



Scheme of work

Grade 9

Summer Term
(Until June 2020)



Arabic

The term in Arabic the students will be learning:

- How to introduce self and talk about family (Revision)
- Colors and talking about the room items (Revision)
- Using ordering verbs with singular
- Making dialogue in the hospital
- Making dialogue about transportations

Assessment:

Will have video dialogue with sample questions about understanding, selections and correct and false questions related to the lessons they did.



Biology – Coordinated and Single

Coordinated:

Chapter B8.2 (Respiration) p106 - 118: Students will be able to describe and explain the processes of aerobic and anaerobic respiration with reference to both the word and chemical equations. Students should be able to explain fermentation and its industrial uses. Students should also be able to explain why the body switches between the two types of respiration.

Chapter B9.1 (Nervous control in humans) p136 - 140: Students will be able to describe how the body is coordinated by electrical signaling (the nervous system) with reference to neurons. Students should be able to label the reflex arc and a synapse and to describe how drugs interact with the synapse.

Chapter B9.2 (Sense organs) p142 - 146: Students should be able to describe and explain the structure of the eye with reference to how the lens focuses light from near and distant objects.

Chapter B9.3 (Hormones) p148 - 151: Students should be able to explain how the body is coordinated by the hormones of the endocrine system and how these chemicals regulate metabolic activity.

The Biology textbook is now available online at:

<https://en.calameo.com/read/0007777213c6d79447ffd?authid=2rQNbmvYZAQY®ion=international>

Separates:

Chapter 11 (Gas Exchange in humans) p112 - 122: Students will be able to describe and explain the structure of the lungs with reference to the alveoli, the mechanism of breathing and how/why breathing rate is affected by physical activity.

Chapter 12 (Respiration) p106 - 112: Students will be able to describe and explain the processes of aerobic and anaerobic respiration with reference to both the word and chemical equations. Students should be able to explain fermentation and its industrial uses.

Chapter 10 (Diseases and immunity) p96 - 104: Students will be able to describe the different types of pathogen and how the body's immune system works to destroy and expel them from the body.

Chapter 13 (Excretion in humans) p124 - 130: Students will be able to explain how toxic substances are broken down and removed from the body by the liver and kidneys.

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Chemistry - Coordinated and Single

Coordinated

C11.1 Water. Students will describe the processes involved in the treatment of the water supply in terms of filtration and chlorination. Students will describe the chemical tests for water using copper(II) sulfate and cobalt(II) chloride including description of the reaction and colour changes.

C10.1 Properties of metals. Students will review the general physical properties of metals as solids with relation to melting and boiling points, malleability, conduction of heat and electricity. Students will describe metallic bonding as a lattice of positive ions in a 'sea of electrons' and use this to describe the electrical conductivity and malleability of metals. The structure of metals will be developed to explain why alloys are used instead of pure metals.

10.2 Reactivity series. Students will learn to place the metals in order of reactivity using their reactions with water or steam, dilute hydrochloric acid and the reduction of their oxides with carbon. Students will describe the reactivity series in terms of the tendency of a metal to form its positive ion, illustrated by its reaction, if any, with: aqueous ions of other listed metals, the oxides of other listed metals.

C10.4 Uses of metals. Students will research the uses of aluminium with reference to its properties.

C10.3 Extraction of metals from their ores. The use of carbon dioxide to extract metals from their ores will be described and the essential reactions in extraction of iron in the blast furnace will be sequenced. The subsequent uses of iron will be researched.

Separates

C10.1 Properties of metals. Students will review the general physical properties of metals as solids with relation to melting and boiling points, malleability, conduction of heat and electricity. Identification of the general chemical properties of metals by their reactions with dilute acid and oxygen. Students will describe metallic bonding as a lattice of positive ions in a 'sea of electrons' and use this to describe the electrical conductivity and malleability of metals. The structure of metals will be developed to explain why alloys are used instead of pure metals.

10.2 Reactivity series. Students will learn to place the metals in order of reactivity using their reactions with water or steam, dilute hydrochloric acid and the reduction of their oxides with carbon. Students will describe the reactivity series in terms of the tendency of a metal to form its positive ion, illustrated by its reaction, if any, with: aqueous ions of other listed metals, the oxides of other listed metals. Theory of the reactivity of metals will be used to account for the apparent unreactivity of aluminium in terms of the oxide layer which adheres to the metal

C10.4 Uses of metals. Students will research the uses of aluminium with reference to its properties.

C10.3 Extraction of metals from their ores. Students will describe the ease of obtaining metals from their ores using their relative position in the reactivity series. The essential reactions in the extraction of iron from haematite and zinc from zinc blende will be sequenced with reference to balanced chemical equations. Students will then describe processing, properties and uses of the products.

Chemistry text book:

<https://en.calameo.com/read/000777721878063003e12?authid=CV5uBpjopM7S®ion=international>



Drama

This term grade 9 will be focusing on a variety of genres of performance whilst also paying particular focus to different types of staging. Students will identify the key issues of bringing words from the page alive on the stage. By exploring some texts/scripts These should build on the skills learnt in Unit one and reinforce the need to demonstrate these skills in realising a dramatic text.

Students will develop further their understanding of:

- Characterisation and role
- Physicality
- Pacing, contrast and dynamics
- Tension
- Spatial awareness and proxemics
- Making the dialogue meaningful in performance
- Using clarity of diction and articulation
- Consider their work from the points of view of actors, directors, designers and audience.

There will be a mix of theoretical and practical elements throughout their learning this term, with a variety of tasks, activities and mini projects to be completed.



English

First Language English (0990)

This term in First Language English, we will continue exploring and practising Question 3 of the exam. This is a response question, where students respond to the final text (Text C) in the exam. This answer will be in the form of a letter, journal, report, speech, interview or article and must be 250 to 350 words. Students will be given the mark scheme to plan and write their answer. Practice of this key question (worth 25 marks out of a possible 80) is essential to achieving in the final exam at the end of next year.

Assessment

Students will be given a full past paper Paper 1 for First Language English. They have practiced the other questions of the exam in previous terms, so they must use previous revision resources and exercise books, using our previous classwork and homework for the exact methods on how to answer these questions.

English as a Second Language (0993)

In Second Language English, we will use the skills we have been developing over the course of the year and apply them to answering previous exam papers. The exams are broken into questions designed to assess the learner's skills at the key skills of using the language- reading and comprehension. By working at these questions- ideally using the time limits as specified on the paper itself- the student will be putting themselves in a great position to excel during next year's exam.

Assessment

Students will be given a full past paper Paper 1. They have practiced the other questions of the exam in previous terms, so they must use previous revision resources and exercise books, using our previous classwork and homework for the exact methods on how to answer these questions.



French

This term in Grade 9, pupils will be covering the following units of the first year of their iGCSE French course:

Unit 4:

Festivals and celebrations

Unit 5:

My town: now and in the future

Throughout coverage of all of this lesson content, pupils will learn to understand and produce language relevant to the topic. This will involve them developing their reading, writing, listening and speaking skills. They will do this via reading and listening comprehensions and targeted writing practice and writing activities. Provision will also be made for them to continue speaking practice during the lockdown.

Assessment

The class will submit two assessed pieces of work this term.

The first of these will be an oral presentation on a festival.

In June, they will also complete a writing assessment.



History

For Term 3 the pupils will continue with their Depth Study 'The First World War, 1914-18. The topics yet to be covered are:

- Why did the Gallipoli campaign of 1915 fail?
- Why did Russia leave the war in 1918?
- What was the impact of war on civilian populations?
- Why did Germany ask for an armistice in 1918?
- Why was the German offensive of 1918 unsuccessful?
- Why did revolution break out in Germany in October 1918?

The above will also include a period of assessments, i.e. Past Exam Papers and Open Book Tests

In Term 3 we will start Core Topic 4: Who was to blame for the Cold War? This will be their topic for Paper 2, Source Analysis and will be ongoing in Term 1, 2021.

- Why did the USA-USSR alliance begin to break down in 1945?
- How had the USSR gained control of Eastern Europe by 1948?
- How did the USA react to Soviet expansionism?
- What were the consequences of the Berlin Blockage?
- Who was the most to blame for starting the Cold War: the USA or the USSR?



Geography

This term in Geography the students will begin Theme Two of the syllabus, 'The Natural Environment'. The first unit from the theme focuses on earthquakes and volcanoes. The students will learn about the main types and features of volcanoes and earthquakes, along with the causes of volcanic eruptions and their effects on people and the environment.

The second unit focuses on the characteristics of rivers. The students will learn about the main hydrological characteristics and processes which operate in rivers and drainage basins. They will also study the work of a river in eroding, transporting and depositing, and they will be able to describe and explain the formation of the landforms associated with these processes.

Assessment:

At the end of each unit, the students will complete past papers, using the questions related to the content covered throughout the unit, as well as assessing their mapping skills. The students will also be given practice exam questions in order to help prepare for the papers.



ICT

This term grade 9 will be looking into programming concepts which is a part of section 2 of the iGCSE Computer Science Course. Students will be looking into

- how to declare and use variables and constants
- understand and use basic data types
 - Integer
 - Real
 - Char
 - String
 - Boolean
- understand and use the concepts of sequence, selection, repetition, totalling and counting
- use predefined procedures/functions

We will also look at the different data structures such as

- declare and use one-dimensional arrays, for example: A[1:n]
- show understanding of the use of one-dimensional arrays, including the use of a variable as an index in an array
- read or write values in an array using a FOR ... TO ... NEXT loop



Islamic Studies

في هذا الفصل ندرس :

***حفظ سورة الممتحنة

1-تلاوة الآيات الكريمة من سورة ص(30-49) وسورة آل عمران(132-136)تلاوة صحيحة مجودة.

2- نتعرف على قصص الأنبياء سيدنا(إبراهيم وولده إسماعيل ،موسى ،سليمان،أيوب)عليهم الصلاة والسلام ،ونستنتج الدروس والعظات العظام من قصصهم عليهم الصلاة والسلام وكيف نستفيد منها في حياتنا خاصة و حياة المسلمين عامة.

3-حفظ حديث الحث على الحياء .

4-يتعرف على الأخلاق التالية:الحياء والإحسان والقناعة والإصلاح بين الناس على الفرد والمجتمع.

5- يتحدث عن هذه الأخلاق ويربطها بأدلة قرآنية وأحاديث نبوية تحت عليها ، وما لهذه الأخلاق من أثر على حياة الناس .



Mathematics

This term, students in Grade 9 will work through the following Extended level topics. They are working towards grades 4 to 9. Homework will follow the SOW but will be exam style questions.

The topics are listed below:

Functions

- Function notation
- Composite functions
- Reciprocal functions
- Graphs of functions
- Transforming functions
- Inverse functions

Polynomial Functions

- Quadratic functions
- Graphs of quadratic functions
- Axes intercepts
- Vertex of a quadratic
- Finding a quadratic function
- Problem solving with quadratic functions
- Cubic functions

Speed, Distance and Time

- Speed, distance and time
- Travel graphs

Straight Lines

- Vertical and horizontal lines
- Properties of straight lines
- Gradient - intercept form
- General form
- Finding the equation of a line
- Lines of symmetry



Music

Area of Study 3: Listening and Appraising

In order to help with the listening and appraising of different genres of music, both western and non-western, students will continue to listen to many different pieces of music in order to be able to appraise them by using correct musical terminology and identifying how elements of music have been employed.

This term, students will move away from the Baroque period of western music and undertake studying the music from the earlier Baroque era. This earlier period of music will build-upon what has been observed last term as well as introduce new areas of focus and the need for application of new musical terminology relevant to this period of music.

Towards the end of term, students will have the opportunity to revisit through listening and appraising all of the musical genres that have been covered during the course of the academic year.

Finally, for the summer holiday, students will be given a set list of pieces to listen to, including the compulsory set work in order to be ready for the start of the next academic year and free-up time for prescribed composition tasks.



Physics – Single and Coordinated

Single:

Chapter 2 (Thermal Physics) p102 - 126: Students will study the kinetic molecular model of matter, this will include how particles behave in the three states of matter, how we measure temperature and the relationships between volume, temperature and pressure.

Students will also perform specific heat capacity and latent heat calculations before moving on to explain how thermal energy is transferred by conduction, convection and radiation with reference to how these processes might be used in everyday life.

Students must be able to explain the differences between heat and temperature and between evaporation and boiling.

Coordinated:

Students will be studying waves and their properties. This will involve the electromagnetic spectrum and sound as exemplars of waves. Students will gain an understanding of wavelength, frequency and speed and the relationship between these variables. The ideas of transverse and longitudinal waves will also be introduced. The ideas of energy transfer will also be addressed.

The different types of electromagnetic wave will be discussed along with the uses and differences for each type of wave and how they can be used for a variety of purposes including fibre optics, medicinal and technological advancements.

The Physics textbook is now available online at:

<https://en.calameo.com/read/000777721f2df4117abed?authid=6XU4PNSRr5Ep®ion=international>



Social Studies

نظرة عامة على المحتوى التعليمي لتقييم طلاب وطالبات الصف التاسع

أولاً : الدروس المقررة:

الجمهورية الاسلامية الايرانية + اليابان :دروس الوحدة الثالثة

ثانياً : يتوقع من الطالب بعد الانتهاء من دراسة هذه المواضيع أن:-

- 1- يتعرف التاريخ السياسي والحضاري للدول الواردة في الوحدة.
- 2- يدرك أهمية الموقع والسيادة الوطنية في بناء العلاقات الدولية وحسن الجوار.
3. يتقن مهارة تعيين المواقع والربط بين السلطنة والدول الأخرى.
4. يعتز بمشاركة العمانيين في نشر الإسلام والتعريف به في العالم.
5. يقدر السياسة الحكيمة لسلطنة عمان في بناء علاقات إيجابية مع دول آسيا.
6. يستوعب المفاهيم والمصطلحات والتعيمات الواردة في الوحدة.
7. يكتسب القيم والاتجاهات والمهارات المتضمنة في الوحدة.

ثالثاً : أساليب تقييم أداء الطالب

(السؤال القصير + الامتحان القصير + التقرير)



Sociology

This term in Sociology, the students will begin their fourth unit, 'The Family'. This unit looks at what is perhaps the most important social group in our lives – our family. The students will explore the sociology of the family; looking at different kinds of families, family structures and patterns and also learning about how the roles and relationships in families are changing.

The students will learn that sociological research shows that each person will probably live in several different types of families throughout their life, as the family is changed by births, marriages, deaths, divorces, separations, remarriages, adoptions and changes of residence. They will explain the role of the nuclear family and discuss why nuclear families are in decline in modern industrial societies.

At the end of each unit, the students will complete an exam, based on questions from past papers. The students will also be given practice exam questions to complete in order to help prepare for the end of unit tests.