



# Year 9 Homework Information Booklet

## *For students and parents*

### 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 are to complete three tasks over the term in each subject area.
- For task 1 and 2, students have a choice from 3 different tasks.
- All students complete the same Task 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.
- In Year 9 from Term 2 onwards there is no Science TTT as students are beginning the IGCSE specification. They will have separate weekly homework in Science.

#### How long should students spend?

- Students should spend around 90 minutes on each task in Year 9.
- Students are encouraged to break up the tasks into research, producing and proof reading.

If you have any questions then please do not hesitate to ask, by contacting  
[Carla.Hyland@dovercourt.edu.sg](mailto:Carla.Hyland@dovercourt.edu.sg)



<p>1. LO: To compose using extended pitches, rhythms, and techniques that fit a scene's rhythmic gesture.</p> <p><b>Task:</b> Compose a preview for '<u>The Magic Flute</u>'. The resources can be found on the 'About' section of your Google Classroom.</p> <p>Ensure that the melody adds pitches to each scene's rhythmic gesture.</p> <p>Due date: 14/05/2018</p> <p>Top Tip: Think about how a melody's pitch, range, intervals, and contour can convey your desired characters or emotions.</p>	<p>1. LO: To compose using extended pitches, rhythms, and techniques that fit a scene's rhythmic gesture.</p> <p><b>Task:</b> Compose a preview for '<u>The Magic Flute</u>'. The resources can be found on the 'About' section of your Google Classroom.</p> <p>Ensure that the melody adds pitches to each scene's rhythmic gesture.</p> <p>Due date: 14/05/2018</p> <p>Top Tip: Think about how a melody's pitch, range, intervals, and contour can convey your desired characters or emotions.</p>	<p>2. LO: To explore the structure, properties, and emotional impacts of fully-diminished 7th chords.</p> <p><b>Task:</b> Write a 1 1/2 page account to discuss why Mozart may have been drawn to the fully-diminished 7th chord in <i>The Magic Flute</i>?</p> <p>Refer to the class discussion (Google Document) that is shared in your personal folder on Google Classroom.</p> <p>Due date: w/c 11/06/2018</p> <p>Top Tip: Revise intervals and basic chords (major, minor, dominant 7th, fully-diminished 7th) on the keyboard, in order to write with theoretical insight.</p>
<p>1. LO: To compose using extended pitches, rhythms, and techniques that fit a scene's rhythmic gesture.</p> <p><b>Task:</b> Compose a preview for '<u>The Magic Flute</u>'. The resources can be found on the 'About' section of your Google Classroom.</p> <p>Ensure that the melody adds pitches to each scene's rhythmic gesture.</p> <p>Due date: 14/05/2018</p> <p>Top Tip: Think about how a melody's pitch, range, intervals, and contour can convey your desired characters or emotions.</p>	<p>3. LO: To experiment with different media.</p> <p><b>Task:</b> To compose your own still life at home and recreate this using the media of your choice.</p> <p>Due date: 25/06/2018</p> <p>Top Tip: Take risks! Use a type of media that you have never used before.</p>	<p>2. LO: To explore the structure, properties, and emotional impacts of fully-diminished 7th chords.</p> <p><b>Task:</b> Write a 1 1/2 page account to discuss why Mozart may have been drawn to the fully-diminished 7th chord in <i>The Magic Flute</i>?</p> <p>Refer to the class discussion (Google Document) that is shared in your personal folder on Google Classroom.</p> <p>Due date: w/c 11/06/2018</p> <p>Top Tip: Revise intervals and basic chords (major, minor, dominant 7th, fully-diminished 7th) on the keyboard, in order to write with theoretical insight.</p>
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<p>1. LO: To consider how design is part of history and culture.  <b>Task:</b> To watch the following video about Gothic Revival:  <a href="https://www.youtube.com/watch?v=NsfL8KpM7Qs">https://www.youtube.com/watch?v=NsfL8KpM7Qs</a></p> <ul style="list-style-type: none"> <li>Also available on Edmodo</li> </ul> <p>Write a minimum of 100 words about what features represent this design style.</p> <p>Due date: w/c 07/05/2018</p> <p>Top Tip: Consider the time it took place and what technologies (materials, tools, and techniques) were available to the people who created it.</p>	<p>1. LO: To consider how design is part of history and culture.  <b>Task:</b> To watch the following video about Arts and Crafts:  <a href="https://www.youtube.com/watch?v=CBq73yxha0o">https://www.youtube.com/watch?v=CBq73yxha0o</a></p> <ul style="list-style-type: none"> <li>Also available on Edmodo</li> </ul> <p>Write a minimum of 100 words about what features represent this design style.</p> <p>Due date: w/c 07/05/2018</p> <p>Top Tip: Consider the time it took place and what technologies (materials, tools, and techniques) were available to the people who created it.</p>	<p>2. LO: To consider how design is part of history and culture.  <b>Task:</b> To watch the following video about American Industrial Design:  <a href="https://www.youtube.com/watch?v=ceKmkvOLD3Q">https://www.youtube.com/watch?v=ceKmkvOLD3Q</a></p> <ul style="list-style-type: none"> <li>Also available on Edmodo</li> </ul> <p>Write a minimum of 100 words about what features represent this design style.</p> <p>Due date: w/c 04/06/2018</p> <p>Top Tip: Consider the time it took place and what technologies (materials, tools, and techniques) were available to the people who created it.</p>
<p>1. LO: To consider how design is part of history and culture.  <b>Task:</b> To watch the following video about Bauhaus:  <a href="https://www.youtube.com/watch?v=ZQa0BajKB4Q">https://www.youtube.com/watch?v=ZQa0BajKB4Q</a></p> <ul style="list-style-type: none"> <li>Also available on Edmodo</li> </ul> <p>Write a minimum of 100 words about what features represent this design style.</p> <p>Due date: w/c 07/05/2018</p> <p>Top Tip: Consider the time it took place and what technologies (materials, tools, and techniques) were available to the people who created it.</p>	<p>3. LO: Learn about the different strategies that criminals use to attack computer networks.  <b>Task:</b> Produce a poster to describe the differences between a virus, a worm and a Trojan horse and describe the precautions that users should take to prevent infections by malware such as spyware, adware, pharming and phishing.</p> <p>Due date: w/c 18/06/2018</p> <p>Top Tip: Use the keywords links, attachments, shouldering, malware.</p>	<p>2. LO: To consider how design is part of history and culture.  <b>Task:</b> To watch the following video about Postmodernism:  <a href="https://www.youtube.com/watch?v=lKomOqYU4Mw">https://www.youtube.com/watch?v=lKomOqYU4Mw</a></p> <ul style="list-style-type: none"> <li>Also available on Edmodo</li> </ul> <p>Write a minimum of 100 words about what features represent this design style.</p> <p>Due date: w/c 04/06/2018</p> <p>Top Tip: Consider the time it took place and what technologies (materials, tools, and techniques) were available to the people who created it.</p>
<p>1. LO: To apply a design style to an everyday object in your home.  <b>Task:</b> To watch all the task 1 videos and to choose one to use as the inspiration for the re-design of a household item.</p> <ul style="list-style-type: none"> <li>Neatly title and underline the design style you chose</li> <li>Draw in Isometric</li> <li>Label the features of your design that are representative of the style</li> </ul> <p>Due date: w/c 07/05/2018</p> <p>Top Tip: the object may be anything such as the following:          Tea cup, toaster, computer, chair, pencil, toothbrush, door handle, stapler, tape dispenser... Anything! ☺</p>	<p>2. LO: To consider how design is part of history and culture.  <b>Task:</b> To watch the following video about Modernism:  <a href="https://www.youtube.com/watch?v=vDCEtnXIA4Y">https://www.youtube.com/watch?v=vDCEtnXIA4Y</a></p> <ul style="list-style-type: none"> <li>Also available on Edmodo</li> </ul> <p>Write a minimum of 100 words about what features represent this design style.</p> <p>Due date: w/c 04/06/2018</p> <p>Top Tip: Consider the time it took place and what technologies (materials, tools, and techniques) were available to the people who created it.</p>	<p>2. LO: To apply a design style to an everyday object in your home.  <b>Task:</b> To watch all the task 2 videos and to choose one to use as the inspiration for the re-design of a household item.</p> <ul style="list-style-type: none"> <li>Neatly title and underline the design style you chose</li> <li>Draw in Isometric</li> <li>Label the features of your design that are representative of the style</li> </ul> <p>Due date: w/c 04/06/2018</p> <p>Top Tip: the object may be anything such as the following:          Tea cup, toaster, computer, chair, pencil, toothbrush, door handle, stapler, tape dispenser... Anything! ☺</p>

<p>1. LO: to write a past tense paragraph</p> <p>Task: write a 100 word paragraph in the past tense on any topic. Be sure to include group 1 verbs only.</p> <p>Due date: 30/04/18</p> <p>Top Tip: Use the notes from class and focus on the verbs looked at in class too.</p>	<p>1. LO: to write a past tense paragraph</p> <p>Task: write a 100 word paragraph in the past tense on any topic. Be sure to include group 1 and group 2 verbs.</p> <p>Due date: 30/04/18</p> <p>Top Tip: Use the notes from class and focus on the verbs looked at in class too.</p>
<p>1. LO: to write a past tense paragraph</p> <p>Task: write a 100 word paragraph in the past tense on any topic. Be sure to include group 1, group 2 and group 3 verbs.</p> <p>Due date: 30/04/18</p> <p>Top Tip: Use the notes from class and focus on the verbs looked at in class too.</p>	<p>1. LO: to write a past tense paragraph with the future tense included too.</p> <p>Task: write a 100 word paragraph in the past tense on any topic. Be sure to include group 1, 2 and 3 verbs. Follow this paragraph with a 50 word paragraph in the future tense.</p> <p>Due date: 30/04/18</p> <p>Top Tip: Use the notes from class and focus on the verbs looked at in class too.</p>

2. LO: Language Perfect World Championships 2018

*Task: You are invited to participate in the Language Perfect World Championships 2018 from 21<sup>st</sup> to 31<sup>st</sup> May. You are required to earn a minimum of 1000 points but you are welcome to complete more as you will be awarded in certificates and lucky draw prizes from the organisation. (<http://worldseries.educationperfect.com/prizes.html>). The prizes vary from iTunes vouchers all the way through to bigger prizes, such as a Macbook Air.*

Due date: 21.05.18 (Start: 2pm) to 31.05.18 (End: 2pm)

Top Tip: You will be given the username and password in class on the 18<sup>th</sup> May. A briefing will be conducted during lessons. If you forget your password, please email Ms Milton.

3. LO: to recap all vocabulary and grammar covered this year

*Task: complete the revision pack given to you by Ms Milton in class.*

Due date: 18/06/18

Top tip: Use your book to help you consolidate all you have learnt this year. Keep this pack safe as it will come in handy in your revision next year too!

***\*all students to do the same Task 2 and 3 this term.***

<p>1. To be able to describe a range of sources of energy.</p> <p><b>Task:</b> Produce a table explaining the pro's and con's of at least five different sources of energy (e.g. coal, solar,.....).</p> <p><b>Include:</b></p> <ul style="list-style-type: none"> <li>The ways each source produces energy.</li> <li>Key facts.</li> <li>The good features about each (e.g. efficient, doesn't pollute the atmosphere...)</li> <li>The 'drawbacks' negative features of each idea.</li> </ul> <p><b>Top Tip:</b> Make sure your table is designed in a way that is legible and neatly presented.</p> <p><b>Due date:</b> WC- 30/04/18</p>	<p>1. To be able to evaluate the impact of the use of fossil fuels.</p> <p><b>Task:</b> Produce a report explaining the benefits and problems of using fossil fuels.</p> <p><b>Include:</b></p> <ul style="list-style-type: none"> <li>An introduction (what are fossil fuels)</li> <li>Benefits of using fossil fuels (e.g. produce efficient energy)</li> <li>Problems with using fossil fuels and their impact on the environment.</li> <li>A conclusion that sums up your main points.</li> </ul> <p><b>Top Tip:</b> Use this task to practice your Point Explain Expand style paragraphs.</p> <p><b>Due date:</b> WC- 30/04/18</p>	<p>2. To discuss the different viewpoints on the use of nuclear energy.</p> <p><b>Task:</b> Research and produce a leaflet explaining a range of viewpoints on the use of nuclear energy.</p> <p><b>Include:</b></p> <ul style="list-style-type: none"> <li>A selection of facts on nuclear energy- e.g. which countries use it etc.</li> <li>Benefits of using Nuclear energy.</li> <li>Problems with using Nuclear energy.</li> <li>A range of viewpoints- which groups of people agree/disagree and why.</li> <li>A conclusion to sum up your main arguments.</li> </ul> <p><b>Top Tip:</b> Mind map the groups of people who may be for/against the use of nuclear energy. Eg. Greenpeace may not like nuclear energy as there is no safe place to store the waste material.</p> <p><b>Due date:</b> WC- 21/05/2018</p>
<p>1. To be able to describe a range of renewable sources of energy.</p> <p><b>Task:</b> Research and produce a leaflet explaining 6 different sources of renewable energy.</p> <p><b>Include:</b></p> <ul style="list-style-type: none"> <li>What the energy is and how it produces energy.</li> <li>Key facts.</li> <li>The benefits of each idea.</li> <li>Images to go with each point.</li> </ul> <p>Top Tip: Make sure your work is persuasive and positive as you want to persuade people to use renewable energy.</p> <p><b>Due date:</b> WC- 30/04/18</p>	<p>3. To be able to research a global tourist attraction.</p> <p><b>Task:</b> Create a presentation to give in class to evaluate why people should visit one global location. (e.g. the Pyramids).</p> <p><b>Include:</b></p> <ul style="list-style-type: none"> <li>Location/maps of the place</li> <li>Why it is worth visiting (History/background)</li> <li>How people would get there. (nearest airport/flight routes)</li> <li>Where they would stay.</li> <li>What activities people would do when they got there.</li> <li>Why this place is better than other places in the world.</li> </ul> <p>Top Tip: Ensure that it is well presented and detailed. The presentation.</p> <p><b>Due date:</b> WC- 11/06/18</p>	<p>2. To be able to explain a range of viewpoints on the use of wind power.</p> <p><b>Task:</b> Research and produce a leaflet explaining a range of viewpoints on the use of wind energy.</p> <p><b>Include:</b></p> <ul style="list-style-type: none"> <li>A selection of facts on Wind energy (e.g. how it is produced, where would be best for the wind turbines..)</li> <li>The benefits of using wind power.</li> <li>The problems with using wind energy.</li> <li>A range of viewpoints- who would disagree/agree on the use of wind energy.</li> <li>A conclusion to sum up your main points.</li> </ul> <p><b>Top Tip:</b> Mind map different groups of people who would agree/disagree with your viewpoints (e.g. people living in scenic areas may not want them because they damage the view...)</p> <p><b>Due date:</b> WC- 21/05/2018</p>
<p>1. To be able to explain the rising demand for energy.</p> <p><b>Task:</b> Produce an informative poster to explain the causes of the rising demand for energy.</p> <p><b>Include:</b></p> <ul style="list-style-type: none"> <li>Clear discussion and research on the causes of energy demand rises.</li> <li>Images and pictures showing the location where demand is rising the most (e.g. why is Singapore's energy demand growing quicker than countries in northern Europe?).</li> <li>Explanation on the impacts of a rising demand for energy.</li> </ul> <p><b>Due date:</b> WC- 30/04/18</p>	<p>2. To be able to evaluate the impact of a hydroelectric dam on a population.</p> <p><b>Task:</b> Research the Three Gorges Dam in China. Explain the benefits and problems that arose from its creation and explain its overall impact. Create a report detailing your findings.</p> <p><b>Include:</b></p> <ul style="list-style-type: none"> <li>The location of the dam (including a map)</li> <li>The reasons why China decided to build a dam on the river at this location.</li> <li>The benefits the dam created</li> <li>The problems the dam created.</li> <li>A sound conclusion, deciding if the dam has been a success or failure.</li> </ul> <p><b>Due date:</b> WC- 21/05/2018</p>	<p>2. To be able to explain the impact of oil production.</p> <p><b>Task:</b> Produce an informative piece of writing explaining the impacts Deep Water Horizon oil rig disaster.</p> <p><b>Include:</b></p> <ul style="list-style-type: none"> <li>What happened, where, why.</li> <li>The impacts (linked to SEEP)</li> <li>The response</li> <li>The long term effects in the area.</li> </ul> <p><b>Due date:</b> WC- 21/05/2018</p>

<p><b>1. LO: Be able to reflect on the Holocaust</b></p> <p>Task: Write a short biography based on the experiences of Holocaust survivors.</p> <ul style="list-style-type: none"> <li>• Visit the Holocaust Memorial Day website</li> <li>• Read a range of life stories</li> <li>• Choose at least one to write a biography</li> <li>• Include what the person experienced and what we can learn from it</li> <li>• One side of A4</li> </ul> <p><b>Due date:</b> w/c 07/05/2018</p> <p>Top Tip: <a href="http://hmd.org.uk/resources/life-stories">http://hmd.org.uk/resources/life-stories</a></p>	<p><b>1. LO. Be able to reflect on the Holocaust and purpose of remembrance</b></p> <p>Task: Create a memorial of the Holocaust</p> <ul style="list-style-type: none"> <li>• Present this on an A4 or A3 piece of paper</li> <li>• You can choose a variety of ways such as pictures, quotes, statistics, written sources etc.</li> </ul> <p><b>Due date:</b> w/c 07/05/2018</p> <p><b>Top Tip:</b> Think about what you consider the purpose of remembrance</p>	<p><b>3. LO: Demonstrate knowledge of the motives of key groups to kill JFK.</b></p> <p>Task: Write a <b>letter</b> to JFK on 21<sup>st</sup> November 1963 (day before he was assassinated).</p> <p>Purpose:</p> <ul style="list-style-type: none"> <li>• to warn him of the risks that he faces</li> <li>• persuade him not to go to Dallas</li> </ul> <p><b>Due date:</b> w/c 18/06/2018</p> <p><b>Top Tip:</b> Use persuasive writing techniques</p>
<p><b>1. LO: To demonstrate knowledge of Holocaust</b></p> <p>Task: Create a display piece to teach younger pupils about the Holocaust</p> <ul style="list-style-type: none"> <li>• What was the Holocaust?</li> <li>• How were Jews persecuted between 1933-1939?</li> <li>• What was the Final Solution?</li> <li>• Describe the details of the Death Camps, ghettos etc.</li> </ul> <p><b>Due date:</b> w/c 07/05/2018</p> <p><b>Top Tip:</b> Try and use a range of websites to add to your research</p>	<p><b>2. LO. Be able to interpret and cross reference sources</b></p> <p>Task: Find one historical source on the causes of World War 2.</p> <ul style="list-style-type: none"> <li>• Use the inference square to analyse the sources.</li> <li>• This is on Edmodo.</li> <li>• The source can be text or image based.</li> </ul> <p><b>Due date:</b> w/c 04/06/2018</p> <p><b>Top Tip:</b> Choose your sources carefully to enable you to complete a detailed inference square.</p>	<p><b>3. LO: To demonstrate knowledge of the assassination of JFK</b></p> <p>Task: Produce a detailed <b>mind map</b> to show all that you know about the assassination of JFK.</p> <p><b>Due Date:</b> w/c 18/06/2018</p> <p><b>Top Tip:</b> Follow the rules of mind maps issued in the help guide.</p>
<p><b>1. LO: To use enquiry skills to develop knowledge the Holocaust</b></p> <p>Task: Find out about 2 people (or</p>	<p><b>3. LO: To demonstrate knowledge of the events of the assassination of JFK</b></p>	<p><b>3. LO: To demonstrate knowledge of the motives &amp; evidence of Lee Harvey Oswald</b></p>



<p>groups) who helped the Jews during the Holocaust.</p> <ul style="list-style-type: none"> <li>• Who were they?</li> <li>• What did they do to help?</li> <li>• Were they successful?</li> <li>• How were they treated by the Nazis?</li> <li>• One side of A4</li> </ul> <p><b>Due date:</b> w/c 07/05/2018 <b>Top Tip:</b> Use a range of sources to research.</p>	<p>Task: Create a storyboard of the day of the assassination.</p> <p><b>Due date:</b> w/c 18/06/2018</p> <p><b>Top Tip:</b> You should include captions to support your image of the event.</p>	<p>Task: Write a <b>police report</b> about the assassination of JFK.</p> <p>The purpose of the report is to prove that Lee Harvey Oswald was responsible for the assassination of JFK.</p> <p>Due Date: w/c 18/06/2018</p> <p><b>Top Tip:</b> Use images to help communicate your explanation. Use annotation and arrows to show how each event linked together.</p>
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- *Please note, this term all students are required to do the same Task 2 and then chose from one of the four options for Task 3*

TERM 3

MANDARIN

YEAR 9

<p><b>1. LO: To be able to say a paragraph from the learnt topics.</b></p> <p><i>Task: Prepare a speech in Chinese not exceeding 3 minutes. Provide information about 'favourite food &amp; fruit'. Send your recordings to your Mandarin teacher. (<a href="mailto:jonathan.leow@dovercourt.edu.sg">jonathan.leow@dovercourt.edu.sg</a>)</i></p> <p>Due date: 14.05.18</p> <p>Top Tip: If you need help, please refer to your Mandarin exercise book.</p>	<p><b>1. LO: To be able to recognise and revise the learnt characters and phrases.</b></p> <p><i>Task: You are required to complete the set task from Memrise.com.</i></p> <p><i>Set topic: 'Radicals' and you are required to achieve minimum 3000 points.</i></p> <p>Due date: 14.05.18</p> <p>Top Tip: If you are not sure on how to sign up the account and group link, please refer to the instructional list from your folder or email to Mr. Leow / Ms. Hey to get the information.</p>	<p><b>3. LO: To be able to recognise and revise the learnt characters and phrases.</b></p> <p><i>Task: You are required to complete the set task from Memrise.com.</i></p> <p><i>Set topic: 'Beginner Chinese' and you are required to achieve minimum 3000 points.</i></p> <p>Due date: 25.06.18</p> <p>Top Tip: If you are not sure on how to sign up the account and group link, please refer to the instructional list from your folder or email to Mr. Leow / Ms. Hey to get the information.</p>
<p><b>1. LO: To understand about a city in China.</b></p> <p><i>Task: You are required to do a research on the famous city in ChengDu, China. Complete a PowerPoint with minimum 6 slides (max.8 slides). Prepare a memo on hand that you are going to present in class.</i></p> <p>Due date: 14.05.18</p> <p>Top Tip: You could share more information about the food and dining etiquette, arts, places of tourism and</p>	<p><b>2. LO: To be able to recognise and revise learnt characters and phrases.</b></p> <p><i>Task: You are invited to participate the Language Perfect World Championships 2018 from 21<sup>st</sup> to 31<sup>st</sup> May. You are required to earn a minimum of 1000 points but you are welcome to complete more as you will be awarded in certificates and lucky draw prizes from the organisation. (<a href="http://worldseries.educationperfect.com/prizes.html">http://worldseries.educationperfect.com/prizes.html</a>)</i></p> <p>Competition date: 21.05.18 (Start: 2pm) to 31.05.18 (End: 2pm)</p>	<p><b>3. LO: To be able to say a paragraph from the learnt topics.</b></p> <p><i>Task: Prepare a speech in Chinese not exceeding 3 minutes. Provide information about 'favourite drink'. Send your recordings to your Mandarin teacher. (<a href="mailto:jonathan.leow@dovercourt.edu.sg">jonathan.leow@dovercourt.edu.sg</a>)</i></p> <p>Due date: 25.06.18</p> <p>Top Tip: If you need help, please refer to your Mandarin exercise book.</p>

cultural activities etc.	<p>Due date: 11.06.18</p> <p>Top Tip: You will be given the username and password in class on the 18<sup>th</sup> May. A briefing will be conducted during lessons. If you forget your password, please email Mr Leow or Ms Hey to reset.</p>	
<p><b>1. LO: To be able to understand hero/ heroine in the Chinese history.</b></p> <p><i>Task: You are required to do a research on a historical emperor Qin Shi Huang in the Chinese history. Complete a PowerPoint with minimum 6 slides (max. 8 slides). Prepare a memo on hand that you are going to present in class.</i></p> <p>Due date: 14.05.18</p> <p>Top Tip: You could share more information about how Qin Shi Huang built the Great Wall in the Chinese history.</p>	<p><b>3. LO: To be able to understand hero/ heroine in the Chinese history.</b></p> <p><i>Task: You are required to do a research on a historical person Sun Yat Sen in the Chinese history. Complete a PowerPoint with minimum 6 slides (max. 8 slides). Prepare a memo on hand that you are going to present in class.</i></p> <p>Due date: 25.06.18</p> <p>Top Tip: You could share more information about how Sun Yat Sen set up the new generation in Chinese history.</p>	<p><b>3. LO: To understand about a city in China.</b></p> <p><i>Task: You are required to do a research on the famous city in Xian, China. Complete a PowerPoint with minimum 6 slides (max.8 slides). Prepare a memo on hand that you are going to present in class.</i></p> <p>Due date: 25.06.18</p> <p>Top Tip: You could share more information about the food and dining etiquette, arts, places of tourism and cultural activities etc.</p>

- *Please note, this term all students are required to do the same Task 2 and then chose from one of the four options for Task 3*

### 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 around 30 minutes. It will be marked by the teacher or by peers in class.
- If homework is not completed the Behaviour for Learning policy will be applied and additional Math's Department detentions may be set.



## **ENGLISH**

- Students in Key stage 3 will be set two pieces of homework per week.
- One piece will be set in direct relation to the classwork, and should take a minimum of forty minutes.
- The other piece will be shorter and relate to key skills such as spelling, punctuation and grammar: for example, revising for a spelling test, correcting punctuation in a text etc.
- All homework will be recorded in student planners. If not completed additional department sanctions may be set.

## **OVERVIEW OF DEADLINES FOR YEAR 9 Term 3**

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
Creative Arts	w/c 14/05/2018	w/c 11/06/2018	w/c 25/06/2018
D.T + Computing	w/c 07/05/2018	w/c 04/06/2018	w/c 18/06/2018
French	w/c 30/04/2018	w/c 21/05/2018	w/c 18/06/2018
Geography	w/c 30/04/2018	w/c 21/05/2018	w/c 11/06/2018
History	w/c 07/05/2018	w/c 04/06/2018	w/c 18/06/2018
Mandarin	w/c 14/05/2018	w/c 11/06/2018	w/c 25/06/2018