



 **The Winstedt School**

Secondary School Course Guide

AY2025-2026

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SECONDARY SCHOOL COURSE GUIDE



At The Winstedt School (TWS), we are proud to offer an internationally accredited curriculum that is recognized by both WASC (Western Association for Schools and Colleges) and EduTrust. Our commitment to academic excellence and innovation drives us to provide a unique blend of curriculum options for our students.

Our bespoke programme combines UK curricula with highly individualised electives and extension courses, offering adaptive learning opportunities that cater to each student's needs and interests. We continually enhance our curriculum by leveraging multiple resources and expanding partnerships with tertiary education institutions to provide immersive post-secondary educational experiences.

With a focus on both academic and vocational studies, we offer a wide range of elective and extension courses, including but not limited to:

- Arts**
- Music**
- Theatre Studies**
- Entertainment Design**
- Jewellery and Fashion Design**
- Interior Design**
- Hospitality and Tourism**
- Personal Training and Sports Science**
- Photography**
- Early Childhood Education**
- Digital Marketing**

These courses provide students with a diverse range of options for study, allowing them to explore and develop their talents and interests in various fields. We believe that this holistic approach to education equips our students with the skills and knowledge they need to succeed in an ever-changing world.

THE WINSTEDT SCHOOL DIPLOMA

In Year 9, Secondary Students at The Winstedt School gain exposure to the Diploma programme. Building on this foundation, students begin working in Year 10 to accumulate credits over four years, with the goal of earning a minimum of 24 credits in order to graduate with a High School diploma. This structured approach prepares students for the challenges of higher education and the professional world, equipping them with the skills and knowledge necessary for success.

CERTIFICATE OF COMPLETION

On rare occasions where a student cannot fully access the curriculum, we will issue a 'Certificate of Completion'. While this will not hold the equivalency as the Diploma, it will reflect the work that the student has completed while at Winstedt. This may occur when accommodations do not fully support a child academically, and heavy modifications are required.

PERSONAL LEARNING GOALS

All students in The Winstedt School work towards achieving a set of eight personal learning goals. Within Secondary School, these goals are reflected upon during homeroom, embedded into class work and are further developed as students access Career Electives and engage with the Changemakers programme.

ADAPTABLE	I welcome change and new ideas.
(A) COMMUNICATOR	I give, receive, and share information clearly and openly.
(A) COLLABORATOR	I work well with others by listening, sharing ideas, and sharing the responsibilities.
EMPATHETIC	I can understand the feelings and emotions of other people.
ETHICAL	I make decisions that are fair, honest, and truthful.
RESILIENT	I keep trying when things are difficult. I bounce back from situations that have not gone my way.
RESPECTFUL	I speak and act in a way that shows care for others and my environment.
(A) THINKER	I ask questions and apply knowledge, I reflect on <i>what</i> I learn and <i>how</i> I learn.

Table 1. Secondary School Credit System

Course	Credit Requirement 1 credit = 1 full academic year course	Recommended Credits
English	4	4
Maths	3	4
Science	2	3
Humanities	2	3
Physical Education and Health	2	2
Creative Arts	1	1
Design & Technology or ICT	1	1
Career Studies	2	4
Electives	*	*
Minimum Total Required Credits	24	24

- 4 years (8 semesters) within secondary school are needed with a minimum of 24 credits earned during Years 10-13 to obtain the TWS Diploma
- 1 credit is awarded for successful completion of a full-year course
- Graduation is allowed only in Year 13
- *While most credits are timetabled, students need to ensure they consider their extension courses in consultation with their homeroom teachers and Head of School to ensure they achieve credits within all categories.

ENGLISH



Aims

The overarching aim for English in the UK National Curriculum is to promote high standards of language and literacy by equipping students with a strong command of the spoken and written word, and to develop an appreciation of literature. Subsequently, the English programme in TWS encompasses a blend of both English Language and Literature.

The UK National Curriculum for English aims to ensure that all students:

- Cite text evidence to support analysis, explore themes and central ideas
- Read complex literary and informational texts independently and proficiently
- Develop a habit of reading widely and often, for both pleasure and information
- Gain literary and cultural knowledge in various disciplines
- Acquire a wide range of vocabulary, a sound understanding of language structure and knowledge of linguistic conventions
- Write routinely in a clear and concise voice, adapting their language and style in and for a range of contexts, purposes, and audiences
- Adapt speech to a variety of contexts and purposes, demonstrating a good command of formal English where indicated and appropriate

Methods and Topics

Reading at Key Stages 3 and 4 should be wide, varied, and challenging. Students are expected to read a variety of different forms of writing such as fiction, non-fiction, and poetry. Students study whole texts from a range of genres and should read in-depth for both pleasure and information.

Students are required to continue developing their knowledge and skills in writing routinely over various timeframes which include time for research, reflection, and revision for a range of tasks, purposes, and audiences. Throughout the learning process, students are expected to have an increasingly wide knowledge of vocabulary and grammar.



The UK National Curriculum for English reflects the importance of spoken language in students' development across the whole curriculum: cognitively, socially, and linguistically. Spoken language continues to underpin the development of students' reading and writing during Key Stages 3 and 4 and teachers ensure students' confidence and competence continue to develop. Students are taught to understand and use the conventions for discussion and debate, as well as to develop their skills in working collaboratively with their peers to discuss reading, writing, and speech across the curriculum.

Assessment in English comprises both formative and cumulative assessment to allow students to display their skills and thrive in areas of strength.

MATHEMATICS

Aims

- All Mathematics lessons are interactive and developed to both break down and illustrate key concepts
- Lessons are ready-made with multiple entry and exit points to cater across ability levels
- Every lesson is paired with an online component developed to provide multiple opportunities for mastery and self-assessment
- Student tasks are all managed from one central hub and organised by lesson for teachers, parents, and students to track progress
- Students become independent and confident Mathematics learners
- Students are able to consolidate their learning through a tailored range of activities, games, competitions and enjoyable activities



Methods and Topics

TWS curriculum for Mathematics employs a blended learning model using the MyMaths learning system which is a programme from the UK, thus reflecting KS3 and KS4 content. MyMaths provides multiple entry and exit points into the curriculum pathway.

Additionally, every MyMaths lesson is paired with online homework to assess understanding. Questions are randomly generated to help provide students with a plethora of opportunities to master their skills or use during revision. All MyMaths assignments and results are automatically fed through to the Assessment Manager, so student progress can be mapped in real-time.

SCIENCE



Aims

- Provide a practical lab for students to explore the world around them
- Challenge students to engage in social, ethical and environmental issues to seek, create new knowledge and understanding
- Develop the students' ability to apply the Scientific Method in order to understand their own perceptions of the world and test their understandings against the understandings of others
- Engage all students, regardless of ability level, in the scientific learning process
- Develop thinking skills with applicability in all other aspects of study and life

Methods and Topics

In order to teach the core concepts both exploratory and problem-based learning approaches are utilised. The focus on practical and highly applicable learning outcomes drives student understanding outside of the traditional scientific teaching methodologies and assessment techniques.

Science at TWS, therefore utilises the latest in applied science learning techniques combined with individualised learning support through multi-modal learning platforms. In Senior School, the Science curriculum covers the core subject content of Biology, Chemistry and Physics.



HUMANITIES



Aims

- Place the student in place and time through the study of a wide range of subjects
- Enhance a student's reading and writing skill level through challenging textual analyses and a focus on written and spoken communication methods
- Encourage a critical examination of the social, political, and economic forces that govern our modern lives

Methods and Topics

Humanities in school encompass a diverse range of subjects, including history, geography, literature, philosophy, and social sciences. The primary aim of humanities education is to foster a deep understanding and appreciation of human culture, society, and the world at large.

Through the study of humanities, students develop critical thinking skills, empathy, and cultural awareness. They learn to analyze and interpret complex ideas, texts, and historical events, gaining insights into the human experience across different times and cultures.

Furthermore, humanities education helps students develop effective communication skills, both written and verbal, as well as the ability to work collaboratively and think creatively. These skills are essential for success in higher education and in a wide range of careers, as they enable individuals to navigate diverse cultural and social contexts with sensitivity and insight.

Overall, the aims of humanities in school are to cultivate well-rounded individuals who are equipped to engage thoughtfully with the world, to appreciate its complexities, and to contribute positively to society.



PHYSICAL & HEALTH EDUCATION



Aims

- Develop students' psychomotor skills, control, and co-ordination
- Expose students to a wide range of activities such as: games, athletics, fitness and yoga
- Develop leadership skills in a sports-related environment
- Ensure students understand their own changing bodies and are capable of navigating the modern world in a safe manner
- Provide a safe and comfortable environment for students to access information about themselves and their personal development

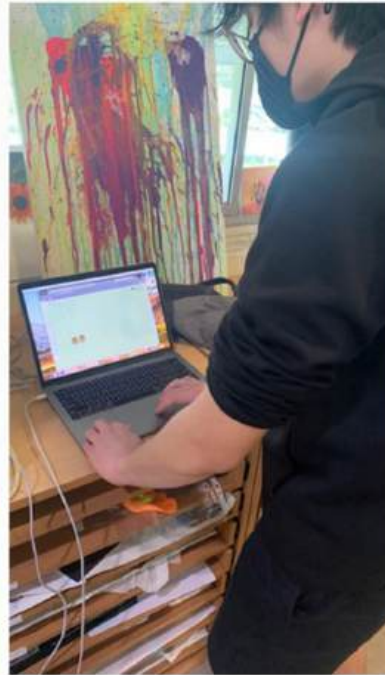
Methods and Topics

The topics are steeped in practical experiences whilst simultaneously understanding the theoretical underpinnings. The curriculum is designed to refine and apply the strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn how to apply health and physical activity information to devise and implement personal plans to be able to maintain healthy and active habits.

The curriculum focuses on more specialised and complex movement skills and strategies in different environments thereby allowing students to explore and evaluate as well as refine their own and others' performances. Students analyse how participation in physical activity and sport influences an individual's identity and explore role participation in shaping cultures.

The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.





ICT

Science, Technology, Engineering, Art and Mathematics are all areas of extreme job growth and high student interest and passion. The Design and Technology course and curriculum are designed to expose students to the latest in technological and design innovations.

Students taking a subject in the realm of Design and Technology are expected to make connections with their electives and develop projects, models, and prototypes that coincide with their existing projects.

CAREER ELECTIVES

Purpose of Study

The TWS Electives are offered by way of encouraging students to explore their interests and passions outside of core academic subjects. Throughout career electives, students gain exposure to possible pathways in order to study these subjects in college or university, or to gain further work experience in their areas of interest. Students have the opportunity to access a range of different courses throughout Senior School and build a portfolio of experience with the aim of making an informed decision with future career plans.

TWS Career Studies Electives are a combination of off-campus and on-campus courses specifically designed to connect students with tertiary educational options.

Senior School students engage in lessons related to their subject choices, including a fortnightly full-day immersive experience. Off-campus options are collaboratively developed with private diploma-offering institutions and are co-led by TWS teachers and industry leaders. On-campus options are led by TWS teachers and focus on practical and field experience opportunities.

All Career Studies Electives are offered as single semester courses, earning 0.5 credits per course. Students are required to pick two

Career Studies Electives each year. Students may pick a combination of on-campus and off-campus options.

Aims

Our primary goal is to guide students in their search for their next steps with regards to their career or placement in further education.

Through the use of classes, individual meetings, communication with parents and various other counselling resources, we support our students in researching and identifying a range of opportunities well suited to their interests, needs, and abilities. It is important to note that there is no single “right” pathway for a student at Winstedt.

We believe that encouraging our students to explore opportunities, believe in themselves and extend their skills and experience will yield well-rounded, independent young adults. Students will have the opportunity to explore and partake in different learning experiences related to the world of work, which they can then add to their CV.

Within these courses, we encourage student independence as we look at how they will transition from TWS into their next step. We work collaboratively with our young people and their parents to facilitate conversations with the goal that we can enable our students to make their own, informed choices for their future.





EXTENSION COURSES

These courses are carefully curated to complement and enhance the learning journey of our students, offering a diverse range of subjects and activities that cater to various interests and passions.

Our extension courses aim to:

- **Broaden Horizons:** Encourage students to explore new subjects and fields of study, fostering a love for learning beyond the classroom.
- **Develop Skills:** Provide opportunities for students to develop and refine skills that are not typically covered in the regular curriculum, such as critical thinking, creativity, and problem-solving.
- **Cultivate Passions:** Nurture students' interests and passions, helping them discover and pursue activities that bring them joy and fulfilment.
- **Enhance Academic Performance:** Support and complement the academic growth of students by offering courses that align with their academic goals and aspirations.

These courses are conducted by experienced educators and professionals who are passionate about their subjects, ensuring that students receive high-quality instruction and guidance throughout their learning journey.

Table 2. The Winstedt School Diploma Subject Breakdown for Years 10 to 13

The following table is a *sample* of what a student joining in Year 10 could work through and map their progression to ensure all credits are achieved. *Timetable is subject to change.

Year 10	Year 11	Year 12	Year 13
English 1	English 2	English 3	English 4
Maths 1	Maths 2	Maths 3	Post-Secondary Education and Career Studies
Science 1	Science 2	Science 3	Core Subject Electives
Academic Extension	P.E. and Health, and LOTE**	P.E. and Health, and LOTE**	Sports Leadership Award
Humanities 1	Humanities 2	Humanities 3	Study Hall (Independent Study)
Career Studies Electives	Career Studies Electives	Career Studies Electives	Career Studies Electives

**LOTE refers to Language other than English

Purpose of Study

The Humanities curriculum is designed to help students to derive order, identify purpose, and interpret events. The study of Humanities allows students to develop a sense of their place in the social world and encourages the development of creativity, communication skills, and social research.



Core Topics

Humanities at the Senior School level separates into specific areas of study. Students are required to learn a combination of World History, Physical and Human Geography and have the option of a flexible online course in Year 13*. Humanities is directly linked with other subjects, such as English, Science and Mathematics as students develop a variety of both theoretical and practical skills.

Topics are aligned with KS3 and KS4 EdExcel curriculum, and may include but are not limited to the following:

Humanities: History

Turmoil: The First World War		
• Alliance system • Franco-Russian Alliance • Morocco and Bosnia • Kaiser's Aims in foreign policy • Naval Race	• Weltpolitik • Assassination of Archduke • Western Front • Military Tactics • Verdun & Somme	• Bolshevik Revolution • USA Joining • Blockade • Abdication of the Kaiser • Armistice
Warfare: The Second World War		
• Early Development of the Nazi Party • Growth of the Nazis • Hitler the Chancellor • Dictatorship and the Police State	• Opposition and Conformity • Prisoners of War • Science & Technology • Artistic Expression	• WWII Economies • Genocide and World War II • Treaties
Colonialism: The British Empire		
• What is Colonialism • History of British Colonialism	• Resistance • Benefits and Harm	• Nationalism • Migration
Colonialism: Nationalism in India		
• The Crown Jewel of the British Empire • Controlling India • A Force for Good? • Cricket and the Empire	• Legacy • Money • Trade • Rulers and the Ruled	
Race Relations: Civil Rights in the US and South Africa		
• Jazz Age • Racism • KKK • Supreme Court • Popular Culture • Rock & Roll • Television	• Racial Tension: 1950s and 1960s • Martin Luther King, Malcom X, JFK	• Colonial Racism • Apartheid Racism • Post-Apartheid Racism • Mandella and Resistance • Modern Racism



Humanities: Geography

The Physical Environment	Geographical Investigations
• River Environments • Coastal Environments • Hazardous Environments	• Cartographic skills • Graphical skills • Numeric and statistical skills
The Human Environment	Global Development: Changing Cities
• Economic activity and energy • Rural environments • Urban environments	• Fragile environments and climate change • Globalisation and migration • Development and human welfare

* Year 13 students have option of independent study in Humanities which may encompass one or two of the different subjects stated above.

Physical & Health Education Topic Examples

Personal Health	Sportsmanship & Sleep, Cyberbullying, Healthy Relationships
Human Body	Skin & Bones, Muscles & Joints
Health Problems	Smoking, Depression, Alcohol and Drugs, Mental Health & Peer Pressure
Sports Leadership Award	Qualities and characteristics of a leader

LANGUAGE OTHER THAN ENGLISH (LOTE)

TWS Diploma Requirements:

2 credits, or 4 semesters, offered in Years 11 and 12, or in Year 13 via Core Subject Elective



Purpose of Study

The purpose of the TWS Language Other Than English (LOTE) curriculum, is to expose students to different linguistic structures, languages and cultural awareness. There are a number of benefits to learning a second language which include: improving memory, increasing ability to multitask and enhancing performance in other academic arenas.

Aims and Methods

TWS delivers its LOTE curriculum either via using a virtual learning platform, or explicit classroom teaching, depending on student profiles and need. This allows for students to select the language they most wish to study. Students are responsible for managing their workload and documenting their work with teacher input and tracking of progress. This process supports

students to become more independent and responsible. Language teachers at TWS will track work done as well as study skills, ensuring that students develop both subject-specific skills, along with overall independent study skills. Furthermore, they will cultivate a passion for and awareness of additional languages and cultures. The TWS Language curriculum is also designed to meet the mother-tongue language learning needs of its students through the application of individual online learning programs.

Topics

Topics will be dependent on level of study and language selected. For a student accessing a new language for the first time, topics may include Greetings, Family and Friends, School and Work, and Alphabet Structure etc.



DESIGN AND TECHNOLOGY



TWS Diploma Requirement: 1 credit, or 2 semesters, offered through elective programmes (taught), or via Core Subject Electives in Year 13 (independent study).

Purpose of Study

The Design and Technology course is a Senior School level course co-designed and co-taught by the STEAM and ICT teachers. Design and Technology uses a large open-concept workspace to provide students with an environment that promotes creativity, critical-thinking, and problem-solving skills.

Aims and Methods

Science, Technology, Engineering, Art and Mathematics are all areas of extreme job growth and high student interest and passion. The Design and Technology course and curriculum are designed to expose students to the latest in technological and design



Topics

Students taking a subject in the realm of Design and Technology are expected to make connections with their electives and develop projects, models, and prototypes that coincide with their existing projects.

ELECTIVES

TWS Diploma Requirements:

Minimum of 5 credits, or 10 semesters, offered all years from Y10-Y13



Purpose of Study

The TWS Electives are offered by way of encouraging students to explore their interests and passions outside of core academic subjects.

Throughout all the electives, students gain exposure to possible pathways in order to study these subjects in college or university, or to gain further work experience in their areas of interest. Students have the opportunity to access a range of different courses throughout Senior School and build a portfolio of experience with the aim of making an informed decision about their future career plans.

TWS Career Studies Electives are a combination of off-campus and on-campus courses specifically designed to connect students with tertiary educational options.

Senior School students engage in daily lessons related to their subject choices, as well as, a fortnightly full-day immersive experience. Off-campus options are collaboratively developed with private diploma-offering institutions and are co-led by TWS teachers and industry leaders.

On-campus options are led by TWS teachers and focus on practical and field experience opportunities.

All Career Studies Electives are offered as single semester courses, earning 0.5 credits per course. Students are required to **pick two Career Studies Electives** each year. Students may pick a combination of on-campus and off-campus options*.

*Off-campus course offerings require a minimum number of students in order to proceed

Aims

Our primary goal is to guide students in their search for their next steps with regards to their career or placement in further education.

Through the use of classes, individual meetings, communication with parents and various other counselling resources, we support our students in researching and identifying a range of opportunities best suited to their interests, needs, and abilities. It is important to note that there is no single "right" pathway for a student at Winstedt.

We believe that encouraging our students to explore opportunities, believe in themselves and extend their skills and experience will yield well-rounded, independent young adults. Students will have the opportunity to explore and partake in different learning experiences related to the world of work, which they can then add to their CV.

Within these courses, we encourage student independence as we look at how they will transition from TWS into the next phase in their life. We work collaboratively with our young people and their parents to facilitate conversations with the goal that we can enable our students to make their own, informed choices for their future.

ELECTIVES SUBJECTS

MUSIC



The Music curriculum represents an evolution from the typical music education courses. TWS Music is designed both for students who either already possess an aptitude for music or have a strong desire to begin exploring their musical interests for the first time.

Music at TWS is a highly individualized course designed to promote individuality and expression. Course curriculum is highly project-based with learning outcomes focusing on individual progress. Students are exposed to all areas related to development, production, and execution of a music performance.

Students are encouraged to adopt a musical instrument, voice production software, or electronic music production suite in order to fully participate in the course. Additionally, students are expected and encouraged, but not required, to fully participate in school activities, talent shows, and events.

The Theatre curriculum is broken down into the following key areas: Understanding drama and theatre, Performance, Theatre design, devising, and scripted drama, and Theatre for the world.

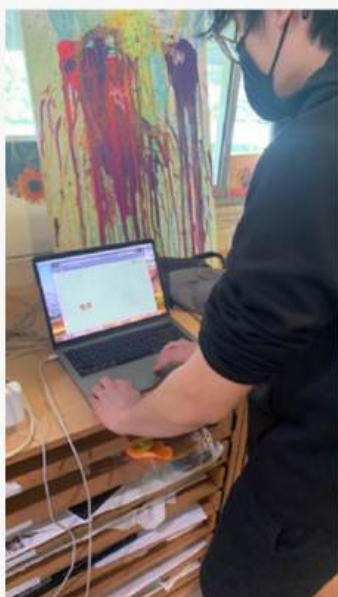
These key areas include:

- Stage craft – looking at technical theatre and design inclusive of lighting design, sound, stage management, set
- Costume, and prop design
- Script writing and development
- Drama theory, practitioners and history
- Global theatre, theatre for accessibility
- Performing arts, and student-led and created performances



Collaboration and devising are key elements of Theatre where students are routinely encouraged to apply their learning to their own pieces, ready for stage, as well as collaborate with other arts-based departments. Students are encouraged to explore all facets of theatre- both performance and non-performance, getting a well-rounded experience and further knowledge and insight.

Theatre is also taught in collaboration with professional/community as we join forces with theatre companies and theatre schools in Singapore. The aim here is to learn about the industry, further our students' educational routes in Theatre and performance, and to provide meaningful experiences in a theatre setting. Students are encouraged to join external examinations from Lamda or Trinity College and guided by the TWS Theatre department.



ICT

In the ICT elective, students learn about the fundamentals of Computer Science and Technology. They are introduced to computational thinking as a way of problem-solving while learning the basics of Python programming. Students explore the world of algorithms, syntax, loops and variables through unplugged classroom activities and through CodeCombat – an educational video game for learning software programming concepts and languages. They may also explore topics such as Coding and Machine Learning.



ACADEMIC EXTENSION

Year 10 students work collaboratively with teachers to ensure there is a bridge from Middle School into Senior School. This course focuses mainly on core subjects and teachers work closely with Occupational Therapists and Speech and Language Therapists to implement key study skills for study within the Senior School realm.

ARTS, CRAFT AND PHOTOGRAPHY

TWS Arts, Craft and Photography curriculum offers an introduction to the field with a vocational focus. Students will be introduced to a range of genres.

Throughout the course, students will develop a portfolio of work in response to a project brief. Projects are theme-based and include: Introductory Project, and Image and Text.





POST-SECONDARY EDUCATION STUDIES

TWS Diploma Requirement: counts towards 5 required Elective credits, or 10 semesters

Post-Secondary Education Studies is an elective in Year 13. Students explore their options for post-graduation; considering whether they aim to access further education via college or university, plan a structured gap year or gain employment.

Through this course, students develop and understand employability skills and put these into practice by applying for and attending work experience in Term 3. Students are guided through their future planning and are encouraged to explore a range of options while putting a structured action plan into place using SMART goals.

Careers Studies Electives* for 2022 – 2023 (Semester 1)

Subject	Provider	Course Synopsis
Jewellery Design	Raffles Design Institute	Students will gain insight into the key principles of design. Through their work at Raffles Institute of Design they will utilise cutting-edge technology to bring their designs to life, while at TWS they will consider the principles of design among other theoretical and historical elements.
Personal Training	EduFit	Students will learn key elements with regards to the physiology of the human body. Following this, they will explore how to manipulate and exercise muscles for peak performance.
Hospitality	The William Angliss Institute	Students working with WAI will be exposed to different concepts related to the hospitality and service industry. Engaging with a well-known provider in this arena allows students to consider a range of different options for future study as WAI have a multitude of campuses across SEA and Australia.
Entertainment Design	MAGES	Through utilising different online platforms, students will learn about character creation and development as they consider how these skills might help if they wish to pursue a career in working with computers, data or in the entertainment industry.

*Subject to change depending on availability and partnership status

PREVIOUS PARTNERSHIPS



School of Continuing
and Lifelong Education

National University of Singapore (NUS)

Select TWS students were provided a scholarship by TWS to participate in a programme at the National University of Singapore to extend their scientific knowledge and gain experience of studying within a university environment.

The "Science Discovery: The Covid-19 Pandemic" 3-day programme was comprised of three specialised workshops designed to engage students to understand more about the COVID-19 pandemic. The workshops included the following components: (1) Modelling of an Epidemic, (2) Bioinformatics, and (3) Immunology and Mask.



Singapore University of Social Sciences (SUSS)

TWS students and teachers worked collaboratively with SUSS Business School to develop students' business acumen.

In groups, students have an opportunity to create a business venture and present their ideas to peers, teachers and lecturers within SUSS. Courses offered included Digital Marketing and Entrepreneurship.

