



Year 2 Subject Information Booklet



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YEAR 2 ENGLISH

Introduction

The Year 2 English curriculum is designed to prepare the students for the IGCSE First Language English and English Literature exam as well as the IB English A: Language & Literature exam. The curriculum covers essential skills that build on speaking, writing, listening and reading strategies. Students will have the opportunity to listen to, read and view multiple texts and demonstrate their understanding of content in oral or written form.

Aims

The syllabus aims to enable students to:

- demonstrate excellent ability in developing speech purposefully in a range of different contexts, using a wide range of apt vocabulary, intonation and emphasis;
- listen perceptively and follow how discussions develop; and
- use grammar, punctuation and vocabulary appropriately in writing and select specific features and expressions to convey effects and interest the reader.

Content Overview

No.	Focus
1	Conventions of various literary and language text-types
2	Literary focus on Plot / Characterisation / Setting / Themes
3	Poetry terminology and effects
4	Structure of PEEL paragraphs in academic essay responses
5	Class discussion and oral presentations
6	Queen's Commonwealth Essay Competition

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** in reading and presentations.
- **Social skills** in negotiating and taking responsibility for one's actions.
- **Peer teaching and collaborative learning.**
- **Organisation and time-management** in handing in class work/homework on time.
- **Research skills** in designing and using technology with iBooks.
- **Critical Thinking skills** in writing responses to PEEL paragraphs.

Adapted from IBO ATL

Resources

Textbook/Reference

Selected Literary Text



Assessment Format

A) End-of-Term Grades (Subject Attainment Grades)

The term grades are computed cumulatively as follows:

Term 1: Formative: Class Contributions + Summative: Individual Written Assessments

Term 2: Formative: Class Contributions + Summative: Individual Written Assessments

Term 3: Formative: Class Contributions + Summative: Individual Written Assessments

B) End-of-Year Examination

There will be an end-of-year examination for Year 2 in October/November.

Paper 1: Reading and Writing Tasks (1hr 30mins)

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

The overall Language grade is computed for the student at the end of the year. This is an overall grade for the year which includes the end of the year examination score. This grade will be computed based on the following weightings:

Term 1 Attainment + Term 2 Attainment + Term 3 Attainment + End of Year Exam grade = Subject Achievement



YEAR 2 MOTHER TONGUE LANGUAGES

Introduction

The Year 2 Mother Tongue Language curriculum is designed to prepare the students for GCE 'O' Levels Mother Tongue Examination. The curriculum covers the four important aspects of language learning in speaking, writing, listening and reading.

Mother Tongue Languages offered are Chinese 1160, Malay 1148, Tamil 1157, Higher Chinese 1116 and Chinese Syllabus B 1153.

Aims

The syllabus aims to enable students to:

- listen to understand narrative, descriptive, argumentative and functional text types of appropriate standard;
- speak to express their views and feelings according to various topics, and conduct an effective conversation with others;
- read narrative, descriptive, argumentative and functional text types of appropriate standard, and appreciate literary texts; and
- write narrative, descriptive, argumentative and functional text types, and create simple literary works.

Content Overview

No.	Focus
1	Conventions of informal and formal email writing
2	Narrative and Descriptive essay writing
3	Newspaper articles understanding and analysis
4	Comprehension passages understanding and analysis

Approaches To Learning

- **Thinking skills**
Comprehension passages analysis, problem solving, understanding context and forming argumentative points of view.
- **Communication skills**
Comprehending class instructions, working in groups, putting in place linguistic expression in text and verbal presentation.
- **Social skills**
Peer teaching and collaborative learning.
- **Self-management skills**
Organisation and time-management.
- **Research skills**
Group projects and presentations, newspaper articles discussions.

Adapted from IBO ATL

Resources

Textbooks and References

MOE approved textbooks and workbooks



Assessment Format

A) End-of-Term Grades (Subject Attainment Grades)

The term grades are computed cumulatively as follows:

Term 1: Common Test + Class Exercises

Term 2: 20% of Term 1 + 80% of Term 2

Term 3: 20% of Term 2 + 80% of Term 3

B) End-of-Year Examination

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

Candidates take three papers. There will also be an oral test.

Paper 1: Email and Essay Writing

Paper 2: Structure Questions and Comprehension Passages

Paper 3: Listening Test

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: 80%

Term 3 grade: 20%



YEAR 2 GEOGRAPHY

Introduction

The Year 2 Geography curriculum is organised around the geographical big ideas of Place, Processes, Risks and Possibilities. Students acquire an understanding of Geography through exploring these ideas in relation to the interactions and connections between people and the physical environments that vary across places.

Through the study of population and environmental issues, both local and global, students explore how physical and human processes create and shape such environments, resulting in unique places. Students also examine how geographical processes and changes to the physical environments can generate hazard risks for some places and yet create possibilities for places that can better manage these changes and harness the potential benefits arising from these hazards.

Aims

The syllabus aims to enable students to:

- understand geographic processes affecting physical and human environments on a local, regional and global scale;
- understand how people interact with each other and with their environment;
- be aware of the contrasting risks and opportunities presented by different environments; and
- develop an appreciation of and concern for the environment.

Content Overview

This curriculum comprises three modules, each with an in-depth study of different geographical issues. Module 3 is a geographical investigation module which examines how people use the environment as a resource through methods of inquiry, data collection, analysis and representation at a local scale, e.g., the school environment. The curriculum covers essential geographical concepts and skills required to pursue IGCSE Geography offered in Years 3 and 4.

Term	Module	Term	Module
1	Population Issues	3	Urban Living: Housing Issues in Cities
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.

- **Thinking skills**
 - Critical thinking: implications and inferences
 - Interpreting data:
 - causality and correlation
 - consider multiple perspectives
 - application and implications
- **Communication skills**
 - Making notes from text and presentations
- **Social skills**
 - Working in teams
 - Managing people
- **Self-management skills**
 - Organisation:
 - time and task management
 - examination techniques

Research skills

- Organising and storing information
- Evaluating sources of evidence
- Formulating research questions

Adapted from IBO ATL

Resources

Others

Newspaper articles, journal articles, textbooks and videos

(All resources materials and references will be made available to students on the school's online learning platforms, e.g., Google Classrooms.

Assessment Format

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

The term grades are computed cumulatively as follows:

Term 1: Test (60%) + Group Project (40%)

Term 2: Term 1 (20%) + Term 2 (80%). Term 2 consists of 50% Test and 50% Group project

Term 3: Term 1 and Term 2 (40%) + Term 3 (60%). Term 3 consists of 60% Test and 40% Group project

B) End-of-Year Examination

There will be an end-of-year examination in October/November. The paper will consist of resource-based structured questions with different levels of difficulty and assessment objectives. For resource-based tasks, candidates will be asked to interpret and analyse resources such as maps, photographs, graphs etc. They will then use the data provided to illustrate their understanding of the concepts assessed.

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 2 HISTORY

Introduction

The Year 2 History curriculum is a curated programme meant to introduce key concepts and skills that will be assessed at IGCSE and IB levels.

Aims

The syllabus aims to enable students to:

- acquire a suitable foundation in History for further study in the subject;
- develop a basic understanding of key historical concepts and the ability to apply them in their writing;
- gain an understanding of the emergence of modern nation states; and
- engage in a variety of learning strategies as preparation for higher learning.

Content Overview/Topics

No.	Topic
1	Causes of World War I – Militarism, Alliances, Imperialism, Nationalism and the assassination of the Archduke Franz Ferdinand
2	Nature of World War I – Trench Warfare, New weaponry, Russian Revolution and America's entry into the war
3	End of World War I – The German Revolution, The Paris Peace Conference, and The Treaty of Versailles

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 and the application of acquired knowledge in different historical contexts; reading and comprehension; analysis of sources and synthesis of research of various historical sources.
- **Communication skills**
Writing and presenting responses to wide range of questions such as recall and explanation.
- **Social skills**
Peer and collaborative learning, including group project and peer evaluation of contribution.
- **Self-management skills**
Organisation and time-management both individually and in group work.
- **Research skills**
Planning a project, recording, collecting and organising historical sources.

Adapted from IBO ATL

Resources

References

Selected readings and online sources



Assessment Format

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

Term grades are based on:

- Common tests
- Writing assignments
- Term projects
- Class participation and classwork

B) End-of-Year Examination

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

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.



YEAR 2 RELIGIOUS STUDIES

Introduction

Globalisation is an undeniable fact of the 21st century. It has always been seen in terms of economic and political issues. However, we cannot forget that the inter-connectedness of the world also means there is an increase in the contact of people of different cultures and faiths. Religious Studies thus provides our students the opportunity to develop a deeper understanding of the impact of religion on society and life's meaning. It is a step toward global citizenship.

Aims

The syllabus aims to enable students to:

- promote an enquiring, critical and sympathetic approach to religions and the study of religions;
- introduce students to Philosophy of Religion;
- introduce students to the challenging and varied nature of five various world religions (Buddhism, Christianity, Hinduism, Islam and Judaism), and their central beliefs and practices; and
- encourage personal reflection on religious responses to moral issues.

Content Overview/Topics

No.	Topic	
A	World religions: Buddhism, Christianity, Hinduism, Islam and Judaism	Features of place of worship Rites of passage: Birth, come of age, marriage and death Sanctity of life: Abortion, euthanasia and IVF Social issue: War and Peace, and Gender Prejudice and Discrimination Belief: Life after death
B	Philosophy of religion	The cosmological argument The design argument The moral argument The religious experience The miracle argument The problem of evil The problem of evil – the sequel Is belief in God reasonable?

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 analyse the religious and philosophical concepts or issue of concern and synthesise them to create new understanding.

Communication skills

Students identify appropriate religious information and articulate them through various presentation formats.

Social skills

Students learn empathy, respect, responsibility, cooperation and resolving conflict through a major and lengthy group project.

Self-management skills

Students learn to manage time and tasks effectively through experiential discovery of self-awareness of own strengths and limitations through various from of interactions.

Research skills

Students assess, verify and select appropriate contents as a group for a given task using variety of resources with any prior lessons concerned and present the final outcome in class.

Adapted from IBO ATL



Resources

Textbooks and References

Hunt, Dilwyn (2005) *Introducing Philosophy of Religion*. UK, Nelson Thomes.

Wright, C. J. H. (2002) *Religions in the World*. Oxford: Oxford University Press. (optional)

Assessment Format

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

The term grades are computed cumulatively as follows:

Terms 1, 2 and 3: Discussion (10%) + In-class Assessment/Homework assignments (20%) + Written Test (75%)

B) End-of-Year Examination

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

Discussion (10%) + Group Project (World Religion) (20%) + Written Test (75%)

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 2 MODULAR SCIENCE

Introduction

The Year 2 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 syllabus 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):

$\geq 80\% = 7$, $\geq 70\% = 6$, $\geq 60\% = 5$, $\geq 50\% = 4$, $\geq 35\% = 3$, $\geq 20\% = 2$, $< 20\% = 1$

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%

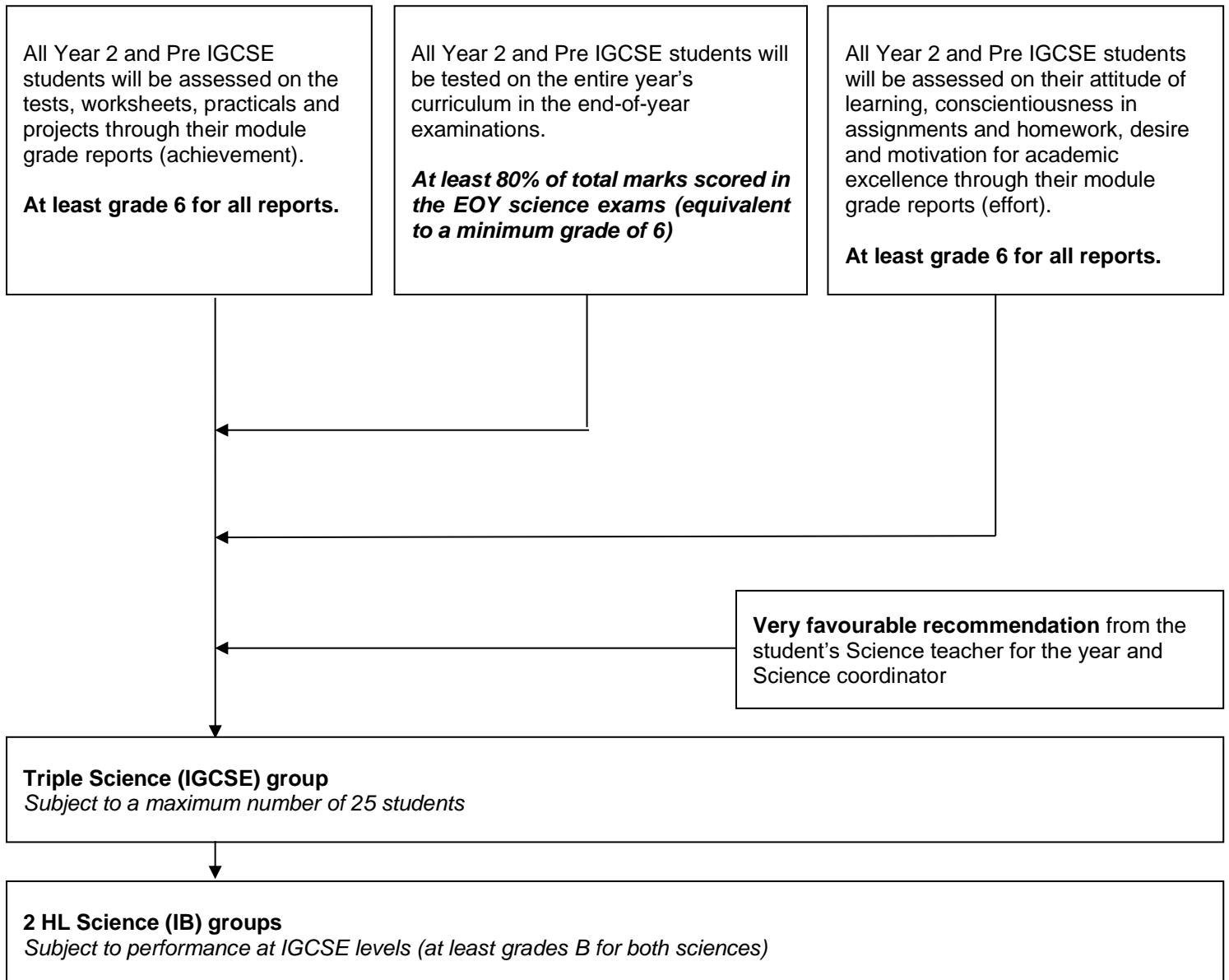


Selection Process for Science Subjects Combination for IGCSE

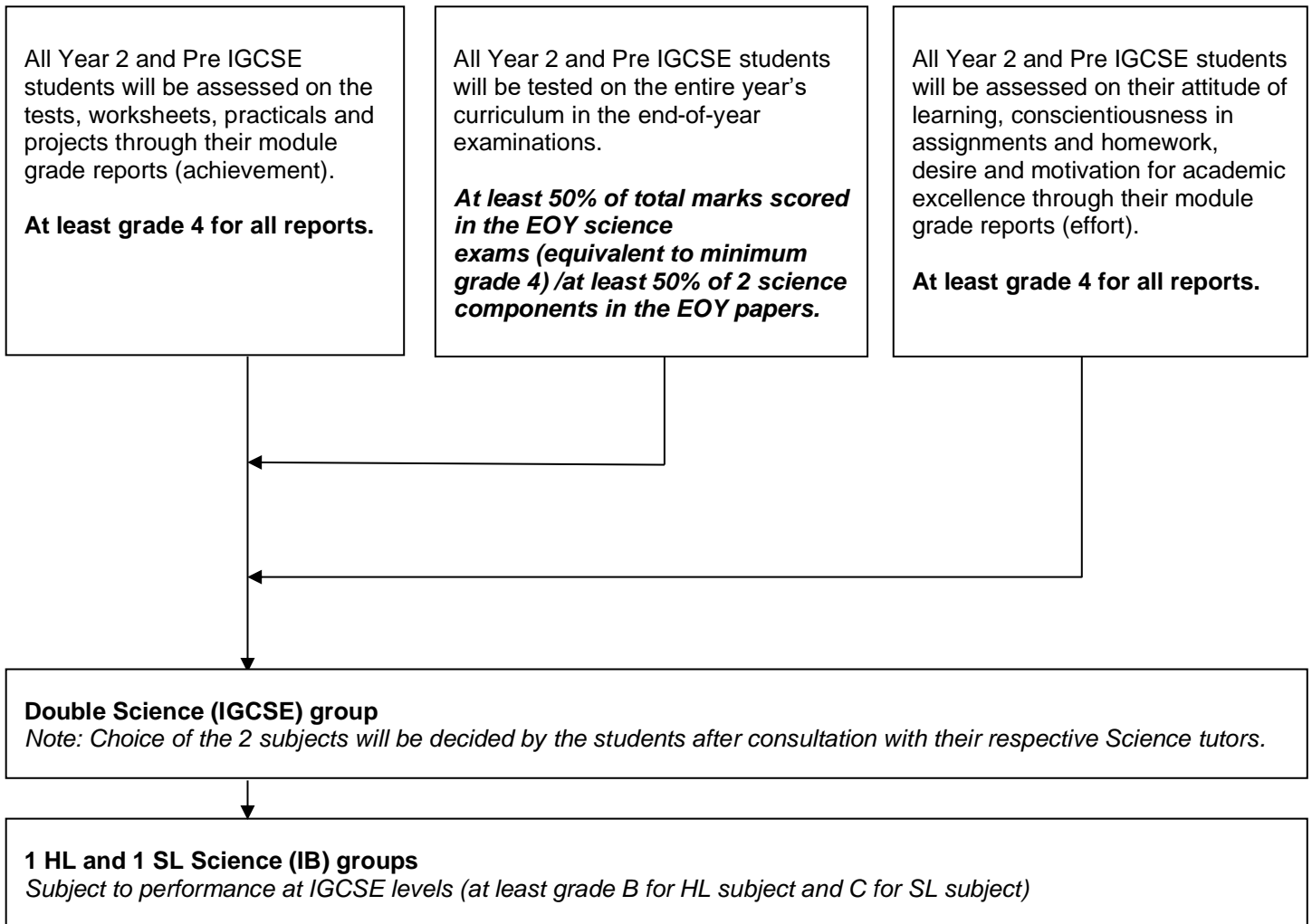
Objective

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

Triple Science



Double Science



YEAR 2 MATHEMATICS

Introduction

The Year 2 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 syllabus 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	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**
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%



YEAR 2 GLOBAL PERSPECTIVES (GP)

Introduction

The Year 2 Global Perspectives programme is designed to prepare students to apply critical thinking skills to evaluate perspectives on multiple levels. Global Perspectives encourages awareness of global problems and offers a range of opportunities to investigate these issues through cooperation and collaboration. The course is tailored to help students develop transferable skills, including critical thinking, research skills and collaboration.

This innovative and stimulating skills-based programme places academic study in a practical, real-world context. It consists of a combination of instructional and discursive teaching styles with a focus on student-centered learning. Learning is facilitated through the use of technology encouraging student-led learning.

Aims

The course aims to enable students to:

- develop the Approaches To Learning (ATL) skills;
- reflect purposefully on their learning (meta-cognition); and
- develop the confidence to try new strategies.

Syllabus

No.	Topic / Concept / Activity	Skills
1	Fuel and energy: Issues surrounding the production and consumption of fuel and energy. Global Perspectives examination skills practice. Comparing perspectives.	Evaluation Analysis
2	Belief systems: Beliefs about food and making life choices.	Research skills: conducting primary research i.e. through questionnaires and surveys. Communication skills Social skills Thinking skills
3	Changing communities: How globalisation affects the changing trends in families and workplaces.	Research skills: conducting primary research i.e. through interviews. Communication skills Analysis Self-management skills
4	Transport systems How countries maintain transport links between each other. Transportation infrastructure issues within countries.	Evaluating research methodology Communication skills Social skills Thinking skills Self-management skills

Assessment Format and Marks

The Assessment Objectives, aligned to those for IB MYP ATL skills, are shown below. For more detail, please refer to the MYP: From Principles to Practice handbook found on the IB MYP website: https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=m_0_mypxx_quu_1409_1_e&part=3&chapter=4

The students are awarded a Grade of 1-7 for subject achievement based on the project work and reflections.



Component	Duration	Weighting	Description
Project work	One Term	60-70%	Students are assessed on the quality of the deliverables submitted for the group project using rubrics. The emphasis is on the development of ATL skills.
Graded assignments	One Term	30-40%	Students will be allocated skill-based assignments based on the skill focus of the term i.e. reflection writing, referencing, research etc.

Approaches To Learning

The course will focus on the five ATL skills – research skills, social skills, communication skills, self-management skills and thinking skills. Students will work on two research projects, one in term 2 and one in term 3. The ATL skills will be taught both explicitly and implicitly during the implementation of the project. Students will be given the opportunity to work together in teams to analyse problems and to suggest solutions. Meta-cognition will be an important aspect of the course where students will be asked to reflect on their own thinking in an attempt to develop a greater awareness of how they might improve their performance.

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**
Analysing and evaluating issues and ideas, generating novel ideas and considering new perspectives, using skills and knowledge in multiple contexts
- **Communication skills**
Exchanging thoughts, messages and information effectively through interaction, reading, writing and using language to gather and communicate information, listening and speaking to communicate effectively.
- **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, understanding the process of learning through reflection.
- **Research skills**
Finding, interpreting, judging and creating information, interacting with media to use and create ideas and information. Formulating questions, observing, planning, collecting and recording data, organising and interpreting data, presenting research findings.

Adapted from IBO ATL

Textbooks and References

Online resources and materials given in class and on Google classroom.



YEAR 2 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 2 Art programme runs on a twice-weekly, one-term carousel modular programme in tandem along with Year 2 Music and Year 2 Drama.

Aims

The syllabus 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 cultural 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.	Topics
1	Thematic Project or Animation Project (Term 4)
2	Drawing/Composition
3	Research and Art appreciation
4	Mixed-media painting
5	Visual Communication



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.



YEAR 2 MUSIC

Introduction

Year 2 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 Year 2 Music programme runs on a twice-weekly, one-term carousel modular programme modular programme in tandem along with Year 2 Art and Year 2 Drama.

Aims

The syllabus 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.

Content Overview/Topics

No.	Topic	No.	Topic
1	Original video production with soundscapes and music designs	4	Audio editing with Garageband, Logic Pro X, Adobe Audition or Cubase
2	Audio recording with professional microphone and digital audio console	5	Video editing with I-movie, Adobe Premiere or Final Cut Pro X softwares
3	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



YEAR 2 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.

By introducing Drama as a subject to the lower year school students, we are creating the framework and necessary support to be able to take IGCSE Drama in Year 3.

Aims

The syllabus aims to enable students to:

- be aware of and use the different drama medium to express and communicate their ideas on stage (e.g. sound, sets and props);
- know how to structure dramatic sequences in their creative piece in order to convey meaning;
- be aware of and use a variety of dramatic elements and techniques, to express ideas and feelings (e.g. voice, movement, form, climax, rhythm, pace);
- understand the use of verbal and non-verbal tools of Drama;
- 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;
- 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); and
- develop a wider perspective and world-view through the exploration of multiple points of view.

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 as 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

Resources

Reference

Collins Cambridge IGCSE: Cambridge IGCSE Drama: Student Book

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	Time/No.	Weighting	Description
Coursework	1) A mock presentation 2) Final performance	1) 20% 2) 50%	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.
Journal entry	Research of ideas,	30%	Short-answer questions in the journal leading to independent research and inquiry for the theme the students are focusing on.



YEAR 2 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:

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



<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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Note to Parents

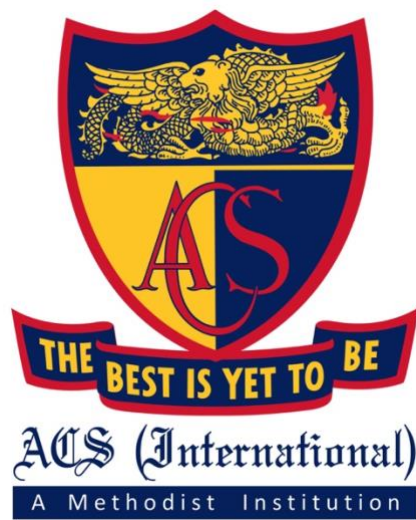
PE Attire

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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