

MUTIARA INTERNATIONAL GRAMMAR SCHOOL



YEAR 9

CURRICULUM Handbook 2018/2019

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.

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:

No	Subject	Teacher	HOD
1	English	Josephine	Datin Christie
2	Mathematics	Cynthia	Raj
3	Science	Mahendran	Raj
4	ICT	Justin	Justin
5	Geography	Nisha	Justin
6	History	Nisha	Justin
7	Cultural Studies	Azleen	Justin
8	Art and Design	Nikolai	TBC
9	Drama	Fazli	TBC
10	Music	Mr V. J. Sanny	TBC
11	Malay Language	Azleen	Ali
12	Malaysian Studies	Mr VJ	Ali
13	Mandarin	Ms Wang	Ali
14	French	Dr Hocine	Ali
15	Arabic	Ali	Ali
16	Islamic Studies	Ali	Ali
17	Sejarah	Azleen	Ali
18	Malaysian History	Nisha	Ali
19	Business Studies	Justin	Justin

DESCRIPTION OF COMPULSORY LEARNING AREAS AND SUBJECTS

ENGLISH	
OVERVIEW	<p>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 imagine, explore and entertain, to inform, explain and describe, to persuade, argue and advise, to analyse, review and comment. Students learn sentence construction and punctuation, paragraphing and cohesion, Standard English and language variation.</p>
DURATION	<p>This is a compulsory subject that runs for the THREE terms, three hours per week.</p>
KEY SKILLS	<p>Students learn:</p> <ul style="list-style-type: none"> ● Research and study skills, reading for meaning, understanding the author’s craft and understand and the use made of rhetorical devices in a text. ● To analyse ways in which different cultural contexts and traditions have influenced language and style. ● Spell accurately all high-frequency words and new terms from all subject areas. ● Recognise layers of meaning in the writer’s choice of words, e.g. <i>connotation, implied meaning, different types of multiple meanings</i> ● Recognise how lines of thought are developed and signposted through the use of connectives, e.g. <i>nonetheless, consequently, furthermore</i> ● Identify the underlying themes, implications and issues raised by a talk, reading or programme ● Discuss and evaluate conflicting evidence to arrive at a considered viewpoint

<p>ASSESSMENT TASKS</p>	<p>Students will complete a number of assessment tasks throughout the year, these will include:</p> <ul style="list-style-type: none"> ● Reading tasks based on a variety of genres, poetry, prose and drama ● Writing a descriptive/narrative composition ● Writing a charity appeal letter ● Oral presentation through original oratory ● Examination: Midyear and End of year
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<p>TOPICS OF STUDY: ENGLISH</p>	
<p>Term 1</p>	<ul style="list-style-type: none"> ● Argument and discursive writing. Rhetorical devices, analysing writers’ stylistic effects. Practise using colons and semi-colons and spelling, revisit summarising and sequencing, discuss a poem and write a magazine article ● Argumentative and persuasive writing, ways of making language effective and emphatic, use of modal verbs. Students practise paraphrasing, summarising and identifying topic sentences. They argue a case, compare poems, and write an argument composition. ● Informative writing. Considering different kinds of content and style in informative, argumentative and discursive writing. Write a letter to a newspaper, a blog post and a news report, take part in a group discussion ● The role of argument in a range of prose, poetry and drama texts, and consider propaganda and satire. The writing tasks include a diary entry and a newspaper editorial

<p>Term 2</p>	<ul style="list-style-type: none"> ● Setting, pacing and structuring stories. Students look at style, collocations, character, suspense, prediction, and comparing stories with similar themes. They will write a review, plan a short story, and write a letter ● Role of choice in prose, poetry and drama. Students identify opposing arguments and persuasive devices, and distinguish fact from opinion. There is practice in commenting and comparing poems, writing and advertisement, providing and ending to a narrative, and writing a short story. ● Forming a view and practising persuasive techniques, looking at a range of non-fiction articles, a satirical poem and a drama extract. Students will transform information to argument, design a poster and a publicity flyer, present a dialogue, as well as report on a survey and refute an argument. ● Language of persuasion and pathos. Students will respond to a news story and a fiction story, a diary entry, an appeal letter, and informative articles. Students will look at more punctuation, vocabulary and grammar structures. Tasks include designing a poster, creating dialogue, collating material in texts, and writing a charity appeal letter.
<p>Term 3</p>	<ul style="list-style-type: none"> ● A news article, a brochure and short stories, and students practise the skills of predicting, continuing a narrative, inferring, comparing, hot seating, and identifying reader positioning and irony. They will design a poster and cartoon strip, and write a character sketch, a news report, a complaint letter and a short story. ● Informal versus formal language, prefixes, indirect speech and phrasal and prepositional verbs. Reader positioning and inferential reading are considered. Students compare poems, looking at their sound and imagery, and write a formal letter, a work journal, and a monologue. ● Prefixes, connectives, hyphens, direct and indirect speech, and idioms. Students will collate texts, make notes, do research, compose verse and draw a cartoon strip. They will write a biography, a leaflet, an account, a review and a news report. ● Facts versus opinions, bias, empathy, prediction, and sequencing of material. Students practise sentence structures, transitional adverbials, prefixes, hyphens, dashes, summary, and more phrasal verbs. The tasks are to script a news interview; take part in group discussion; write a news article; and an encyclopaedia entry; evaluate an argument; research and write a form report.

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: <ul style="list-style-type: none">● 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 nonroutine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.
ASSESSMENT TASKS	Students will complete a number of assessment tasks throughout the year, these will include: <ul style="list-style-type: none">● Practising questions● Online Maths (www.myimaths.com)● Mental maths● Presentation● Projects● Examination

TOPICS OF STUDY: MATHEMATICS

Term 1	<ul style="list-style-type: none">● Travel graphs● Working with numbers● Probability● Percentages● Ratio and proportion● Algebraic products● Algebraic factors● Organising and summarising data
Term 2	<ul style="list-style-type: none">● Formulae● Simultaneous equations● Quadratic equations● Graphs● Areas and volumes● Transformations● Similar figures
Term 3	<ul style="list-style-type: none">● Trigonometry: tangent of an angle● Sine and cosine of an angle● Problems in three dimensions● Geometry proof● Congruent triangles

SCIENCE

OVERVIEW	<p>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 as well as new technology. 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.</p>
DURATION	<p>Science is a compulsory subject that runs for the THREE terms.</p>
KEY SKILLS	<p>The national curriculum for science aims to ensure that all pupils:</p> <ul style="list-style-type: none">● 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.
ASSESSMENT TASKS	<p>Students will complete a number of assessment tasks throughout the year, these will include:</p> <ul style="list-style-type: none">● Mini-quizzes● Creative writing tasks● In class levelled tasks● Oral presentations● Tests● Examinations

TOPICS OF STUDY: SCIENCE

TERM 1

New technology in Biology -

- Genetics
- Inherited disorders
- Selective breeding
- Genetic engineering
- cloning

New technology in Chemistry -

- Nanoparticles,
- Cars pros and cons

New technology in Physics -

- Your Phone
- Your House
- Your Hospital

TERM 2

Turning points In Biology -

- Vaccines and Antibiotics

Turning Points In Chemistry -

- Atoms and The Periodic Table

Turning points in Physics -

- The Universe
- Big Bang
- Space crafts and Satellites
- Mission to the moon
- Radioactivity
- Electromagnetism

TERM 3

Detection in Biology -

- Microscopy
- Fingerprinting
- DNA
- Blood typing

Detection in Chemistry -

- Break In
- Smelly problem,
- Message in a bottle
- Blood alcohol

Detection in Physics -

- Planets
- Alien life
- Detecting position, messages and particles.

INFORMATION COMMUNICATION AND TECHNOLOGY

OVERVIEW	<p>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 of 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</p>
DURATION	<p>This is a compulsory subject that runs for the THREE terms.</p>
KEY SKILLS	<p>Students learn to:</p> <ul style="list-style-type: none">● Creating and editing podcasting● Listening, importing music files and making changes, recording sound using audacity● Using programming language (MSWLogo) to create amazing shapes● Using a spreadsheet simulation models● Create and design webpages using the stylesheet● Create database, reports and Interrogate data● Understand the use of graphics● Analyse and evaluate information● Designing the master slide in PowerPoint

ASSESSMENT TASKS:	<p>Students will complete a number of assessment tasks throughout the year, these will include:</p> <ul style="list-style-type: none"> ● Group Projects ● Individual Project ● Classwork ● Online Projects ● PowerPoint Presentation ● Tests ● Examination ● Analysing database
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TOPICS OF STUDY: INFORMATION COMMUNICATION AND TECHNOLOGY

Term 1	<ul style="list-style-type: none"> ● Podcasting ● Shape Recognition ● Theory
Term 2	<ul style="list-style-type: none"> ● Creating a Social Networking Website ● Working with Graphics ● Theory
Term 3	<ul style="list-style-type: none"> ● Crime Solving ● Creating a Wiki ● Theory

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: <ul style="list-style-type: none">● 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.
ASSESSMENT TASKS	Students will complete a number of assessment tasks throughout the year, these will include: <ul style="list-style-type: none">● Presentation of Case Studies● Project work● Fieldwork & Investigations● Small Scale Research● Map Interpretations

TOPICS OF STUDY: GEOGRAPHY

Term 1	<ul style="list-style-type: none">● Introduction to Physical & Human Geography● International Development● Earning A Living● Living off Earth's Resources
Term 2	<ul style="list-style-type: none">● Map Work – Topographical Maps● From Rock to Soil● Our Restless Planet
Term 3	<ul style="list-style-type: none">● Regional Study - Russia● Regional Study – The Middle East● Regional Study – ASEAN

HISTORY

OVERVIEW	<p>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.</p>
DURATION	<p>This is a compulsory subject that runs for the THREE terms</p>
KEY SKILLS	<p>Students develop:</p> <ul style="list-style-type: none">● 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.●
ASSESSMENT TASKS:	<p>Students will complete a number of assessment tasks throughout the year, these will include:</p> <ul style="list-style-type: none">● Fact Files, posters and newspaper articles● Projects● Student made videos● Oral presentation● Tests● Examination

TOPICS OF STUDY: HISTORY

Term 1	<ul style="list-style-type: none">● World War One● The Treaty of Versailles● Germany between the Wars and the Rise of Hitler
Term 2	<ul style="list-style-type: none">● USA in the 1920s● Roads to War – background to World War II● The Second World War
Term 3	<ul style="list-style-type: none">● The Korean War● The Vietnam War● The Malayan Emergency

BUSINESS STUDIES

OVERVIEW	<p>This course introduces students to each of the major areas of business: business operation, accounting, marketing, human resources, production, management, finance and entrepreneurship. This introductory course aims to ensure that all students acquire a general understanding of the role and nature of business, as they begin to develop management skills related to financial decision making and ethical business practice. The course will provide a strong foundation both for students who wish to pursue business studies in KS 4 (IGCSE).</p>
DURATION	<p>This is a compulsory subject that runs for the THREE terms</p>
KEY SKILLS	<p>The goals of the Year 9 business studies curriculum are to enable students to:</p> <ul style="list-style-type: none">• gain an understanding of business concepts through the study of subjects such as accounting, entrepreneurship, information and communication technology (ICT) and marketing.• develop the skills, including critical thinking skills, and strategies required to conduct research and inquiry and communicate findings accurately, ethically, and effectively;• apply the knowledge, skills, and attitudes acquired through the study of business to a variety of learning tasks and relate them to business phenomena on the local, national, and global levels;• develop lifelong learning skills that will help them adapt to technological advancements, the changing workplace, and the global economy.
ASSESSMENT TASKS:	<p>Students will complete a number of assessment tasks throughout the year, these will include:</p> <ul style="list-style-type: none">• Group Projects• Individual Project• Classwork• Online Projects• PowerPoint Presentation• Tests• Examination• Coursework

TOPICS OF STUDY: BUSINESS STUDIES

Term 1

BUSINESS AND ITS ENVIRONMENT

1. Consumers, suppliers, goods and services
2. Types of economy
3. Production
4. People involved in business activity
5. Business objectives
6. Sole traders
7. Partnerships
8. Private limited companies
9. Public limited companies

Term 2

MARKETING

1. Introduction to marketing principles and concepts
2. Market segmentation
3. Marketing mix
4. Purposes and methods of market research
5. Demand and supply
6. Advertising

PRODUCTION

1. Introduction to production principles and concepts
2. Production decisions
3. Productive efficiency
4. Methods of production
5. Lean production
6. Costs and revenue

Term 3

ACCOUNTING & FINANCE

1. Functions of business finance
2. Financial forecasting
3. Assets and liability
4. Profit and loss account
- 5.

In Term 3, students will be able to use the knowledge gained to complete coursework and prepare for a Market Day event in Term 3. Students will then aim to sell the product(s)/service(s) they have produced to friends, family, parents, members of the school and those attending on the day.

PHYSICAL EDUCATION

<p style="text-align: center;">OVERVIEW</p>	<p>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 as well as opening their minds more to the outside sporting world.</p>
<p style="text-align: center;">DURATION</p>	<p>This is a compulsory subject where students are given 2 lessons per week and runs for the THREE terms.</p>
<p style="text-align: center;">KEY SKILLS:</p>	<p>Students learn:</p> <ul style="list-style-type: none"> ● 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 it. ● About a variety of training methods and how they are suited to different needs. ● About the effects of exercise, and how they can have positive and negatives influences on our decisions. ● How to effectively analyse sporting performances. (This will include the use of technology). ● How role models have a positive and negative affect on the sporting world. ● About specific hormones that are related to exercise. ● About the major global sporting events, and how they affect the communities involved.
<p style="text-align: center;">ASSESSMENT TASKS:</p>	<p>Students will complete a number of assessment tasks throughout the year, these will include:</p> <ul style="list-style-type: none"> ● Practical assessments ● Subject essays ● Newspaper articles

	<ul style="list-style-type: none"> • Posters • Role plays • Video logs • Presentations • Examinations
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TOPICS OF STUDY: PHYSICAL EDUCATION

Term 1	<ul style="list-style-type: none"> • Netball • Hockey • Cross Country • Basketball • Health Related Fitness • Training methods • Effects of exercise on us
Term 2:	<ul style="list-style-type: none"> • CCA inter-house game preparation • Volleyball • Ultimate Frisbee • Athletics • Sports Analysis and Improvement • How the media affects performance
Term 3	<ul style="list-style-type: none"> • Cricket • Touch/Rugby • Softball • Gymnastics • Hormones in exercise • Global sporting events

ART AND DESIGN

OVERVIEW	<p>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.</p>
DURATION	<p>This is a compulsory subject that runs for the THREE terms.</p>
KEY SKILLS	<ul style="list-style-type: none">● Introduction to 3 dimensional creations● Anatomical experiments – Portraits, hand studies and animal drawings● Contemporary Art <p>:</p>
ASSESSMENT TASKS:	<ul style="list-style-type: none">● Termly tests are given to students● Teacher analyses the creativity of the students in a regular basis

TOPICS OF STUDY: ART AND DESIGN

1. 3D
2. History of Art
3. Anatomy

Term 1

- Sculpture
- History of Art - Realism

Term 2

- Anatomy – Human / Animals
- Live drawings – at the Zoo

Term 3

- History of Art – 20th Century and Post Modern
- Compositions based on research
- Termly tests are given to students
- Teacher analyses the creativity of the students in a regular basis

MUSIC

OVERVIEW	<p>In Year 9, the students will use their creativity in lyric writing and producing music using the software provided. Students will experiment the sound and genres they have learnt previously. They will use the knowledge from previous topics to create music of their own. Besides that, students will also learn how to create music for visual images. The students will experience how to create music based on the movement of the video.</p>
DURATION	<p>This is a compulsory subject that runs for the THREE terms</p>
KEY SKILLS	<p>Students learn to:</p> <ul style="list-style-type: none">● Lyric writing- expressing themselves into words● Experiment sounds● Use the correct term in music production● Synchronize the sound effects with the video● Used different sounds and instruments in their music
ASSESSMENT TASKS:	<ul style="list-style-type: none">● Quiz● Listening test● Singing test● Presentation

TOPIC OF STUDY: MUSIC

TOPIC OF STUDY: MUSIC	
Term 1	<ul style="list-style-type: none">● Lyric Writing
Term 2	<ul style="list-style-type: none">● Music Technology
Term 3	<ul style="list-style-type: none">● Jingle Music● Film Music

MALAY AS A FOREIGN LANGUAGE

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	<ul style="list-style-type: none">● 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.
ASSESSMENT TASKS	Students will complete a number of assessment tasks throughout the year, these will include: <ul style="list-style-type: none">● Reading Comprehension: Candidates read a number of texts and answer questions testing comprehension.● Speaking: Candidates complete role plays, a topic presentation/conversation and a general conversation.● Writing: Candidates respond in the target language to few tasks.●

TOPICS OF STUDY: MALAY AS A FOREIGN LANGUAGE

Term 1	<ul style="list-style-type: none">● Home town and geographical surroundings● Shopping● Public services● Natural environment● Weather● Finding the way● Meeting people
Term 2	<ul style="list-style-type: none">● Places and customs● Food and drink● Meeting people● Issues according to available resources and individual interest● Language at work● Holiday travel and transport● Geographical surroundings● Weather Places and customs● Travel and transport
Term 3	<ul style="list-style-type: none">● Further education and training● Future career plans● Employment● Communication

MALAYSIAN STUDIES

OVERVIEW	<p>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.</p>
DURATION	<p>This runs for the THREE academic terms.</p>
KEY SKILLS	<ul style="list-style-type: none"> ● 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.
ASSESSMENT TASKS:	<p>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.</p> <p>Students will complete a number of assessment tasks throughout the year, these will include:</p> <ul style="list-style-type: none"> ● 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 <p>Writing varying length pieces of work on a studied theme</p>

FRENCH

OVERVIEW	<p>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.</p>
DURATION	<p>This runs for the THREE academic terms.</p>
KEY SKILLS	<ul style="list-style-type: none">● 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.
ASSESSMENT TASKS:	<p>Students will complete a number of assessment tasks throughout the year, these will include:</p> <ul style="list-style-type: none">● 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.

TOPICS OF STUDY: FRENCH

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

Term 1	<ul style="list-style-type: none">● Identifying different French shops● Talking about shopping and what you can buy● Talking about transport, holiday destinations and what you want to buy
Term 2	<ul style="list-style-type: none">● Learn to talk about holidays with the family in the past tense● Learn to role play different scenarios around the theme of travel● Learn to express yourself in the past, present and future
Term 3	<ul style="list-style-type: none">● To communicate about fashion and free-time activities● To talk about healthy and unhealthy habits and health● To do a role play around the theme of fashion or health

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	<ul style="list-style-type: none">● 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.
ASSESSMENT TASKS:	Students will complete a number of assessment tasks throughout the year, these will include: <ul style="list-style-type: none">● 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.

TOPICS OF STUDY: MANDARIN

Term 1	<ul style="list-style-type: none">● Learn to talk about appearance, personality● Role play such as occupations● Talk about household chores
Term 2	<ul style="list-style-type: none">● Learn about pets● Talk about schools, examinations and school events● Talk about delicious food
Term 3	<ul style="list-style-type: none">● Learn about festivals● Learn to order food in restaurant● Role play such as travelling● Learn about accidents

ARABIC

OVERVIEW	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. 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.
DURATION	This runs for the THREE academic terms.
KEY SKILLS	<ul style="list-style-type: none">● 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.
ASSESSMENT TASKS	Students will complete a number of assessment tasks throughout the year, these will include: <ul style="list-style-type: none">● 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.

TOPICS OF STUDY: ARABIC

Term 1	<ul style="list-style-type: none">● Reading and Listening: My bedroom● Arabic Grammar: (comparative and superlative degrees of the adjective, types of sentence, numbers, present and past tenses)● Vocabularies: Furniture
Term 2	<ul style="list-style-type: none">● Reading and Listening: Countries and capitals● The Arabic Vocabularies: Fruits, animals, food and drink● Conversation: Daily routine
Term 3	<ul style="list-style-type: none">● Reading and Creative writing: “living in the village”● Weather and seasons● Grammar: relative pronouns (plural, singular, dual, feminine and masculine)

ISLAMIC STUDIES

OVERVIEW	<p>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 individuals who live harmoniously with nature (flora and fauna).</p>
DURATION	<p>This subject runs for the THREE academic terms.</p>
KEY SKILLS	<p>Students learn to:</p> <ul style="list-style-type: none"> ● 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 Thaharah (rituals of purification), Wudhu (ablution), Shalah (daily prayers), observing the Sawm (fasting) and Hajj (pilgrimage).
ASSESSMENT TASKS:	<p>Students will complete a number of assessment tasks throughout the year, these will include:</p> <ul style="list-style-type: none"> ● 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

TOPICS OF STUDY: ISLAMIC STUDIES

Term 1	<ul style="list-style-type: none">● Islam and human life● Man in the universe● Articles of faith in Islam● A surah from The Qur'an 1
Term 2	<ul style="list-style-type: none">● Prophethood In Islam● Faith in Practice● Story of a Noble Scholar: Imam Shafi'i● Story of Prophet Muhammad S.A.W.: Life at Makkah● A surah from The Qur'an 2
Term 3	<ul style="list-style-type: none">● Story of Prophet Muhammad S.A.W.: Life at Madinah● Da'wah: Preaching of Islam● Sholat Maktubah (compulsory prayer)● The treatment of other communities● A surah from The Qur'an 3

CULTURAL STUDIES

OVERVIEW	<p>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.</p> <p>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.</p> <p>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.</p>
DURATION	<p>This is a compulsory subject that runs for the THREE terms.</p>
KEY SKILLS	<p>Students learn to:</p> <ul style="list-style-type: none">● 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
ASSESSMENT TASKS:	<p>Students will complete a number of assessment tasks throughout the year, these will include:</p> <ul style="list-style-type: none">● Writing folio● Oral presentation● Tests● Examination

TOPICS OF STUDY: CULTURAL STUDIES

Term 1

- *Moving forward*

To look at the successes and failures of the previous year

To think about the coming year.

- *Which Subjects*

To begin to think about curriculum choices for next year.

- *Which Job*

To relate job opportunities to personal skills, strengths and aptitudes.

- *Getting help with your future*

To understand the role of personal advisers and how they can help young people.

- *Target setting and career plans*

To appreciate the importance of target setting and developing flexible career plans.

- *Understanding HIV and AIDS*

To gain and understanding of HIV and AIDS, and the issues surrounding them.

- *A growing concern*

To look at teenage suicide and suicide attempts.

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*

	<p>To examine the issue of violence in the home and explore strategies for dealing with it.</p> <ul style="list-style-type: none"> ● <i>Problems in the family</i> To examine child abuse within the family and to look at the rights of children within this society. ● <i>A new member of the family</i> To understand the feelings and emotions that may arise when a new family member arrives. ● <i>Problems at work</i> To examine the effects of gender stereotyping and discrimination at work and develop strategies for dealing with these problems ● <i>Community-based voluntary groups</i> To understand the nature of community-based voluntary groups, and explore the benefits for individuals and communities.
<p>Term 3</p>	<ul style="list-style-type: none"> ● <i>How can I help?</i> To look at ways in which you, as a citizen, can make a valuable contribution to your school, neighbourhood and wider communities. ● <i>Refugees</i> To understand and appreciate what it means to be a refugee. ● <i>A global community-environmental and social</i> To examine the implications of the world as an interdependent community in environmental and social terms. ● <i>Being Involved</i> To explore the benefits of active involvement with school and local communities. ● <i>Finances and local government</i> To understand how local councils are financed and how their money is spent. ● <i>Juvenile Court</i> To learn about the juvenile justice system.