



## MUTIARA INTERNATIONAL GRAMMAR SCHOOL



# YEAR 8

## ACADEMIC COURSE HANDBOOK

### 2016/2017

Discovering Potential | Learning to Care | Respecting Differences

## **VISION STATEMENT**

Discovering Potential

Learning to Care

Respecting Differences

## **MISSION STATEMENT**

Our mission is to challenge students to reach their full potential by offering an International curriculum that encourages students to become lifelong learners and develop intellectual curiosity with a thirst for innovation.

## **CLIENT CHARTER**

Mutiara International Grammar School endeavours to:

- Provide opportunities in all aspects of the curriculum for students to reach their full potential;
- Provide best practices in Teaching and Learning;
- Provide a safe, caring, happy and conducive environment for all;
- Provide opportunities for the use of Technology;
- Ensure that each child appreciates that serving and caring brings the highest rewards in life;
- Develop an awareness for the need for stewardship of the earth's resources.

## **INTRODUCTION**

Welcome to *Year8* studies at our School.

This subject handbook will assist you with your child's formal education, with a focus on curriculum. For further information regarding MIGS Policies and Procedures, including Uniform Code, Pastoral Care, Bullying and communication guidelines, please refer to the Mutiara International Grammar School website and Parent Information Booklet.

Year 8 involves a number of changes for students, some of which may be the subjects studied, the organisation of the daily routine, the type of contact with the Tutor/Roll Call Teacher, assessment procedures, homework, revision, assessment and reporting, and the opportunity to become actively involved in co-curricular activities.

It is important as parents that we continually support our children through their years of formal education. Showing a genuine interest in your child is a priority and emphasis, being positive is essential. Your continued guidance and support will go a long way to making your child's time at school both an enriching and rewarding one.

## **STUDENT SUCCESS:**

### **Student Success = 5R's**

Paramount to learning in Key Stage 3 is its focus on maintaining student success during this time of developmental change. This is made possible by using the development units of work that are aimed at enhancing student success through engaging, authentic and relevant education experiences that promote:

#### ***Resilience***

Successfully managing change, being adaptable, realistic and proactive in approaches to problem-solving;

#### ***Relationships***

Cooperative and collaborative learning, teamwork, sense of belonging, feeling valued and supported, tri-partnership between school-home-student;

#### ***Rigour***

High expectations of student effort and achievement, opportunities to develop understanding and achieve educational outcomes;

#### ***Relevance***

Experiences and content that is relevant and engaging to young adolescents with a focus on their place and responsibilities in a global community;

#### ***Responsibility***

For self and actions, decision-making, leadership opportunities and personal choice.

## **EDUCATIONAL ATTRIBUTES – ESSENTIAL LEARNINGS**

Each of these is distilled from studying the works of well-respected business writers and futurists. They form the common threads that connect our curriculum through Key Stage 3 to Key Stage 4.

### **An International Perspective**

An ability to communicate with people from other cultures will be an essential ingredient for ‘thrivability’. Communication means more than the ability to speak foreign languages. It really concerns an openness to send and receive messages. The essential ingredient is, therefore, cultural sensitivity. Our students need to understand why people from other cultures do things differently to our own culture.

### **A Futures (or Change) Orientation**

One of the biggest paradigm shifts in the modern world concerns the nature of the status quo. The last generation expected stability. Change was unusual and often resisted. Today, change is the norm. ‘Change’ is the status quo! The idea is that we prepare students to embrace changes that align with their principles and reject those that are in conflict. Change within an educational perspective is occurring nearly on a daily basis.

### **A Capacity to Work in Teams**

Teamwork is not the same as ‘group work’. Teams have a particular blend of skills and approaches that allows them to create more than the sum of their parts. Team members appreciate the unique contribution made by the people with different outlooks and skills. There are a number of different types of teams, but the most challenging and appealing is the self-managed team, the characteristics of which include the capacity to set direction, assess performance, identify and harness strengths and weaknesses of team members and manage resources.

### **The Ability to Apply Knowledge**

Individuals need an opportunity to contribute in the workplace and in the general community. Application of knowledge need not always involve the production of tangible items. Finding solutions to problems or creating works of art also fit this picture. How many times have we heard students ask about the ‘use’ of certain work/study? How many times have we asked the same question ourselves? Why are we hooked on the idea that ‘academic’ subjects are not meant to be practical?

### **An Interdisciplinary Perspective**

It is Drucker, an ecologist who calls for the blending of ‘knowledges’ into ‘knowledge’. His argument is that one cannot truly understand with blinkers on. He recognises that there is room for specialisation, but one must be able to seek the contributions of other disciplines in developing ‘understanding’. This appeals because it warns us about developing the arrogance (and ignorance) of the narrow professional, while equipping students with a range of skills needed to be flexible and change orientated.

### **Literacy, Numeracy and Communication Skills**

This refers to the three R's (**R**eading, **W**riting and **A**rithmetic) and an appreciation of the language of Science and Technology. Students should also have an appreciation for foreign languages, though this need not involve many years of study. The ability to communicate ideas, feelings and knowledge are crucial for success. Verbal and non-verbal communication skills should develop hand-in-hand with knowledge, skills and personal awareness.

### **Spirituality**

Viktor Frankl, an Austrian neurologist and psychiatrist, claimed that 'man is a stubborn seeker of meaning'. Our students should reflect on their place in the universe and their relationship with God.

### **Imagination/Creativity**

We need to respond to the claim that little children are naturally imaginative and creative, and we then teach it out of them. Our aim instead is to treasure and develop this creativity.

### **Personal Mastery and Character Based Leadership**

We set ourselves the task of producing authentic leaders. The business world is looking for people with these qualities. It fits very much with the notion of being change orientated and principle centred. The three characteristics of leaders include 'integrity' (the ability to make and keep meaningful promises), 'maturity' (the ability to tell the truth without offending others) and 'abundance mentality', a preparedness to recognise the contribution of others.

### **Life-Long Learning**

We must encourage students to see learning as a life-long process and credentials simply as staging posts. The key ingredients here are an interest in all fields of knowledge and a genuine enjoyment of learning. We must never be satisfied with learning being 'tolerated'.

## THE TIMETABLE

Classes at MIGS are organised on a 5 day weekly cycle. Each day is divided into 7 periods, except for Friday that is divided into 4 periods with an early finish at 12.30pm. In addition, students in Year 7 attend a weekly PSHE session for 1 Period, COMPULSORY Co-curricular Activities (CCA) for 1.5 hours and an Assembly. The 2016 – 2017 bell times and weekly period structure is featured below.

| <b>Monday</b>                              | <b>Tuesday</b>                               | <b>Wednesday</b>                           | <b>Thursday</b>                            | <b>Friday</b>                              |
|--|--|--|--|--|
| Tutor Time<br>Roll Call<br>7.30am - 7.40am | Tutor Time<br>Roll Call<br>7.30am - 7.40am   | Tutor Time<br>Roll Call<br>7.30am - 7.40am | Tutor Time<br>Roll Call<br>7.30am - 7.40am | Tutor Time<br>Roll Call<br>7.30am - 7.40am |
| <b>Period 1</b><br>7.40am – 8.30am         | <b>Period 1</b><br>7.40am – 8.30am           | <b>Period 1</b><br>7.40am – 8.30am         | <b>Period 1</b><br>7.40am – 8.30am         | <i>ASSEMBLY</i><br>7.40am – 8.30am         |
| <b>Period 2</b><br>8.30am – 9.20am         | <b>Period 2</b><br>8.30am – 9.20am           | <b>Period 2</b><br>8.30am – 9.20am         | <b>Period 2</b><br>8.30am – 9.20am         | <b>Period 1</b><br>8.30am 9.20am           |
| <b>Period 3</b><br>9.20am -10.10am         | <b>Period 3</b><br>9.20am –10.10am           | <b>Period 3</b><br>9.20am –10.10am         | <b>Period 3</b><br>9.20am –10.10am         | <b>Period 2</b><br>9.20am –10.10am         |
| <b>Period 4</b><br>10.10am 11.00am         | <b>Period 4</b><br>10.10am 11.00am           | <b>Period 4</b><br>10.10am 11.00am         | <b>Period 4</b><br>10.10am 11.00am         | <b>Period 3</b><br>10.10am 11.00am         |
| <i>LUNCH BREAK</i><br>11.00am 11.40am      | <i>LUNCH BREAK</i><br>11.00am 11.40am        | <i>LUNCH BREAK</i><br>11.00am 11.40am      | <i>LUNCH BREAK</i><br>11.00am 11.40am      | <i>LUNCH BREAK</i><br>11.00am 11.40am      |
| <b>Period 5</b><br>11.40 – 12.30pm         | <b>Period 5</b><br>11.40 – 12.30pm           | <b>Period 5</b><br>11.40 – 12.30pm         | <b>Period 5</b><br>11.40 – 12.30pm         | <b>Period 4</b><br>11.40 – 12.30pm         |
| <b>Period 6</b><br>12.30 – 1.20pm          | <b>Period 6</b><br>12.30 – 1.20pm            | <b>Period 6</b><br>12.30 – 1.20pm          | <b>Period 6</b><br>12.30 – 1.20pm          | <i>School Finishes</i><br><i>@ 12.30pm</i> |
| <i>BREAK</i><br>1.20pm – 1.40pm            | <i>BREAK</i><br>1.20pm – 1.40pm              | <i>BREAK</i><br>1.20pm – 1.40pm            | <b>Period 7</b><br>1.20pm – 2.10pm         |  |
| <b>Period 7</b><br>1.40pm – 2.30pm         | <b>Period 7</b><br>1.40pm – 2.30pm<br>(PSHE) | <b>Period 7</b><br>1.40pm – 2.30pm         | <i>BREAK</i><br>2.10pm – 2.25pm            |  |
|  |  |  | <b>CCA</b><br>2.30 - 4.00pm                |  |

## **ASSEMBLY TIME:**

As part of the Pastoral Care/Wellbeing Programme, students and staff will come together for an Assembly/Year group meeting each week. The Assembly/Year group meeting will focus on academic information, co-curricular encouragement and achievements, and highlight the talents of our Senior School students. At the moment assembly time is scheduled every Friday from 7.40am – 8.30am

## **STUDENT MANAGEMENT AND PASTORAL CARE**

At the very core of what we do, is a genuine concern for our students; their well-being and personal success. A great deal of research has shown that no matter how hard we work, study or try to be successful, if we are not happy in our environment then we will never reach our full potential. It is our aim to create and sustain an environment where students feel safe and respected by their peers and staff, thus enhancing their opportunity to achieve their goals and reach their potential.

## **HOUSE STRUCTURE**

Each student is allocated to a House. The Houses are named as follows:

|               |                 |
|---------------|-----------------|
| <b>Blue</b>   | <b>Sapphire</b> |
| <b>Yellow</b> | <b>Topaz</b>    |
| <b>Green</b>  | <b>Emerald</b>  |
| <b>Red</b>    | <b>Ruby</b>     |

Each House includes students from each of the Years, Reception – Year 11. Students become part of their House and are encouraged to build strong friendships within their House system. House spirit is strong at the School with fierce loyalty to House emerging in many of the School's annual events such as sporting carnivals, debating and various other competitions.

## **HOUSE MEETINGS**

Regular House Meetings are held to bring together the individual students from the various Year Groups. Heads of House will oversee the House organisation. The Head of House holds the primary responsibility for the organisation of their entire House Group during ALL scheduled House events. All teachers in the Senior School are assigned to a House group to assist the Head of House.

## **YEAR GROUP / PASTORAL GROUPS**

*Year 8 Coordinator:* Ms Karine Careddu

*Year 8 Tutors/Roll Call Teachers:* **8T** – Ms Azleen Zakaria, **8E** – Ms Karine Careddu

The Year Group is divided into smaller groups called Tutor Groups (Roll Call Classes), each with a Tutor Teacher, a member of the teaching staff, who monitors closely the progress and general development of each student and liaises closely with the Year Coordinator, Head of Pastoral Care, Deputy Head of Senior School and parents. The Tutor teacher can also be the class teacher for some of the class learning time each day.

The Year Groups meet every morning for roll call, whilst on a Tuesday afternoon through a sequenced PSHE programme (Personal, social and health education), they engage in a variety of activities which develop their social and learning skills as well as strengthening bonds within the group. Students learn not only to take an interest in each other and broaden their own horizons, they also make their own contribution to the activities and feel valued and can use their strength to develop the confidence to work on their weaknesses.

## **ASSESSMENT**

Teaching and Learning is undertaken via the National Curriculum of England (NC) Framework and teachers will match learning and assessment by constructing an appropriate set of tasks. Students in Year 8 will undergo a formal assessment programme with set assessment tasks to complete throughout the year. Students will be given ample warning of tests and the preparation and learning required. When a student is absent for a formal test, the class teacher, in consultation with the Head of Department determines whether it is necessary for the test to be completed on the student's return. This decision will be dependent on the significance of the test result to the evidence of performance available. The following procedure will be followed:

- Formal notification of absence is lodged with the School in accordance with the school policy on absenteeism.
- The student should approach the class teacher and receive the decision as to whether the test is to be completed and when.
- The teacher documents the decision and/or test result in the student folio and teacher records (mark book).
- Further guidelines regarding School assessment protocols are provided to students at the commencement of each academic school year.

## **LEARNING AREAS AND SUBJECT LISTINGS**

Students follow a course of study which provides a broad and balanced range of learning experiences. The content of the National Curriculum of England (NC) is modified to take into account of our position in South East Asia, but the basic skills and concepts remain the same.

Subjects taken in Year 8 (Key Stage 3) follow the NC with additional subjects being offered for Malaysian students to fulfil the requirements of the Ministry of Education.

All subjects taught in Key Stage 3 lead to further study at both IGCSE level and/or post 16 level.

All students undertake the following *compulsory* learning areas:

- English
- Mathematics
- Science
- Information and Communication Technology (ICT)
- Geography
- History
- Physical Education
- Art and Design
- Drama
- Music
- One language from the list below

*Students must also select* from the following to complete our Year 8 studies programme:

- Bahasa Melayu or Malaysian Studies (Bahasa Melayu is compulsory for Malaysian students)
- French, Mandarin or Arabic
- Islamic Studies or Cultural Studies (Islamic Studies is compulsory for Malaysian Muslim students)

## **HOMEWORK**

Homework is seen as an integral part of Mutiara International Grammar School's philosophy on teaching and learning. It provides for extension and consolidation of what is developed in the classroom. Homework develops and extends the core learning skills of inquiry and independent study. Homework serves to strengthen the partnership between home and school. It provides parents and caregivers with insights as to what is being taught at MIGS.

No more than 1.5 hours of written homework (usually 20 min per subject) per weeknight.

## **CO-CURRICULAR ACTIVITIES (CCA)**

Students are offered the opportunity to participate in programmes together with their academic schedules. Our Co-curricular activities are placed on a Thursday afternoon between the hours of 2.30pm – 4.00pm and are supervised/run by the teaching staff and at times under the guidance of outside professional instructors. CCA is a compulsory component of life at MIGS and students are given the opportunity to investigate a number of activities on an annual basis. Students are required to discuss and gain consent from their parents when selecting any activity. CCA is made up of Inter-house games, clubs and societies and a variety of sports.

# DESCRIPTION OF COMPULSORY LEARNING AREAS AND SUBJECTS

## ENGLISH

### OVERVIEW:

In English, texts and language constitute the central and essential concepts. The concept of texts focuses equally on creating and analysing texts, understanding and interpreting texts, and moving beyond interpretation to reflection and critical analysis. The concept of language includes the use of language and the development of linguistic competence, and the development of knowledge about language. Students learn to appreciate, enjoy and use language and develop a sense of its richness and its power to evoke feelings, to form and convey ideas, to inform, to discuss, to persuade, to entertain and to argue.

### DURATION:

This is a compulsory subject that runs for the THREE terms, three hours per week.

### KEY SKILLS:

Students learn to:

- Extend their language skills through thinking, reading, writing, speaking and listening.
- Communicate ideas, feelings, observations and information effectively, both orally and in writing.
- Demonstrate an ability to use appropriate language to discuss texts.
- Recognise the relationship between language and ideas, and the role of language in developing their capacity to express ideas.
- Spelling: Learn complex polysyllabic words and unfamiliar words which do not conform to regular patterns
- Spelling strategies, devise their own ways to improve their spelling,
- Extend their range of prepositions and connectives used to indicate purpose, e.g. *in order to, so that*, or express reservations, e.g. *although, unless, if*
- Sentence construction and punctuation, combine clauses into complex sentences, using the comma effectively as a boundary signpost and checking for fluency and clarity
- Paragraphing and cohesion: explore and compare different methods of grouping sentences into paragraphs of continuous text that are clearly focused and well developed, e.g. by chronology, comparison or adding exemplification

### TOPICS OF STUDY:

#### Term 1:

- Descriptive accounts—For example, Pliny the Younger’s description of the eruption of Mount Vesuvius at Pompeii, western Italy.
- Newspaper article: extract taken from a Sunday Magazine
- Myths - Greek myth: The Gift of fire
- Water Sports: Sport activities in New Zealand , like snorkelling, rafting and kayaking
- Informative and instructional writing - example, explaining how the ancient game of backgammon came about
- Proverbs – water proverbs and their meanings.

- Writing: news reports, acrostic and shape poems, instruction on how certain board games are played, short stories summary writing, creating humour and creating satirical messages
- Connectives, adverbs, phrases in opposition, punctuation, , adjectival ending,

### **Term 2:**

- Biographies: extract from “Long Walk to Freedom” (Nelson Mandela), and others.
- Precise description - Portrait of a woman from Zanskar valley in the Himalayas.
- Shorty stories with morals – Ancient Greek Fables
- Summarising, paraphrasing, vocabulary building.
- Exotic and powerful atmosphere like ‘A visit to a souk’ taken from a blog about food and cooking.
- Writing: diary entries, news articles, timeline, I line summaries, stories with ironic twists, reviews, short stories and advertisements
- Distinguishing facts and opinion, adjectives, synonyms, prefixes, tenses, speech marks

### **Term 3:**

- Place description: extract taken from “ Travel in Spain”
- Reviews - web reviews of hotels in Zimbabwe, Mexico and New Delhi
- News report: taken from www. Chinadaily.com.cn
- Poetry: form, rhyme and meter. “Hunting snake”
- Synopsis from – musical “Evita”
- Writing a review for a hotel visited
- Descriptive writing: a new invention and a performance using descriptive words and phrases
- Creating a news report from a magazine article
- Mini Debate after writing the pros and cons for “ Should Zoos exist”
- Punctuation: uses of commas, question marks, exclamation marks, and dashes,
- Emphatic adverbials, negative phrases

### **ASSESSMENT TASKS:**

Students will complete a number of assessment tasks throughout the year, these will include:

- Texts: Reading and comprehension
- Writing a descriptive/narrative composition
- Writing a sonnet.
- Travel writing: Power point presentation
- Oral presentation
- Examination

### **CAREER PROSPECTS:**

Students require literacy skills to understand and interpret their world effectively and efficiently, through listening and speaking, reading and writing. Students require these essential skills for any career choice they make.

**ENQUIRIES:** Datin Christie Vengadesan

# MATHEMATICS

## **OVERVIEW:**

Students learn to recognise when and how a situation may be represented mathematically, identify and interpret relevant factors and, where necessary, select an appropriate mathematical method to solve the problem, to use mathematics as a means of communication with emphasis on the use of clear expression and to develop an ability to apply mathematics in other subjects, particularly science and technology.

## **DURATION:**

This is a compulsory subject that runs for the THREE terms.

## **KEY SKILLS:**

Students learn to:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

## **TOPICS OF STUDY:**

### **Term 1:**

- Working with numbers
- Probability
- Multiplication and division of fractions
- Fractions and percentages
- Ratio
- Polygons
- Areas of triangles and parallelograms

### **Term 2:**

- Scatter graphs
- Circumference and area of a circle
- Formulas
- Reflections, translations and rotations
- Linear equations
- Straight line graphs
- Curved graphs
- Continuous data

**Term 3:**

- Simultaneous equations
- Solving equations
- Volumes
- Enlargement
- Scale drawing
- Pythagoras' theorem

**ASSESSMENT TASKS:**

Students will complete a number of assessment tasks throughout the year, these will include:

- Practising questions
- Online Maths ([www.myimaths.com](http://www.myimaths.com))
- Mental maths
- Presentation
- Projects
- Examination

**CAREER PROSPECTS:**

Students who study Mathematics develop creativity and perseverance in the approach to problem solving, appreciate the interdependence of different branches of mathematics and acquire a foundation appropriate to their further study of mathematics and of other disciplines. Students require these essential skills for any career choice they make.

**ENQUIRIES:** Mr Ivan Chan

## SCIENCE

### OVERVIEW:

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

### DURATION:

Science is a compulsory subject that runs for the THREE terms.

### KEY SKILLS:

The national curriculum for science aims to ensure that all pupils:

- Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- Are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

### TOPICS OF STUDY:

| Year group | Term 1                            |                                | Term 2                      |                             | Term 3                           |                           |
|------------|-----------------------------------|--------------------------------|-----------------------------|-----------------------------|----------------------------------|---------------------------|
| Year 8     | Getting the Energy our body needs | Contact and Non-contact forces | Explaining Chemical Changes | Explaining Physical Changes | Looking at Plants and Ecosystems | Magnetism and Electricity |

### ASSESSMENT TASKS:

Students will complete a number of assessment tasks throughout the year, these will include:

- Mini-quizzes
- Creative writing tasks
- In class levelled tasks
- Oral presentations
- Tests
- Examinations

**CAREER PROSPECTS:**

A science degree is compulsory in order to embark on a career in the following fields:

- Architecture
- Biochemistry
- Biology
- Botany
- Chemistry
- Clothing, Textiles & Material Culture
- Computer Science
- Environmental Science
- Exercise Science
- Forestry
- Geography
- Geology
- Human Ecology
- Kinesiology
- Mathematics
- Nursing
- Nutrition
- Physic

**ENQUIRIES:** Mr Raj Mahal

## INFORMATION COMMUNICATION AND TECHNOLOGY

### OVERVIEW:

Learning ICT focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems. Learning ICT also focuses on engaging students with specialised learning in preparation students for the future. Students will have the opportunity to learn scenario-based activities that promote problem solving through clearly levelled tasks. The modules in ICT are design to help students learn how to use the PowerPoint to produce effective business presentation. Students will include the use of charts, images, animation and a range of software features. Students will also learn how to use Word-processing software to create documents. Excel and Access are also included in their modules. An introduction to webpage designing is also introduced to the students. They will learn a variety of formulas and functions, creating charts, formatting worksheets. Students will use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straightforward problems.

### DURATION:

This is a compulsory subject that runs for the THREE terms.

### KEY SKILLS:

Students learn to:

- Search, evaluate and present information
- Select, refine and evaluate information from a range of sources
- Use search engines and methods of searching to produce required results.
- Use basic programming language to create web pages
- Use models, variables and rules to test predictions.
- Design a database using Microsoft Access
- Search data and produce reports to solve problems using Microsoft Access
- Sequence instructions to achieve specific outcomes
- Handle data in an ethical, responsible and safe manner

### TOPICS OF STUDY:

#### Term 1:

- Presenting Information
- Web Design and Creation
- Computer Hardware and Software Theory

#### Term 2:

- Spreadsheet Modelling
- Techniques in Handling Data
- Theory

#### Term 3:

- Basic Programming
- Data, Information and Internet safety
- Theory

**ASSESSMENT TASKS:**

Students will complete a number of assessment tasks throughout the year, these will include:

- Group Projects
- Individual Project
- Classwork
- Online Projects
- PowerPoint Presentation
- Tests
- Examination
- Analysing database
- Video Presentations

**CAREER PROSPECTS:**

Information Communication and Technology (ICT) industry is one of the fastest growing and changing fields. Technology is developing rapidly and new devices and systems are constantly being created to provide faster and more efficient methods for ICT. Careers in the ICT field are high demand and this industry is expected to grow. Technology is developing rapidly and new devices and systems are constantly being created to provide faster and more efficient methods for information and communication technology. The Information Communication Technology (ICT) program strives to educate our students to assume leadership roles where the application of information technology is concerned with the ultimate goal of connecting people, organizations, and communities to enhance their ability to succeed.

**ENQUIRIES:** Mr Justin Adams

# GEOGRAPHY

## **OVERVIEW:**

A high-quality geography education should inspire students a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Students will be equipped with knowledge about diverse places, people, resources and natural and human environments, together with deep understanding of the Earth's key physical and human processes. As student progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scale are shaped, interconnected and change over time.

## **DURATION:**

This is a compulsory subject that runs for the THREE terms.

## **KEY SKILLS:**

Students learn to:

- Develop contextual knowledge of the location globally significant places
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- Acquire geographical skills to collect, analyse and communicate with a range of data through experiences of fieldwork that deepens their understanding of geographical processes
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems
- Communicate geographical information in a variety of way, including through map, numerical and quantitative skills and writing at length.

## **TOPICS OF STUDY:**

### **Term 1:**

- Introduction to Geographical Information System
- Population
- Urbanisation
- Coasts

### **Term 2:**

- Map Work – Skills in Map Interpretation
- Weather and Climate
- Our Warming Planet

### **Term 3:**

- Regional Study - Asia
- Regional Study – Southwest China
- Regional Study – ASEAN

**ASSESSMENT TASKS:**

Students will complete a number of assessment tasks throughout the year, these will include:

- Presentation of Case Studies
- Project work
- Fieldwork & Investigations
- Small Scale Research
- Map Interpretations
- Mind Mapping Presentations
- Topical Assignments
- Topical Assessments
- Term Examinations

**CAREER PROSPECTS: What Do Geographers Do?**

Geography is unique in bridging the social sciences and natural sciences. There are two main branches of geography: human geography and physical geography. Human geography is concerned with spatial aspects of human existence. Physical geographers study patterns of climates, landforms, vegetation, soils and water. Geographers use many tools and techniques in their work, and geographic technologies are increasingly important for understanding our complex world. They include Geographic Information Systems (GIS), Remote Sensing, Global Positioning Systems (GPS) and online mapping such as Google Earth. For an overview of geography careers, explore some of the areas listed below:

**Physical Related Careers** – Geomorphology, Meteorology, Biogeography, Natural Hazards, Climatology and Hydrology

**Human Related Careers** – Political, Economic, Cultural, Population, Regional and Transport Geography

**Human- Environmental Related Careers** – Cartography, Field Methods, Spatial Thinking, Global Perspective, Diversity Perspective, Spatial Statistics, Remote Sensing, Photogrammetry and Geographical Information System.

**ENQUIRIES:** Mr Che Abas bin Haji Hamid

# HISTORY

## **OVERVIEW:**

From the Norman Conquest to the Battle for Berlin, from the Black Death to Bird Flu, History deals with the substance of life and death throughout the ages, and helps us to understand not only why mistakes have been made but also how they have been avoided, thus enabling us to avoid them in our own time. But this is only the most obvious benefit of studying History. Studying the past sates the curiosity we all have as human beings. And, in an age, when comments and opinions abound on every subject under the sun, a study of History helps young people to strip out bias and prejudice and be able to focus on the essential facts.

History at Mutiara is taught using a variety of resources, including texts, hand-outs, whiteboards, multimedia PowerPoints, video and DVD. At Key Stage Three we follow a course which is broadly in line with the National Curriculum for England but enrich it to acknowledge the S E Asian context.

## **DURATION:**

This is a compulsory subject that runs for the THREE terms.

## **KEY SKILLS:**

Students develop:

- the ability to recall, select, organise and deploy knowledge of the syllabus content
- an understanding of change and continuity, cause and consequence, similarity and difference.
- empathy for the motives, emotions, intentions and beliefs of people in the past.
- the ability to understand, interpret, evaluate and use a range of sources as evidence.

## **TOPICS OF STUDY:**

### **Term 1:**

- The Tudors
- The Early Stuarts
- The English Civil War

### **Term 2:**

- Black Peoples of North America
- Civil Rights in America

### **Term 3:**

- History of S.E. Asia

**ASSESSMENT TASKS:**

Students will complete a number of assessment tasks throughout the year, these will include:

- Fact Files, posters and newspaper articles
- Projects
- Student made videos
- Oral presentation
- Tests
- Examination

**CAREER PROSPECTS:**

History develops verbal and written communication skills to a very high level – these skills are highly marketable commodities in today’s job market. History graduates can hope to find employment in many spheres of work, from journalism and human resources, whether in commerce or in industry, to law and advertising, the media or politics. History graduates like Jonathan Ross and Louis Theroux, Dermot Murnaghan, and Michael Palin are famous TV personalities, whilst David Sainsbury (CEO Sainsburys), Anita Roddick (founder of the Body Shop), Anthony Hudson and Charles Smith (former CEOs of ICI) have made their names in industry.

**ENQUIRIES:** Mr Michael Bradfield

## PHYSICAL EDUCATION

### **OVERVIEW:**

In Physical Education, students are given the opportunity to broaden their knowledge and understand what constitutes a healthy, active lifestyle and also to develop an appreciation of Sport. Over the course of the year, students will participate in a number of practical activities whilst learning a variety of techniques and tactics for various sports. In addition to this, we will be introducing more of a theoretical approach into the subject with the aim to give students more understanding of what it is to be healthy, and live longer, happier lives.

### **DURATION:**

This is a compulsory subject where students are given 2 lessons per week and runs for the THREE terms.

### **KEY SKILLS:**

Students learn:

- To develop skills and techniques with/without the ball, and work as team in a number of sports.
- To understand and apply rules and tactics to team sports.
- To develop their personal fitness and understand how to maintain and/or improve.
- About food and what constitutes a healthy diet for a professional athlete.
- About society's issues with Obesity and other eating disorders.
- About our cardiovascular and respiratory systems and the effects that exercise has upon them.
- How to remain safe in sport.
- About how sport has changed through the years.

### **TOPICS OF STUDY:**

#### **Term 1:**

- Netball
- Football
- Cross Country
- Basketball
- Health Related Fitness
- Obesity and eating disorders
- An athlete's diet

#### **Term 2:**

- CCA inter-house game preparation
- Hockey
- Volleyball
- Athletics
- The Cardiovascular system
- The Respiratory system

**Term 3:**

- Handball
- Gymnastics
- Rounders
- Safety in Sport
- Sports across the ages

**ASSESSMENT TASKS:**

Students will complete a number of assessment tasks throughout the year, these will include:

- Practical assessments
- Subject essays
- Newspaper articles
- Posters
- Role plays
- Video logs
- Presentations
- Examinations

**CAREER PROSPECTS:**

It is desirable in every career to live a healthy lifestyle; employees who are frequently ill, injured or unhealthy can potentially risk falling behind in their work or even losing their job. Therefore students are required to understand the purpose of developing and enhancing healthy behaviours that can influence lifestyle choices, namely their health and fitness. Living a healthy lifestyle makes one generally more employable.

**ENQUIRIES:** Ms Hannah Budge & Mr Rodney Fernandez

## ART AND DESIGN

### OVERVIEW

An Art and Design course encourages personal expression, imagination, sensitivity, conceptual thinking, powers of observation, an analytical ability and practical attitudes. It leads to greater understanding of the role of the visual arts in the history of civilisations and widens cultural horizons and enriches the individual. In addition, it combines a breadth and depth of study so that it may accommodate a wide range of abilities and individual resources.

### DURATION:

This is a compulsory subject that runs for the THREE terms.

### KEY SKILLS:

- Media and equipment - charcoal, paper, tripod, water colour
- Obtain first experience of doing an observational drawings
- Obtain basic knowledge of proportions of a real life objects
- History of Art – General Knowledge

Students will learn to use their previously obtained knowledge of perspective, colour mixing, light and shadow and composition in a single artwork.

### TOPICS OF STUDY:

1. Observational drawing
2. Water Colour
3. Design / Craft
4. History of Art

#### Term 1:

- Observational drawings
- Perspective – Interiors (Lines and light and shades)
- History of Art 1 (attend an Art excursion related to the topic being studied)

#### Term 2:

- Painting and Water Colour
- Still life – observational study
- History of Art 2 - Movies

#### Term 3:

- Design and Craft
- Workshop on Creative Thinking

Media and equipment – pencils, eraser, poster colour, paper, tripod, coloured paper, markers, acrylics, water colours, artistic pens, computer and projector.

## **ASSESSMENT TASKS:**

- Termly tests are given to students
- Teacher analyses the creativity of the students in a regular basis

## **CAREER PROSPECTS:**

While students might have heard that becoming an architect, fine artist, sculptor or gallery manager is an option for those who study Art or Design, there are many other careers available for those who are able to envision, design and create beautiful things.

Whether you're designing ships as a naval architect or creating cutting edge art as a fine artist, the one thing that all jobs in this family have in common is creativity!

Take a look at some of these jobs.

- Animator
- Architect
- Architectural technician or technologist
- Art editor
- Art gallery curator
- Arts administrator
- Art therapist
- CAD technician
- Ceramics designer-maker
- Conservator
- Costume designer
- Design engineer
- Exhibition designer
- Fashion design assistant
- Fashion designer
- Fine artist
- Footwear designer
- Furniture designer
- Furniture restorer
- Glassmaker
- Graphic designer
- Illustrator
- Interior designer
- Jewellery designer-maker
- Landscape architect
- Make-up artist
- Medical illustrator
- Model maker
- Museum assistant
- Museum curator
- Musical instrument maker
- Naval architect
- Pattern grader
- Photographer
- Photographic stylist
- Photographic technician
- Printing administrator
- Product designer
- Reprographic assistant
- Set designer
- Textile designer
- Textiles production manager
- Visual merchandiser
- Web designer

**ENQUIRIES:** Mr Nikolai Lugovoi

# DRAMA

## **OVERVIEW:**

Students working in drama will be constantly involved in making, performing and responding and may participate in more than one at any time. A student making drama could be one of the following: an individual researching the historical or cultural background to a play; someone with profound and multiple learning difficulties experimenting with a sound instrument to transform a mood; a member of a group contributing to an improvisation; or a student devising an original piece of work.

## **DURATION:**

This is a compulsory subject that runs for the THREE terms.

## **KEY SKILLS:**

1. Drama strategies- Hot seating/ Thought tacking/ Narration  
Narration 1- Story based  
Narration 2- Script based
2. Drama medium- Costumes/ Sound/ Music/ Space and Movement  
Drama Med: Voice- Volume, Pitch, Stress, Accent, Tone  
Drama Med: Set and Props- Realistic/Naturalistic, Stylised
3. Drama Production for Talent Show

## **TOPICS OF STUDY:**

### **Term 1:**

Narration 1- Story based  
Narration 2- Script based  
Thought tacking/ Hot Seating as part of the act

### **Term 2:**

Drama Med: Costumes- Period/Stylised/Minimalist  
Drama Med: Sound and Music- Create atmosphere/tone and mood  
Use of general and personal space

### **Term 3:**

Practical exploration of Drama Strategies, Mediums and Elements

**ASSESSMENT TASKS:**

- Peer assessment/ Teacher assessment
- Working as a group- giving and taking ideas, cooperation and team work.
- Ability to create an original and imaginative idea and put this into practice
- Use of Drama Techniques- Strategies, Mediums
- Staying in role/Responding to ideas and performance
- Their ability to create an original and imaginative idea and put this into practice.

**CAREER PROSPECTS:**

Performing arts combine creative talent with practical aspects of self-promotion and arts management. This mix of disciplines is a good preparation for the world of artistic performance. There are many different career options available for Theatre & Drama graduates. Below is a sample of types of positions that graduates have gone on to.

**Production & Performance**

- Actor
- Artistic Director
- Director
- Stage Manager
- Technical Director
- Set Designer
- Costume Designer
- Lighting Designer
- Sound Designer
- Scenic Artist
- Special Effects Artist
- Film Editor
- Art Critic
- Producer
- Playwright
- Journalist
- Voice Over Artist

**Health & Education**

- School Teacher
- University Professor
- Drama Instructor
- Drama/Speech Coach
- Vocal Coach
- Singing Teacher
- Counsellor
- Drama Therapist
- Nutritionist
- Community Worker
- Religious Worker
- Personal Trainer
- Early Childhood Education
- Corporate Trainer

**Business & Arts Administration**

- Advertising
- Arts Administrator
- Association Manager
- Fine Arts Manager
- Human Resources Specialist
- Lawyer
- Managing Director
- Media Relations
- Development Director
- Marketing Director
- Performing Arts Publicist
- Press Director
- Producer
- Public Relations Director
- Theatrical Press Agent
- Historian\*

**ENQUIRIES:** Mr Ajesh Suresh

# MUSIC

## **OVERVIEW:**

In Year 8, the students will explore about instrumentation. The students will discover about the strings, brass, woodwinds and other instrument categories. Besides that, student will be brought back to famous musical eras before, such as the music in the 60s. This topic will educate students how the music from the eras before developed, from Broadway jazz, to rock and roll. Another important fact the students will learn is how the music technology have been developing. The final topic for the students will be the world music, where students will learn the traditional music styles and instrumentations from different countries.

## **DURATION:**

This is a compulsory subject that runs for the THREE terms.

## **KEY SKILLS:**

Students learn to:

- Categorise the instrument in the correct family.
- Explore more musical instrument and their names.
- Discover how the music develops from the 50s, to now.
- Discover how technology music develops
- Explore the traditional music around the world
- Recognise the traditional instruments from different countries

## **TOPIC OF STUDY:**

### **Term 1:**

The instruments in the Orchestra

- Strings
- Woodwind
- Brass
- Percussions

### **Term 2:**

- Music and Technology in the 60s
- Music and Technology in the 70s
- Music and Technology in the 80s

### **Term 3:**

- World Music
- Indian Music
- African Music
- Javanese Music
- World Music (Group work)

**ASSESSMENT TASKS:**

- Quiz
- Listening test
- Singing test
- Presentation

**CAREER PROSPECTS:**

- Musician
- Orchestra player
- Conductor
- Solo-ist
- Music Software maker
- Transcriber
- Artist Manager
- Music arranger
- Orchestrator
- Music teacher/lecturer
- Music engineer
- Music publisher
- Music editor
- Lyricist
- Composer
- Film music composer
- Foley artist
- Jingle writer
- Animation music composer
- Music producer
- Record producer
- Music business
- Music therapist

**ENQUIRIES:** Ms Farisya Rentah

## MALAY

### **OVERVIEW:**

This course is designed for learners who are learning Malay as a foreign language. The aim is to develop an ability to use the language effectively for practical communication. The course is based on the linked language skills of listening, reading, speaking and writing, and these are built on as learner's progress through their studies. The syllabus also aims to offer insights into the culture and civilisation of Malaysia, thus encouraging positive attitudes towards language learning. Students are asked to be reflective and develop their ability to learn. They learn to work with different information and ideas. They are engaged intellectually and socially.

### **DURATION:**

This runs for the THREE academic terms.

### **KEY SKILLS:**

- To understand and respond to spoken and written language from a variety of authentic sources
- To speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- To write a varying length piece of work, using a variety of grammatical structures that they have learnt, on a variety of topics
- To discover and develop an appreciation of a different culture.

### **TOPICS OF STUDY:**

#### **Term 1**

- People, places and customs
- The world of work
- Continuing education

#### **Term 2**

- Careers and employment
- Language and communication in the work place
- The international world

#### **Term 3**

- Tourism at home and abroad
- Life in other countries and communities
- World events and issues

**ASSESSMENT TASKS:**

Students will complete a number of assessment tasks throughout the year, these will include:

1. Reading Comprehension: Candidates read a number of texts and answer questions testing comprehension.
2. Speaking: Candidates complete role plays, a topic presentation/conversation and a general conversation.
3. Writing: Candidates respond in the target language

**CAREER PROSPECTS:**

Language skills are in demand and can be used in almost any career, particularly within businesses that trade internationally. Employment options include: Interpreter, Translator, Foreign Civil Service, Airline services, Broadcast Journalist, Diplomatic Services, Language Teacher, International aid/development worker, Logistics and Distribution Manager, Marketing executive to name a few.

**ENQUIRIES:** Ms Azleen Zakaria

## MALAYSIAN STUDIES

### **OVERVIEW:**

Learning a foreign language provides an opening to other cultures. It fosters pupils' curiosity and deepens their understanding of the world. An essential dimension of international education is for a school to recognize and celebrate its "host country." This involves both the learning of functional language and cultural insight and understanding. Malaysian Studies is MIGA's way of ensuring that non-Malaysians leave Malaysia knowing more about the host country. Non-Malaysian students gain an understanding of the Malaysian language as well as its culture, fables, and history.

### **DURATION:**

This runs for the THREE academic terms.

### **KEY SKILLS:**

- To speak with increasing confidence, fluency and spontaneity on a variety of topics.
- To write a varying length piece of work on a variety of topics.
- To discover and develop an appreciation of a different culture.

### **TOPICS OF STUDY:**

#### **Term 1:**

- Malaysian Cultural Topic 1
- Malay vocabulary development topic 1

#### **Term 2:**

- Malaysian Cultural Topic 2
- Malay vocabulary development topic 2

#### **Term 3:**

- Malaysian Cultural Topic 3
- Malay vocabulary development topic 3

### **ASSESSMENT TASKS:**

In order to facilitate in-depth debate amongst the students, the Malaysian Studies course is held in English. Assessment of practical language skill acquisition is done in Malay and Malaysian cultural understanding is taught and assessed in English.

Students will complete a number of assessment tasks throughout the year, these will include:

- Quizzes and tests
- Reading assessments to show comprehension of Malay language acquisition and/or cultural understanding
- Listening assessments such as listening to a variety of forms of spoken language to obtain information and respond appropriately
- Speaking Assessments such as role plays, oral presentations and video productions
- Writing varying length pieces of work on a studied theme.

**CAREER PROSPECTS:**

Learning about Malaysia provides an opening to other cultures. It fosters pupils' curiosity and deepens their understanding about Malaysia. It also, provides the foundation for learning further languages, equipping foreign pupils to study and work in Malaysia. Foreign students have found employment in many private industries such as manufacturing, transportation, telecommunication, service, finance, trading, mass communication and in government sectors. We live in a global, multicultural world. To prepare students for their future, Malaysian studies, ensuring our students are sensitive to other cultures and develop sensitivity to other environments. Transferable skills developed through Malaysian studies will enable student to adapt themselves to the job market in Malaysia.

**ENQUIRIES:** Ms Josebell Lopez

## FRENCH

### OVERVIEW:

Learning a foreign language provides an opening to other cultures. A high-quality language education should foster pupils' curiosity and deepen their understanding of the world. The teaching enables pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It also provides opportunities for them to communicate for practical purposes. Language learning provides the foundation for learning further languages, equipping pupils to study and work in other countries.

### DURATION:

This runs for the THREE academic terms.

### KEY SKILLS:

- To understand and respond to spoken and written language from a variety of authentic sources
- To speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- To write a varying length piece of work, using a variety of grammatical structures that they have learnt, on a variety of topics
- To discover and develop an appreciation of a different culture.

### TOPICS OF STUDY:

**Tense:** Focus on the present tense and future tense including common regular and irregular verbs

#### Term 1:

- Talking about the weather and seasons
- Talking about what you do in your free time
- Talking about holiday destinations and what you can do there

#### Term 2:

- Learn to talk about different places in the city
- Learn to give directions
- To be able to say the time and talk about your daily routine
- To be able to role play a real life situation around the theme of school day or my city

#### Term 3:

- Learn to talk about food and express likes and dislikes
- Learn to talk about healthy lifestyles
- To be able to role play a real life situation around the theme food

**ASSESSMENT TASKS:**

Students will complete a number of assessment tasks throughout the year, these will include:

- Quizzes and tests
- Reading assessments to show comprehension of original and adapted materials from a range of different sources
- Listening assessments such as listening to a variety of forms of spoken language to obtain information and respond appropriately
- Speaking Assessments such as role plays, oral presentations and video productions
- Writing varying length pieces of work on a studied theme.

**CAREER PROSPECTS:**

Language skills are in demand and can be used in almost any career, particularly within businesses that trade internationally. Employment options include: Interpreter, Translator, Foreign Civil service, Airline services, Broadcast journalist, Diplomatic Services, Language teacher, International aid/development worker, Logistics and distribution manager, Marketing executive to name a few.

**ENQUIRIES:** Ms Sybille Roger

## MANDARIN

### **OVERVIEW:**

Learning a foreign language provides an opening to other cultures. A high-quality language education should foster pupils' curiosity and deepen their understanding of the world. The teaching enables pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It also provides opportunities for them to communicate for practical purposes. Language learning provides the foundation for learning further language, equipping pupils to study and work in other countries.

### **DURATION:**

This runs for the THREE academic terms.

### **KEY SKILLS:**

- To understand and respond to spoken and written language from a variety of authentic sources
- To speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- To write a varying length piece of work, using a variety of grammatical structures that they have learnt, on a variety of topics
- To discover and develop an appreciation of a different culture.

### **TOPICS OF STUDY:**

#### **Term 1:**

- Describe relatives, appearance
- Role play such as seeing a doctor
- Learn to talk about the seasons
- Talk about occupations

#### **Term 2:**

- Learn to talk about hobbies
- Learn to talk about subjects of study and school facilities
- Role play such as to buy stationary

#### **Term 3:**

- Learn to order food in Restaurant
- Talk about neighbourhood
- Role play such as asking the way

**ASSESSMENT TASKS:**

Students will complete a number of assessment tasks throughout the year, these will include:

- Quizzes and tests
- Reading assessments to show comprehension of original and adapted materials from a range of different sources
- Listening assessments such as listening to a variety of forms of spoken language to obtain information and respond appropriately
- Speaking Assessments such as role plays, oral presentations and video productions
- Writing varying length pieces of work on a studied theme.

**CAREER PROSPECTS:**

Language skills are in demand and can be used in almost any career, particularly within businesses that trade internationally. Employment options include: Interpreter, Translator, Foreign Civil service, Airline services, Broadcast journalist, Diplomatic Services, Language teacher, International aid/development worker, Logistics and distribution manager, Marketing executive to name a few.

**ENQUIRIES:** Ms Blanche Tey

## ARABIC

### **OVERVIEW:**

Arabic has always held its own in the literary ladder of beautiful language. Intricate yet simple, one word has multiple meanings and when strung together in a sentence, the grammar cannot be called anything less than a symphony. Arabic vocabulary gives a real richness and depth to descriptions, in addition to beautiful forms and types of calligraphy. Students will learn to communicate accurately, appropriately and effectively. Learning a foreign language provides an opening to other cultures and deepens their understanding of the world. Language learning provides the foundation for learning further languages, equipping pupils to study and work in other countries.

### **DURATION:**

This runs for the THREE academic terms.

### **KEY SKILLS:**

- To understand and respond to spoken and written language from a variety of authentic sources
- To speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- To write a varying length piece of work, using a variety of grammatical structures that they have learnt, on a variety of topics
- To discover and develop an appreciation of a different culture.

### **TOPICS OF STUDY:**

#### **Term 1:**

- The Arabic vocabularies: names of the buildings, cities and nations
- Conversation: "Where do you come from?" and "My family."

#### **Term 2:**

- Arabic Grammar: Possessive Pronouns, singular and plural nouns, prepositions and cases in Arabic (Marfu', Mansub and Majrur)

#### **Term 3:**

- Reading and listening: "My friends" and "My school"

**ASSESSMENT TASKS:**

Students will complete a number of assessment tasks throughout the year, these will include:

- Quizzes and tests
- Reading assessments to show comprehension of original and adapted materials from a range of different sources
- Listening assessments such as listening to a variety of forms of spoken language to obtain information and respond appropriately
- Speaking Assessments such as role plays, oral presentations and video productions
- Writing varying length pieces of work on a studied theme.

**CAREER PROSPECTS:**

Arabic is one of the most widely spoken languages in the world, and the Arabic language exists as MSA (Modern Standard Arabic) and as various dialects. Many graduates of Arabic language degree programs choose to enter careers in business, translation, interpretation, publishing and education. Other employment areas to consider include working as bilingual salespersons, community program managers or facilitators with large Arabic populations and Arabic linguists.

**ENQUIRIES:** Dr Bouchikhi Hocine

## ISLAMIC STUDIES

### OVERVIEW:

Islamic studies education is a holistic approach to learning and development where the principles of submission to Allah (SWT) as well as the essential elements in achieving human excellence are instilled in our students starting at the earliest stages. The subject focuses on producing individual Muslims who lead a God-conscious life, upright in their behaviour, having a caring and loving attitude towards themselves and others, and also individuals who live harmoniously with nature (flora and fauna).

### DURATION:

This subject runs for the THREE academic terms.

### KEY SKILLS:

Students learn to:

- develop an understanding on the basic beliefs in Islam and explore how they influence the life of the believers
- identify and explore the religious, historical, and moral questions raised in the Islamic scriptures they study.
- explore the practical aspects of being a good Muslim, particularly in their moral behaviour and in the proper manner of performing the basic Islamic rituals such as Taharah (rituals of purification), Wudhu (ablution), Shalah (daily prayers), observing the Sawm (fasting) and Hajj (pilgrimage).

### TOPICS OF STUDY:

#### Term 1:

- The Qur'an: The Base of Islam
- Oneness of Allah (Tawheed)
- Prayer (Shalah)
- Fasting (Sawm)
- A surah from The Qur'an 1

#### Term 2:

- Alms-giving (Zakat)
- Pilgrimage (Hajj and Umrah)
- Story of a Noble Scholar: Imam Malik
- Story of Prophet Isa A.S.
- A surah from The Qur'an 2

#### Term 3:

- Story of Prophet Muhammad S.A.W.: Conquest of Mecca
- A rightly Guided Caliph: Umar bin Khattab R.A.
- Muslim Community
- A surah from The Qur'an 3

**ASSESSMENT TASKS:**

Students will complete a number of assessment tasks throughout the year, these will include:

- Practical test on basic Islamic rituals which include Wudu, Tayammum and Shalah.
- Quranic reading and memorisation test.
- Assessment task presentation
- Individual and group project
- Quizzes and Tests
- Examination

**CAREER PROSPECTS:**

Islamic Studies has become a subject of strategic importance in a multicultural society. It offers students a unique approach to all the major disciplines within the humanities. Islamic studies students will be prepared for further study in the humanities as well as for employment in state and local government, religious organizations, social agencies, teaching, business, and the arts.

**ENQUIRIES:** Mr Mohamad Ali Maskur

## CULTURAL STUDIES

### **OVERVIEW:**

PSHE education helps pupils to develop the knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and in adulthood.

By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, an effective PSHE programme can tackle barriers to learning, raise aspirations, and improve the life chances of the most vulnerable and disadvantaged pupils.

There is evidence to show that PSHE education can address teenage pregnancy, substance misuse, unhealthy eating, lack of physical activity, and emotional health. The skills and attributes developed through PSHE education are also shown to increase academic attainment and attendance rates.

### **DURATION:**

This is a compulsory subject that runs for the THREE terms.

### **KEY SKILLS:**

Students learn to:

- Develop confidence and responsibility and making the most of their abilities
- Preparing to play an active role as citizens
- Developing a healthy, safer lifestyle
- Developing good relationships and respecting the differences between people

### **TOPICS OF STUDY:**

#### **Term 1:**

- *A new school year*  
To reflect on the last school year and to think about targets for the one to come.
- *Future hopes*  
To focus on strengths and begin thinking about possible career choices for the future.
- *A part time job*  
To understand the laws relating to children working.  
To examine the reasons why young people work.
- *The nature of work*  
To examine the nature of work and the need for it in this century.
- *Boyfriends, girlfriends*  
To explore the reasons for having girlfriends and boyfriends and the pressures involved.
- *HIV and AIDS*  
To understand what HIV and AIDS are and the issue surrounding them.

- *High risk behaviour*  
To recognise behaviour those carries high risks and learn strategies for moving away from those kinds of behaviour.
- *Habits for a lifetime*  
To look at some of today's trend in eating habits.  
To examine the arguments for and against certain types of food.
- *Learning to relax*  
To examine the reasons why relaxation is an important part of healthy lifestyle.

### **Term 2:**

- *Mental health*  
To examine the nature and meaning of being mentally fit and understand some of the pressure affecting mental health.
- *Violence in the home*  
To examine the issue of violence in the home and explore strategies for dealing with it.
- *Problems in the family*  
To examine child abuse within the family and to look at the rights of children within this society.
- *A new member of the family*  
To understand the feelings and emotions that may arise when a new family member arrives.
- *Problems at work*  
To examine the effects of gender stereotyping and discrimination at work and develop strategies for dealing with these problems
- *Community-based voluntary groups*  
To understand the nature of community-based voluntary groups, and explore the benefits for individuals and communities.

### **Term 3:**

- *Regional differences*  
To consider the nature of regional differences and the implications of these.
- *The Commonwealth of Nations*  
To learn about the history, nature and function of the Commonwealth of Nations.
- *The World Health of Organisation*  
To find out about the aims and work of the World Health Organisation.
- *Teaching tomorrow's adult*  
To appreciate the work of UNICEF and consider its philosophy of empowering children.

- *Kicking out racism*  
To raise awareness of racism and develop strategies for combating it.

**ASSESSMENT TASKS:**

Students will complete a number of assessment tasks throughout the year, these will include:

- Writing folio
- Oral presentation
- Tests
- Examination

**ENQUIRIES:** Ms Azleen Zakaria