



Year 4

Foundation International Baccalaureate (FIB) Syllabus Information



TABLE OF CONTENTS

FIB ENGLISH	3
FIB MATHEMATICS	5
FIB ECONOMICS AND BUSINESS MANAGEMENT	7
FIB GLOBAL PERSPECTIVES	9
FIB CHEMISTRY	11
FIB BIOLOGY	13
FIB PHYSICS	15
FIB SPORT, EXERCISE AND HEALTH SCIENCE	17
FIB MUSIC	19
FIB DRAMA.....	21
FIB VISUAL ARTS.....	23
FIB TOK	25



FIB ENGLISH

INTRODUCTION

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

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

AIMS

The syllabus aims to:

- prepare students for IB English SL and HL.
- expose students to selected texts and topics studied by IGCSE Language and Literature courses.
- introduce students to selected IB English topics.
- introduce students to the various methodology and learning styles expected at IB
- develop students' range and accuracy of written and spoken English.
- help students communicate an informed personal response appropriately and effectively.
- teach students to appreciate different ways in which writers achieve their effects.

SYLLABUS

No	Topic	No	Topic
1	Introduction to Text Types	4	Prose Study: The Great Gatsby
2	Drama Study: A View From The Bridge	5	Poetry Study: IGCSE Anthology
3	Mini-EE: Research and Writing Skills	6	Written Task



APPROACHES TO LEARNING

- Thinking Skills
- Communication Skills.
- Self-Management Skills.
- Research Skills.
- Social Skills.

ASSESSMENT OBJECTIVES

- Knowledge and understanding.
- Application and analysis.
- Synthesis and evaluation.
- Selection and use of appropriate presentation and language skills.

ASSESSMENT FORMAT AND MARKS

Paper No.	Time	Weighting	Description
Paper 1	1.5 hour	100%	Guided Textual Analysis

Textbooks and References

Literature Texts

1. An Inspector Calls (JB Priestley)
2. Things Fall Apart (Chinua Achebe)
3. IGCSE Poetry Anthology

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FIB MATHEMATICS

INTRODUCTION

The FIB Mathematics curriculum is a one-year course designed to prepare the students for IB Diploma. The curriculum covers essential concepts, skills and presumed knowledge required to pursue the IB Diploma mathematics at higher / standard level.

AIMS

The syllabus aims to enable students to:

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

SYLLABUS

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



APPROACHES TO LEARNING

Thinking Skills

Recalling formula and recognition of patterns, Interpreting and classifying, Problem solving and application, evaluation and generalization.

Communication Skills

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

Social Skills

Peer teaching and collaborative learning.

Self-management Skills

Persistence with problem solving, organisation and time-management.

Research Skills

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

ASSESSMENT OBJECTIVES

The assessment objectives covered in this subject are aligned to the IGCSES. The Assessment Objectives are shown below, for more detail please refer to the IGCSE handbook found on the Cambridge Assessment website: <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/subjects/>

AO1: Demonstrate knowledge and understanding of mathematical techniques AO2: Apply mathematical techniques.

ASSESSMENT FORMAT AND MARKS

Paper No.	Time	Weighting	Description
Paper 1	2 hours	100% 100 marks	Candidates answer all questions. Graphic Display calculator is required.

Students are required to obtain a minimum of grade B in the end of year examination for FIB Mathematics to qualify for IB Diploma mathematics at higher level.

Textbooks and References

Cambridge IGCSE and O Level Additional Mathematics Coursebook (0606) 2nd Edition by Sue Pemberton (Publisher: Cambridge University Press).

The use of a Graphic Display Calculator is required. [Calculator model: **TI-Nspire CX II non-CAS**



FIB ECONOMICS AND BUSINESS MANAGEMENT

INTRODUCTION

This course enables students to develop sufficient knowledge and academic skills in Economics and Business Management to prepare them to make presentations, attempt internal assessments and answer essays and data response questions.

AIMS

The aims of the syllabus are to enable students to:

- Learn Economics and Business Studies theory pitched at IGCSE difficulty
- Improve writing skills associated with essays and data-response questions at IGCSE/IB level (with common tests/quizzes/various assessments)
- Develop presentation and reflection skills through real-world case study (IB/IGCSE equivalent of an IA) based on articles chosen by the group
- Develop self-management/research/communication skills

SYLLABUS

No	Topic	No	Topic
1	Basic Economic Problem	4	Understanding Business Activity and Marketing
2	The Allocation of Resources	5	Internal Assessment (Presentations)
3	Government and the Macro Economy		

APPROACHES TO LEARNING

(Adapted from IBO)

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



ASSESSMENT OBJECTIVES

The assessment objectives covered in this subject are aligned to the IGCSES. The Assessment Objectives are shown below, for more details please refer to the IGCSE handbook found on the Cambridge Assessment website: <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/subjects/>

- AO1: Knowledge with understanding
- AO2: Analysis
- AO3: Critical evaluation and Decision-making
- Reading, Writing and Speaking

ASSESSMENT FORMAT AND MARKS

Paper No.	Time	Weighting	Description
Paper 1	45 mins	35%	Section A: Essays Questions (Economics)
	45 mins	35%	Section B: Data Response Questions (Business)
	Coursework	30%	Internal Assessment (Presentations)
Total		100%	

- FIB students are expected to sit and pass in the school's interview and progression examination at the end of the year.
- Only successful students will be promoted into the IB Diploma.
- Students are required to obtain a **grade B** at the End of year progression examination of the Economics and Business Management subject in order to take either subject at HL level at IB.



FIB GLOBAL PERSPECTIVES

INTRODUCTION

FIB Global Perspectives provides opportunities for enquiry into, and reflection on, key global issues from different perspectives: personal, local/national and global.

FIB Global Perspectives encourages awareness of global problems and offers a range of opportunities to explore solutions through cooperation and collaboration. The course is not about getting everybody to think identically; rather it is a matter of opening minds to the complexity of the world and of human thought and encouraging empathy for the diversity of human experience and feeling.

AIMS

The aims describe the purposes of a course based on this syllabus.

The aims are to enable students to:

- become independent and empowered to take their place in an ever-changing, information-heavy, interconnected world
- develop an analytical, evaluative grasp of global issues and their causes, consequences and possible courses of action
- enquire into, and reflect on, issues independently and in collaboration with others from different cultural perspectives
- work independently as well as part of a team, directing much of their own learning with the teacher as an active facilitator
- consider important issues from personal, local and/or national and global perspectives and understand the links between these
- critically assess the information available to them and support judgements with lines of reasoning
- communicate and empathise with the needs and rights of others.

SYLLABUS

Term	Topic
1	Topics: Demographic Change; Education for All Skills: Understanding Perspectives; Research & Academic Writing with Citations
2	Topics: Employment; Globalisation; Water, Food & Agriculture Skills: Exam Essay Writing; News Article Analysis; Producing News Video
3	Topic: Digital World Skills: Conducting Surveys, Interviews & Questionnaires; Data Analysis
4	Topic: Law & Criminality Skills: Developing Arguments; Critical Thinking; Debate; Exam Essay Writing



APPROACHES TO LEARNING

(Adapted from IBO)

Thinking Skills

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

Communication Skills

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

Social Skills

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

Self-management Skills

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

Research Skills

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

ASSESSMENT OBJECTIVES

The assessment objectives covered in this subject are aligned to the IGCSES. There is no year-end examination, but the assessment grade for the year will be based on the following.

Assessment Objectives:	Weighting (%)	Assessment Type
A01 Research, Analysis & Evaluation	100%	Assignments, Research Projects, Tests
A02 Reflection	100%	Assignments, Research Projects, Tests
A03 Communication & Collaboration	100%	Assignments, Research Projects, Tests



FIB CHEMISTRY

INTRODUCTION

Foundation International Baccalaureate (FIB) are each designed as a one-year course for pupils who are interested to continue with the learning of Chemistry at the IB level.

AIMS

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

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

It also acts as a good foundation Science for pupils who intend to pursue International Baccalaureate Chemistry in their further studies.

SYLLABUS

No	Topic	No	Topic
1	The Particulate Nature of Matter	6	Chemical Energetics & Equilibrium
2	Atoms, elements and compounds	7	Chemical Kinetics
3	The Periodic Table	8	Acids, bases and oxides
4	Chemical Bonding	9	Redox & Electrochemistry
5	Stoichiometry (Mole Concept)	10	Organic Chemistry

ASSESSMENT OBJECTIVES

The assessment objectives covered in this subject are aligned to the IGCSES. The Assessment Objectives are shown below, for more detail please refer to the IGCSE handbook found on the Cambridge Assessment website:

<https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/subjects/>

AO1: Knowledge with understanding

AO2: Handling information and problem solving AO3: Experimental skills and investigations



ASSESSMENT FORMAT AND MARKS

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

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

APPROACHES TO LEARNING

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

Textbooks and References

Complete Chemistry for IGCSE by Oxford University Press



FIB BIOLOGY

INTRODUCTION

Foundation International Baccalaureate (FIB) are each designed as a one-year course for pupils who are interested to continue with the learning of Biology at the IB level.

AIMS

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

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

It also acts as a good foundation Science for pupils who intend to pursue International Baccalaureate Biology in their further studies.

SYLLABUS

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

ASSESSMENT OBJECTIVES

The assessment objectives covered in this subject are aligned to the IGCSES. The Assessment Objectives are shown below, for more detail please refer to the IGCSE handbook found on the Cambridge Assessment website: <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/subjects/>

AO1: Knowledge with understanding

AO2: Handling information and problem solving AO3: Experimental skills and investigations



ASSESSMENT FORMAT AND MARKS

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

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

APPROACHES TO LEARNING

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

Textbooks and References

Complete Biology for IGCSE (Pickering), Biology Matters by Lam et.al (Marshall Cavendish Education) and Conceptual Learning Biology by Sia (GLM Publication)



FIB PHYSICS

INTRODUCTION

Foundation International Baccalaureate (FIB) are each designed as a one-year course for pupils who are interested to continue with the learning of Physics at the IB level.

AIMS

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

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

It also acts as a good foundation Science course for pupils who intend to pursue International Baccalaureate Physics in their further studies.

SYLLABUS

No	Topic	No	Topic
1	Units and measurements	4	Properties of waves
2	General Physics, including Kinematics and Dynamics	5	Electricity and magnetism
3	Thermal Physics	6	Circular motion and Gravitation

APPROACHES TO LEARNING

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



ASSESSMENT OBJECTIVES

The assessment objectives covered in this subject are aligned to the IGCSES. The Assessment Objectives are shown below, for more detail please refer to the IGCSE handbook found on the Cambridge Assessment website: <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/subjects/>

AO1: Knowledge with understanding

AO2: Handling information and problem solving AO3: Experimental skills and investigations

ASSESSMENT FORMAT AND MARKS

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

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

Textbooks and References

Complete Physics for Cambridge IGCSE by Oxford University and
IB Physics Course Book: 2014 Edition: Oxford IB Diploma Program by David Homer



FIB SPORT, EXERCISE AND HEALTH SCIENCE

INTRODUCTION

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

AIMS

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

SYLLABUS

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

APPROACHES TO LEARNING

Thinking Skills

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

Communication Skills

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

Social Skills

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

Self-management Skills

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

Research Skills

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



ASSESSMENT OBJECTIVES

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

ASSESSMENT FORMAT AND MARKS

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

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

Textbooks and References

Cambridge IGCSE Physical Education (Collins)



FIB MUSIC

INTRODUCTION

FIB Music course runs on a twice-weekly, one-term carousel programme with Art and Drama.

AIMS

The aim of FIB Music course is to provide a balanced and holistic arts education through the appreciation and engagement with music and its role in the various arts forms. The programme enables learners to:

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

SYLLABUS

No	Topic	No	Topic
1	Audio recording and editing with Soundtrap	3	Original Video Production with soundscapes and music designs
2	Audio recording with professional microphone and digital audio console	4	Video editing with I-movie, Movie-maker or Final Cut Pro X softwares

APPROACHES TO LEARNING

(Adapted from IBO)

• Thinking Skills

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

• Communication Skills

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

• Social Skills

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

• Self-management Skills

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

• Research Skills

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



ASSESSMENT OBJECTIVES

- Demonstrate
Knowledge of audio and video production skills
- Analyse
Evaluate the creative process
- Develop
Knowledge structure and creativity through creative problem solving

ASSESSMENT FORMAT

	Week	Description
Phase 1	1 – 3rd week	Concept Proposal & recommended research and timeline.
Phase 2	4th – 7th week	Audio and Video production and editing.
Phase 3	8th – 10th week	Showcase, reflection and future works.



FIB DRAMA

INTRODUCTION

FIB International Baccalaureate Drama module runs on a twice-weekly, one-term carousel programme with Music and Art.

AIMS

The aim of FIB Drama course is to provide a balanced and holistic education through the appreciation and engagement with Drama in Education. The programme enables learners to:

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

SYLLABUS

No	Topic	No	Topic
1	<i>Tableaux, Mime and Movement</i> Constructing & deconstructing narratives through non-verbal tools of drama	4	<i>Devised Theatre and Improvisation</i> Devising dramatic pieces through improvisation and collaboration
2	<i>Elements of Physical Theatre</i> Exploring the use of time, space and levels in physical expression	5	<i>Dramatic Inquiry and Analysis</i> Using process drama strategies to explore topics, themes, issues, play texts and stimuli
3	<i>Voice Techniques</i> Understanding the use of vocal expression, verbal dynamics, posture and breathing in performance.	6	<i>Play Building</i> Sequencing and structuring of dramatic scenes in order to convey meaning, ideas and feelings



APPROACHES TO LEARNING

(Adapted from IBO)

- **Thinking Skills**
Students apply deep-thinking to critically inquire and analyse dramatic situations, characters and scenes. During the process, students use inferential skills to evaluate and synthesise information
- **Communication Skills**
Students learn to communicate their ideas through verbal (role-play / improvisation) and non-verbal (tableaux/mime/movement) communication tools of drama.
- **Social Skills**
Students are given the opportunity to work individually and in groups. They engage in creative work through collaboration. Throughout the process, students are encouraged to listen, observe and respond constructively.
- **Self-management Skills**
Students learn to manage their organisation and time management skills when working on tasks. They are encouraged to make informed choices in the artistic processes to experiment, develop and refine ideas.
- **Research Skills**
Students analyse given stimuli and formulate questions for inquiry, They observe, plan, and collect data based on a given topic and learn to interpret their findings through structured creative processes.

ASSESSMENT OBJECTIVES

- Demonstrate knowledge and understanding of specific drama techniques.
- Analyse and evaluate dramatic scenes and narratives
- Develop ideas through collaboration and co-creation
- Refine work by exploring ideas, selecting and experimenting with appropriate techniques and processes

ASSESSMENT FORMAT

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

Textbooks and References

There are no textbooks for this subject, instead we reference:

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



FIB VISUAL ARTS

INTRODUCTION

The FIB International Baccalaureate Visual Art course runs on a twice-weekly, one-term carousel programme with Music and Drama. This programme aims to make students understand the interrelated nature of the Arts, through learning about an arts movement called Minimalism across all three fields.

AIMS

The aim of FIB Art course is to provide a balanced and holistic education through the appreciation and engagement with Visual Art. The programme enables learners to:

- develop transferable skills in research, analysis, and evaluation; considering a works of arts context, function and purpose and cultural significance.
- make art works both individually and collaboratively.
- explore and engage with art from a variety of contexts, deepening their understanding of the visual arts within the global community.
- understand how we gain knowledge in the Visual Arts and be able to understand and apply Theory of Knowledge concepts.
- develop skills and processes in order to communicate concepts and ideas coherently.
- engage in creative and imaginative expressions.

Students work with a range of art forms from two-dimensional to three-dimensional media. Through art-making, students engage in the cycle of the creative process:

- Defining the problem/ theme
- Researching and collecting information
- Brainstorming and analysing ideas
- Developing solutions
- Presenting and evaluating resolved ideas

SYLLABUS

No	Topic
1	Minimalism across the Visual Arts

APPROACHES TO LEARNING

(Adapted from IBO)

- **Thinking Skills**
Reflective, creative, critical thinking skills, application, synthesis, evaluation, meta-cognition, comparison of artworks, establishing links with artists' practices.
- **Communication Skills**
Verbal, written, oral communication skills. Articulating artist's intention, making informed judgement and decisions, coherent documenting of developing ideas and processes, presentation, seeking feedback and reflecting constructively on their own work.
- **Social Skills**
Accepting responsibility, respecting other students perspectives while collaborating, cooperating, peer-evaluation
- **Self-management Skills**
Organisation, time-management, safety, informed choices, seeking support when needed.
- **Research Skills**
Collecting and recording information, organising and interpreting information, presenting research findings.



ASSESSMENT OBJECTIVES

- Analysis of the formal qualities
- Interpretation of function and purpose
- Evaluation of cultural significance
- Record ideas, observations and insights relevant to intentions as work progresses
- Explore and select appropriate resources, media, materials, techniques and processes
- Develop ideas through investigation, demonstrating critical understanding
- Present a personal and coherent response that realises intentions and demonstrates an understanding of visual language



INTRODUCTION

Theory of knowledge is a core IB subject that must be undertaken by all IB students. The overall aim of TOK is to encourage students to formulate answers to the question “how do you know?” in a variety of contexts. Through discussions of these and other questions, students gain greater awareness of their personal and ideological assumptions, as well as developing an appreciation of the diversity and richness of cultural perspectives.

The introduction to theory of knowledge course, introduces FIB students to the kind of concepts, ways of knowing, real-life situations and skills that they will encounter when they study TOK. The course provides an engaging educational experience as well as a preparation for TOK in the diploma programme.

The critical thinking skills developed throughout the course encourage FIB students to become more active and enthusiastic members of their school community, and ensure that they will ultimately become ‘life-long learners’ and nuanced thinkers.

AIMS

The Introduction to Theory of Knowledge course aims:

- Students will learn to explore issues through a wide range of perspectives,
- Students will have an understanding of the 12 core Tok concepts and 8 ways of knowing.
- Students will become familiar with exploring a range of authentic real life situations and identifying knowledge claims
- Students develop an understanding of the different components of the ToK course and how it is assessed.
- Students will develop critical thinking skills and learn to identify knowledge questions
- Students will develop research and writing skills through tasks such as essay writing and presentations.

SYLLABUS

Term	Topic	Term	Topic
1	Ways of knowing	3	Writing a research essay
2	Exploring the 12 ToK concepts	4	Preparing for the IB exhibition – using artefacts to explore your research Question



APPROACHES TO LEARNING

- **Thinking Skills:** Critical thinking skills are developed through careful argument construction as well as an exploration of a range of perspectives.
- **Communication Skills:** TOK classes rely on active participation and discussion in order to foster deep-understanding. Communication includes listening, interpreting and responding and requires students to carefully explore and consider a range of points made in the classroom.
- **Self-Management Skills:** The nature of the assessment means students will need to manage their time when completing group or individual responses. In addition, goal setting will allow students to identify areas for growth in the TOK diploma course.
- **Research Skills:** Students will learn how to use online platforms and TOK textbooks to retrieve information necessary to formulate and plan knowledge questions. They will learn to identify and evaluate relevant information critically and consider how to assess the reliability of sources. Finally, they will learn to consider ethical use of information and the core IB concept of academic integrity.
- **Social Skills:** Through active and balanced discussions students will develop key intrapersonal and interpersonal skills needed in the IB diploma programme.

ASSESSMENT OBJECTIVES

- Demonstrate TOK thinking through the critical examination of real-life situations and knowledge questions
- Develop relevant, clear and coherent arguments based on knowledge claims
- use examples and evidence effectively to support a discussion, a presentation or a written response
- Demonstrate an awareness and evaluation of different points of view
- Consider the implications of argument and conclusion

ASSESSMENT FORMAT AND MARKS

Assessment in FIB takes place throughout each term. Students will complete a range of formative and summative tasks. Assessment tasks may include:

1. Written essays and reflections
2. Individual or group presentations
3. Exhibition commentaries (written and/or oral)

Reference and texts

Students should engage with the world around them, following current affairs and adopting a critical and balanced view of prescient global issues. The following reading list contains a range of books relevant to students enhancing their understanding of ToK.

