

YEAR

9



THE BRITISH
SCHOOL OF
KUWAIT

Curriculum Overview 2019/20

Year 9 Curriculum Overview 2019/20

Table of Contents

Introduction to Year 9	3
English	5
Mathematics	6
Science	7
Computing	9
Arabic 1st Language	10
Arabic 2nd Language	11
Islamic Studies	12
Quranic Studies	12
Art and Design	13
Design and Technology	14
Drama	15
Geography	16
History	17
French	18
German	19
Physical Education	20
Project Skills	21
Assessment and Tracking	22

Introduction to Year 9

Welcome to our Year 9 Curriculum Overview. We hope that the information contained within this document will provide students and parents (both current and prospective) with a detailed overview of the curriculum on offer in the first year of Higher Phase education at The British School of Kuwait (BSK).

The Year 9 curriculum offered at BSK is varied and balanced, providing enriched learning opportunities for our students in addition to meeting all statutory requirements for Key Stage 3 (KS3) study. We believe that the curriculum on offer is a robust and interesting one that also provides excellent preparation for the commencement of (I)GCSE courses in Years 10 and 11.

Year 9 is a very important and exciting time in a student's school career as they will have, most likely for the first time, the opportunity to make significant decisions about what they go on to study. This will be the first of numerous academic decisions that will help define their own individual pathways as they progress into Key Stage 4 (KS4) and beyond.

We believe that students in the Higher Phase (Years 9 to 13) get the most out of their education when they are fully engaged in the process. In this important transition year students are encouraged and supported to show ever greater maturity in the way they approach their studies. Managing their time effectively, meeting deadlines and fostering productive relationships with their teachers and peers are all important skills that will support them in their learning and stand them in good stead for the future.

This document details the important skills and content taught in each subject area during the year.

Also contained at the end of the document is an overview of the assessment and academic tracking in place for Year 9. This summary outlines how attainment and progress are monitored throughout the year.

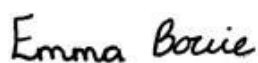
Should you have any subject specific queries the Subject Component Coordinators (SCCs) are the colleagues best placed to assist with those and their details are listed on the individual subject pages.

Curriculum queries of a more general nature can be addressed by our Assistant Head Teacher (Academic), Mr Simon Amura, who can be contacted via email to sia@bsk.edu.kw.

Pastoral queries or concerns should be directed to our Assistant Head Teacher (Pastoral), Miss Hannah Glendinning, who can be contacted via email at hng@bsk.edu.kw.

We hope you find this information useful. May we take this opportunity to wish each student in Year 9 every possible success in their first year of Higher Phase studies at BSK.

Yours sincerely



Emma Bowie
Head Teacher

Introduction to Year 9

The National Curriculum requires all students to study 10 compulsory subjects. The Ministry of Education in Kuwait also requires all Muslims to study Islam and all Arabs to study Arabic. For non-Arabs and non-Muslims there is a choice from three further subjects. The requirements are laid out in the table below.

Subject	Provision
English	All students
Mathematics	All students
Science	All students
Computing	All students
Arabic for Arabs	All Arab students
Arabic for non-Arabs	All non-Arab students
Islam and Quran for Arabs	All Arab Muslim students
Islam and Quran for non-Arabs	All non-Arab Muslim students
Art and Design	All students
Design and Technology	Optional for non-Muslim students
Drama	All students
Geography	All students
History	All students
French	All students
German	Optional for non Arab and non-Muslim students
Physical Education	All students
Project Skills	Optional for non-Arab students

Year 9 English

Subject Leader: Mr Jeremy Grigg (jrg@bsk.edu.kw)

Learning Hours: 4 lessons per week + 1.5 hours of homework.

Course Aims: This varied course invites students to engage in explorations of language and literature through dedicated teaching blocks at KS3. It is primarily aimed at developing skills of close analysis, examining the writer's craft as well as the comparison and evaluation of differing narrative approaches in both language and literature. The course aims to expose students to a wide range of modern and classic literature with a focus on exploration of setting, characterisation, atmosphere and themes as well as the consideration of vocabulary and grammatical features. Students are encouraged to develop skills of independence and ownership through a variety of units, such as 'Creative and Persuasive Enterprise' and 'Public Speaking'. Students will further develop their own writing for specific purposes, such as creative, formal and transactional.

Key Resources: Ignite Coursebook 3, Modern Poetry Anthology, Enterprise Portfolio, VLE English Language and Literature Year 9 Course.

Curriculum Content: During the course of Year 9, students will explore both English language and literature to secure their transition into (I)GCSE study.

Term	Topics
Term 1	Unit 1: Gothic Horror. Creative writing and consideration of the writer's craft. Analysis of language and literature.
Term 2	Unit 2: Literature Modern Poetry An introduction into poetry and how to engage with it. Exploring the modern world through the poetic form. Poets: Zephaniah, Agard, Heaney and Shelley.
Term 3	Unit 3: Enterprise – Dragon's Den Group based independent led learning making cross curricular links with D&T, Mathematics and Economics. Students are given ownership of creating a new product for a niche market and must publicise this successfully, drawing upon persuasive writing techniques.
Term 4	Unit 4: Literature – Shakespeare. Romeo & Juliet / Macbeth / Othello An introduction into Shakespeare: exploring context, characterisation, language and themes.
Term 5	Unit 5: Language – Standing out from the Crowd A language based exploration of communication: transactional writing forms, effective vocabulary choices and narrative engagement. Revision Unit

Assessment:

- Term 1 - Short story opener (Assessed on all of the Writing AOs) and group analysis task (Reading AOs).
- Term 2 - Timed analysis of a studied poem to demonstrate understanding of writer's purpose.
- Term 3 - Collaborative working, persuasive flair and public speaking.
- Term 4 - Scene or character analysis.

Suggested strategies for support/extension: Independent reading; Doodle quizzes (set by the teacher at request of the student); joining English based breaktime clubs, such as Creative Writing Club and Scrabble Club.

Year 9 Mathematics



Subject Leader: Mr Stephen Peacock (sep@bsk.edu.kw)

Learning Hours: 4 lessons per week + approximately 1.5 hours of homework.

Course Aims: The aim of the Year 9 course is to consolidate the learning that has taken place in Key Stage 3. Students will use skills and tools that they have gained in previous years, applying them to real world problems whilst learning test procedure.

Key Resources: Year 9 textbook (Collins Book 3.3), Myimaths.co.uk, Mathspad.com

Curriculum Content: For numberwork, students will focus on fractions, decimals and percentages as well as looking deeper into the use of indices for standard form. Algebra will focus on solving equations and will begin to link into other topics such as shape and creating equations from contextual questions. Students will then move on to 3D objects, looking at volume and surface area. In the middle of the year students will also apply the maths that they have learned to their cross curricular 'Dragon's Den' project, working with the English Team to create a functioning business plan to pitch to the Dragons.

Term	Topics
Term 1	Unit 1: Percentages Unit 2: Equations and Formulae Unit 3: Polygons
Term 2	Unit 4: Using and analysing data Unit 5: Dragon's Den project
Term 3	Unit 6: Pythagoras' Theorem Unit 7: Fractions Unit 8: Algebra (working with brackets)
Term 4	Unit 9: Decimal numbers (Standard form) Unit 10: Volume and surface area Unit 11: Solving equations
Term 5	Unit 12: Compound units Unit 13: Right angled triangles (Trigonometric ratios) Revision Unit

Assessment: Students will sit a 25 minute assessment for each of the 13 units. Each one being out of 24 marks. After each assessment, students will have access to an excel file allowing them to analyse their results for target setting and personal improvement.

Suggested strategies for support/extension: Students are welcome to use the lesson function of Myimaths.com as well as Mathspad.co.uk. The textbook provides worked examples and each exercise has a homework chapter attached to it in the homework book provided to each student. Extra material can also be found on the VLE, providing practice work and examination style questions. Extension tasks can also be found on the VLE, the NRich.com website and the challenge questions found within the textbook.

Year 9 Science

Subject Leaders:

Biology - Dr David Williams (daw@bsk.edu.kw)

Chemistry - Mr Ged Clarke (grc@bsk.edu.kw)

Physics - Miss Lindsay Gilmour (lig@bsk.edu.kw)

Learning Hours: 3 lessons per week + 2 hours of homework.

Course Aims: The Year 9 Science course is based on the UK National Curriculum for Key Stage 3 Science and it also prepares students for the start of their (I)GCSE science subjects in Year 10. The course is designed to continue to improve student's practical skills through frequent experimental work and practical investigations. There is a strong emphasis on how Science works and students understanding of everyday scientific processes is broadened and reinforced.

Key Resources: Students learn through practical activities, class dialogue, internet research and other visual resources. Year 9 students are expected to use ICT in many of their lessons, where the textbook is supported by extensive online notes and interactive activities. The textbook used is "Exploring Science 9 – Working Scientifically" published by Pearson.

Curriculum Content

Biology

In the first Biology topic, "Genetics and Evolution", students are encouraged to think about the reasons for variation between and within species. The role of DNA and genes in variation is examined, and the important events in the discovery of the double helix structure of DNA are reviewed. The topic finishes with a look at the ideas of Charles Darwin and Alfred Russel Wallace that led to the development of the theory of evolution of a species through natural selection. Year 9 students will also build on their understanding of plants as organisms in the "Plant Growth" topic, which also forms a good base for continuing with this topic at a more detailed level during (I)GCSE Biology.

Chemistry

In these units students will: learn about the unifying patterns and themes of Chemistry; appreciate the practical nature of chemistry, acquiring experimental and investigative skills based on correct and safe laboratory techniques; appreciate the importance to scientific methods of accurate experimental work and reporting; develop a logical approach to problem solving in a wider context; understand the widespread importance of chemistry and the way materials are used in the world; appreciate how the work of the chemist has social, industrial, technological, environmental and economic consequences for the community; prepare for (I)GCSE Chemistry by studying fundamental chemistry principles.

Physics

In these units students will: learn about motion graphs; calculate gradients of distance-time graphs and speed-time graphs to determine speed and acceleration respectively; calculate distance travelled using the area under a speed-time graph; calculate resultant force and relate it to acceleration; use and recall the equations for pressure and moments; describe wave properties; describe different types of energy; understand that energy is conserved; explain the forces between charged objects; explain how to charge an insulator; explain what happens inside circuits and understand the rules for series and parallel circuits.

Year 9 Science

Curriculum Content

Term	Topics
Term 1	Physics 1: Forces Biology 1: Genetics and Evolution - Part 1
Term 2	Biology 1: Genetics and Evolution - Part 2 Chemistry 1: Making materials - Part 1
Term 3	Chemistry 1: Making materials - Part 2 Physics 2: Waves and energy transfers - Part 1
Term 4	Physics 2: Waves and energy transfers - Part 1 Biology 2: Plant Growth - Part 1
Term 5	Biology 2: Plant Growth - Part 2 Chemistry 2: Reactivity

Assessment: Each topic is assessed with a 60-minute topic test. In addition, there is a 90-minute exam for each separate subject (Biology, Chemistry and Physics) during the end-of-year exams.

Suggested strategies for support/extension: Multimedia resources, Powerpoint presentations, worksheets, weblinks and guidance can be found on the relevant BSK Secondary VLE pages. Support worksheets are available for students who require extra help. All Year 9 students have access to Doodle (www.doodlelearn.co.uk) to help review and understanding of key concepts, in addition to providing resources for higher-level independent study.

Year 9 Computing

Subject Leader: Mr John Leonard (jol@bsk.edu.kw)

Learning Hours: 1 lesson per week + 30 minutes of homework.

Course Aims: The Year 9 Computing course is designed to build upon previous computing work in Years 6–8. The course seeks to extend the existing suite of computing skills for every student whether or not they choose to proceed further with a relevant computing subject.

Key Resources: All of the resources for the Year 9 Computing course are on the BSK VLE.

Curriculum Content: The course content is a combination of topics that are related to either the (I)GCSE Computer Science or Information and Communication Technology qualifications.

Term	Topics
Term 1	Unit 1: Computing Systems A theoretical topic reviewing and extending knowledge of the key components of computers and related hardware. The ideal introduction to the world of computing.
Term 2	Unit 2: Website Development Students learn to create a complete website using both HTML5 and CSS3. Students investigate HTML concepts like floats and web forms and control appearance using appropriate tags and CSS rules.
Term 3	Unit 3: Spreadsheet Modelling Application of spreadsheet skills to the real-world scenario of testing a new business model. A realistic financial model is vital for new businesses and this unit will develop skills including macros, charts and the creation of 'What-if' models.
Term 4	Unit 4: E-Safety A small but vital topic in the modern world of 'always on' connectivity and social media. We will consider the possible dangers associated with the use of computer systems and strategies to avoid them.
Term 5	Unit 5: Python 3 Students will extend the Python work they began in Year 8. Python is a modern, highly sought after language that many university computer science courses choose as their first language.

Assessment: Each topic has an assessment and students are guided as to whether the topic grade is related to either the IGCSE ICT or Computer Science qualification. This provides them with useful guidance on the direction of further study at IGCSE.

Suggested strategies for support/extension: Students will find that the course includes many links to support videos and articles. For those looking to extend their learning or get support we recommend the website w3schools.org for the HTML and CSS work. There are plenty of useful youtube channels about Python 3 and students will find specific links on the VLE course to the ones that are most relevant.

Year 9 Arabic 1st Language

Subject Leader: Mr Ahmed Al-Adawi (ama@bsk.edu.kw)

Learning Hours: Three lessons per week + 1 hour homework.

Course Aims:

يقرأ الطالب قراءة سريعة مراعيًا حركات الكلمة وبنيتها - يستوعب استيعاباً دقيقاً وشاملاً النص المقروء - يكتب في مجالات تتعلق بما درس من مجالات مراعيًا أصول الكتابة - يجيب إجابات صحيحة ودقيقة عما قرأ أو سمع - يتحدث بلغة سليمة عما سمع أو قرأ أو شاهد - يلخص موضوعاً أو أحداث قصة بلغة مترابطة - يقرأ الشعر بطريقة واضحة معبرة عن المعنى - يوظف مهارات النحو المتعلقة بالمنهج توظيفاً صحيحاً يصوغ أفكاره بجمل مترابطة مراعيًا السلامة اللغوية وقواعد الإملاء في القراءة والكتابة

Key Resources:

المصادر : الكتاب المدرسي المقرر من وزارة التربية والتعليم - الانترنت - وصفحة المدرسة

Term	Topics
Term 1	Unit 1: نص قرآن كريم: يستخلص المعنى العام للآيات يحدد الهدف منها ويستنتج السلوك للحوار يبين معاني المفردات - في البلاغة: يحدد تشبهاً تام الأركان في القواعد: يستخرج الأفعال الناسخة كان وأخواتها ويصوب الأخطاء في التعبير: يكتب مقالا حول الموضوع نص من الشعر الجاهلي: يحدد المشاعر والاحساسات في النصيبين ملامح البيئة وظروف المجتمع يبين معاني المفردات وضدها - في البلاغة: يحدد تشبهاً تام الأركان في القواعد: يستخرج الحروف الناسخة كاد وأخواتها ويصوب الأخطاء- في التعبير: يكتب تعليقا حول الموضوع - نص نثري (عطر الأحياء) يحدد التعبيرات الكاشفة عن العواطف في النص- يستنتج الهدف من النص - يبين أثر بعض القيم في الفرد و المجتمع - يبين معاني المفردات وضدها - في البلاغة: يحدد تشبهاً تام الأركان في القواعد: يستخرج الحروف الناسخة إن وأخواتها ويصوب الأخطاء في التعبير: يكتب تقريراً حول الموضوع
Term 2	Unit 2: نص نثري (لغتنا والتقدم العلمي) يصوغ فكرة يستنتج الهدف من النص يبين معاني المفردات في البلاغة: يحدد استعارة في القواعد: يستخرج لا النافية ويصوب الأخطاء في التعبير: يكتب مقالا حول الموضوع نص شعري (أرض الجدود): يوضح العلاقة بين النص ومضمونه يستنتج الهدف من النص يبين مقومات الدولة يبين معاني المفردات وضدها في البلاغة: يحدد كناية في القواعد: يستخرج الأفعال المضارعة وأحوالها ويصوب الأخطاء في البلاغة: يحدد استعارة في التعبير: يكتب تقريراً حول الموضوع نص نثري (يا أصدقائي): يستنتج الهدف من النص يبين أثر بعض القيم في الفرد و المجتمع يبين معاني المفردات وضدها في البلاغة: يحدد تشبهاً تام الأركان في القواعد: يستخرج نائب الفاعل ويصوب الأخطاء في التعبير: يكتب تقريراً حول الموضوع
Term 3	Unit 3: نص حديث شريف: يستخلص المعنى العام للحديث يحدد الهدف من الحديث يوضح حقوق المسلم يبين معاني المفردات في البلاغة : يحدد موطن الاقتباس في القواعد: يستخرج الفعل لازم والمتعدي ويصوب الأخطاء في التعبير: يكتب خاطرة حول الموضوع نص نثري(الاسلام والكتب) : يضع عنوانا للنص يستنتج الهدف من النص يبين معاني المفردات وضدها في البلاغة: يحدد طباقاً في القواعد: يستخرج المفعول به ويصوب الأخطاء في التعبير: يكتب رسالة حول الموضوع نص نثري (وقفه على طلل): يستنتج الهدف من النص يحدد الاحساسات السيطرة على النص يبين معاني المفردات وضدها في البلاغة: يحدد مقابلة في القواعد: يستخرج المفعول المطلق ويصوب الأخطاء في التعبير: يكتب مذكرات حول الموضوع
Term 4	Unit 4: نص نثري (دور المرأة في أحداث الهجرة): يحدد القضية الأساسية في الموضوع يستخلص الهدف من النص يبين معاني المفردات في البلاغة: يحدد موطن جناساً في القواعد: يستخرج الفعل الصحيح والمعتل ويصوب الأخطاء في التعبير: يكتب خاطرة حول الموضوع نص نثري(سبل العزم): يبين دوافع بناء السد يستنتج الهدف من النص يبين معاني المفردات وضدها في البلاغة: يحدد سجعاً في القواعد: يستخرج فعلاً مسنداً الى الضمائر ويصوب الأخطاء في التعبير: يكتب رسالة حول الموضوع نص شعري (عتاب): يذكر أسس اختيار الصديق يحدد الاحساسات السيطرة على النص يضع عنواناً للنص يبين معاني المفردات وضدها في البلاغة: يحدد تشبهاً في القواعد: يستخرج المصادر ويصوب الأخطاء في التعبير: يكتب مذكرات حول الموضوع
Term 5	Unit 5: واختبارات مراجعة

Curriculum Content:

مجال القرآن الكريم والحديث الشريف - القراءة لزيادة الحصيلة الثقافية - القراءة لقضاء وقت الفراغ - قراءة لإدراك الهدف - القراءة لزيادة الحصيلة اللغوية
- القراءة لتنمية الفكر الناقد - القراءة للبحث عن الذات - الأدب دليل التواصل الروح - القراءة للتمكن في مجال معين الأدب يرقى بالوجدان ويحفز الهمم
الأدب نافذة الحاضر على أمجاد الماضي * القراءة لتأييد فكرة أو الرد عليها موضوع من القدر الخليجي المشترك

Suggested strategies for support/extension:

توجيه الطلاب نحو القراءة الحرة من خلال الكتب والمجلات - الدخول على صفحات الانترنت تلخيص موضوعات في مجالات اجتماعية وتاريخية وفنية

Year 9 Arabic 2nd Language

Subject Leader: Mr Ahmed Al-Adawi (AMA@bsk.edu.kw)

Learning Hours: Three lessons per week + 1 hour homework.

Course Aims: The Arabic language is widely spoken in the Middle East and North Africa. In addition to its value in leisure, commerce and international relations, Arabic is a language with a rich cultural heritage. Through this course you will: be able to share your interests, ideas and opinions with other people who speak the language; learn about countries where the language is spoken; add an international dimension to your knowledge and experience.

Key Resources: Coursebook, workbook and soundtracks; VLE Year 9 Arabic Course; a wide range of language websites as detailed on the VLE.

Curriculum Content: During Year 9, students explore topics and simple grammatical elements that facilitate (tenses, pronouns, prepositions, verbs, adjectives, infinitives, conjunctions) transitioning from the Middle Phase basics to GCSE standard. The course is divided up into dedicated blocks to encourage a love of language learning and appreciation of the culture of the Arabic speaking world.

Term	Topics
Term 1	Module 1: 3 Topics: 'On the Farm', 'Police in Kuwait' and 'Salem Travels with his Family'. Students will learn to recognise the meaning of new words and review previous skills such as pronouns and the negative form.
Term 2	Module 2: Organisation, including the benefits of organisation, group system, community system and different skills such as the use of verbs with speaker's pronouns.
Term 3	Module 3: Cleanliness, including the importance of cleanliness, cleaning the house, cleaning public places, and review different skills such as names in singular and plural form, as well as connected names.
Term 4	Module 4: Cooperation, including the topics 'Journey to Righteousness', 'Rabbits and Elephants' and 'The Hand of God' and review different skills such as: speech, pronouns, images and the present tense.
Term 5	Module 5: The Library, including topics such as the public library, the school library, my first visit and the importance of reading. Review different skills such as the time and place, singular and plural preparation and questioning tools.

Assessment: Each module is followed by a Module Test, in which listening, speaking, reading and writing skills are assessed. Tests are based on key vocabulary and structures contained on the summary page at the end of each module. In the writing tests, students prepare paragraphs in advance, featuring verb tenses and structures they have mastered during the module.

Suggested strategies for support/extension: A wide variety of support and extension strategies are detailed on the Year 9 Arabic VLE. Students are also encouraged to read independently, to participate in break time clubs and other language activities.

Year 9 Islamic & Quranic Studies

Subject Leader: Mr Walid Al-Abboud (waa@bsk.edu.kw)

Learning Hours: 2 lessons per week (Islam and Quran) + approximately Number of hours of homework: 30 Minutes Islam and Quran

Course Aims:

كتاب التربية الإسلامية للصف العاشر، هو كتاب تصدره وزارة التربية على جميع مدارس الكويت، فهو قائم على أسلوب الخبرة المنفصلة في تناول والتأليف، ويضم سبعة مجالات دراسية تبدأ بمجال العقيدة وتنتهي بمجال الثقافة، وقد قام توجيه التربية الإسلامية بوضع خطة مخفضة لطلاب المدارس ذات المنهج الأجنبي، ونحن في المدرسة ندرس وفقه خطة الوزارة الخاصة بنا.

Key Resources:

المصادر : الكتاب المدرسي المقرر من وزارة التربية والتعليم - الانترنت - وصفحة المدرسة

Term	Topic(s)
Term 1	<p>Islamic Studies : التربية الإسلامية 1- توحيد الألوهية - 2- توحيد الربوبية - 3- تدوين السنة - 4- آدم عليه السلام - 0- مصادر التشريع 6- الأدب مع الله تعالى - 7- حقوق غير المسلمين في المجتمع الإسلامي Quran Studies القرآن الكريم : (26-29) آل عمران سورة التغابن (1-7) مراجعة أحكام الميم والنون الساكنتين - المد أقسامه</p>
Term 2	<p>Islamic Studies : التربية الإسلامية 1- توحيد الأسماء و الصفات - 2- تدوين السنة (2) - 3- المجاهرة بالمعاصي - نوح وأبراهيم عليهما السلام 0 - مصادر التشريع (الاجماع و القياس) 6- الأدب مع النفس - مفهوم الجهاد Quran Studies القرآن الكريم : 1- سورة التغابن الآيات من (7-18) - 2- مدود سببها الهمة</p>
Term 3	<p>Islamic Studies : التربية الإسلامية 1- الشرك الأكبر 2- مكانة الصحابة في الاسلام - 3- يوسف و موسى عليهما السلام - 4- الأحكام التكليفية 0- حسن الخلق Quran Studies القرآن الكريم : 1- سورة المنافقون الآيات من (1-8) - 2- أقسام المد اللازم - 3- مدود سببها السكون</p>
Term 4	<p>Islamic Studies : التربية الإسلامية 1- حقوق الانسان في الاسلام - 2- الشرك الأصغر - 3- آداب اسلامية - 4- عيسى عليه السلام 0- العقوبات و أثر تطبيقها على الفرد و المجتمع Quran Studies القرآن الكريم : 1- سورة المنافقون الآيات من (9-11) - 2- سورة الجمعة الآيات من (4-1) - 3- مراجعة المدود</p>
Term 5	<p>Islamic Studies : التربية الإسلامية أنواع العقوبات في الاسلام - 2- حق الكبير - 3- منجزات الحضارة الإسلامية - 4- فضل التفقه في الدين - Quran Studies القرآن الكريم : 1- سورة الجمعة الآيات من (5-11) - 2- همزة الوصل - 3- همزة القطع</p>

Curriculum Content:

العقيدة - الحديث - السيرة - الفقه - التهذيب - الثقافة

Assessment:

يجري الطالب أربعة اختبارات إسلامية و أربعة اختبارات مادة القرآن الكريم

Suggested strategies for support/extension: There are support activities available on the VLE in the form of activities, website links, multimedia text and electronic files.

Year 9 Art and Design

Subject Leader: Mr Jon King (jjok@bsk.edu.kw)

Learning Hours: 1 lesson per week + homework set when appropriate.

Course Aims: To enable students to work with more sophisticated techniques, processes and materials that will encourage growth and confidence as they work towards GCSE. Students are given the opportunity to focus their development on sculptural techniques, drawing and painting and contextual understanding.

Key Resources: VLE, teacher and student exemplars.

Curriculum Content: During the course students will first study the human form before creating figurative sculptures that celebrate movement. They will then research, plan and develop surrealist compositions from a unique starting point, developing their ideas into a large painting. Students will then work on photomontages.

Term	Topics
Term 1	Unit 1: Figures in Movement Sculpture Students will make a series of studies of the human form concentrating on the relative proportions of the body and how lines bend and move.
Term 2	Unit 2: Figures in Movement Sculpture Students will research the movement of the human form and then create sculptures from wire, newspaper, clay and mod rock.
Term 3	Unit 3: Surreal paintings Students will be able to discuss and understand the key elements of surrealism through examples shown. Looking at proportion, scale, dreams, nightmares and unusual context and relationships. Students will be able to research and develop their work from a surreal sentence.
Term 4	Unit 4: Surreal paintings Students will develop and refine their ideas whilst working towards an A2 painting in watercolour paint.
Term 5	Unit 5: Photomontage. Students develop surreal photomontages from a single magazine.

Assessment: Students will undertake formative assessment throughout the duration of the year. They are also assessed at the end of each project using marking exemplars based on a range of success criteria.

Suggested strategies for support/extension: Students are given the opportunity in Year 9 to gain further support by utilising the art studios during break times and after school. Further material is available on the VLE for students to enrich their understanding of the topics.

Year 9 Design & Technology

Subject Leader: Mr Barrie Dolphin (brd@bsk.edu.kw)

Learning Hours: 2 lessons per week + 1 hour of homework.

Course Aims: Design and technology is an inspiring, rigorous and practical course at BSK. Using creativity and imagination, students design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world.

Key Resources: BSK VLE 'Year 9 - Design and Technology' and 'Project Based Learning'.

Curriculum Content: Through a variety of creative and practical activities, students will be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They will work in a range of domestic and local contexts (for example, the home, health, leisure and culture), and industrial contexts (for example, engineering, manufacturing, construction, food, energy, agriculture and fashion).

Term	Topics
Term 1	Unit 1: Textile Design Students will work with a range of textile materials and equipment such as digital printing and techniques of material manipulation. They will undertake independent research of contemporary textile and fashion designers to inspire them to use more innovative methods of creating fabrics and design.
Term 2	Unit 2: Product Design Students will develop their skills on 2D and 3D design software including the use of a laser cutter and 3D printer. Students are encouraged to experiment and develop multi-material designs that create unique products.
Term 3	Unit 3: Graphic Design Students will learn how to transform their hand drawn graphic designs into 2D/3D software and context through illustrations.
Term 4	Unit 4: Resistant Materials Students will work with a range of woodwork machinery and hand tools in the workshop. Learning different construction methods and joinings to create a final product.
Term 5	Unit 5: Project Based Learning (PBL) Students engage in a whole school project based on Nord Anglia Education - Massachusetts Institution of Technology (NAE-MIT) challenge programme. They will actively engage with real life projects, providing them with the chance to solve problems that are important to them and their communities.

Assessment: Students are assessed throughout the academic year on their design, making and evaluation skills taking into account written and practical outcomes.

Suggested strategies for support/extension: Independent research and reading as well as attending Design and Technology/MIT break time clubs.

Year 9 Drama



Subject Leader: Miss Annmarie Rofail-Mccall (arm@bsk.edu.kw)

Learning Hours: 1 lesson per week + approximately half an hour of homework.

Course Aims: The Year 9 course will enable students to further demonstrate the social and group skills necessary for meaningful drama to take place (listening, observation, concentration and co-operation.) Students will work individually and in groups, further developing their ability to negotiate and make decisions as part of a team. They will understand how the use of space, movement, voice, script and symbolism communicate meaning and move on to evaluate that use. Students will show a developing ability to devise, improvise and create credible characterisations.

Key Resources: Exercise books, clipboards and relevant Youtube clips.

Curriculum Content: The Year 9 course will embed skills in devising, performing and evaluating, key areas of study at IGCSE, whilst fostering a life-long love for the theatre.

Term	Topics
Term 1	Unit 1: Symbolism The students will examine how different images, gesture, sound, objects, colour and actions can be interpreted by an audience in both a literal and abstract way. Throughout the unit, imagery, emotions and iconography are used to develop understanding, character and plot.
Term 2	Unit 2: Tell Tale Heart by Edgar Allan Poe Students will learn how lighting and sound can be used to create suspense and how dramatic pauses can be used to build tension. Abstract and documentary drama techniques are introduced and supported with the atmospheric Danse Macabre.
Term 3	Unit 3: Macbeth by Shakespeare Readings of extracts from the play are explored through a number of drama forms to help the students engage with the script, the plot and the characters. Theatrical forms include improvisation, physical theatre, still image, split scenes, mime and use of symbolic gesture.
Term 4	Unit 4: Surrealist Drama - Jerzy Grotowski, Antonin Artaud and Salvador Dali The students will develop their ability to apply physical theatre and absurdist ideas to their own work, in order to develop their understanding of surrealist drama. They will explore ideas and methods including gibberish, creating dialogue, voices in the head, mime and the use of puns.
Term 5	Unit 5: Greek Theatre - Hecuba, Medea and Electra Students will examine the form of the Greek Tragedy as well as exploring the strengths of female characters. It includes three monologues for each of the women, with the students developing scenes based on their relationships with other characters.

Assessment: Each unit of work includes a practical assessment of skills covered. Students are also continuously assessed in creating, performing and responding.

Suggested strategies for support/extension: Students are encouraged to attend live theatre whenever possible and to do independent research of examples of professional theatre on YouTube and the National Theatre. Participation in extra-curricular activities such as the annual school production, Sixth Form Talent Show and Drama Club are also encouraged.

Year 9 Geography

Subject Leader: Mr Paul Kemp (pak@bsk.edu.kw)

Learning Hours: Average of 1.5 hours per week + approximately 0.5 hours of homework.

Course Aims: The study of Geography is about people and places, allowing us to explore different parts of the world, experience different environments and discover different cultures and different ways of life. Geography helps us understand how people adapt to living in various parts of the world and the effects people have on their environments. In Year 9 we aim to develop students' understanding of geography and skills whilst incorporating IGCSE elements to help prepare students for Year 10. Students will be able to: acquire and develop a series of geographical skills; learn and use geographical terminology; undertake fieldwork; make, use and interpret maps at a variety of scales; make effective use of maps and globes; select and use appropriate graphical techniques; select and use secondary sources of evidence; use ICT to gain access to additional information sources and to assist in handling, presenting and analysing geographical evidence.

Key Resources: Collins Cambridge IGCSE Geography textbook and the VLE.

Curriculum Content: Students will begin to explore IGCSE topics as preparation for Y10. Topics overlap each term as every 5 weeks, Geography will switch from having one lesson per week to two lessons per week and vice versa.

Term	Topics
Term 1	Unit 1: Tourism As the world's largest economic activity and controversially a key contributor to globalisation, students look at the impacts of tourism and any sustainable options, such as ecotourism.
Term 2	Unit 2: Tourism - Coasts The study of the processes that create erosional and depositional features. The issues that are created by coastal erosion and the problems created for man.
Term 3	Unit 3: Coasts - Energy Students examine the importance of non-renewable fossil fuels, renewable energy, supplies, nuclear power and fuelwood; globally and in different countries at different levels of development.
Term 4	Unit 4: Energy - Development Students identify the key development indicators and determine whether the development gap is sustainable. China's development is used as a case study.
Term 5	Unit 5: Development

Assessment: Students will complete end of unit assessments on the aforementioned topics.

Suggested strategies for support/extension: Independent reading, revisiting the VLE, practising past paper questions and using websites suggested by the teachers.

Year 9 History

Subject Leader: Mr Ian Masters (iam@bsk.edu.kw)

Learning Hours: 1½ Lessons per week + 45 minutes of homework.

Course Aims: In Year 9 we aim to prepare our students with the skills and knowledge necessary to begin an IGCSE History course in Year 10. As such, the focus of the course is to cover all of the topics that form the backdrop to the course that we deliver in Years 10 and 11. Equally, all of these events that have shaped the world that we live in today so fundamentally that it would be impossible to understand the twenty first century without a sound knowledge of them.

Key Resources: Modern World History (textbook) + an extensive VLE course.

Curriculum Content: World History from the Eighteenth Century to the end of the Second World War.

Term	Topics
Term 1	Unit 1: European Imperialism in the Nineteenth Century.
Term 2	Unit 2: The Causes of World War One.
Term 3	Unit 3: Life for soldiers and civilians during World War One.
Term 4	Unit 4: The Age of Extremes – politics and society in the 1920s and 1939s.
Term 5	Unit 5: The major events of World War Two.

Assessment: Assessments in Year 9 are based on IGCSE assessments and students will learn the exam skills required to answer Paper 1, 2 and 4 questions, so students can concentrate on the subject content during Years 10 and 11.

Year 9 assessments are in line with the Termly topics as follows:

Term 1: Paper 1 style knowledge questions on European Imperialism

Term 2: Paper 2 style source analysis questions on the causes of World War One

Term 3: Paper 4 style significance essay on the Battle of the Somme

Term 4: Project case study comparing 3 different states in the 1920s and 30s

Term 5: Group Presentations – Why did the Allies win World War II?

Suggested strategies for support/extension: The VLE contains links to many different resources to both support and extend learning. Video clips, such as <https://www.youtube.com/user/TheGreatWar> are linked on the topics along with hot potatoe quizzes, powerpoint slides and a variety of different tasks. Further reading is also suggested along with the key vocabulary to learn in order to access that section of the course.

Year 9 French

Subject Leader: Miss Jennie Russell (jnr@bsk.edu.kw)

Learning Hours: Two lessons per week + approximately one hour of homework.

Course Aims: The aim of this course is to enable students to converse and write in French using the past, present and future tenses. Throughout this course, students will enjoy communicating with other people, finding out how language works and learning about different countries and cultures. They will learn how to share interests, ideas and opinions with other people who speak the language. They will improve their knowledge of countries where the language is spoken which will add an international dimension to their knowledge and experience. They will also develop many skills which are useful in a wide range of careers, such as the ability to communicate clearly, being confident about speaking in public and using problem solving strategies.

Key Resources: Expo 3 coursebook, workbook and sound tracks, VLE Year 9 French Course and a wide range of language websites as detailed on the VLE.

Curriculum Content: During Year 9, students explore topics and grammatical elements that facilitate their transition from the Middle Phase basic language to GCSE. The course is divided up into dedicated blocks to encourage a love of language learning and appreciation of the culture of the French speaking world.

Term	Topics
Term 1	Module 1: Leisure Interests and the Media. Including television, the cinema, the internet, music, reading, and how these activities form part of our daily routine.
Term 2	Module 2: Future Plans. Including further education, choice of careers, and the role of foreign languages in the world of work.
Term 3	Module 3: Healthy Lifestyles. Including sports, diet and describing injuries and health issues.
Term 4	Module 4: Then and Now. Comparing how you are now with how you were when you were younger.
Term 5	Module 5: Travelling in France. With a particular focus on the Normandy region and its heritage.

Assessment: Each module is followed by a module test, in which listening, speaking, reading and writing skills are assessed. Tests are based on key vocabulary and structures learned throughout that module. In the writing tests, students prepare paragraphs in advance, demonstrating mastery of verb tenses and structures they have studied during the module.

Suggested strategies for support/extension: A wide variety of support and extension strategies are detailed on the Y9 French VLE. Students are encouraged to read independently, participate in clubs and have the opportunity to enter for French Government DELF examinations through the Institut Français.

Year 9 German

Subject Leader: Miss Linda Ward (liw@bsk.edu.kw)

Learning Hours: Two lessons per week + approximately one hour of homework.

Course Aims: In Year 9, German is offered as an optional subject for students who do not take Islam. The aim of this course is to enable students, by the end of Year 9, to converse and write in German in contexts of interest to teenagers, using the past, present and future tenses.

BSK is fortunate to be a Partner School of the German government. Through the Goethe-Institut our students can receive a great deal of support in their language learning, including free study trips to Oman and three week summer scholarships in Germany.

Key Resources: Echo 3 Coursebook, workbook and sound tracks; VLE Year 9 German Course; a wide range of language websites as detailed on the VLE.

Curriculum Content: During Year 9 students explore topics and grammatical elements that facilitate their transition from the Middle Phase basic language to GCSE. The course is divided up into dedicated blocks based on a thematic topic

Term	Topics
Term 1	Module 1: Leisure interests and the Media – including television, the cinema, the internet, music, reading, and how these activities form part of your daily routine.
Term 2	Module 2: School, including the German school system, your school day, your timetable, your opinions of school subjects, your teachers, and school uniform.
Term 3	Module 3: The future, including your plans for further education and the world of work, and the value of languages in the workplace.
Term 4	Module 4: The wider world, including comparisons between your lifestyle and that of someone in Africa; awareness of the environment, and living an environmentally friendly lifestyle.
Term 5	Module 5: Family relationships, and expressing your opinion on famous people and their contribution to society.

Assessment: Each module is followed by a Module Test, in which listening, speaking, reading and writing skills are assessed. Tests are based on key vocabulary and structures contained on the summary page contained in each module. In the writing tests, students prepare paragraphs in advance, demonstrating mastery of verb tenses and structures they have studied during the module.

Suggested strategies for support/extension: A wide variety of support and extension strategies are detailed on the Year 9 German VLE. Students are also encouraged to read independently, to participate in break time clubs and other language activities, and have the opportunity to enter for German Government language examinations through the Goethe-Institut.

Year 9 Physical Education

Subject Leader: Mr Adam Martin (adm@bsk.edu.kw)

Learning Hours: 1 lesson per week.

Course Aims: The course aims to ensure that students are able to develop physical competences in a broad range of physical activities; are able to engage in competitive sports and activities and help students lead healthy, active lives.

Key Resources: PE equipment for practical lessons.

Curriculum Content: Students will participate in a variety of activities throughout the year, in a non-sequential order depending on the class rotation across the BSK facilities. This will include opportunities to experience elements of the GCSE PE course to make them well placed when making further education choices.

Term	Topics
Term 1	Unit 1: Netball / Football Students will develop their sport-specific skills through a variety of practices whilst also developing team work, communication and problem-solving skills.
Term 2	Unit 2: Basketball Students will refine sport-specific skills whilst beginning to introduce more complex tactical elements of the activity to their game such as set-plays from side-lines and zonal defence philosophies.
Term 3	Unit 3: Athletics Through a variety of athletic disciplines, students will experience how to further enhance their skills whilst using ICT to analyse their technique, compare it with others, formulate plans to improve their technique and assess the effectiveness of that plan on their overall performance.
Term 4	Unit 4: Net games Consisting of volleyball or table tennis, students will be able to refine their skills and look to develop their independence in terms of learning and performing. Students can lead their own mini-competitions and demonstrate skills within lessons to be selected for school teams.
Term 5	Unit 5: CrossFit Working alongside PE teachers as well as specialist CrossFit coaches, students have the opportunity to work in a purpose-designed CrossFit facility to enhance their cardiovascular endurance, muscular strength and muscular endurance. All of this is working towards increasing their understanding of the importance of physical activity in their future.

Assessment: Students are assessed in the variety of physical activities throughout the course through a range of assessment techniques. These include teacher observation, questioning, peer-assessment as well as self-assessment. The results of these ongoing assessments couple with end-of-topic assessments (i.e. a mini-volleyball tournament during their last lesson) will contribute towards the students overall average grade. Tracking grades can sometimes fluctuate mid-year as a students preferred topic may not yet have been taught, which would hopefully raise the overall average of the students grade in later reports.

Suggested strategies for support/extension: Students are actively encouraged to participate in a variety of extra-curricular activities, where possible. All students are expected to participate in the annual Sports Day held off-site as well as the Interhouse competitions.

Year 9 Project Skills

Subject Leader: Mr Kenneth Price (kep@bsk.edu.kw)

Learning Hours: 1 lesson per week + 30 minutes of homework

Course Aims: The course aims to develop Year 9 students' research, evaluation and critical thinking skills. It is an opportunity to extend their learning beyond the current curriculum and explore a range of topics of their choice for an independent project. Students need to be able to research topics using a variety of methods. They must also learn that research requires more than looking at one piece of evidence. This encourages students to explore topics more deeply whilst acquiring the necessary skills that can be applied to all areas of their studies. By the end of this course, students should: be able to choose, plan and manage a project; be able to obtain information and apply it to a project; be able to select and apply skills to complete a project; be able to review a project and own performance.

Key Resources: BSK VLE

Curriculum Content: Students will be taught the necessary skills that will enable them to deliver a project of their choice. Each term will have a focus on a specific area to help move students forward.

Term	Topics
Term 1	Identifying and planning a project - Learning how to choose an appropriate topic and how to develop a question or brief which specifies an intended learning outcome. The question or brief must be realistic to achieve and complete. Students will do this through studying various debatable topics in the form of 'mini-projects' and will have to plan, organise and manage what it is they want to achieve and learn to construct appropriate titles to focus on.
Term 2	Conducting research and selecting research methods - Students will be taught about different methods of research and the different techniques to obtain this data. They need to understand the positives and negatives of different methods, as well as being able to identify the most appropriate method/methods to use in certain circumstances. They will learn how to critically analyse the information they are using.
Term 3	Developing intended outcomes - The focus is how to manage, organise and develop a substantial written report based on their findings. This is where individuals will build on their research by developing their analytical skills. Students will now need to focus on how to interpret data and extract key information to use to support key ideas. Indeed, this could be to criticise ideas too.
Term 4	Assessing outcomes of a project - Learners will develop critical thinking and evaluation skills. Critical thinking will take place by justifying decisions made about their projects, why any changes were made and how any problems have been solved. Students need to be able to reflect on the data they collected and be able to determine its usefulness for their project. The evaluation comes from making judgements about their progress and overall project.
Term 5	Completing a project - This term focuses on bringing all the taught skills together and finalising details with the independent project. Learning how to manage bringing all aspects together as one cohesive document and to deliver their presentations.

Assessment: A mixture of formative and summative assessment will be used.

Suggested strategies for support/extension: The VLE will contain resources to help students. Independent research and reading around their chosen topic.

Year 9 Assessment and Tracking Progress

At BSK, a cyclical process of formative and summative assessment, accurate recording of student progress and meaningful reporting to parents are seen as integral to effective teaching and learning.

Assessment promotes learning by providing a continuous review of student achievement with regular and frequent feedback. This involves teachers, parents and students in a dialogue, which provides information about student achievement and enables the setting of targets for self-improvement.

The precise format and frequency of assessments vary across individual subject areas and are dependent upon the nature and structure of those courses.

Students in Year 9 are encouraged to understand the vital importance of assessment to the learning process. As well as approaching assessment opportunities as a chance to demonstrate what they know, emphasis is placed upon the importance of students identifying areas of comparative weakness and taking a proactive approach to planning how they can improve in those areas.

National Curriculum Subjects

The National Curriculum focuses upon measuring the acquisition of each year's prescribed objectives and the progress made towards a broad and deep understanding of these. As such, attainment in Year 9 will be measured by way of statements which reflect the extent of this understanding.

Grade	Description	Status
A	Working above the expected BSK standard for the year group	Pass
B	Working at the expected BSK standard for the year group	Pass
C	Working towards the expected BSK standard for the year group	Pass
D	Working below the expected BSK standard for the year group	Fail

In order to report student attainment more finely and better track progress, students working within grades A-C will receive information on their approximate position within their current band. These positions are indicated with a 'plus' (+), an 'equals' (=) or a 'minus' (-) sign and are explained below:

- + : very secure; working at the top end of their current standard
- = : clearly secure; working within the mid-section of their current standard
- - : emerging; working at the lower end of their current standard

The grades available are: 9A+, 9A=, 9A-, 9B+, 9B=, 9B-, 9C+, 9C=, 9C- and 9D.

Grade X is used if an accurate assessment is not possible.

Year 9 Assessment and Tracking Progress

Non-National Curriculum Subjects

First Language Arabic, Second Language Arabic, Islamic Studies and Quranic Studies are not UK National Curriculum subjects.

The attainment of students in these subjects is reported using the grades and meanings outlined below:

Grade	Description	Status
A	Working at a higher level and at greater depth for the year group	Pass
B	Working at the level expected for the year group	Pass
C	Working towards the level expected for the year group	Pass
D-U	Working below the level expected for the year group	Fail

Grade X is used if an accurate assessment is not possible.

Academic Reports and Tracking

Official school reports for Year 9 are issued in the winter and summer reporting sessions. These contain academic grades and attitude to learning statements, as well as information on attendance, punctuality and conduct.

In addition to their official winter and summer reports, students in Year 9 also receive interim tracking grades in Terms 1 and 3. These tracking grades are indicative of the student's current performance in the subject, relative to the BSK standards for Year 9, and are intended to provide a 'snapshot' of attainment at set points.

Following the release of official reports and tracking grades (four sessions in total) students are required to reflect upon their progress and liaise with their class tutors and parents in order to agree appropriate targets and plan for further improvement. The effectiveness of this process is very much dependent upon the engagement of all parties. Students and parents are therefore encouraged to liaise especially closely with the school at these key times and to attend calendared parent consultation events.



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