



Year 9 Homework Information Booklet

For students and parents

Key information about the 'Tic Tac Toe' system

Aims

- To develop independent learners
- To encourage students to manage their time effectively
- To enable students to be resourceful

How does Tic Tac Toe work?

- Students are to complete two tasks over the term in each subject area.
- For Task 1 students have a choice from 4 different tasks.
- All students complete the same Task 2.
- For each task that is chosen there is a due date
- In some cases this is denoted by 'w/c' which means week commencing. Students should then submit the work in their lesson that week.
- In Year 9 from Term 2 there is no Science TTT as students are beginning the IGCSE specification. They will have separate weekly homework in Science.

How long should students spend?

- Students should spend around 90 minutes on each task in Year 9.
- Students are encouraged to break up the tasks into research, producing and proof reading.

If you have any questions then please do not hesitate to ask, by contacting Carla.Hyland@dovercourt.edu.sg



<p>1. LO: To practise drawing from observation</p> <p><i>Task: Using line only, draw a composition made of shoes. Remember to include as much detail as possible.</i></p> <p>Due date: 26/02/18</p> <p>Top tip: Drawing from observation is 70% LOOKING! Remember to look at what you are drawing.</p>	<p>1. LO: To practise drawing from observation</p> <p><i>Task: Using a CONTINUOUS LINE draw a scene in a restaurant. You may take a photograph of this first if you <u>really</u> need to!</i></p> <p>Due date: 26/02/18</p> <p>Top Tip: Drawing from observation is 70% LOOKING! Remember to look at what you are drawing.</p>
<p>1. LO: To practise drawing from observation</p> <p><i>Task: Using Line and tone, draw a person sitting in a chair. You may use any type of media that you wish.</i></p> <p>Due date: 26/02/18</p> <p>Top Tip: Drawing from observation is 70% LOOKING! Remember to look at what you are drawing.</p>	<p>1. LO: To practise drawing from observation</p> <p><i>Task: Using line and tone, draw a glass of water. You may do this using any media of your choice.</i></p> <p>Due date: 26/02/18</p> <p>Top tip: Drawing from observation is 70% LOOKING! Remember to look at what you are drawing.</p>

<p>2. LO: To be able to identify all common scales and key signatures.</p> <p><i>Task: Complete the customized task below by going to the URL link assigned to your group:</i></p> <p><i>Pachelbels</i> https://www.musictheory.net/exercises/scale/br1dyyb1yjyyynyeb</p> <p><i>Strauss'</i> https://www.musictheory.net/exercises/scale/br1dyyb1rjnynyeb</p> <p><i>Bernsteins</i> https://www.musictheory.net/exercises/scale/dr1xyyb4gjmyynyeb</p> <p>Once you've achieved a score of above 80%, submit the screenshot of your result into your 'MY MUSIC RECORDS' folder on Google drive.</p> <p>Due date: w/c 26/03/18</p> <p>Top tip: Be sure to check the scale against the diatonic formula. If in doubt, refer to the key signature of the tonic to double check!</p>

<p>1. LO: To learn how to stay safe when using multiple internet accounts.</p> <p><i>Task: Laura has many online accounts. She uses these to communicate with friends. Discuss the primary concerns associated with using the internet across many accounts and platforms.</i></p> <p>Due date: w/c 22/01/18</p> <p>Top Tip: Look at the following website. https://www.thinkuknow.co.uk/</p>	<p>1. LO: To learn how to stay safe when using the internet.</p> <p><i>Task: The college wants students to stay safe when using the internet. Discuss the advice the school should give to students by creating a poster offering advice to students.</i></p> <p>Due date: w/c 22/01/18</p> <p>Top Tip: Look at the following website. https://www.thinkuknow.co.uk/</p>
<p>1. LO: To be able to debate the use of mobile phones.</p> <p><i>The increased availability of mobile devices has had a positive impact on how young people use their free time. Discuss this statement by creating a Video/Drama/Greenscreen sketch (recorded/printed) or written report.</i></p> <p>Due date: w/c 22/01/18</p> <p>Top Tip: Look at the following website. https://www.thinkuknow.co.uk/</p>	<p>1. LO: To be able to debate the use of digital devices on people's lifestyles.</p> <p><i>Task: The use of computers and other digital devices has both positive and negative effects of people's lifestyles. Discuss the positive and negative effects of digital devices on people's lives by producing a presentation, poster or written report.</i></p> <p>Due date: w/c 22/01/18</p> <p>Top Tip: Look at the following website. https://www.thinkuknow.co.uk/</p>

DT

2. LO: To continue to develop understanding of the laser cutter / engraver machine.

Task: Read the safety notes, explanatory notes and also watch the video(s) on Edmodo that explain how a laser cutter / engraver machine works. Then, complete the worksheet provided.

Top tip: Consider risks when using a laser pointer.

Due date: w/c 05/03/18

<p>1. LO: To be able to describe food that is good or bad for your health.</p> <p>Task: Écris entre 75 et 125 mots sur la nourriture en français. Mentionne la nourriture que tu aimes, ce qui est bon pour la santé et ce qui n'est pas bon pour la santé. Utilise <i>il faut/il est essentiel/il est important de</i>.</p> <p>Due date: last lesson w/c 29/01/18</p> <p>Top Tip: Use connectives, effective narration, opinions and a variety of vocabulary in your work.</p>	<p>1. LO: To be able to interview someone on their eating habits.</p> <p>Task: Choisis un(e) ami(e) ou une personne de ta famille et utilise ces questions. Puis, écris les réponses. (75-125 mots):</p> <ol style="list-style-type: none"> 1. Qu'est-ce que tu aimes manger ? 2. Qu'est-ce que tu aimes boire ? 3. Es-tu une personne saine, à ton avis? 4. Est-ce que tu aimes le fast-food ? 5. Que fais-tu pour vivre sainement ? <p>Due date: last lesson w/c 29/01/18</p> <p>Top Tip: Ensure you write the questions and answers in French. To push yourself, write the answers in the third person.</p>
<p>1. LO: To create a food diary, describing what you ate for breakfast, lunch and dinner.</p> <p>Task:</p> <ol style="list-style-type: none"> 1. Dis ce que tu as mangé chaque jour. 2. Dis ce que tu as bu chaque jour. 3. C'était comment ? 4. C'était sain ou malsain ? <p>Due date: last lesson w/c 29/01/18</p> <p>Top Tip: Write a paragraph at the end of each day, detailing the foods you liked the most or giving other added opinions.</p>	<p>1. LO: To create a detailed menu in French, with explanations under each dish or how healthy or unhealthy they are.</p> <p>Task: Crée un menu en français pour un nouveau restaurant. Chaque repas, est-ce qu'il est bon ou mauvais pour la santé ?</p> <p>Due date: last lesson w/c 29/01/18</p> <p>Top Tip: Give detailed, more complex, opinions about why certain items are healthier or unhealthier than others. This restaurant is designed to be as informative as possible so that people that can make the right choices.</p>

2. LO: To be able to create a video diary describing holidays and transport in general and including your opinions.

Task: Enregistres une vidéo entre 2 et 3 minutes où tu parles des vacances en général.

Due date: last lesson w/c 12/03/18

Top Tip: Use connectives, effective narration, opinions and a variety of vocabulary in your work.

<p>1. LO: To be able to describe the impact of a tornado on a population.</p> <p>Task: Create a case study sheet for a tornado event.</p> <ul style="list-style-type: none"> • Research the 5 'W's for the event • Explain the SEEP (social, economic, environmental and political) impacts of the event on the population in the area. • Discuss how the area/government/population responded. • Present clearly using sub-headings and images where appropriate. <p>Due date: w/c 26/02/18</p> <p>Top Tip: Could you use publishing software to produce a high-quality, professional piece of work?</p>	<p>1. LO: To be able to describe the impact of a cyclone on a population.</p> <p>Task: Research and create a newspaper article about a recent Pacific cyclone (one which has hit Taiwan, Philippines, China or Japan in the last three years).</p> <ul style="list-style-type: none"> • Research the 5 'W's for the event • Explain the SEEP (social, economic, environmental and political) impacts of the event on the population in the area. • Use images and headlines where appropriate and use PEE paragraphs clearly. <p>Due date: w/c 26/02/18</p> <p>Top tip: Could you use 'quotes' and personal experiences of people to support your work?</p>
<p>1. LO: To be able to explain how people prepare for a weather event.</p> <p>Task: Create a 'Be Prepared' leaflet for American citizens living in areas prone to Hurricanes or Tornadoes (make sure you make it clear which one your leaflet is aimed at).</p> <p>Include:</p> <ul style="list-style-type: none"> • Background information (e.g. what is hurricane). • What they should do to prevent damage to property. • What they should do to survive. • Images to support your writing and use of side headings to add a clear structure. <p>Due Date: w/c 26/02/18</p> <p>Top Tip: Think about how you would display information sensibly. This has a wide target audience- from ages 12 to 80!</p>	<p>1. LO: To be able to describe the way we measure a hurricane.</p> <p>Task: Create a detailed and informative poster showing the different levels of the Saffir-Simpson scale.</p> <ul style="list-style-type: none"> • Use a plain piece of paper, colouring pencils. • Describe the impact of each level on a place using images and key words. • Show how each level would impact a HIC/LIC country differently. <p>Due date: w/c 26/02/18</p> <p>Top Tip: Research the impact- would your poster look the same for an LEDC and MEDC or would it look different?</p>

2. **LO: To be able to explain why people choose to live in volcanic regions.**

Task: Research and create a report explaining why people choose to live in Iceland.

- Include a map to describe Iceland's location and key features (e.g. volcanoes and city locations).
- The benefits of living near volcanoes in Iceland. **PEE** paragraphs including references to **SEEP**.
- A conclusion summing up your main points and answering the question.
- Write neatly into your book.

Due date: w/c 26/03/18

Top Tip: Could you incorporate maps and information from previous learning?

<p>1.LO: To use enquiry skills to gain knowledge of the fall of Singapore</p> <p><i>Task:</i> Create a booklet on the Fall of Singapore. Think about how you will divide this booklet into clear sections.</p> <p>Due date: w/c 26/02/18</p> <p>Top tip: You could include images of significant areas to the fall of Singapore, such as the former Ford Factory.</p>	<p>1.LO: To use enquiry skills to develop knowledge of significant battles of the Second World War</p> <p><i>Task:</i> Create a fact file of 4 significant battles of the Second World War.</p> <p>Due date: w/c 26/02/18</p> <p>Top Tip: You will need to think about the important questions to ask to drive your research. Remember to explain why it was significant.</p>
<p>1. LO: To use enquiry skills to develop knowledge of life in Nazi Germany</p> <p><i>Task:</i> Research <u>about an opposition group to the Nazi's in Germany.</u></p> <p>You should include;</p> <p>Name of opposition group Why did they oppose the Nazis? Methods of opposition (What did they do?) How did the Nazis deal with them? .</p> <p>Due date: w/c 26/02/18</p> <p>Top Tip: Try and use a range of websites to add to your research (www.historylearningsite.co.uk)</p>	<p>1.LO: To use enquiry skills to develop knowledge of life in Nazi Germany</p> <p><i>Task:</i> Create a diary for a child of your age living in Hitler's Germany.</p> <p>Challenge: Compare this to your life by writing about the similarities and differences</p> <p>Due date: w/c 26/02/18</p> <p>Top tip: Use descriptive and emotive words as this type of writing has a personal tone.</p>

2. LO: To use enquiry skills to develop knowledge of the Holocaust

Task: Research 2 concentration/Death camps

- When was it set up?
- Where was it?
- What was the journey like to the camp?

What happened to people when they arrived?

Due date: w/c 26/03/18

Top tip: Give a full bibliography of the sources utilized.

<p>1. LO: To be able to write a paragraph from the learnt words.</p> <p><i>Task: Write a postcard to a pen pal at Nord Anglia International School Dubai. You are required to write a minimum 60-80 words text to a new friend in Dubai.</i></p> <p>Due date: 22.01.2018</p> <p>Top tip: This is a writing project between DCIS and Nord Anglia International School, Dubai. You may write some basic information to introduce yourself such as name, age, grade, family etc.</p>	<p>1. LO: To be able to recognise and revise the learnt characters and phrases.</p> <p><i>Task: You are required to complete the set task from Memrise.com</i> https://www.memrise.com/course/541/hsk-level-1-introductory-mandarin-with-audio/</p> <p>Due date: 22.01.2018</p> <p>Top Tip: Please log in to your memrise account and achieve minimum 3000 points of 'HSK Level 1-Introductory Mandarin with audio.'</p>
<p>1. LO: To understand about a city in China</p> <p><i>Task: You are required to do a research on Hong Kong. Complete a PowerPoint with minimum 6 slides (max. 8 slides).</i></p> <p>Due date: 22.01.2018</p> <p>Top Tip: You could share more information about the food and dining etiquette, arts, places of tourism and cultural activities etc.</p>	<p>1. LO: To be able to say a paragraph from the learnt topics</p> <p><i>Task: Prepare a speech in Chinese not exceeding 3 minutes. Provide information about "Transportation". Send your recordings to your Mandarin teacher.</i> jonathan.leow@dovercourt.edu.sg</p> <p>Due date: 22.01.2018</p> <p>Top tip: If you need help, refer to the youtube link as below: https://www.youtube.com/watch?v=RBxK1sUE_aY</p>

<p>2. LO: To understand the culture about Chinese New Year.</p> <p><i>Task: You are required to write a reflection of Chinese New Year in English with minimum 150 words.</i></p> <p>Due date: 05.03.2018</p> <p>Top tip: You may refer to this video https://www.youtube.com/watch?v=2EU5mbqnuw8&t=4s</p>
--

Additional notes about core subjects

MATHEMATICS

- Students in Key Stage 3 will be set two pieces of homework per week.
- One piece will be set from *MyiMaths*, an online portal for which the students have personalised logins. These pieces will be marked online and their results logged. The tasks can be done several times for more practice, as the tasks change each time.
- The second piece of homework will be written, and should take between 30 and 45 minutes. It will be marked by the teacher or by peers in class.

ENGLISH

- Students in Key stage 3 will be set two pieces of homework per week.
- One piece will be set in direct relation to the classwork, and should take a minimum of forty minutes.
- The other piece will be shorter and relate to key skills such as spelling, punctuation and grammar: for example, revising for a spelling test, correcting punctuation in a text etc.

OVERVIEW OF DEADLINES FOR YEAR 9 Term 2

	Task 1	Task 2
Art + Music	w/c 26/02/18	w/c 26/03/18
D.T + Computing	w/c 22/01/18	w/c 05/03/18
French	w/c 29/01/18	w/c 12/03/18
Geography	w/c 05/02/18	w/c 19/03/18
History	w/c 26/02/18	w/c 26/03/18
Mandarin	w/c 22/01/18	w/c 05/03/18