



THE BRITISH INTERNATIONAL SCHOOL
ABU DHABI

A NORD ANGLIA EDUCATION SCHOOL



Curriculum Synopses
Year 11
Term 1

Dear Parents,

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

- 1. Curriculum Synopsis:** This section gives a brief outline of the content to be covered for the subject.
- 2. Supporting at Home:** Probably the most important section! Here each Head of Department has detailed how you can help your child through their curriculum.
- 3. Extension:** Here we have detailed resources and activities for extending your child beyond the curriculum. It should be noted that we would not expect students to do all of these, they are simply suggestions for students to explore a subject they are passionate about.

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

Kind regards,

Alan Grant

Assistant Head of Secondary School - Curriculum and Assessment

Form Tutor

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Curriculum Synopsis

In Year 11, students consolidate many of the key skills acquired in Year 10. We begin the year with Priestley's *An Inspector Calls* which is part of the Modern Drama component of the two-year course. Alongside a piece of Shakespeare coursework, this piece contributes up to 40% of a student's final grade. Many of our students name this text as their favourite part of the course. Students will read the text in class, annotate, identify language and structural choices made by Priestley, read around the text, exploring how context influences themes and ideas, and of course create a piece of coursework. Students will be given detailed feedback throughout the process and encouraged to redraft work where necessary.

The coursework is awarded a mark out of 30 using the following criteria:

- **A01** Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement (15 marks)
- **A02** Analyse the language, form and structure used by a writer to create meanings and effects (15 marks).

In the latter half of term students will begin to read *Of Mice and Men* by John Steinbeck. This is a wonderful text which follows the friendship of George and Lennie in their pursuit of the American Dream. *Of Mice and Men* forms a section of the Literature exam. Students will have opportunity to write practice essays, create revision notes and create a bank of past questions for future revision.

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 opinions of character and theme and 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 practise 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:

- GCSE English Text Guide - *Of Mice and Men* by CGP Books
- Grade 9-1 GCSE Text Guide - *An Inspector Calls* (CGP GCSE English 9-1 Revision) by CGP Books

Curriculum Synopsis

In year 11 students will either be following an iGCSE Higher or Foundation course. 11Ma1, 11Ma2, 11Ma3 will all follow the Higher course, with 11Ma4 & 11Ma5 following the Foundation course. Students studying Foundation have already covered all of the content, so we will focus on exam technique and retention of previous topics. The following content will be covered by the Higher groups:

Higher Course Content

1. Change the subject of a formula.
2. Algebraic Manipulation:
 - Complete the square for a given quadratic expression
 - Use algebra to support and construct proofs.
3. Degrees of Accuracy:
 - Identify upper and lower bounds where values are given to a degree of accuracy
 - Use estimation to evaluate approximations to numerical calculations
 - Solve problems using upper and lower bounds where values are given to a degree of accuracy.
4. Trigonometry and Pythagoras' theorem:
 - Understand and use sine, cosine and tangent of obtuse angles
 - Understand and use the sine and cosine rules for any triangle
 - Understand and use the formula ' $\frac{1}{2} ab \sin C$ ' for the area of a triangle
 - Apply Pythagoras' theorem and trigonometrical methods to solve problems in three dimensions, including finding the angle between a line and a plane.
5. Quadratic Equations:
 - Form and solve quadratic equations by factorizing, using the quadratic formula or completing the square
 - Solve simultaneous equations in two unknowns, one equation being linear and the other being quadratic.
6. Sequences
 - Use linear expressions to describe the n^{th} term of an arithmetic sequence
 - Understand and use common difference (d) and first term (a) in an arithmetic sequence
 - Know and use the formula for the n^{th} term
 - Find the sum of the first n terms of an arithmetic series.

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 recommend short, regular periods of 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 are as follows:

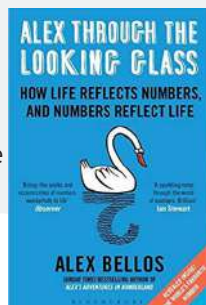
Alex Through the Looking-Glass: How Life Reflects Numbers, and Numbers Reflect Life

by Alex Bellos

ISBN-10: 1408845725

ISBN-13: 978-1408845721

Available on paperback and Kindle

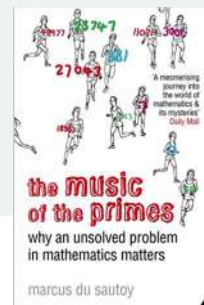


The Music of the Primes: Why an Unsolved Problem in Mathematics Matters

by Marcus Du Sautoy

ISBN-10: 1841155802

ISBN-13: 978-1841155807



Physics

Curriculum Synopsis

In Year 11 students will study Energy, Electromagnetism, Radioactivity and Astrophysics. Students will continue to develop their practical skills and understanding of how to collect accurate and reliable data to make valid scientific conclusions. The content covered in Term 1 is as follows:

1. Energy
2. Solids, Liquids and Gases
3. Electromagnetism.

Details of the specific content and points covered in each topic can be found on the Specification Checklists on Teams.

Supporting at Home

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

can also access Seneca Learning to aid their revision. It is recommended that students get in the habit of reviewing the learning on a weekly basis as this is proven to improve results.

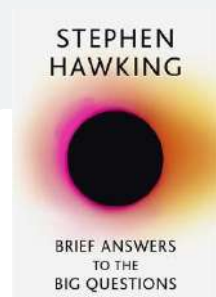
Extending Beyond the Curriculum

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

How Long is Now?
New Scientist



Brief Answers to the Big Questions: the final book from Stephen Hawking



Biology

Curriculum Synopsis

Students will continue to study Structure and Function of Living Organisms. Students will also be assessed after each completed topic.

1. Excretion: Know the excretory products of the lungs, kidneys and skin (organs of excretion); know how the kidney carries out its roles of excretion and osmoregulation; describe the structure of the urinary system, including the kidneys, ureters, bladder and urethra.
2. Co-ordination & Response: Understand how organisms (Animals & Plants) respond to changes in their environment; understand that homeostasis is the maintenance of a constant internal environment, and that body water content and body temperature are both examples of homeostasis; describe how plants respond to stimuli; understand that the central nervous system consists of the brain and spinal cord and is linked to sense organs by nerves; explain the roles and effects of the following hormones: adrenaline, insulin, testosterone, progesterone, oestrogen, ADH, FSH and LH.
3. Reproduction: understand the differences between sexual and asexual reproduction; describe and explain how the structure of the male and female reproductive systems are adapted for their functions; state and describe the roles of oestrogen, FSH, LH and progesterone in the menstrual cycle.
4. Inheritance: 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; describe the stages of protein synthesis, including transcription and translation and the role of mRNA, ribosomes, tRNA, codons and anticodons; describe patterns of monohybrid inheritance using a genetic diagram; explain Darwin's theory of evolution by natural selection.

Supporting at Home

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

Extending Beyond the Curriculum

The Selfish Gene

Richard Dawkins

ISBN-10: 0198788606

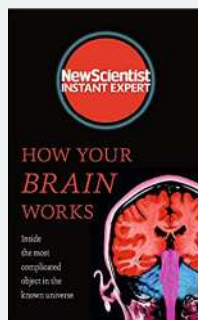
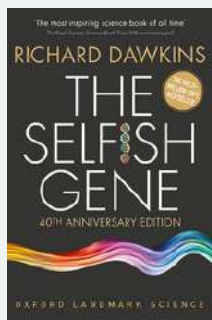
ISBN-13: 978-0198788607

How Your Brain Works

New Scientist

ISBN-10: 147362956X

ISBN-13: 978-1473629561



Chemistry

Curriculum Synopsis

In Year 11 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 for home learning and revision materials and 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 (Non-GCSE)

Curriculum Synopsis

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

Areas of Study

Identity and culture: In this topic, students will learn names of countries, capitals and continents, describe countries (currency, official language, food culture, landmarks, weather) using verbs, connectives, pronouns, adverbs, and adjectives, and make conversation about the topic.

Media and Communication: how we get information, the internet, reading and music.

Supporting at Home

In order to reinforce the learning of our students, they are expected to log in to Teams; this will allow them receive instructions that help them work on their tasks effectively. In addition, Education Perfect is another powerful tool that the Arabic department uses mainly for regular home learning. In this platform, your son/daughter will work on improving his/her bank of vocabulary and deepen his/her understanding of grammar. Moreover, he/she will be working on some speaking, listening and writing tasks. Based on the students' work, our teachers will provide written feedback and recommendations.

Here are some useful online websites for GCSE & non-GCSE students:

- www.educationperfect.com (username and login provided by teachers)
- www.linguascope.com (bisad; 19nguages)
- <http://www.arabalicious.com/secondary-resources.html>

Extending Beyond the Curriculum

Reading books for at least 20 minutes daily and practising speaking is the key to becoming proficient in Arabic. Books are available in the school library. Please encourage your son/daughter to seek the help of the Arabic teacher to choose books that interest them.

In order to improve the vocabulary of our students, we recommend that our students purchase the book *Build your Arabic Vocabulary* by Haroon Shirwani. In addition, Arabic Pod 101 is a very useful website (<https://www.arabicpod101.com/>) that offers lessons, vocabulary, and lively discussion. Moreover, we suggest that our students access the free dictionary when they are given written tasks (<https://encyclopedia.thefreedictionary.com/arabic+language>).

We also recommend your son/daughter make use of *Mastering Arabic Vocabulary: For Intermediate to Advanced Learners of Modern Standard Arabic* by Nadia R. Sirhan. In addition to this, there are very good textbooks that students can really benefit from, such as *Mastering Arabic 1 and 2* by Jane Wightwick and Mahmoud Gaafar. Students can access the websites of the textbooks at <https://www.macmillanihe.com/companion/Wightwick-And-Gaafar-Mastering-Arabic-Series/about-this-series/>.

Arabic B GCSE

Curriculum Synopsis

In Year 11 GCSE we will focus on reinforcing the language skills of the learner, including speaking, listening, reading and writing. In the first term, our students will be introduced to the Arabic high frequency words, understand some important grammatical concepts such as dual and plural, feminine and masculine genders, the nominal sentence, the verbal sentences with tenses and conjugation, transitive and intransitive verbs, imperative tense, subject and object, pronouns, pronouns for the second person, demonstratives, adjectives and descriptive sentences, possession, comparative and superlative, the negative and the affirmative forms. By the end of this term our students will be able to manipulate the language in different forms by using reading techniques which will enable them to extract information, answer questions from difficult contexts, and understand written texts based on the themes covered in this term. Moreover, our students will be able to talk and write about their personal information and social life, life at home and daily routine, leisure and activities, holidays, schools and preferences.

Areas of Study

Theme 1: Identity and culture

- Who am I?: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models
- Daily life: customs and everyday life; food and drink; shopping
- Cultural life: celebrations and festivals; reading; music; sport; film and television.

Theme 2: Local area, holiday and travel

- Local area, holiday and travel: Holidays; preferences; experiences; destinations
- Travel and tourist transactions: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping.

Theme 3: School:

- What school is like: school types; school day; subjects; rules and pressures; celebrating success.

Supporting at Home

In order to reinforce the learning of our students, they are expected to log in to Teams; this will allow them receive instructions that help them work on their tasks effectively. In addition, Education Perfect is another powerful tool that the Arabic department uses mainly for regular home learning. In this platform, your son/daughter will work on improving his/her bank of vocabulary and deepen his/her understanding of grammar. Moreover, he/she will be working on some speaking, listening and writing tasks. Based on the students' work, our teachers will provide written feedback and recommendations.

Here are some useful online websites for GCSE & non-GCSE students:

- www.educationperfect.com (username and login provided by teachers)
- www.linguascope.com (bisad; 19nguages)
- <http://www.arabalicious.com/secondary-resources.html>

Extending Beyond the Curriculum

GCSE students can buy Arabic companion books by Chawki Nacef from amazon.com. This is the link related to the Arabic companion books that can accelerate students' learning: <https://www.interlingo.co.uk/>. YouTube is another way to learn Arabic and to focus on GCSE topics.

The Arabic language is based on context that relies on correct grammar. For this we recommend some good textbooks such as *Arabic Grammar in Context* by Mahmoud T. Alhawary and *Mastering Arabic* by Jane Wightwick and Mahmoud Gaafar

Moral Education

Curriculum Synopsis

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

Year 11 topics
Ethics and the economy.
Living a moderate life.
Intercultural relationships.
Being a responsible adult (Part 1).
Being a responsible adult (Part 2).
Being an active citizen (Part 2).

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

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 allow our students 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, but 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 will be studying the Cambridge IGCSE Business Studies course and preparing for their final exams. In the first term, students will study the finance and accounting section of business which covers the need for and sources of business finance, and will be calculating basic financial accounts such as income statements. To conclude the term, students will investigate the external influences on a business, such as economic, environmental and ethical issues and how these can impact a business.

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

Supporting at Home

All Business Studies students will be expected to bring their notebook and textbook home for revision, especially near exam time. Students should be encouraged to practise exam style questions using careful consideration for terminology and answering format.

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

Extending Beyond the Curriculum

To extend your child's understanding of Business Studies, students can keep up to date with current world business affairs and read appropriate news articles. These articles can be brought to their teacher for further discussion. Suggested publications include the Economist, Forbes, and Harvard Business Review. News sites such as www.bbc.com/news/business and

www.thenational.ae/business are useful for case studies and global developments. Reading the biographies of entrepreneurs is also a good source of inspiration.

Also, some useful business studies websites: www.tutor2u.com , www.lgbusiness.blogspot.com and www.igcsebusiness.co.uk .

Economics

Curriculum Synopsis

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

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

This term, students will be learning about Macroeconomics. In macroeconomics they will look at all the markets combined in a country. They will examine their own and other countries' economies.

They will look at the different objectives that governments

are concerned about, including 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.

Supporting at Home

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

Have discussions at home regarding current political issues, especially topics such as growth, interest rates, recession inflation, etc., and ask students to explain the impact on people or countries, their reasoning and to defend their choices.

Extending Beyond the Curriculum

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

www.economist.com

Being up to date with current affairs will also prove very useful, as will the BBC's Economy section:

www.bbc.com/news/business/economy

Computing

Curriculum Synopsis

This is the start of the final year of the Computer Science IGCSE course. This year will see us complete the course content before the end of December and will be followed by extensive examination preparation, as well as time spent studying the exam Pre-release (date of release will be December/January).

Students will start this term by working through the Software, Security and Ethics unit of work. All notes and resources used will be completed online via either our TEAMS page or OneNote.

In the second half of the term we will be working through a Python 3 skills refresher ready for the examination pre-release which is due in January (possibly December). Students will be expected to write solutions to three externally set challenges; it is critical that they have the programming skills to tackle this.



Supporting at Home

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

- 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 wider reading. The highest achieving students in our school will make extensive use of additional texts to support their learning. I would not recommend that you purchase all of the books below, but strongly suggest that your child has at least one of these to refer to. All of these books are available as e-books for you to review prior to purchase.

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

Extending Beyond the Curriculum

There are so many ways to extend learning in 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 relatively 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 on which 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:

- Theory (paper 1)
- Networking
- Risks to data and personal information
- Impact of the internet
- Online communities
- Practical (Paper 2)
- Web authoring
- Presentation
- Graphics editing.

For the Theory topics, students will be learning about:

- Factors influencing the choice of digital communication in a network
- Requirements for connecting to a network, including the internet
- Securing data on a network, including the internet
- Impact of the internet on organisations
- Impact of the internet on society
- Use of online communities
- Implications of the use of digital technologies
- Potential risks to data and personal information when information is transmitted and stored digitally.

For the Practical topics, students will be learning about:

- Using a template: tables/frames, standard page features, banners, menu/navigation
- Inserting text, images, buttons, animation. Format a web page: headings, subheadings, body text, alignment
- Using HTML code: inserting hyperlinks, inserting images, font enhancements
- Creating a template/master slide: placeholders, footer, slide number, background, font enhancements (bold, italic, underline)
- Printing handouts (two to a page, three to a page), notes pages, full page, headers and footers
- Explaining features of image types: bitmap, vector
- Creating images: combining basic shapes and text, rectangles (including square), circles (including ovals), lines, triangles, arrows, text boxes
- Editing images: image editing, cropping, adding captions/text, editing/deletion of unwanted aspects.

Supporting at Home

Ensure students are completing their home learning and revisiting their work on Microsoft Teams, where all resources will be shared with students.

Extending Beyond the Curriculum

Students should apply their learning in the real world by using the applications. Exploring networking in their own home and how their LAN is set up will be beneficial. Reading news articles about recent data threats to companies and discussing with parents how the internet has impacted their lives and work will enhance their learning.

Students can also visit:

www.practiceboard.com to practise their HTML skills and be creative with their learning

www.edu.gcfglobal.org/en/topics/powerpoint/ to further their understanding of PowerPoint.

Geography

Curriculum Synopsis

This term students will complete the Natural Environment and Economic Development themes in preparation for the CIE Paper 1 IGCSE (worth 45% of their final grade). Students will explore a range of physical topics from Rivers and Coasts to Weather and Climate as part of the Natural Environment Theme. Following this, the Economic Development theme allows students to analyse how human actions affect the physical environment. Topics include Food Production, Energy, Water, and Environmental Risks. Students will complete regular past paper questions throughout each topic and will be expected to apply case study knowledge to support their responses.

Supporting at Home

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

all available via Teams. It is worth noting that 21 out of 75 marks on 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 practise 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 students’ access to geography in the news. Search #ibgeog19 on flipboard.com or follow the link to subscribe: bit.ly/2Zp8zvd



WORLD NEWS

Battle with time: Italian towns face demise by depopulation

The Guardian · Lorenzo Tondo in Acquafredda Platani

Small Sicilian villages reflect the shifting demographics of



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

Reuters · By Mayank Bhardwaj

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



POPULATION

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

The Guardian · Robin McKie

World Population Day will mark a global crisis – one that

History

Curriculum Synopsis

In Year Ten, students will study the Core Content for Paper 1 of their IGCSE examination. The topics are focused 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 1920s, the impact of the League's humanitarian work, the impact that the world depression had on the League, and the reasons for the League's failure in Manchuria and Abyssinia.
- 3. Why had international peace collapsed by 1939?** This topic examines the long term consequences of the Treaty of Versailles, the consequences of the League of Nations, the extent to which Hitler's foreign policy was to blame for the outbreak of war, and the relative importance of the policy of appeasement and the Nazi-Soviet Pact.
- 4. Who was to blame for the Cold War?** This topic examines the reasons for the USA-USSR alliance breaking down in 1945, how the USSR were able to gain control of Eastern Europe by 1948, the USA's response to Soviet expansion, and the consequences of the Berlin Blockade.

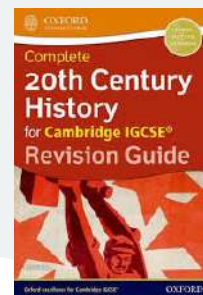
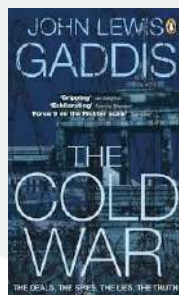
Supporting at Home

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

Extending Beyond the Curriculum

Some books that might be of interest:

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



Curriculum Synopsis

Our aim is not only to prepare students for the requirements of the Cambridge IGCSE in a foreign language, but also to equip them with the tools to participate in familiar conversations, and 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 regular revision of the vocabulary in the following topics:

Area of Study: Personal and social life

- **Self, family and friends:** giving basic details about oneself, describing family and friends
- **My home:** describing your house, where you live, what you do round the house
- **My local area:** describing the region, living the city, in the countryside, places
- **Leisure time:** talking about hobbies, sports, leisure activities, going out
- **Technologies:** describing technologies and discussing their use
- **Media and Communication:** how do we get informed, the internet, reading and music
- **Celebrities:** talking about people we admire
- **Relationships:** getting on with your family and friends, issues.

Supporting at Home

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

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

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

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

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

Extending Beyond the Curriculum

We encourage students to grab every opportunity they get to **use the language with a purpose**, whether ordering at a restaurant or asking directions on holiday, or engaging in a simple conversation with native speakers in school. There will be some **conversation sessions at lunchtime** with natives and IB students for students to drop by and practise.

We are planning a trip to **France and 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 will 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

In Year 11, Psychology students will continue to explore the fundamental ideas that make up the world of Psychology. As well as this, they will continue to develop key skills necessary to meet the expectations of the exams that they will sit at the end of this year. The key Psychological topics that will be covered in this term are as follows:

1. **Developmental Psychology:** Students will develop an understanding of how the first moments in human life can impact different stages of development, as well as discussing ideas regarding early functioning during infancy. Key researchers that will be explored in this topic are Piaget and Inhelder, Dweck, Willingham, Gunderson et al.
2. **Research Methods:** Year 11 students have previously studied this topic. During this part of the term they will develop their understanding of mathematical requirements of the course, as well as how Psychologists display their research data to the public in the form of graphical displays, percentages and fractions etc.

Supporting at Home

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

Extending Beyond the Curriculum

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

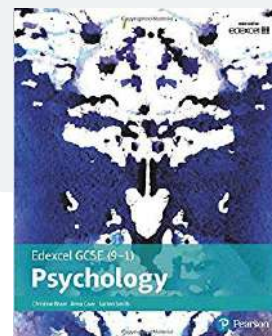
The following textbook will be used in lesson time in order to prepare your child for success in Psychology:

Edexcel GCSE (9-1) Psychology

By Christine Brain, Anna Cave and Karren Smith

ISBN-10: 1292182776

ISBN-13: 978-1292182773



Music

Curriculum Synopsis

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.

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.

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.

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.

Composition: Students will create a second composition for coursework submission in Term 2 in the style of their choice. They may choose to take 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 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 effect of music on the brain, mood and everyday life.

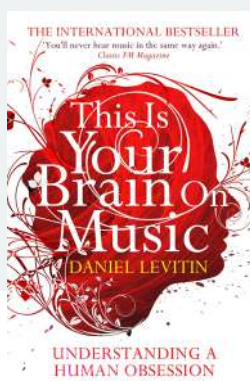
This is your Brain on Music

by David Levitin

ISBN-10: 0452288525

ISBN-13: 978-0452288522

Available on paperback and Kindle.



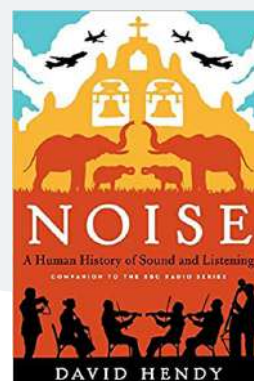
Noise: A Human History of Sound and Listening

by David Hendy

ISBN-10: 1781250898

ISBN-13: 978-1781250891

Available in hardcover.



Curriculum Synopsis

In Year 11 iGCSE PE, the primary focus will be upon completing their Personal Exercise Programme (PEP). Students will analyse their performance in their chosen sport, gathering data in a range of different selected skills. The analysis will enable students to identify an area for development and bring about improvement to enhance their participation. Students will design a training programme to be completed over a 6-8 week period, training 3 times per week and recording data and their feelings throughout the training. The PEP will account for 10% of their final iGCSE PE grade.

Students will receive theory lessons focusing on methods of training, injuries and movement principles in practical situations. This content will support examination papers 1 and 2.

In Practical lessons, students will be completing PEP testing and training activities, along with focusing on developing their nominated assessed sport. Students nominate three practical activities to be assessed on. Students have the option to attend a Rock Climbing course in Dibba in November; they will receive training and be assessed in this activity, which could potentially be used as one of their activities.

Supporting at Home

Students are required to complete the first draft of the PEP by November 14th. Weekly deadlines have been given for students to upload work to the iGCSE PE Teams website. Supporting your child by ensuring they have completed the weekly tasks and physical training will assist them in achieving their PEP goal.

Encouraging your child to develop and reinforcing their understanding of key terms and vocabulary will also 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's learning beyond the curriculum, please encourage them to attend the wide range of sporting extra-curricular activities, particularly ones on which they will be assessed.

Drama

Curriculum Synopsis

Through practical and theoretical study, learners foster an understanding and enjoyment of drama, develop 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 two of their practical examinations this year:

Monologue – early October

Scripted – end of term one

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.

Lessons will allow students to create their performances in a supported environment where guidance will be offered. Students are responsible for sourcing their own material, e.g. monologues, and deadlines must be adhered to due to the collaborative nature of the subject. Both examinations will be internally assessed and combined and count towards 40% of their final IGCSE grade.

Supporting at Home

Read over lines with your child and assist them in memorising their speeches and dialogue. Film their monologues at home so that you can watch them back

together and discuss ideas. Most importantly encourage your child to use their time wisely to prevent any undue stress.

Extending Beyond the Curriculum

Further reading:

An Actor Prepares

By Konstantin Stanislavski



Websites

www.nationaltheatre.org.uk/backstage

Watch interviews with world leading professionals about how they direct and approach performance.

Theatre Companies

- Improbable
- Paper Birds Theatre Company
- Grid Iron
- Belgrade Theatre
- DV8

Visual Arts

Curriculum Synopsis

Component 1 Personal Portfolio – Unit 2: Architecture/Urban Environment

Unit 2 replicates the format of **Component 2 - ESA** (Externally Set Assignment) in which students will be required to produce a body of investigative work and personal outcomes within a fixed time period.

Students will investigate the work of relevant Artists, Architects and Designers to explore art media, techniques and processes. Developing their own creative ideas on the theme of Architecture/Urban Environment, students will refine their skills to produce accomplished personal responses and practical outcomes.

Art media and techniques explored:

- Photography and image manipulation using Adobe Photoshop
- Drawing and mixed media illustration techniques
- Etching and print making
- Expressive and descriptive mark making
- Painting tools, materials and techniques

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 work outside of lesson time to research, resource and refine their artwork skillfully. Independent accountability for completion of tasks to a high standard will be reflected in attainment. Checklists 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. The Art Skills CCA Session is held at 3pm 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 and 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, national and international art galleries for creative inspiration and development of ideas.

www.louvreabudhabi.ae
www.manaratalsaadiyat.ae
www.warehouse421.ae



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