



THE BRITISH INTERNATIONAL SCHOOL
ABU DHABI

A NORD ANGLIA EDUCATION SCHOOL



Curriculum Synopses
Year 10
Term 1

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 give you 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:

- 1. Curriculum Synopsis:** This section gives a brief outline of the content to be covered for the subject.
- 2. Supporting at Home:** Probably the most important section! Here each Head of Department has detailed how you can help your child through their curriculum.
- 3. 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	stephen.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.alamili@bisad.ae
PE	Paul Cochlin	paul.cochlin@bisad.ae
STEAM	Chris Gildroy	christopher.gildroy@bisad.ae

English

Curriculum Synopsis

In GCSE English, the course is broken up into two parts: Language and Literature. In Year 10, we start with Literature in the form of a Modern Drama, JB Priestley's *An Inspector Calls*. This is always an incredibly popular text with the students as they get to read, debate and analyse a host of divisive characters and wrestle with contemporary themes of responsibility, social class, love, age and even the supernatural!

This first unit will produce a piece of coursework where the students will write a response to question about the text focusing on a theme or character in the play. This piece of coursework will be marked out of 30 and assessed on the following criteria:

AO1: Demonstrate a close knowledge and understanding of the text, maintaining a critical style and presenting an informed personal engagement

AO2: Analyse the language, form and structure used by a writer to create meanings and effects

AO3: Show understanding of the relationships between the texts and the contexts in which they were written

During the second half of the term students will focus on Paper 1 for the Language exam. This exam requires students to analyse a non-fiction text (speech / newspaper article /

piece of travel writing), an anthology text, compare the two and produce their own piece of transactional writing. In this unit, students will learn how to analyse a text they have never seen before, gain an in-depth understanding of the anthology texts and develop their ability to write clinical and perceptive comparison essays. The students will utilize their knowledge of different text types, audience and purpose as they produce their own portfolio of transactional pieces in preparation for Section B of the exam.

For this exam, the students will be assessed on the following objectives for Section A:

AO1: Read and understand the text, selecting and interpreting information.

AO2: Understand and analyse how writers use linguistic and structural devices to achieve their effects.

AO3: Explore links and connections between writers' ideas and perspectives.

And the following assessment objectives for section B:

AO4: Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.

AO5: Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing, accurate spelling, grammar and punctuation.

Supporting at Home

Ask your child about the content they have covered that week in class. Perhaps they have read a new scene, been introduced to a new text or focused on a new character. Verbalising new knowledge helps to strengthen understanding.

Mind maps – get your child to create mind maps for what has happened in English that week or a mind map of everything they know about that text. This is a simple yet very effective

way to strengthen memory and retain information in the long term.

Discuss the novel with your child – ask them about the characters and themes. See if they can talk about parts or quotes in the text and what ideas these sections suggest to them.

Extending Beyond the Curriculum

To extend your child beyond the curriculum please encourage your child to read at home. We strongly recommend that all students read for a minimum of thirty minutes every day – a great place to start is here:

www.penguin.co.uk/articles/2018/100-must-read-classic-books/

The students should also try to read at least 3 different newspaper articles each week to get used to writing and the craft of language.

The following books may also be of interest to you:

- *Pearson Edexcel International GCSE (9-1) English Language A Student Book* - ISBN: 978-0435182564
- *Pearson Edexcel International GCSE (9-1) English Literature Student Book* - ISBN: 978-0435182588
- *GCSE English Text Guide - Of Mice & Men* by CGP Books
- *Grade 9-1 GCSE Text Guide - An Inspector Calls (CGP GCSE English 9-1 Revision)* by CGP Books

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 Course given below, Ms Butler will email parents of 10Ma5 with content details.

Higher Course Content

1. **Percentages:** Solve calculations involving repeated percentage change including compound interest.
2. **Circle Properties:** Know and apply the theorems of angles and lengths in circles.
3. **Probability:**
 - Draw and use tree diagrams.
 - Determine the probability that two or more independent events will both occur.
 - Use simple conditional probability when combining events.
 - Apply probability to simple problems.
4. **Similarity:**
 - Understand and use the geometrical properties that similar figures have corresponding lengths in the same ratio but corresponding angles remain unchanged.
 - Use and interpret maps and scale drawings.
 - Understand that areas of similar figures are in the ratio of the square of corresponding sides.
 - Understand that volumes of similar figures are in the ratio of the cube of corresponding sides.
 - Use areas and volumes of similar figures in solving problems.
5. **Set Language and Notation:**
 - Understand sets defined in algebraic terms, and understand and use subsets.
 - Use Venn diagrams to represent sets and the number of elements in sets.
 - Use the notation $n(A)$ for the number of elements in the set A.
6. **3D Shapes:**
 - Convert between units of volume within the metric system.
 - Find the surface area and volume of a sphere and a right circular cone using relevant formula.

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

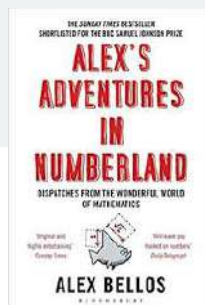
Some excellent maths books to study and further students knowledge outside of the curriculum.

Alex's Adventures in Numberland

by Alex Bellos

ISBN-10: 1408809591

ISBN-13: 978-1408809594

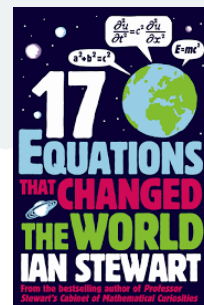


Seventeen Equations that Changed the World

by Ian Stewart

ISBN-10: 184668532X

ISBN-13: 978-1846685323



Curriculum Synopsis

Students will continue to work through the IGCSE syllabus, something that they started in Year 9.

In Term 1 they will be covering the following topics:

1. **Animal Nutrition**

- Describe the structure and function of the human alimentary canal.
- Understand the role of digestive enzymes.
- Understand where bile is produced and stored and the role that it plays in digestion.
- Understand how the small intestine is adapted for absorption, including the structure of a villus
- Describe an experiment to investigate the energy content in a food sample.

2. **Plant Nutrition**

- Understand the process of photosynthesis and its importance in the conversion of light energy to chemical energy.
- Know the word equation and the balanced chemical symbol equation for photosynthesis.
- Investigate photosynthesis, showing the evolution of oxygen from a water plant, the production of starch and the requirements of light, carbon dioxide and chlorophyll. Understand how varying carbon dioxide concentration, light intensity and temperature affect the rate of photosynthesis.
- Describe the structure of the leaf and explain how it is adapted for photosynthesis.
- Understand that plants require mineral ions for growth, and that magnesium ions are needed for chlorophyll and nitrate ions are needed for amino acids.

Supporting at Home

A copy of the IGCSE textbook and workbook will be available on Teams. Students are encouraged to review topics covered in lessons by reading the relevant sections in the textbook and trying relevant questions in the workbook. They have also been given the Edexcel International GCSE Biology Revision Guide, which is an excellent resource for the home and reviewing learning. In addition to this, they have a Century Tech account for completing home learning and independent study.

Extending Beyond the Curriculum

Students are encouraged to use the internet to keep abreast of recent developments in Science, Biochemistry and Biotechnology by using websites such as:

- New Scientist magazine www.newscientist.com
- BBC Science newspaper www.bbc.com/news/science_and_environment
- Resources for biological investigations www.biology-resources.com/biology-experiments2.html and <http://www.biology-resources.com/biology-experiments-sup.html>

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

Chemistry

Curriculum Synopsis

Students will continue to work through the IGCSE syllabus, something that they started in Year 9.

In Term 1 they will be covering the following topics:

1. **Rate of Reaction:** to include how rate can be measured, what variables can affect the rate of reaction, Collision Theory to explain why these variables affect rate, and catalysis.
2. **Acids, Alkalis and Titrations:** to include Bronsted/Lowry theory, pH scale, neutralization, salt preparation and titration practical techniques.
3. **Chemical Tests:** to include tests to identify gases, anions and cations specified by the syllabus, and identification of unknowns from information provided.

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

Supporting at Home

A copy of the IGCSE textbook and workbook will be available on Teams, while students have also been given the revision guide for the course. Students are encouraged to review topics covered in lessons by reading the relevant sections in the revision guide and trying relevant questions in the workbook. Students will also have a Century Tech account to complete home learning and for any independent study.

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 newpage
- www.bbc.com/news/science_and_environment

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

Physics

Curriculum Synopsis

In Year 10, students will study electricity and waves in detail, building on their earlier studies at Key Stage 3. Students will continue to develop their practical skills and understanding of how to collect accurate and reliable data to make valid scientific conclusions.

The content covered in Term 1 is as follows:

- Understand the safety features that protect users of electrical appliances
- Understand why an electrical current can transfer energy and how this is used in appliances
- Know what current and voltage are and how they are related to energy and power
- Know the difference between alternation current (ac) and direct current (dc)
- Know the relationship between voltage, current and resistance; charge, current and time
- Know who voltage and current behave in series and parallel circuits
- Describe the behaviour of common components and know their circuit symbols
- Explain the difference between longitudinal and transverse waves
- Know the relationship between wave speed, frequency and wavelength
- Explain the changes in frequency and wavelength for the Doppler effect
- Explain that waves can be reflected and refracted
- Know the electromagnetic spectrum, its uses and dangers
- Use the law of reflection and calculate refractive index of a material for light waves
- Describe total internal reflection and the critical angle
- Know the range of human hearing
- Know how to measure the speed of sound
- Know how pitch relates to frequency and loudness to amplitude for sound waves.

Supporting at Home

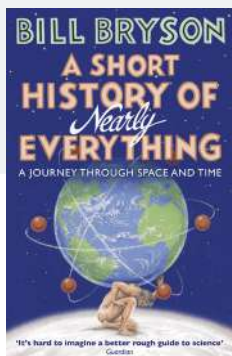
Your child will have an account on the Century Tech website (centurytech.com) which can be accessed at any time to review learning and home learning tasks will also be set here to check/review learning from school. There may be additional home learning assignments set when appropriate. They can also access Seneca Learning to aid their revision. It is recommended that students get in the habit of reviewing their learning on a weekly basis as this is proven to improve results.



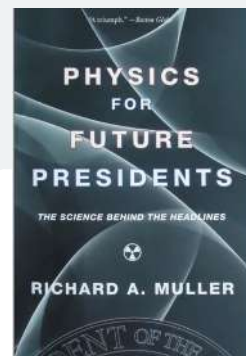
Extending Beyond the Curriculum

To help nurture an interest in Physics and Science and the applications of Science in the real world, the following books would be a good starting point:

A Short History of Nearly Everything
by Bill Bryson
ISBN-13: 978-1784161859



Physics for Future Presidents
by Richard A. Muller
ISBN-13: 978-0393337112



Arabic B

Curriculum Synopsis

The aim of this course is to introduce students to the Arabic language and to immerse them in the cultural aspects that will help them build their language proficiency. Grammar will be one of the learning focuses as it builds the accuracy of written and spoken speech.

Area of Study:

- **Tourism:** describing the region, living the city, in the countryside, places.
- **Media and Communication:** how do we get informed, the internet, reading and music.

Supporting at Home

Ask students to share what they are learning in class and have them teach you about what they know. You can support your child's learning at home by encouraging your child to use the following interactive tool:

- www.educationperfect.com (username and login provided by teachers)
- www.linguascope.com (username and login provided by teachers)
- www.arabalicious.com/secondary-resources.html

Extending Beyond the Curriculum

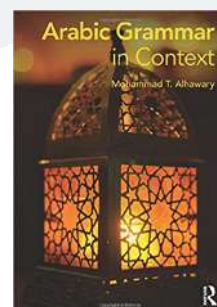
To extend your child beyond the curriculum, please encourage your child to read at home. We strongly recommend that all students read for a minimum of twenty minutes every day. They should also practise writing for an extended period; this could be through writing short stories, creating a newspaper articles about events that have taken place or poetry etc.

Please encourage the students to use the website Nahla & Nahel; it is a very useful website, including a lot of stories in different levels with assessments and activities.

www.kutubee.com (username and login provided by teachers) can be installed on iPad from the play store.

Improve reading by using the Arabic library books. Please encourage you child to seek the help of the Arabic teacher to choose the books that interest from the library.

The Arabic department in the secondary school will provide support for extended writing. Therefore, your child may receive writing tasks with instructions that can help him produce good quality writing. We recommend students acquire a dictionary, the Arabic bank of vocabulary, and grammar books for second language learners like Arabic grammar in context.



Moral Education

Curriculum Synopsis

Moral education seeks to foster in students a set of universal values which will enable students to peacefully interact and connect with people from different cultural and social groups who hold different views and perspectives. These lessons enable students to develop mutual understanding, respect for difference and empathy in order to sustain our cohesive and prosperous society.

Year 10 topics
Introduction to global ethics.
Financial awareness.
What should be preserved and why?
Governments authorities and judiciary system in the UAE.
Being and active citizen (Part1).

Through dialogue and interaction, students are provided with opportunities to explore different worldviews, to challenge one another's assumptions and attitudes and to develop the knowledge, skills and attitude necessary to think critically, to make informed ethical decisions and to act on them in the interests of their society.

On the right are the topics which we focus on in year 10.

Supporting at Home

Personal, Social and Moral Education seeks to empower our students to become active, responsible, local and global citizens. Support at home in upholding these values and reinforcing them on a regular basis will enable our students

to become well-rounded individuals. Opportunities outside school will give our students more opportunities to make meaningful contributions to their BISAD Diploma, which forms part of our Moral Education assessment.

Extending Beyond the Curriculum

Developing our students holistically is of paramount importance. Personal, Social and Moral Education is not only taught as part of our curriculum; it weaves throughout all aspects of life at BIS Abu Dhabi, helping to ensure the

wellbeing of all our students. This curriculum is linked closely to several key foci throughout the year including International Day, National Day, House Day and Service events to name but a few.

Business

Curriculum Synopsis

Year 10 students will be studying Cambridge IGCSE Business Studies. Throughout the year they will gain an understanding of business concepts and techniques across a range of different types of businesses. In the first term, students will be introduced to the purpose and nature of business activity and how business can be classified, and understand how businesses are organised and managed. Finally, the importance and methods of effective internal and external communication will be studied.

Students will develop lifelong skills, including the ability to calculate and interpret business data, communication skills needed to support arguments with reasons, the ability to analyse business situations and reach decisions or judgements.

Supporting at Home

All Business Studies 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. Using Quizlet www.quizlet.com/105108626/cambridge-igcse-business-studies-key-terms-flash-cards/ at home is a good way to practise the subject key vocabulary.

- www.bbc.co.uk/bitesize/guides/zgh9ycw/revision/4
- www.rijksmuseum.nl/en/rijksstudio/timeline-dutch-history/1602-trade-with-the-east-voc

Extending Beyond the Curriculum

To extend your child's 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 to their teacher for further discussion. Suggested publications are the Economist, Forbes, Harvard Business Review. News sites such as www.bbc.com/news/business and www.thenational.ae/business are useful for case studies and global developments. The biographies of entrepreneurs are also a good source of inspiration.

Furthermore, some useful business studies websites are:

- www.tutor2u.com
- www.lgbusiness.blogspot.com
- www.igcsebusiness.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 microeconomics. 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 them 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 we will be asking them to make revision cards, synthesising the theory covered with definitions and diagrams. This will be ongoing and please ensure that your child stays up to date. 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.

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 lying 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 to you about 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. The highest achieving students in our school will make extensive use of external texts to support any learning that has occurred in lesson. We would not recommend that you purchase all of the books below, but would strongly suggest that your child has at least 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 in 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 digital devices and using Microsoft Excel (spreadsheets). This will branch into effectively using formulae, cells, formatting in Excel, using charts and preparing outputs.

For the digital device topic which links to paper 1 of their exam they will focus on:

- Types of peripheral devices (Input/Output)
- Storage devices, memory and processors
- Understanding ICT system requirements
- Understand how each type of device is used but not the technology behind their operation
- Understand features of digital devices: portability, performance, storage, user interface, connectivity, media support, energy consumption, expansion capability, security features
- Identify the differences between system software and application software.

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

- Know data types, number, text
- Format a worksheet: currency, percentage, decimal places, date, time, text wrap, row height, column width, gridlines, merge/split cells, cell borders, cell shading, hiding rows and columns
- Use formulae: arithmetic operators (plus, minus, multiply, divide), percentage, single
- operators, multiple operators, absolute and relative cell referencing, named cells/ranges. Replicate effectively
- Use functions: SUM, AVERAGE, IF, VLOOKUP/LOOKUP, MAXIMUM, MINIMUM, COUNT (COUNTA, COUNTIF), LENGTH, PRODUCT
- Use other features: multiple worksheets, sorting, filtering
- Add graphs and charts: pie chart, line chart, bar/column chart, scattergram
- Select an appropriate graph/chart and format it effectively adding title, axis labels, legends, axis, scale, trend line as appropriate
- Print selected columns/rows from a worksheet formula view or data view in landscape or portrait format, adding headers and footers, row and column headers.

Supporting at Home

Ensure students are completing their home learning. Revisit 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 students' skills in Excel and learning about digital devices. They can research examples of data modelling 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

Students will begin to study for the Cambridge International GCSE in Geography (0460) this term. Students will begin the Population and Settlement theme (Theme 1 of 3) in preparation for the CIE Paper 1 IGCSE (worth 45% of their final grade). Students will explore a range of Human topics, both theoretically and with application to real world examples, including:

- Population Dynamics
- Migration
- Population structures
- Population density and distribution
- Population policies and management
- Settlements (Rural and Urban) and service provision
- The process of Urbanisation
- The challenges of urban settlements.

Students will complete regular past paper questions throughout each topic and will be expected to apply case study knowledge to support their responses.

Supporting at Home

It is essential that students undertake regular revision from the provided guides, accessible through Teams. A “What I need to know” checklist is available on Teams and should help guide students’ revision. In addition, practice papers should be utilised in order to consolidate and improve exam technique. Past papers and mark schemes are also

all available via Teams. It is worth noting that, 21 out of 75 marks of Paper 1 require case study knowledge to support students’ responses. It is therefore recommended that students keep on top of their case study pack outside of school and tick them off against the provided checklist.

Extending Beyond the Curriculum

One of the best ways to develop students’ extended responses is for them to keep up to date with current affairs and case studies that they can use. A great way to do this is to follow the Geography Flipboard on **#ibgeog19**. Here, topical news stories will be added regularly to develop students’ access to geography in the news.

Search #ibgeog19 on flipboard.com or follow the link to subscribe: bit.ly/2Zp8zvd



WORLD NEWS

Battle with time: Italian towns face demise by depopulation

The Guardian · Lorenzo Tondo in Acquafredda Platani

Small Sicilian villages reflect the shifting demographics of



In drought-hit Delhi, the haves get limitless water, the poor fight for every drop

Reuters · By Mayank Bhardwaj

NEW DELHI (Reuters) - In this teeming capital city of more than 20 million people, a worsening drought is



POPULATION

Global population of eight billion and growing: we can't go on like this

The Guardian · Robin McKie

World Population Day will mark a global crisis – one that

History

Curriculum Synopsis

In Year Ten, students will 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. **Were the peace treaties of 1919-23 fair?** This topic focuses on the role of the 'Big Three' in the peacemaking process including their aims and motives. It then considers the impact of the treaties on Germany and evaluates the extent to which the treaties were justified at the time.
2. **To what extent was the League of Nations a success?** This topic considers the strengths and weaknesses of the structure and organisation of the League of Nations, the extent to which it was successful in keeping peace in the 1920s, the impact of the League's humanitarian work, the impact that the world depression had on the League, and the reasons for the League's failure in Manchuria and Abyssinia.
3. **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.
4. **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.

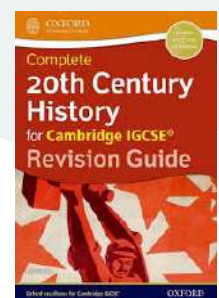
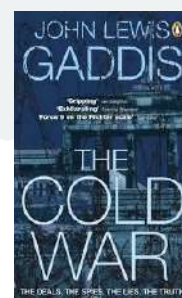
Supporting at Home

Students should 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 utilise 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



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 Languages 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

- **Self, family and friends:** giving basic details about oneself, describing family and friends
- **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
- **Leisure time:** talking about hobbies, sports, leisure activities, going out
- **Technologies:** describing technologies and discussing their use
- **Media and Communication:** how we get information, the internet, reading and music
- **Celebrities:** talking about people we admire
- **Relationships:** getting on with your family and friends, issues

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.

www.language-gym.com is another excellent tool to revise grammar, tenses and vocabulary aimed at IGCSE level.

Extending Beyond the Curriculum

We encourage students to grab every opportunity they get to **use the language with a purpose**: whether ordning at restaurants or asking directions on holiday or engaging in simple conversations with the many native speakers in school. 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)



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Psychology

Curriculum Synopsis

In Year 10, Psychology students will be introduced to the fundamental ideas behind what Psychology is and some of the topics that it consists of. As well as this they will begin to develop key skills necessary to meet 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. **Social Influence:** Students will learn the effect groups of people may have on an individual, in terms of conformity and obedience. As well as this, they will explore key pieces of Psychological research by Zimbardo (1973) and Piliavin et al. (1969).
2. **Memory:** Students will develop an understanding of how our memories are structured and how different memory stores process information, which can help in explaining why some individuals also forget information. Psychological studies that will be used within this topic consist of Bartlett (1932) and Peterson & Peterson (1959).
3. **Social and Cultural issues in Psychology:** Students will begin to develop their critical thinking and evaluative skills by questioning the use of Western/non-Western research in alternative cultures.
4. **Reductionism vs Holism:** Students will be taught the difference between a reductionist approach and a holistic approach to psychological understanding. They will debate whether or not a Psychological theory in explaining human behaviour considers multiple factors or one single factor as the cause, and what the advantages/disadvantages of this might be.

Supporting at Home

Students will be given one homework sheet along with a guided revision topic per 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 and revision topics will be noted in 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.

Extending Beyond the Curriculum

To help provide your 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

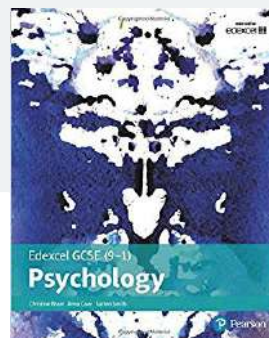
The following textbook will be used within lesson time in order to prepare your child for success in Psychology:

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, appraisal and analysis through listening to their own and others' work.

Performing Music: Students will continue to 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 practise 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 as finding relevant information online.

Extending Beyond the Curriculum

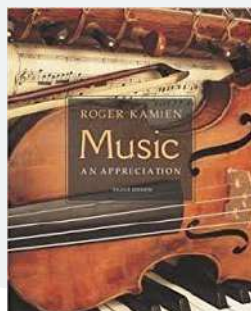
To extend your child beyond the school curriculum please encourage them to read the following books.

Music: An Appreciation

by Roger Kamien

ISBN-10: 1259892700

ISBN-13: 978-1259892707

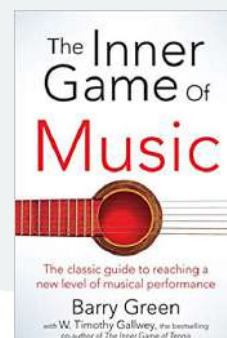


The Inner Game of Music

by Barry Green

ISBN-10: 1447291725

ISBN-13: 978-1447291725



Curriculum Synopsis

In term 1, Year 10 students will study a range of topics within the Sports Psychology and Health, Fitness and Well-being components of the course.

All students will be assessed on the same content. These topics in Term 1 will be:

1. Goal setting – SMART targets
2. Classification of skills
3. Forms of practice – theory and practical application
4. Types of guidance – theory and practical application
5. Mental preparation for performance; types of feedback
6. Sports psychology – use of data
7. Physical, emotional and social health
8. Lifestyle choices & impact of lifestyle choices
9. Sedentary lifestyles and consequences
10. Balanced diet and the role of nutrients
11. Dietary manipulation for sport & optimum weight.

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 practise answering past paper questions. The following revision workbook will be of use:

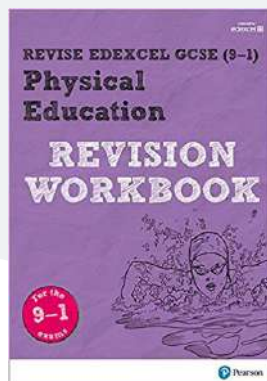
Revise Edexcel GCSE (9-1) Physical Education Revision Workbook

By Jan Simister

ISBN 978-1-292-13512-0

Practical exam criteria for each individual sport is available at:

shorturl.at/qxFH7



Drama

Curriculum Synopsis

During the term, students will be introduced to the IGCSE Drama course. In the first half term students will consider the skills necessary to be successful in IGCSE Drama and complete a short initial assessment based on script and devising. In the second half of the term students will workshop ideas and concepts related to a stimulus about one or more of the articles on the UN Convention on the Rights of the Child. These devising workshops will lead to a short 10-minute piece of theatre that will be assessed using IGCSE Devising criteria.

Skills

- Language
- Voice
- Structure
- Forms of Theatre

Supporting at Home

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. In addition, encourage your child to watch live theatre performances. It may not always be possible to attend the theatre, but there are plenty of options available online including Digital Theatre, an online resource with a huge library.

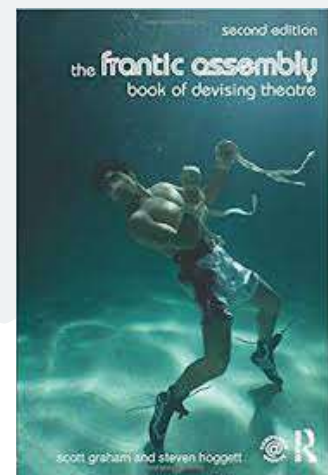
Extending Beyond the Curriculum

Books that may be of interest

Frantic Assembly is one of the world leading devising and physical theatre companies. This book contains a wealth of knowledge about approaches to creating original theatre.

Theatre companies to research

- Gecko Theatre
- Complicite
- Istitut
- Paper Birds
- Frantic Assembly



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/after school sessions. Art is a subject where the student can always be adding, amending and re-working. The opportunity to work outside of lessons is facilitated by lunchtime and after school sessions.

There is exemplar GCSE Art student work on www.studentartguide.com.

Create an account on www.art2day.co.uk to get access to an extensive range of successful artists' work and creative ideas (artist research is one of the four assessment criteria for Art & Design GCSE) to support your son or daughter to be diverse and ambitious in their artist investigation and generation of ideas.

Visit an art gallery to take pictures and/or draw their favourite work of art or sculpture (Louvre, Manarat Al Saadiyat etc.) relevant to their current project.

Additionally, revision packs are issued via our Microsoft Teams page that can be used to help your child revise for the end of unit tests. These are available from the start of the term. Please contact your child's classroom teacher if you are unsure.

Extending Beyond the Curriculum

See what our other schools have been doing: www.nordangliaeducation.com/our-schools/bangkok/article/2018/6/11/art-year-10-distorted-portraits

Go into more depth at: www.mymodernmet.com/famous-self-portraits

Visit the Louvre Abu Dhabi and take a real look at:

'Self Portrait' (1887) by Vincent Van Gogh

'The Subjugated Reader' (1928) by Rene Magritte.



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