



THE BRITISH INTERNATIONAL SCHOOL
ABU DHABI
A NORD ANGLIA EDUCATION SCHOOL



Curriculum Synopsis
Year 10
Term 2

Dear Parents,

Inside this curriculum booklet you will find the information needed to support your child through the first term of the academic year. We hope that this information will allow you to get a better understanding of what is being taught and how you can support your child at home. For each subject there is a page split into three sections:

Curriculum Synopsis – This section gives a brief outline of the content to be covered for the subject.

Supporting at Home – Probably the most important section! Here each Head of Department has detailed how you can help your child through their curriculum.

Extension – Here we have detailed resources and activities for extending your child beyond the curriculum. It should be noted that we would not expect students to do all of these, they are simply suggestions for students to explore a subject they are passionate about.

Our hope in producing this booklet is that our parents feel empowered to support their child at home and be partners in their learning. If you would like more information on any areas of the curriculum please check our contacts page and get in touch.

Kind regards

Alan Grant
Assistant Head of Secondary School - Curriculum and Assessment

Form Tutor

Tutor Group	Tutor	Email
HOY	Katherine Harvey	Katherine.Harvey@bisad.ae
10A	Rachel Thorpe	Rachel.Thorpe@bisad.ae
10B	Bilal Jamal	Bilal.Jamal@bisad.ae
10C	Kirsty Baker	Kirsty.Bake@bisad.ae
10D	Steve Kuzina	Steve.Kuzina@bisad.ae

Heads of Departments

Department	Tutor	Email
Maths	Alan Grant	Alan.Grant@bisad.ae
Science	Oliver Lewis	Oliver.Lewis@bisad.ae
English	Sara Brazier	Sara.Brazier@bisad.ae
MFL	Eric Depose	Eric.Depose@bisad.ae
Humanities	Victoria Juett	Victoria.Juett@bisad.ae
Performing arts	Adriane O'Connor	Adriane.Oconnor@bisad.ae
Arabic	Assile Al Amili	Assile.Amili@bisad.ae
PE	Paul Cochlin	Paul.Cochlin@bisad.ae
STEAM	Chris Gildroy	Christopher.Gildroy@bisad.ae

Curriculum Synopsis

This term, students will practice creative writing and comparison skills in preparation for Paper 1 of the English Language exam. These skills will be required for the two most important questions on the exam, so it is essential that the students get as much practice as possible.

The learning outcomes that will be assessed are:

- **A03:** Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.
- **A04:** Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.
- **A05:** Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.

In the classroom, we will be revisiting grammar, spelling and punctuation in the context of different writing tasks. The students will extend their vocabulary, focusing on spelling and be exposed to a range of different text types as they look to hone their ability to write for different audiences, purposes and imitate different genres.

Supporting at Home

While students will feel that the workload has increased as they have entered the GCSE course, it is important for students to maintain 20-30 minutes of reading in English every night. It is no secret that students who are reading appropriate and wide-ranging texts daily perform significantly better in their exams and course work. Does your child have a reading book? Is it challenging? Our librarian would be happy to help any student who doesn't know what they should be reading. You can ask your child to read out loud to you twice a week. Engage them by asking questions about the plot, character, style and what other books they might compare it to.

Students will likely be getting 1 piece of homework per week in English. Check what the task is, ask your child to go over what they have to do and check that they know how. Remind them of the deadline and ensure that they are organized to meet this deadline.

The English Dept. are using online platforms to help students' learning at home. They will have log-ins for <https://bisad.century.tech/learn/my-path> and the course material will be tailored precisely for your student to help them with everything from SPaG (spelling, punctuation and grammar) to comparing connectives and writing style. Ask them to give you a virtual tour of their learning path.

Extending Beyond the Curriculum

There are lots of exciting writing competitions happening in English and the details for all of them can be found on the 'Competitions Wall' in the English corridor. Which ones is your child entering?

Check out Goodreads award winning books from a range of different genres. Pick up one that looks interesting or vote for your favorites: <https://www.goodreads.com/>

Abu Dhabi's International book fair is taking place at the end of November, a perfect chance to meet authors, buy books and get lost in the world of reading! <https://adbookfair.com>

Curriculum Synopsis

In year 10 students will either be following either an iGCSE Higher or Foundation course. 10Ma1, 10Ma2, 10Ma3 and 10Ma4 will all follow the higher course with 10Ma5 following the foundation course. The course content for the higher given below, Ms Butler will email parents of 10Ma5 with content details.

Higher Course Content

Algebraic Manipulation

- Understand the concept of a quadratic expression and be able to factorise such expressions
- Manipulate algebraic fractions where the numerator and/or the denominator can be numeric, linear or quadratic
- Expand the product of two or more linear expressions

Powers and Roots

- Understand the meaning of surds
- Manipulate surds, including rationalising a denominator
- Use index laws to simplify and evaluate numerical and algebraic expressions involving integer, fractional and negative powers

Graphical Representation of Data

- Construct and interpret histograms
- Understand the concept of a measure of spread
- Find the interquartile range from a discrete data set
- Construct cumulative frequency diagrams from tabulated data
- Estimate the median from a cumulative frequency diagram
- Estimate the interquartile range from a cumulative frequency diagram
- Use cumulative frequency diagrams

Measures

- Use compound measure such as speed, density and pressure

Supporting at Home

All pupils will be issued with an iGCSE textbook and will have access to multiple online packages. We would also recommend www.savemyexams.co.uk as an excellent study and revision resource. It can often be difficult to support students when they have reached Year 10 as the work is more complex. In mathematics practice is always key, at home we would look for short regular study rather than once a week for a long period of time. Three slots of 30 minutes would be ideal in Year 10. If you require more guidance please contact Mr Grant at alan.grant@bisad.ae

Extending Beyond the Curriculum

Some excellent maths books to study and further students knowledge outside of the curriculum.

Britain by Numbers: A Visual Exploration of People and Place by Stuart Newman

ISBN-10: 1786496453

ISBN-13: 978-1786496454



Football Hackers: The Science and Art of a Data Revolution by Christopher Biermann

ISBN-10: 1788702050

ISBN-13: 978-1788702058



Biology

Curriculum Synopsis

Students will complete the topic of Transport and Exchange in Humans at the beginning of Term 2.

They will then move on to the topic of Excretion in Humans. This consists of the following content:

- Structure of the excretory system
- Structure of the nephron
- The role of the Bowmans capsule, Glomerulus, Loop of Henle and Collecting Duct
- The role of ADH in water control

Students will then move on to the topic of Reproduction. They will cover both reproduction in flowering plants as well as humans. This topic consists of the following content:

- The structure of the flower
- The process of pollination and fertilization
- Adaptations for wind pollination and seed dispersal
- Germination of the seed
- The structure of the male and female reproductive system
- The role of the placenta and amniotic fluid in pregnancy

Supporting at Home

All students have been given the Biology CGP revision guide, they also have access to resources on Teams this includes, two exam question booklets which they can use all year. They will also be given past exam question booklets after every topic prior to their Assessment. Along with this, student should be using their Century Tech account for home learning and independent study.

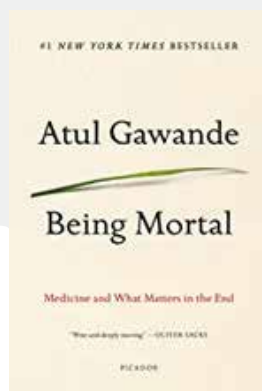
Extending Beyond the Curriculum

Being Mortal: Medicine and What Matters in the End

Atul Gawande

ISBN-10: 1250076226

ISBN-13: 978-1250076229

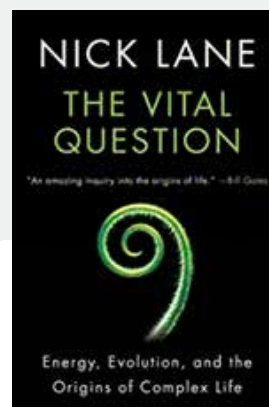


The Vital Question

Nick Lane

ISBN-13: 978-0393352979

ISBN-10: 0393352978



Curriculum Synopsis

Students will continue to work through the IGCSE syllabus, building on knowledge they acquired in term 1.

In Term 2 they will be covering the following topics-

1. To know what is meant by an Isotopes
2. Calculate the relative atomic mass of an element (A_r) from Isotopic abundance.
3. The reactivity of group 0/8 Elements
4. The reactivity of group 1 elements
5. The reactivity of group 7 elements

There will ample opportunity to develop practical skills and exam technique in all these topics.

Supporting at Home

Your child will have an account on the Century Tech website (centurytech.com) which can be accessed at any time to review learning and home learning tasks will also be set here to check/review learning from school. There may be additional home learning assignments set when appropriate.



Extending Beyond the Curriculum

Students are encouraged to use the internet to keep abreast of recent developments in Science, Engineering and Technology by using websites such as New Scientist magazine.

www.newscientist.com/ and the BBC Science newspage
www.bbc.com/news/science_and_environment

In this way students can find what area of Chemistry interests them the most and inspire them in terms of future studies and careers.

Physics

Curriculum Synopsis

In the second term, Year 10 students will study two more sections of the IGCSE Physics course, Energy Resources and Energy Transfers & Solids, Liquids and Gases. Students will continue to develop their experimental skills of collecting accurate and reliable data and making valid scientific conclusions.

The content covered in Term 2 is as follows:

1. Describe energy transfers and use the principle of conservation of energy
2. Know how to calculate efficiency and represent energy transfers using Sankey diagrams
3. Describe and explain heat transfer by conduction, convection and radiation
4. Know how to calculate work done, gravitational potential energy, kinetic energy and power
5. Describe energy transfers in generating electricity and advantages and disadvantages of some methods
6. Know how to calculate density, pressure (under solids) and pressure difference in liquids
7. Describe the arrangement and motion of particles in solids, liquids and gases
8. Describe the changes that occur during changes of state
9. Understand and calculate the specific heat capacity of materials
10. Know how to convert between Celsius and Kelvin temperature scales
11. Calculate pressure, volume and temperature for either constant temperature or volume

Supporting at Home

Your child has an account on Century Tech (<https://bisad.century.tech/login>) which can be accessed at any time to review learning and complete home learning tasks. There may be additional home learning assignments set when appropriate. It is recommended that students get in the habit of reviewing the learning on a weekly basis as this is proven to improve results. All students have also been given the CGP Physics revision guide.

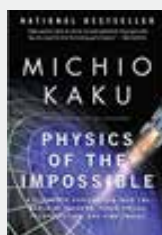


Extending Beyond the Curriculum

To help you nurture an interest in Physics and Science and the applications of Science in the real world, the following are recommended:

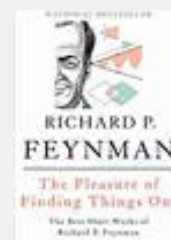
<https://www.youtube.com/user/steventhebrave>

Physics of the Impossible
by Michio Kaku
ISBN-13: 978-0307278821



Available in paperback and hardback and on kindle.

The Pleasure of Finding Things Out
by Richard P. Feynman
ISBN-13: 978-0465023950



Available in paperback and hardback and on kindle.

Curriculum Synopsis

In term 2, Business students will focus on the importance of marketing for companies. Year 10 students continue studying the Cambridge IGCSE Business Studies. Students will develop their understanding of the way innovation, ethical considerations and cultural differences influence marketing strategies as well analyzing the impact of changing technology on promotional strategies. Students will be required to undertake independent research to analyse a business's promotional strategies according to the syllabus. Students will develop their knowledge of business concepts and techniques across a range of different types of businesses. At the end of each section, students will be given an exam which will cover all topics studied in that section in order to prepare them for their GCSE paper 1 and paper 2.

Supporting at Home

All Business Studies students are asked to revise topics and key terms studied in previous sections. Understanding and explaining key terms is a vital element to success in IGCSE Business. Students will be expected to bring their notebook and textbook home for revision, especially near exam time. Students should be encouraged to use correct business terminology especially key terms when completing homework activities. All resources can be found on Teams. For projects, students will be given a soft copy as well as a hard version of the outline and expectations. Test dates will be given to students at least 2-3 weeks prior to assessment with revision material available on Teams.

Extending Beyond the Curriculum

To extend your child understanding of Business Studies, students can keep up to date with current world business affairs and read appropriate news articles. These articles can be brought into their teacher to be further discussed. Useful websites to develop a broader understanding of the business world include: Economist, Financial times, BBC Business news. Websites that are useful for revision include: GCSE bitesize, Tutor2u, Bized.co.uk.

Economics

Curriculum Synopsis

The Pearson Edexcel International GCSE in Economics qualification enables students to:

- develop an understanding of economic concepts and apply these concepts to real-life situations
- calculate, interpret and evaluate economic data in order to make reasoned arguments and informed judgements
- develop an awareness of economic change and its impact on developing and developed economies
- understand economic issues, problems and possible solutions that affect mixed economies
- participate effectively in society as citizens, producers and consumers.

This term students will be learning about Micro Economics. They will start by learning about basic economic problems. All resources are scarce and therefore limited in supply. Consumers, firms and governments all have to make choices between different products and these choices will introduce them to the concept of opportunity cost.

Microeconomics is the study of individual markets. They will learn about the supply and demand model, which will give you a toolkit to explore how changes in the economy will affect supply, demand, price and quantity. The model will help to explain why prices rise and fall, for example enabling them to explain the changes in oil, house, gold and cocoa prices. They will look at how much the quantity supplied and demanded will respond to changes in price or income, which will help them to understand why some price changes see large or small changes in quantity.

Supporting at Home

Please ensure that your child reads over the notes they made that day. From the start I will be asking them to make revision cards, synthesizing the theory covered with definitions and diagrams- this will be ongoing and please ensure that your child is up to date with this. They will also start learning how to analyse and evaluate in Economics- having discussions at home regarding current political issues and asking them to explain their reasoning and defend their choices will help them with this technique.

Extending Beyond the Curriculum

In order to keep up to date with latest Economic issues and discussions subscribing to the Economist will be beneficial- they do a special student package:

www.economist.com

Being up to date with current affairs will also prove very useful. The BBC's Economy section will also be useful:

www.bbc.com/news/business/economy

Computing

Curriculum Synopsis

During this term students will be starting the Computer Science IGCSE qualification. This qualification is highly technical and will challenge students academic and problem-solving skills.



Through the first term students will be learning about the fundamentals of Computer Science by discovering the mathematics the lies at the foundation of computers and how data is stored in both memory and storage.

In the second half of the term students will start to develop problem solving and programming skills by learning to program using the language Python 3.

Supporting at Home

There is various support material that should be used extensively at home in addition to any home learning tasks set. Please ask your child to talk you each of the following. All resources used in lesson are available on our Microsoft Teams platform which is available on any device with an internet connection.

- Standard lesson resources (all worksheets and answers included for self assessment)
- E-books for all classroom textbooks
- Exam revision packs for all topics studied (based on exam paper questions)
- Classroom notes taken in OneNote

I would like to stress the importance of external reading and the importance of this. The highest achieving students in our school will make extensive use of external texts to support any learning that has occurred in lesson. I would not recommend that you purchase all of the books below but I would strongly suggest that your child has one of these to refer to. All of these books are available as E-Books for you to review prior to purchase.

Cambridge IGCSE Computer Science – Study and Revision Guide by David Watson and Helen Williams – ISBN 978-1-471-86868-9

Cambridge IGCSE – Computer Science Revision Guide by David Watson and Helen Williams – ISBN 978-1-107-69634-1

Cambridge IGCSE – Computer Science – Programming Book for Python by Chris Roffey - ISBN – 978-1-316-61782-3

Cambridge IGCSE Computer Science workbook by David Watson & Helen Williams – ISBN 978-1-471-86867-2

Extending Beyond the Curriculum

There so many ways to extend the learning for computing. I have listed a couple of ideas here but please either get in contact or ask your child to come and speak to me (I can usually be found in room 305).

Have a go at programming a microcontroller via the Arduino platform. The Arduino can be purchased realitively cheaply and I am happy to demonstrate how to get started as we have the equipment available within school. There is also a very good online simulation where you can program virtual devices. There are extensive online tutorials available online to support you.

Online simulation - www.create.arduino.cc

Official website - www.arduino.cc

I would also recommend the book Code: The Hidden Language of Computer Hardware and Software (Charles Petzold)



Curriculum Synopsis

Your child will be studying about digital communication, software, memory and processor and using Microsoft Access Database). This will branch in to effectively using Tables, Queries, formatting in Access, designing and producing Forms and reports.

For the memory and processor, digital communication and software topics which links to paper 1 of their exam will focus on:

- Software utilities/ system software
- Types of applications
- Licensing & Updating
- Storage devices, memory and processors
- Primary storage (RAM/ROM)
- Comparing CPU's
- Data transfer
- Wired vs wireless communication.

For the Database topic which links to paper 2 of their exam, they will focus on:

- Primary keys, foreign keys, and their relationships.
- Creating tables to hold data.
- Identify the need of validation and the checks that can be carried out.
- Create a Form to populate a table and then edit the table.
- Create simple queries.
- Produce reports and summaries results of the queries created earlier.
- Create an entity relationship diagram. (Example of tables: customer, destination, holiday.)

Supporting at Home

Ensuring students are completing their home learning. Revisiting their work on Microsoft Teams where all resources will be shared with students.

Extending Beyond the Curriculum

The aim of this unit is to help develop student's skills in Excel and learning about digital devices. They can research examples of data modeling online and how Excel is used around the world to model data. Students can also speak to relatives or family friends and ask if they use excel in their work. Students can apply their theory knowledge into real life. They can do this by going to a local electronic consumer and comparing various digital devices being sold and looking and what various devices consist of.

They can also visit:

www.edu.gcfglobal.org/en/excel/ where students can view tutorials to help further their leaning or at least reinforce what they have learnt.

Geography

Curriculum Synopsis

In the second term of Year 10 Geography students will be studying Tectonics and Natural Hazards. This unit focusses on understanding the processes of tectonic movement and the resultant hazards. Investigations into earthquakes, tsunamis and volcanoes in a range of different tectonic settings will be carried out. Students will be learning about how vulnerability can lead to limited capacity to cope and how the impact of hazards varies depending on the level of development within a country. Key areas of study are as follows:

1. Structure of the Earth.
2. Different kinds of plate boundary and the hazards associated with them.
3. Why do people live in Hazard prone areas?
4. Earthquakes, Tsunamis and Volcanoes in countries at different levels of development.
5. How can vulnerability be reduced and capacity to cope increased in countries at different levels of development?

Students will be assessed by test on their overall knowledge of the tectonics. Students will also complete a comparative research project into the impact of earthquakes in two countries at different levels of development. They will also undertake a dragons-den style design exercise about improving capacity to cope in hazards.

Supporting at Home

Students will be given regular homework and revision tasks. Lesson resources will be on TEAMS as will revision materials. More information about the earthquakes can be found here: <https://earthquake.usgs.gov/learn/kids/>. Information on plate boundaries here: <https://pubs.usgs.gov/gip/dynamic/understanding.html>. For revision they can use Key stage 3 BBC bitesized (<https://www.bbc.co.uk/bitesize/guides/zwcfxsg/revision/1>). Key terms and subject language can be practiced using quizlet online (<https://quizlet.com/454670/plate-tectonics-review-flash-cards/>). Students will also need support carrying out effective research for their comparative projects.

Extending Beyond the Curriculum

To extend your child beyond the school curriculum please encourage them to listen to podcasts available from the USGS <https://www.usgs.gov/natural-hazards/earthquake-hazards/photos-videos-and-podcasts>. National Geographic has a range of good resources on natural disasters <https://www.nationalgeographic.com/environment/natural-disasters/earthquakes/>. There are some good documentaries and films on Netflix such as “7:19”, “72 Dangerous Places to live” and “Into the Inferno”.

Ashfall

by Mike Mullin

Set in the Yellowstone national park a story about a volcanic eruption

ISBN-10: 1933718749

ISBN-13: 978-1933718743



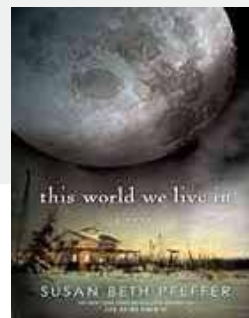
This World We Live In

by Susan Pfeffer

A story about coping with natural disasters

ISBN-10: 0547550286

ISBN-13: 978-0547550282



History

Curriculum Synopsis

Year 10 students are continuing to study the Core Content for Paper one of their IGCSE examination. The topics are based on International Relations since 1919 and are based on a number of key enquiries. These topics include:

- 1. Why had international peace collapsed by 1939?** This topic examines the long term consequences of the Treaty of Versailles, the consequences of the League of Nations, the extent to which Hitler's foreign policy was to blame for the outbreak of war, and the relative importance of the policy of appeasement and the Nazi-Soviet Pact.
- 2. Who was to blame for the Cold War?** This topic examines the reasons for the USA-USSR alliance breaking down in 1945, how the USSR were able to gain control of Eastern Europe by 1948, the USA's response to Soviet expansion, and the consequences of the Berlin Blockade.

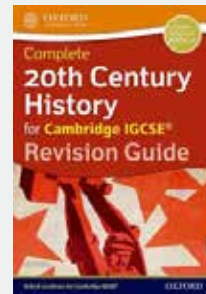
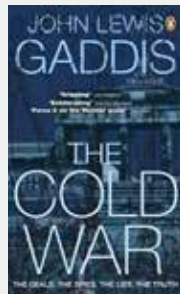
Supporting at Home

Students can be encouraged to spend time at home reading and researching the topics mentioned above, in order to broaden their understanding of the context of the time and build up a topical vocabulary. Students can utilize websites such as bbc bitesize to review topics and take interactive tests.

Extending Beyond the Curriculum

Some books that might be of interest to you:

The Cold War by John Lewis Gaddis
20th Century History for Cambridge IGCSE Revision Guide



There are a number of excellent documentaries that cover the topics we study in term 2 including: Hitler in Colour, and the CNN 24 part series on the Cold war. Both of these can be found on YouTube.

There are several fantastic podcasts available on 'podcast' that cover the topics that we study. One example is Tunnel 29, which interviews men and women who escape from East Germany to West Germany during the Cold War.



Curriculum Synopsis

In Year 10 students have chosen to continue develop further their study of a foreign language as an option. Our aim is not only to prepare them for the requirements of the Cambridge IGCSE in Foreign language but also to equip them with the tools to participate in familiar conversations, understand and produce a range of texts of a lower intermediate level (A2-B1). One of the key aspects of success at IGCSE is the ability to express past, present and future tenses and a regular revision of the vocabulary in the following topics:

Area of Study: Personal and social life

My home: describing your house, where you live, what you do round the house.

My local area: describing the region, living the city, in the countryside, places.

Food and drinks: describing meals and local cuisine.

Health: discussing healthy food and eating habits.

Assessment : Mid-year assessment in February will be a IGCSE like paper covering a range of topics

Don't forget to come and celebrate our Francophone, Hispanic and Germanic cultures and languages during our annual International Day at BIS Abu Dhabi

Supporting at Home

At home, you can encourage and check the consistent learning and revision of vocabulary.

In Year 10, We will use **Teams** to set home learning, to enhance communication between teacher and students and to share relevant resources. Students will be set regular home learning tasks on **Education Perfect**, our language platform. These tasks are designed for the students to drill vocabulary of the lesson/module or/and to practise a specific grammar aspect.

www.languagesonline.org.uk offers vocabulary and grammar activities following our curriculum.

www.linguascope.com (bisad; 19nguages) is great for basic vocabulary games.

Extending Beyond the Curriculum

We encourage the students to grab every opportunity they get to **use the language with a purpose**: whether on holidays to order at the restaurant or to ask for the way, in the school with the numerous native speakers to engage a simple conversation, etc. There will be some **conversation sessions at lunchtime** with natives and IB students for students to drop by and practise.

We are planning a trip to **France and to Spain** in terms 2 and 3; this is especially useful for our Year 10 and Year 12 students as it will really boost their confidence in Speaking and their understanding of the language and the culture.

YouTube is a mine for French songs and videos that would help develop listening skills.

TV5 Monde is a free French speaking channel that can easily be accessed through your TV provider and online.

Useful website to revise or extend vocabulary and grammar:

www.educationperfect.com (username and login provided by teachers)

www.linguascope.com (username and login provided by teachers)

www.languagesonline.org.uk

We have two **Education Perfect Language** competitions coming up this term which will be a fun way to boost their vocabulary knowledge:

Language Perfect World championship (27th August – 3rd September)

Language perfect Northern championship (6th -13th November)

Psychology

Curriculum Synopsis

This term Year 10 Psychology students will continue to develop their psychological understanding of human behaviour. In addition, they will continue to work on their AO1 (Knowledge) and AO2 (Application) exam skills. Students have briefly been introduced to AO3 in the previous term, and this will be developed in a lot more in the upcoming term to prepare them for the expectations of the exams that they will sit at the end of Year 11. The key Psychological topics that will be covered in this term are as follows:

- 1. Developmental Psychology:** Students will learn how an infant's brain develops, and the importance of cognitive development in terms of social and emotional skills. Students will have a lot of opportunities to apply the theories in this topic to their own learning and may help them understand how they can learn/revise more effectively. Key Psychological studies in this topic consist of *Piaget and Inhelder (1956)* and *Gunderson et al. (2013)*.
- 2. Moral Development:** As part of the Developmental topic students will cover the Psychological issue of moral development and learn how infants begin to develop their sense of right and wrong. They will also explore Kohlberg's theory of moral development which argues that moral development occurs in 3 stages, and students will develop an understanding that not all humans reach every stage of moral development throughout their entire life.
- 3. The brain and Neuropsychology:** Students will learn how to identify the different regions of the brain, as well as their separate functions. They will look at neurotransmission and discover how our brain communicates with the rest of the body, as well as appreciating how certain individuals can experience specific types of brain damage such as Visual Agnosia and Prosopagnosia. Key studies within this topic consist of *Damasio et al (1994)* and *Sperry (1968)*.

Supporting at Home

Students will be given at least one homework task a week. The homework tasks will vary from week to week, but will include exam style questions, online quizzes and self-assessment tasks. The homework task will be noted within their student planner so that each individual knows exactly what they need to do and by when. Most homework tasks will provide students with the opportunity to extend their knowledge in the form of a challenge task. All students can choose to complete this task if they wish, yet students consistently achieving 70% or above in class assessments (3 or more consecutive class assessments) should always be completing these tasks within a reasonable amount of time.

In addition to homework, this will be a good time in the year for students to organise their independent revision/study time outside of school to prepare for regular class assessments, as well as more formative assessments that will assess their knowledge of Year 10 Psychology (that take place at the end of the academic year). As with most things, preparation is the key to success, therefore I will be providing students with a weekly planner where they can organise their revision time outside of lesson. We would be extremely grateful if, at home, you could support students with their revision and ensure they are in a good routine with consolidating their class notes and preparing for upcoming assessments.

Upcoming class assessments (Jan – April):

- Developmental Psychology Key term quiz
- Developmental End of topic assessment (exam style questions)
- The brain and Neuropsychology Key term quiz
- The brain and Neuropsychology end of topic assessment

Extending Beyond the Curriculum

To help provide you child with knowledge and understanding beyond the curriculum please encourage them to read around the lesson materials as much as possible. This can be done by accessing Psychological Journals and Articles online, using Google Scholar for example www.scholar.google.com

The following textbook will be used within lesson time, in order to prepare your child for success in Psychology:

Edexcel GCSE (9-1) Psychology

By Christine Brain, Anna Cave and Karren Smith

ISBN-10: 1292182776

ISBN-13: 978-1292182773



Music

Curriculum Synopsis

Year 10 Music students will study a range of skills and knowledge that will underpin all areas of the IGCSE Music curriculum. Students will continue to develop their experience as performers and composers alongside building their knowledge of music theory. All students will be taught and assessed in the following areas:

Musical Elements: The musical elements will form the foundation of all musical discussion, appraising and analysis through listening to their own and others' work.

Performing Music: Students will continue extend their potential as performers where individual strengths on an instrument or voice will be assessed for IGCSE level target setting.

Composing Music: Through activities in performance and music notations, students will be shown how to generate their own musical ideas including melody writing and harmonic structures.

Music Notation: Traditional notations including theoretical understanding of pitch and rhythm.

Listening and Appraising: Students will apply their knowledge of musical elements when listening to recorded pieces of music in a variety of styles. This topic is an introduction to the requirements of the IGCSE written assessment.

Supporting at Home

Students will be expected to partake in regular instrumental practice, reviewing their progress with the class teacher and instrumental specialist. Resources to complement learning in lessons such as extended worksheets and web links will be provided through Teams. Students should aim to practice on their instrument for at least 20 minutes every day.

Music theory and listening activities will be made available via Teams. These activities will comprise of questions requiring students to write and draw answers on the worksheet, this can be completed electronically or on paper. Students would benefit from assistance with reading questions thoroughly and developing research strategies when required, such finding relevant information online.

Extending Beyond the Curriculum

The following resources are recommended to all IGCSE Music students for extending their learning beyond the curriculum.

GCSE Music Literacy Workbook
by R. Berkley and G. Richards.

ISBN-10: 1906178598
ISBN-13: 978-1906178598

Available in paperback.



Glossary of Musical Terms

An extensive online glossary which provides an instant explanation of musical terms.

<https://www.naxos.com/education/glossary.asp#>

Classic FM Discover Music at

www.classicfm.com/discover/music/

This website contains extensive recordings and background contextual information about a wide variety of pieces, helpfully divided into the four main historical periods covered in the IGCSE syllabus.

Music Technology

Students are encouraged to explore digital programs available for use on computers and mobile devices. These include software such as GarageBand and Musescore.

Curriculum Synopsis

In term 2, Year 10 students will study a range of topics within the Fitness and Body systems components of the course. All students will be assessed on the same content, these topics in Term 2 will be:

All students will be assessed on the same content, these topics in Term 1 will be:

1. Functions of the skeletal system
2. Classification of bones
3. Structure of the skeletal system including joints
4. The role of the skeletal system within sport
5. Classification and roles of the muscles
6. Location and roles of key voluntary muscles
7. Antagonistic muscles
8. Fast and slow twitch muscle fibres
9. Structure and function of the respiratory system
10. Structure and function of the cardiovascular system

We will also focus on specific preparation for answering extended questions (long answer questions) in preparation for their exams.

Supporting at Home

Pupils will be provided with homework tasks linked to specific topic areas throughout the term. All homework will be available electronically via the Year 10 GCSE PE Teams page. In preparation for their practical examination (40% of the course), pupils will need to be regularly involved in both team and individual sports (3 different sports) over the next two years to ensure that they achieve the best grade possible. The criteria for each sport is available on the Teams page or using the link below.

Extending Beyond the Curriculum

To extend your child beyond the school curriculum please encourage them to practice answering past paper questions. The following revision workbook will be of use:

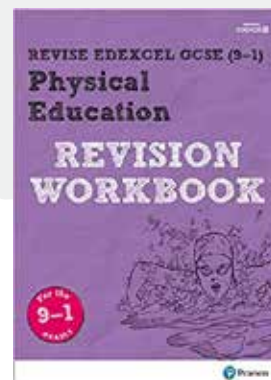
Revise Edexcel GCSE (9-1) Physical Education Revision Workbook

By Jan Simister

ISBN 978-1-292-13512-0

Practical exam criteria for each individual sport is available at:
shorturl.at/qxFH7

Practical exam criteria for each individual sport is available at : <https://qualifications.pearson.com/content/dam/pdf/GCSE/Physical%20Education/2016/Specification%20and%20sample%20assessments/9781446933794-gcse016-l2-pe-ppac.pdf>



Drama

Curriculum Synopsis

Students will be introduced to the scripted and monologue element of the IGCSE course. Through a series of workshops they will discover new ways of approaching script and character. The workshop skill will then be applied to a Mock IGCSE exam in the second half of the term. These pieces will be assessed using both the creating and performance criteria as outlined by Cambridge. Students will then sit a short written exam based upon their practical work.

Supporting at Home

Continue to encourage your child to have open and frank discussions about current affairs. Help them to shape their ideas and opinions of the world around them, allowing them to form valid and informed opinions. Students in Year 10 should be reading a wide variety of literature including plays, fiction, autobiographies, newspapers (online) etc and exposing themselves to live performances. These can be accessed through the link in the section below.

Extending Beyond the Curriculum

An Actor Prepares



One of the most influential theatre practitioners of the 20th Century, Constantin Stanislavski. This book offers actors and performers an insight into character and strategies to be more 'truthful' as an actor.

Theatre Companies to Research

- Invisible Thread
- Trestle
- Fuel

Websites:

New and old, this online library has a vast catalogue of recorded live performances for students to watch and expose themselves to more live theatre.

<https://www.digitaltheatre.com>

Visual Arts

Curriculum Synopsis

Component 1 Personal Portfolio - Portraiture/Distortion

Students will be exposed to the context of portraiture and how it has developed throughout art history in its purpose and intent. Students will engage in a range of quick and fun experimental drawing techniques to develop their skills and knowledge of art methods. They will demonstrate their progress through a series of sustained self portraits that focus on capturing accurate facial features and proportions in their work.

Topics include:

- Selecting relevant imagery and artefacts that support own ideas
- Developing observational drawing skills and techniques
- Exploring ideas through artist investigations and research
- Engaging in a sustained self-portrait study
- Analysing the works of artworks from different times and places

Supporting at Home

The expectations and rigour of the Art GCSE course means that from the onset your son/daughter should ensure they are in the habit of working outside of lessons. This can be at home or at school in lunchtime/afterschool sessions. Art is a subject where the student can always be adding and amending and re-working. The opportunity to work outside of lessons is facilitated by lunchtime and afterschool sessions.

There is exemplar GCSE Art student work on www.studentartguide.com, there are some useful short courses that support study skills in art online at <https://www.bbc.co.uk/bitesize/topics/zk8xpv4>.

Extending Beyond the Curriculum

Go into more depth at: <https://mymodernmet.com/famous-self-portraits/>

Visit the online exhibition at the National Portrait Gallery in London at www.npg.org.uk

Visit the Louvre Abu Dhabi and take a look at a Rembrandt in real life – in Gallery 6 you will find ‘Self Portrait with Shaded Eyes’ (1634).



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