

Curriculum Overview 2023-2024

Taipei European School
British Secondary & High School Section







CONTENTS

The English National Curriculum	4
English	5
Mathematics	7
Science	9
Chinese Language and Literature	10
Chinese Language	12
Chinese Foreign Language	13
Modern Foreign Languages: French, Spanish, and German	14
Individuals, Societies and Environmental Studies	15
Computing	16
Health and Physical Education (HPE)	17
Art and Design	19
Drama	20
Music	22
DELTA	24
Core (PSHCE)	25
ASPIRE	26





The English Key Stage 3 National Curriculum

Year 9 Broadly follows the English Key Stage 3 National Curriculum; however, the schemes of learning reflect our international profile and local Taiwanese context. As a school, we never stand still, and it is standard practice for departments to continually review, refresh, and update their schemes of learning. Our aim is to ensure that what is taught at Key Stage 3 continues to be both rigorous and challenging, ensuring that students are well-prepared to make the transition into the High School.





English

English education aims to teach students to speak and write fluently so that they can communicate their ideas and emotions to others and, through their reading and listening, others can communicate with them. Through reading in particular, students have a chance to develop culturally, emotionally, intellectually, socially, and spiritually. Literature, especially, plays a key role in such development. Reading also enables students both to acquire knowledge and to build on what they already know.

Our aims in teaching English are that all students will:

- be able to speak clearly, confidently, and in appropriate forms of speech;
- be able to listen to the spoken word attentively, with understanding, pleasure, and empathy;
- be able to read fluently and with understanding a range of material for enjoyment, personal development, and for information;
- be able to write effectively and clearly for a range of audiences and purposes using spelling, punctuation, and syntax accurately and confidently;
- be well-prepared for all examinations for the next stage of their education.

PREREQUISITE LEARNING

Each student develops their own reading, writing, speaking, and listening skills at their own pace through degrees and scales of challenge as they move through the key stage. It is understood by teachers and students that the adage 'practice makes perfect' is paramount. The English skills students have discovered and developed at primary school are refined during Key Stage 3, and embedded for formal assessment in the High School.

COURSE CONTENT

Classes study a selection of thematic units during the course of the year.

COURSE MATERIALS & RESOURCES

Students will study a range of works, including classical and modern fiction, play scripts, poems and magazine/newspaper articles, all of which are provided by the school.

ASSESSMENT

Students' learning is assessed in a variety of ways across the key stage. Each student should look to complete a summative assessment through a unit of work (reading, writing, or speaking and listening) and formative assessment (not graded) on the remaining English strands, all on specific Assessment Foci. Throughout the year, teachers should complete four units of work, two in Term 1 and one in Term 2 and Term 3. The final unit in Term 3 is a free choice unit with an opportunity to target specific Assessment Foci for students in a class.

CLASS GROUPING

English classes are grouped as mixed ability.

NEXT STEPS

The Year 9 English programme prepares students to undertake further study in the subject at IGCSE. Depending on their progress and achievement, students will be placed in an IGCSE English course that best suits their needs and abilities.



UNIT

YEAR 9

Unit 1

The Power of Persuasion

Speaking and Listening

Group Discussion

Critical Essay / Reading

Unit 2

War and Conflict Poetry

Advertising & The Media

Reading: Non-fiction - inform, explain, describe

Writing: Non-fiction

Individual Presentation / Speaking and Listening

Unit 3

Literature Study: Play

Reading: Fiction

Speaking and Listening: Drama

Creative Writing / Narrative / Empathic

Unit 4

Adaptation

Revision of English

Skills - Reading, Writing and Speaking and Listening



Mathematics

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology, and engineering, and necessary for financial literacy and most forms of employment. A high-quality Mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

PREREQUISITE LEARNING

Students follow the Mathematics programme throughout all three years of Key Stage 3. Each year's course builds on existing content knowledge and skills.

COURSE CONTENT

The Mathematics curriculum aims to ensure that all students:

- become fluent in the fundamentals of Mathematics, including through varied and frequent practice with increasingly complex problems over time, so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately;
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification, or proof using mathematical language;
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

COURSE MATERIALS & RESOURCES

In Mathematics, students make use of the *Maths Links* textbooks and homework books that are published by Oxford University Press, as well as tailored and creative teacher-generated learning resources. In addition, students are given access to *MyiMaths* and *MangaHigh* through a school account and individual login. Students will need a suitable scientific calculator. The recommended model, the TI-36X Pro, is available for purchase from the school.

ASSESSMENT

To assess student progress, a range of assessment methods are used. Topic tests are given at the end of each topic or combination of topics and these assess the skills acquired over a number of weeks. End of year tests are taken in May to assess the student's understanding of the full range of topics and their ability to apply skills and concepts from the whole year to a greater range of subject matter.

During each term, students undertake one or more key assessment tasks, which involve using and applying Mathematics, such as investigating a naturally-arising problem, or collecting and analysing data.

CLASS GROUPING

In Year 9, students will continue to be taught as mixed classes in five different groups.

- An accelerated class for those students who respond well to the highest level of challenge. Students in this class will eventually be sitting their IGCSE Mathematics a year early in H1 instead of H2.
- Three parallel regular classes
- A smaller support class where students cover the same concepts as the regular classes at a reduced pace.

The sets will be decided from a range of information including primary school data, performance in lessons and teacher recommendations.

Whilst students will be allocated a mathematics group for the coming academic year, there will be regular opportunities throughout the coming years for moves between the groups as necessary.

NEXT STEPS

The Mathematics programme prepares students to undertake further study in the subject at IGCSE. Depending on their progress and achievement, students will be placed in an IGCSE Mathematics course that best suits their needs and abilities.



THEMES

YEAR 9

Number

Direct and inverse proportion

Algebra

Sets and Venn diagrams

Shape & Space

Transformation and scale

Handling Data

Equations and graphs

Using & Applying Mathematics

Geometric reasoning

Sequences and graphs

3D shapes and measures

Discrete and continuous data

Pythagoras' Theorem

Expressions and formulae

Probability

Trigonometry



Science

The study of Science aims to encourage curiosity about the world and engage students at many levels by linking direct practical experience with theoretical explanations. Experimentation and modelling are used to develop and evaluate hypotheses, encouraging critical and creative thought. Students explore the impact of Science on society, technological change, and the environment. They learn to question and discuss issues that may affect their own lives, the directions of societies, and the future of the world.

PREREQUISITE LEARNING

Students follow the Science programme throughout all three years of Key Stage 3. Each year's course builds on existing content knowledge and skills.

COURSE MATERIALS & RESOURCES

Students use the online learning platform Doodle as well as a variety of teacher-generated learning resources. Students utilise laboratory equipment and materials to complete investigations into a range of scientific phenomena.

ASSESSMENT

A range of assessment strategies are used in Key Stage 3 Science, fitting within the broad categories of theoretical, practical, and research tasks. Students carry out a range of assessments at the end of units including topic tests, practical reports and oracy based assessments. Approximately, 60% of the assessments are topic tests and while 40% are other forms of assessment. These enable teachers to judge the progress the students have made and determine the need for any interventions.

Students are expected to demonstrate growth in their ability to perform experimental procedures safely and correctly.

CLASS GROUPING

In Year 9 there is an extended group for students working above expected levels. Student progress in the subject is continuously monitored to ensure that each student is in the most suitable group.

NEXT STEPS

The Science programme prepares students to undertake further study in the subject at IGCSE. Depending on their progress and achievement throughout the Key Stage, as well as their performance in the final Year 9 IGCSE Bridging Unit, students will be placed in an IGCSE Science course that best suits their needs and abilities.

TERM	YEAR 9
1	Electricity and Magnetism Genetics and Evolution Metals and Reactivity
2	Astrophysics Growing Our Food STEAM Week / Science Fair
3	Bridging Unit Environmental Chemistry

Chinese Language and Literature

The Chinese Language and Literature course targets students who have a strong literary foundation and who are fluent in both written and spoken Chinese. Students engage with selected classic texts in Year 7, modern pieces of literature in Year 8, and contemporary works in Year 9. In addition to the detailed study of literature, students also learn to fully understand the literal and cultural connotations of oral interactions in a range of social contexts. They learn how to appreciate and evaluate the cultural and social contexts in a wide range of oral and written communications, including etiquette specific to Chinese.

PREREQUISITE LEARNING

A high level of literary fluency and accuracy in both oral and written communication is necessary for students to succeed in this course.

COURSE CONTENT

The Chinese Language and Literature course aims to ensure that all students:

- obtain the essential knowledge and skills required to facilitate their learning and understanding about Chinese literature from the Classic Period to contemporary times;
- understand and appreciate the literary conventions and features applied in four different genres: prose, poetry, drama, and novels;
- develop the ability to think and comment critically about the literary works studied.

COURSE MATERIALS & RESOURCES

Students study literary works from the classic, modern, and contemporary periods in four literary genres: poetry, essay, fiction, and drama. Texts are provided by the school.

ASSESSMENT

Students are given many opportunities to demonstrate their learning and progress in terms of content knowledge and key skills. Students are assessed on both the planning and learning process, as well as the final outcome of the work they create.

CLASS GROUPING

Students are taught in mixed ability classes.

NEXT STEPS

The Chinese Language and Literature course prepares students to undertake the First Language Chinese course at IGCSE. Students studying Chinese are placed in the IGCSE course that best suits their needs and abilities.





AUTHOR SELECTIONS

GENRES

YEAR 9

Prose

歐陽修、周敦頤、岳飛、司馬遷、張曉風、冰心、梁實秋、沈復、汪曾祺、三毛、劉禹錫、龍應台、白先勇、舒國治

Poetry

<< 木蘭辭 >>
席慕蓉、郭漢辰

Fiction

李家同、林海音、陶淵明、蒲松齡

Drama/Film

<< 逆光飛翔 >>





Chinese Language

The Chinese Language course of study caters for students who have a strong literary foundation in Chinese and are orally fluent. The focus of the course is on further enhancing students' literary and written communication skills.

PREREQUISITE LEARNING

General oral and literary fluency is required so that students can access the learning materials and cope with the course, which moves at a fast pace.

COURSE CONTENT

22 language topics are embedded into the Chinese Language course as outlined below. Students develop a very strong literary foundation and communication skills associated with each of the 22 language topics.

YEAR	TOPIC AREA
9	New Ways of Communication, Movies and Media, Healthy Eating, Sports and Exercise, Recycling, Hobbies, Future Career Plan

COURSE MATERIALS & RESOURCES

A variety of authentic and adapted learning materials are used as course resources, including local newspapers, magazines, online resources, and popular Chinese readers.

ASSESSMENT

Summative assessments are conducted to monitor students' progress in speaking, reading, writing, and listening, as well as to ensure their accurate course placement. Formative assessments are conducted as part of day to day teaching and include class discussions, individual- and group presentations, quizzes, role plays, etc.

CLASS GROUPING

Students are taught in mixed ability classes throughout Key Stage 3.

NEXT STEPS

The Chinese Language course prepares students to undertake the Chinese Second Language course at IGCSE. Students studying Chinese are placed in the IGCSE course that best suits their needs and abilities.





Chinese Foreign Language

Chinese Foreign Language is an interesting and practical subject. Students develop an ability to use the Chinese language effectively through a range of topics studied. The four main language skills of reading, writing, speaking, and listening are the focus.

Students have opportunities to acquire a broad range of subject knowledge and Chinese language skills, as well as to explore Chinese culture. The aim is to help students develop a positive attitude towards Chinese language learning. Students learn how to communicate in Chinese, understand basic Chinese culture, and to be more confident living in a country where the Chinese language is spoken.

PREREQUISITE LEARNING

Students follow the Chinese Foreign Language programme throughout all three years of Key Stage 3. Each year's course builds on existing content knowledge and language skills.

COURSE CONTENT

Through a variety of creative and practical activities, students are taught the knowledge, cultural understanding, and Chinese language skills needed to live in a Chinese speaking environment. Students have opportunities to practise their Chinese language skills in real life situations.

Students who follow the Chinese Foreign Language course are expected to achieve the following learning outcomes:

- understand and respond to spoken and written language from a variety of authentic sources;
- can speak with increasing confidence, fluency, and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation;
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learned.

COURSE MATERIALS & RESOURCES

Bespoke textbooks have been developed and produced by TES to meet students' diverse learning needs and to accelerate students' language acquisition. These will be provided to the student by the school.

ASSESSMENT

Students are given many opportunities to demonstrate their learning and progress in terms of the key topics. They are assessed on their developing Chinese language skills in a variety of ways, including formal tests. Students are assessed in four key areas: speaking, listening, reading, and writing.

CLASS GROUPING

All Chinese Foreign Language classes are grouped by ability. Most students will be in a mixed ability class, with one class exclusively reserved for beginners.

NEXT STEPS

The Chinese Foreign Language course prepares students to continue their studies at IGCSE, either through the IGCSE Chinese Foreign Language course or the Chinese Second Language course, depending on their proficiency at the end of Year 9. Students studying Chinese are placed in the IGCSE course that best suits their needs and abilities

YEAR 9

Study Abroad

Personality

Household and Pets

Relatives and Festivals

Travelling

Surf Season

House

Neighbourhood

Shopping



Modern Foreign Languages: French, Spanish, and German

The learning of languages enables students to express their ideas and thoughts in another language and to understand and respond to its speakers, both orally and in writing. It also provides opportunities for students to communicate for practical purposes, learn new ways of thinking and read authentic material in the original language. Language learning provides the foundation for learning additional languages, equipping students to study and work in other countries.

PREREQUISITE LEARNING

No prerequisite language learning is necessary at any of the three year levels. Classes are differentiated so that new students can integrate into lessons at any point during Year 9.

COURSE CONTENT

The English National Curriculum for Modern Foreign Languages aims to ensure that all students:

- understand and respond to spoken and written language from a variety of authentic sources;
- speak with increasing confidence, fluency, and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation;
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learned.

Teaching focuses on developing the breadth and depth of students' competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. It enables students to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy. It provides a sound preparation for further study of that language.

Throughout Year 9, students will study the following key topics: holidays, festivals, and geographical surroundings.

COURSE MATERIALS & RESOURCES

In Year 9 students use textbooks published by Pearson. They use:

- *Studio 3* for French
- *Stimm 3* for German
- *Viva 3* for Spanish

In addition, they use *the Education Perfect language platform*

ASSESSMENT

Students are given many opportunities to demonstrate their learning and progress in terms of content knowledge and key skills. They are assessed separately in the key aspects of language learning: listening, reading, speaking, and writing.

CLASS GROUPING

Students are taught in mixed ability classes.

NEXT STEPS

Students who enjoy their study of French, German, or Spanish are encouraged to consider pursuing the subject at IGCSE.



Individuals, Societies and Environmental Studies

WHAT IS INDIVIDUALS, SOCIETIES AND ENVIRONMENTAL STUDIES?

From the 2020-21 school year TES changed the way that Geography and History are taught. Instead of being discrete subjects taught separately once a week, the strong connections between them are developed together, in combination with some introductory ideas of Economics and Business Studies.

PREREQUISITE LEARNING

Students follow the Individuals, Societies and Environmental Studies course for the duration of Years 7, 8 and 9. The course will be built around guiding inquiry questions, as well as key concepts and skills. Each unit will focus on a combination of the disciplines of History, Geography, Economics and some aspects of Business Studies. The units will be taught through the lens of a historic or contemporary issue.

COURSE CONTENT

The course will draw on aspects of the National Curriculum for England, and other curricula from around the world, to create a unique, challenging and engaging programme of study. By taking a more holistic approach to humanities, students will gain a better understanding of the world around them, and will both discover and appreciate the connections between historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors. Students will understand the ways in which, either individually or in combination, these factors have had both local and global effects on individuals, societies or environments.

COURSE MATERIALS & RESOURCES

A textbook will be available for some parts of the syllabus, although other teacher-created materials will also be used via Google Drive.

ASSESSMENT

Students will complete a range of assessments which will test their skills of understanding and evaluation. Assessments will focus on some of the key skills in each subject area, including data and source analysis, reaching evidence-based conclusions, evaluating perspectives, understanding significance, making connections, collaborating and carrying out effective research. These assessments will reflect the development of the necessary skills required for the IGCSE and IBDP examinations.

CLASS GROUPING

Mixed ability classes are taught throughout Year 9.

NEXT STEPS

Students who enjoy Individuals, Societies and Environmental Studies can go on to choose History, Geography, Economics or Business Studies at IGCSE level (or a combination thereof).

YEAR 9

Climate Change

The Growth of Empires

Days that shook the world

Jack the Ripper Investigation

Revolutions



Computing

A high-quality computing education equips students to use computational thinking and creativity to understand and change the world. Computing has deep links with Mathematics, Science, and Design and Technology, and provides insights into both natural and artificial systems. Students are equipped to use information technology to create a range of multimedia content. Computing also ensures that students become digitally literate – able to express themselves, and creatively develop their ideas. This will be achieved through designing and creating products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants, and values. Students will use Computing to solve practical tasks through a process of planning, doing, and reviewing.

PREREQUISITE LEARNING

Due to the wide variety of skills students have on arrival in Year 7, the first year of the Key Stage 3 Computing course focuses on fundamental, everyday skills that students will require in all subjects, alongside developing computation thinking skills and introducing students to principles of digital citizenship and digital media. Each year's course builds on prior content, knowledge, and skills.

COURSE CONTENT

The Computing curriculum aims to provide students with a solid foundation of computer skills in a variety of software applications. These skills cover four main areas:

- **Digital literacy:** having the fundamental skills to create a variety of different kinds of content for specific purposes;
- **Computational thinking:** understanding and applying the principles of computer science, including abstraction, logic, algorithms and data representation;
- **Digital citizenship:** being responsible, competent, confident and creative users of information technologies;
- **Digital media:** producing graphics, audio and video and web design artefacts for a variety of audiences.

Students in Year 9 will engage in four primary projects throughout the year, culminating in a fifth project which seeks to encompass content from the entire year's curriculum.

COURSE MATERIALS & RESOURCES

In Computing, students follow a curriculum which has been developed here at TES. While originally based on the UK National Strategy for Key Stage 3 in ICT, the KS3 Computing course far exceeds the original aims of the National Curriculum.

Each year group follows a programme of study that focuses on skills building, planning and preparation, reflection, critical thinking, and independent learning with the 'Plan, Do, Review' cycle at its core. Students do not require any textbooks, as all resources have been developed by the Department and are increasingly being made accessible to students online.

ASSESSMENT

The curriculum is project-based and each student's work is assessed at the end of the unit, with the entire year's curriculum content in a student-led final project.

CLASS GROUPING

Students are taught in mixed ability classes.

NEXT STEPS

Students can choose to continue their studies in Computing by choosing IGCSE Computer Science, where they will further develop their computational thinking skills and deepen their understanding of how computers work.

YEAR 9

The Chens' holiday

Databases

VEX Virtual Reality

Podcasting

Mobile game project



Health and Physical Education (HPE)

Health and Physical Education at TES aims to empower students to understand and appreciate the value of being physically active and develop the motivation and ability to flourish with healthy choices. The programme aims to foster knowledge and understanding, planning for performance, physical performance, and the ability to reflect and improve on performance. Our HPE programme is largely physically based and aims to learn about exercise and learn through exercise. Through HPE, students will learn broadly applicable skills such as thinking skills, social skills, communication skills, self-management skills and research skills. We aim to challenge students to enjoy a variety of physical contexts throughout the year. HPE at TES is not purely about physical skill and performance, and there will be written, reading and discussion elements.

PREREQUISITE LEARNING

There are no specific prerequisites for involvement in HPE at TES. Students follow the HPE programme throughout all three years of Key Stage 3. Each year's course builds on existing knowledge and skills.

COURSE CONTENT

Students will explore the key concepts of change, communication, development and relationships within the context of physical activity and sports. These physical contexts will include Basketball, Volleyball, Badminton, Football, Swimming, Fitness and Athletics, Global Games, Creative Movement and more. There is a 'spiral approach' to learning, meaning students will experience learning in repeated contexts but at a progressively deeper level throughout the three years. Students in HPE will also use and develop thinking skills, social skills, communication skills, self-management skills and research skills. Classes will consist of short discussion and reflection times but will be largely physically active. Students will be required to complete homework, which could be specific readings, reflections, planning and analysis or even further physical training.

HPE classes will be based in a variety of spaces, depending on the specific context of the lesson or the weather. This could include: The school gyms, fitness studio and dance studio (all on-site) the sports fields*, Chinese Cultural University swimming pool*, and occasionally the surrounding roads and mountain trails (running activities).

*accessed by a short trip in the school bus.

COURSE MATERIALS & RESOURCES

For HPE class, students will be required to have the school HPE uniform and appropriate footwear as well as full water bottles. All other equipment and materials used will be provided by the school.

We have an extensive CCA sports programme, which allows our students to apply the skills they have learned in class. These teams have the opportunity to compete in a number of sports tournaments, including the Taiwan International Schools Sports Association (TISSA) tournaments and the FOBISIA international tournaments.

ASSESSMENT

Formative assessment will be ongoing throughout the course using observation, questioning, peer feedback and self-analysis. Summative assessment is based on the four objectives of the course: Knowing and understanding; Planning for performance; Applying and performing; and Reflecting and improving on performance. Summative assessments will come in a variety of forms including: written tasks, oral tasks and observation of physical performance

CLASS GROUPING

Classes are mixed gender and separated by ability to enable lessons to cater for those specific ability levels and enable even competition. There is the possibility for students to change levels in situations where PE staff have judged that their grouping is no longer ideally suited to their ability.

NEXT STEPS

Students who enjoy their study of Physical Education and are physically able, are encouraged to consider pursuing the subject at IGCSE.



Course Overview

Different class groups will run different units at different times throughout the year. The units include: Global Games, Creative Movement, Water-wise, Super-fit, Invasion Games, Smash It (net games) and Sport Education.

*Subject to change based on weather and availability of facilities.





Art and Design

Art, craft, and design embody some of the highest forms of human creativity. A high-quality Art and Design education should engage, inspire, and challenge students, equipping them with the knowledge and skills to experiment, invent, and create their own works of art, craft and design. As students progress, they should be able to think critically and develop a more rigorous understanding of Art and Design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity, and wealth of our nations.

Art students at TES are taught how to become well-rounded, technically-skilled, creative thinkers and risk takers. Thinking 'outside of the box' is a skill which students can learn in Art and apply in their other subject areas. Each art project is designed to help students learn new skills and processes, research and plan their work, think clearly and effectively, feel confident in talking about and explaining their work and ideas, and to become confident enough to work with increasing levels of independence.

PREREQUISITE LEARNING

Students follow the Art and Design programme throughout Key Stage 3. Each year's course builds on existing content knowledge and skills.

COURSE CONTENT

The Art and Design course at TES has been designed to develop students' creativity and ideas, and increase proficiency in their execution. Students develop a critical understanding of artists, architects, and designers, while expressing reasoned judgements that can inform their own work.

Students learn:

- to use a range of techniques to record their observations in sketchbooks, journals, and other media as a basis for exploring their ideas;
- to use a range of techniques and media, including painting, to increase their proficiency in the handling of different materials;

- to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work;
- about the history of art, craft, design, and architecture, including periods, styles, and major movements, from ancient times up to the present day.

AREAS OF STUDY

- Painting
- Drawing
- Sculpture
- Design
- Printmaking
- Photography
- Textiles
- Ceramics

COURSE MATERIALS & RESOURCES

All required art materials are provided by the school. Taipei is a city rich in art and culture, therefore regular trips are organised to local museums and exhibitions.

ASSESSMENT

Students are given many opportunities to demonstrate their learning and progress in terms of content knowledge and key skills. Students are assessed on both the planning process, as well as the final outcome, of the products they design and make. Assessment happens continuously in Art class - verbal communication is an integral part of the subject and students can expect to talk about their work in detail with their teacher and peers. Students will receive a grade at the end of each unit of work.

CLASS GROUPING

Students are taught in mixed ability classes.

NEXT STEPS

Students who enjoy their study of Art and Design are encouraged to consider pursuing the subject at IGCSE.



Drama

Drama is an inspiring practical subject that encourages a great deal of teamwork. Using creativity and imagination, students devise and perform plays that explore the world around them-historically, socially, and culturally.

Year 9 Drama is an exciting and interdisciplinary, drawing on a broad range of subjects: English, Film, History, Music and Art. Students learn how to take risks, becoming resourceful, creative, problem solvers and excellent communicators. Through the evaluation of past and present performances, they develop a critical understanding of the potential impact theatre has on society and the students as individuals.

PREREQUISITE LEARNING

Students follow the Drama programme throughout all three years of Year 9. Each year's course builds on existing content knowledge and skills.

COURSE CONTENT

Through practical activities, students gain the knowledge and skills needed to create performances. They engage in individual, paired, and group tasks, such as creating and performing scripted and devised work.

The Drama Curriculum aims to ensure that all students:

- improvise, rehearse, and perform play scripts and poetry in order to generate languages and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness, and action to add impact;
- explore the individual and group's imaginative potential;
- care for the individual and the group's physical and emotional safety;
- develop the ability to trust and be trusted;
- engage in problem solving and active learning;
- recognise what political, social, and historical knowledge can be acquired through Drama;
- create performances from diverse stimuli;
- self-reflect on performance work

COURSE MATERIALS & RESOURCES

Drama at Year 9 has no formal textbook. Teachers use Google Classroom to share resources and extension tasks with students. These tasks often link to online resources that are freely available.

ASSESSMENT

Students are given many formative and summative tasks to demonstrate their learning of content knowledge and key skills. Students are assessed in three areas: Creating (40%); Performing (40%) and Evaluating (20%).

CLASS GROUPING

Students are taught in mixed ability classes.

NEXT STEPS

Students who enjoy their study of Drama are encouraged to consider pursuing the subject at IGCSE and to become involved in the CCA programme offered at TES.





AREA OF STUDY

YEAR 9

Genre

Physical Theatre
Theatre for Young Audiences
Realism

Playscripts

The Curious Incident of the Dog in the
Night-Time
Private Peaceful

Devising Source

The Paperbirds Theatre Company techniques
Current news articles
Images and other forms of media

Theatre Skills And Concepts

Verbatim Theatre
Devising from a stimulus
Proxemics and contrasts
The role of a director
Lighting, stage and sound design



Music

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire students to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity, and sense of achievement. As students progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination, to the best in the musical canon.

PREREQUISITE LEARNING

Students follow the Music programme throughout all three years of Key Stage 3. Each year's course builds on existing content knowledge and skills.

COURSE CONTENT

Students should build on their previous knowledge and skills through performing, composing, and listening. They should develop their vocal and instrumental fluency, accuracy, and expressiveness; and understand musical structures, styles, genres, and traditions, identifying the expressive use of musical dimensions. They should listen with increasing discrimination and awareness to inform their practice as musicians. They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles.

The TES ESC Curriculum for Music aims to ensure that all students:

- explore musical roles as researchers, creators and performers as they develop their musical identities. While these roles are in continuous interaction with one another, each one helps students better understand and practise the important musical processes while working with diverse musical material.
- perform, listen to, review, and evaluate music across a range of historical periods, genres, styles, and traditions, including the works of the great composers and musicians;
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately, and have the opportunity to progress to the next level of musical excellence;

- understand and explore how music is created, produced, and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure, and appropriate musical notations.

COURSE MATERIALS & RESOURCES

Students are provided with booklets to accompany every unit with all resources needed for the course.

ASSESSMENT

Students are given many opportunities to demonstrate their learning and progress in terms of content knowledge and key skills. Students are assessed both as they develop and contribute to work, as well as on their final performances and compositions.

CLASS GROUPING

Students are taught in broadly set classes according to musical ability and experience throughout Year 9.

NEXT STEPS

Students who enjoy their study of Music are encouraged to consider pursuing the subject as an IGCSE option choice.



YEAR 9

UNIT 1:

GROUND BASS: Exploring music built on a repeating bass line and chord progression.

Focus of Assessment: Performance, Composition & Listening Analysis

UNIT 2:

LATIN AMERICAN MUSIC: Exploring Music from Latin America, including Tango, Salsa and Samba.

Focus of Assessment: Performance, Composition & Listening Analysis

UNIT 3:

WHAT IS A MOTIF ? : Listening, performing, and composing music based on developing short identifiable musical ideas

Focus of Assessment: Performance, Composition & Listening Analysis



DELTA

DELTA is a new Year 9 programme of future-focused learning. It aims to empower learners to change the world for the better by drawing on the connections between STEAM subjects: science, technology, engineering, art and design, and mathematics. Students will work independently or in groups to plan and run a project addressing a real-world STEAM problem.

- Design
- Explore
- Link
- Test
- Analyse and Adapt

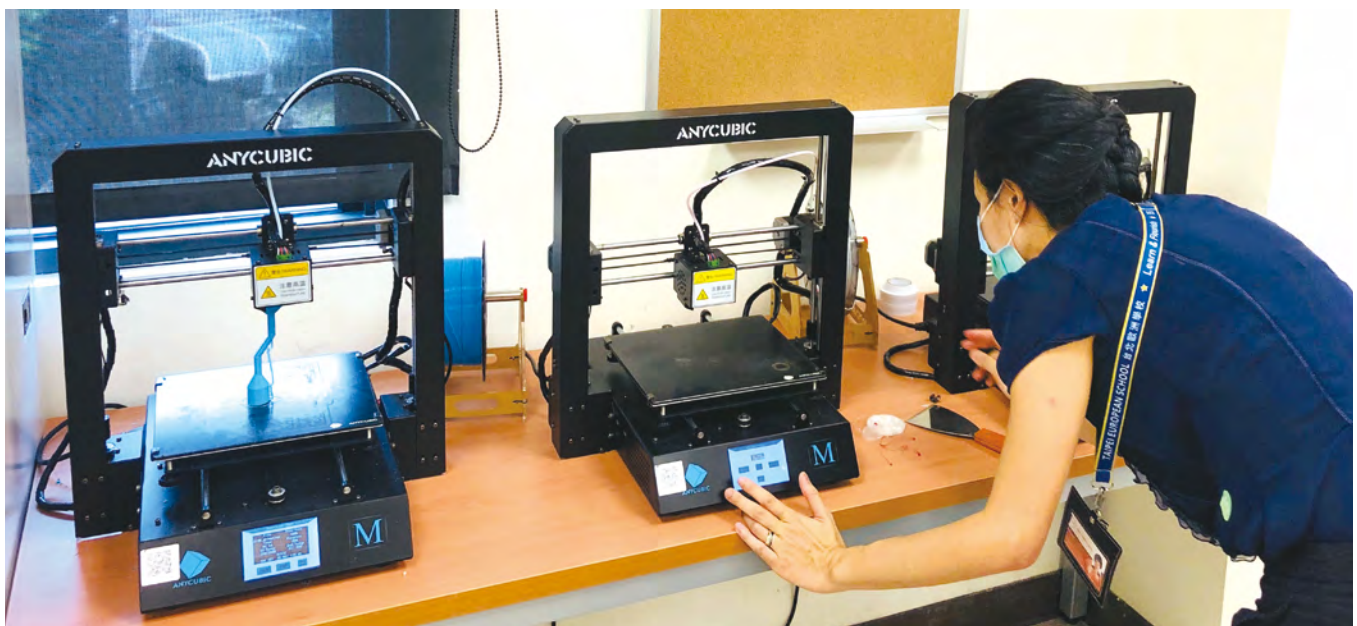
The programme will be delivered through a 14-week investigation. The investigation process will occur in specialised DELTA labs that have been designed to promote collaboration and inspire students to innovate and find solutions.

The programme will develop our students' ability to:

- Think
- Collaborate
- Plan
- Innovate
- Make and create

CELEBRATION AND ASSESSMENT DAY

The culmination of the investigation will be a Celebration and Assessment Day. In front of industry assessors, students will present their online video diary, display stand, 3D model and a professional report.





Core (PSHCE)

The Core curriculum is delivered to all students in Key Stage 3 during an 80-minute lesson period once a week. Core develops the skills needed for students to achieve academically, as well as preparing them for the different challenges they face as they grow up and mature into young adults. Topics are covered at age appropriate times and are further developed and expanded as the students progress through the Year Groups.

PREREQUISITE LEARNING

There is no prerequisite learning for the Core curriculum, as it aims to develop essential life skills. Each student brings their own unique life experiences to the lessons and special events. However, it is likely that some of the topics covered will have been touched upon during the Primary years.

COURSE CONTENT

Although the topics are reviewed each year and change slightly depending on current issues and events, an overview of the general topics covered for each Year Group is shown below. When required, the topics are adapted to ensure current situations can be addressed. Year Deans work with the Assistant Head to ensure that the topics, and the course as a whole, are relevant and that there is progression across the Year Groups.

COURSE MATERIALS & RESOURCES

All course materials and resources are provided by the school.

ASSESSMENT

There are no formal assessments for the Core curriculum.

SKILLS DEVELOPED

Students develop the skills essential for academic success, as well as life skills. Life beyond the classroom is extremely important in the development of the whole child. The British Secondary and High School's wellbeing agenda drives the Core programme with the 5 Ways to Wellbeing (Give, Take Notice, Positive Emotion, Keep Learning and Be Active) being a driving force in the planning of topics. Wellbeing is an essential part of the Core programme, as research shows that high levels of personal wellbeing enhance academic performance. The wellbeing skills, topics, and techniques taught in Core are vital for life success.

YEAR 9

- Healthy eating and nutrition
 - Body image
 - Drug education
 - Relationships
 - Gaming
 - Mental health
 - Time management
 - Stress management
 - Plagiarism
 - Wellbeing
 - Attayal and Paiwan Tribal Service Project
-



ASPIRE

The British Secondary and High School Section of TES is an educationally supportive school, where the achievements, attitudes, and wellbeing of all students matter and diversity is celebrated. We offer additional support through our ASPIRE (Access for Students to Participate, Improve and take Responsibility for their Education) Department, which provides an extensive range of help, assistance, and advice to students who have Additional Educational Needs (AEN) and their families.

At the heart of our philosophy is the belief that all students are entitled to the support that will allow them to achieve their educational potential. This support encompasses anything that could cause a barrier to learning, whether it be cognitive, linguistic, social, or emotional. Students who are supported by the ASPIRE department generally fall into the following categories:

- students who have a professionally-identified learning need;
- students who have a greater difficulty in learning than their peers;
- students who have not yet met their academic and cognitive potential for a variety of reasons and therefore have a gap in their learning.

Our aim is to identify students with an Additional Educational Need early on in their secondary school journey and to make the necessary provision for all students to access the curriculum. This is done through consultation with teachers, parents, and other professionals as required.

The support we offer will take place mainly in the ASPIRE department (i.e. withdrawal from classes). In-class support may be offered, where deemed necessary, to ensure students keep pace in lessons.

All of the support will be delivered by Learning Support Assistants (LSA) who use dedicated strategies to help students comprehend and complete tasks. They will also work with students to improve their academic skills in certain areas of the curriculum.

Withdrawal support will focus on students' individual needs and may include consolidation sessions. This may be in a small group setting or a one-to-one support situation, depending on the individual needs of the student.

Students are included on the ASPIRE Register if they are receiving support from the department and/or have a diagnosis from a medical professional, Educational Psychologist, Speech Therapist, or similar. The progress of these students is tracked by means of available school data and regular meetings with Year Deans and other personnel throughout the school. In this way, we are able to monitor whether our support is showing the positive impact on learning that is expected and make any necessary adjustments.

Everyone at the school is committed to working in collaboration with parents, carers, and other professionals or specialist agencies to develop the most appropriate programme of education for each student with an Additional Educational Need and to strive for success for all of our students.



Taipei European School

Vision, Mission and Core Values

Vision

To be a flourishing, multilingual and multicultural community of lifelong learners that embraces independence, curiosity and empathy to make a positive difference in local, national and global environments.

Mission

Through world class curricula, Taipei European School cultivates lifelong learners and responsible global citizens who are ready to rise to the challenges of the future. We nurture independence, embrace diversity, and encourage all to “do well by doing good”. We embrace holistic education programmes that value academic accomplishment while prioritising the social and emotional wellbeing of each learner.

TES Core Values

The school expects that we

- Strive for excellence in all that we do
- Encourage the development of the whole person
- Sustain a strong ethos that emphasizes students’ welfare and their personal, social and emotional development
- Encourage students to pursue their natural curiosity thereby developing enquiring and challenging minds and enhancing their critical thinking and preparation for life- long learning
- Promote good citizenship through a concern and compassion for social, global and environmental issues
- Respect and celebrate the multicultural environment of our school which enriches our community and our learning
- Develop the potential of each member of our school community
- Maintain a strong partnership between our school, parents and the community

Graduate Attributes

We strive for each graduate to be

- A Lifelong Learner
- A Critical Thinker
- Independent
- Empathetic
- Socially Responsible
- Interculturally Aware
- Globally Minded

Community Values

We expect each member of our community to exhibit

- Respect
- Participation
- Responsibility
- Creativity
- Perseverance



Europäische Schule Taipei

Vision, Auftrag und Grundwerte

Vision

Wir wollen eine blühende, mehrsprachige und multikulturelle Gemeinschaft lebenslang Lernender sein, die mit Eigenständigkeit, Neugier und Mitgefühl ihre lokale, nationale und globale Lebenswelt zum Guten verändert.

Auftrag

Durch Bildungsgänge von Weltklasse bringt die Taipei European School lebenslang lernende und verantwortungsbewusste Weltbürger*innen hervor, die bereit sind, sich den Herausforderungen der Zukunft zu stellen. Wir fördern Eigenständigkeit, begrüßen Vielfalt und ermutigen alle, sich gut zu tun, indem sie Gutes tun. Wir bekennen uns zu ganzheitlichen Bildungsprogrammen, die akademische Leistungen wertschätzen und gleichzeitig das soziale und emotionale Wohlergehen aller Lernenden in den Vordergrund stellen.

TES Grundwerte

Die Schule erwartet von uns, dass wir

- in all unserem Tun nach höchster Qualität streben
- die Entwicklung der ganzen Person fördern
- ein starkes Ethos bewahren, das die Lernenden und ihre persönliche, soziale und emotionale Entwicklung in den Vordergrund stellt
- die Lernenden ermutigen, ihrer natürlichen Neugier zu folgen und so einen forschenden und infrage stellenden Geist sowie kritisches Denken zu entwickeln und sich auf lebenslanges Lernen vorzubereiten
- gesellschaftliche Verantwortung durch Engagement für soziale, globale und ökologische Fragen fördern
- das multikulturelle Umfeld unserer Schule, das unsere Gemeinschaft und unser Lernen bereichert, achten und feiern
- das Potenzial eines jeden Mitglieds unserer Schulgemeinschaft entwickeln
- eine starke Partnerschaft zwischen unserer Schule, den Eltern und dem schulischen Umfeld aufrechterhalten

Unsere Absolventinnen und Absolventen

Wir streben an, dass unsere Absolventinnen und Absolventen

- lebenslang lernen
- kritisch denken
- eigenständig sind
- mitfühlend sind
- soziale Verantwortung übernehmen
- ein interkulturelles Bewusstsein entwickeln
- global denken

Werte unserer Gemeinschaft

Wir erwarten von jedem Mitglied unserer Gemeinschaft

- Respekt
- Teilnahme
- Verantwortung
- Kreativität
- Durchhaltevermögen



Ecole européenne de Taipei

Vision, Mission et valeurs fondamentales

Vision

Être une communauté plurilingue, multiculturelle et florissante, qui stimule l'apprentissage tout au long de la vie, promeut l'indépendance, la curiosité et l'empathie, et contribue à faire une différence dans les enjeux locaux, nationaux et mondiaux.

Mission

Grâce à des programmes de renommée internationale, la "Taipei European school" forme des citoyens du monde engagés dans l'apprentissage tout au long de la vie et prêts à relever les défis du futur. Nous cultivons l'autonomie, chérissons la diversité et soutenons chacun et chacune à s'épanouir en faisant preuve d'empathie. Nous privilégions des programmes éducatifs holistiques qui valorisent la réussite académique tout en favorisant le bien-être social et émotionnel des élèves.

Les valeurs fondamentales de la TES

L'école attend de nous

- que nous poursuivions l'excellence dans tout ce que nous entreprenons
- que nous encourageons le développement de la personne dans son ensemble
- que nous maintenions une éthique forte qui met l'accent sur le bien-être des élèves et leur développement personnel, social et émotionnel
- que nous encourageons les élèves à écouter leur curiosité naturelle, développant ainsi des esprits curieux et audacieux, en renforçant leur esprit critique, et leur préparation à l'apprentissage tout au long de la vie
- que nous promouvions la sensibilisation et l'intérêt pour les enjeux mondiaux, sociaux et environnementaux
- que nous respectons et célébrions l'environnement multiculturel de notre école qui enrichit nos apprentissages et notre communauté
- que nous développons le potentiel de chacun et de chacune des membres de notre communauté
- que nous maintenions un lien fort entre école, les familles et la communauté

Nos diplômés

Notre ambition est qu'à la fin de leur scolarité, nos jeunes diplômés soient

- engagés dans l'apprentissage tout au long de leur vie
- capables d'esprit critique
- indépendants
- capables d'empathie
- socialement responsables
- ouverts aux autres cultures
- citoyens du monde

Nos valeurs

Nous attendons de chaque membre de notre communauté qu'il fasse preuve

- de respect
- d'engagement
- de responsabilité
- de créativité
- de persévérance



台北歐洲學校

願景、使命與核心價值

願景

提供一個培育積極正向發展、多種語言和多方文化終身學習者的教育環境，培養學生具備獨立自主性、好奇心和同理心，並能於其所在城市、國家及全球環境中發揮積極正面的影響力。

使命

透過世界一流的課程，台北歐洲學校致力於培育能夠迎接未來挑戰的終身學習者及負責任的全球公民。我們培養獨立性，擁護多樣性，並鼓勵所有人'為善者成'。我們關注學業成就，也重視學生的身心發展。

台北歐洲學校核心價值

學校期待所有成員能

- 凡事全力以赴
- 提倡五育均衡發展的全人教育
- 重視學生身心靈均衡發展
- 鼓勵學生透過培養求知慾及明辨思維的能力，進而提升探本溯源之好奇心，為終身學習作準備
- 藉由對社會、全球及環境相關之議題，培育具備同理心的世界公民
- 尊重並提倡我們學校的多元文化及學習環境
- 發展學校社群中每個成員的潛能
- 維持學校、家長與社群間之緊密關係

畢業生特質

我們致力使每位畢業生都能具備以下特質

- 終生學習者
- 慎思明辨
- 獨立自主
- 同理心
- 社會責任
- 跨文化意識
- 國際觀

社群價值觀

我們期許學校所有成員能展現以下特質

- 尊重
- 參與
- 責任
- 創造力
- 韌性



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