



Year 9 Homework Information Booklet Term 2

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?

- In Term 2, students choose two tasks
- The students have a choice between 4 tasks for Task 1
- The students all must complete Task 2
- 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>1.LO: To be able to analyse and evaluate images, objects and artefacts, making informed connections with the work of others</p> <p><i>Task: To create an Artist study based on the work of The Boyle Family. How is texture used in their work?</i></p> <p>Due date: W/C 27/02/17</p> <p>Top tip: Use the guide sheet which is on Edmodo to understand how this should be presented and the information that is expected.</p> <p>Please use the EDMODO code k27q5g to join the year 9 Art group if you have not do so already</p>	<p>1.LO: To be able to analyse and evaluate images, objects and artefacts, making informed connections with the work of others</p> <p><i>Task: To create an Artist study based on the work of Peter Randall-Page. How is texture used in his work?</i></p> <p>Due date: W/C 27/02/17</p> <p>Top Tip: Use the guide sheet which is on Edmodo to understand how this should be presented and the information that is expected.</p> <p>Please use the EDMODO code k27q5g to join the year 9 Art group if you have not do so already</p>
<p>1. LO: To be able to analyse and evaluate images, objects and artefacts, making informed connections with the work of others</p> <p><i>Task: To create an Artist study based on the collograph prints of Brenda Harthill. How is texture used in her work?</i></p> <p>Due date: W/C 27/02/17</p> <p>Top Tip: Use the guide sheet which is on Edmodo to understand how this should be presented and the information that is expected.</p> <p>Please use the EDMODO code k27q5g to join the year 9 Art group if you have not do so already</p>	<p>1.LO: To be able to analyse and evaluate images, objects and artefacts, making informed connections with the work of others</p> <p><i>Task: To create an Artist study based on the work of Anselm Kiefer. How is texture used in his work?</i></p> <p>Due date: W/C 27/02/17</p> <p>Top tip: Use the guide sheet which is on Edmodo to understand how this should be presented and the information that is expected.</p> <p>Please use the EDMODO code k27q5g to join the year 9 Art group if you have not do so already</p>

2. LO:

Task: To write a short Artist statement explaining how you created your collograph print and why you chose certain textures. This will go alongside your work when it is displayed.

Due date: w/c 03/04/17

Top tip: Use the guide sheet which is on Edmodo for tips on the information to add and how to present this work.

Please use the EDMODO code **k27q5g** to join the year 9 Art group if you have not do so already

<p>1.LO: Use code to complete puzzles, by programming objects to perform actions and tasks.</p> <p><i>Task: Ice Age Play Lab</i></p> <p>Due date: 06/02/17</p> <p>Top tip: Always watch the videos at the beginning of each section and if you make a mistake read the hint to get back on track.</p> <p>When you log in with your secret picture remember to click your name and then code studio to see all the courses</p>	<p>1.LO: Use code to complete puzzles, by programming objects to perform actions and tasks.</p> <p><i>Task: Minecraft</i></p> <p>Due date: 06/02/17</p> <p>Top tip: Always watch the videos at the beginning of each section and if you make a mistake read the hint to get back on track.</p> <p>When you log in with your secret picture remember to click your name and then code studio to see all the courses</p>
<p>1. LO: Use code to complete puzzles, by programming objects to perform actions and tasks.</p> <p><i>Task: Frozen</i></p> <p>Due date: 06/02/17</p> <p>Top tip: Always watch the videos at the beginning of each section and if you make a mistake read the hint to get back on track.</p> <p>When you log in with your secret picture remember to click your name and then code studio to see all the courses</p>	<p>1.LO: Use code to complete puzzles, by programming objects to perform actions and tasks.</p> <p><i>Task: Classic Maze</i></p> <p>Due date: 06/02/17</p> <p>Top tip: Always watch the videos at the beginning of each section and if you make a mistake read the hint to get back on track.</p> <p>When you log in with your secret picture remember to click your name and then code studio to see all the courses</p>

2. LO: Use code to complete puzzles, by programming objects to perform actions and tasks.

Task: Course 1

Due date: 27.03.17

Top tip: Always watch the videos at the beginning of each section and if you make a mistake read the hint to get back on track.

When you log in with your secret picture remember to click your name and then code studio to see all the courses

2. LO: To Understand the principles of ergonomics and anthropometrics.

Task: Ergonomics Video and Question Sheet

Due date: w/c 23/01/17

Top tip: Consider everyday objects from the point of view of their ergonomic quality.

<https://www.youtube.com/watch?v=LAKlmdMHpdE>

<p>1.LO: To understand key terms and to be able to apply concepts related to anthropometrics and ergonomics.</p> <p><i>Task: Anthropometrics and ergonomics</i></p> <p>Due date: w/c w/c 27/03/17</p> <p>Top tip: Whatever you are designing, it must fit the person it is being design for.</p> <p>http://www.technologystudent.com/designpro/ergo1.htm</p>	<p>1.LO: To collect primary data related to anthropometrics.</p> <p><i>Task: Anthropometric data collection activity: Range of comfortable turn motion of the wrist.</i></p> <p>Due date: w/c 27/03/17</p> <p>Top Tip: Use a protractor to measure the angle of the range of motion for at least 8 people.</p> <p>http://www.technologystudent.com/despro_flsh/ergon1.html</p>
<p>1. LO: To evaluate a common product in relation to its ergonomic factors.</p> <p><i>Task: Anthropometrics applied to a hair dryer</i></p> <p>Due date: w/c 27/03/17</p> <p>Top Tip: Use the product and think about why the designer chose the features of the device.</p> <p>http://www.technologystudent.com/despro_flsh/revise11.html</p>	<p>1.LO: To apply ergonomic design principles to a product.</p> <p><i>Task: Anthropometrics, Ergonomics and a Garden Handle Design</i></p> <p>Due date: w/c 27/03/17</p> <p>Top tip: Use a similar product and think about how well the designer applied ergonomic design principles.</p> <p>http://www.technologystudent.com/joints_flsh/garden12.html</p>

<p>1. LO: To be able to give written details about the local region</p> <p>Write between 75 and 125 words about your region. Here are some suggestions:</p> <ol style="list-style-type: none"> 1. where it is 2. the climate 3. what there is in the region 4. what there isn't in the region 5. the transport in your region 6. what you did last/ next weekend in your region 7. your opinion <p>Due date: w/c 30/01/17</p> <p>Top Tip: 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 compare life in the town and life in the countryside</p> <p>Create a storyboard called "La ville et la campagne" where two characters are discussing their lives in the town compared to their life in the countryside.</p> <p>Below are some questions to consider:</p> <ol style="list-style-type: none"> 1. Tu habites en ville ou à la campagne? 2. C'est loin de la ville/ de la campagne? 3. Il y a des magasins près de chez toi? 4. Tu préfères la ville ou la campagne? 5. Pourquoi? <p>Due date: w/c 30/01/17</p> <p>Top Tip: 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 discuss the positive and negative aspects of a region</p> <p>You have been asked to write a newspaper article, which argues about the positive and negative aspects of a town.</p> <p>You should take two points of view: one which focuses on the benefits and one which focuses on the drawbacks of your region.</p> <p>In the conclusion, you should summarise whether you believe there are more positive/ negative aspects.</p> <p>Due date: w/c 30/01/17</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>1. LO: To be able to write responses to questions about someone else</p> <p>Create a script between two people, asking and responding to the following questions (75-125 mots):</p> <ol style="list-style-type: none"> 1. Où habites-tu? 2. Quel temps fait-il dans ta région? 3. Qu'est-ce qu'on peut faire? 4. Qu'est-ce qu'on ne peut pas faire? 5. Comment voyages-tu dans ta région? 6. Qu'est-ce que tu as fait le weekend dernier dans ta région? 7. Qu'est-ce que tu vas faire le weekend prochain dans ta région? <p>Due date: w/c 30/01/17</p> <p>Top Tip: Use the success criteria to effectively structure your work.</p>

2. LO: To be able to write an extended piece about self and local region

Write between 125-175 words about your region and your house.

1. Make an introduction to yourself
2. Say what you like and don't like to do at the weekend
3. Describe your region
- 4 Give your opinion of your region

Due date: w/c 20/03/17

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>1. LO: To be able to describe the impact of a tornado on a population.</p> <p>Task: Create a case study sheet for a tornado event.</p> <p>Research the 5 'W's for the event and then explain the SEEP (social, economic, environmental and political) impacts of the event on the population.</p> <p>Present clearly using sub-headings and images where appropriate.</p> <p>Due date: 14/02/17</p> <p>Top Tip: Could you use publishing software to produce a high-quality, professional piece of work?</p>	<p>1. LO: To be able to describe the impact of a cyclone on a population.</p> <p>Task: Research and create a newspaper article about a recent Pacific cyclone (one which has hit Taiwan, Philippines, China or Japan in the last three years).</p> <p>Research the 5 'W's for the event and then explain the SEEP (Social, economic, environmental and political) impacts of the event on the population.</p> <p>Use images and headlines where appropriate and use PEE paragraphs clearly.</p> <p>Due date: 14/02/17</p> <p>Top tip: Could you use 'quotes' and personal experiences of people to support your work?</p>
<p>1. LO: To be able to explain how people prepare for a weather event.</p> <p>Task: Create a 'Be Prepared' leaflet for American citizens living in areas prone to Hurricanes <u>or</u> Tornadoes (make sure you make it clear which one your leaflet is aimed at). Include:</p> <ul style="list-style-type: none"> • Background information (e.g. what is hurricane). • What they should do to prevent damage to property. • What they should do to survive. • Images to support your writing and use of side headings to add a clear structure. <p>Due Date: 14/02/17</p> <p>Top Tip: Think about how you would display information sensibly. This has a wide target audience- from ages 12 to 80!</p>	<p>1. LO: To be able to describe the way we measure a hurricane.</p> <p>Task: Create a detailed and informative poster showing the different levels of the Saffir-Simpson scale.</p> <p>Use a plain piece of paper, colouring <u>pencils</u>. Describe the impact of each level on a place (think about the level of development: MEDC/LEDC).</p> <p>Due date: 14/02/17</p> <p>Top Tip: Research the impact- would your poster look the same for an LEDC and MEDC or would it look different?</p>

2. LO: To be able to explain why people choose to live in volcanic regions.

Task: Research and create a report explaining why people choose to live in Iceland.

- Iceland's location and key features (e.g. volcanoes and city locations).
- The benefits of living near volcanoes in Iceland. PEE paragraphs including references to SEEP.
- A conclusion summing up your main points.

Present clearly in your book.

Due date: 28/03/17

Top Tip: Could you incorporate maps and information from previous learning?

<p>1.LO: To use enquiry skills to gain knowledge of the fall of Singapore</p> <p><i>Task:</i> Create a booklet about the Fall of Singapore for year 6 pupils.</p> <p>You could include photos or links to sites in Singapore that your readers can visit. Also, you could use an app such as 'Book Creator'</p> <p>Due date: 27.2.2017</p> <p>Top tip: You could include photos or links to sites in Singapore that your readers can visit. Also, you could use an app such as 'Book Creator'</p>	<p>1.LO: To use enquiry skills to develop knowledge of significant battles of the Second World War</p> <p><i>Task:</i> Create a fact file of 4 significant battles of the Second World War.</p> <p>Due date:27.2.2017</p> <p>Top Tip: You will need to think about the important questions to ask to drive your research. Use a QuADS sheet on Edmodo</p>
<p>1. LO: To use enquiry skills to develop knowledge of life in Nazi Germany</p> <p><i>Task:</i> Research <u>Women in Nazi Germany</u> and <u>create an advice column</u> for a women's magazine entitled 'How to be a good Nazi wife'.</p> <p>Due date: 27.2.2017</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 develop knowledge of life in Nazi Germany</p> <p><i>Task:</i> Create a diary for a child of your age living in Hitler's Germany.</p> <p>Challenge: Compare this to your life by writing about the similarities and differences</p> <p>Due date: 27.2.2017</p> <p>Top tip: Use descriptive and emotive words as this type of writing has a personal tone.</p>

2. LO: To use enquiry skills to develop knowledge of the Holocaust

Task: Research 2 concentration/Death camps

- When was it set up?
- Where was it?
- What was the journey like to the camp?

What happened to people when they arrived?

Due date: 3.4.2017

Top tip: Use a QuADS sheet on Edmodo

<p>1. LO: 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</i></p> <p>Due date: 23.01.17</p> <p>Top Tip: Please refer to the given links https://quizlet.com/2eusok https://quizlet.com/2jr7lq https://quizlet.com/21zvkh</p>	<p>1. To be able to read the passage with accuracy and intonation.</p> <p><i>Task: Prepare a speech not exceeding three minutes. You may add any useful information where appropriate related to your learning. Please send your recordings to Jonathan.leow@dovercourt.edu.sg</i></p> <p>Due date: 23.01.17</p> <p>Top Tip: You might refer to the text of from Mandarin books.</p> <p>*You are NOT allowed to use the Google Translator to translate your script.</p>
<p>1. To be able to write a paragraph from the learnt topics.</p> <p><i>Task: Write a passage with minimum 200 words in Chinese characters.</i></p> <p>Due date: 23.01.17</p> <p>Top Tip: You might refer to the target language from YCT Level 1. Below is the link for the vocabulary list. http://www.kidswaytochinese.com/chinese-tests-apps-for-kid/#</p> <p>*You are NOT allowed to use the Google Translator to write the passage.</p>	<p>1. To be able to write a paragraph from the learnt topics.</p> <p><i>Task: Write a passage with minimum 200 words in Chinese characters. You must write the information about the topic of 'Weather' & 'Holiday',</i></p> <p>Due date: 23.01.17</p> <p>Top Tip: You might refer to the text of from Mandarin books.</p> <p>*You are NOT allowed to use the Google Translator to write the passage.</p>

<p>2. LO: To be able to recognise and revise learnt characters and phrases.</p> <p><i>Task: You are required to complete the set task from Memrise.com that is related YCT vocabulary learning.</i></p> <p>Due date: 13.03.17</p> <p>Top Tip: You will be given the link through school email. If you have not received the email link, please send the link request to Jonathan.leow@dovercourt.edu.sg</p>

<p>1.LO: To be able to show a strong understanding and sensitivity of traditions and the relationship between other traditions and their own.</p> <p>Task: Research the percussive textures of other countries and write a one-page account of your findings.</p> <p>Due date: 30/01/17</p> <p>Top tip: Examples could include Samba of Latin-America, or Polynesian music, or even Gamelan music.</p>	<p>1.LO: To be able play a solo rhythmic piece using a range of techniques and performance directions.</p> <p>Task: Create four different rhythmic clave patterns and write it as a rhythmic cycle table.</p> <p>Due date: 30/01/17</p> <p>Top Tip: Use the 'Dun' rhythms introduced in lesson one to help guide your own creations.</p>
<p>1. LO: To be able to make perceptive observations that show knowledge and sensitivity for various musical traditions.</p> <p>Task: Write a one page listening account on any extract of Stravinsky's Rite of Spring, which is a collection of dances, processions and rituals that sets complex music in a primitive context.</p> <p>Due date: 30/01/17</p> <p>Top Tip: Your essay should focus on the melodic, rhythmic and harmonic keywords learned in term one.</p>	<p>1.LO: To be able to make perceptive observations that show knowledge and sensitivity for various musical traditions.</p> <p>Task: Write a one page listening account the theme from Handel's Zadok the Priest (used at coronations), Mozart's Magic Flute, or Verdi's Macbeth.</p> <p>Due date: 30/01/17</p> <p>Top tip: Your essay should focus on the melodic, rhythmic and harmonic keywords learned in term one.</p>

2. LO: To be able play a solo rhythmic piece using a range of techniques and performance directions.

Task: Perform the 'Duns', 'Djembe', and 'Solos' parts of 'Sun over the Sahara' on the taiko or djembe.

Due date: 20/03/17

Top tip: Practice each part separately and slowly. Gradually increase the tempo only when you can perform each part while speaking the lyrics provided.

<p>1. LO: To understand the effect of catalysts.</p> <p><i>Task: With reference to amylase in saliva, prepare two line graphs showing the time taken for the body to break down carbohydrates. One graph should be with amylase, the other without. Write detailed explanations and comparisons of your graphs underneath.</i></p> <p>Due date: 14/2/2017</p> <p>Top tip: Don't forget to label your axes!</p>	<p>1. LO: To understand how surface area affects reaction rate.</p> <p><i>Task: Prepare an equipment section, method and prediction for an experiment of your own design testing the rate of a reaction when the reactant is:</i> -A solid -A powder</p> <p>Due date: 14/2/2017</p> <p>Top Tip: Think back to the experiment we did on this in class!</p>
<p>1. LO: To understand the concept of reversible reactions.</p> <p><i>Task: Write a method (with labelled diagrams of each step) showing anhydrous copper sulphate becoming hydrated copper sulphate, and then back again. Explain how and why this reaction is reversible.</i></p> <p>Due date: 14/2/2017</p> <p>Top Tip: Revisit your exercise book to when we did this in class.</p>	<p>1. LO: To understand why people struggle to overcome addiction.</p> <p><i>Task: Read and take notes on the following article about overcoming methamphetamine addiction:</i></p> <p>http://www.mirror.co.uk/news/world-news/faces-meth-10-years-later-4888419</p> <p><i>Prepare a detailed mindmap of why people struggle to overcome methamphetamine addiction and the strategies people have used successfully.</i></p> <p>Due date: 14/2/2017</p> <p>Top tip: http://www.talktofrank.com/</p>

<p>2. LO: To understand the effects of 'Legal highs'</p> <p><i>Task: Prepare a speech for government about why legal highs should be made illegal. Include examples and details of substances such as, 'Spice' and 'Clockwork Orange'.</i></p> <p>Due date: 14/3/2017</p> <p>Top tip: Check out: http://www.talktofrank.com/</p>
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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

I	Task 1	Task 2
Art	w/c 27/02/17	w/c 03/04/17
Computing	w/c 06/02/17	w/c 27/03/17
D.T	w/c 23/01/17	w/c 27/03/17
French	w/c 30/01/17	w/c 20/03/17
Geography	w/c 13/02/17	w/c 27/03/17
History	w/c 27/02/17	w/c 03/04/17
Mandarin	w/c 23/01/17	w/c 13/03/17
Music	w/c 30/01/17	w/c 20/03/17
Science	w/c 13/02/17	w/c 13/03/17