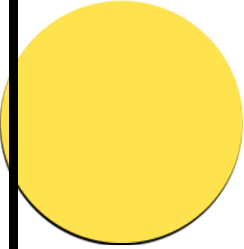


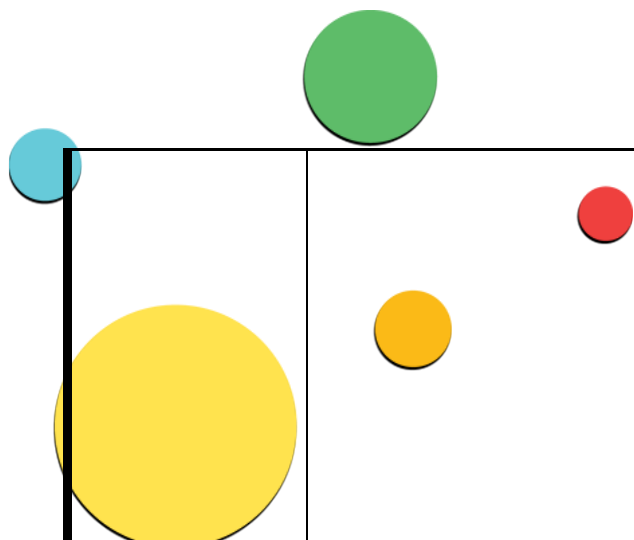


Straits International School Rawang
Curriculum Overview
Year 9 Spring Term 2.2 2025/2026



Spring Term 2.2	What are we learning?	What KUS will we gain?	What will excellence look like?
English Language and Literature	Drama study: Macbeth	<p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

	 		<p>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.</p> <p>Overall, excellence will be seen in a student who not only understands <i>Macbeth</i> but appreciates its lasting power, offering personal, thoughtful insights into why Shakespeare's stories and characters remain relevant more than 500 years later.</p>
<p>How will this be assessed?</p>		<p>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.</p>	
<p>Mathematics</p>	<p>Unit 7: Perimeter Area and Volume</p> <p>Unit 11: Pythagoras' Theorem and Similar Shapes</p>	<p>After learning these topics, students will gain knowledge of calculating perimeter, area, and volume for a range of 2D and 3D shapes. They will understand and apply Pythagoras' theorem to find unknown lengths in right-angled triangles and use properties of similar shapes to determine missing sides and scale factors. Students will develop skills in problem-solving, accurate measurement, and applying geometric reasoning to real-life and mathematical contexts.</p>	<p>Excellence will be demonstrated when students accurately calculate perimeter, area, and volume for complex and composite shapes, showing clear and logical working. They will confidently apply Pythagoras' theorem and properties of similar shapes to solve multi-step and real-life problems. Students will select efficient strategies, use correct units consistently, and justify their methods. Excellence will also be evident through precise mathematical communication and the ability to apply concepts to unfamiliar situations.</p>
<p>How will this be assessed?</p>		<p>Assessment will take place through written problem-solving tasks that test calculation, reasoning, and application of perimeter, area, volume, Pythagoras' theorem, and similar shapes.</p>	
<p>Combined Science</p>	<p>C4 Electrolysis</p> <p>B3 Movement Into & Out of Cells</p>	<p>Through C4 Electrochemistry, students will develop a secure understanding of electrolysis as a chemical process involving the</p>	<p>Excellence in C4 Electrochemistry will be demonstrated by students who can confidently explain electrolysis using correct scientific language, clearly linking ion movement to</p>

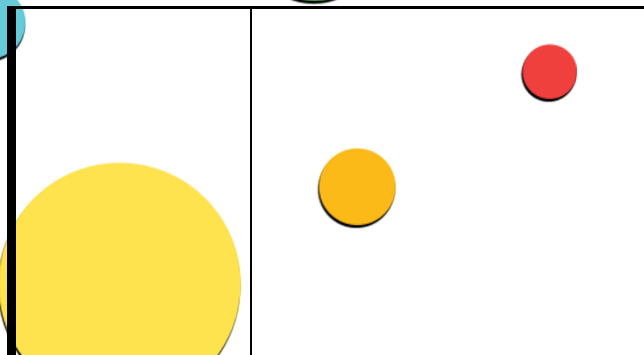
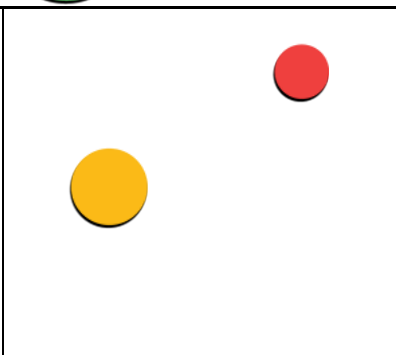


		<p>decomposition of ionic compounds in molten or aqueous states using an electric current. They will build conceptual knowledge of electrolytic cells, including the roles of the anode, cathode, and electrolyte, and link electrical charge to the movement of ions. Students will gain practical and analytical skills by observing and describing products formed at electrodes during electrolysis of different substances, such as molten lead (II) bromide, concentrated sodium chloride solution, and dilute sulfuric acid. They will also develop predictive skills by applying rules about electrode products to new and unfamiliar binary compounds, strengthening their ability to reason scientifically rather than rely on recall alone.</p> <p>In B3 Movement into and out of Cells, students will gain biological understanding of how substances move across cell membranes through diffusion, osmosis, and active transport. They will understand diffusion as a consequence of random particle movement and concentration gradients, and recognise its importance in living systems, particularly for gas exchange and transport of solutes. Students will deepen their understanding of osmosis by investigating water movement across partially permeable membranes and observing its effects on plant tissues in solutions of varying concentrations. At a higher level, they will use key biological terminology such as water potential, turgor</p>	<p>electrical charge and electrode polarity. High-performing students will accurately identify and justify products formed at each electrode under different conditions, including distinguishing between molten and aqueous electrolytes. They will describe observations precisely, write balanced ionic or symbol equations where required, and apply their understanding to predict outcomes in unfamiliar scenarios, showing logical reasoning rather than memorisation.</p> <p>Excellence in B3 Movement into and out of Cells will be shown by students who can clearly compare diffusion, osmosis, and active transport, explaining not only how each process occurs but why it is essential for living organisms. Strong students will use appropriate biological terminology accurately and fluently, particularly when explaining osmotic effects on plant cells. They will interpret experimental results confidently, link observations to underlying particle or cellular theory, and evaluate how different variables influence the rate of diffusion. Their explanations will be structured, precise, and supported by evidence from investigations.</p>
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		pressure, plasmolysis, and flaccidity to explain cellular changes.	
How will this be assessed?		Student learning will be assessed through written tasks, and exam-style questions. Assessment will focus on students' understanding of key concepts, accurate use of scientific terminology, ability to interpret data and observations, and application of knowledge to unfamiliar contexts, in line with IGCSE examination requirements.	
History	Chapter 4 – Power in the Early 20th Century	Through this unit, students will gain knowledge of the political and social conditions in Germany after World War I and understand how the Weimar Republic struggled with economic crisis, instability, and public dissatisfaction. They will develop understanding of how dictators gain and maintain power, including the use of propaganda, fear, control of the media, and removal of opposition. Students will examine why Hitler became popular and how Nazi policies affected everyday life, especially through racism, persecution, and strict control over society. Students will also build understanding of the causes of World War II, including Hitler's foreign policy, expansionism, and the failure of international efforts to stop aggression. Key skills include analysing cause and consequence, interpreting historical sources, comparing political systems, evaluating historical significance, and forming well-supported historical explanations.	Excellence will be demonstrated when students can clearly explain how democracy and dictatorship differ, using accurate examples from early 20th century Germany. They will confidently analyse why Hitler rose to power, showing strong understanding of economic, political, and social factors. High-achieving students will evaluate how Nazi Germany controlled people's lives and explain the impact of propaganda, terror, and discriminatory laws. They will also be able to connect key events to the outbreak of World War II, making clear links between cause, consequence, and long-term impact. Students will use evidence effectively, apply key historical vocabulary accurately, and produce well-structured written and spoken explanations.
How will this be assessed?		Students will be assessed through source analysis tasks, written explanations and structured responses, quizzes, and class discussions or presentations. They will be expected to demonstrate strong understanding of key events and concepts, analyse causes and consequences, compare political systems, and support their ideas with historical evidence.	

 <p>Geography</p>	 <p>Middle East</p>	<p>Students will explore how natural resources have shaped the Middle East, developing an understanding of the region's physical and human geography. They will use GIS to locate countries, analyse population distribution, and investigate the relationship between rainfall and urban settlements. Students will study key physical landscapes, climate zones, and biomes, and consider how rivers and limited water resources have influenced settlement, agriculture, and economic development.</p> <p>The unit examines the region's natural resources, including oil and minerals, and how these have driven economic growth, trade, and global influence. Students will also explore population patterns, migration trends, and the social and economic impacts of movement within and beyond the region. Historical factors, including empires, borders, and religion, will be analysed to understand how they continue to shape societies today.</p> <p>Students will study urban development through case studies such as Dubai, learning how cities grow and play a role in the global economy. They will also investigate life in the Arabian Desert, examining adaptations of people, plants, and animals, and explore the challenges of desertification and strategies used to mitigate its effects. The unit concludes with a focus on climate change and</p>	<p>Excellence is demonstrated when students can confidently explain how natural resources influence settlement, population, and economic development in the Middle East. High-level understanding is shown when they link physical geography, historical factors, and human activity to contemporary environmental and societal challenges, using case studies and geographical vocabulary accurately.</p>
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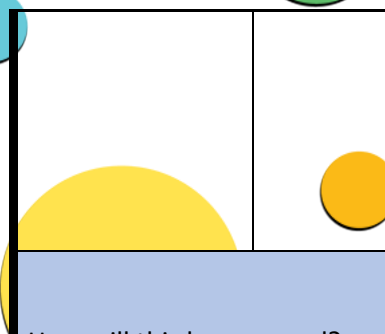

		environmental challenges, considering how rising temperatures and water scarcity impact the region's environment, societies, and economies.	
How will this be assessed?		Students will be assessed through map and GIS analysis, case study work, written explanations, quizzes, and project-based tasks, evaluating both their knowledge of the Middle East and their ability to analyse and interpret geographical data.	
Enterprise	Market research	We will learn what market research is and the different methods businesses use to gather information about customers and markets. We will understand why market research is important for making good business decisions. We will develop skills in collecting, analysing, and presenting data to support business decisions.	Excellence will look like being able to explain market research methods clearly, analyse data accurately, and use it to make well-reasoned business decisions.
How will this be assessed?		This will be assessed through classwork, practical exercises, and exam-style questions where you collect, interpret, and evaluate market research information.	
ICT	Chapter 1: Computational Thinking: Programming Languages	Students develop knowledge of how data is used in programming, the relative efficiency of different algorithms, a range of searching techniques, methods of software testing, and the ways hardware can be integrated with code. They build the skills to implement appropriate data structures, analyse and compare algorithms, apply searching techniques, carry out systematic testing, and program interactions with physical components. Through this, they gain an	Writing efficient, well-tested, and optimized code with appropriate algorithm selection, thorough debugging, and seamless hardware-software interaction.

		<p>understanding of the importance of selecting suitable algorithms for specific tasks, ensuring reliability through thorough testing, and creating effective connections between software and hardware.</p>	
<p>How will this be assessed?</p>		<p>Students will be given a scenario in which they will design a pseudocode solution and develop the program using both text-based and block-based programming.</p>	
<p>Art & Design</p>	<p>Exploring the Human Figure in Contemporary Art.</p>	<p>Students gain knowledge of how contemporary artists and illustrators use the figure to communicate style and presence. They develop skills in observational drawing, working from photographic reference, composition, and use of line and colour. Students also learn to refine ideas and make purposeful visual choices.</p>	<p>Excellence is shown through confident figure drawings and photographic studies that clearly communicate attitude and character. High-quality work will demonstrate strong observation, thoughtful composition, and clear influence from contemporary artists, with visible progression across sketchbook work.</p>
<p>How will this be assessed?</p>		<p>Assessment in Art is ongoing and diagnostic. At the start of the project, students complete a baseline portrait drawing to identify strengths and areas for development in observation and proportion. Throughout the project, teachers assess sketchbook work, photography studies, and practical exercises, providing regular verbal and visual feedback to support improvement. Peer and self-assessment are used to encourage reflection. The final portrait demonstrates how effectively students have applied feedback and developed their skills over time, rather than focusing on a single finished piece.</p>	
<p>Drama</p>	<p>Exploring Drama Styles and Performance Structure</p>	<p>Students gain knowledge of theatrical styles and performance techniques, including the use of staging, tension, and contrast. They develop skills in sustaining character, refining</p>	<p>Excellence is shown through confident, sustained performances that clearly communicate meaning. High-quality work demonstrates control of voice and movement,</p>

		performance, and responding to feedback. Students also build confidence in analysing and evaluating drama work.	thoughtful character choices, and the ability to reflect critically on performance.
How will this be assessed?		Assessment is ongoing and practical, based on rehearsal process, performance work, and reflective discussion. Teacher feedback supports refinement of skills and preparation for GCSE Drama-style learning.	
Music	Practical studies focusing on musical genres and stylistic performance.	Students will develop an understanding of the key characteristics of different musical genres and learn how to apply these characteristics in practical performance. They will explore genre-specific techniques, perform confidently within an ensemble, and learn to maintain the original tempo of the music.	Excellence is demonstrated when students can accurately recreate the sound and style of a chosen genre. Students will lead ensemble performances, perform confidently at the original tempo, and demonstrate strong stylistic awareness that closely reflects the chosen genre.
How will this be assessed?		Practical performance and listening-based assessment.	
Mandarin	<p>Intermediate:</p> <ol style="list-style-type: none"> Eating Out Birthday Celebration <p>Advanced:</p> <p>《朋友四型》 — Types of Friendship 文言文: 《伯牙绝弦》</p> <p>Introduction of Direct Writing</p>	<p>Intermediate: Students will enhance their ability to communicate in real-life scenarios, such as ordering food at restaurants and discussing birthday plans. They will expand their vocabulary on food, dining etiquette, and celebration customs. Grammar focus includes using comparative structures, expressing preferences, and making polite requests. Listening and reading skills will develop through authentic dialogues and menus. Cultural insights will cover dining customs and birthday traditions in Chinese-speaking regions.</p> <p>Advanced: Students able to demonstrate strong knowledge of key ideas and vocabulary related to friendship, personality and relationships, as well as the basic features and common expressions found in introductory classical Chinese texts. They can apply basic</p>	<p>Intermediate: Excellence will be shown through fluent and natural conversations, accurately using formal and informal expressions. Students will write structured restaurant reviews and birthday invitations, incorporating varied vocabulary and complex sentence patterns. They will respond to spoken dialogues with confidence, understanding nuances in tone and meaning. In discussions, they will demonstrate cultural awareness by explaining traditions and personal experiences in Mandarin with clarity and accuracy.</p> <p>Advanced: Students show a clear understanding of ideas about friendship and human relationships through confident engagement with both modern texts such as 《朋友四型》 and the introductory classical text 《伯牙绝弦》. High-achieving students will explain the meaning and values of the classical text accurately in modern Chinese and make thoughtful connections between texts and personal experience. In writing tasks, they will apply guided structures effectively to produce coherent, well-organised narratives or</p>



		<p>writing structures for narrative and reflective writing, showing clear awareness of paragraph organisation and topic development to build and support their ideas effectively.</p> <p>In terms of understanding, students can recognise how ideas and values are conveyed through modern texts and simple classical stories, particularly themes such as loyalty, understanding and emotional connection. They are also able to identify the key differences between modern Chinese and classical Chinese, especially in terms of language style, expression and sentence structure, which strengthens their comprehension and interpretation. In addition, students can use guidance and writing models to improve the clarity and coherence of their written work, allowing their ideas to flow more smoothly and logically.</p> <p>Students can demonstrate key skills across reading, writing, and language development. In reading, they can identify main ideas, relationships and themes in modern texts and short classical passages. In writing, they can produce structured written responses using guidance, including narratives and reflections based on personal experience, while expressing ideas clearly with appropriate vocabulary and logical sequencing. In language skills, students can retell and explain the meaning of 《伯牙绝弦》 in modern</p>	<p>reflections, using appropriate vocabulary and clear sequencing of ideas. At an outstanding level, students will express ideas with increasing maturity and independence, showing sensitivity to meaning, purpose and audience, and demonstrating readiness for the more analytical and literature-focused demands of Year 10.</p>
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		<p>Chinese and are able to apply learnt vocabulary and sentence patterns accurately in writing, strengthening both their comprehension and written expression.</p>	
<p>How will this be assessed?</p>		<p>Students will be assessed through integrated listening and reading comprehension tasks, structured and extended speaking activities, vocabulary application exercises, text analysis, guided and independent writing tasks, and differentiated assessments adapted for First Language, Second Language, and Foreign Language learners. Teacher observation, assessment rubrics, self- and peer-assessment, and low-stakes formative assessments will be used to monitor progress and support students' development across all language skills.</p>	
<p>Malay Language</p>	<p>Unit 16: Perkhidmatan Awam (Public Services)</p> <p>Unit 17: Tempat untuk Dilawati dan Tarikan Pelancong & Penginapan semasa Bercuti (Advanced Group)</p> <p>Students learn functional vocabulary related to public services in Malaysia, including emergency services, post office, police, immigration, and health services. They learn how to describe problems, identify the correct public service for different situations, and ask for help using appropriate kata tanya. Listening and speaking skills are developed through short</p>	<p>Beginner Group:</p> <p>Students will gain knowledge of key public service vocabulary and common government departments in Bahasa Melayu. They will understand the role and function of public services in society and how to access help in everyday situations. Students will develop skills in using simple question forms, responding with short but meaningful sentences, identifying key information from short spoken texts, and applying language appropriately in real-life contexts.</p> <p>Advanced Group:</p> <p>Students will understand and use vocabulary related to Malaysian places of interest, including cities, states, and popular tourist attractions. They will be able to talk about different tourist attractions in Malaysia, expressing their likes, dislikes, and reasons for</p>	<p>Beginner Group:</p> <p>Excellence is shown when students can correctly explain where to go for help in common situations, ask clear and relevant questions using appropriate kata tanya, and respond to simple listening texts with understanding. Students will be assessed through scenario-based matching tasks, guided role-play, short listening comprehension activities, structured question-writing tasks, and teacher observation using simple success criteria. Communication and appropriateness of language will be prioritised over grammatical perfection.</p> <p>Advanced Group:</p> <p>Excellence is shown when students can confidently use vocabulary related to Malaysian places of interest and tourist attractions in both speaking and writing. They are able to speak about different tourist attractions, giving reasons for their preferences and using kata seru naturally to express</p>

	<p>informational texts and situational dialogues related to real-life public service contexts.</p>	<p>visiting, while using appropriate kata seru to convey feelings or reactions. Students will also understand and use vocabulary associated with various types of holiday accommodations, such as hotels, resorts, homestays, and hostels, and will be able to speak and write about the features, location, and suitability of these accommodations. They will practice booking holiday accommodations by asking about availability, prices, and facilities, applying kata bantu correctly when making polite requests or statements. Through these activities, students will develop their listening, speaking, reading, and writing skills in meaningful and practical contexts related to Malaysian tourism and holiday planning.</p>	<p>emotions. Students can describe and compare various types of holiday accommodations in Malaysia, highlighting features, location. They can independently simulate booking holiday accommodation, asking and answering questions correctly while using kata bantu appropriately in polite requests and statements. They also show creativity and accuracy in their dialogues, role-plays, and written work, reflecting a clear and thorough understanding of the unit content.</p>
<p>How will this be assessed?</p>		<p>Students will be assessed through a variety of activities, including labelling diagrams to demonstrate understanding of key concepts, participating in role-play conversations to show speaking and listening skills, completing reading comprehension tasks to assess understanding of texts, and writing short essays to evaluate their ability to communicate ideas effectively. The final assessment will include a reading comprehension section, tatabahasa (grammar), kosa kata (vocabulary) and knowledge checks, as well as a writing task.</p>	
<p>Physical Education</p>	<p>Advanced gameplay strategies Personal fitness programme planning Leadership & officiating Performance analysis</p>	<p>Students develop knowledge of different training methods such as interval, circuit and continuous training, basic anatomy including major muscles and heart function, and the rules and signals used in officiating. They build understanding of how to evaluate their own strengths and weaknesses and the link between fitness and performance. They apply this through skills such as planning and leading independent warm-ups, refereeing and</p>	<p>Students lead activities with confidence and clear organisation, showing the ability to communicate effectively and manage others. They apply complex tactics during performance, making thoughtful decisions that positively influence the outcome of games. They also reflect on their strengths and areas for development, using this understanding to make independent and purposeful improvements over time.</p>



How will this be assessed?

Swimming – stamina & survival skills

showing leadership, and evaluating performance.

Assessment includes leadership tasks, performance analysis sheets, the design of a personal fitness programme, and game-based performance.