

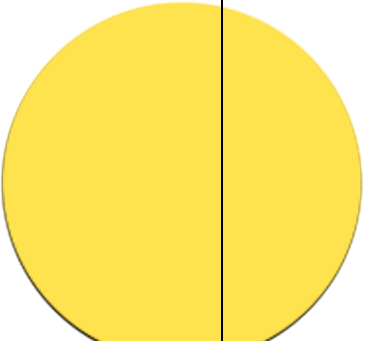


Straits International School Rawang
Curriculum Overview
Year 10 Autumn Term 2.2 2024/2025

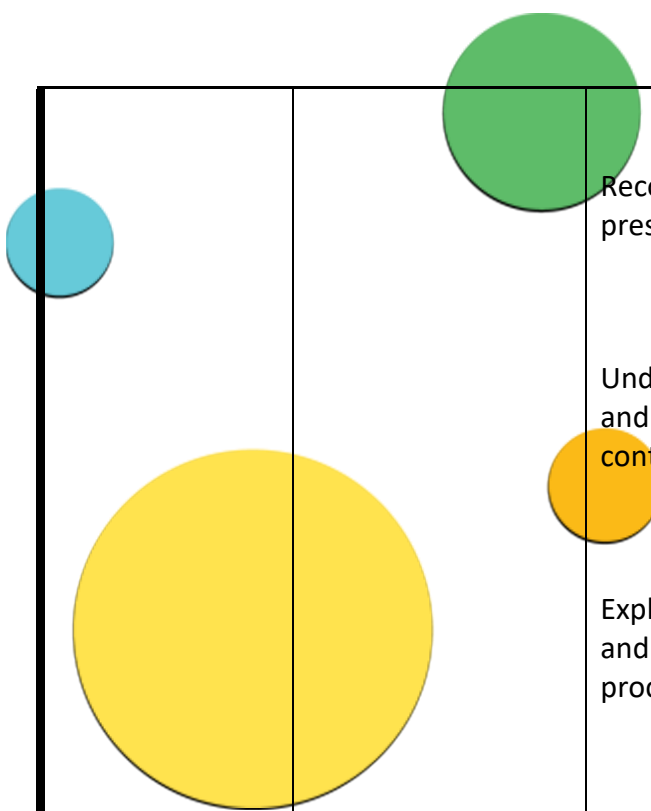
| Term 2.2 | What are we learning? | What KUS will we gain? | What will excellence look like? |
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| Mathematics | Understanding Measurement (Chapter 13) Managing money (Chapter 17) Ratio, rate & proportion (Chapter 21) | <p>For Understanding Measurement, students should convert between metric and imperial units, calculate perimeter, area, surface area, and volume, and apply upper and lower bounds in accuracy problems.</p> <p>For Managing Money, they should understand interest (simple and compound), budgeting, tax, and financial planning, while interpreting real-life financial contexts like loans and best-value comparisons.</p> <p>For Ratio, Rate & Proportion, students should simplify ratios, solve problems involving direct and inverse proportion, work with unit rates, and apply proportional reasoning to real-world contexts like recipes, speed, and scale diagrams.</p> | <p>Excellence in Understanding Measurement means confidently solving complex problems involving unit conversions, bounds, and 3D measurements, justifying accuracy in real-world contexts.</p> <p>In Managing Money, it involves making informed financial decisions using compound interest, tax calculations, and cost comparisons, demonstrating clear reasoning in multi-step problems.</p> <p>For Ratio, Rate & Proportion, excellence is shown by solving advanced proportional reasoning problems, applying inverse and direct proportion fluently, and justifying solutions in real-life contexts like finance, science, and engineering.</p> |

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| How will this be assessed? | | Mental Maths, Quiz, Sparx Maths, End of the Term Exam | |
| Additional Mathematics | Unit 7 Coordinate Geometry of the circle | Students will learn how to solve questions involving the midpoints and length of a line segment. Use the condition for two lines to be parallel or perpendicular, Interpret the equation of a straight line-line graphs in the form $y=mx+c$, transform given relationships, to straight line form and hence determine unknown constants by calculating the gradient or intercept of transformed graph, understand that the equation of circle represent the circle with centre and radius, use algebraic methods to solve problems involving lines and circles. | Students confidently apply coordinate geometry concepts to solve complex problems. They accurately determine midpoints and lengths of line segments and use conditions for parallel and perpendicular. They interpret and manipulate straight-line equations in the form $y=mx+c$, transforming relationships to linear form to find unknown constants. They understand that a circle's equation defines its centre and radius and apply algebraic methods to solve problems involving lines and circles. Mastery involves precision, logical reasoning, and the ability to connect algebraic and geometric principles to solve real-world problems efficiently. |
| | Unit 8 Circular Measure | | |
| How will this be assessed? | | Class discussions and major assessment | |
| First Language English | Unit 4 - "All the World's a Stage" | Students will demonstrate a comprehensive understanding of literary texts by recognizing explicit and implicit meanings, attitudes, and contexts. They will analyze, evaluate, and develop facts, ideas, and opinions with appropriate textual support. By appreciating how writers use | Excellence looks like: Demonstrating strong reading skills, being able to understand both implicit and explicit meanings clearly, selecting relevant information and demonstrating an understanding of the effects of techniques used by writers. Students will also be able |

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| | | <p>language, structure, and form to create effects and influence readers, students will explore texts beyond surface meanings to show deeper awareness of ideas and attitudes. They will also select and use information for specific purposes, demonstrating how writers achieve their intended effects.</p> <p>In writing, students will articulate experiences and express thoughts, feelings, and imaginations effectively. They will organize and structure ideas and opinions for deliberate effect, using a range of vocabulary and sentence structures appropriate to the context. By employing the correct register and making accurate use of spelling, punctuation, and grammar, students will communicate a sensitive and informed personal response to literary texts. This approach will help them craft well-structured and impactful written pieces.</p> | <p>to demonstrate competent writing skills, considering how to organise their writing to be most effective, using language, register and structure for effect, and using SPaG accurately at all times.</p> |
| <p>How will this be assessed?</p> | | <p>Exam-style questions (formative & major assessments)</p> | |
| <p>Literature in English</p> | <p>Drama study – Paper 3 – A Midsummer Night’s Dream</p> | <p>Students will show detailed knowledge of the content of literary texts in the three main forms (drama), supported by references to the text. They will understand the meanings of literary texts and their contexts, exploring texts beyond</p> | <p>Excellence looks like: Consistently writing perceptive, evaluative and analytical essays which delve deeply into the studied text. Students will be able to show a clear</p> |

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|    | | <p>Vocabulary & Language Structures: Curriculum, assessment, lifelong learning, traditional vs. modern education, online learning.</p> <p>Listening & Speaking: Comparing education systems, discussing the role of technology in learning, debating school policies.</p> <p>Reading & Writing: Analyzing educational texts, writing argumentative essays and reports.</p> <p>Grammar Focus: Modals for possibility and necessity ("Schools should focus on..."), conditionals ("If exams were optional..."), passive voice ("Education is valued worldwide").</p> | <p>Deep Understanding: Comparing and analyzing different education systems and trends.</p> <p>Clear and Engaging Writing: Using persuasive techniques and well-organized ideas.</p> <p>Confident Speaking: Presenting ideas fluently with evidence and examples.</p> |
| <p>How will this be assessed?</p> | | <p>Formative: Vocabulary quizzes, role-plays, class discussions, discussions on education trends, listening activities.</p> | |
| <p>English as an Additional Language (EAL)</p> | <p>Unit 4 - Education</p> | <p>In this unit, students will explore the theme of education through speaking, listening, reading, and writing activities. They will discuss different school subjects and engage in conversations about their experiences in school. Through listening exercises, they will identify key details in a longer spoken text about school-related topics and respond to statements about studying. Students will expand their grammar knowledge by learning</p> | <p>Students will confidently discuss different school subjects, sharing well-structured thoughts and personal experiences with clarity and detail. They will demonstrate strong listening skills by accurately identifying key details in a longer spoken text about school topics and providing insightful comments on statements about studying. Their understanding of grammar will be evident through precise use of different types of nouns to describe school themes</p> |

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| | | <p>different types of nouns to describe school themes and mastering the use of apostrophes for possession. Finally, they will apply their learning by writing about their own school experiences, strengthening their ability to express ideas clearly and accurately.</p> | <p>and correct application of apostrophes for possession in both speech and writing. When writing about their school experiences, they will produce well-organized, engaging, and grammatically accurate pieces that effectively convey their ideas. Their ability to express themselves fluently and thoughtfully across all language skills will reflect a deep understanding of the topic and mastery of key learning objectives.</p> |
| <p>How will this be assessed?</p> | | <p>Formative assessments, worksheets, presentations, Quiz and group work.</p> | |
| <p>Combined Science</p> | <p>P2 Thermal Physics</p> | <p>Students will be able to:</p> <p><u>Knowledge</u></p> <p>Understand the properties and particle arrangements of solids, liquids, and gases.</p> <p>Identify processes such as melting, boiling, evaporation, freezing, condensation, and sublimation.</p> <p>Define the kinetic particle model</p> | <p>Students will excel in:</p> <p>Critical Thinking and Problem Solving</p> <p>Recognizing and correcting common errors in practical or theoretical work, such as misidentifying factors affecting heat transfer.</p> <p>Providing innovative explanations for anomalies in experiments, linking findings to broader scientific principles.</p> <p>Application of Knowledge</p> |



Recognize the relationships between gas pressure, volume, and temperature

Understand thermal expansion in solids, liquids, and gases, and its applications in real-life contexts.

Explain heat transfer by conduction, convection, and radiation, including factors that affect each process.

Understand the consequences of thermal energy transfer, such as energy loss in systems and its role in environmental and engineering contexts.

Understanding

Relate temperature to the average kinetic energy of particles and describe how temperature affects gas behavior.

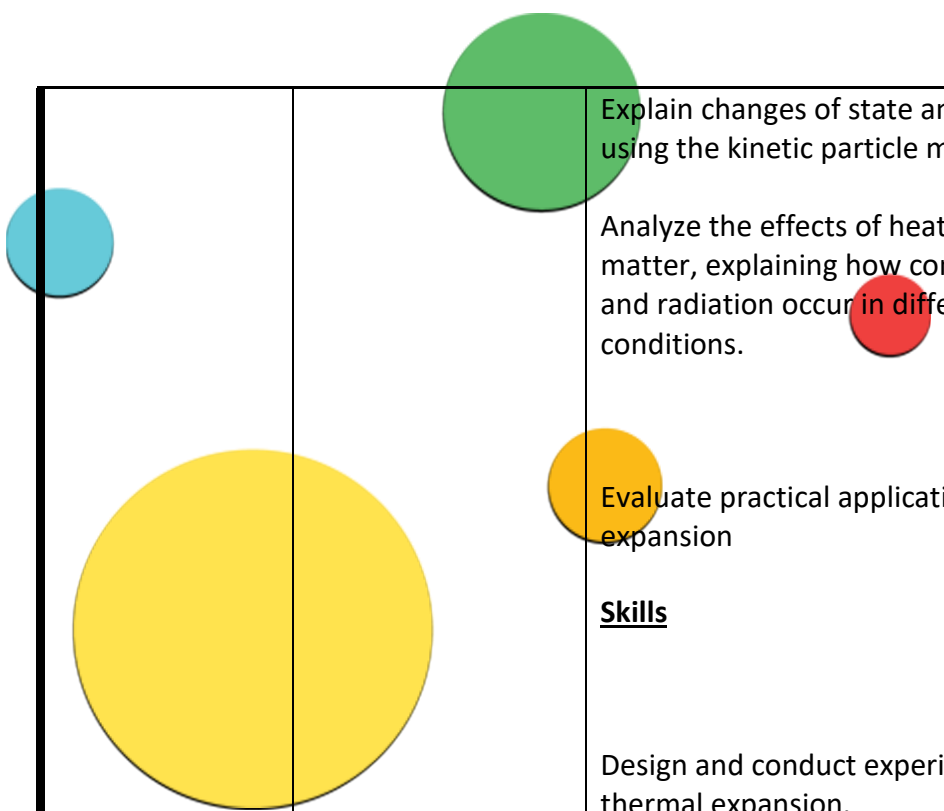
Applying thermal physics to diverse, real-life scenarios, such as using air conditioner or heater

Explaining the role of thermal physics in environmental issues, like global warming or renewable energy systems.

Practical Excellence

Designing experiments to investigate complex phenomena (e.g., measuring heat conductivity in different metals).

Collecting and analyzing data meticulously, using appropriate graphical methods to present trends or draw meaningful conclusions.



Explain changes of state and thermal expansion using the kinetic particle model.

Analyze the effects of heat energy transfer on matter, explaining how conduction, convection, and radiation occur in different materials and conditions.

Evaluate practical applications of thermal expansion

Skills

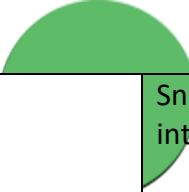
Design and conduct experiments to observe thermal expansion.

Analyze data to describe relationships, trends, and anomalies, such as the relationship between gas pressure and temperature.

Construct and interpret diagrams, graphs, and models to represent processes like conduction, convection currents, and radiation.


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| How will this be assessed? | | Quiz, presentation, group work and minor assessment | |
| Biology | Plant Transport Animal Transport | Students will gain a comprehensive understanding of transport systems in both plants and animals, exploring how essential substances such as water, minerals, and nutrients are distributed. They will learn about key processes including transpiration, translocation, diffusion, osmosis, and active transport, as well as the roles of vascular tissues (xylem and phloem) and circulatory structures (heart, blood vessels, and blood components). Skills in data analysis, interpreting experimental results, and evaluating physiological adaptations will be developed through investigations such as measuring transpiration rates and analysing cardiac cycle data. | Excellence will be demonstrated through a thorough and interconnected understanding of plant and animal transport mechanisms, with students confidently applying knowledge across different biological contexts. They will accurately explain structural adaptations in vascular and circulatory systems, critically analyse experimental and real-world data, and use precise scientific terminology. High-level responses will also include comparative discussions on the efficiency and evolution of transport systems in different organisms. |
| How will this be assessed? | | Assessment will include a combination of written and practical evaluations, testing theoretical understanding and application skills. Students will answer multiple-choice, short-answer, and extended-response questions on transport processes, structures, and their functions. Practical assessments may involve designing and conducting experiments such as investigating transpiration rates in plants or measuring blood pressure responses in humans. Data analysis and case studies will also be used to assess their ability to interpret and evaluate scientific findings. | |
| Chemistry | Electrolysis Redox reactions | Students will develop a strong understanding of electrolysis and redox reactions, learning how electrons are transferred in oxidation and reduction processes. They will explore how electrolysis is used in industry, the role of electrodes and electrolytes, and how redox | Excellence will be demonstrated by a deep conceptual understanding of electrolysis and redox reactions, with students able to confidently apply principles to real-world applications such as electroplating, extraction of metals, and fuel cells. They will construct and balance complex redox equations with accuracy, evaluate experimental data critically, and explain the |

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| | | <p>reactions underpin key chemical processes such as displacement reactions, corrosion, and energy production in cells. Skills will include writing half-equations, predicting products of electrolysis, balancing redox equations, and analysing practical results from electrolysis and redox experiments.</p> | <p>interdependence of oxidation and reduction processes using precise chemical terminology. High-achieving students will also draw connections between electrochemical reactions and their industrial or environmental significance.</p> |
| <p>How will this be assessed?</p> | | <p>Assessment will involve a combination of written and practical tasks, including structured questions, multiple-choice, and extended-response questions on electrolysis and redox principles. Practical assessments may require students to conduct and analyse electrolysis experiments, write balanced redox equations, and interpret observations from displacement and corrosion reactions. Data analysis exercises and case studies on industrial applications will further test students' ability to apply theoretical knowledge to real-world contexts.</p> | |
| <p>Physics</p> | <p>P3 Waves</p> | <p><u>Knowledge</u></p> <p>Students will learn:</p> <p>The general properties of waves, including definitions of transverse and longitudinal waves, wave terms (wavelength, frequency, amplitude, speed, and period), and the wave equation $v=f\lambda$</p> <p>The laws of reflection, including how light reflects off smooth and rough surfaces, and the characteristics of images in plane mirrors.</p> <p>The principles of refraction, including how light bends when passing between different media,</p> | <p>Students will excel in:</p> <ul style="list-style-type: none"> • Mastery of wave concepts, applying them fluently to solve problems and explain real-world applications. • Accurate and well-structured ray diagrams predicting image characteristics correctly. • Precise experimental work with reliable data, clear analysis, and justified conclusions. • Confident use of equations and scientific reasoning to explain wave behavior. • Clear, logical, and concise communication of ideas using appropriate scientific terminology. |




Snell's Law, and critical angle leading to total internal reflection.

The **construction of ray diagrams** for concave and convex lenses, and the formation of real and virtual images.



The **dispersion of light**, including how different wavelengths of light refract by different amounts, forming a spectrum.



Understanding

Students will:

Explain how waves transfer energy without transferring matter.

Differentiate between mechanical and electromagnetic waves and their applications.

Predict how changing wave properties (frequency, wavelength) affects wave behavior in different media.

Analyze how reflection and refraction occur at boundaries between two media using ray diagrams.

Explain how lenses form images based on their focal length and object position.

Describe how dispersion occurs due to variation in refractive index for different wavelengths.

Skills

Students will develop:

Analytical and Problem-Solving Skills

- a. Apply the wave equation $v=f\lambda$ to solve numerical problems.
- b. Calculate angles of reflection and refraction using Snell's Law.
- c. Analyze ray diagrams to determine image characteristics (size, position, type).

Practical and Experimental Skills

- d. Measure wave properties using ripple tanks and oscilloscope experiments.
- e. Perform reflection and refraction experiments, recording angles and analyzing results.
- f. Use convex and concave lenses to form images and determine focal length.

- g. Investigate dispersion using a prism and record observations of the visible spectrum.

Graphical and Diagrammatic Skills

- h. Construct and interpret wavefront diagrams for different wave behaviors.
- i. Draw accurate ray diagrams for mirrors and lenses.
- j. Sketch and analyze the dispersion of white light through a prism.

Communication and Evaluation Skills

- k. Explain wave behavior clearly using appropriate scientific terminology.
- l. Evaluate experimental results, considering sources of error and improvements.
- m. Interpret and explain real-world applications of wave phenomena, such as optical instruments, fiber optics, and the formation of rainbows.

How will this be assessed?

Quiz, presentation, group work and minor assessment

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| History | Chapter 6: How far was the USSR able to exert its influence over the eastern bloc from the end of World War Two until 1989? | <p>In this chapter, students will learn about the USSR's influence over Eastern Bloc states from 1945 to 1989, focusing on how the Soviet Union maintained control through political pressure, military intervention, and economic policies. They will examine key events such as the establishment of communist governments, the role of Cominform and Comecon, and uprisings like the Hungarian Revolution (1956) and the Prague Spring (1968), analyzing how these were suppressed by Soviet forces. Students will also explore the impact of the Brezhnev Doctrine, the rise of Solidarity in Poland, and how Gorbachev's reforms (glasnost and perestroika) led to the weakening of Soviet control, ultimately resulting in the collapse of communist regimes and the end of the Cold War. Through this, students will develop critical thinking skills by evaluating the USSR's motivations, the effectiveness of its policies, and the long-term consequences for Eastern Europe.</p> | <p>Excellence in this chapter will be demonstrated by students who can clearly explain and analyze how the USSR maintained control over Eastern Bloc states from 1945 to 1989, using key events and historical evidence to support their arguments. They will critically evaluate Soviet policies, such as the Brezhnev Doctrine, and assess the impact of resistance movements like the Hungarian Uprising (1956), Prague Spring (1968), and Solidarity in Poland, explaining why some were suppressed while others contributed to the collapse of Soviet influence. Mastery will also include the ability to interpret primary sources, such as Soviet speeches and protest accounts, and draw connections between Gorbachev's reforms, the fall of the Eastern Bloc, and the end of the Cold War, demonstrating a deep understanding of the period's historical significance.</p> |
| How will this be assessed? | | Exam style questioning. | |
| Business Studies | People in business | <p>Know how to communicate clearly and effectively in different situations. Understand how to identify and overcome barriers to communication. Gain insight into how businesses find and select the best candidates for a job. Recognise how training helps employees grow and succeed in their roles. Understand different</p> | <p>Clearly conveying information and actively listening in various contexts. Effectively addressing and overcoming communication barriers. Conducting and participating in job interviews with confidence and competence. Creating and delivering effective training programs. Inspiring and motivating others to achieve their best. Applying what they've learned in</p> |

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| | | techniques to keep employees motivated and engaged. | real-life scenarios, such as school projects, role-playing exercises, or internships. |
| How will this be assessed? | | Major assessment, worksheets, group projects. | |
| Economics | Business Economics | Know how businesses can manage costs effectively as they grow and the challenges they might face. Understand how different market structures (competitive markets, monopolies, oligopolies) affect prices, competition, and consumer choice. Recognise the impact of market power on consumers and the economy. Understand the factors that influence employment and wages in the labor market. | Effectively analysing how different market structures affect businesses and consumers. Evaluating the pros and cons of economies and diseconomies of scale. Identifying and addressing challenges faced by businesses in various market structures. Clearly understanding and applying key economic concepts to real-world situations. Explaining complex economic concepts in a clear and understandable way. Applying what they've learned in real-life scenarios, such as class projects, case studies, or simulations. |
| How will this be assessed? | | Major assessment, worksheets, group projects. | |
| Travel & Tourism | Unit 3 – Travel & Tourism Organisations | <p>KNOWLEDGE</p> <p>The role of tourism organisations, their sustainable practices, the products and services they provide and their appeal; ways travel and tourism organisations work together; different types of transport and their appeal; sustainable</p> | <p>Excellence looks like:</p> <p>Being able to approach exam-style questions on any of the topics covered in the Unit with confidence. Ability to apply existing knowledge to new case studies and settings, answering in detail. Ability to consistently</p> |

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| | | <p>developments within travel and transport; domestic and international travel and transport infrastructure.</p> <p>SKILLS Learning how to approach exam-style questions focusing on each of the assessment objectives – knowledge & understanding of the main definitions & concepts; application of knowledge to new situations (e.g. case studies); analysis & evaluation.</p> | <p>achieve 6 marks on the longer-answer exam questions, in which students use the relevant structure to demonstrate understanding, analysis and evaluation. Excellent students will be deeply evaluative and able to make suggestions and recommendations within their answers.</p> |
| <p>How will this be assessed?</p> | | <p>Exam-style questions (major & formative assessments)</p> | |
| <p>Global Perspectives</p> | <p>Group Project</p> | <p>In this stage, students will learn how to effectively collaborate, research, and structure their Group Project by applying key skills in critical thinking, problem-solving, and communication. They will explore how to define a global issue, develop a clear research question, and ensure their project includes multiple perspectives, considering social, economic, political, and environmental factors. Students will also practice organizing their ideas, assigning roles within the group, and outlining their research methods, including gathering reliable sources and analyzing evidence. By the end of this stage, they will understand how to draft a structured and coherent project plan, setting clear objectives and timelines to ensure a successful final submission.</p> | <p>Excellence in this stage will be shown by students who can clearly define their global issue, develop a well-structured research question, and outline a detailed, realistic project plan with clear objectives and timelines. They will demonstrate strong teamwork and communication, ensuring that roles and responsibilities are effectively distributed. High-achieving students will also show critical thinking by considering multiple perspectives (social, economic, political, environmental) and selecting reliable, well-researched sources to support their arguments. Their draft will be well-organized, with a logical flow of ideas, setting a solid foundation for the final project.</p> |

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| <p>How will this be assessed?</p> | <p>Discourses and guided teamwork</p> | |
| <p>ICT</p> | <p>Chapter 5: Effects of using ICT Chapter 19: Presentation (Practical)</p> | <p>Knowledge: Understanding how to create effective digital presentations. Use of Master slides. Understanding how ICT influences communication, business, education, employment, and daily life.</p> <p>Skill: Designing engaging presentations using multimedia elements Evaluating the positive and negative effects of ICT, including efficiency, security risks, and social implications.</p> <p>Understanding: The role of ICT in communication, productivity, and ethical considerations, including security and digital well-being.</p> <p>The ethical, legal, and societal impact of ICT, such as privacy concerns.</p> <p>Creating well-structured, visually appealing presentations with appropriate effects while demonstrating a critical awareness of ICT's impact on modern life.</p> <p>Demonstrating critical thinking in assessing ICT's role in society, proposing balanced solutions to challenges, and effectively communicating these insights.</p> |
| <p>How will this be assessed?</p> | <p>Assessments and exam style questioning.</p> | |

Malay Language

Unit 24: Kehidupan
dan Percutian di
Luar Negara
(*Living and Going
on Holidays Abroad*)

Knowledge:

Understanding different cultures, customs, and lifestyles in other countries.

Learning vocabulary and expressions related to travel, accommodation, and international experiences.

Understanding and applying **Kata Pameri** (*ialah, adalah*) in descriptive and explanatory sentences.

Understanding:

Comparing and contrasting daily life in different countries.

Understanding the benefits and challenges of traveling and living abroad.

Knowing how **Kata Pameri** is used to define or describe concepts in relation to travel experiences.

Skills:

Reading and comprehending travel-related texts (e.g., brochures, itineraries, travel blogs).

Writing travel journals, itineraries, or formal letters related to traveling abroad.

Using rich and precise vocabulary, including Kata Pameri, to explain and describe travel experiences accurately.

Expressing opinions confidently with strong supporting details in spoken and written responses.

Writing coherent and engaging travel-related content with correct application of Kata Pameri.

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| | | Using Kata Pemer (<i>ialah</i> for definitions and <i>adalah</i> for explanations) correctly in written and spoken tasks. | |
| How will this be assessed? | | Speaking Assessments, Written Tasks, Comprehension Tests, Class Discussions | |
| Mandarin | <p>Foreign Language: Travel Experience and Planning a Trip</p> <p>中文第二语言: 運動与健身 电影与媒体</p> <p>中文第一语言: 环境与人</p> | <p>In the <i>picravel Experience and Planning a Trip</i>," students will learn key travel-related vocabulary, such as transportation, accommodation, and activities, along with useful phrases for making bookings, asking for directions, and more. They will understand how to describe past travel experiences using the past tense and plan future trips using the future tense or modal verbs. Students will explore cultural knowledge, like famous landmarks and travel etiquette, while developing practical skills, such as creating itineraries, budgeting, and solving travel problems. This topic also helps students improve communication by sharing travel stories and expressing preferences, while fostering research, organization, and collaboration skills for planning trips effectively.</p> <p>第二语言: 学生将学习与运动和健身相关的词汇, 如运动名称 (足球、篮球等)、健身房设备和健康术语; 掌握用汉语描述运动习惯、制定健身计划以及给出健康建议的技能。他们将</p> | <p>An excellent student in the topic "Travel Experience and Planning a Trip" will confidently use a wide range of travel-related vocabulary and phrases in both speaking and writing. They will accurately describe past travel experiences and fluently express future travel plans with clear grammar. Their trip plans will be detailed, well-organized, and creative, showing thoughtful budgeting, itinerary planning, and consideration of cultural factors. They will actively participate in discussions, share unique travel stories, and ask insightful questions. Additionally, they will demonstrate strong problem-solving skills by handling hypothetical travel challenges effectively and working well with others when collaborating on group activities.</p> <p>第二语言: 在运动与健身的主题中, 表现优秀的学生能够流利地使用运动和健身相关的词汇, 清晰地描述自己喜欢的运动和健身活动, 能够制定合理的健身计划并分享健康的生活方式。他们不仅能准确</p> |

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| | | <p>了解运动对身体和心理健康的好处，并学习用简单的语法表达比较（如跑步比游泳更累）和建议（如你应该多锻炼）。学生将学习与电影和媒体相关的词汇，如导演、演员、特效等，掌握描述电影类型和表达观后感的语言能力。他们将了解电影和媒体对社会文化的影响，学习写简单的电影评价，并能讨论社交媒体如何改变人们的生活和思维方式。</p> <p>第一语言：在本单元中，学生通过阅读文章了解环境与个人紧密联系且互相影响，探讨与社会环境有关的课题。</p> | <p>运用语法，还能积极参与课堂讨论，提出有见地的问题，并给出实际的健康建议。</p> <p>在电影与媒体的主题中，优秀的学生能够用流利的中文表达自己对电影的看法和感受，能够清楚地分析电影情节和人物。他们能够写出有深度的电影评论，并讨论媒体对社会和个人的影响，展示出对电影和媒体的广泛理解和独立思考能力。</p> <p>第一语言：学生在理解了不同的社会环境现象后能够对相关课题进行讨论，有条理地发表自己的想法，并以正确的写作手法书写出自己对课题的看法。此外，学生能够理解文言文的内容，并根据文章回答问题。</p> |
| How will this be assessed? | | Homework, Worksheet, Assessment and Q&A | |
| Art & Design | Prep1&2 | <p>In this unit, students will continue their research while experimenting with mixed media and techniques tailored to their subject matters, enhancing their artistic expression. They can incorporate various materials such as collage elements, textured layers, and digital illustrations combined with traditional painting to create layered, dynamic works. Techniques like blending ink and watercolor, combining photography with</p> | <p>Students will manifest through originality, technical skill, and thorough research, showcasing students' unique voices and perspectives in their artwork. Mastery of various mixed media and techniques will be evident as students skillfully combine drawing, painting, and collage to create visually compelling pieces. They will document their creative processes and engage in thoughtful self-assessment, demonstrating the ability to analyze and reflect on</p> |

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| | | <p>painting, or integrating sculpture into two-dimensional art will encourage creativity and personal expression. By exploring these diverse methods, students will develop their skills in planning and refining their subject matters.</p> | <p>their work. Final outcomes will be presented professionally, with attention to composition and detail, while also exhibiting creativity and innovation through inventive combinations of techniques and materials.</p> |
| <p>How will this be assessed?</p> | | <p>Formative Assessment: Regular sketchbook checks to track the development of ideas, research, and exploration. Feedback on experimentation with materials and initial designs. Summative Assessment: Assessment of the outcome based on creativity, technical skill, and originality. Evaluation of the development process, from initial research to final presentation. Judgement of how well students meet the IGCSE criteria, including use of media, composition, and personal response.</p> | |
| <p>Music</p> | <p>Baroque Music II</p> | <p>Students will deepen their exploration of Baroque instrumental music, focusing on the solo concerto, concerto grosso, suite, and fugue. They will analyse key works by composers like Vivaldi, Bach, and Handel, examining features such as counterpoint, ornamentation, and basso continuo. Students will also investigate typical performance practices, including improvisation and ornamentation techniques like trills and mordents. By applying these concepts in their own compositions and performances, students will gain a comprehensive understanding of the Baroque style and its influence on later musical periods.</p> | <p>Excellence in this unit will be demonstrated by students' ability to analyze and identify the key features of Baroque music, such as ornamentation, and basso continuo, within works by composers like Vivaldi, Bach, and Handel. Students will showcase a strong understanding of typical performance practices, including the use of improvisation and ornamentation techniques like trills and mordents. Additionally, excellence will be reflected in their ability to apply these concepts creatively in their own compositions and performances, showing a comprehensive grasp of the Baroque style and its impact on later musical periods.</p> |

How will this be assessed?

PE

Healthy living,
Water Polo or
Fitness

Healthy living

Teamwork, communication, decision making, spatial awareness

Water Polo

Students will develop fundamental water polo skills, including accurate passing, shooting with power and precision, and strategic gameplay. They will learn how to move efficiently in the water, communicate with teammates, and make quick decisions under pressure. These skills will enhance their endurance, water confidence, teamwork, and overall game awareness.

Fitness

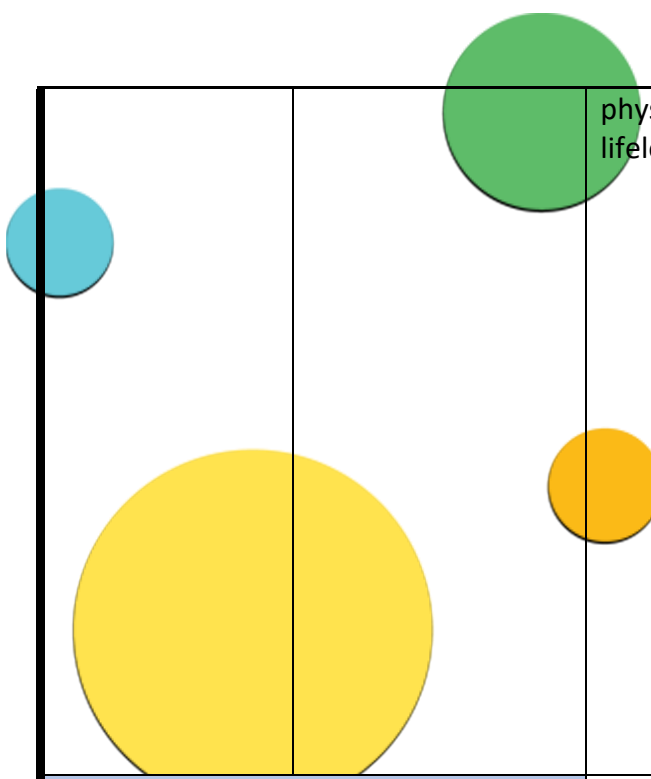
Students will develop an understanding of key fitness components, including **balance, flexibility, strength, endurance, reaction time, and agility**. Through various exercises and activities, they will improve their ability to control movements, enhance muscle strength, sustain physical effort over time, and react quickly to changing situations. These skills will contribute to overall

Healthy Living

- **Teamwork:** Proactive collaboration, effective support, and positive team dynamics.
- **Communication:** Clear, precise, and effective verbal and non-verbal communication.
- **Decision-Making:** Quick, strategic choices with strong situational awareness.
- **Body Movement/Spatial Awareness:** Efficient, coordinated movement with keen spatial awareness.
- **Behavior:** Consistent respect, responsibility, and positive influence on others.

Water Polo

- **Passing:** Executes fast, accurate passes with proper technique, adapting to game situations.
- **Shooting:** Demonstrates powerful, well-placed shots with precision and awareness of defensive positioning.
- **Gameplay:** Shows strong decision-making, teamwork, and movement in the water, effectively contributing to offensive and defensive plays.



physical well-being, athletic performance, and lifelong fitness habits.

Fitness:

- **Balance:** Maintains stability and control across various movements and exercises.
- **Flexibility:** Demonstrates a wide range of motion with smooth, controlled movements.
- **Strength:** Shows power and control in bodyweight and resistance-based exercises.
- **Endurance:** Sustains physical effort for extended periods without fatigue.
- **Reaction Time:** Responds quickly and efficiently to stimuli during activities.
- **Agility:** Moves swiftly and precisely, adjusting direction with ease and control.

How will this be assessed?

students' fun activities for healthy living, Water polo match, various fitness testing