

Chemistry (Syllabus 8873)

1. Understanding the Nature of Scientific Knowledge
 - 1.2 Understand that the use of both logic and creativity is required in the generation of scientific knowledge
 - 1.4 Understand that scientific knowledge is reliable and durable, yet subject to revision in the light of new evidence
2. Demonstrating Science Inquiry Skills
 - 2.7 Make decisions based on evaluation of evidence, processes, claims and conclusions
3. Relating Science and Society
 - 3.1 Recognise that the application of scientific knowledge to problem solving could be influenced by other considerations such as economic, social, environmental and ethical factors
 - 3.2 Demonstrate an understanding of the benefits and risks associated with the application of science to society
 - 3.3 Use scientific principles and reasoning to understand, analyse and evaluate real-world systems as well as to generate solutions for problem solving

Character and Citizenship Education

Students will

- make responsible decisions and choices amidst the complexity and ambiguity of the current global environment
- demonstrate social responsibility and make meaningful contributions to the community by leading through service

Geography (Syllabus 9751)

Knowledge

Students will develop an understanding of:

- The interactions and interdependence between natural environments, societies and cultures at various scales
- the processes that shape natural environments, societies and cultures at various scales
- a range of contemporary issues in different parts of Asia and the rest of the world through geographical perspectives
- different approaches to solve real-world problems and achieve sustainable development

Values

Students are encouraged to:

- care for delicate ecosystems and understand the importance of environmentally sustainable lifestyles have the integrity to uphold ethical principles and be resilient in their pursuit for a better world

Planet or Plastic? Exhibition Curriculum Links (Tertiary)

Art (Syllabus 8879)

Perceiving

- Analyse and define visual expressions in light of social and cultural contexts
- Make connections between visual expressions of differing genres, traditions and contexts

Communicate

- Critically appraise artists/ artworks and their ideas/ concepts
- Communicate with precise working vocabulary the processes of art making and responses to artworks

Appreciating

- Value imaginative and innovative ideas in visual arts
- Develop an inquiring attitude and life-long interest in the visual arts

Knowledge and Inquiry (Syllabus 9759)

AO1 Understanding the Nature and Construction of Knowledge

Candidates will be expected to demonstrate an understanding of the nature and construction of knowledge. They will be expected to show that they have read widely and have understood and can apply the concepts involved.

Candidates will be expected to demonstrate skill in selecting relevant material with which to tackle the assessment tasks.

Chemistry

Subject	H1 Chemistry Extension topic: Polymers
Guiding questions	<p>Guiding questions: What are polymers? How are polymers formed and what are their uses?</p>
Learning Outcome(s)	<p>(h) Recognise polymers as macromolecules built up from monomers, with average molar mass of at least 1000 or at least 100 repeat units</p> <p>(j) Classify and explain the difference between thermoplastic (linear, as exemplified by poly(ethene)) and thermosetting (cross-linked, as exemplified by poly(diallyl phthalate)) polymers with reference to structure, bonding and the following properties:</p> <ul style="list-style-type: none"> (i) softening behaviour, including capacity to be recycled (ii) rigidity (iii) strength <p>(m) Recognise that materials are a finite resource and the importance of recycling plastics, considering the economic, environmental and social factors</p>
Relevant syllabus aim(s)	<p>Develop in students the understanding, skills, ethics and attitudes relevant to the Practices of Science:</p> <p>Relating Science to society</p> <ol style="list-style-type: none"> 1. Recognise that the application of scientific knowledge to problem solving could be influenced by other considerations such as economic, social, environmental and ethical factors 2. Demonstrate an understanding of the benefits and risks associated with the application of science to society

Character and Citizenship Education

Focus Area/Theme/Topic	Focus area 2: Making a difference Theme 3: Advocacy for good Topic: Core of a changemaker
Learning outcome(s)	Objectives: 1. Explore how integrity and consistency are appreciated and interpreted in today's world 2. Reflect on and articulate what they consider to be their own core values Exploratory questions: 1. What do I value? Why? 2. Do people know what I stand for? Has what I stand for ever changed? Will this affect the ability I have to persuade people?