

FOUNDATION IB PROGRAMME

FOR YEAR 11

IF INTERESTED, PLEASE CONTACT

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WHAT IS THE FIB PROGRAMME?

Students joining EtonHouse International School Orchard in Year 11 (15+ years) can choose to follow the school's bespoke Foundation IB Programme (FIB).

The programme encompasses a mixture of prescribed courses, intense English language tuition, extracurricular activities, and out of school learning experiences.

The holistic nature of the FIB learning programme ensures that students are well prepared for the International Baccalaureate Diploma Programme (IBDP), which is undertaken in Years 12 and 13.

The focused study is a key factor in the FIB course, as it is designed to help the student make informed choices in preparation for the IBDP.

Our experienced teaching faculty offer the necessary support and preparation to ensure success throughout the year, aiming towards internal assessments in May. Once those are completed, each student will have a series of interviews with the school's university counsellor to plan the path through the IB Diploma and beyond.

One of the main focuses at EtonHouse Orchard is learning that takes place beyond the classroom. Students are offered a vast array of opportunities through the school's extracurricular activities, outdoor education, personal and social education, and service programmes; these are all in line with preparation for the IBDP.

All FIB students participate in an outdoor education trip which allows them to develop further the skills and qualities expected of an IB Diploma graduating student.

WHO IS THE FIB SUITABLE FOR?

The FIB is aimed at students who have a genuine interest in studying the IBDP but require a year to develop their English language proficiency and the study skills necessary to engage with the programme fully.

HOW LONG IS THE FIB PROGRAMME?

The duration of the FIB Programme is one academic year followed by two years of IBDP.

WHAT SUBJECTS WILL STUDENTS TAKE DURING FIB?

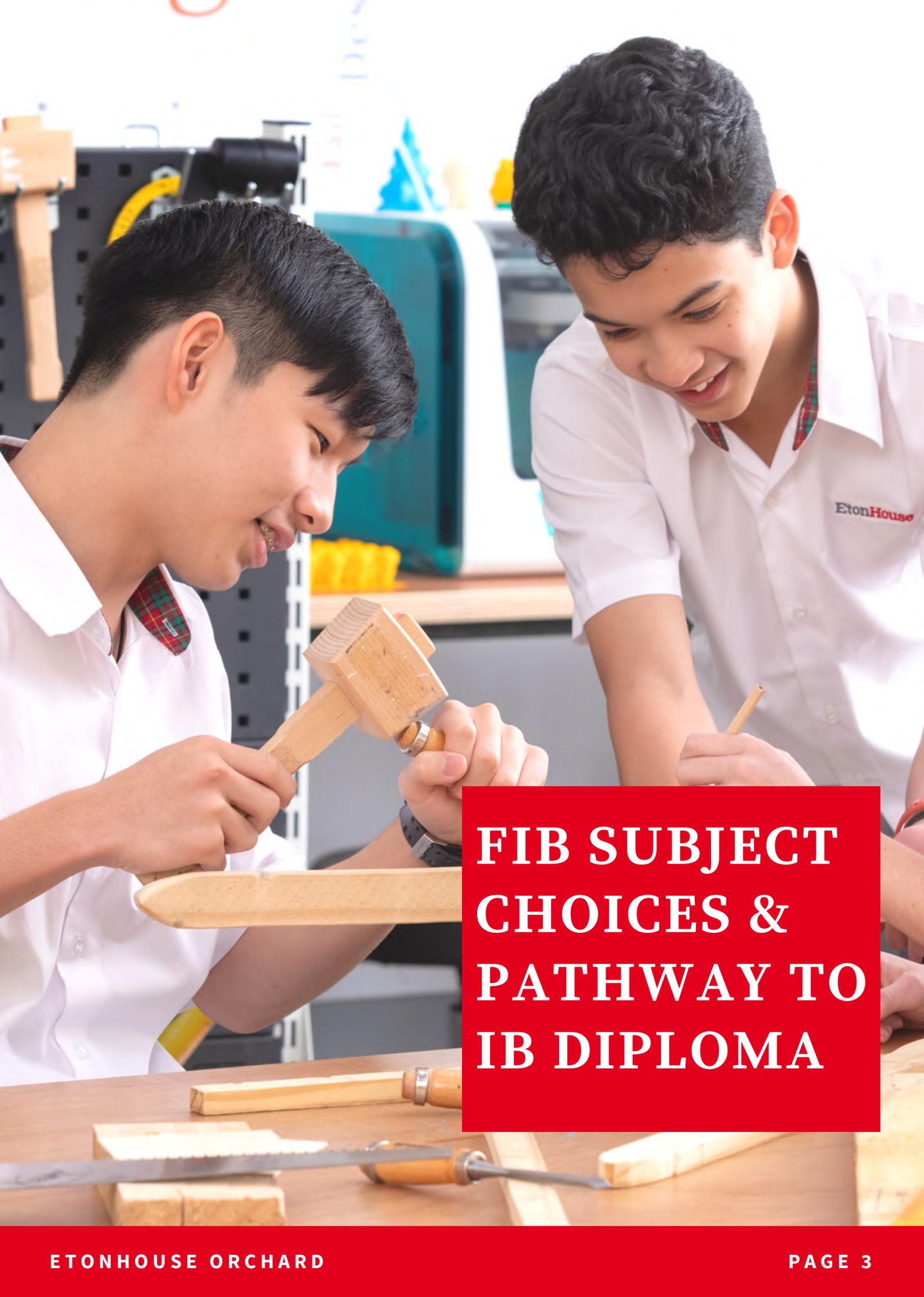
The FIB Programme gives students exposure to a wide range of courses that lead to specific IB Diploma Options in Year 12. Each course provides the required depth of knowledge and understanding to ensure that students are well prepared to select their IB Diploma Options with confidence and a firm understanding.

Each student follows a core study programme of:

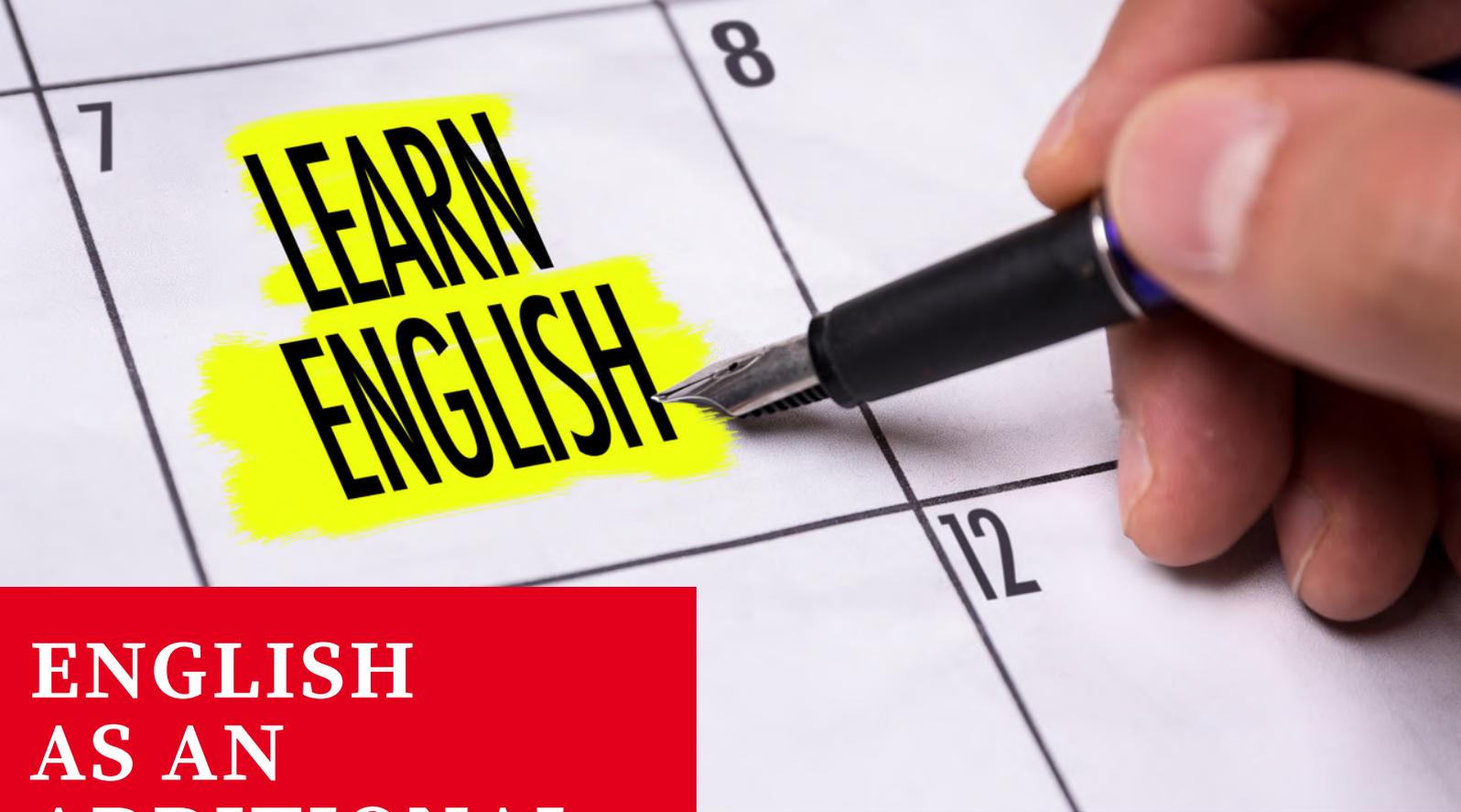
FIB Programme		No. of periods per week (each period is one hour)	Pathway
Core	English as additional language	15	English Language B HL/SL
	Combined Sciences	6	Biology HL/SL, Chemistry HL/SL, Physics HL/SL
	Mathematics	4	Mathematics HL/SL
	Combined Humanities	3	Environmental Systems and Societies/ SL
	Mentor time	2	

WILL THE FIB STUDENTS TAKE THE IGCSE EXAM IN THEIR FIRST YEAR?

The aim of the FIB Programme is to be in the best possible position to enter the IBDP. All students will start the FIB Programme with the intention to sit for the IGCSE exams at the end of the year because this often helps with university entry requirements. Decisions on which examinations students are entered for will be made on an individual basis in the best interest of the student.



**FIB SUBJECT
CHOICES &
PATHWAY TO
IB DIPLOMA**



**LEARN
ENGLISH**

ENGLISH AS AN ADDITIONAL LANGUAGE

WHAT IS THE OBJECTIVE OF THE EAL COURSE?

The EAL (English as an Additional Language) team works closely with students who require additional English language support.

English language learners should be able to access all areas of the curriculum in the most inclusive and least restrictive environment possible and be empowered to be active members of the EtonHouse community.

The overall objective of the course is to provide learners with a solid foundation in the English language to best prepare them for the IBDP.

WHAT SKILLS WILL STUDENTS DEVELOP FROM THE COURSE?

There is a key focus on developing the four language skills: **Reading, Writing, Speaking, and Listening.**

Additionally, there is a focus on building students' vocabulary and developing their grammatical accuracy. In particular, support is provided in relation to mainstream subjects students take.

There is a heavy emphasis on collaboration between teaching staff to ensure project-based tasks are aligned across the curriculum.

In this way, the English language department is fully prepared to support learners in their mainstream subjects and prepare them for the IBDP.

WHAT ARE THE AIMS OF THE EAL COURSE?

- Develop practical communication skills in listening, speaking, reading, and writing
- Build up skills in reading and writing through a variety of visual stimuli
- Learn to select relevant details, understand the difference between what is directly stated and implied, and practise writing for different purposes and audiences
- Listen to a range of spoken material, including talks and conversations, to develop listening skills
- Engage in conversations on a variety of topics, and develop skills in responding to different situations and audiences with a degree of accuracy and clarity
- Become independent users of English, and to be able to use English to communicate effectively in a variety of practical contexts

HOW WILL STUDENTS BE ASSESSED?

All English language assessments are conducted in line with the CEFR (Common European Framework of Reference for Languages) framework. The CEFR is an international standard framework for measuring language ability. It describes language ability on a six-point scale, from A1 for beginners to C2 for those who have mastered a language.

Potential students are provided with a language test before admission to ensure their language proficiency is of the required standard. Learners will need to be at least at a B1+ level to gain admission into the course. Frequent testing will take place during the course to monitor students' progress and development.

Students who are performing capably on the course may have the opportunity to partake in the IGCSE English as a second language examination at the end of the course. This will depend on their performance and progress over the course of the year.

Refer to the following page for the CEPR Framework.

CEPR FRAMEWORK

Proficient User

C2

Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express oneself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

C1

Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express oneself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

Independent User

B2

Can understand main ideas of complex text on both concrete/ abstract topics, including technical discussions in field of specialisation. Can interact with fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for both. Can produce clear, detailed text on a wide range of subjects and explain viewpoints on topical issues giving advantages and disadvantages of various options.

B1

Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.

Basic User

A2

Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

A1

Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Source: Council of Europe



COMBINED SCIENCE

The FIB Combined Sciences give learners the opportunity to study Biology, Chemistry, and Physics within a scientifically coherent syllabus.

Students gain exposure to the basic principles of each subject through a mix of theoretical and practical studies, in order to develop an understanding of real-world applications as well as the scientific skills essential for further study at the IB Diploma level.

COURSE CONTENT

Biology:

- Study different structures within living organisms and the function of these structures
- Chemical processes within living organisms
- Human influences in environment

Chemistry:

- Components of matter, their interactions and properties
- Chemical reactions and energy
- Industrial chemistry

Physics:

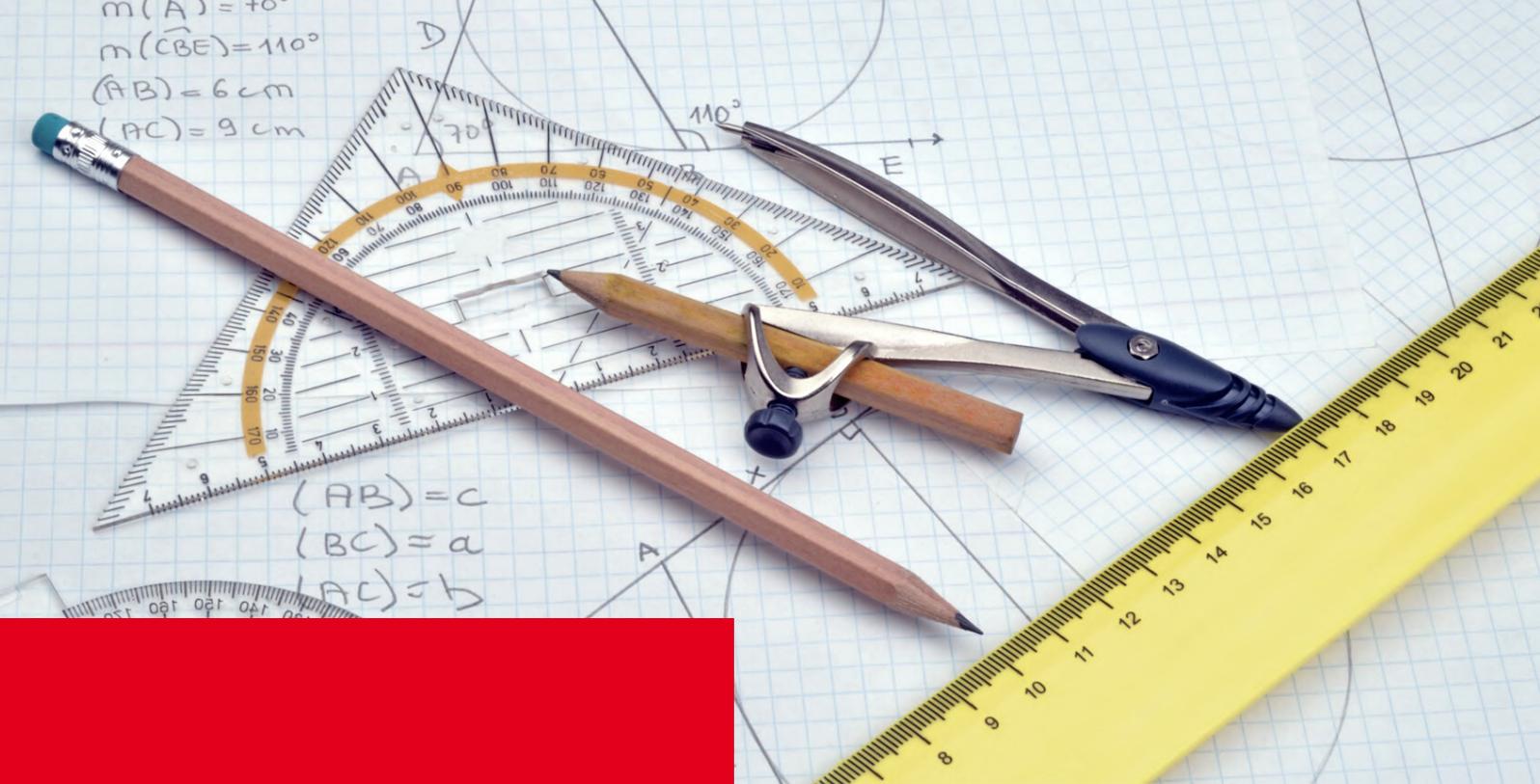
- Motion and the properties of waves
- Thermal physics and energetics
- Electricity and electromagnetism
- Nuclear physics

SKILLS DEVELOPED

- Better understanding of the influence and limitations placed on scientific study by society, economy, technology, ethics, the community and the environment
- Relevant attitudes e.g. concern for accuracy and precision, objectivity, integrity, enquiry, initiative, inventiveness, understanding of scientific skills essential for further study and everyday life
- An interest in, and care for, the environment

FORMAT OF ASSESSMENTS

- Topic assessments, lab activities and reports, extended research papers
- Pathway - Biology HL/SL , Chemistry HL/SL, Physics HL/SL



MATHEMATICS

2. MATHEMATICS

This course aims to prepare students for the rigours of the mathematics course within the IBDP, focusing on a firm understanding of key concepts and learning the correct mathematical language used in the subject area. Students who are already critical thinkers and problem solvers will enjoy this course immensely. The class teacher will tailor the content and pace of the course to provide a smooth transition into the IBDP.

COURSE CONTENT

- Quadratics
- Coordinate geometry and straight-line graphs
- Introduction to calculus sequences & proof
- Relations, functions, and graphs
- Logarithms and exponential functions

- Trigonometry
- Descriptive and analytical statistics
- Vectors
- Extended project to simulate IBDP internal assessment

SKILLS DEVELOPED

- Manipulation of algebraic terms
- Application of algebra and calculus to real-life situations
- Use of mathematics to model and predict the outcome of financial transactions
- Investigation of sequences and patterns to determine outcomes
- Selection of the most appropriate technique when problem solving
- Use of the Ti-84 graphing calculator or similar

FORMAT OF ASSESSMENTS

- The student will do both tests and extended mathematical projects in order to be fully prepared for the types of assessment used in the IBDP
- Pathway - Mathematics HL/SL



COMBINED HUMANITIES

3.COMBINED HUMANITIES

This is an interdisciplinary course with real-world applications.

The course is based on a scientific exploration of geographical systems in their structure and function.

And also in the exploration of cultural, ethical, political, financial, and social interactions of societies in the 21st century.

As a result of studying this course, students will gain foundational knowledge in all areas of social studies to recognise and evaluate the role the human race affects the natural world.

SKILLS DEVELOPED

- Apply the knowledge, methodologies, and skills to analyse a variety of issues
- Evaluate the combination of personal, local, and global perspectives when making decisions
- Be critically aware that resources are finite, that these could be inequitably distributed and exploited, and that managing these inequities is the key to sustainability
- Develop awareness that environmental problems are caused and solved by society
- Engage with the controversies that surround a variety of geopolitical issues
- Create innovative solutions to environmental and financial issues by engaging actively in local and global contexts

FORMAT OF ASSESSMENTS

- Case study analysis, short answer essay questions, extended research paper
- Pathway - Environmental Systems and Societies SL



PASTORAL CARE, SPORTS, COMMUNITY SERVICE

ACTIVITIES

In preparation for all of the course components of the IBDP, students will work towards the Duke of Edinburgh International Silver Award for students of ages 15 and over. The framework promotes the areas of physical recreation, skills, and voluntary service.

OUTDOOR EDUCATION

As part of the Silver Award, students will plan and participate in an adventurous journey, which encourages both self-discovery and teamwork. Participants are taken out of their comfort zone but kept within a safe and secure setting, achieved through suitable training and supervision.

SERVICE

For this section, participants are required to give service (volunteer) over a set period of time. This enables them to experience the benefits that their Voluntary Service provides to others in their community.

Examples of this could be volunteering for a charity, sports coaching, or qualifying as a first aider.

MENTOR TIME

This is where the EtonHouse pastoral team really shines, with their student-centered approach to personal social health and emotional well-being curriculum.



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