to a range of sports, rules and scoring systems; and
- Developing and understanding core/fundamental skills and techniques across a range of activity areas.

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	<p><i>What ways can we communicate during gameplay?</i></p> <p><i>Is non-verbal communication important and why?</i></p> <p><i>How do you demonstrate sportsmanship/fair play in all sports?</i></p>	Netball	<p><i>What ways can we communicate during gameplay?</i></p> <p><i>Is non-verbal communication important and why?</i></p> <p><i>What are the main rules in netball?</i></p> <p><i>What are the positions in Netball?</i></p> <p><i>Where can they go?</i></p>
Rugby	<p><i>How can we demonstrate good principles in Rugby?</i></p> <p><i>What rules do you need to adhere to in Rugby, why are they especially important?</i></p>	Touch	<p><i>How do you work well within a team?</i></p> <p><i>What rules do you need to adhere to in touch rugby?</i></p> <p><i>How can we show good sportsmanship in touch rugby?</i></p>
Boys & Girls			
Games for Understanding	<p><i>What are the principles of communication that we need to develop?</i></p> <p><i>How can you demonstrate good sportsmanship across a range of games/sports?</i></p>		



Short Tennis	<i>What is the scoring system in Tennis? Are you able to communicate the score accurately during a game?</i>
Badminton	<i>How do you demonstrate good sportsmanship in Badminton? How do you keep the score and are you able to communicate this during a game?</i>
Volleyball	<i>Why do we need to communicate in order to be effective Volleyball players? What are the basic rules and scoring system in Volleyball?</i>
Striking & Fielding	<i>What impact does communication have in striking and fielding games? What does effective batting/ fielding look like? Can you describe it? What the common principles of striking and fielding games?</i>
Swimming	<i>What safety aspects do we need to be aware of in and around water?</i>
Athletics	<i>What are the common rules and techniques of running, throwing and jumping events? What are the origins of athletic events? What are the classifications of events (run, throw, jump)?</i>
Gymnastics	<i>How do you prepare for and recover from exercise safely? How can you analyse a performance and provide constructive feedback? How do we show respect to other students when they are performing?</i>

Approaches To Learning

The following IB Learner Profile outcomes are specifically taught within the Year 1 Bridging PE curriculum:

- **Communication skills**
Listening, speaking, reading, writing, presenting, viewing, non-verbal communication, seeking feedback and reflecting constructively one's own work.
- **Caring citizens**
Safety, healthy lifestyle choices, morals, informed choice, giving and seeking support when needed, empathy.
- **Principled students**
Accepting responsibility, respecting others, cooperating, resolving conflict, group decision-making, adopting a variety of group roles, engaging varying personalities and differing points of view.



Assessment Format

There are no formal examinations for core PE lessons. However, Year 1 Bridging 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 Year 1 Bridging 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	<p><i>At least 2 kit marks.</i></p> <p><i>Little or no effort to participate during lessons.</i></p>	<p><i>1 kit mark.</i></p> <p><i>Could make more of an effort during lessons.</i></p>	<p><i>No kit marks.</i></p> <p><i>Works hard during most lessons.</i></p>	<p><i>No kit marks.</i></p> <p><i>Always works hard during lessons.</i></p>	<p><i>No kit marks.</i></p> <p><i>Always gives 100% during lessons and has reached their full potential in the unit.</i></p>
Core skills	<p><i>Little or no progress in developing core skills.</i></p>	<p><i>Is able to perform basic skills in practice situations.</i></p>	<p><i>Is able to perform basic skills with some control in performance/ game situations.</i></p>	<p><i>Is able to use basic skills with control and accuracy in performance/ competitive situations.</i></p>	<p><i>Able to perform core skills effectively within performance or game situations and has started to use more advanced skills.</i></p>
Knowledge	<p><i>Little or no understanding of relevant safety, rules and scoring systems.</i></p>	<p><i>Has a basic understanding of safety, rules, scoring systems but is not able to communicate them.</i></p>	<p><i>Has a good understanding of safety, rules and scoring system.</i></p>	<p><i>Is able to answer questions on rules and scoring systems with confidence.</i></p>	<p><i>Excellent understanding of rules, safety and scoring systems.</i></p>
<p>Learner profile objectives:</p> <p>Communicator</p> <p>Caring</p> <p>Principled</p>	<p><i>Little or no attempt to communicate.</i></p> <p><i>Does not adhere to rules/ sportsmanship / argues with decisions.</i></p>	<p><i>Is able to use simple nonverbal and verbal communication techniques within games.</i></p> <p><i>Adheres to rules.</i></p>	<p><i>Communicates well in small teams and groups and shares ideas.</i></p> <p><i>Understands the importance of sportsmanship.</i></p>	<p><i>Communicates with confidence during games and activities.</i></p> <p><i>Listens carefully to others and shows respect.</i></p>	<p><i>Excellent communication in all games and activities.</i></p> <p><i>Shows good sportsmanship and caring attitude during competitive situations.</i></p>



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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