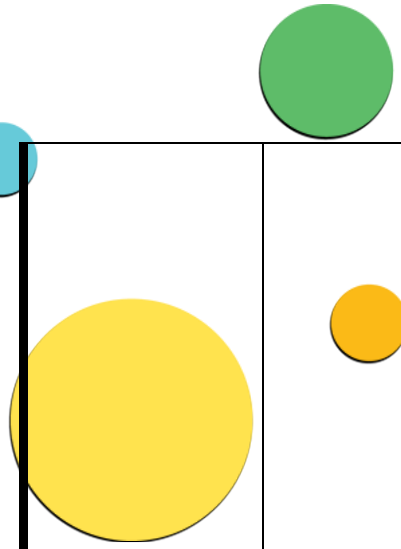
Straits International School Rawang
Curriculum Overview
Year 9 Spring Term 2.1 2025/2026

Spring Term 2.1	What are we learning?	What KUS will we gain?	What will excellence look like?
English Language and Literature	Drama study: Macbeth	Students will gain a working knowledge of Shakespearean language and grammar. They will learn about what Shakespeare's times were like, as well as the plot and characters of the play. Students will work on their writing skills, particularly non-fiction and empathetic writing. They will also develop their analytical reading skills. This topic allows students to develop their speaking, listening and performance skills too, improving teamwork, collaboration and confidence. Students will develop an understanding of Shakespearean texts and will be able to apply their understanding of the language to both studied and unseen passages. They will gain an appreciation for why Shakespeare is still so widely revered after 5 centuries.	An excellent student in this unit will demonstrate a strong and confident grasp of Shakespearean language, showing that they can understand how words, grammar, rhythm and imagery work together to create meaning. They will be able to read both familiar and unfamiliar extracts with insight, identifying key ideas, emotions and authorial methods. They will show a secure understanding of the world Shakespeare lived in, making clear links between the play and its historical, social and cultural background. Excellent students will confidently explain how themes such as ambition, power, loyalty and the supernatural reflect the beliefs and anxieties of Shakespeare's time. Their knowledge of the plot, characters and dramatic structure will go beyond basic recall. They will be able to explain how characters develop, how tension is built, and how Shakespeare shapes the audience's response. They will support ideas with thoughtful quotations and precise analysis. In their own writing, excellent students will produce well-crafted non-fiction and empathetic pieces that show control of tone, structure and vocabulary. They will adapt their style for purpose and audience, making deliberate choices that show clear understanding of the text and task.

			Excellent students will also shine in spoken work. They will participate actively and respectfully in discussions, demonstrating attentive listening, considered responses and a willingness to build on others' ideas. In performance tasks, they will show confidence, teamwork and an ability to interpret lines with clarity and intention. Overall, excellence will be seen in a student who not only understands *Macbeth* but appreciates its lasting power, offering personal, thoughtful insights into why Shakespeare's stories and characters remain relevant more than 500 years later.
How will this be assessed?		Assessment will take place through writing tasks, such as descriptive, empathetic, and non-fiction directed writing. Students will also be assessed on their reading skills through PEA paragraphs and mini-essays.	
Mathematics	UNIT 6 Equations, Factors, and Formulae UNIT 7 Perimeter Area and Volume	Students learned to solve linear equations, factorise algebraic expressions, rearranging formulae involving reverse operations. Students also learn to calculate areas and perimeters of two-dimensional shapes and shapes that can be separated into simpler forms. Also, explore how to calculate areas and circumferences of circles, as well as areas and perimeters of circular sectors. This chapter covers using nets for three-dimensional solids, and calculating the volumes and surface areas of solids, including pyramids, cones, and spheres. To use the Pythagoras' theorem to find the unknown sides, Use the properties of similar triangles to find unknown length, areas, surface, areas and volumes of similar solids.	Excellence in this context involves demonstrating a deep understanding of geometric and measurement principles. Students will accurately calculate areas, perimeters, and circumferences of 2D shapes and circular sectors, and apply these skills to composite shapes. Students will confidently work with 3D shapes, using nets to explore their properties and calculating volumes and surface areas of solids like pyramids, cones, and spheres. Mastery includes applying the Pythagoras' theorem and properties of similar figures to solve complex problems

How will this be assessed?		Students will be assessed through various formative and summative assessment on equations, formulae and finding areas and volumes of 3D shapes.	
Combined Science	B3 Movement In & Out of Cell	In Unit 3 of Biology, students will master the definitions, processes, and examples of diffusion, osmosis, and active transport, developing a deep understanding of the factors influencing each and how they relate to cellular and organismal functions. They will analyse and synthesise connections between these processes, such as how osmosis and active transport work together in root water and nutrient uptake, and clearly explain complex ideas including the energy dependence of active transport and the osmotic challenges faced by cells in different environments. Students will also apply their knowledge to new scenarios, predicting outcomes in experimental and real-life contexts. In developing practical skills, they will conduct and evaluate investigations with precision, present data accurately through graphs, tables, and diagrams, design innovative and well-controlled experiments on diffusion or active transport, and communicate using fluent and appropriate scientific terminology.	Excellence will be shown when a student explains diffusion, osmosis, and active transport clearly and accurately using precise scientific language and makes strong connections between these processes in real biological contexts. They will confidently apply their understanding to new scenarios, design and carry out well-controlled investigations, present data accurately, and evaluate results thoughtfully. Their work will consistently demonstrate clarity, accuracy, independence, and strong scientific reasoning.
How will this be assessed?		Assessment will include quizzes on key concepts, formative tasks during lessons, a summative test, and a practical investigation assessing planning, data handling, and evaluation. Students may also complete a short presentation or written task to demonstrate clear scientific communication.	

History	Chapter 3 – Between the Wars, Chapter 4 – Power in the early 20th century	Students will learn about life after World War I, including the Roaring 1920s, the Hungry 1930s, and the rise of democracy and dictatorship, focusing on Germany in the 1920s and the emergence of the Nazi regime. They will understand how economic, political, and social changes shaped society, why Hitler gained support, and how interwar decisions contributed to World War II. Skills developed include analysing sources, evaluating reliability and bias, comparing political systems, identifying causes and consequences, and communicating structured historical explanations with accurate vocabulary and empathy.	Excellence will be shown when students provide balanced, well-reasoned explanations of interwar events, link economic and political conditions to the rise of Nazism, analyse sources critically, evaluate differing perspectives, and use historical terminology confidently. Excellent students will form clear, evidence-based arguments, show insight into cause and consequence, and demonstrate empathy when considering the impact of decisions on individuals and societies.
How will this be assessed?		Assessment will include knowledge quizzes on key events and vocabulary, source-based tasks analysing propaganda and historical documents, and short structured essay responses evaluating causes and consequences. Students will complete group projects, such as creating timelines or “news reports” from interwar Germany, and peer-feedback discussions to strengthen communication, analysis, and understanding of differing viewpoints.	
Geography	Ice and Glaciers : How Are Cold Places Affected by a Warming Planet?	Students will explore how glaciers and ice sheets form, move, and shape the landscape. They will study glacial processes, including erosion, transportation, and deposition, and identify key glacial landforms. Through case studies of the British-Irish ice sheet and the Mer de Glace, students will examine evidence of past and present glaciation and understand how glaciers are changing over time. The unit also focuses on polar regions, with students learning about the location, environment, and unique ecosystems of	Excellence will be demonstrated when students can explain glacial formation and movement, describe key landforms, analyse evidence of past and present glaciation, and assess the effects of climate change on polar regions. High-achieving students will also explain the structure of polar food webs, evaluate conservation strategies, and apply their understanding to real-world environmental issues.

		Antarctica and the Arctic. They will investigate Antarctic food webs, the importance of the Arctic, and the challenges of life in the Arctic tundra. Students will explore how these regions are protected and managed, including international agreements and conservation efforts. Throughout the unit, students will evaluate the impacts of climate change on glaciers, polar landscapes, and ecosystems, linking local and global examples. They will develop skills in map interpretation, data analysis, and evidence-based explanation.	
How will this be assessed?		Assessment will include practical and map-based activities, worksheets, projects, quizzes, and written tasks. These will measure students' ability to explain glacial processes, interpret evidence, analyse polar environments, and link geographical knowledge to climate change impacts.	
Enterprise	Market research	Understanding primary research (e.g., surveys, interviews) and secondary research (e.g., industry reports, online data). Awareness of qualitative vs. quantitative data and their applications. Recognising why market research is essential for business planning, product development, and reducing business risks. Understanding how to interpret and use research findings to inform business decisions. Designing and conducting surveys or interviews. Analysing data sets to identify trends and patterns.	Demonstrate a deep understanding of both primary and secondary research methods, explaining their advantages, limitations, and appropriate applications. Evaluate the impact of market research findings on business decisions, showing a nuanced understanding of consumer behaviour and market dynamics. Design and conducts well-structured, unbiased surveys or interviews that yield meaningful insights. Analyse complex datasets accurately, identifying key trends and drawing insightful conclusions.
How will this be assessed?		Teacher/self-assessment, presentation, speaking tasks, projects, group work	

ICT	Chapter 1-Computational thinking and programming	• **Knowledge**: Students should understand the structure and purpose of pseudocode, the concept of iteration (repeating processes), how to design algorithms, and the use of loops (e.g., for, while) in text-based programming. • **Understanding**: They should comprehend how to break down problems into steps, recognize when and how to use iteration to simplify repetitive tasks, and translate pseudocode into functional loops and algorithms in programming. **Skills**: Students develop the ability to: • Write and interpret pseudocode to represent problem-solving steps. • Implement iteration techniques in algorithms and loops in programming. • Create and optimize algorithms for solving structured and real-world problems. • Transition logical designs into executable code using text-based programming languages like Python	Excellence is demonstrated by creating robust and efficient algorithms with clear documentation, seamlessly implementing complex loops in programs, and debugging iterative solutions to ensure accuracy and optimization. Advanced students should be able to evaluate and refine algorithms for scalability and efficiency.
How will this be assessed?		**Problem decomposition tasks**: • Students are given a complex problem and asked to break it down into smaller, manageable steps (stepwise refinement).	

		Pseudocode translation tasks: • Convert a written problem statement into pseudocode. • Identify where iteration could simplify a process	
Art & Design	**Pattern, Structure and the Built World: Architecture and Urban Space** Students explore how **pattern, repetition and structure** are used in buildings and urban environments, developing accuracy, spatial awareness and understanding of architectural form.	• **Project 1: Structural Pattern in Architecture** – **Knowledge:** how artists represent structure and repetition in buildings (Charles Sheeler, architectural photography) | **Skills:** accurate drawing, proportion, repetition and structural line | **Understanding:** how pattern and structure organise architectural space. • **Project 2: Cultural Architectural Pattern (Chinese New Year)** – **Knowledge:** pattern, symbolism and structure in traditional Chinese architecture | **Skills:** analysing and drawing decorative and structural architectural detail | **Understanding:** how culture and tradition influence architectural design. • **Project 3: Urban Environment and Sense of Place** – **Knowledge:** artists exploring cities and the built environment (L. S. Lowry, Edward Hopper – buildings only) |	Excellence will be shown when students approach architectural drawing with a **solution-focused, resilient mindset**, responding positively to challenges such as proportion and perspective. High-quality work will demonstrate careful observation, strong structural understanding and thoughtful composition. Sketchbooks will show experimentation, refinement and clear improvement over time, reflecting a **growth mindset**.

		Skills: observational drawing, composition, tone and spatial awareness | **Understanding:** how buildings and spaces create mood, atmosphere and meaning.	
How will this be assessed?		Assessment is **ongoing and diagnostic**, meaning teachers regularly check understanding and skills during lessons so support can be given at the right time. **Self-assessment, peer feedback and teacher feedback** are used throughout each project. Students use the **MIKE framework** (*Making, Ideas, Knowledge and Evaluation*) to understand success and improve their work. Final assessment is based on **sketchbook development and completed artworks**. Students will be introduced to IGCSE style Assessment Objectives.	
Drama	Discovering Shakespeare: Language, Themes, and Performance	Learners will gain knowledge of the historical and cultural context of Shakespeare's works, understanding his influence on theatre and language. They will explore key themes, character complexities, and the poetic structure of his plays, including the use of iambic pentameter and figurative language. Skills developed will include interpreting Shakespearean text for meaning, voice projection and articulation of archaic language, and embodying characters through expressive movement and emotional depth.	Excellence will be evident when students confidently deliver lines with clarity and rhythm, demonstrate insightful interpretation of themes and character motivations, and engage the audience through authentic and dynamic performances.
How will this be assessed?		Assessment will be ongoing through teacher observation during rehearsals, structured peer feedback to refine delivery and interpretation, and formal evaluation of final performances, complemented by individual feedback on strengths and areas for improvement.	
Music	Musical Genres & Stylistic Performance	This term focuses on developing students' understanding of musical genres through	Excellence means students can accurately identify musical genres by listening and clearly describe their defining

		listening, research, and performance. Students will explore a range of musical styles, identify their key characteristics, and use appropriate musical terminology. They will conduct research-based learning and apply their knowledge through genre-focused performances, strengthening both analytical and practical skills.	characteristics. They will demonstrate depth of understanding through research and apply stylistic awareness in performance, showing confidence, musical accuracy, and expressive control appropriate to the chosen genre.
How will this be assessed?		Listening assessments, research-based tasks, presentations, and practical performance assessment.	
Mandarin	**Advanced**: 生活方式 **Intermediate:** **Eating Habits (饮食习惯)**: Talk about your favorite and least favorite foods. **Healthy Lifestyle（健康生活)**: Learn how to maintain a healthy lifestyle and the importance of a balanced diet.	**Advanced**：在这个单元学生将会认识与掌握关于生活方式文章和词汇，同时也了解和明白在疫情后人类改变了哪些生活方式和厌食症课题。 **Intermediate:** • **Knowledge**: Understand vocabulary related to ECAs, food, and healthy living. • **Understanding**: Be able to express reasons for joining activities and describe personal eating habits. • **Skills**: Form clear sentences, express preferences, and discuss healthy habits confidently.	**Advanced:** 学生能够听懂关于风俗与传统的短文或文章，能捕捉文内容中主要传达的信息。运用所学习的词汇和语法，谈论自己的自己以及身边所接触或未接触的风俗和传统的仪式。同时掌握各类文章的写法，准确地表达自己的观点。 **Intermediate:** • Articulate reasons for joining ECAs and discuss food preferences with fluency. • Write clear, well-organized sentences about maintaining a healthy lifestyle. • Demonstrate understanding of healthy diets and explain them thoughtfully in conversation.
How will this be assessed?		This unit will be assessed through a variety of formats that evaluate students' listening, speaking, reading, and writing skills. The goal is to ensure students not only acquire language knowledge but can also apply it flexibly to express their understanding and opinions.	
Malay Language	Unit 15: Panduan Arah	In Unit 15: Panduan Arah (Giving Directions), Year 9 students will develop the skills to give and understand directions, helping them navigate and explain routes. They will learn	In this unit, students will excel in the following areas: 1. **Giving and Understanding Directions**: Students will learn how to clearly give and follow directions in

		how to use prepositions such as di atas (on), di bawah (under), di sebelah (beside), and depan (in front) to describe locations and guide others effectively. Students will also explore Kata Arah (directional words) and practice how to read and interpret maps, explaining how to get from one place to another using these directional terms. By engaging in activities such as role-playing and map exercises, students will gain confidence in offering clear, accurate directions and using directional vocabulary correctly in real-life situations.	various contexts, using appropriate phrases and vocabulary. 2. **Using Prepositions to Describe Locations**: Students will master the use of prepositions to describe the position of objects and places, enhancing their ability to explain spatial relationships. 3. **Interpreting Maps**: Students will develop the skills to read maps and use directional language to explain routes from one place to another. 4. **Applying Kata Arah**: Students will gain a strong understanding of **Kata Arah** (directional terms) and use them correctly in both written and spoken communication.
How will this be assessed?		Speaking Assessments (Role Play), Written Tasks, Group Discussions	
Physical Education	Basketball and Volleyball	**Basketball**: Students will develop essential basketball skills, including dribbling with control, accurate passing, and effective shooting techniques. Through gameplay, they will learn teamwork, strategic thinking, and court awareness, enhancing their decision-making and collaboration skills. **Volleyball**: Students will gain foundational knowledge of volleyball, focusing on digging, setting and serving techniques. They will also learn the basic rules of the game, fostering an understanding of gameplay and the	**Basketball**: • **Passing**: Delivers accurate, well-timed passes under various conditions, using different techniques to maintain ball movement and create scoring opportunities. • **Shooting**: Consistently accurate from various positions, with proper form and the ability to perform effectively under pressure. • **Dribbling Under Pressure**: Maintains control and composure while dribbling in high-pressure situations, using both hands effectively and adapting to defensive challenges. • **Gameplay**: Demonstrates advanced court awareness, quick decision-making, and strong

		importance of teamwork. These skills will improve their hand-eye coordination, communication, and ability to participate confidently in the sport.	teamwork, making strategic contributions on both offense and defense. **Volleyball**: • **Digging**: Delivers accurate, controlled digs, effectively handling challenging balls and setting up plays. • **Serving**: Executes powerful and precise serves, placing the ball strategically to challenge opponents. • **Setting**: Produces consistent, well-placed sets that enable teammates to execute successful attacks. • **Spiking**: Demonstrates strong, accurate spikes with excellent timing, power, and placement to score points. • **Blocking**: Effectively reads opponents' plays and executes well-timed blocks to disrupt their attacks. • **Roles**: Shows a clear understanding of team roles, performing effectively in different positions and contributing to team strategy with strong communication and teamwork.
How will this be assessed?		Basketball and volleyball match	