

# Class 6, 7 & 8 Lower Secondary Handbook



DYATMIKA  
EDUCATION FOR A BETTER WORLD



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## From The Head Of School



Welcome to our information booklet for Class 6, 7, and 8 where students study the Lower Secondary Programme, supplemented by additional subjects to provide a significant breadth of study, and ensure our students meet the requirements for the National Curriculum. You will find information on the progression of the Cambridge curriculum through to Class 12, and the success that our students achieve in their school, and life after leaving Dyatmika; on [our website](#) we also have booklets detailing [Class 9 and 10](#), and [Class 11 and 12](#) course choices. Of course we also encourage activities outside of academics,

and detail our extra curricular activities online via the Engage parent portal.

Our students experience an excellent level of high impact and engaging lessons to ensure their learning is utmost, and are supported by their teachers and a pastoral team to ensure their wellbeing and motivation is nurtured throughout the High School.

We closely monitor the progress of students, rewarding students regularly in assemblies, and contact parents where we put additional support in place. Parents are welcomed to stay in touch with us to ensure we work together for our community.

**Jon Cherry**  
**International Head of High School**

## From The Academic & Pastoral Leader



This year will mark my over 20 years as a teacher, the vast majority of this time included some kind of pastoral responsibility. I took on the role of Academic & Pastoral Leader (APL) for Classes 6, 7 & 8 here at Dyatmika back in 2018 and have worked hard alongside the other two APLs and the Head of School to develop and fine tune the APL role into one that focuses mainly on strengthening the high school experience for our students and in doing so optimising their performance.

Having done the same job in several schools in different parts of the world, with contrasting socioeconomic conditions, I have learnt that children are indeed children irrespective of where in the world they are from or from what type of background they belong to. ALL children need some kind of pastoral intervention at some point during their school career.

I am a firm believer that a good pastoral care system within a school not only makes the school a safer, friendlier environment but it also improves academic attainment. A good pastoral care system maximises communication between school staff and parents and can prevent many problems from arising in the first place rather than just dealing with them after they occur. An effective pastoral system that is embedded in a school's day to day activities acts as a fence at the top of the cliff rather than simply providing the ambulance at the bottom.

Clearly academic performance and achievement will increase in a school with a solid pastoral system. There is no question that pupils with high self-esteem, who are essentially content and well-motivated, will work better. Regular tracking and monitoring of assessment tasks enables differentiated goals and interventions to be put into place meaning that children are treated as individuals.



## **From The Academic & Pastoral Leader (continued)**

Staff at Dyatmika have been successful in creating and maintaining an extremely caring environment and one of our ongoing aims is to encourage positive attitudes and growth mindsets. We seek to develop sound working habits, consideration and respect for others and high standards of behaviour and self-discipline. Homeroom leaders take the lead on many of the things mentioned during homeroom time each morning which prepares the students for the rest of their day. We also include many of these themes in our weekly assemblies alongside the recognition and celebration of student attainment, achievement and effort.

We have a hard working, experienced and dedicated team working with your children both academically and pastorally which, when combined with the super supportive parents this community has, means that they are in very safe hands indeed!

**Pak Philis**  
**Academic & Pastoral Leader - Class 6, 7 & 8**



## Introduction

This booklet contains information on the Cambridge Lower Secondary that is offered in Class 6, 7 and 8 at Dyatmika. We offer a curriculum in Lower Secondary that is current, inquisitive, and innovative that helps to prepare students for future qualifications at IGCSE, A-Level and university as well as the working world. Dyatmika operates within a culture that combines a positive, caring and supportive learning environment with a climate of high quality expectations and self-accountability

A Cambridge education prepares students for life, helping them develop an informed curiosity and a lasting passion for learning. At Dyatmika we have shaped a world class Cambridge curriculum around the best fit for our students, helping them discover new abilities and a wider world.

This booklet allows you to understand more about life in Lower Secondary and covers all important aspects of the curriculum, transitions, assessment and progression into IGCSEs and beyond. As students in Lower Secondary enter secondary school they are planting the foundations for future achievement.



## Cambridge Lower Secondary Curriculum

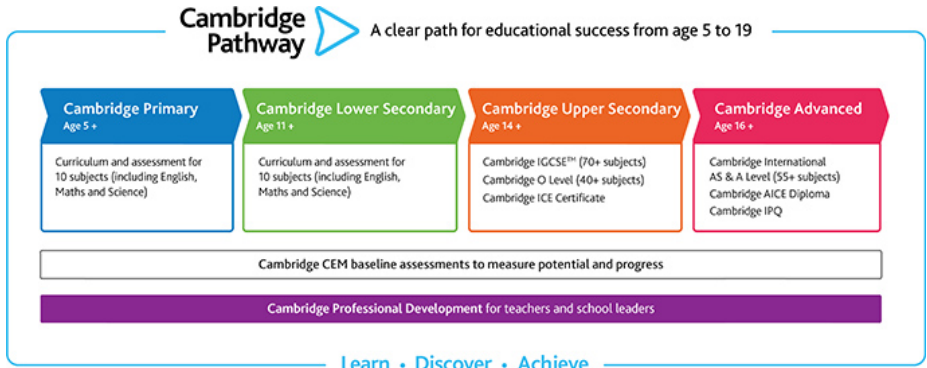
By offering Cambridge Lower Secondary, Dyatmika provides a broad and balanced education for our learners, helping them to thrive throughout their schooling, work and life. The Cambridge Lower Secondary programme is designed to be flexible – Dyatmika combines it with the required elements of the Indonesian national curriculum. The teachers can use the materials from Cambridge in a way that is most suitable for the students at Dyatmika.

The Lower Secondary programme has been designed to link seamlessly with the Cambridge Primary programme (offered from Primary Prep to Class 5) and to provide excellent preparation for students who will go on to study Cambridge IGCSE courses in Classes 9 and 10. The Cambridge Lower Secondary Programme:

- Develops successful students – it is a framework for education success for students aged from 11 – 14 years.
- Is internationally benchmarked. This allows Dyatmika to measure standards over time.
- Helps teachers assess students' learning as they progress. Dyatmika uses this feedback to improve teaching, support learning and to report student progress to parents.

Offering up to 14 subjects, including English, Mathematics and Science, there are always opportunities to develop creativity, expression and wellbeing. At Dyatmika lessons combine an emphasis on mastering subjects in depth with the development skills for study. The Cambridge system values deep subject knowledge as well as the conceptual understanding that helps students make links between different aspects of a subject. These are transferable skills that are preparing students for their future lives. They also make learning enjoyable and rewarding.

## Transitions



There are 4 learning stages offered by Cambridge that transfer seamlessly from primary to secondary and pre-university years. Each stage – Cambridge Primary, Cambridge Lower Secondary, Cambridge Upper Secondary and Cambridge Advanced – builds on the learners’ development from the previous stage. Similarly, each syllabus adopts a ‘spiral’ approach, building on previous learning to help advance students study.

### Class 6 Transition

In Class 6 students will be moving from Cambridge Primary into Cambridge Lower Secondary. Moving from Primary to Lower Secondary is the first step by students in building the foundations toward gaining their internationally recognised qualifications in IGCSE and A-Level. Students who enter Lower Secondary will already have followed Cambridge Primary for many years. This continuity with Cambridge throughout Dyatmika helps to implement deeper learning leading to 21st century learners.



Our aim is that our students will develop as young people who...

... are globally and civic-minded individuals who embrace the sensible management of the natural environment and offer service to the community. We want them to play a role in the preservation of the Balinese culture and other heritages significant to them.

... leave Dytmika equipped for their future learning, career and life beyond their school years. We aim that they will have skills to work with others, to be innovators, problem solvers and critical thinkers. We want them to be creative, have initiative, be self-directed and able to adapt to whatever the future brings.



... have a growth mindset and can talk about what and how they learn. We want them to connect their learning, be able to reflect on their progress and know the next step in their learning. We intend that our students develop effective strategies and skills for learning by themselves and with others in more than one language.

... are ethical individuals and leaders with well-developed self-management, social and intercultural skills. We seek that their lifelong personal growth is positive, that they develop meaningful personal interests and manage their own well-being so that they live fully and well.

This document is a result of a committed group of Dytmika teachers working together representing the whole Dytmika School community. Thank you to everyone involved in the process. We believe that with the school charter this Learner Profile form the heart and soul of Dytmika.

## Class 9 Transition

Upon leaving Cambridge Lower Secondary students will continue with Cambridge education and study for their Cambridge International General Certificate in Secondary Education (IGCSE) in Class 9 and 10.

At Dytmika we offer a broad range of subjects in Lower Secondary that provide students with the chance to experience a number of different subjects before selecting a pathway in IGCSE and A-Level subjects. This smooth transition in continuity from Cambridge Lower Secondary to IGCSE allows students to have a solid foundation to be able to achieve their potential in future years.



## **Cambridge Lower Secondary Checkpoint**

At Dyatmika we use Cambridge Checkpoint tests at the end of Class 8 to assess learners at the end of the lower secondary programmes in Math, English and Science. This allows the school to baseline students to be able to make strategic decisions to benefit our students and allows us to :

- Tailor individual learning programmes
- Monitor group and individual performance
- Compare the performance of all learners taking tests in that session
- Manage learning programmes within the school
- Benchmark students to provide target grades at IGCSE

## **Checkpoint Learner report**

Each student will receive a learner report in English, Mathematics and Science. The learner report for each individual learner gives a:

- Cambridge Checkpoint score achieved at subject level
- Mark achieved at strand and sub-strand/skill level
- Statement of Achievement that shows the subjects and scores achieved

The Cambridge checkpoint exams have a proven track record of supporting learning to access the correct pathways at Dyatmika and maximise student potential.



## National Curriculum

### Class 6 - 8

#### Course Choices 2022 - 2023 - National Structure

The regulation 31/2014 from the Indonesian Ministry of Education, Culture, Research, and Technology states that all International students (with KITAS) are required to take Bahasa and Indonesian studies while all national students (Indonesian citizenship or dual nationality - Indonesian and one other) are required to take National Mandatory Subjects (Bahasa, Civics - Pancasila, Religion) and to sit National Assessments.

Following the latest regulation on National Assessment, all national students are required to take National Literacy, Numeracy, and Character Assessment in Class 8.

Based on the national system the students in Class 6 will take school-based final assessment, and will get the National Certificates.

## Mandatory National Subjects

Student	Subjects	Period
National students	Religion	1 period / week
	Pancasila - Civics	1 period / week
	Bahasa Indonesia	5 periods / week
International Students	Bahasa Indonesia	5 periods / week
	Indonesian Studies	1 period / week

## Reporting

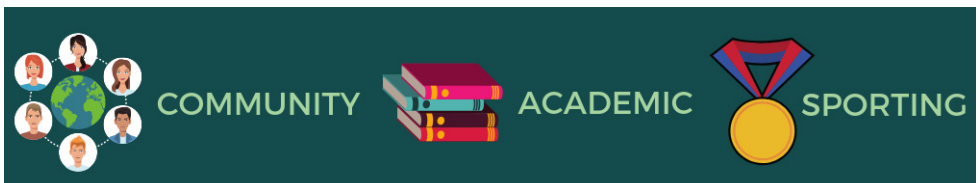
Assessment is a continuous process that has both formal and informal components. It is used to motivate students and provide information about their knowledge, strengths and needs and gives teachers, students and parents information about attainment and progress.

Dyatmika Reporting:

- A variety of assessment practices provide information so that learning can be evaluated and next steps can be appropriately developed.
- Assessment benchmarks are based on the school's curriculum and are completed in Class 6. These give target benchmarks grades for each subject during lower secondary.
- Families receive written information about their son/daughter's progress through a regular formal reporting cycle. Assessment is a continuous process throughout the school year.

## Extracurricular

At Dyatmika, we categorise the Extracurricular Activities on offer into Community, Academic and Sporting activities. This helps us to ensure we are offering a broad and balanced range of experiences, giving all students the opportunity to enjoy and excel.





## Extracurricular

- **Community:** Community Clubs focus on bringing Dyatmika together and developing the sense of family that the school is renowned for, as well as looking outward to our local community and beyond. These clubs are an excellent opportunity for students to discover and develop interests beyond their academic learning and the constraints of the classroom.
- **Academic:** Academic Clubs support and extend the learning that takes place in lessons. Students have a chance to work on specific areas in smaller groups that allow them to really focus on the topic. Some students are required to attend academic clubs as part of the continuous support we offer at Dyatmika to ensure that every student achieves their potential.
- **Sporting:** Sporting Clubs are an important part of life at Dyatmika. Whether you are interested in representing the school in the Bali School Sports Association (BSSA), joining the Dyatmika Basketball tour to Surabaya or just having fun with your friends playing badminton, students appreciate the need to stay active to maintain healthy bodies and minds.

A C.A.S. Award is given in recognition of students who participate in a range of Extracurricular Activities and commit fully to these throughout the year. Students receive the award at the end of the school year. Intervention 'extra' classes always take priority over Extracurricular Activities and will contribute towards the C.A.S. Award.

### BRONZE

Attend 100%  
of 1 activity  
for the term

### GOLD

Attend 100%  
of 3 activities  
for the term

### FULL ATTENDANCE

(UNLESS DISCUSSED WITH THE  
TEACHER)

### SILVER

Attend 100%  
of 2 ECA's for  
the term

### PLATINUM

Attend all of  
the sessions  
for 3+ ECAs  
for the term

**SIGNED UP ON ENGAGE**



## Subject: English

### Head of Department

Ibu Nadine

### Course Brief

Cambridge Lower Secondary English empowers learners in their application of English, and encourages life-long enthusiasm for reading, writing and spoken communication. It develops communication skills in English that learners can apply in everyday situations and in study. It also equips learners with transferable language skills for interrogating and producing spoken and written texts, and working collaboratively. Together the reading, writing, speaking and listening skills acquired through Cambridge Lower Secondary English support learners' overall intellectual, creative and social development.

The structure of the Cambridge Lower Secondary English Curriculum Framework is designed to support effective teaching of English within and across the lower secondary stage. For example, links between reading and writing skills are made explicit in the learning objectives within each Class, and there is clear progression of reading, writing, speaking and listening skills across the Classes.

Cambridge Lower Secondary English develops confident and inquisitive readers who enjoy reading for pleasure, and are able to access information from texts and make decisions about its reliability. Reading and discussing a wide range of texts with diverse themes, and from different contexts, supports learners' independent reading choices and their cultural, social and emotional development.

Learners develop speaking and writing skills that enable them to share their understanding, ideas and feelings clearly and accurately in English. By analysing, evaluating and discussing spoken and written texts, learners gain competence in adapting their communication creatively and effectively for different audiences and purposes.



### Course Brief (continued)

Learners' speaking and listening skills develop beyond simply sharing and gaining information. They also learn how to listen and respond to others effectively in order to achieve shared understanding or goals, and to express themselves creatively through drama.

### Course Structure

Each term, students study a range of key skills through a text or style of writing. All key forms of fiction and non-fiction texts are covered including canonical and modern texts in order to fully prepare students for IGCSE courses.

**Key literature forms:** novel, short story, poetry, drama

**Key writing styles:** narrative, descriptive, persuasive, essay

**Key text types:** diaries, letters, articles, reports

### Example structure:

**Class 6:** novel study/ biography & autobiography/ narrative writing/ persuasive texts

**Class 7:** novel study/ introduction to poetry/ travel writing/ drama study pre-1900 text

**Class 8:** novel study/ gothic writing/ poetry/ drama study post 1900 text

### Assessment

Students are formally assessed each term on a task related to the unit of study. The assessments cover both reading and writing skills. Prior to the final assessment, students complete a practice task and receive feedback on how to improve their work. Mark Schemes are used and shared with students so they can become familiar with assessment requirements. Each unit of work also includes a specific speaking and listening activity and students also receive feedback on how to improve these skills.



## Subject: Mathematics

### Head of Department

Ibu Helen

### Course Brief

Cambridge Lower Secondary Mathematics encourages lifelong enthusiasm for analytical and rational thinking. Learners develop a holistic understanding of the subject, focusing on principles, patterns, systems, functions and relationships. At Dyatmika learners become mathematically competent and fluent in computation which they can apply to everyday situations.

The structure of the Cambridge Lower Secondary Mathematics Curriculum Framework is designed to support clear progression of mathematics knowledge and skills within and across the lower secondary stage. Learners will systematically develop their mathematical skills in Number, Algebra, Geometry and Measure, and Statistics and Probability. They recognise the interconnections of mathematical concepts.

### Course Structure

In Mathematics the subject is divided into four main areas, which run through every lower secondary mathematics class. Learners will develop skills in:

- **Number**
  - Integers, power and roots
  - Place value, ordering and value
  - Fractions, decimals, percentages, ratio and proportion
- **Algebra**
  - Expressions, equations and formulae
  - Sequences, functions and graphs





## Course Structure (continued)

- **Geometry and Measure**
  - Geometrical reasoning, shapes and measurement
  - Position and transformations
- **Statistics and Probability**
  - Statistics
  - Probability

The strands work together to help students recognise connections of mathematical concepts as they engage in creative mathematical thinking to generate and improve numerical fluency.

## Assessment

Throughout Class 6, 7 & 8 the students sit a series of end of unit tests after each section of work. There are between six and eight of these tests throughout each year. The results of these tests inform students and teachers of areas that will require further revision before the exams at the end of Class 6 & 8.

At the end of Class 6 students sit an End of Year exam which is based on the Cambridge Progression Tests. It assesses all the topics covered over the year. To help the students prepare for this exam we provide a pack of practice tests and mark schemes. These are designed to be completed at home, although there will be opportunity to ask for help during lessons. We also run Mock exams prior to the final exams so that the students are familiar and comfortable with the exam process.

At the end of class 8 students sit the Cambridge Lower Secondary Checkpoint Exams. These external tests are marked by Cambridge and provide information on how learners are performing against an international benchmark. There are two Maths papers, a calculator paper and a non-calculator paper. The results of these exams provide valuable information and can help us to decide the Maths course that students should study in Class 9 & 10.



## Subject: Science

### Head of Department

Pak Christian

### Course Brief

The Cambridge Lower Secondary Science curriculum supports learners in developing lifelong curiosity about the natural world and enables them to seek scientific explanations to the phenomena around them.

Learners develop a holistic approach to science by considering scientific thinking and practical skills alongside knowledge and understanding which is vital for explaining the world around us. This approach provides learners with the knowledge and skills they require to access and excel at science in later phases of education.

The structure of the Cambridge Lower Secondary Science Curriculum Framework is designed to support and enable effective teaching of science within and across the lower secondary classes. At Dyatmika we implement science skills and knowledge that will enable our learners to describe, explain and investigate the world around them at an age appropriate level.

Learners will systematically develop their scientific knowledge through the strands Biology, Chemistry, Physics and Earth and Space while developing scientific practices through the Thinking and Working Scientifically strand. An understanding of science through these strands of study gives learners knowledge and skills to prepare them for the future and to make informed choices. This includes considering sustainability issues and meeting the challenges facing our environment.



## Course Structure

There are learning objectives for each class from Class 7 to 9. All the learning objectives in each stage provide clear progression from the previous stage and to the subsequent stage:

- **Thinking and Working Scientifically**
  - Models and representations
  - Scientific enquiry: purpose and planning
  - Carrying out scientific enquiry
  - Scientific enquiry: analysis, evaluation and conclusions
  -
- **Biology**
  - Structure and Function
  - Life processes
  - Ecosystems
- **Chemistry**
  - Minerals and their structures
  - Properties of materials
  - Changes to materials
  - Physics
  - Forces and energy
  - Light and sound
  - Electricity and magnetism
- **Earth and Space**
  - Planet and Earth
  - Cycles on Earth
  - Earth in space
- **Science in Context**

**Assessment**

Lower Secondary Scientists should expect to be challenged through a variety of formative assessments throughout the course, testing their understanding of content and application of problem solving and laboratory skills. Health and safety skills in the lab will be monitored closely and are necessary for taking part in practical investigation. There will be summative assessments at the end of each topic in the form of a class test. Students are expected to reflect on feedback and revisit learning objectives.

At the end of Class 6 students sit an End of Year exam which is based on the Cambridge Progression Tests. It assesses all the topics covered over the year. To help the students prepare for this exam we provide a pack of practice tests and mark schemes. These are designed to be completed at home, although there will be opportunity to ask for help during lessons. We also run Mock exams prior to the final exams so that the students are familiar and comfortable with the exam process.

At the end of Class 8 students sit the Cambridge Lower Secondary Checkpoint Exams. These external tests are marked by Cambridge and provide information on how learners are performing against an international benchmark. The results of these exams provide valuable information and can help us to decide the Science course that students should study in Class 9 & 10.



## Subject: Social Sciences (Class 6)

### Head of Department

Ibu Sez

### Course Brief

Students in Class 6 are introduced to the subject of 'Social Sciences' through a range of exciting historical and geographical topics that allows students to develop their understanding of the world around them. They are encouraged to ask questions, think critically, weigh evidence, examine arguments to be able to reach a perspective and judgement about the different topics. It is through this curiosity that we will develop learners who are empathetic to people in the past as well as in the present.

The purpose of this course is to set the foundation for what students will study in Class 7 and 8. By giving students the building blocks of skills during this time they will be able to progress at a more advanced level when they study history and geography separately in these classes.

### Course Structure

Term 1 - Introduction to Geography - map skills and borders.

Term 2 - What is History? Case study of the Titanic focusing on historical skills.

Term 3 - Volcanoes and Earthquakes.

Term 4 - The Romans.

### Assessment

Students sit termly written assessments that focus on the key skills and content areas they have been working on during that term. Targetted feedback is then given by the teacher with next steps so that students can take ownership of their learning.



## Subject: Physical Education

### Head of Department

Pak Philip

### Course Brief

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. Establishing good patterns of exercise in lower secondary school provides learners with the foundation of an active and healthy lifestyle.

Physical Education at Dyatmika is an essential part of the curriculum with a minimum 3 periods of mandatory timetabled physical Education from class 6 to 8. It is a subject where everyone can achieve success and it promotes teamwork and leadership qualities amongst students. Sport for all is encouraged throughout all classes.

### Course Structure

The course follows 4 terms with a different sports focus each term.

**Term 1** - Football + Cooperative games/Gymnastic activities

**Term 2** - Volleyball + Movement & Hand Eye coordination skills

**Term 3** - Basketball + Movement & Hand eye coordination skills + Swimming (Class 6 only)

**Term 4** - Athletics + Striking games (Cricket/baseball) + Badminton

### Assessment

There is no Cambridge Lower Secondary Progression Test or Checkpoint for this subject.

The emphasis of this course is for teachers to give learners formative feedback on the skills they want students to develop. This can be through discussion, observation and lesson outputs where teachers discuss with students 'what went well' and how they can improve further, so that students can reflect on, provide feedback and improve their performance.



**Assessment (continued)**

At Dyatmika students will also be assessed in their Cardiovascular and Muscular Endurance with some fitness tests such as the 12 minute run and the Multi Stage Fitness 'Beep' Test.

Participation, effort and skills in physical activity and sports are the main components of students assessment thus it is important for all students to be involved enthusiastically in all physical education classes.



## Subject: ICT

### Head of Department

Pak John Stoddart

### Course Brief

ICT & Digital Literacy

Students develop digital skills that will help with many aspects of their future learning and development.

This course supports progression to the Cambridge upper secondary IGCE ICT course.

### Course Structure

#### Class 6

Term 1 - E-Safety - IT in Society

Term 2 - Creative Media (DTP)

Term 3 - Digital Presentation

Term 4 - Visual Programming (kudo)

#### Class 7

Term 1 - E-Safety, Social media and digital footprints

Term 2 - Visual Programming (Scratch)

Term 3 - Word Processing

Term 4 - Exploring the internet

#### Class 8

Term 1 - Graphics

Term 2 - Web Design (HTML)

Term 3 - Spreadsheets

Term 4 - Coding in Python





### **Assessment**

Formal assessment is conducted during and at the end of each term; teachers also give learners formative feedback on the skills they want students to develop. This can be through discussion, observation and lesson outputs where teachers discuss with students 'what went well' and how they can improve further, so that students can reflect on, and improve, their performance.



## Subject: Music

### Head of Department

Ibu Caz

### Course Brief

The Cambridge Music 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.

It is important that learners recognise that being a musician is not restricted to any single way of making music, and that what makes a musician is the way that they are able to apply the core skills and qualities of musicianship to any type of music and musical activity. Both objective and subjective viewpoints are necessary in making music and making sense of music. The core skills and qualities outlined are the mechanisms that musicians use to make personal connections with music, and to enable them to approach unfamiliar music with an open mind.

Cambridge Lower Secondary Music is designed to be flexible so you can combine music from your local context with music from other cultures. Learners will experiment and contribute as they follow a wide variety of possible musical paths. This will help each learner to develop a personal affinity to music as well as find ways to express their unique musical personality.

Throughout Cambridge Lower Secondary Music, learners will develop a genuine depth of understanding, so they can both make music and make sense of music. This prepares them to be lifelong makers and listeners of music while also providing a solid foundation for learners who continue to study music through the Cambridge Pathway.



### Course Structure

Key topics include:

- Practical music: learning to play band instruments; blues, rock, jazz
- Performing: preparing for a performance at end of each semester
- Keyboard skills, notes of the stave, notes of the keyboard
- World music: India, Africa, China
- Programme music and appraising (choice of focus pieces)
- History of music: Baroque, Classical, Romantic
- Composing/ creating music using software

The order and content of topics may change year on year as we reflect on best practice and respond to particular interests and talents of each cohort.

### Assessment

Assessment in music is largely formative AFL, with ongoing monitoring in lessons and frequent feedback given. Learners are evaluated in all key areas - performing, composing and listening/ appraising. Knowledge is checked and supplemented also through regular homework. At points in the year, learners will have a summative assessment in order to evidence their understanding and progress.



## Subject: Art and Design

### Head of Department

Ibu Claire

### Course Brief

Cambridge Lower Secondary Art & Design encourages students to explore their own creativity and imagination with limitless possibilities. As art and design is a wide ranging subject, learners will become experimental, reflective, critical and creative thinkers who are able to express their personal ideas in response to art topics. Through art making, learners will understand the benefits of concentration, resilience, perseverance and collaboration through individual work and group projects.

When producing art, learners will develop their fine motor skills and learn to express themselves with confidence. Art & design at Dyatmika is designed to be an enjoyable and stimulating experience providing opportunities for learners to explore personal interests and the world around them. In each project, learners will be introduced to a range of artists from contemporary, historical and cultural contexts to gain knowledge and understanding of how art has influenced the world and created new perspectives. Art movements will allow learners to understand cultural context with links to other subjects.

Cambridge Lower Secondary learners are encouraged to explore, push boundaries and express themselves through their artistic work. Through experimentation with materials and media, learners will begin to master techniques and processes. In each art project, students will develop independent learning skills and explore their own imagination to produce individual outcomes. This personal approach challenges negative views of failure to allow learners to reflect upon their progress and develop resilience.

Learners will also benefit from regular opportunities for collaboration, sharing ideas and learning from others. They will collaborate with peers to solve problems, share experimentation and celebrate outcomes.

## Course Brief

In each project, learners will gain inspiration, develop problem solving skills, pursue new approaches to their own work, and make informed responses to what they see and feel. Learners will also be able to identify works of art that have personal meaning to them. At Dyatmika, learners will be able to articulate their responses and to recognise creative possibilities through reflection, preparing them for IGCSEs in art and design and a world where creative thinking is valued.

## Course Structure

- **Experiencing**
  - Encounter, sense, experiment with and respond to a wide range of sources, including a range of art from different times and cultures.
  - Explore media, materials, tools, technologies and processes.
  - Gather and record experiences and visual information.
- **Making**
  - Learn to use a range of media, materials, tools, technologies and processes with increasing skill, independence and confidence.
  - Select appropriate media, materials, tools, technologies and processes for a purpose.
  - Reflecting
  - Celebrate artistic experiences and learning.
  - Analyse, critique and connect own and others' work as part of the artistic process.
- **Thinking and Working Artistically**
  - Generate, develop, create, innovate and communicate ideas by using and connecting the artistic processes of experiencing, making and reflecting.
  - Embrace challenges and opportunities, working with growing independence.
  - Review and refine own work.



### **Assessment**

Formal assessment is conducted regularly during each term based on the skills and techniques learned. Students receive regular feedback through discussions, observations, assessment for learning activities in class and assessed work. Each task will receive written feedback with a target recorded in the sketchbook. Success criteria are often used to enable students to understand the assessment objectives and how the marks are awarded. At the end of each project, the final piece alongside the sketchbook work will be assessed summatively against the assessment criteria and a final grade will be awarded.



## Subject: PSHE (Physical Social Health and Economic Education)

### Head of Department

School Counselor

### Course Brief

The Dyatmika PSHE curriculum has been designed to prepare our students and equip them with skills for navigating through life's opportunities and challenges. The topics covered span through the three core themes of Health and Wellbeing, Relationships, and Living in the Wider World, ensuring age-appropriateness and relevance to students' developmental stage at each class level. Through class discussions, reflective tasks, and practical projects, students learn to develop a sense of self-awareness, openness to diversity, and to make informed choices and decisions around their lives and the impact they can have on others.

PSHE is taught one period per week with the involvement of our school counselors. The course is a valuable opportunity for students to process and discuss issues that concern various aspects of their daily lives and to establish close familiarity with the counseling team, which makes up a key part of their support system at Dyatmika.

### Course Structure

#### Class 6

Term 1: Self-Organisation & Healthy Friendships

Term 2: Handling Bullying & Threats to Online Safety

Term 3: Self-Esteem & Physical Wellbeing

Term 4: Puberty & Managing Transitions

#### Class 7

Term 1 - Healthy Lifestyle & Self Concept

Term 2 - Family Relationships & Friendships

Term 3 - Digital Citizenship & Safety

Term 4 - Puberty and Drug & Alcohol Education



## Course Structure (continued)

### Class 8

Term 1 - Social Media & Wellbeing

Term 2 - Mental Health

Term 3 - Choices & Future Pathways

Term 4 - Romantic Relationships

### Assessment

Students are informally assessed on their understanding of topics through weekly classwork and class participation. There is no formal assessment for Class 6. Class 7 and Class 8, meanwhile, are formally assessed through a one-week assignment and a two or three-week project per term. These take-home assignments are designed not only to assess their formative and summative understanding of the topics covered, but to be practical and self-reflective and to benefit their own health and wellbeing, relationships, and life path-charting in the process.





## Subject: Bahasa Indonesia

### Head of Department

Ibu Yurista

### Course Brief

The students will develop their skills and knowledge in reading, writing, speaking, listening, and grammar. They will learn how to construct sentences accordingly, enrich their vocabulary, and express their ideas effectively through written or spoken language. The students will be exposed to varied texts and modern literature works.

### Course Structure

There's an alignment between Cambridge and Merdeka curricula. The topics selected relate to the interests and needs of the candidates in using Bahasa Indonesia, e.g. education, the world of work, current affairs, health and welfare, travel, school affairs.

### Assessment

Class 6- 8 the students will sit a series of end-of-unit tests after each section of work. Class 6 will sit an "Ujian Sekolah" at the end of the year.



## Subject: History (Class 7 & 8)

### Head of Department

Ibu Sez

### Course Brief

History is a challenging and academically demanding subject that is richly rewarding. In Class 7-8 we offer a diverse curriculum covering local, national and international History. Students develop their source analysis skills, essay writing and debate skills, to name but a few. Do you want to know why the First World War began? Why did Japan attack Pearl Harbour in WW2? Where does the United Nations come from? What are civil rights? How close did the world come to nuclear Armageddon? These are just some of the questions that are analysed, debated and answered in a History classroom at Dyatmika!

### Course Structure

#### Class 7:

Term 1 -The Middle Ages  
Term 2 - The Islamic Empire  
Term 3 - Explorers and Empires  
Term 4 - Slavery

#### Class 8:

Term 1 - Civil Rights  
Term 2 - Nationalism  
Term 3 - The First World War  
Term 4 - The Second World War

### Assessment

Students sit termly written assessments that focus on the key skills and content areas they have been working on during that term. Targetted feedback is then given by the teacher with next steps so that students can take ownership of their learning.



## Subject: Geography (Class 7 & 8)

### Head of Department

Ibu Sez

### Course Brief

In our ever-changing world, Geography is a relevant and exciting subject that can stimulate interest in the world around us and develop our understanding of current affairs. It allows students to gain an understanding of events that take place in our everyday lives and draw connections between different human and physical processes that shape and characterize our world.

Geography is a diverse and exciting subject that is relevant to our everyday lives. It is multi-disciplinary and supports learning in almost all other subjects, making it a great complementary subject to all others that students study here at Dyatmika.

### Course Structure

#### Class 7:

Term 1: Population and Migration

Term 2: Coasts

Term 3: Tourism

Term 4: Weather and Climate

#### Class 8:

Term 1: Energy and Sustainability

Term 2: Development

Term 3: Rivers

Term 4: Climate change

### Assessment

Students sit at least one termly written assessment that focuses on the key skills and content areas they have been working on during that term. Targetted feedback is then given by the teacher with next steps so that students can take ownership of their learning.



## Subject: Business and Economics (Class 7 & 8)

### Head of Department

Pak Jon Con

### Course Brief

In Business and Economics the subject is divided into two main areas (Business studies & Economics), which run through every lower secondary Business and Economics stage. Learners will develop skills in:

#### Class 7:

- Humans as Social & Economic Beings
- Economic Activity
- Markets
- Entrepreneurship

#### Class 8:

- How markets work
- Enterprise \* Students will be planning, implementing and evaluating their chosen enterprise as an on-going process throughout the year.
- The role of government
- Business planning

### Course Structure

Cambridge lower Business and Economics provides students with the foundational skills required for IGCSE Business Studies and IGCSE Economics as well as providing the tools for students to better understand the world around them.

### Assessment

Throughout Class 7 & 8 the students sit a series of end of unit tests after each section of work. There are four assessments throughout each year covering each of the units covered. These assessments cover the range of key skills needed from Class 9 onwards including knowledge, application, analysis and evaluation. After each assessment students are given time to reflect on their progress and feedback allows them to move forward and improve.



## Support and Advice

Counselors.....Ibu Irma, Pak Ridzki (counsellors@dyatmika.org)  
Careers Adviser.....Pak Max (max @dyatmika.org)  
Academic and Pastoral Leader (6-8).....Pak Philis (pstanier@dyatmika.org)  
Academic and Pastoral Leader (9-10).....Pak Kev (kevin@dyatmika.org)  
Head of High School.....Pak Jon C (jcherry@dyatmika.org)

All subject teachers are available to give advice on their subjects.

## Resources and Books

Textbooks for all subjects are provided, and kept, in class. Students can purchase their own textbook from the school shop if they wish, or can check out the textbooks from the library.



## Cambridge Examination Fees

Cambridge Assessment International Education charge a fee for students who take examinations at IGCSE, AS and A Levels. These fees must be paid by parents before students are entered into examinations, in line with Cambridge's regulations.

In order to streamline the process of examination entry, parents are asked for an advance payment during October to cover the cost of all exam fees. In 2020-21 this payment was:

**Class 10 IDR 14 million**

**Class 11 IDR 7 million**

**Class 12 IDR 6.5 million**

### Please Note:

1. Cambridge change their fees slightly each year and exact fees are affected by the IDR to GBP exchange rate.
  - The exact cost is calculated after the entries are confirmed, and retrospective invoices issued.
  - Any surplus fees are credited against future school fees.
  - Any shortfall due to major currency fluctuations are billed to parents.
2. Examination entries are only processed once fee payment is received. Delays in payment by parents will result in a 'late entry fee', following Cambridge Assessment International Education's procedures. The school cannot absorb late fee costs, it is billed to parents.
3. Dyatmika does not charge any additional administration fees for these examinations.
4. Parents will receive a letter early in the school year when examination fees are to be paid.
5. Parents are responsible for fees associated with any examination resits.