



THE BRITISH INTERNATIONAL SCHOOL
ABU DHABI
A NORD ANGLIA EDUCATION SCHOOL



Curriculum Synopsis
Year 11
Term 2

Introduction

Dear Parents,

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

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

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

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

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

Kind regards

Alan Grant

Assistant Head of Secondary School - Curriculum and Assessment

Useful Contacts

Form Tutor

| Tutor Group | Tutor | Email |
|-------------|------------------|---------------------------|
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Heads of Departments

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Curriculum Synopsis

Students will spend part of this term finalizing, redrafting and improving their coursework for both language and literature. We will spend one week in class on this, the rest is expected to be completed at home. The final coursework deadline isn't until March but following in from the mock exams it's important for students to get organized and make sure their marks are as high as possible.

Later in the term, we will move on to revise paper 1 language anthology texts and paper 1 literature poetry. We will complete practice questions in class and for homework. Revision packs will be provided for this in the same style as for Of Mice and Men.

Language coursework:

- Assignment A: Poetry and prose texts – study and analyse from a range of fictional poetry and prose
- Assignment B: Imaginative writing – explore and develop imaginative writing skills

Literature coursework:

- Assignment A: Modern drama (An Inspector Calls)
- Assignment B: Literary heritage (Macbeth)

Supporting at Home

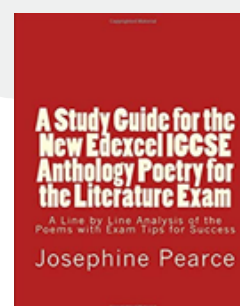
- The key to success in Year 11 is attendance. Students must be in school and when they are not they must make sure that they 'catch-up' any notes or assignments set.
- Please talk to your child about the texts that they are studying, ask them their opinion of character and theme and ask them to explain the context in which the text was written
- It is essential that students read both texts in school and at home. The more times the texts are read the better!

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. They should also practice writing for an extended period, this could be through writing short stories, answering past questions or completing past papers

The following books may also be of interest to you:

- Pearson Edexcel International GCSE (9-1) English Language A Student Book
- Pearson Edexcel International GCSE (9-1) English Literature Student Book
- A Study Guide for the New Edexcel IGCSE Anthology Poetry for the Literature Exam: A Line by Line Analysis of all the Poems with Exam Tips for Success



Curriculum Synopsis

Higher Course Content

Vectors

- Understand that a vector has both magnitude and direction
- Understand and use vector notation including column vectors
- Multiply vectors by scalar quantities
- Add and subtract vectors
- Calculate the modulus (magnitude) of a vector
- Find the resultant of two or more vectors
- Apply vector methods for simple geometrical proofs
 - Prove that three points are colinear
 - Prove that two vectors are parallel

Function Notation

- Understand the concept that a function is a mapping between elements of two sets
- Understand the terms 'domain' and 'range' and which values may need to be excluded from the domain
- Understand and find the composite function $f(g(x))$ and the inverse function f^{-1}

Graphs

- Recognise, plot and draw graphs with equation:

$$y = Ax^3 + Bx^2 + Cx + D$$

- Recognise, plot and draw graphs with equation: $y = Ax^3 + Bx^2 + Cx + D + E/x + F/x^2$
- Recognise, plot and draw graphs with equation: $y = \sin x$, $y = \cos x$, $y = \tan x$ for angles of any size
- Apply to the graph of $y = f(x)$, the transformations $y = f(x) + a$, $y = f(ax)$, $y = f(x+a)$, $y = af(x)$ for linear, quadratic, sine and cosine functions
- Find the equation of a straight line parallel to a given line; find the equation of a straight line perpendicular to a given line

Quadratic Inequalities

- Solve quadratic inequalities in one unknown and represent the solution set on a number line

Calculus

- Understand the concept of a variable rate of change
- Differentiate integer powers of x
- Determine gradients, rates of change, stationary points, turning points (maxima and minima)
- Distinguish between maxima and minima by considering the general shape of the graph only
- Apply calculus to linear kinematics and to other simple practical problems

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. 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 40 minutes would be ideal in Year 11. 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.

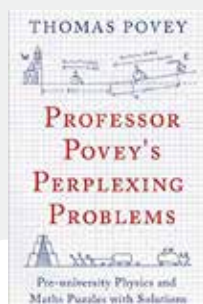
Professor Povey's Perplexing Problems

by Thomas Povey

ISBN-10: 1780747756

ISBN-13: 978-1780747750

Available of paperback and kindle

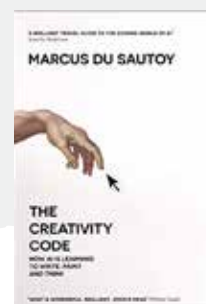


The Creativity Code

by Marcus Du Sautoy

ISBN-10: 0008288151

ISBN-13: 978-0008288150



Physics

Curriculum Synopsis

In the second term, Year 11 students will study the last sections of the IGCSE Physics course - Astrophysics and Magnetism & Electromagnetism. Students will continue to develop their knowledge of experimental skills, how to collect accurate and reliable data and make valid scientific conclusions. Content covered in Term 2 is as follows:

1. Know that the solar system is in the Milky Way and what galaxies are
2. Explain that gravitational forces cause the motion of planets, satellites and comets
3. Calculate orbital speed and describe differences in orbits of comets, moons and planets
4. Understand how to classify stars and describe their evolution
5. Draw the main components of the Hertzsprung-Russell (HR) diagram
6. Describe the past evolution of the universe and the main arguments in favour of the Big Bang and the evidence that supports it
7. Describe red-shift and calculate the change in wavelength of light from a moving galaxy
8. Know the forces between magnets and use magnetic field lines
9. Describe the construction of electromagnets
10. Know there is a force on a moving charge or current-carrying wire in a magnetic field
11. Use the left-hand rule to predict the direction of the force on a current-carrying wire
12. Know that a voltage is induced in a conductor or a coil when it moves through a magnetic field
13. Know how transformers are used to change voltage and calculate voltages and currents in them

Supporting at Home

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

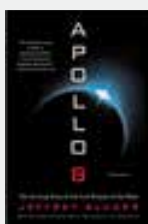


Extending Beyond the Curriculum

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

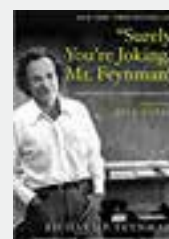
<https://www.youtube.com/user/physicswoman>
<https://www.youtube.com/user/physicswoman>

Apollo 8
by Jeffrey Kluger
ISBN-13: 978-1250182517



Available in paperback / on kindle.

"Surely You're Joking, Mr. Feynman!"
by Richard P. Feynman
ISBN-13: 978-0393355628



Available in paperback / on kindle.

Curriculum Synopsis

Students will continue with Reproduction & Inheritance, then start on Ecology and the Environment. They will also be assessed after each completed topic.

Reproduction & Inheritance

1. Understand the differences between sexual and asexual reproduction
2. Describe and explain fertilisation, pollination and germination in plants
3. Understand that the genome is the entire DNA of an organism and that a gene is a section of a molecule of DNA that codes for a specific protein
4. Students should describe a DNA molecule as two strands coiled to form a double helix, the
5. strands being linked by a series of paired bases: adenine (A) with thymine (T), and cytosine (C) with guanine (G) and but the RNA molecule is single stranded and contains uracil (U) instead of thymine (T)
6. Describe the stages of protein synthesis including transcription and translation, including the role of mRNA, ribosomes, tRNA, codons and anticodons
7. Understand how genes exist in alternative forms called alleles which give rise to differences in inherited characteristics
8. Define the terms: dominant, recessive, homozygous, heterozygous, phenotype, and genotype
9. Understand that most phenotypic features are the result of polygenic inheritance rather than single genes
10. Describe patterns of monohybrid inheritance using a genetic diagram and be able to interpret family pedigrees
11. Understand how the sex of a person is controlled by one pair of chromosomes, XX in a female and XY in a male and be able to determine sex of an offspring at fertilisation, using a genetic diagram

12. Be able to explain and describe the stages of mitosis and meiosis.
13. Understand that variation within a species can be genetic, environmental, or a
14. combination of both, that mutation is a rare, random change in genetic material that can be
15. inherited
16. Understand that the incidence of mutations can be increased by exposure to ionising radiation (for example, gamma rays, x-rays and ultraviolet rays) and some chemical mutagens (for example, chemicals in tobacco)
17. Should be able to explain Darwin's theory of evolution by natural selection

Ecology and the environment

1. Be able to define the terms population, community, habitat and ecosystem and biodiversity
2. Describe a practical regarding the population size of an organism in two different areas using quadrats
3. Be able to explain how abiotic and biotic factors affect the population size and distribution of organisms
4. Understand the names given to different trophic levels, including producers, primary, secondary and tertiary consumers and decomposers
5. Be able to understand the concepts of food chains, food webs, pyramids of number, pyramids of biomass and pyramids of energy transfer
6. Explain the transfer of substances and energy along a food chain
7. Explain and describe the stages of the Carbon and Nitrogen cycles.

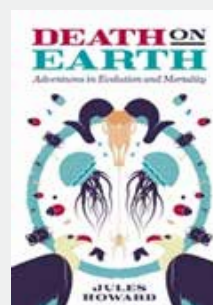
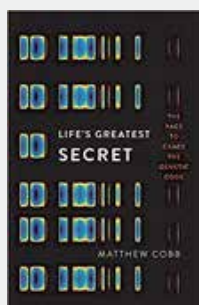
Supporting at Home

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

Extending Beyond the Curriculum

Life's Greatest Secret
Matthew Cobb
ISBN-13: 978-0465062676
ISBN-10: 0465062679

Death on Earth: Adventure in Evolution and Mortality
Jules Howard
ISBN-13: 978-1472915092
ISBN-10: 1472915097



Curriculum Synopsis

In Year 11 the students will be completing their studies of Chemistry. All students will be assessed on the same content.

The topics in Term 1 will cover the following content from the syllabus:

Energetics:

- Draw and explain energy level diagrams to represent exothermic and endothermic reactions
- Investigate temperature changes accompanying different types of change
- Calculate the heat energy change from a measured temperature change using the expression $Q = mc\Delta T$

Reversible Reactions & Equilibria:

- Know that a reversible reaction can reach dynamic equilibrium in a sealed container
- Know the effect of changing either temperature or pressure on the position of equilibrium in a reversible reaction

Stoichiometry:

- Write word equations and balanced chemical equations (including state symbols)
- Determine the formula of a metal oxide by combustion
- Calculate empirical and molecular formulae from experimental data
- Understand how to carry out calculations involving gas volumes and the molar volume of a gas
- Understand how the formulae of simple compounds can be obtained experimentally, including metal oxides, water and salts containing water of crystallisation

Supporting at Home

All students will have access to Century Tech (<https://bisad.century.tech/login>) for home learning and revision materials, also with the resources available on their class Team. They have also been given the revision guide that accompanies the course.



Extending Beyond the Curriculum

The following websites can be used to read around the curriculum:

- www.bbc.com/bitesize/examspecs/zy984j6
- www.physicsandmathstutor.com/chemistry-revision/gcse-edexcel/
- www.revisionscience.com/gcse-revision/chemistry

Arabic B

Curriculum Synopsis

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

For this term, we will be covering “Jobs and careers “related to “Future aspirations, study and work ”

By the end of the term your son /daughter will have the opportunity to build the language skills through a variety of learning outcomes, which are outlined in the curriculum brief of term 2.

Listening:

Understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can understand the main idea in conversations that I overhear.

Reading:

Understand the main idea of texts related to everyday life and personal interests or studies.

Writing:

Write on a wide variety of familiar topics using connected sentences.

Speaking:

Make presentations on a wide variety of familiar topics using connected sentences.

Supporting at Home

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

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

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

<http://www.arabalicious.com/secondary-resources.html>

Booklet in Arabic student ‘folder, worksheets on teams and copybook.

Extending Beyond the Curriculum

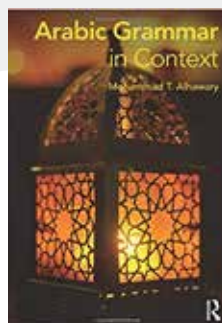
To extend your child beyond the curriculum please encourage your child to read at home. We strongly recommend that all students read for a minimum of twenty minutes every day.

They should also practice writing for an extended period periodically, this could be through writing short stories, creating a newspaper article about a key event that has taken place or poetry etc.

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

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

Improve the reading by using the Arabic library books. Please encourage your child to seek the help of the Arabic teacher to choose the books that interest him from the library. The Arabic department in the secondary school will provide support to the extended writing. Therefore, your child may receive writing tasks with instructions that can help him produce good quality of writing. We recommend students get a dictionary, the Arabic bank of vocabulary, grammar books for second language learners like Arabic grammar in context.



Islamic B

Curriculum Synopsis

The International GCSE in Islamic Studies is designed to develop students' knowledge and understanding of Islam in historical and contemporary contexts, through a range of key topics and the texts of both the Qur'an and Hadith. It will enable students to develop their skills of analysis and interpretation, in the context of questions and issues that affect Islam and the lives of Muslims today.

1. The life of the Prophet Muhammad

- a. The sunnah of the Prophet
- b. Teachings and example of the Prophet on specific issues of justice and equality.
- c. The Prophet as leader.
- d. Battles fought by the Prophet
- e. The Prophet's final acts and his achievements.

2. The Key, beliefs, practices and features of early Muslim community founded by the Prophet.

- a. Al-Qadr
- b. Akhirah
- c. Malaikah
- d. Shari'ah
- e. Islamic etiquette, attitude and manners
- f. The early leaders of the Muslim community.

3. Living the Muslim life today

- a. Salah
- b. Sawm
- c. Zakah
- d. Hajj
- e. Jihad

Supporting at Home

The support at home aims to document the student's relationship with the Holy Quran as the first source of knowledge, behavior, values, taste and beauty in order to build a Quranic mentality and psychology, by continuing to read the Qur'an and taking into account the provisions of intonation (tajweed).

One of the key elements of the support is to instill the love of Prophet Muhammad "peace be upon him" in the heart of the student through the experience of the Prophet's biography, and provide the life of the Prophet (peace and blessings of Allah be upon him) as a good example and a role-model to follow.

Extending Beyond the Curriculum

In order to promote and enrich the themes of Islamic education, you can use the following link with your child/children at home:

<https://www.islamicstudies.info/tafheem.php?sura=66&verse=1&to=5>

<https://yassarnalquran.files.wordpress.com/2014/11/a-day-in-the-life-of-muhammad.pdf>

<http://www.islamicplayground.com/scripts/prodList.asp?idCategory=29>

<https://yassarnalquran.files.wordpress.com/2010/12/al-qaaida-an-nooraaniyyah.pdf>

<https://www.alsirah.com/the-life-of-muhammad-pbuh-a-timeline/>

<https://www.khanacademy.org/humanities/world-history/medieval-times/origins-of-islam/v/life-of-muhammad-and-beginnings-of-islam-part-1>

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. 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 and skills necessary to think critically, to make informed ethical decisions and to act on them in the interests of their society.

In term 2, Year 11 students will research and present on an area within the Moral education curriculum of interest to them. Prior to this presentation, during PSME lessons, students will gain an understanding of what research is, how to do it effectively, as well as knowledge of ways to display research in a presentation format.

Students will choose a topic from the following and work in groups over several weeks prior to their presentation. They will then present to Mrs Heptinstall – Lowe or a member of secondary leadership.

Unit 3 Intercultural Relationships

- What is Culture?
- What are challenges in Intercultural Communications?
- What is meant by the term 'Core Values' and 'Social Types'?

Unit 4 Being a Responsible Adult

- What is meant by the Terms 'Openness and Social Inclusion'?
- What is the importance of 'Connectedness'?
- What does it mean to be 'Proactive' and 'Motivated'?

In addition to this, students will also receive a Non Academic report at the end of January. This report is designed to complement the academic report and give information about the personal and social development of your son / daughter. It will be completed jointly by the student and the form tutor and is based on the personal and social learning that takes place in classes every day. It is also based on the evidence which is collated in the BISAD Diploma about each students' non-academic achievements and which is available for you to view at Parents' Evenings.

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 11 students continue studying the Cambridge IGCSE Business Studies. This term, in business studies there will be an emphasis on revision and exam practice. Students will conduct individual and in-class revision on all sections of the syllabus. Students will develop and practice their exam technique and be guided by the teacher. Past exam papers will be completed to familiarize students with the layout of both papers and understanding what is required of

the different command word. Students will be completing some peer marking of exam questions to develop their understanding of how the papers are marked.

Supporting at Home

This is a very important term for students to complete individual revision at home. Defining and being able to discuss key terms and the concepts in each section of the syllabus is a necessity. Students will be given exam practice questions to be completed as homework and are encouraged to use correct business terminology especially key terms. All resources can be found on Teams and each student has an exam booklet containing past exam papers. Assessments will be focused towards exam questions and students will be provided with notice at least one week before.

Extending Beyond the Curriculum

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

Economics

Curriculum Synopsis

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

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

This term students will be learning about Macroeconomics. In macroeconomics they will look at all the markets combined in a country. So they will now look at their own countries' and other countries' economies. They will look at the different objectives that governments will be concerned about.

These include trying to achieve:

- low inflation
- low unemployment
- increases in economic growth
- surpluses or equilibrium on the current account of the balance of payments
- redistribution of income
- environmental protection.

For each objective, they will look at the issues and problems involved and how the government acts to improve the outcomes. They will then look at the global economy. This will involve looking at the benefits and problems of increased integration between economies of the globe. Students will also be starting their final Unit Development Economics. They will be learning about poverty, FDI, LEDC's and the causes of under development and potential solutions for them

Supporting at Home

Please ensure that your child reads over the notes they made that day. They need to continue to make revision cards, synthesizing the theory covered with definitions and diagrams- this will be ongoing and please ensure that your child is up to date with this. They will also continue to strengthen their analysis and evaluation.

Having discussions at home regarding current political issues, especially topics that are on growth, interest rates, recession inflation etc and asking them to explain the impact on people or countries, their reasoning behind it and defending their choices will help them with this technique. Students should try and spend about 3 hours a week on the subject. Students should also start practicing past papers- links for which are on teams.

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. <https://www.economist.com/>

Please encourage your child to read up on current affairs. It will be especially useful if they read the Economics pages of broad sheets or subscribed to the Economist or Economic times. Some interesting reads at this age may be one of the more popular texts such as "Undercover Economist" - "The Cartoon introduction to Economics Volume 1 and 2"

The BBC's Economy section will also be useful. <https://www.bbc.com/news/business/economy>

Computing

Curriculum Synopsis

In the second term students will start working through the pre-release which is issued by the CIE exam board. This pre-release will be made up of three related problems which students need to provide solutions in Python 3 code. These solutions will form the basis for 50% of their paper 2 exam paper.

Additionally, student will begin working through

the last topic of the course – Databases. This relatively simple topic is part of their paper 2.

Students will then start the final phase of the course where the course content will be retaught but with a focus and emphasis on exam questions and exam technique. This will allow students to revisit areas of weakness and strengthen understanding.

Supporting at Home

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

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

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

Cambridge IGCSE Computer Science – Study and Revision Guide by David Watson and Helen Williams – ISBN 978-1-471-86868-9
Cambridge IGCSE – Computer Science Revision Guide by David Watson and Helen Williams – ISBN 978-1-107-69634-1
Cambridge IGCSE – Computer Science – Programming Book for Python by Chris Roffey - ISBN – 978-1-316-61782-3
Cambridge IGCSE Computer Science workbook by David Watson & Helen Williams – ISBN 978-1-471-86867-2

Extending Beyond the Curriculum

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

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

Online simulation - www.create.arduino.cc

Official website - www.arduino.cc

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



Curriculum Synopsis

Your child will be studying content which will link to paper 1 and 2 of their IGCSE exam. They will be looking at the following topics:

Your child will be studying content which will link to paper 1 and 2 of their IGCSE exam. They will be looking at the following topics:

Theory (paper 1)

- Implications of digital technology
- Online Information
- Online services
- The Cloud

Practical (Paper 2)

- Word Processing
- File management
- Database revisit

For the theory topics students will be learning about:

- data protection, the legal requirements of those storing data about individuals and an individual's legal rights.
- copyright legislation affects the use of digital information and media.
- individuals' movements and communications can be monitored.

- Be able to evaluate the fitness for purpose of available information in terms of accuracy, age, relevance, reliability, bias
- that information can be gathered from a wide range of sources
- Know how to use search engines effectively.
- what online services are offered.
- the impact of the internet on the ways that organisations do business.
- how transactional data is collected and used: what is collected, cookies, transaction tracking.

For the practical topics students will be learning about:

- enter, organise, develop, refine and format information.
 - bringing together different types of information to achieve a purpose.
 - using styles appropriately, including serif and sans serif fonts and colour choices.
 - working accurately and proofread, using software facilities where appropriate for the task.
- using sensible filenames and formats.
create and manage files and folder structures.

Supporting at Home

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

Extending Beyond the Curriculum

Applying their learning in the real world by using the applications. Also showing curiosity of networking in their own home and how their LAN is setup. Reading news articles of any data threats to companies recently and discussing with parents how the internet has impacted their lives and work.

Student can also visit:

<https://edu.gcfglobal.org/en/topics/Word/> to further their learning of Database

<https://edu.gcfglobal.org/en/topics/Word/> to further their learning of Word

Geography

Curriculum Synopsis

Students will continue to study for the Cambridge International GCSE in Geography (0460) this term. Students will begin working on the Skills Unit in preparation for the CIE Paper 2 IGCSE (worth 27.5% of their final grade). Students will explore a range of geographical skills topics both theoretically and with application to real world examples including:

- Observation Skills – how to draw inference from geographical Sources including maps, photographs and written sources
- Map skills – Grid references, contours, height, direction, scale, symbols and cross-sections.
- Graph Skills – how to draw, build and analyse the right kind graph for your geographical data
- Data Analysis – how to draw conclusions and evaluations from geographical data.

Students will complete regular past paper questions throughout each topic and will also be expected to apply their previous learning from the Geographical Themes Unit (Paper 1) to this unit (Paper 2).

It is worth noting, students will be given the opportunity to attend a residential fieldtrip in January 2020 to help extend their learning for Paper 3. Information regarding the trip will be emailed to all parents in due course.

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, 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. Regular practice of Map Skills for Paper 2 is also essential.

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 student’s access to geography in the news.

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



#HOUSING

What will Japan do with all of its empty 'ghost' homes?

♦ BBC Worklife - Mari Shibata

With more than 20% of its population aged 70 and older and the birth rate declining, Japan has a property problem: there are more homes than people to live in them. Population decline is a major issue



#AGRICULTURE

Impossible Burger vs. beef: Which is better for the environment?

♦ CNET - Amanda Capretto

Replacing your usual burger with a plant-based version might not have as big an impact as you thought.



#RENEWABLE ENERGY

Offshore windfarms 'can provide more electricity than the world needs'

♦ The Guardian - Milan Ambrose Energy correspondent

Erecting wind turbines on the world's best offshore sites could provide more than enough clean energy to meet global electricity demand, according to a report. A detailed study of the world's coastlines

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 organization of the League of Nations, the extent to which it was successful in keeping peace in the 1920's, 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.

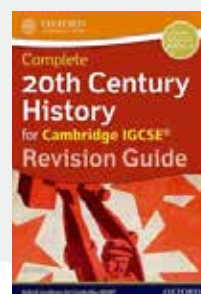
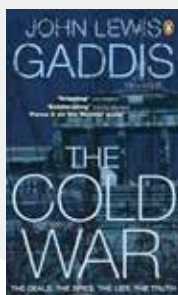
Supporting at Home

Students can be encouraged to spend time at home reading and researching the topics mentioned above, in order to broaden their understanding of the context of the time and build up a topical vocabulary. Students can utilize websites such as bbc.com or bbc.com/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 11 students continue develop further their study of a foreign language as an option. Our aim is not only to prepare them for the requirements of the Cambridge IGCSE in Foreign language but also to equip them with the tools to participate in familiar conversations, understand and produce a range of texts of a lower intermediate level (A2-B1). One of the key aspects of success at IGCSE is the ability to express past, present and future tenses and a regular revision of the vocabulary in the following topics:

Area of Study: Health and Fitness

- body injuries and remedies (doctor's)
- food and drinks; Local cuisine
- healthy eating
- sports and fitness
- grammar: past tenses and gerund
- grammar: modal verbs

Practice for Speaking IGCSE exams in April 2020

Supporting at Home

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

In Year 11, We will continue to 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.

We will also give a particular focus to the Speaking exam, which will take place just after the spring break first week of April (dates to be confirmed).

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

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

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

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

Useful website to revise or extend vocabulary and grammar:

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

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

www.languagesonline.org.uk

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

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

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

Psychology

Curriculum Synopsis

During this term students will study the final few topics on the Edexcel specification that they have not yet completed. In addition to this, there will be a heavy focus this term on organizing time outside of School, understanding the importance of preparation for their upcoming assessments, and getting more familiar with exam practice and the expectations of the examiner. The topics that will be covered are as follows:

- 1. Sleep and dreaming:** Year 11 students will look at the first optional topic that will appear on their Paper 2 GCSE exam. This topic will explore different types of bodily rhythms, from the stages of sleep to different types of ultradian and circadian rhythms. Students will develop an understanding of the factors that can affect their bodily rhythms and how we can treat certain types of disorders such as insomnia and narcolepsy. Key studies in this topic are Freud (1909) and Siffre (1975).
- 2. Criminal Psychology:** As the second optional topic on Year 11's Paper 2 exam, students will develop their understanding of the theories behind what makes a criminal a criminal, such as Social Learning theory and Operant Conditioning. Students will also look at whether criminal behaviour can be explained by an individual's biology, and inheritance. Key studies that will be studied in this topic are *Bandura, Ross and Ross (1961)* and *Charlton et al. (2000)*.

Supporting at Home

Students will be given at least one homework task a week. The homework tasks will vary from week to week, but will include exam style questions, online quizzes and self-assessment tasks. The homework task will be noted within their student planner so that each individual knows exactly what they need to do and by when.

In addition to homework, this will be a good time in the year for students to organise their independent revision/study time outside of school, if they haven't already, to prepare for their upcoming GCSE examinations. We would be extremely grateful if, at home, you could support students with their revision and ensure they are in a good routine with consolidating their class notes and pre-preparing for upcoming assessments.

During this revision time outside of school, as well as ensuring they are consolidating their knowledge from their class notes and text books, please encourage your son/daughter to complete regular exam practice, I will be providing them with an exam question pack that I will be checking on a weekly basis to ensure there is consistent exam practice outside of lesson time (I will set certain questions as part of their weekly homework, but they can choose to complete more than the set questions to improve their exam skill).

Upcoming class assessments (Jan – End of Feb):

- Research Methods Assessment (Start of Jan)
- Sleep and dreaming end of topic assessment (exam style questions)
- Criminal Psychology end of topic assessment (exam style questions)

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

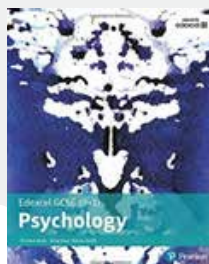
The following textbook will be used within lesson time, in order to prepare your child for success in Psychology:

Edexcel GCSE (9-1) Psychology

By Christine Brain, Anna Cave and Karren Smith

ISBN-10: 1292182776

ISBN-13: 978-1292182773



Curriculum Synopsis

In Year 11 students will continue to prepare for the three components of the iGCSE course; listening, performing and composing. Preparation will involve a combination of practical coursework and acquisition of knowledge for a written examination.

- 1. Music Theory:** Exploring musical rudiments using staff notation. Chords, cadences, harmony, structure, texture, melody. Students will test their ability to dictate a melody or rhythm by ear using staff notation.
- 2. Listening and Appraising:** Exploring two set works from Middle Eastern and Western Classical traditions. Using knowledge of compositional techniques, instrumentation and staff notation to describe, compare and contrast works by a variety of composers.
- 3. Performance:** Continuing to prepare a solo and ensemble performance for final recording in Term 2. Students will be required to undertake regular instrumental practice with their specialist tutor.
- 4. Composition:** Students will create a second composition for coursework submission in Term 2, in the style of their choice. They may choose to use inspirations from composers or artists studied.

Supporting at Home

Students will be given theory and listening tasks every week for homework which will be made available via Teams. Students will be expected to undertake regular instrumental practice and review their progress with both their class teacher and instrumental specialist. Resources to complement learning in lessons such as extended worksheets and links will be provided via Teams.

Extending Beyond the Curriculum

To extend their learning further beyond the school curriculum students should listen to a range of genres of music and use their appraising skills. Students may choose to read articles and journals relating to the affect of music on the brain, mood and everyday life.

Musicophilia: Tales of Music and the Brain

by Oliver Sacks

ISBN-10: 1400033535

ISBN-13: 978-1400033539

Available in paperback and kindle.



On This Day in Music History

By Jay Warner

ISBN-10: 0634066935

ISBN-13: 978-0634066931

Available in paperback.



Curriculum Synopsis

In Year 11 GCSE PE, the primary focus will be upon finalising their Personal Exercise Programme (PEP), finalising practical elements and preparing for the written exams.

Students will complete the PEP compiling the 3 sections into a final draft for submission- Section 1: PEP Aim and Planning, Section 2: Carrying out and Monitoring the PEP and Section 3: PEP Evaluation. The document must be written within the 1500-word limit. This study will account for 10% of the final GCSE PE grade.

By January 30th, after the PEP final submission, students will focus upon the theoretical aspects of the subject. Each topic area will be reviewed with exam questioning techniques revised throughout lessons. Analysis will be taken from the recent 2-paper mock exam. Data from the two papers will enable the students to focus upon areas of strength and areas requiring development. Every student will be able to create a personal revision plan to assist their focus towards the final exam.

In Practical lessons, students will be finalising their preparations for their final assessments and practical moderation in March.

Supporting at Home

Students are required to complete the final draft of the PEP by **January 30th 2020**. Deadlines have been given for students to upload work to the GCSE PE Teams website. Supporting your child, by ensuring they have completed the weekly tasks would assist the students in achieving their PEP submission date.

Encouraging your child to develop and reinforce their understanding of key terms and vocabulary would assist in their understanding of key units of the curriculum. All links can be found on the Teams site.

Extending Beyond the Curriculum

To extend your child beyond the school curriculum please encourage them to attend the wide range of sporting extra-curricular activities, particularly ones in which they will be assessed in.

Curriculum Synopsis

Through practical and theoretical study, learners develop an understanding and enjoyment of drama, developing group and individual skills and studying ways to communicate ideas and feelings to an audience. They learn how to discover the performance possibilities of a text and other stimuli and devise dramatic material of their own.

The Year 11 Drama cohort will complete their final practical examination in February this year:

Scripted

- Students will create a piece of theatre using a published script. They will be assessed in the following areas.

Creating

- The ability to bring a character to life based on understanding of the role and its function in the play from which it is taken.
- The ability to interpret this role in a manner that demonstrates understanding of the style/genre of the play.

- Understanding of the process of moving from page to stage and contribution to the working process in order to craft and shape the performance.

Performing

- The quality of vocal and physical technique and use of the performance space.
- The ability to pace the performance and vary levels of emotional intensity.
- The confidence and consistency of the performance.
- The nature of the student's rapport with the audience

Written Paper (worth 40% of final grade)

During the course of Term Two students will be introduced to the pre-release, sent by the exam board. We will study the material both practically and theoretically in preparation for their written examination on June 4th. Students will be given regular pieces of written homework, designed to prepare them for the written element of the course.

Supporting at Home

Read over lines with your child and assist them in memorising their dialogue. Most importantly encourage your child to use their time wisely to prevent any undue stress.

Students should watch as much live theatre as possible in preparation for their written exam. The site listed below

allows the public to rent or subscribe to the channel and watch an array of recorded live theatre performances. Where possible, please encourage your child to sit and watch, you could watch together and then critically discuss the piece, therefore helping your child to engage in the analysis of performance and theatre techniques.

Extending Beyond the Curriculum



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

Websites:

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

<https://www.digitaltheatre.com>

Visual Arts

Curriculum Synopsis

Component 2 - Externally Set Assignment (ESA)

Exam Unit (40% overall marks awarded)

In January the exam board will release their exam paper/ESA which will then be issued to students.

The exam paper is based on a theme. Past themes have included 'Reflections' and 'Fragments'. Students may then choose to research and investigate this theme from the perspective of either 'people', 'man-made', 'Natural world' or 'Environment' to develop their own ideas. Students will investigate the work of relevant Artists, Designers and Craft Makers to explore art media, techniques and processes, developing their own original creative ideas for their selected perspective (e.g. people etc.). Students will be required to produce a body of investigative work showing the breadth of research, refinement of their practical skills and resulting in personal response/practical outcomes. This will be in a fixed time period of approximately 12 weeks and will take the form of a minimum of eight A2 sheets of investigation and media experimentation as well as a number of more sustained responses/practical outcomes. Preparation sheets will constitute 30% of the overall marks awarded for this component, with the 10 hour internal assessment (exam) making up the final 10%.

Art media and techniques explored:

Students should choose to explore a range of art media and techniques during the period which may and should include several of the following:

- Photography and image manipulation using Adobe Photoshop.
- Drawing and mixed media illustration techniques (pencil, graphite, charcoal, biro pen, colouring pencils)
- Print making – Mono printing, etching, linocut
- Sculpture – 3D and or 2D relief, papier mache, mod roc, structural (using wire or sticks)

Demonstrating:

- Development of ideas through investigations demonstrating critical understanding of sources
- Refinement of work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- Recording of ideas, observations and insights relevant to intentions as work progresses
- Presentation of a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Supporting at Home

To achieve the higher grades and be awarded levels 7-9 students will need to show an ability to work outside of lesson contact time to research, resource and refine their artwork skillfully. Independent accountability for the completion of tasks set in class, to a high standard will be reflected in attainment. Check lists for work expectations and submission dates will be shared with students from the offset, to support them to manage their time effectively. Please check-in with your child's progress regularly this term to ensure they are on track and learning how to manage their time effectively. Art Skills CCA Session 15:00-16:00hrs in room

357 on Tuesdays.

Exemplar GCSE student artwork can be found on

www.studentartguide.com

Create an account on www.art2day.co.uk or

www.artnet.com to access an extensive range of successful artists work and creative ideas (artist research is one of the four assessment criteria for Art & Design GCSE). Support your son or daughter to be creatively diverse and ambitious in their artist investigation and generation of ideas.

Extending Beyond the Curriculum

Sign up to an evening class once a week to learn or hone a new specialist skill at an advanced level e.g. Adobe Photoshop www.nhabudhabi.com, Printmaking, Painting etc. Enter your artwork in to a national or international art competition.

Regularly visit local:

www.louvrebudhabi.ae

www.manarataleadiyat.ae

www.warehouse421.ae national and international art galleries for creative inspiration and development of ideas.



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