



**THE PERSE**  
SCHOOL  
SINGAPORE

**Course Write-Up (for Courses other than External Degree Programmes)**

Key items	
Course Title:	Primary School Education Year 1
Course Developer	<input checked="" type="checkbox"/> Self-developed <input type="checkbox"/> Externally developed <input type="checkbox"/> Jointly developed
Qualification to be Awarded upon Course Completion	<b>Primary School Education Year 1</b>
Qualification to be Awarded by:	<b>The Perse School (Singapore)</b>
Brief Description of Course (including learning objectives for each module)	<p><b>Written; Assignments/Projects; Practical.</b></p> <p><b>English:</b> The curriculum enables learners to communicate confidently and effectively and to develop the critical skills to respond to a range of information, media and texts with understanding and enjoyment. Learners who follow this curriculum framework will develop a first language competency in English based on a curriculum designed to be successful in any culture and to promote cross-cultural understanding.</p> <p><b>Chinese:</b> The curriculum enables learners to communicate confidently and effectively. Learners who follow this curriculum framework will develop a language competency in Chinese based on a curriculum designed to be successful in any culture and to promote cross-cultural understanding.</p> <p><b>Mathematics:</b> The mathematics curriculum framework explores five content areas: number, geometry, measure, handling data and problem solving. This curriculum focuses on principles, patterns, systems, functions, and relationships so that learners can apply their mathematical knowledge and develop a holistic understanding of the subject.</p> <p><b>Science:</b> This curriculum framework covers four content areas: scientific enquiry, biology, chemistry, and physics. Scientific enquiry is about considering ideas, evaluating evidence, planning, investigating, recording, and analysing data. Environmental awareness and some history of science are also part of the curriculum.</p>

Key items	
	<p><b><u>Global Perspectives:</u></b> The Global Perspectives develops the skills of research, analysis, evaluation, reflection, collaboration and communication to everyday real-life issues, like recycling.</p> <p><b><u>Art &amp; Creativity:</u></b> The Art &amp; Creativity curriculum enables learners to express themselves whilst experiencing, making, and reflecting on art. As they explore the limitless possibilities that art can offer, learners will begin to think like artists. They will welcome challenges, generate, and communicate ideas and review and refine their work. Learners who follow this curriculum will embrace art's potential for voicing things that cannot be captured in words and the links that exist between human feeling and creative output.</p> <p><b><u>Coding and Digital Literacy:</u></b></p> <p>This curriculum develops learners' understanding of the digital world. They will develop the skills they need to use digital tools in an informed and effective way. Learners who follow this curriculum will understand how to stay safe but also balance their caution with a celebration of the opportunities that technology can offer. Coding will also be a part of this curriculum where learners will understand the basics of coding using platforms like Scratch.</p> <p><b><u>Music:</u></b></p> <p>This curriculum enables learners to broaden their experience and appreciation of music. Learners will explore music as performers, composers, and informed listeners. They will make and understand music, discovering it from different cultures, times, and places. This curriculum will help learners to cultivate a joy of music as well as developing confidence and leadership and collaboration skills.</p> <p><b><u>Physical Education:</u></b></p> <p>This curriculum focuses on developing learners' movement skills and establishing healthy patterns for life. It will explore the skills of creativity, collaboration, leadership, and responsibility. Learners who follow this curriculum will develop an understanding of movement and appreciation of their health and well-being.</p> <p>PSHEE: Learners will develop the knowledge, skills, and understanding to lead confident, Healthy, and independent lives. The key areas of learning are health and wellbeing, relationships, and living in the wider world – economic wellbeing and being a reasonable citizen.</p> <p>Geography/History: Geography learners will develop knowledge about the world and their locality. They should understand basic subject-specific skills, including first-hand observation. Learners will be able to name the 7 continents and the 5 oceans. Be able to use world maps to identify countries. Be able to use a compass.</p> <p>History learners will know how the British have influenced the wider world. Learn about the history of other countries and culture. How British history has influenced Singapore.</p> <p>Form: Learners in Form Class have the opportunity to ask their form teachers to clarify matters which they may not understand. It also gives the form teachers a better understanding of each pupil. This is important in the development of the learning journey for each pupil.</p>

Key items	
<b>Course Details</b> <ul style="list-style-type: none"> <li>• Mode of Delivery</li> <li>• Duration</li> <li>• Class Frequency</li> <li>• Total Contact Hours<sup>1</sup> (Applicable to face-to-face and blended mode of delivery)</li> <li>• Minimum Entry Requirements</li> </ul>	<input checked="" type="checkbox"/> Face-to-face <input type="checkbox"/> Blended <input type="checkbox"/> E-learning  _____ 9_ months (full-time) _____ months (part-time)  _____ 5_ days per week x ___8__ hours per day (full-time) _____ days per week x _____ hours per day (part-time)  ___1440___(full-time) _____(part-time)  Applicants must be 5 years of age by September 1. Applicants must be able to communicate in English: Basic reading, writing, spoken, and listening skills.
Articulation Pathway	<input type="checkbox"/> Yes, the proposed course is a pathway programme <sup>2</sup> .  <input checked="" type="checkbox"/> No, the proposed course is not a pathway programme.  Note: If yes to the above, please furnish the supporting documents.
Information on External Course Developer (for externally developed courses only)	Name: Country of origin: Status in country of origin: (details of registration, accreditation by official bodies etc)
Other Information, if applicable  Course Accreditation	Is the course accredited by any external organisation?  <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO <i>(If yes, please provide further details here and attach a copy of the necessary supporting documents. Detail of the organisation, country, period of accreditation agreement, copy of accreditation agreement etc)</i>

<sup>1</sup> Refers to direct, face-to-face instructional contact with a teacher.

*Updated in September 2017*

<sup>2</sup> Pathway programme means programme with pre-arranged articulation pathway(s) (regardless of whether it is self-developed or externally developed) which prepares students for admission to either an EDP delivered at a PEI or an EDP delivered by the home campus.

Key items	
Association, Collaboration or Affiliation	<p>Is there any other form of association, collaboration or affiliation with any other organisation or persons, either local or foreign, in respect of this course?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p><i>(If yes, please provide further details here and attach a copy of the necessary supporting documents.)</i></p>
Courses with Industrial Attachment	<p>PEIs are required to submit the following documents:</p> <ol style="list-style-type: none"> <li>1. Supporting document (e.g., course approval letter) from one of the following - <ol style="list-style-type: none"> <li>(a) relevant government ministry or statutory board overseeing the profession or industry which the course pertains to;</li> <li>(b) local public institution or agency that developed the course, or</li> <li>(c) local industry associations or professional bodies that are recognised as the authority in the field/industry the course pertains to.</li> </ol> </li> <li>2. Written agreement with relevant industry partners to allow students in the course to be attached as trainees at their places of business</li> </ol> <p>Note: The written agreement should specify, amongst others, the attachment duration, estimated number of students as well as the responsibilities of the PEI and industry partner.</p> <ol style="list-style-type: none"> <li>3. Plan for monitoring the progress of students on industrial attachment.</li> <li>4. Commitment by PEI to protect the fees of students for the entire course duration, including the period of industrial attachment, until students have graduated from the course.</li> </ol>

## Course Write-Up<sup>1</sup> (for Courses other than External Degree Programmes)

<b>Key items</b>	
Course Title:	Primary School Education Year 2
Course Developer	D Self-developed    x Externally-developed    D Jointly-developed
Qualification to be Awarded upon Course Completion	<b>Primary School Education Year 2</b>
Qualification to be Awarded by:	<b>Principal</b>
Brief Description of Course (including learning objectives for each module)	<p><b>Written; Assignments/Projects</b></p> <p>English, Math, Science, Chinese, Geography/ History, Global Perspectives, Digital Literacy, Personal Social and Health Education (PSHE), Music, Art and OT, and PE.</p> <p><b>Art &amp; Design Technology</b></p> <p>Art &amp; Design Technology gives learners a platform to express themselves, sparking imagination, creativity and developing transferable skills. Pupils explore and push boundaries to become reflective, critical, and decisive thinkers. They learn how to articulate personal responses to their experiences and develop creative skills that will help with many aspects of their future learning and development. They will:</p> <ul style="list-style-type: none"> <li>• learn to see themselves as artists and become increasingly reflective and independent</li> <li>• develop the skills needed to express creative ideas and to communicate visually</li> <li>• understand their place and the place of others in a creative, innovative, and interconnected world</li> </ul>

### **Digital Literacy**

Digital literacy is an essential skill for learners of all ages, including the youngest primary pupils. The digital world allows us to connect, collaborate, innovate, and discover new information on an ever-broadening scale, and learners must be able to effectively use technology from the very beginning of their educational journey. Pupils develop the digital skills that will help with many aspects of their future learning and development. They will:

- understand their place, and the place of others, in an interconnected world and make educated decisions about the information that they encounter online.
- develop knowledge and understanding that will allow them to respond to and evaluate technology of the future.
- develop skills to create increasingly sophisticated documents and presentations.
- learn how to become positive contributors to the digital world
- use digital technology safely and protect their own physical and emotional well-being.
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Key items	
	<p><b>English</b></p> <p>Cambridge Primary English promotes an enquiry-based approach, developing learners' confidence, creativity, and intellectual engagement. This subject is designed for learners who have English as a first language and can be used in any cultural context.</p> <p>Learners develop English skills they can apply for a range of different purposes and audiences in everyday situations and in study. They will communicate confidently and effectively and develop the critical skills to respond to a range of information, media and texts with understanding and enjoyment. They will develop a first language competency in English.</p> <p>Divided into six stages, the curriculum framework covers knowledge, skills and understanding in the three strands:</p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Speaking and listening</li> </ul> <p><b>Chinese</b></p> <p>Chinese as a Foreign Language curriculum promotes an enquiry-based approach, developing learners' confidence, creativity, and intellectual engagement. This subject is designed for learners whose native language is not Chinese. Pupils will have a high level of enjoyment, engagement, and active learning through thematic lessons which can be applied to their daily lives.</p> <p>Chinese as a First Language curriculum will also promote an enquiry-based approach, developing learners' confidence, creativity, and intellectual engagement. Pupils will develop skills they can apply for a range of different purposes and audiences in everyday situations and in study. They will communicate confidently and effectively and develop the critical skills to respond to a range of information, media and texts with understanding and enjoyment. They will develop a first language competency in Chinese.</p> <p>Divided by themes, the curriculum framework covers knowledge, skills and understanding in the three strands:</p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Speaking and listening</li> </ul>

Key items	
	<p><b>Global Perspectives</b></p> <p>We are delighted to introduce Cambridge Global Perspectives for our pupils.</p> <p>Global Perspectives develops the skills of research, analysis, evaluation, reflection, collaboration, and communication. It strengthens the links across English, Mathematics, Science, Humanities and Digital Literacy.</p> <p>Each Global Perspectives Challenge is six hours long, subdivided into a range of activities, and covers a range of skills. The skills are taught through a wide range of topics using a personal, local, and global perspective. Teachers help pupils to look at a variety of global issues or topics that give a range of contexts. Global Perspectives allows our pupils to challenge themselves and use their creativity and critical thinking skills.</p> <p><b>Mathematics</b></p> <p>Cambridge Primary Mathematics explores five content areas:</p> <ul style="list-style-type: none"> <li>• Number</li> <li>• Geometry</li> <li>• Measure</li> <li>• Handling data</li> <li>• Problem solving</li> </ul> <p>The curriculum focuses on principles, patterns, systems, functions, and relationships so that learners can apply their mathematical knowledge and develop a holistic understanding of the subject. It provides a solid foundation upon which the later stages of education can be built.</p> <p><b>Music</b></p> <p>Music fosters creativity and builds confidence. It helps learners to express themselves and shows them the importance of communication as they learn to connect with other musicians and with audiences.</p> <p>Learners explore music as performers, composers, and informed listeners. They make, understand, and appreciate music from different cultures, times and places, helping them to develop leadership and collaboration skills as well as self-confidence.</p> <p>Our pupils will learn to:</p> <ul style="list-style-type: none"> <li>• cultivate a joy of music through participating in meaningful and enjoyable experiences</li> <li>• develop the knowledge, skills, and attitudes necessary to contribute as musicians</li> <li>• collaborate with others in purposeful and expressive ways through singing and playing instruments</li> <li>• nurture their individual and collective creativity</li> <li>• use their growing knowledge to explore and generate music that is unique, relevant and valuable.</li> </ul>



Key items	
	<p><b>Physical Education</b></p> <p>Physical education is a vital part of a balanced school curriculum. Regular exercise improves physical and mental health and there is growing evidence that it improves academic performance across the curriculum.</p> <p>Pupils develop skills through a wide variety of age-appropriate physical activities, including games, gymnastics, and dance. As individuals and team members, they will:</p> <ul style="list-style-type: none"> <li>• increase confidence, moving with increasing control, fluency, and variety.</li> <li>• improve their understanding of concepts, rules, tactics, strategies, and compositional ideas.</li> <li>• participate in respectful and responsible ways, engaging appropriately and safely.</li> <li>• improve knowledge and understanding of how physical education can contribute to a healthy and active lifestyle.</li> <li>• develop transferable skills promoting physical, cognitive and social development and become independent, critical and reflective movers and thinkers.</li> </ul> <p><b>Science</b></p> <p>Children are naturally curious, and science supports the development of a child's curiosity, helping them to investigate problems, learn more about the world around them and understand and use scientific explanations for a wide range of phenomena.</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>• Scientific enquiry</li> <li>• Biology</li> <li>• Chemistry</li> <li>• Physics.</li> </ul> <p>Scientific enquiry is about considering ideas, evaluating evidence, planning investigative work, and recording and analysing data. The Scientific enquiry objectives underpin Biology, Chemistry and Physics, which are focused on developing confidence and interest in scientific knowledge, including environmental awareness and history of science.</p> <p>Pupils develop research, collaboration and creative skills that will help with many aspects of their future learning and development.</p> <p><b>Humanities</b> <b>Geography</b></p> <p>The aspects of this part of the curriculum are designed to inspire in</p>

Key items	
	<p>pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. They will be equipped with knowledge about diverse places, people, resources, and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.</p> <p><b>History</b></p> <p>Through this subject, pupils will gain a coherent knowledge and understanding of the wider world. Their curiosity will be inspired to know more about the past through asking perceptive questions, thinking critically, weighing evidence, sifting arguments, and developing perspective and judgement.</p> <p><b>PSHE</b></p> <p>Personal, social and health education (PSHE) helps to give children the knowledge, skills and understanding they need to lead confident, healthy, and independent lives. It aims to help them understand how they are developing personally and socially, tackling many of the moral, social, and cultural issues that are part of growing up. The kinds of questions that might come up in PSHE include: What acts indicate kindness? Why do we have to eat vegetables? Why do large items sometimes cost less than smaller ones?</p> <p>Learning opportunities take place in specific lessons as well as in assemblies, tutorial programmes, circle time, special school projects and other activities that enrich pupils' experiences.</p>

Key items	
<p>Course Details</p> <ul style="list-style-type: none"> <li>• Mode of Delivery</li> <li>• Duration</li> <li>• Class Frequency</li> <li>• Total Contact Hours<sup>2</sup> (Applicable to face-to-face and blended mode of delivery)</li> <li>• Minimum Entry Requirements</li> </ul>	<p><input checked="" type="checkbox"/> Face-to-face      <input type="checkbox"/> Blended      <input type="checkbox"/> E-learning</p> <p>___ 9_ months (full-time) ___ months (part-time)</p> <p>___ 5_ days per week x ___ 8_ hours per day (full-time) ___ days per week x ___ hours per day (part-time)</p> <p>___ 1440_(full-time) ___ (part-time)</p> <p>Initial admission and entry to the school will be determined by required fluency in the English Language, minimum age requirement of five years of age (before the start of the academic year), and passing internal school assessment using and/or providing most recent academic report card that demonstrates adequate performance. Every child will be assessed on their own individual merit.</p>
<p>Articulation Pathway</p>	<p><input type="checkbox"/> Yes, the proposed course is a pathway programme<sup>3</sup>.</p> <p><input checked="" type="checkbox"/> No, the proposed course is not a pathway programme.</p> <p>Note: If yes to the above, please furnish the supporting documents.</p>
<p>Information on External Course Developer (for externally developed courses only)</p>	<p>Name: CAMBRIDGE ASSESSMENT INTERNATIONAL EDUCATION</p> <p>Country of origin: UNITED KINGDOM</p> <p>Status in country of origin: (details of registration, accreditation by official bodies etc) Cambridge International Curriculum Assessment Regulated by Officials (<u>Office of Qualifications and Examinations Regulation</u>) Internationally recognised standard, ISO 9001:2015</p>

<sup>2</sup> Refers to direct, face-to-face instructional contact with a teacher.

*Updated in September 2017<sup>3</sup>*

Pathway programme means programme with pre-arranged articulation pathway(s) (regardless of whether it is self-developed or externally developed) which prepares students for admission to either an EDP delivered at a PEI or an EDP delivered by the home campus.



## Course Write-Up<sup>1</sup> (for Courses other than External Degree Programmes)

<b>Key items</b>	
Course Title:	Primary School Education Year 3
Course Developer	<input type="checkbox"/> Self-developed <input checked="" type="checkbox"/> Externally-developed <input type="checkbox"/> Jointly developed
Qualification to be Awarded upon Course Completion	<b>Primary School Education Year 3</b>
Qualification to be Awarded by:	<b>Principal</b>
Brief Description of Course (including learning objectives for each module)	<p><b>Written; Assignments/Projects</b></p> <p>English, Math, Science, Chinese, Geography/ History, Global Perspectives, Digital Literacy, Personal Social and Health Education (PSHE), Music, Art and OT, and PE.</p> <p><b>Art &amp; Design Technology</b></p> <p>Art &amp; Design Technology gives learners a platform to express themselves, sparking imagination, creativity and developing transferable skills. Pupils explore and push boundaries to become reflective, critical, and decisive thinkers. They learn how to articulate personal responses to their experiences and develop creative skills that will help with many aspects of their future learning and development. They will:</p> <ul style="list-style-type: none"> <li>• learn to see themselves as artists and become increasingly reflective and independent</li> <li>• develop the skills needed to express creative ideas and to communicate visually</li> <li>• understand their place and the place of others in a creative, innovative, and interconnected world</li> </ul> <p><b>Digital Literacy</b></p> <p>Digital literacy is an essential skill for learners of all ages, including the youngest primary pupils. The digital world allows us to connect, collaborate, innovate, and discover new information on an ever-broadening scale, and learners must be able to effectively use technology from the very beginning of their educational journey. Pupils develop the digital skills that will help with many aspects of their future learning and development. They will:</p> <ul style="list-style-type: none"> <li>• understand their place, and the place of others, in an interconnected world and make educated decisions about the information that they encounter online</li> <li>• develop knowledge and understanding that will allow them to</li> </ul>

<sup>1</sup> Please fill in a separate write-up for each course.

Key items	
	<p>respond to, and evaluate technology of the future</p> <ul style="list-style-type: none"> <li>• develop skills to create increasingly sophisticated documents and presentations</li> <li>• learn how to become positive contributors to the digital world</li> <li>• use digital technology safely and protect their own physical and emotional well-being</li> </ul> <p><b>English</b></p> <p>Cambridge Primary English promotes an enquiry-based approach, developing learners' confidence, creativity, and intellectual engagement. This subject is designed for learners who have English as a first language and can be used in any cultural context.</p> <p>Learners develop English skills they can apply for a range of different purposes and audiences in everyday situations and in study. They will communicate confidently and effectively and develop the critical skills to respond to a range of information, media and texts with understanding and enjoyment. They will develop a first language competency in English.</p> <p>Divided into six stages, the curriculum framework covers knowledge, skills and understanding in the three strands:</p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Speaking and listening</li> </ul> <p><b>Chinese</b></p> <p>Chinese as a Foreign Language curriculum promotes an enquiry-based approach, developing learners' confidence, creativity, and intellectual engagement. This subject is designed for learners whose native language is not Chinese. Pupils will have a high level of enjoyment, engagement, and active learning through thematic lessons which can be applied to their daily lives.</p> <p>Chinese as a First Language curriculum will also promote an enquiry-based approach, developing learners' confidence, creativity, and intellectual engagement. Pupils will develop skills they can apply for a range of different purposes and audiences in everyday situations and in study. They will communicate confidently and effectively and develop the critical skills to respond to a range of information, media and texts with understanding and enjoyment. They will develop a first language competency in Chinese.</p> <p>Divided by themes, the curriculum framework covers knowledge, skills and understanding in the three strands:</p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Speaking and listening</li> </ul>

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	<p><b>Global Perspectives</b></p> <p>We are delighted to introduce Cambridge Global Perspectives for our pupils.</p> <p>Global Perspectives develops the skills of research, analysis, evaluation, reflection, collaboration, and communication. It strengthens the links across English, Mathematics, Science, Humanities and Digital Literacy.</p> <p>Each Global Perspectives Challenge is six hours long, subdivided into a range of activities, and covers a range of skills. The skills are taught through a wide range of topics using a personal, local, and global perspective. Teachers help pupils to look at a variety of global issues or topics that give a range of contexts. Global Perspectives allows our pupils to challenge themselves and use their creativity and critical thinking skills.</p> <p><b>Mathematics</b></p> <p>Cambridge Primary Mathematics explores five content areas:</p> <ul style="list-style-type: none"> <li>• Number</li> <li>• Geometry</li> <li>• Measure</li> <li>• Handling data</li> <li>• Problem solving</li> </ul> <p>The curriculum focuses on principles, patterns, systems, functions, and relationships so that learners can apply their mathematical knowledge and develop a holistic understanding of the subject. It provides a solid foundation upon which the later stages of education can be built.</p> <p><b>Music</b></p> <p>Music fosters creativity and builds confidence. It helps learners to express themselves and shows them the importance of communication as they learn to connect with other musicians and with audiences.</p> <p>Learners explore music as performers, composers, and informed listeners. They make, understand, and appreciate music from different cultures, times and places, helping them to develop leadership and collaboration skills as well as self-confidence.</p> <p>Our pupils will learn to:</p> <ul style="list-style-type: none"> <li>• cultivate a joy of music through participating in meaningful and enjoyable experiences</li> <li>• develop the knowledge, skills, and attitudes necessary to contribute as musicians</li> <li>• collaborate with others in purposeful and expressive ways through singing and playing instruments</li> <li>• nurture their individual and collective creativity</li> <li>• use their growing knowledge to explore and generate</li> </ul>

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	<p>is unique, relevant, and valuable.</p> <p><b>Physical Education</b></p> <p>Physical education is a vital part of a balanced school curriculum. Regular exercise improves physical and mental health and there is growing evidence that it improves academic performance across the curriculum.</p> <p>Pupils develop skills through a wide variety of age-appropriate physical activities, including games, gymnastics, and dance. As individuals and team members, they will:</p> <ul style="list-style-type: none"> <li>• increase confidence, moving with increasing control, fluency, and variety.</li> <li>• improve their understanding of concepts, rules, tactics, strategies, and compositional ideas.</li> <li>• participate in respectful and responsible ways, engaging appropriately and safely.</li> <li>• improve knowledge and understanding of how physical education can contribute to a healthy and active lifestyle.</li> <li>• develop transferable skills promoting physical, cognitive, and social development and become independent, critical and reflective movers and thinkers.</li> </ul> <p><b>Science</b></p> <p>Children are naturally curious, and science supports the development of a child's curiosity, helping them to investigate problems, learn more about the world around them and understand and use scientific explanations for a wide range of phenomena.</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>• Scientific enquiry</li> <li>• Biology</li> <li>• Chemistry</li> <li>• Physics.</li> </ul> <p>Scientific enquiry is about considering ideas, evaluating evidence, planning investigative work and recording and analysing data. The Scientific enquiry objectives underpin Biology, Chemistry and Physics, which are focused on developing confidence and interest in scientific knowledge, including environmental awareness and history of science.</p> <p>Pupils develop research, collaboration and creative skills that will help with many aspects of their future learning and development.</p> <p><b>Humanities</b> <b>Geography</b></p> <p>The aspects of this part of the curriculum are designed to inspire in</p>



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<p>Articulation Pathway</p>	<p><input type="checkbox"/> Yes, the proposed course is a pathway programme<sup>3</sup>.</p> <p><input checked="" type="checkbox"/> No, the proposed course is not a pathway programme.</p> <p>Note: If yes to the above, please furnish the supporting documents.</p>
<p>Information on External Course Developer (for externally developed courses only)</p>	<p>Name: CAMBRIDGE ASSESSMENT INTERNATIONAL EDUCATION</p> <p>Country of origin: UNITED KINGDOM</p> <p>Status in country of origin: (details of registration, accreditation by official bodies etc.) Cambridge International Curriculum Assessment Regulated by Official (<u>Office of Qualifications and Examinations Regulation</u>) Internationally recognised standard, ISO 9001:2015</p>

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*Updated in September 2017*

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## Course Write-Up<sup>1</sup> (for Courses other than External Degree Programmes)

<b>Key items</b>	
Course Title:	Primary School Education Year 4
Course Developer	<b>D</b> Self-developed <b>x</b> Externally-developed <b>D</b> Jointly-developed
Qualification to be Awarded upon Course Completion	<b>Primary School Education Year 4</b>
Qualification to be Awarded by:	<b>Principal</b>
Brief Description of Course (including learning objectives for each module)	<p><b>Written; Assignments/Projects</b></p> <p>English, Math, Science, Chinese, Geography/ History, Global Perspectives, Digital Literacy, Personal Social and Health Education (PSHE), Music, Art and OT, and PE.</p> <p><b>Art &amp; Design Technology</b></p> <p>Art &amp; Design Technology gives learners a platform to express themselves, sparking imagination, creativity and developing transferable skills. Pupils explore and push boundaries to become reflective, critical, and decisive thinkers. They learn how to articulate personal responses to their experiences and develop creative skills that will help with many aspects of their future learning and development. They will:</p> <ul style="list-style-type: none"> <li>• learn to see themselves as artists and become increasingly reflective and independent</li> <li>• develop the skills needed to express creative ideas and to communicate visually</li> <li>• understand their place and the place of others in a creative, innovative, and interconnected world</li> </ul> <p><b>Digital Literacy</b></p> <p>Digital literacy is an essential skill for learners of all ages, including the youngest primary pupils. The digital world allows us to connect, collaborate, innovate and discover new information on an ever-broadening scale, and learners must be able to effectively use technology from the very beginning of their educational journey. Pupils develop the digital skills that will help with many aspects of their future learning and development. They will:</p> <ul style="list-style-type: none"> <li>• understand their place, and the place of others, in an interconnected world and make educated decisions about the information that they encounter online</li> <li>• develop knowledge and understanding that will allow them to</li> </ul>

<sup>1</sup> Please fill in a separate write-up for each course.

Key items	
	<p>respond to, and evaluate technology of the future</p> <ul style="list-style-type: none"> <li>• develop skills to create increasingly sophisticated documents and presentations</li> <li>• learn how to become positive contributors to the digital world</li> <li>• use digital technology safely and protect their own physical and emotional well-being</li> </ul> <p><b>English</b></p> <p>Cambridge Primary English promotes an enquiry-based approach, developing learners' confidence, creativity, and intellectual engagement. This subject is designed for learners who have English as a first language and can be used in any cultural context.</p> <p>Learners develop English skills they can apply for a range of different purposes and audiences in everyday situations and in study. They will communicate confidently and effectively and develop the critical skills to respond to a range of information, media and texts with understanding and enjoyment. They will develop a first language competency in English.</p> <p>Divided into six stages, the curriculum framework covers knowledge, skills and understanding in the three strands:</p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Speaking and listening</li> </ul> <p><b>Chinese</b></p> <p>Chinese as a Foreign Language curriculum promotes an enquiry-based approach, developing learners' confidence, creativity, and intellectual engagement. This subject is designed for learners whose native language is not Chinese. Pupils will have a high level of enjoyment, engagement, and active learning through thematic lessons which can be applied to their daily lives.</p> <p>Chinese as a First Language curriculum will also promote an enquiry-based approach, developing learners' confidence, creativity, and intellectual engagement. Pupils will develop skills they can apply for a range of different purposes and audiences in everyday situations and in study. They will communicate confidently and effectively and develop the critical skills to respond to a range of information, media and texts with understanding and enjoyment. They will develop a first language competency in Chinese.</p> <p>Divided by themes, the curriculum framework covers knowledge, skills and understanding in the three strands:</p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Speaking and listening</li> </ul>

Key items	
	<p><b>Global Perspectives</b></p> <p>We are delighted to introduce Cambridge Global Perspectives for our pupils.</p> <p>Global Perspectives develops the skills of research, analysis, evaluation, reflection, collaboration, and communication. It strengthens the links across English, Mathematics, Science, Humanities and Digital Literacy.</p> <p>Each Global Perspectives Challenge is six hours long, subdivided into a range of activities, and covers a range of skills. The skills are taught through a wide range of topics using a personal, local and global perspective. Teachers help pupils to look at a variety of global issues or topics that give a range of contexts. Global Perspectives allows our pupils to challenge themselves and use their creativity and critical thinking skills.</p> <p><b>Mathematics</b></p> <p>Cambridge Primary Mathematics explores five content areas:</p> <ul style="list-style-type: none"> <li>• Number</li> <li>• Geometry</li> <li>• Measure</li> <li>• Handling data</li> <li>• Problem solving</li> </ul> <p>The curriculum focuses on principles, patterns, systems, functions, and relationships so that learners can apply their mathematical knowledge and develop a holistic understanding of the subject. It provides a solid foundation upon which the later stages of education can be built.</p> <p><b>Music</b></p> <p>Music fosters creativity and builds confidence. It helps learners to express themselves and shows them the importance of communication as they learn to connect with other musicians and with audiences.</p> <p>Learners explore music as performers, composers, and informed listeners. They make, understand, and appreciate music from different cultures, times and places, helping them to develop leadership and collaboration skills as well as self-confidence.</p> <p>Our pupils will learn to:</p> <ul style="list-style-type: none"> <li>• cultivate a joy of music through participating in meaningful and enjoyable experiences</li> <li>• develop the knowledge, skills, and attitudes necessary to contribute as musicians</li> <li>• collaborate with others in purposeful and expressive ways through singing and playing instruments</li> <li>• nurture their individual and collective creativity</li> <li>• use their growing knowledge to explore and generate music that</li> </ul>

Key items	
	<p>is unique, relevant, and valuable.</p> <p><b>Physical Education</b></p> <p>Physical education is a vital part of a balanced school curriculum. Regular exercise improves physical and mental health and there is growing evidence that it improves academic performance across the curriculum.</p> <p>Pupils develop skills through a wide variety of age-appropriate physical activities, including games, gymnastics, and dance. As individuals and team members, they will:</p> <ul style="list-style-type: none"> <li>• increase confidence, moving with increasing control, fluency, and variety.</li> <li>• improve their understanding of concepts, rules, tactics, strategies, and compositional ideas.</li> <li>• participate in respectful and responsible ways, engaging appropriately and safely.</li> <li>• improve knowledge and understanding of how physical education can contribute to a healthy and active lifestyle.</li> <li>• develop transferable skills promoting physical, cognitive, and social development and become independent, critical and reflective movers and thinkers.</li> </ul> <p><b>Science</b></p> <p>Children are naturally curious, and science supports the development of a child's curiosity, helping them to investigate problems, learn more about the world around them and understand and use scientific explanations for a wide range of phenomena.</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>• Scientific enquiry</li> <li>• Biology</li> <li>• Chemistry</li> <li>• Physics.</li> </ul> <p>Scientific enquiry is about considering ideas, evaluating evidence, planning investigative work, and recording and analysing data. The Scientific enquiry objectives underpin Biology, Chemistry and Physics, which are focused on developing confidence and interest in scientific knowledge, including environmental awareness and history of science.</p> <p>Pupils develop research, collaboration and creative skills that will help with many aspects of their future learning and development.</p> <p><b>Humanities</b> <b>Geography</b></p> <p>The aspects of this part of the curriculum are designed to inspire in</p>

Key items	
	<p>pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. They will be equipped with knowledge about diverse places, people, resources, and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.</p> <p><b>History</b></p> <p>Through this subject, pupils will gain a coherent knowledge and understanding of the wider world. Their curiosity will be inspired to know more about the past through asking perceptive questions, thinking critically, weighing evidence, sifting arguments, and developing perspective and judgement.</p> <p><b>PSHE</b></p> <p>Personal, social and health education (PSHE) helps to give children the knowledge, skills and understanding they need to lead confident, healthy, and independent lives. It aims to help them understand how they are developing personally and socially, tackling many of the moral, social, and cultural issues that are part of growing up. The kinds of questions that might come up in PSHE include: What acts indicate kindness? Why do we have to eat vegetables? Why do large items sometimes cost less than smaller ones?</p> <p>Learning opportunities take place in specific lessons as well as in assemblies, tutorial programmes, circle time, special school projects and other activities that enrich pupils' experiences.</p>



Key items	
<p>Course Details</p> <ul style="list-style-type: none"> <li>• Mode of Delivery</li> <li>• Duration</li> <li>• Class Frequency</li> <li>• Total Contact Hours<sup>2</sup> (Applicable to face-to-face and blended mode of delivery)</li> <li>• Minimum Entry Requirements</li> </ul>	<p><input checked="" type="checkbox"/> Face-to-face      <input type="checkbox"/> Blended      <input type="checkbox"/> E-learning</p> <p>___ 9_ months (full-time) ___ months (part-time)</p> <p>___ 5_ days per week x ___ 8_ hours per day (full-time) ___ days per week x ___ hours per day (part-time)</p> <p>___ 1440_ (full-time) ___ (part-time)</p> <p>Initial admission and entry to the school will be determined by required fluency in the English Language, minimum age requirement of six years of age (before the start of the academic year), and passing internal school assessment and/or providing most recent academic report card that demonstrates adequate performance. Every child will be assessed on their own individual merit.</p>
<p>Articulation Pathway</p>	<p><input type="checkbox"/> Yes, the proposed course is a pathway programme<sup>3</sup>.</p> <p><input checked="" type="checkbox"/> No, the proposed course is not a pathway programme.</p> <p>Note: If yes to the above, please furnish the supporting documents.</p>
<p>Information on External Course Developer (for externally developed courses only)</p>	<p>Name: CAMBRIDGE ASSESSMENT INTERNATIONAL EDUCATION</p> <p>Country of origin: UNITED KINGDOM</p> <p>Status in country of origin: (details of registration, accreditation by official bodies etc) Cambridge International Curriculum Assessment Regulated by Official <u>Office of Qualifications and Examinations Regulation</u> Internationally recognised standard, ISO 9001:2015</p>

<sup>2</sup> Refers to direct, face-to-face instructional contact with a teacher.

*Updated in September 2017<sup>3</sup>*

Pathway programme means programme with pre-arranged articulation pathway(s) (regardless of whether it is self-developed or externally developed) which prepares students for admission to either an EDP delivered at a PEI or an EDP delivered by the home campus.



## Course Write-Up<sup>1</sup> (for Courses other than External Degree Programmes)

<b>Key items</b>	
Course Title:	Primary School Education Year 5
Course Developer	<input type="checkbox"/> Self-developed <input checked="" type="checkbox"/> Externally developed <input type="checkbox"/> Jointly developed
Qualification to be Awarded upon Course Completion	<b>Primary School Education Year 5</b>
Qualification to be Awarded by:	<b>Principal</b>
Brief Description of Course (including learning objectives for each module)	<p><b>Written; Assignments/Projects</b></p> <p>English, Math, Science, Chinese, Geography/ History, Global Perspectives, Digital Literacy, Personal Social and Health Education (PSHE), Music, Art and OT, and PE.</p> <p><b>Art &amp; Design Technology</b></p> <p>Art &amp; Design Technology gives learners a platform to express themselves, sparking imagination, creativity and developing transferable skills. Pupils explore and push boundaries to become reflective, critical, and decisive thinkers. They learn how to articulate personal responses to their experiences and develop creative skills that will help with many aspects of their future learning and development. They will:</p> <ul style="list-style-type: none"> <li>• learn to see themselves as artists and become increasingly reflective and independent.</li> <li>• Develop the skills needed to express creative ideas and to communicate visually.</li> <li>• Understand their place and the place of others in a creative, innovative and interconnected world.</li> </ul> <p><b>Digital Literacy</b></p> <p>Digital literacy is an essential skill for learners of all ages, including the youngest primary pupils. The digital world allows us to connect, collaborate, innovate, and discover new information on an ever-broadening scale, and learners must be able to effectively use technology from the very beginning of their educational journey. Pupils develop the digital skills that will help with many aspects of their future learning and development. They will:</p> <ul style="list-style-type: none"> <li>• understand their place, and the place of others, in an interconnected world and make educated decisions about the information that they encounter online</li> <li>• develop knowledge and understanding that will allow them to</li> </ul>

<sup>1</sup> Please fill in a separate write-up for each course.

Key items	
	<p>respond to and evaluate technology of the future.</p> <ul style="list-style-type: none"> <li>• Develop skills to create increasingly sophisticated documents and presentations.</li> <li>• Learn how to become positive contributors to the digital world</li> <li>• Use digital technology safely and protect their own physical and emotional well-being.</li> </ul> <p><b>English</b></p> <p>Cambridge Primary English promotes an enquiry-based approach, developing learners' confidence, creativity, and intellectual engagement. This subject is designed for learners who have English as a first language and can be used in any cultural context.</p> <p>Learners develop English skills they can apply for a range of different purposes and audiences in everyday situations and in study. They will communicate confidently and effectively and develop the critical skills to respond to a range of information, media and texts with understanding and enjoyment. They will develop a first language competency in English.</p> <p>Divided into six stages, the curriculum framework covers knowledge, skills and understanding in the three strands:</p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Speaking and listening</li> </ul> <p><b>Chinese</b></p> <p>Chinese as a Foreign Language curriculum promotes an enquiry-based approach, developing learners' confidence, creativity, and intellectual engagement. This subject is designed for learners whose native language is not Chinese. Pupils will have a high level of enjoyment, engagement, and active learning through thematic lessons which can be applied to their daily lives.</p> <p>Chinese as a First Language curriculum will also promote an enquiry-based approach, developing learners' confidence, creativity, and intellectual engagement. Pupils will develop skills they can apply for a range of different purposes and audiences in everyday situations and in study. They will communicate confidently and effectively and develop the critical skills to respond to a range of information, media and texts with understanding and enjoyment. They will develop a first language competency in Chinese.</p> <p>Divided by themes, the curriculum framework covers knowledge, skills and understanding in the three strands:</p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Speaking and listening</li> </ul>

Key items	
	<p><b>Global Perspectives</b></p> <p>We are delighted to introduce Cambridge Global Perspectives for our pupils.</p> <p>Global Perspectives develops the skills of research, analysis, evaluation, reflection, collaboration, and communication. It strengthens the links across English, Mathematics, Science, Humanities and Digital Literacy.</p> <p>Each Global Perspectives Challenge is six hours long, subdivided into a range of activities, and covers a range of skills. The skills are taught through a wide range of topics using a personal, local, and global perspective. Teachers help pupils to look at a variety of global issues or topics that give a range of contexts. Global Perspectives allows our pupils to challenge themselves and use their creativity and critical thinking skills.</p> <p><b>Mathematics</b></p> <p>Cambridge Primary Mathematics explores five content areas:</p> <ul style="list-style-type: none"> <li>• Number</li> <li>• Geometry</li> <li>• Measure</li> <li>• Handling data</li> <li>• Problem solving</li> </ul> <p>The curriculum focuses on principles, patterns, systems, functions and relationships so that learners can apply their mathematical knowledge and develop a holistic understanding of the subject. It provides a solid foundation upon which the later stages of education can be built.</p> <p><b>Music</b></p> <p>Music fosters creativity and builds confidence. It helps learners to express themselves and shows them the importance of communication as they learn to connect with other musicians and with audiences.</p> <p>Learners explore music as performers, composers, and informed listeners. They make, understand, and appreciate music from different cultures, times and places, helping them to develop leadership and collaboration skills as well as self-confidence.</p> <p>Our pupils will learn to:</p> <ul style="list-style-type: none"> <li>• Cultivate a joy of music through participating in meaningful and enjoyable experiences</li> <li>• Develop the knowledge, skills, and attitudes necessary to contribute as musicians</li> <li>• Collaborate with others in purposeful and expressive ways through singing and playing instruments</li> <li>• Nurture their individual and collective creativity</li> <li>• Use their knowledge to explore and generate music that</li> </ul>

Key items	
	<p>is unique, relevant, and valuable.</p> <p><b>Physical Education</b></p> <p>Physical education is a vital part of a balanced school curriculum. Regular exercise improves physical and mental health and there is growing evidence that it improves academic performance across the curriculum.</p> <p>Pupils develop skills through a wide variety of age-appropriate physical activities, including games, gymnastics, and dance. As individuals and team members, they will:</p> <ul style="list-style-type: none"> <li>• Increase confidence, moving with increasing control, fluency, and variety</li> <li>• Improve their understanding of concepts, rules, tactics, strategies, and compositional ideas</li> <li>• Participate in respectful and responsible ways, engaging appropriately and safely</li> <li>• Improve knowledge and understanding of how physical education can contribute to a healthy and active lifestyle</li> <li>• Develop transferable skills promoting physical, cognitive, and social development and become independent, critical, and reflective movers and thinkers.</li> </ul> <p><b>Science</b></p> <p>Children are naturally curious, and science supports the development of a child's curiosity, helping them to investigate problems, learn more about the world around them and understand and use scientific explanations for a wide range of phenomena.</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>• Scientific enquiry</li> <li>• Biology</li> <li>• Chemistry</li> <li>• Physics.</li> </ul> <p>Scientific enquiry is about considering ideas, evaluating evidence, planning investigative work, and recording and analysing data. The Scientific enquiry objectives underpin Biology, Chemistry and Physics, which are focused on developing confidence and interest in scientific knowledge, including environmental awareness and history of science.</p> <p>Pupils develop research, collaboration and creative skills that will help with many aspects of their future learning and development.</p> <p><b>Humanities</b> <b>Geography</b></p> <p>The aspects of this part of the curriculum are designed to inspire in</p>

Key items	
	<p>pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. They will be equipped with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.</p> <p><b>History</b></p> <p>Through this subject, pupils will gain a coherent knowledge and understanding of the wider world. Their curiosity will be inspired to know more about the past through asking perceptive questions, thinking critically, weighing evidence, sifting arguments and developing perspective and judgement.</p> <p><b>PSHE</b></p> <p>Personal, social and health education (PSHE) helps to give children the knowledge, skills and understanding they need to lead confident, healthy, and independent lives. It aims to help them understand how they are developing personally and socially, tackling many of the moral, social, and cultural issues that are part of growing up. The kinds of questions that might come up in PSHE include: What acts indicate kindness? Why do we have to eat vegetables? Why do large items sometimes cost less than smaller ones?</p> <p>Learning opportunities take place in specific lessons as well as in assemblies, tutorial programmes, circle time, special school projects and other activities that enrich pupils' experiences.</p>

Key items	
<p>Course Details</p> <ul style="list-style-type: none"> <li>• Mode of Delivery</li> <li>• Duration</li> <li>• Class Frequency</li> <li>• Total Contact Hours<sup>2</sup> (applicable to face-to-face and blended mode of delivery)</li> <li>• Minimum Entry Requirements</li> </ul>	<p><input checked="" type="checkbox"/> Face-to-face      <input type="checkbox"/> Blended      <input type="checkbox"/> E-learning</p> <p>___ 9_ months (full-time) ___ months (part-time)</p> <p>___ 5_ days per week x _8_ hours per day (full-time) ___ days per week x ___ hours per day (part-time)</p> <p>__ 1440_ (full-time) ___ (part-time)</p> <p>Initial admission and entry to the school will be determined by required fluency in the English Language, minimum age requirement of six years of age (before the start of the academic year), and passing internal school assessment and/or providing most recent academic report card that demonstrates adequate performance. Every child will be assessed on their own individual merit.</p>
<p>Articulation Pathway</p>	<p><input type="checkbox"/> Yes, the proposed course is a pathway programme<sup>3</sup>.</p> <p><input checked="" type="checkbox"/> No, the proposed course is not a pathway programme.</p> <p>Note: If yes to the above, please furnish the supporting documents.</p>
<p>Information on External Course Developer (for externally developed courses only)</p>	<p>Name: CAMBRIDGE ASSESSMENT INTERNATIONAL EDUCATION</p> <p>Country of origin: UNITED KINGDOM</p> <p>Status in country of origin: (details of registration, accreditation by official bodies etc) Cambridge International Curriculum Assessment Regulated by Official (<u>Office of Qualifications and Examinations Regulation</u>) Internationally recognised standard, ISO 9001:2015</p>

<sup>2</sup> Refers to direct, face-to-face instructional contact with a teacher.

*Updated in September 2017*

<sup>3</sup> Pathway programme means programme with pre-arranged articulation pathway(s) (regardless of whether it is self-developed or externally developed) which prepares students for admission to either an EDP delivered at a PEI or an EDP delivered by the home campus.





## Course Write-Up<sup>1</sup> (for Courses other than External Degree Programmes)

<b>Key items</b>	
Course Title:	Primary School Education Year 6
Course Developer	<input type="checkbox"/> Self-developed <input checked="" type="checkbox"/> Externally developed <input type="checkbox"/> Jointly developed
Qualification to be Awarded upon Course Completion	<b>Primary School Education Year 6</b>
Qualification to be Awarded by:	<b>Principal</b>
Brief Description of Course (including learning objectives for each module)	<p><b>Written; Assignments/Projects</b></p> <p>English, Math, Science, Chinese, Geography/ History, Global Perspectives, Digital Literacy, Personal Social and Health Education (PSHE), Music, Art and OT, and PE.</p> <p><b>Art &amp; Design Technology</b></p> <p>Art &amp; Design Technology gives learners a platform to express themselves, sparking imagination, creativity and developing transferable skills. Pupils explore and push boundaries to become reflective, critical, and decisive thinkers. They learn how to articulate personal responses to their experiences and develop creative skills that will help with many aspects of their future learning and development. They will:</p> <ul style="list-style-type: none"> <li>• learn to see themselves as artists and become increasingly reflective and independent.</li> <li>• Develop the skills needed to express creative ideas and to communicate visually.</li> <li>• Understand their place and the place of others in a creative, innovative, and interconnected world.</li> </ul> <p><b>Digital Literacy</b></p> <p>Digital literacy is an essential skill for learners of all ages, including the youngest primary pupils. The digital world allows us to connect, collaborate, innovate, and discover new information on an ever-broadening scale, and learners must be able to effectively use technology from the very beginning of their educational journey. Pupils develop the digital skills that will help with many aspects of their future learning and development. They will:</p> <ul style="list-style-type: none"> <li>• Understand their place, and the place of others, in an interconnected world and make educated decisions about the information that they encounter online.</li> <li>• Develop knowledge and understanding that will allow them to</li> </ul>

<sup>1</sup> Please fill in a separate write-up for each course.

Key items	
	<p>respond to, and evaluate technology of the future</p> <ul style="list-style-type: none"> <li>• Develop skills to create increasingly sophisticated documents and presentations.</li> <li>• Learn how to become positive contributors to the digital world.</li> <li>• use digital technology safely and protect their own physical and emotional well-being.</li> </ul> <p><b>English</b></p> <p>Cambridge Primary English promotes an enquiry-based approach, developing learners' confidence, creativity, and intellectual engagement. This subject is designed for learners who have English as a first language and can be used in any cultural context.</p> <p>Learners develop English skills they can apply for a range of different purposes and audiences in everyday situations and in study. They will communicate confidently and effectively and develop the critical skills to respond to a range of information, media and texts with understanding and enjoyment. They will develop a first language competency in English.</p> <p>Divided into six stages, the curriculum framework covers knowledge, skills and understanding in the three strands:</p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Speaking and listening</li> </ul> <p><b>Chinese</b></p> <p>Chinese as a Foreign Language curriculum promotes an enquiry-based approach, developing learners' confidence, creativity and intellectual engagement. This subject is designed for learners whose native language is not Chinese. Pupils will have a high level of enjoyment, engagement, and active learning through thematic lessons which can be applied to their daily lives.</p> <p>Chinese as a First Language curriculum will also promote an enquiry-based approach, developing learners' confidence, creativity, and intellectual engagement. Pupils will develop skills they can apply for a range of different purposes and audiences in everyday situations and in study. They will communicate confidently and effectively and develop the critical skills to respond to a range of information, media and texts with understanding and enjoyment. They will develop a first language competency in Chinese.</p> <p>Divided by themes, the curriculum framework covers knowledge, skills and understanding in the three strands:</p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Speaking and listening</li> </ul>

Key items	
	<p><b>Global Perspectives</b></p> <p>We are delighted to introduce Cambridge Global Perspectives for our pupils.</p> <p>Global Perspectives develops the skills of research, analysis, evaluation, reflection, collaboration, and communication. It strengthens the links across English, Mathematics, Science, Humanities and Digital Literacy.</p> <p>Each Global Perspectives Challenge is six hours long, subdivided into a range of activities, and covers a range of skills. The skills are taught through a wide range of topics using a personal, local and global perspective. Teachers help pupils to look at a variety of global issues or topics that give a range of contexts. Global Perspectives allows our pupils to challenge themselves and use their creativity and critical thinking skills.</p> <p><b>Mathematics</b></p> <p>Cambridge Primary Mathematics explores five content areas:</p> <ul style="list-style-type: none"> <li>• Number</li> <li>• Geometry</li> <li>• Measure</li> <li>• Handling data</li> <li>• Problem solving</li> </ul> <p>The curriculum focuses on principles, patterns, systems, functions, and relationships so that learners can apply their mathematical knowledge and develop a holistic understanding of the subject. It provides a solid foundation upon which the later stages of education can be built.</p> <p><b>Music</b></p> <p>Music fosters creativity and builds confidence. It helps learners to express themselves and shows them the importance of communication as they learn to connect with other musicians and with audiences.</p> <p>Learners explore music as performers, composers, and informed listeners. They make, understand, and appreciate music from different cultures, times, and places, helping them to develop leadership and collaboration skills as well as self-confidence.</p> <p>Our pupils will learn to:</p> <ul style="list-style-type: none"> <li>• Cultivate a joy of music through participating in meaningful and enjoyable experiences.</li> <li>• Develop the knowledge, skills, and attitudes necessary to contribute as musicians.</li> <li>• Collaborate with others in purposeful and expressive ways through singing and playing instruments.</li> <li>• Nurture their individual and collective creativity.</li> <li>• Use their growing knowledge to explore and generate music that</li> </ul>

Key items	
	<p>is unique, relevant, and valuable.</p> <p><b>Physical Education</b></p> <p>Physical education is a vital part of a balanced school curriculum. Regular exercise improves physical and mental health and there is growing evidence that it improves academic performance across the curriculum.</p> <p>Pupils develop skills through a wide variety of age-appropriate physical activities, including games, gymnastics, and dance. As individuals and team members, they will:</p> <ul style="list-style-type: none"> <li>• Increase confidence, moving with increasing control, fluency, and variety</li> <li>• Improve their understanding of concepts, rules, tactics, strategies, and compositional ideas</li> <li>• Participate in respectful and responsible ways, engaging appropriately and safely</li> <li>• Improve knowledge and understanding of how physical education can contribute to a healthy and active lifestyle</li> <li>• Develop transferable skills promoting physical, cognitive, and social development and become independent, critical and reflective movers and thinkers.</li> </ul> <p><b>Science</b></p> <p>Children are naturally curious, and science supports the development of a child's curiosity, helping them to investigate problems, learn more about the world around them and understand and use scientific explanations for a wide range of phenomena.</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>• Scientific enquiry</li> <li>• Biology</li> <li>• Chemistry</li> <li>• Physics.</li> </ul> <p>Scientific enquiry is about considering ideas, evaluating evidence, planning investigative work, and recording and analysing data. The Scientific enquiry objectives underpin Biology, Chemistry and Physics, which are focused on developing confidence and interest in scientific knowledge, including environmental awareness and history of science.</p> <p>Pupils develop research, collaboration and creative skills that will help with many aspects of their future learning and development.</p> <p><b>Humanities</b> <b>Geography</b></p> <p>The aspects of this part of the curriculum are designed to inspire in</p>

Key items	
	<p>pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. They will be equipped with knowledge about diverse places, people, resources, and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.</p> <p><b>History</b></p> <p>Through this subject, pupils will gain a coherent knowledge and understanding of the wider world. Their curiosity will be inspired to know more about the past through asking perceptive questions, thinking critically, weighing evidence, sifting arguments, and developing perspective and judgement.</p> <p><b>PSHE</b></p> <p>Personal, social and health education (PSHE) helps to give children the knowledge, skills and understanding they need to lead confident, healthy, and independent lives. It aims to help them understand how they are developing personally and socially, tackling many of the moral, social, and cultural issues that are part of growing up. The kinds of questions that might come up in PSHE include: What acts indicate kindness? Why do we have to eat vegetables? Why do large items sometimes cost less than smaller ones?</p> <p>Learning opportunities take place in specific lessons as well as in assemblies, tutorial programmes, circle time, special school projects and other activities that enrich pupils' experiences.</p>

Key items	
<p>Course Details</p> <ul style="list-style-type: none"> <li>• Mode of Delivery</li> <li>• Duration</li> <li>• Class Frequency</li> <li>• Total Contact Hours<sup>2</sup> (applicable to face-to-face and blended mode of delivery)</li> <li>• Minimum Entry Requirements</li> </ul>	<p><input checked="" type="checkbox"/> Face-to-face      <input type="checkbox"/> Blended      <input type="checkbox"/> E-learning</p> <p>___ 9_ months (full-time) ___ months (part-time)</p> <p>___ 5_ days per week x _8_ hours per day (full-time) ___ days per week x ___ hours per day (part-time)</p> <p>_ 1440_{full-time) ___ (part-time)</p> <p>Initial admission and entry to the school will be determined by required fluency in the English Language, minimum age requirement of six years of age (before the start of the academic year), and passing internal school assessment and/or providing most recent academic report card that demonstrates adequate performance. Every child will be assessed on their own individual merit.</p>
<p>Articulation Pathway</p>	<p><input type="checkbox"/> Yes, the proposed course is a pathway programme<sup>3</sup>.</p> <p><input checked="" type="checkbox"/> No, the proposed course is not a pathway programme.</p> <p>Note: If yes to the above, please furnish the supporting documents.</p>
<p>Information on External Course Developer (for externally developed courses only)</p>	<p>Name: CAMBRIDGE ASSESSMENT INTERNATIONAL EDUCATION</p> <p>Country of origin: UNITED KINGDOM</p> <p>Status in country of origin: (details of registration, accreditation by official bodies etc)</p> <p>Cambridge International Curriculum Assessment Regulated by Official (<u>Office of Qualifications and Examinations Regulation</u>) internationally recognised standard, ISO 9001:2015</p>

<sup>2</sup> Refers to direct, face-to-face instructional contact with a teacher.

*Updated in September 2017*

<sup>3</sup> Pathway programme means programme with pre-arranged articulation pathway(s) (regardless of whether it is self-developed or externally developed) which prepares students for admission to either an EDP delivered at a PEI or an EDP delivered by the home campus.





## Course Write-Up (for Courses other than External Degree Programmes)

Key items	
Course Title:	Lower Secondary Education Year 7
Course Developer	<input checked="" type="checkbox"/> Self-developed <input type="checkbox"/> Externally developed <input type="checkbox"/> Jointly-developed
Qualification to be Awarded upon Course Completion	<b>Lower Secondary Education Year 7</b>
Qualification to be Awarded by:	<b>The Perse School (Singapore)</b>
Brief Description of Course (including learning objectives for each module)	<p><b>Written; Assignments/Projects; Practical;</b></p> <p><b>English:</b> The curriculum promotes an enquiry-based approach to learning to develop learners' confidence, creativity, and intellectual engagement. It is designed for learners who have English as a first language and can be used in any cultural context. The curriculum framework provides a comprehensive set of progressive learning objectives for English. The learning objectives detail what a learner should know, understand and be able to do in each year of lower secondary education. The Lower Secondary English Curriculum Framework builds on the Primary curriculum framework. Divided into three stages, the curriculum framework covers knowledge, skills and understanding in the three strands, Reading, Writing, and Speaking and listening.</p> <p><b>Chinese:</b> The dual-track approach curriculum (Standard Chinese and Chinese as a Foreign Language) outlines the Chinese Language learning priorities that focus on learners acquiring functional language use, enabling learners to communicate confidently and effectively. It aims to develop learners in the four core abilities: Listening, Speaking, Reading, and Writing. The curriculum exposes pupils to a wide range of authentic learning materials and multi-sensory learning experiences, with real-life contexts and cultural perspectives anchored in the learning. Learners who follow this curriculum framework will develop a language competency in Chinese based on a curriculum designed to be successful in any culture and to promote cross-cultural understanding.</p> <p><b>Mathematics:</b> The Lower Secondary mathematics curriculum is presented in six content areas: Number, Algebra, Geometry, Measure, Handling data and Problem solving. The first five content areas are all underpinned by Problem solving, which provides a structure for the application of mathematical skills. Mental strategies are also a key part of the Number content. Together, these two areas form a progressive step preparing</p>

Key items	
	<p>students for entry onto IGCSE® level courses. This curriculum focuses on principles, patterns, systems, functions, and relationships so that learners can apply their mathematical knowledge and develop a holistic understanding of the subject. The Lower Secondary Mathematics curriculum framework continues the journey from the Primary mathematics framework and provides a solid foundation upon which the later stages of education can be built.</p> <p><b>Science:</b> The Lower Secondary science curriculum is presented in four content areas: Scientific enquiry, Biology, Chemistry and Physics. Scientific enquiry is about considering ideas, evaluating evidence, planning investigative work, and recording and analysing data. The Scientific enquiry objectives underpin Biology, Chemistry and Physics, which are focused on developing confidence and interest in scientific knowledge. Environmental awareness and some history of science are also incorporated. The Lower Secondary Science Curriculum Framework continues the journey from the Cambridge Primary science framework and provides a solid foundation upon which the later stages of education can be built.</p> <p><b>Global Perspectives:</b> The programme develops the skills of research, analysis, evaluation, reflection, collaboration, and communication and offers valuable opportunities to reinforce links with and skills learnt in English as a first or second language, mathematics, science and ICT Starters. Making Global Perspectives available to lower secondary students will develop and embed cross-curricular skills, supporting them in their studies as they progress to Upper Secondary and beyond. Global Perspectives taps into the way today's students enjoy learning, including group work, seminars, projects and working with other students around the world. The emphasis is on developing students' ability to think critically about a range of global issues where there is always more than one point of view. Students study global topics that are relevant to them.</p> <p><b>Art &amp; Creativity:</b> The Art &amp; Creativity curriculum enables learners to express themselves whilst experiencing, making, and reflecting on art. As they explore the limitless possibilities that art can offer, learners will begin to think like artists. They will welcome challenges, generate, and communicate ideas and review and refine their work. Learners who follow this curriculum will embrace art's potential for voicing things that cannot be captured in words and the links that exist between human feeling and creative output.</p> <p><b>Digital Literacy:</b> The Lower Secondary Digital Literacy curriculum enables learners to become accomplished users of digital tools and to deepen their understanding of the digital world that they are growing up in. They will appreciate the speed at which new technologies are emerging and that the resulting opportunities and risks are also subject to constant change. Learners will appreciate that they are living in a world where being adaptable and able to make effective judgements are important attributes. Therefore, in this curriculum, they will not only learn the digital skills that they need today, they will also acquire knowledge and understanding that will equip them to respond to, and evaluate, the technology of the future.</p>

Key items	
	<p><b><u>Music:</u></b> The curriculum emphasises musical exploration with opportunities for learners to perform and present their music at every stage of development. The focus is on experimentation and responding to music which leads to an increasing awareness of self and personal musicality. Musical language is introduced gradually so that it is accessible to learners, while creating a foundation for success.</p> <p><b><u>Physical Education:</u></b> Learners continue learning to move by developing more complex movement skills. They create, select, combine, and implement these in a number of physical activities. In Lower Secondary Physical Education learners develop and combine these skills through a wide variety of age-appropriate physical activities, including games, team sports, gymnastics, and dance. Through these activities they develop their creative thinking in different physical activities by applying their existing skills to less familiar contexts.</p> <p><b><u>PSHEE:</u></b> The curriculum prepares students for life beyond school by ensuring they develop the skills needed to make safe, informed choices, be comfortable with themselves and respect the diversity of people around them. Students will develop the skills to help them become responsible, respectful, caring citizens of the communities they are part of.</p> <p><b><u>Geography:</u></b> Students will investigate the links between people and their environment on both local and international scales. The subject encompasses the natural process that shape the planet, the cultural diversity of its inhabitants, and issues of environment and development.</p> <p><b><u>History:</u></b> Students will gain an understanding of the world and its interdependence, achievements, and aspirations. Students will understand and appreciate not only the characteristic features and diversity of British society, but of a range of societies, political structures, cultures, and beliefs that influenced the actions of people in the past.</p>

Key items	
<p>Course Details</p> <ul style="list-style-type: none"> <li>• Mode of Delivery</li> <li>• Duration</li> <li>• Class Frequency</li> <li>• Total Contact Hours<sup>3</sup> (applicable to face-to-face and blended mode of delivery)</li> <li>• Minimum Entry Requirements</li> </ul>	<p><input type="checkbox"/>v Face-to-face      <input type="checkbox"/> Blended      <input type="checkbox"/> E-learning</p> <p>____9_ months (full-time) ____ months (part-time)</p> <p>____5_ days per week x ____8__ hours per day (full-time) ____ days per week x ____ hours per day (part-time)</p> <p>__1440__(full-time) ____(part-time)</p> <p>Applicants must be 11 years of age by September 1. Applicants must complete the equivalent of Key Stage 1 and Key Stage 2 education and be able to communicate in English: reading, writing, spoken, and listening skills.</p>
<p>Articulation Pathway</p>	<p><input type="checkbox"/> Yes, the proposed course is a pathway programme<sup>4</sup>.</p> <p><input checked="" type="checkbox"/>v No, the proposed course is not a pathway programme.</p> <p>Note: If yes to the above, please furnish the supporting documents.</p>
<p>Information on External Course Developer (for externally developed courses only)</p>	<p>Name: Country of origin: Status in country of origin: (details of registration, accreditation by official bodies etc)</p>
<p>Other Information, if applicable</p> <p>Course Accreditation</p>	<p>Is the course accredited by any external organisation?</p> <p><input type="checkbox"/> YES <input checked="" type="checkbox"/>v NO</p> <p><i>(If yes, please provide further details here and attach a copy of the necessary supporting documents. Detail of the organisation, country, period of accreditation agreement, copy of accreditation agreement etc)</i></p>

<sup>3</sup> Refers to direct, face-to-face instructional contact with a teacher.

*Updated in September 2017*

<sup>4</sup> Pathway programme means programme with pre-arranged articulation pathway(s) (regardless of whether it is self-developed or externally developed) which prepares students for admission to either an EDP delivered at a PEI or an EDP delivered by the home campus.

Key items	
Association, Collaboration or Affiliation	<p>Is there any other form of association, collaboration or affiliation with any other organisation or persons, either local or foreign, in respect of this course?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p><i>(If yes, please provide further details here and attach a copy of the necessary supporting documents.)</i></p>
Courses with Industrial Attachment	<p>PEIs are required to submit the following documents:</p> <p>5. Supporting document (e.g., course approval letter) from one of the following -</p> <ul style="list-style-type: none"> <li>(d) Relevant government ministry or statutory board overseeing the profession or industry which the course pertains to;</li> <li>(e) Local public institution or agency that developed the course, or</li> <li>(f) Local industry associations or professional bodies that are recognised as the authority in the field/industry the course pertains to.</li> </ul> <p>6. Written agreement with relevant industry partners to allow students in the course to be attached as trainees at their places of business.</p> <p>Note: The written agreement should specify, amongst others, the attachment duration, estimated number of students as well as the responsibilities of the PEI and industry partner.</p> <p>7. Plan for monitoring the progress of students on industrial attachment.</p> <p>8. Commitment by PEI to protect the fees of students for the entire course duration, including the period of industrial attachment, until students have graduated from the course.</p>

## Course Write-Up<sup>5</sup> (for Courses other than External Degree Programmes)

Key items	
Course Title:	Lower Secondary Education Year 8
Course Developer	<input checked="" type="checkbox"/> Self-developed <input type="checkbox"/> Externally developed <input type="checkbox"/> Jointly developed
Qualification to be Awarded upon Course Completion	<b>Lower Secondary Education Year 8</b>
Qualification to be Awarded by:	<b>The Perse School (Singapore)</b>
Brief Description of Course (including learning objectives for each module)	<p><b>Written; Assignments/Projects; Practical.</b></p> <p><b>English:</b> The curriculum promotes an enquiry-based approach to learning to develop learners' confidence, creativity, and intellectual engagement. It is designed for learners who have English as a first language and can be used in any cultural context. The curriculum framework provides a comprehensive set of progressive learning objectives for English. The learning objectives detail what a learner should know, understand and be able to do in each year of lower secondary education. The Lower Secondary English Curriculum Framework builds on the Primary curriculum framework. Divided into three stages, the curriculum framework covers knowledge, skills and understanding in the three strands, Reading, Writing, and Speaking and listening.</p> <p><b>Chinese:</b> The dual-track approach curriculum (Standard Chinese and Chinese as a Foreign Language) outlines the Chinese Language learning priorities that focus on learners acquiring functional language use, enabling learners to communicate confidently and effectively. It aims to develop learners in the four core abilities: Listening, Speaking, Reading, and Writing. The curriculum exposes pupils to a wide range of authentic learning materials and multi-sensory learning experiences, with real-life contexts and cultural perspectives anchored in the learning. Learners who follow this curriculum framework will develop a language competency in Chinese based on a curriculum designed to be successful in any culture and to promote cross-cultural understanding.</p> <p><b>Mathematics:</b> The Lower Secondary mathematics curriculum is presented in six content areas: Number, Algebra, Geometry, Measure, Handling data and Problem solving. The first five content areas are all underpinned by</p>

Key items	
	<p>Problem solving, which provides a structure for the application of mathematical skills. Mental strategies are also a key part of the Number content. Together, these two areas form a progressive step preparing students for entry onto IGCSE® level courses. This curriculum focuses on principles, patterns, systems, functions, and relationships so that learners can apply their mathematical knowledge and develop a holistic understanding of the subject. The Lower Secondary Mathematics curriculum framework continues the journey from the Primary mathematics framework and provides a solid foundation upon which the later stages of education can be built.</p> <p><b>Science:</b> The Lower Secondary science curriculum is presented in four content areas: Scientific enquiry, Biology, Chemistry and Physics. Scientific enquiry is about considering ideas, evaluating evidence, planning investigative work, and recording and analysing data. The Scientific enquiry objectives underpin Biology, Chemistry and Physics, which are focused on developing confidence and interest in scientific knowledge. Environmental awareness and some history of science are also incorporated. The Lower Secondary Science Curriculum Framework continues the journey from the Cambridge Primary science framework and provides a solid foundation upon which the later stages of education can be built.</p> <p><b>Global Perspectives:</b> The programme develops the skills of research, analysis, evaluation, reflection, collaboration, and communication and offers valuable opportunities to reinforce links with and skills learnt in English as a first or second language, mathematics, science and ICT Starters. Making Global Perspectives available to lower secondary students will develop and embed cross-curricular skills, supporting them in their studies as they progress to Upper Secondary and beyond. Global Perspectives taps into the way today's students enjoy learning, including group work, seminars, projects and working with other students around the world. The emphasis is on developing students' ability to think critically about a range of global issues where there is always more than one point of view. Students study global topics that are relevant to them.</p> <p><b>Art &amp; Creativity:</b> The Art &amp; Creativity curriculum enables learners to express themselves whilst experiencing, making, and reflecting on art. As they explore the limitless possibilities that art can offer, learners will begin to think like artists. They will welcome challenges, generate, and communicate ideas and review and refine their work. Learners who follow this curriculum will embrace art's potential for voicing things that cannot be captured in words and the links that exist between human feeling and creative output.</p> <p><b>Digital Literacy:</b> The Lower Secondary Digital Literacy curriculum enables learners to become accomplished users of digital tools and to deepen their understanding of the digital world that they are growing up in. They will appreciate the speed at which new technologies are emerging and that the resulting opportunities and risks are also subject to constant change. Learners will appreciate that they are living in a world where being adaptable and able to make effective judgements are important attributes. Therefore, in this curriculum, they will not only learn the digital skills that</p>

Key items	
	<p>they need today, they will also acquire knowledge and understanding that will equip them to respond to, and evaluate, the technology of the future.</p> <p><b>Music:</b> The curriculum emphasises musical exploration with opportunities for learners to perform and present their music at every stage of development. The focus is on experimentation and responding to music which leads to an increasing awareness of self and personal musicality. Musical language is introduced gradually so that it is accessible to learners, while creating a foundation for success.</p> <p><b>Physical Education:</b> Learners continue learning to move by developing more complex movement skills. They create, select, combine and implement these in a number of physical activities. In Lower Secondary Physical Education learners develop and combine these skills through a wide variety of age-appropriate physical activities, including games, team sports, gymnastics, and dance. Through these activities they develop their creative thinking in different physical activities by applying their existing skills to less familiar contexts.</p> <p><b>PSHEE:</b> The curriculum prepares students for life beyond school by ensuring they develop the skills needed to make safe, informed choices, be comfortable with themselves and respect the diversity of people around them. Students will develop the skills to help them become responsible, respectful, caring citizens of the communities they are part of.</p> <p><b>Geography:</b> Students will investigate the links between people and their environment on both local and international scales. The subject encompasses the natural process that shape the planet, the cultural diversity of its inhabitants, and issues of environment and development.</p> <p><b>History:</b> Students will gain an understanding of the world and its interdependence, achievements, and aspirations. Students will understand and appreciate not only the characteristic features and diversity of British society, but of a range of societies, political structures, cultures, and beliefs that influenced the actions of people in the past.</p>



Key items	
<p>Course Details</p> <ul style="list-style-type: none"> <li>• Mode of Delivery</li> <li>• Duration</li> <li>• Class Frequency</li> <li>• Total Contact Hours<sup>6</sup> (applicable to face-to-face and blended mode of delivery)</li> <li>• Minimum Entry Requirements</li> </ul>	<p><input type="checkbox"/>v Face-to-face      <input type="checkbox"/> Blended      <input type="checkbox"/> E-learning</p> <p>____9_ months (full-time) ____ months (part-time)</p> <p>____5_ days per week x ____8__ hours per day (full-time) ____ days per week x ____ hours per day (part-time)</p> <p>__1440__ (full-time) ____ (part-time)</p> <p>Applicants must be 12 years of age by September 1. Applicants must complete the equivalent of Key Stage 1 and Key Stage 2 education and be able to communicate in English: reading, writing, spoken, and listening skills.</p>
<p>Articulation Pathway</p>	<p><input type="checkbox"/> Yes, the proposed course is a pathway programme<sup>7</sup>.</p> <p><input checked="" type="checkbox"/>v No, the proposed course is not a pathway programme.</p> <p>Note: If yes to the above, please furnish the supporting documents.</p>
<p>Information on External Course Developer (for externally developed courses only)</p>	<p>Name: Country of origin: Status in country of origin: (details of registration, accreditation by official bodies etc)</p>
<p>Other Information, if applicable</p> <p>Course Accreditation</p>	<p>Is the course accredited by any external organisation?</p> <p><input type="checkbox"/> YES <input checked="" type="checkbox"/>v NO</p> <p><i>(If yes, please provide further details here and attach a copy of the necessary supporting documents. Detail of the organisation, country, period of accreditation agreement, copy of accreditation agreement etc)</i></p>

<sup>6</sup> Refers to direct, face-to-face instructional contact with a teacher.

*Updated in September 2017*

<sup>7</sup> Pathway programme means programme with pre-arranged articulation pathway(s) (regardless of whether it is self-developed or externally developed) which prepares students for admission to either an EDP delivered at a PEI or an EDP delivered by the home campus.

Key items	
Association, Collaboration or Affiliation	<p>Is there any other form of association, collaboration or affiliation with any other organisation or persons, either local or foreign, in respect of this course?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p><i>(If yes, please provide further details here and attach a copy of the necessary supporting documents.)</i></p>
Courses with Industrial Attachment	<p>PEIs are required to submit the following documents:</p> <p>9. Supporting document (e.g. course approval letter) from one of the following -</p> <ul style="list-style-type: none"> <li>(g) Relevant government ministry or statutory board overseeing the profession or industry which the course pertains to;</li> <li>(h) local public institution or agency that developed the course, or</li> <li>(i) local industry associations or professional bodies that are recognised as the authority in the field/industry the course pertains to.</li> </ul> <p>10. Written agreement with relevant industry partners to allow students in the course to be attached as trainees at their places of business.</p> <p>Note: The written agreement should specify, amongst others, the attachment duration, estimated number of students as well as the responsibilities of the PEI and industry partner.</p> <p>11. Plan for monitoring the progress of students on industrial attachment.</p> <p>12. Commitment by PEI to protect the fees of students for the entire course duration, including the period of industrial attachment, until students have graduated from the course.</p>

## Course Write-Up<sup>8</sup> (for Courses other than External Degree Programmes)

Key items	
Course Title:	Lower Secondary Education Year 9
Course Developer	<input checked="" type="checkbox"/> Self-developed <input type="checkbox"/> Externally developed <input type="checkbox"/> Jointly developed
Qualification to be Awarded upon Course Completion	<b>Lower Secondary Education Year 9</b>
Qualification to be Awarded by:	<b>The Perse School (Singapore)</b>
Brief Description of Course (including learning objectives for each module)	<p><b>Written; Assignments/Projects; Practical.</b></p> <p><b>English:</b> The curriculum promotes an enquiry-based approach to learning to develop learners' confidence, creativity, and intellectual engagement. It is designed for learners who have English as a first language and can be used in any cultural context. The curriculum framework provides a comprehensive set of progressive learning objectives for English. The learning objectives detail what a learner should know, understand and be able to do in each year of lower secondary education. The Lower Secondary English Curriculum Framework builds on the Primary curriculum framework. Divided into three stages, the curriculum framework covers knowledge, skills and understanding in the three strands, Reading, Writing, and Speaking and listening.</p> <p><b>Chinese:</b> The dual-track approach curriculum (Standard Chinese and Chinese as a Foreign Language) outlines the Chinese Language learning priorities that focus on learners acquiring functional language use, enabling learners to communicate confidently and effectively. It aims to develop learners in the four core abilities: Listening, Speaking, Reading, and Writing. The curriculum exposes pupils to a wide range of authentic learning materials and multi-sensory learning experiences, with real-life contexts and cultural perspectives anchored in the learning. Learners who follow this curriculum framework will develop a language competency in Chinese based on a curriculum designed to be successful in any culture and to promote cross-cultural understanding.</p> <p><b>Mathematics:</b> The Lower Secondary mathematics curriculum is presented in six content areas: Number, Algebra, Geometry, Measure, Handling data and Problem solving. The first five content areas are all underpinned by Problem solving, which provides a structure for the application of</p>

Key items	
	<p>mathematical skills. Mental strategies are also a key part of the Number content. Together, these two areas form a progressive step preparing students for entry onto IGCSE® level courses. This curriculum focuses on principles, patterns, systems, functions, and relationships so that learners can apply their mathematical knowledge and develop a holistic understanding of the subject. The Lower Secondary Mathematics curriculum framework continues the journey from the Primary mathematics framework and provides a solid foundation upon which the later stages of education can be built.</p> <p><b>Science:</b> The Lower Secondary science curriculum is presented in four content areas: Scientific enquiry, Biology, Chemistry and Physics. Scientific enquiry is about considering ideas, evaluating evidence, planning investigative work, and recording and analysing data. The Scientific enquiry objectives underpin Biology, Chemistry and Physics, which are focused on developing confidence and interest in scientific knowledge. Environmental awareness and some history of science are also incorporated. The Lower Secondary Science Curriculum Framework continues the journey from the Cambridge Primary science framework and provides a solid foundation upon which the later stages of education can be built.</p> <p><b>Global Perspectives:</b> The programme develops the skills of research, analysis, evaluation, reflection, collaboration, and communication and offers valuable opportunities to reinforce links with and skills learnt in English as a first or second language, mathematics, science and ICT Starters. Making Global Perspectives available to lower secondary students will develop and embed cross-curricular skills, supporting them in their studies as they progress to Upper Secondary and beyond. Global Perspectives taps into the way today's students enjoy learning, including group work, seminars, projects and working with other students around the world. The emphasis is on developing students' ability to think critically about a range of global issues where there is always more than one point of view. Students study global topics that are relevant to them.</p> <p><b>Art &amp; Creativity:</b> The Art &amp; Creativity curriculum enables learners to express themselves whilst experiencing, making, and reflecting on art. As they explore the limitless possibilities that art can offer, learners will begin to think like artists. They will welcome challenges, generate, and communicate ideas and review and refine their work. Learners who follow this curriculum will embrace art's potential for voicing things that cannot be captured in words and the links that exist between human feeling and creative output.</p> <p><b>Digital Literacy:</b> The Lower Secondary Digital Literacy curriculum enables learners to become accomplished users of digital tools and to deepen their understanding of the digital world that they are growing up in. They will appreciate the speed at which new technologies are emerging and that the resulting opportunities and risks are also subject to constant change. Learners will appreciate that they are living in a world where being adaptable and able to make effective judgements are important attributes. Therefore, in this curriculum, they will not only learn the digital skills that</p>

Key items	
	<p>they need today, they will also acquire knowledge and understanding that will equip them to respond to, and evaluate, the technology of the future.</p> <p><b>Music:</b> The curriculum emphasises musical exploration with opportunities for learners to perform and present their music at every stage of development. The focus is on experimentation and responding to music which leads to an increasing awareness of self and personal musicality. Musical language is introduced gradually so that it is accessible to learners, while creating a foundation for success.</p> <p><b>Physical Education:</b> Learners continue learning to move by developing more complex movement skills. They create, select, combine and implement these in a number of physical activities. In Lower Secondary Physical Education learners develop and combine these skills through a wide variety of age-appropriate physical activities, including games, team sports, gymnastics, and dance. Through these activities they develop their creative thinking in different physical activities by applying their existing skills to less familiar contexts.</p> <p><b>PSHEE:</b> The curriculum prepares students for life beyond school by ensuring they develop the skills needed to make safe, informed choices, be comfortable with themselves and respect the diversity of people around them. Students will develop the skills to help them become responsible, respectful, caring citizens of the communities they are part of.</p> <p><b>Geography:</b> Students will investigate the links between people and their environment on both local and international scales. The subject encompasses the natural process that shape the planet, the cultural diversity of its inhabitants, and issues of environment and development.</p> <p><b>History:</b> Students will gain an understanding of the world and its interdependence, achievements, and aspirations. Students will understand and appreciate not only the characteristic features and diversity of British society, but of a range of societies, political structures, cultures, and beliefs that influenced the actions of people in the past.</p>

Key items	
<p>Course Details</p> <ul style="list-style-type: none"> <li>• Mode of Delivery</li> <li>• Duration</li> <li>• Class Frequency</li> <li>• Total Contact Hours<sup>9</sup> (applicable to face-to-face and blended mode of delivery)</li> <li>• Minimum Entry Requirements</li> </ul>	<p><input checked="" type="checkbox"/> Face-to-face      <input type="checkbox"/> Blended      <input type="checkbox"/> E-learning</p> <p>___9_ months (full-time) ____ months (part-time)</p> <p>___5_ days per week x ___8__ hours per day (full-time) ____ days per week x _____ hours per day (part-time)</p> <p>__1440__ (full-time) ____ (part-time)</p> <p>Applicants must be 13 years of age by September 1. Applicants must complete the equivalent of Key Stage 1, Key Stage 2, Year 7, and Year 8 education and be able to communicate in English: reading, writing, spoken, and listening skills.</p>
<p>Articulation Pathway</p>	<p><input type="checkbox"/> Yes, the proposed course is a pathway programme<sup>10</sup>.</p> <p><input checked="" type="checkbox"/> No, the proposed course is not a pathway programme.</p> <p>Note: If yes to the above, please furnish the supporting documents.</p>
<p>Information on External Course Developer (for externally developed courses only)</p>	<p>Name: Country of origin: Status in country of origin: (details of registration, accreditation by official bodies etc)</p>
<p>Other Information, if applicable</p> <p>Course Accreditation</p>	<p>Is the course accredited by any external organisation?</p> <p><input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p><i>(If yes, please provide further details here and attach a copy of the necessary supporting documents. Detail of the organisation, country, period of accreditation agreement, copy of accreditation agreement etc)</i></p>

<sup>9</sup> Refers to direct, face-to-face instructional contact with a teacher.

*Updated in September 2017*

<sup>10</sup> Pathway programme means programme with pre-arranged articulation pathway(s) (regardless of whether it is self-developed or externally developed) which prepares students for admission to either an EDP delivered at a PEI or an EDP delivered by the home campus.

Key items	
Association, Collaboration or Affiliation	<p>Is there any other form of association, collaboration or affiliation with any other organisation or persons, either local or foreign, in respect of this course?</p> <p><input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p><i>(If yes, please provide further details here and attach a copy of the necessary supporting documents.)</i></p>
Courses with Industrial Attachment	<p>PEIs are required to submit the following documents:</p> <p>13. Supporting document (e.g., course approval letter) from one of the following -</p> <ul style="list-style-type: none"> <li>(j) relevant government ministry or statutory board overseeing the profession or industry which the course pertains to;</li> <li>(k) local public institution or agency that developed the course, or</li> <li>(l) local industry associations or professional bodies that are recognised as the authority in the field/industry the course pertains to.</li> </ul> <p>14. Written agreement with relevant industry partners to allow students in the course to be attached as trainees at their places of business.</p> <p>Note: The written agreement should specify, amongst others, the attachment duration, estimated number of students as well as the responsibilities of the PEI and industry partner.</p> <p>15. Plan for monitoring the progress of students on industrial attachment.</p> <p>16. Commitment by PEI to protect the fees of students for the entire course duration, including the period of industrial attachment, until students have graduated from the course.</p>