



Year 9 Homework Information Booklet Term 1 2016-2017

Key information about the 'Tic Tac Toe' system

Aims

- To develop independent learners
- To encourage students to manage their time effectively
- To enable students to be resourceful

How does Tic Tac Toe work?

- Students choose three tasks to complete over the term in each subject
- The tasks should form a line that runs through the centre. The line can be vertical, horizontal or diagonal.
- Each pupil should complete a task labelled as 1, 2 and 3
- For each task that is chosen there is a due date
- In some cases this is denoted by 'w/c' which means week commencing. Students should then submit the work in their lesson that week.

How long should students spend?

- Students should spend between 60 to 90 minutes on each task.
- Students are encouraged to break up the tasks into research, producing and proof reading.
- Students are advised to commence their homework for each task at least one week before the deadline, so that they are able to check with their subject teacher or form teacher if they have any questions.

If you have any questions then please do not hesitate to ask, by contacting heather.rinaldi@dovercourt.edu.sg .

<p>2.LO: To experiment with photography</p> <p><i>Task: Using a camera- and not using any filters take at least 5 photos which relate to a similar theme. Present these altogether with your explanations as to why you have taken them and the things you considered when taking the photographs.</i></p> <p>Due date: w/c 14/11/16</p> <p>Top tip: Consider the light, composition and the rule of thirds when taking your photograph! Is the subject interesting?</p>	<p>2.LO: Think outside of the box and creative risks</p> <p><i>Task: Collect a 'Wreck your journal' booklet from the box in Miss K's classroom</i></p> <p>Due date: w/c 14/11/16</p> <p>Top Tip: Have fun and relax! Imperfections aren't just beautiful but they make your work unique!</p>	<p>3.LO: To record your ideas using different media</p> <p><i>Task: Keep a creative diary for a week. Try to keep the words that you write to a minimum and express your actions or activities through drawing, sticking, collaging, the list is endless!</i></p> <p>Due date: w/c 12/12/16</p> <p>Top Tip: Be dynamic! Does your diary have to be on paper? What other ways could you create a creative diary? Research the following Artists for some ideas: Alice Fox-Rust Diaries Angela Moll Francis Alys 'When making something leads to nothing' Samantha Cotterill Joseph Cornell 'boxes'</p>
<p>2. LO: To learn how to look at objects that are in front of you and not just draw what's in your head.</p> <p><i>Task: Collect 3 or 4 objects from your house/your bedroom/outside. Arrange these into an interesting <u>composition</u>. Take a photo, which you can stick next to your final drawing. Using a piece of paper draw the composition using line and tone.</i></p> <p>Due date: w/c 14/11/16</p> <p>Top Tip: Remember to look at what is in front of you! Observational drawing is 70% looking and 30% drawing!</p>	<p>1.LO: To explore other Artists and be able to explain my own opinion.</p> <p><i>Task: To visit an exhibition at an Art Gallery. Choose one piece of work that you like <u>the least</u>. Write their name down in a notebook and research this Artist when you get home- What kind of Art do they produce? What are the ideas (concept) behind the Artwork? Why don't you like it? Remember to print out an image of their work and present the Artist Study neatly.</i></p> <p>Due date: w/c 03/10/16</p> <p>Top tip: Be open minded! You might change your mind once you have researched the work! Collect an Artist Study help sheet if you need some help with what information you need to research.</p>	<p>3.LO: To make your own sketchbook.</p> <p><i>Task: Using any type of paper/found materials/fabric experiment with making your own sketchbook- try out different ways of binding it together or even try making your own paper!</i></p> <p>Due date: w/c 12/12/16</p> <p>Top Tip: Why don't you join up to Pinterest and look at all the different ways that you could make your own sketchbook.</p>
<p>2: LO: Create a poster to inform other students about the Formal Elements in Art.</p> <p><i>Task: Make your poster eye-catching! What are the Formal Elements? What do they mean? How can you show some examples?</i></p> <p>Due date: w/c 14/11/16</p> <p>Top tip: Use the first page of your sketchbook to help you!</p>	<p>3.LO: To record your ideas using different media</p> <p><i>Task: Keep a creative diary for a week. Try to keep the words that you write to a minimum and express your actions or activities through drawing, sticking, collaging, the list is endless!</i></p> <p>Due date: w/c 12/12/16</p> <p>Top Tip: Be dynamic! Does your diary have to be on paper? What other ways could you create a creative diary? Research the following Artists for some ideas: Alice Fox-Rust Diaries Angela Moll Francis Alys 'When making something leads to nothing' Samantha Cotterill Joseph Cornell 'boxes'</p>	<p>3.LO: To learn how to look at objects that are in front of you and not just draw what's in your head.</p> <p><i>Task: Collect 3 or 4 objects from your house/your bedroom/outside. Arrange these into an interesting <u>composition</u>. Take a photo, which you can stick next to your final drawing. Using a piece of paper draw the composition using line and tone.</i></p> <p>Due date: w/c 12/12/16</p> <p>Top Tip: Remember to look at what is in front of you! Observational drawing is 70% looking and 30% drawing!</p>

<p>1. LO: To be able to debate the use of mobile phones.</p> <p>The increased availability of mobile devices has had a positive impact on how young people use their free time.</p> <p>Discuss this statement by creating a poster</p> <p>Due date: 12/09/16</p>	<p>1. LO: To be able to debate the use of mobile phones.</p> <p>The increased availability of mobile devices has had a positive impact on how young people use their free time.</p> <p>Discuss this statement by creating an illustrated mind-map.</p> <p>Due date: 12/09/16</p>	<p>1. LO: To be able to debate the use of mobile phones.</p> <p>The increased availability of mobile devices has had a positive impact on how young people use their free time.</p> <p>Discuss this statement by creating a Powerpoint/Prezi presentation</p> <p>Due date:12/09/16</p>
<p>1. LO: To be able to debate the use of mobile phones.</p> <p>The increased availability of mobile devices has had a positive impact on how young people use their free time.</p> <p>Discuss this statement by creating a Video/Drama/Greenscreen sketch (recorded/printed)</p> <p>Due date: 12/09/16</p>	<p>3. LO: Pokémon Go is a free-to-play, location-based augmented reality game developed by Niantic for iOS and Android devices</p> <p>Debate and discuss the word augmentation and explain how Pokémon works using GPS. Also identify the advantages and disadvantages of Pokémon.</p> <p>Due date: 21/11/16</p>	<p>2. Laura has many online accounts. She uses these to communicate with friends. Discuss the primary concerns associated with using the internet across many accounts and platforms.</p> <p>You can use Prezi or Powerpoint to complete this.</p> <p>Due date: 10/10/16</p>
<p>2. Laura has many online accounts. She uses these to communicate with friends. Discuss the primary concerns associated with using the internet across many accounts and platforms.</p> <p>Discuss this statement by creating a word processed document.</p> <p>Due date: 10/10/16</p>	<p>2. Laura has many online accounts. She uses these to communicate with friends. Discuss the primary concerns associated with using the internet across many accounts and platforms.</p> <p>Discuss this statement by creating a Video/Drama/Greenscreen sketch (recorded/printed)</p> <p>Due date: 10/10/16</p>	<p>2. Laura has many online accounts. She uses these to communicate with friends. Discuss the primary concerns associated with using the internet across many accounts and platforms.</p> <p>You can hand-draw this task.</p> <p>Due date: 10/10/16</p>

<p>1.LO: To practise VERY faint “whisper lines” in isometric drawing (30 degrees). <i>Task: Choose one of the sketch practice sheets – do both sides.</i></p> <ul style="list-style-type: none"> • Use “Whisper Lines”. • Draw strait “feathered” lines. • Draw parallel lines. • Draw at 30 degrees to horizontal. • Do NOT draw firm lines yet, stop at the projection lines. • Do NOT use an eraser (very light lines are fine). <p>Due date: w/c 26/09/16</p> <p>Top Tip: Use the weight of the pencil and one that is not freshly sharpened. Use an HB or H pencil (not B). <i>* Drawing quickly improves thinking.</i></p>	<p>1. LO: To practise VERY faint “whisper lines” in isometric drawing (30 degrees). <i>Task: Choose one of the sketch practice sheets – do both sides.</i></p> <ul style="list-style-type: none"> • Use “Whisper Lines”. • Draw strait “feathered” lines. • Draw parallel lines. • Draw at 30 degrees to horizontal. • Do NOT draw firm lines yet, stop at the projection lines. • Do NOT use an eraser (very light lines are fine). <p>Due date: w/c 26/09/16</p> <p>Top Tip: Use the weight of the pencil and one that is not freshly sharpened. Use an HB or H pencil (not B). <i>* Drawing quickly improves thinking.</i></p>	<p>2. LO: To practise VERY faint “whisper lines” AND to firm in the geometric forms’ outline. <i>Task: Choose one of the sketch practice sheets – do both sides.</i></p> <ul style="list-style-type: none"> • Use “Whisper Lines”. • Draw strait “feathered” lines. • Draw parallel lines. • Draw at 30 degrees to horizontal. • Firm in the geometric form. • Do NOT use an eraser <p>Due date: w/c 07/11/16</p> <p>Top Tip: Use the weight of the pencil and one that is not freshly sharpened. Use an HB or H pencil (not B). <i>* The firm line is a single solid line.</i></p>
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<p>1. LO: To be able to give written details about myself in French, using complex language</p> <p>Écris entre 75 et 125 mots sur toi-même en français. Mentionne:</p> <ol style="list-style-type: none"> 1.ton nom 2.ton âge 3. ta date de naissance 4. où tu habites 5. ce que tu aimes 6. ce que tu n'aimes pas 7. donne quelques details sur ta famille. <p>Due: w/c 03/10/16</p> <p>Top Tip: Use the success criteria to effectively structure your work. Remember to use punctuation, paragraphing and use the Year 9 and IGCSE connectives, quantifier and adverbs covered in class to make your language more fluent/ complex.</p>	<p>1. LO: To be able to write responses to questions about someone else, using the present tense</p> <p>Choisis un(e) ami(e) ou une personne de ta famille et réponds à ces questions (75-125 mots):</p> <ol style="list-style-type: none"> 1.Qu'est-ce qu'il/elle aime comme sports? 2.Qu'est-ce qu'il/ elle mange le matin? 3. Qu'est-ce qu'il/elle regarde comme films? 4. Qu'est-ce qu'il/ elle écoute à la radio? 5. Qu'est-ce qu'il/elle déteste? <p>Due: w/c 03/10/16</p> <p>Top Tip: Use the success criteria to effectively structure your work. Remember to use punctuation, paragraphing and use the Year 9 and IGCSE connectives, quantifier and adverbs covered in class to make your language more fluent/ complex.</p>	<p>2. LO: To be able to create a video diary describing your hobbies and past-times, using complex language</p> <p>Enregistres un video entre 2 et 3 minutes où tu parles de ton week-end dernier.</p> <ol style="list-style-type: none"> 1.Dis ce que tu aimes faire comme passe-temps et pourquoi. 2.Dis ce que tu n'aimes pas faire et pourquoi. 3.Que vas-tu faire le weekend prochain? <p>Due: w/c 14/11/16</p> <p>Top Tip: Use the success criteria to effectively structure your work. Make sure to use your subject pronouns and verbs correctly in order to make the descriptions accurate and effective.</p>
<p>1. LO: To be able to give written details about your hobbies and past-times, using complex language</p> <p>Écris 75-125 mots sur tes passe-temps. Essaie d'utiliser la langue complexe</p> <ol style="list-style-type: none"> 1.Dis ce que tu aimes faire comme passe-temps et pourquoi. 2.Dis ce que tu n'aimes pas faire et pourquoi. 3.Que vas-tu faire le weekend prochain? <p>Due: w/c 03/10/16</p> <p>Top Tip: Use the success criteria to effectively structure your work.</p> <p>Remember to use punctuation, paragraphing and use the Year 9 and IGCSE connectives, quantifier and adverbs covered in class to make your language more fluent/ complex.</p>	<p>3. LO: To be able to write an extended piece about yourself and your lifestyle</p> <p>Écris 125-175 mots sur toi-même, tes passe-temps and tes opinions en français</p> <ol style="list-style-type: none"> 1.Fais un introduction de toi-même (nom/ âge/ où tu habites etc) 2.Dis ce que tu aimes faire le weekend et pourquoi 3.Dis ce que tu n'aimes pas faire le weekend et pourquoi 4.Décris ce que tu as fait le weekend dernier 5. Décris ce que tu vas faire le weekend prochain <p>Due: w/c 12/12/16</p> <p>Top Tip: Use the success criteria to effectively structure your work.</p> <p>Remember to use punctuation, paragraphing and use the Year 9 and IGCSE connectives, quantifier and adverbs covered in class to make your language more fluent/ complex.</p>	<p>2. LO: To be able to create a video diary about what you did last weekend</p> <p>Enregistres un video entre 2 et 3 minutes où tu parles de ton week-end dernier. Mentionne:</p> <ol style="list-style-type: none"> 1. Ce que tu as fait le weekend dernier 2. Avec qui 3. Ton opinion 4. Ce que tu vas faire le weekend prochain <p>Due: w/c 14/11/16</p> <p>Top Tip: Make sure that your pronunciation and accent are as accurate as possible. Bring your video file in to school on a USB stick so that Mrs Rinaldi can access it.</p>
<p>1. LO: To be able to give written details about your opinions of television.</p> <p>Écris 75-125 mots sur tes opinions de la télé. Essaie d'utiliser la langue complexe.</p> <ol style="list-style-type: none"> 1.Dis ce que tu aimes comme émissions et pourquoi 2.Dis ce que tu n'aimes pas comme émissions et pourquoi 3.Que vas-tu regarder au cinema le weekend prochain? <p>Due: w/c 03/10/16</p> <p>Top Tip: Use the success criteria to effectively structure your work.</p> <p>Remember to use punctuation, paragraphing and use the Year 9 and IGCSE connectives, quantifier and adverbs covered in class to make your language more fluent/ complex.</p>	<p>2. LO: To be able to create a video diary, giving details about myself in French, using complex language</p> <p>Enregistres un video entre 2 et 3 minutes où tu parles de ton week-end dernier. Mentionne:</p> <ol style="list-style-type: none"> 1. ton nom 2. ton âge 3. ta date de naissance 4. où tu habites 5. ce que tu aimes 6. ce que tu n'aimes pas 7. donne quelques details sur ta famille. <p>Due: w/c 14/11/16</p> <p>Top Tip: Make sure that your pronunciation and accent are as accurate as possible. Bring your video file in to school on a USB stick so that Mrs Rinaldi can access it.</p>	<p>2. LO: To be able to create a video diary, giving details about your opinions of television.</p> <p>Enregistres un video entre 2 et 3 minutes où tu parles de la télévision.</p> <ol style="list-style-type: none"> 1.Dis ce que tu aimes comme émissions et pourquoi 2.Dis ce que tu n'aimes pas comme émissions et pourquoi 3.Que vas-tu regarder au cinema le weekend prochain? <p>Due: w/c 14/11/16</p> <p>Top Tip: Make sure that your pronunciation and accent are as accurate as possible. Bring your video file in to school on a USB stick so that Mrs Rinaldi can access it.</p>

<p>1.LO: To be able to describe some of the reasons for the gap between LEDC and MEDC countries.</p> <p><i>Task: Create a cartoon strip showing the causes for the development gap.</i></p> <p>Due date: 13/09/16</p> <p>Top Tip: To create a good cartoon strip you need to include clear information that teaches the reader. The images/designs must be of high quality and relevant to the information being shared.</p>	<p>1.LO: To be able to show my understanding of the development gap between LEDC and MEDC countries.</p> <p><i>Task: Design a range of clothes that help promote the knowledge of a development gap between countries. Add clear annotations to your designs to show how you have done this.</i></p> <p>Due date: 13/09/16</p> <p>Top Tip: Think about designs that all people could understand. Research tee-shirts that pass on a message for other campaigns, what have they done to promote their ideas and ideologies?</p>	<p>2.To be able to explain how people have adapted to living in a cold climate</p> <p><i>Task: Complete both a and b.</i></p> <p>a) <i>Write a set of questions you have for how someone lives in the arctic Inuit community.</i></p> <p>b) <i>Create a script for a 'mock' interview with someone from the community.</i></p> <p>Due date: 11/10/16</p> <p>Top Tip: Think about using the five 'W's as a starting point. Make these more difficult if you feel it is not detailed enough.</p>
<p>1.LO: To be able to explain the impact of development on a community.</p> <p><i>Task: Imagine you are in a village with no electricity supply, how would your daily routine look? Write a diary entry for the day before your village got electricity and one for the day after your village got electricity- what has changed?</i></p> <p>Due date: 13/09/16</p> <p>Top Tip: Before you start, brainstorm some ideas of life before and life after electricity and remember that this is expected to be a number of paragraphs in length using a clear 'point, explain, expand' format.</p>	<p>3.LO: To be able to evaluate ways people can adapt to their environments.</p> <p><i>Task: Design a new Eco city. The city can be adapted for either a rainforest or a desert environment.</i></p> <ul style="list-style-type: none"> <i>You need to come up with the problems found in that location and the solutions you come up with.</i> <i>Explain each feature clearly and how it makes it environmentally friendly.</i> <p>Due date: 22/11/16</p> <p>Top Tip: Create a spider diagram showing the problems first, extend this to think about a range of solutions for each one. Think how you could incorporate these into your design.</p>	<p>2.LO: To be able to describe the distribution of rich and poor communities.</p> <p><i>Task: Create a map showing the poorest countries from the richest.</i></p> <p><i>Include the development indicator you have used to create it and its source. Describe the distribution- are the poor countries in a similar area?</i></p> <p>Due date: 11/10/15</p> <p>Top Tip: Research a number of different development indicators before making a final decision. Which one has the clearest data set? Which data set is easiest to use?</p>
<p>1.LO To be able to explain the impact of colonial powers on poorer countries.</p> <p><i>Task: You have been sent back in time. Your job is to write a message to countries who believe developing colonies in Africa is a good thing. You need to write a message convincing them to change their minds by discussing the problems this has brought.</i></p> <p>Due date: 21.9.15</p> <p>Top Tip: Can you empathise with people? Shower thought your feelings before you start this.</p>	<p>1.LO: To be able to explain the problems facing people in desert environments and how they adapt to difficulties.</p> <p><i>Task: You have been asked to survive in a desert environment for a week. What difficulties might you face? What do you need to pack to ensure you survive?</i></p> <p>Due date: 19.10.15</p> <p>Top Tip: List all the problems living that area first AND clearly explain what you would take to survive.</p>	<p>2.LO: To be able to research and explain how a city has successfully adapted to an extreme environment.</p> <p><i>Task: How have cities adapted to extreme climates? Research Dubai and find out the problems and solutions they have come up with to be able to hold a large population in a desert environment. Write as a report/essay.</i></p> <p>Due date: 19.10.15</p> <p>Top Tip: Use the essay planning sheet provided in this pack. Also research the problems of other 'weather' in Dubai.</p>

<p>1.LO: To demonstrate detailed knowledge of the assassination of Archduke Franz Ferdinand</p> <p><i>Task: Write a <u>police report</u> about the events in Sarajevo on 28th June 1914.</i></p> <p>Due date: 19.9.2016</p> <p>Top Tip: Ask your teacher for a template</p>	<p>1. LO: To use enquiry skills to develop knowledge of trench life</p> <p><i>Task: Imagine you are a young soldier sent to fight on the Western Front. Describe your experiences in the trenches in a letter to your parents.</i></p> <p>Due date: 19.9.2016</p> <p>Top Tip: Use QuADS sheet to guide research process</p>	<p>3.LO: To evaluate the utility of a source</p> <p><i>Task: Find a David Low cartoon (1919-1939). Answer 'How useful is this source to historians studying the inter-war period?'</i></p> <p>Due date: 28.11.16</p> <p>Top Tip: Consider the Nature, Origin & Purpose , value & limitations</p>
<p>1.LO: Demonstrate understanding of the causes of World War I</p> <p><i>Task: Create a <u>mind map</u> showing why war broke out in Europe in 1914.</i></p> <p>Due date: 19.9.2016</p> <p>Top Tip: Follow guidance in how to do a mind map in the homework guide</p>	<p>2. LO: To write a persuasive speech about the ToV</p> <p><i>Task: Write a speech 'Was the Treaty of Versailles fair?'</i></p> <p>Due date: 31.10.2016</p> <p>Top Tip: Use PERSUADES acronym to make speech persuasive (See teacher) See teacher for success criteria.</p>	<p>3 LO: To use enquiry skills to develop knowledge of life in Nazi Germany</p> <p><i>Task: Research <u>Women in Nazi Germany</u> and create an <u>advice column</u> for a women's magazine entitled 'How to be a good Nazi wife'.</i></p> <p>Due date: 28.11.16</p> <p>Top Tip: Try and use a range of websites to add to your research (www.historylearningsite.co.uk or www.bbc.co.uk > ... > Modern World History > Germany 1918 – 1939)</p>
<p>1.LO: To use enquiry skills to gain knowledge of weapons of World War I</p> <p><i>Task: Create a poster to show at least 3 new weapons.</i></p> <p>Due date: 19.9.2016</p> <p>Top Tip: Use a QuADS sheet to guide research process</p>	<p>3. LO: To develop knowledge of how Hitler consolidated his power by 1934</p> <p><i>Task: Create either a flow chart or a timeline to the events between Jan 1933, when Hitler was appointed Chancellor, and 1934 when he declared himself Fuhrer.</i></p> <p>Due date: 28.11.16</p> <p>Top Tip: Try and use a range of websites to add to your research (www.johndclare.net or www.bbc.co.uk > ... > Modern World History > Germany 1918 – 1939)</p>	<p>3. LO: To demonstrate knowledge of how Hitler rose to power</p> <p><i>Task: Create a revision resource that will help you revise this topic.</i></p> <p><i>Challenge: Create a series of tests that can be used to test your knowledge</i></p> <p>Due date: 28.11.16</p> <p>Top Tip: Reduce. Group. Use colour & images alongside key words.</p> <p>https://www.theguardian.com/teacher-network/teacher-blog/2014/may/05/top-ten-revision-resources-teachers</p>

<p>1. LO: To be able to recognise and write learnt characters and phrases.</p> <p><i>Task: You are required to complete the revision worksheets individually. Please collect the worksheets from your Mandarin teacher.</i></p> <p>Due date: 19.09.16</p> <p>Top Tip: Please refer to the given vocabularies on your Mandarin book.</p>	<p>2. LO: To be able to recognise and write learnt characters and phrases.</p> <p><i>Task: You are required to complete the revision worksheets individually. Please collect the worksheets from your Mandarin teacher.</i></p> <p>Due date: 31.10.16</p> <p>Top Tip: Please refer to the given worksheets on your Mandarin books.</p>	<p>2. To be able to read the passages with accuracy and intonation.</p> <p><i>Task: You are required to ask and respond minimum 30 questions & answers in Mandarin. Please collect the recording worksheets from your Mandarin teacher and send your recording to jonathan.leow@dovercourt.edu.sg or <Wen.Soon@dovercourt.edu.sg></i></p> <p>Due date: 31.10.16</p> <p>Top Tip: If you are not sure on how to read the characters accurately, please refer to the target language on your Mandarin book.</p>
<p>1. To be able to write a paragraph from the learnt topics.</p> <p><i>Task: Write about your best friend with minimum 200 words in Chinese characters.</i></p> <p>(a) 你叫什么名字 ; (b) 你多大了 ; (c) 你是哪国人 ; (d) 你上几年级 ; (e) 你喜欢什么颜色 ; (f) 你不喜欢什么颜色。 (g) 你家人在哪里工作, 几点工作 ;</p> <p>Due date: 19.09.16</p> <p>Top Tip: Please refer to the given worksheets on your Mandarin book.</p>	<p>3. To be able to write a paragraph from the learnt topics.</p> <p><i>Task: Write a letter to your pen pal with minimum 200 words in Chinese characters.</i></p> <p>(a) 你家有几口人 ; (b) 他们星期几工作 ; (c) 他们穿什么衣服工作 ;</p> <p>Due date: 28.11.16</p> <p>Top Tip: Please refer to the given worksheets on your Mandarin books.</p>	<p>2. To be able to understand the chunk of information from the comprehension passage.</p> <p><i>Task: You are required to create minimum 25 questions and answer each in Chinese characters from the passage given. Please collect the worksheet from your Mandarin teacher.</i></p> <p>Due date: 31.10.16</p> <p>Top Tip: Please refer to the comprehension activities on your Mandarin book.</p>
<p>1. To be able to read the passages with accuracy and intonation.</p> <p><i>Task: You are required to ask and respond the 30 questions & answers in Mandarin. Please collect the worksheet from your Mandarin teacher and send your recording to jonathan.leow@dovercourt.edu.sg or <Wen.Soon@dovercourt.edu.sg></i></p> <p>Due date: 19.09.16</p> <p>Top Tip: If you are not sure on how to read the characters accurately, please refer to the target language on your Mandarin book.</p>	<p>1. To be able to write the sentences using the correct sentence structure.</p> <p><i>Task: You are required to create minimum 50 sentences using the following particles, phrases or conjunctions :</i></p> <p>qùguò xuéguò le xiǎng huì 去过、学过、了、想、会、 búhuì kěshì dànshì jǐ yě 不会、可是、但是、几、也、 dōu hé shì bùshì méiyǒu yǒu 都、和、是、不是、没有、有、 xiǎng zài shuō zhùzài jǐgè 想、在、说、住在、几个、 shuí nǎ nǎr duōdà shénme 谁、哪、哪儿、多大、什么、 jiào yào búyào rén suì shì bù 叫、要、不要、人、岁、是、不 shì ma ne xǐhuan 是、吗、呢、喜欢</p> <p>Due date: 19.09.16</p> <p>Top Tip: Please refer to the given worksheets on your Mandarin book.</p>	<p>2. To be able to consolidate the learning in the areas of listening, speaking, reading and writing.</p> <p><i>Task: You are required to complete all the Flashcard, Learn, Speller, Test and Games on Quizlet website. Please screenshot your Test and Games scores to jonathan.leow@dovercourt.edu.sg or <Wen.Soon@dovercourt.edu.sg></i></p> <p>Due date: 31.10.16</p> <p>Top Tip: Please refer to the given links on the Target language on Mandarin book.</p>

<p>1.L.O.: To be able to describe the origins and development of musical theatre which have led to the modern day musical.</p> <p>Complete “The History of the Musical” to consolidate knowledge and learning from the lesson.</p> <p>Top Tip: Use the ‘Language for Learning’ in ‘google’ to lead your research in the right direction.</p> <p>DUE DATE: 03/11/16</p>	<p>1.L.O.: To be able to describe the origins and development of musical theatre which have led to the modern day musical.</p> <p>Devise 10 questions which could be given to another pupil in the class to answer based on the information given on “Musical Timeline” sheet which contains the timeline of the development of the musical.</p> <p>Top Tip: Focus on using only nouns as the basis for your question.</p> <p>Use ‘Why’ or ‘How’ questions to forge a longer response to your question.</p> <p>DUE DATE: 03/11/16</p>	<p>2. L.O.: To be able to understand how an “opening number” of a musical sets the scene.</p> <p>Complete “Chicago – Plot & Characters” to reinforce your learning of the plot synopsis of the musical.</p> <p>Top Tip: Use Youtube to watch clips of the scene you have been reading.</p> <p>DUE DATE: 14/11/16</p>
<p>1.L.O.: To be able to describe the origins and development of musical theatre which have led to the modern day musical.</p> <p>Complete “The History of the Musical” to consolidate knowledge and learning from the lesson.</p> <p>Top Tip: Use the ‘Language for Learning’ in ‘google’ to lead your research in the right direction.</p> <p>DUE DATE: 03/11/16</p>	<p>3.L.O.: Contribute significantly towards composing a scene from a musical with an effective response to a given stimuli taking on an active musical role within the piece</p> <p>Complete a written evaluation of how you approached the composition task of composing a scene from a musical.</p> <p>Top Tip: Use the ‘Evaluation Template’ as a guide.</p> <p>DUE DATE: 12/12/16</p>	<p>2.L.O.: To be able to perform a chorus song with an awareness of the roles of different vocal and instrumental parts and how they fit together</p> <p>Write a short account of your role within the whole class performance of “Cellblock Tango” including what they thought was good about the performance and what could be done to improve the performance.</p> <p>Top Tip: Compare clips of Cellblock Tango on Youtube (or live performances you have seen) with that of your own.</p> <p>DUE DATE: 14/11/16</p>
<p>1.L.O.: To be able to describe the origins and development of musical theatre which have led to the modern day musical.</p> <p>Devise 10 questions which could be given to another pupil in the class to answer based on the information given on “Musical Timeline” sheet which contains the timeline of the development of the musical.</p> <p>Top Tip: Focus on using only nouns as the basis for your question.</p> <p>Use ‘Why’ or ‘How’ questions to forge a longer response to your question.</p> <p>DUE DATE: 03/11/16</p>	<p>2.L.O.: To be able to understand how an “opening number” of a musical sets the scene.</p> <p>Complete “Chicago – Plot & Characters” to reinforce your learning of the plot synopsis of the musical.</p> <p>Top Tip: Use Youtube to watch clips of the scene you have been reading.</p> <p>DUE DATE: 14/11/16</p>	<p>2.L.O.: To be able to perform a chorus song with an awareness of the roles of different vocal and instrumental parts and how they fit together</p> <p>Write a short account of your role within the whole class performance of “Cellblock Tango” including what they thought was good about the performance and what could be done to improve the performance.</p> <p>Top Tip: Compare clips of Cellblock Tango on Youtube (or live performances you have seen) with that of your own.</p> <p>DUE DATE:14/11/16</p>

<p>1.LO: To understand how light travels.</p> <p>Task: Create a costume for a superhero which will enable them to be invisible. Think about what kind of material would reflect all light.</p> <p>Due date: 30.9.16</p> <p>Top tip: Remember that some colours reflect light and some absorb it!</p>	<p>1. LO: To understand the possible implications of genetic diseases.</p> <p>Task: A couple is worried that they may have a child which has cystic fibrosis. Prepare a factsheet for them about what cystic fibrosis is, and how it is inherited.</p> <p>Due date: 30.9.16</p> <p>Top tip: Cystic fibrosis is a genetic disease caused by a recessive allele.</p>	<p>2. LO: To be able to explain the composition of the gases in the atmosphere.</p> <p>Task: Create a bar graph displaying the percentages of the different gases in the atmosphere. Your graph must be on graph paper.</p> <p>Due date: 11.10.16</p> <p>Top tip: Remember that Nitrogen makes up the majority of the gases in the air.</p>
<p>1. LO: To understand what the critical angle is.</p> <p>Task: Write an equipment list and a method for an experiment to find the critical angle of light.</p> <p>Due date: 30.9.16</p> <p>Top tip: Visit http://www.bbc.co.uk/bitesize/higher/physics/radiation/refraction/revision/1/ for help if you're stuck!</p>	<p>3. LO: To understand the structure of an atom.</p> <p>Task: Create a 3D model of an atom. You must include protons, neutrons and electrons. It can be an atom of your choice.</p> <p>Due date: 9.12.16</p> <p>Top tip: Remember that the number of electrons is the same as the number of protons.</p>	<p>2. LO: To understand the structure of the atmosphere</p> <p>Task: Create a poster displaying the layers of the atmosphere. You must include information about each layer and a diagram.</p> <p>Due date: 11.10.16</p> <p>Top Tip: Visit NASA's website for some guidance: http://www.nasa.gov/mission_pages/sunearth/science/atmosphere-layers2.html</p>
<p>1. LO: To understand ionic and covalent bonding.</p> <p>Task: Draw the atomic structure of a range of compounds, highlighting whether they are held together by ionic or covalent bonds.</p> <p>Due date: 30.9.16</p> <p>Top tip: Remember that ionic bonding happens when electrons are donated and accepted, and covalent bonding occurs when electrons are shared.</p>	<p>2. LO: To understand how the atmosphere of other planets varies from that of Earth.</p> <p>Task: with a planet of your choice, create a poster about its atmosphere and create a table comparing its properties to that of the Earth's atmosphere.</p> <p>Due date: 11.10.16</p> <p>Top tip: Visit: http://www.universetoday.com/35796/atmosphere-of-the-planets/ for guidance.</p>	<p>2. LO: To understand the importance of scientific discovery.</p> <p>Task: Pretend that you have been to visit the Hadron Collider at CERN. Write a report of what you saw and experienced. Your writing should be at least a page long and explain the importance of the Hadron Collider.</p> <p>Due date: 11.10.16</p> <p>Top Tip: CERN have a great website with lots of information, check it out for inspiration!</p>

Additional notes about core subjects

MATHEMATICS

- Students in Key Stage 3 will be set two pieces of homework per week.
- One piece will be set from *MyiMaths*, an online portal for which the students have personalised logins. These pieces will be marked online and their results logged. The tasks can be done several times for more practice, as the tasks change each time.
- The second piece of homework will be written, and should take between 30 and 45 minutes. It will be marked by the teacher or by peers in class.

ENGLISH

- Students in Key Stage 3 will be set one piece of homework a week in relation to work covered in class; this should take around 45 minutes to complete.
- In addition, all students are expected to read age appropriate, high quality English texts each day. It is recommended that students spend a minimum of 20 minutes each day reading English.

OVERVIEW OF DEADLINES

	Task 1	Task 2	Task 3
Art	w/c 03/10/16	w/c 14/11/16	w/c 12/12/16
Computing	w/c 12/09/16	w/c 10/10/16	w/c 21/11/16
D.T	w/c 26/09/16	w/c 07/11/16	w/c 05/12/16
French	w/c 03/10/16	w/c 14/11/16	w/c 12/12/16
Geography	w/c 12/09/16	w/c 10/10/16	w/c 21/11/16
History	w/c 19/09/16	w/c 31/10/16	w/c 28/11/16
Mandarin	w/c 19/09/16	w/c 31/10/16	w/c 28/11/16
Music	w/c 03/10/16	w/c 14/11/16	w/c 12/12/16
Science	w/c 26/09/16	w/c 07/11/16	w/c 05/12/16