



SENIOR SCHOOL

Middle Years: Years 7-9

Information Booklet
2023-2024



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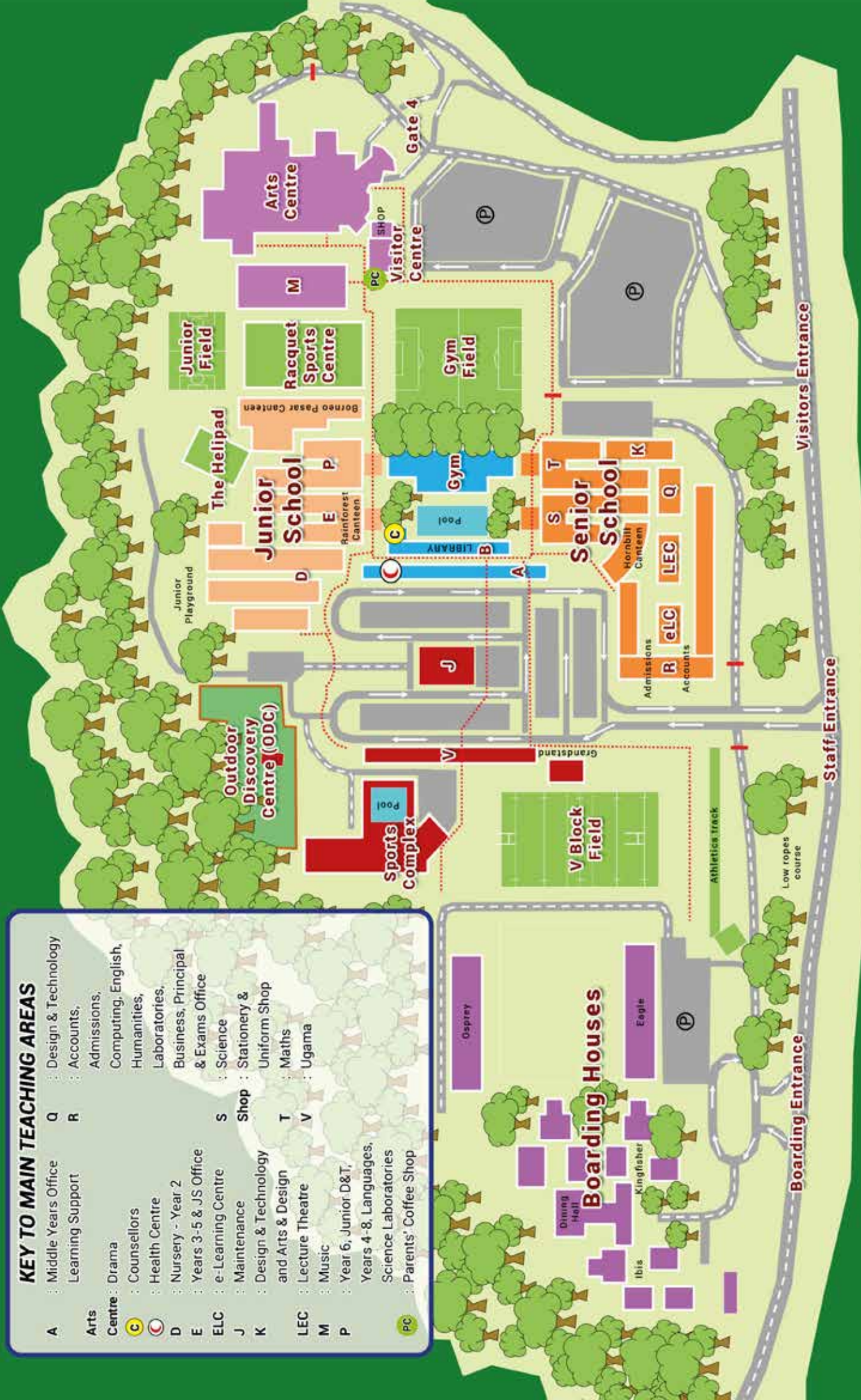
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MAP OF THE SCHOOL GROUNDS

KEY TO MAIN TEACHING AREAS

A	Middle Years Office	Q	Design & Technology
Centre	Learning Support	R	Accounts, Admissions,
Arts			Computing, English, Humanities, Laboratories, Business, Principal & Exams Office
C	Drama	S	Science
C	Counsellors	Shop	Stationery & Uniform Shop
D	Health Centre	T	Maths
E	Nursery - Year 2	V	Ugama
ELC	Years 3-5 & JS Office	V	Year 6, Junior D&T, Years 4-8, Languages, Science Laboratories
J	e-Learning Centre		Parents' Coffee Shop
K	Maintenance		
LEC	Design & Technology and Arts & Design		
M	Lecture Theatre		
P	Music		
PC	Year 6, Junior D&T, Years 4-8, Languages, Science Laboratories		



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WELCOME FROM THE PRINCIPAL



JIS is a vibrant growing community of about 1660 students from 55 nationalities, ages 2 years to 18 years. We have more than 180 teachers who are primarily British. Our teachers remain in JIS, in Brunei for an average of 8 years.

We are an academically selective school following the British International School system. Our school is an IB World School and an HMC School. Accredited by the British Schools Overseas (BSO) Inspectorate, in January 2019, JIS became the first international school in the world to achieve the highest possible rating in all of the 9 new inspection categories (including Boarding). JIS was the first school to gain the Golden British Schools Overseas Award.

This means that you as parents can be safe in the knowledge that when you choose to enrol your child in JIS, your child will be receiving an 'Outstanding' education.

Brunei is a wonderful place to raise a child. Clean, safe and secure without the distractions and pollution of large cities, it is a place where children can be children. The 120 acre school campus provides our students with the most wonderful environment with superb, world class facilities. We warmly welcome visitors to the school to meet our students and teachers and see the exceptional situation.

We work hard to create a challenging, vibrant and nurturing environment that enables each child to flourish. We believe in the traditional values of an independent school education but we also embrace exciting new practices and are able to pull the best ideas from a wide variety of sources. We aim to match the expectations of good preparatory schools around the world and many of our graduating students have gained places and even scholarships at some of the top Universities in the world such as in the UK, USA, Canada and Australia.

Schools should promote learning wherever it may happen—this is the principle of a holistic, liberal education—ensuring that the whole child is educated. All children should be encouraged to achieve their best in the areas of:

- academic studies
- creativity
- social development
- physical development
- emotional development
- moral and spiritual development

We believe that this is best achieved by providing children with able, professional teachers who will get to know the students they teach and who use a range of engaging learning opportunities to provide work that challenges each child to think for themselves and to participate fully in co-curricular activities such as school trips, Enrichment Week, Co-Curricular Activities (CCA), Peace Day, International Day, Earth Day and House events. We also expect students to contribute to assemblies and to engage in activities during class time.

We hope that school will be fun and that students will participate as fully as possible in everything that JIS has to offer. A student who is happy and active is very likely to be a successful student. We are also very aware that parents play an extremely important role in guiding the educational progress of their children. When schools and parents work in partnership, children are more likely to flourish. We have core values for all our students and we would like parents to support us in reinforcing these values.

We believe that all students should:

- Think, communicate and engage fully with all lessons;
- Commit fully to the co-curricular aspect of school life;
- Be respectful, tolerant and understanding of others.

We look forward to working with you to provide an education of the highest quality for your child.

Welcome to Jerudong International School!

Nicholas Sheehan
Principal



THE STUDENT PROFILE



AIM	What to do?	Awarded for...
ENGAGEMENT	Be curious Be responsible Be a lifelong learner	<ul style="list-style-type: none"> • Acquiring new skills. • Showing respect for our peers. • Actively taking charge of our own learning.
RESILIENCE	Be optimistic Be self aware Be determined	<ul style="list-style-type: none"> • Showing perseverance. • Keeping things in perspective. • Making time to have fun, relax and stay fit.
COMMUNICATION	Be collaborative Be a good listener Be compassionate	<ul style="list-style-type: none"> • Expressing ideas creatively. • Actively listening. • Working harmoniously with those around us.
INTEGRATION	Be respectful Be inclusive Be kind	<ul style="list-style-type: none"> • Working together in a spirit of unity and companion. • Understanding others. • Valuing individual contributions but sharing responsibilities.
THINKING	Be creative Be a problem solver Be reflective	<ul style="list-style-type: none"> • Being creative and imaginative. • Applying what we learn in the classroom in the outside world. • Reflecting upon our experiences to make better choices in the future.
LEADERSHIP	Be inspirational Be humble Be authentic	<ul style="list-style-type: none"> • Showing enthusiasm, optimism and warmth to others. • Showing humility. • Being authentic.



**polio
points**



LIFE IN THE MIDDLE YEARS

PEACE WEEK

EARTH WEEK

INTERNATIONAL WEEK

FOOTBALL FUNDAY

WAR OF COLOURS

MUSICAL PRODUCTIONS

SHOWCASE CONCERT

HOUSE CONCERT

LUNCHTIME LECTURES

FOBISIA GAMES

HOUSE SPORT

COPA DE JERUDONG

DUKE OF EDINBURGH

MODEL UNITED NATIONS

ECO JIS

BORNEO PROJECT

CAMBODIA M.A.D.

PENAN SUPPORT

DIVING CLUB

NEWSROOM

THE CHOICE IS YOURS.

Life in the Year 7 Middle Years Council - Kaya Alexandra Cole (Skylark House)

I am a Year 7 student, so I have only just started Middle Years. My time in Year 7 so far has been funny, exciting and brilliant. Year 7 started with some team building activities so that we could get to know everyone, especially those new to the school. My usual week consists of thirteen different subjects of which my favourites are English, Art and Music. I also manage to fit in weekly guitar and piano lessons and CCA's such as Scouts, Rugby, Annie Musical Production, Karate and Archery. During lunch, once a week I attend Student Council Meetings, and sometimes I like to go to the library to check out my next book. As Council members we are currently planning decorations for International Day. We also have other fun events throughout the year such as Peace Week and R U Okay day during Wellbeing Week. The highlight of Year 7 has been the overnight trip to Temburong. We did so many fun activities like a long jungle walk, taking part in a blow dart competition, swimming in the river and cooking local dishes. Also sleeping in our dorms with friends in the rainforest. I love being at JIS because it is welcoming, amazing and the teachers are supportive and encouraging. Since I have joined Year 7 I have become a part of the Middle Years Meerkat Family!



Life in the Year 8 Middle Years Council - Vivi He (Whistler House)

So far, my time in Year 8 has been super enjoyable! Everyone in JIS is extremely kind and welcoming. At first, I came to JIS in Kindy feeling really scared and worried but I soon managed to adapt to the new learning style and atmosphere in JIS quickly, thanks to my encouraging teachers and friends. They've helped me a lot as I've moved throughout school. Year 8 is different from Year 7 because there are more challenges and opportunities. I joined the Student Council because I enjoy leadership and hosting or helping fun activities for other students. Our theme this year is to build 'Togetherness and Community: Leave Our Mark.' These challenges and opportunities indeed are the things JIS does best - providing chances for us to grow both in and out of our academic studies. I finally pushed myself out of my comfort zone with the support of the MYs Student Council community and people in Whistler House as a result I'm really excited to be playing a Principal Role in Annie! I really enjoy the idea of how we get Polio Points - something that teachers give to students who are on their best behaviour, are integrating, using their leadership skills, are always thinking, showing resilience and are communicating well with others. These Polio points represent our school aims; Leadership, Thinking, Integrating, Engagement, Resilience and Communication. Not only do we receive Polio points, it's such a great feeling knowing that we are making a difference globally as the number of Polio Points are increasing and transforming into vaccines that will be given to people around the world, preventing Polio. As we work together, we have been able to almost help eradicate and stop this disease now.



Life in the Year 9 Middle Years Council - Lokesh Thinagar (Monarch House)

I arrived at JIS this year. As a new Year 9 student, everyone has made me feel so welcome. If I could describe joining the Middle Years, it would be a rollercoaster ride. It is normal when you first start to have ups and downs - certain aspects of a student's life may go well, others not so much. But that's normal life, and very soon you start to feel a part of this wonderful community. To be honest, when I first came from Singapore to Brunei and joined the Middle Years, I was a very shy person who struggled to promote my ideas. However, my friends and classmates in my House, Monarch, helped and encouraged me. They helped sort out my classes and encouraged me to step out of my comfort zone and show my skills. With this support I joined Competitive Coding, Student Council, Chess, Badminton, and Outdoor Discovery. Being in an international community was quite a nerve racking prospect to me. However, I found out we are not all that different from each other and it did not take long for me to feel a part of them. I adapted to the new environment and learning style in just a few weeks. I think being in a community like this helped me be more resilient and taught me not to give up in tough situations. When Year 9 started, I quickly realised that far more was expected of us than in Year 7 or Year 8. We also learn about subjects in more depth. For example, I got to focus on Chemistry and Physics and I really discovered myself. Overall, my experience in Year 9 has been exciting and idiosyncratic. From interesting events such as researching our Middle Years reading habits as part of my application to join the Student Council and the Monarch Olympics in our house, that has been a thrilling event. I really enjoy the short yet unexpectedly positive journey so far. Being a JIS Middle Year student means you will become a student of a strong character, who listens to people and has the chance to become a leader - most importantly you will learn how to become more resilient, opening up a whole world of opportunities. You would have never dreamt of - so take the chance to come and join us!



Life in the Boarding House - Aarav Adhish Rai (Eagle House)

I grew up hearing the most magnificent things about this magical school called JIS, so I was absolutely ecstatic to have the opportunity to come here and experience the different aspects of weekly boarding. I found that the amazing community helped me to quickly settle in and make new friends. I came to regard my house, Eagle, as my home away from home. A benefit of boarding is the fact that you can fully utilise the JIS CCA programme. As of now, I partake in these CCAs: Caring for Cambodia, Badminton and Annie which is this year's school musical. The JIS CCA programme has a lot to offer and there's something for everyone to enjoy. Last year, I enjoyed being a part of the Arts Review - I was not expecting a show would be possible as we had only just come into school after the lockdown but at JIS amazing things happen when everyone works together. Another benefit of Boarding is how easily you can ask for help with work - throughout the day, you are surrounded by a vast array of teachers. This has helped me explore my capacities to a great extent. Have I even mentioned the veritable ocean of foods that you can select from? Dishes from all over the world can be found in the Boarding Canteen! If you wish to, you can fill your day with activity - football, basketball and the occasional mall trip are just some of the after-school opportunities we can offer. I am participating in Speak Out this year which is one of the many opportunities to step up and speak to an audience. I am deeply interested in immunology and parasitology, so I will be speaking about these subjects. Finally, it's a lot of fun getting involved in annual Boarding House events/competitions like 'It's A Knockout!' and Lipsync.



WELCOME TO THE MIDDLE YEARS



The Middle Years is the first phase of the Senior School and incorporates Years 7, 8 and 9. We work hard to create a challenging, vibrant and nurturing environment that enables each child to flourish. We believe in the traditional values of an independent school education but we also embrace exciting new practices and are able to pull the best ideas from a wide variety of sources. We aim to match the expectations of good preparatory schools around the world and many of our students have gained places and even scholarships at some of the top independent schools in the UK and Australia.

Schools should promote learning wherever it may happen—this is the principle of a holistic, liberal education—ensuring that the whole child is educated. All children should be encouraged to achieve their best in the areas of:

- academic studies
- creativity
- social development
- physical development
- emotional development
- moral and spiritual development.

We believe that this is best achieved by providing children with able, professional teachers who will get to know the students they teach and who use a range of engaging learning opportunities to provide work that challenges each child to think for themselves and to participate fully in co-curricular activities such as school trips, the Middle Years Enrichment Week, Co-Curricular Activities (CCA), Peace Day, International Day, Earth Day and House events. We also expect students to contribute to assemblies and to engage in activities during tutor group time or Personal, Social and Health Education (PSHE) lessons.

Although the Middle Years are a period of great change in the physical and mental lives of students, they are also a period of tremendous opportunity. We hope that school will be fun and that students will participate as fully as possible in everything that JIS has to offer. A student who is happy and active is very likely to be a successful student.

We are also very aware that parents play an extremely important role in guiding the educational progress of their children. When schools and parents work in partnership, children are more likely to flourish. We have core values for all our students and we would like parents to support us in reinforcing these values. We believe that all students should:

- Think, communicate and engage fully with all lessons;
- Commit fully to the co-curricular aspect of school life;
- Be respectful, tolerant and understanding of others.

We look forward to working with you to provide an education of the highest quality for your child.

Welcome to the Middle Years.

Dr Daniel Milner
Vice Principal & Head of Senior School



INTRODUCTION

Jerudong International School is an academically selective school that follows the British International School system. We are accredited as a British School Overseas (BSO), an IB World School and a HMC School. Our schooling goes from Nursery (2 years turning 3 years) through to the final school year which is Year 13. Our school year is from late August to early July. At present we have about 1660 students from 55 nationalities.

The Junior School is Nursery - Year 6. The Senior School (Years 7-13) has approximately 1100 children. Years 7-9 are known as the Middle Years. IGCSE Class sizes are usually a maximum of 20 children. Years 10 - 13 are known as the Senior School. There are approximately 340 students in the IGCSE programme.

OUR CAMPUS

The School is situated on an extensive 120 acre single campus with 'Outstanding' facilities. The campus is divided into 'zones' for different purposes e.g. Junior School, Boarding Village, Sports Complex, Outdoor Discovery area and a Middle Years area so whilst the campus is extensive, it is not daunting for new students joining us. We work very hard to help students settle and familiarise themselves with the campus. Our outstanding facilities include 27 science laboratories, specialists, wifi, Performing Arts and languages.

OUR TEACHERS

Our well qualified teachers are primarily from the UK. All employees of the School are safety checked and police screened prior to employment. The average length of time that a teacher stays in JIS is 8 years! This means that we have a stable teaching community who are invested in the students.

ACADEMIC YEAR GROUP PLACEMENT (2023-24 Academic Year)

JIS SENIOR SCHOOL STRUCTURE <i>*JIS reserves the right to change the number of classes based on numbers</i>			
Year Level		Date of Birth	No. of Students
MIDDLE YEARS	Year 7	1 Sept 11 - 31 Aug 12 (11 - 12 years old)	132 students
	Year 8	1 Sept 10 - 31 Aug 11 (12 - 13 years old)	154 students
	Year 9	1 Sept 09 - 31 Aug 10 (13 - 14 years old)	169 students
IGCSE	Year 10	1 Sept 08 - 31 Aug 09 (14 - 15 years old)	135 students
	Year 11	1 Sept 07 - 31 Aug 08 (15 - 16 years old)	135 students
A LEVEL & IB	Year 12	1 Sept 06 - 31 Aug 07 (16 - 17 years old)	190 students
	Year 13	1 Sept 05 - 31 Aug 06 (17 - 18 years old)	165 students

HOME SCHOOL PARTNERSHIP

Parents and teachers together play an important role in educating children and need to support each other in order for their child to be as successful as possible. We welcome parents into the school and appreciate all offers of help. Parents work alongside staff and children in a variety of roles including student reading, assisting on school excursions and as leaders of Co-Curricular Activities (CCAs). We approach parents to request help with specific tasks but we welcome any skills or expertise that parents feel they can offer. The relationship between staff and parents is open and friendly.

We value good communication with parents and recognise the importance of keeping channels of communication open to ensure all students have a positive and successful experience during their time in JIS. Communication is regular and occurs in formal situations such as Parent Meetings, Parent-Teacher Consultations, written reports and during informal situations such as a brief chat at the end of the day. Teachers are happy to make an appointment to meet with parents, or speak on the phone, if there are any specific concerns or questions concerning your child. The school also offers information directly to parents through the Parent Portal on Firefly. Parents can access data on attendance, timetables and achievements as well electronic versions of reports for their child. Firefly also offers a suite of information related to each Faculty, House, Year group and Subject area. You can also follow us on a range of social media, including Twitter, Instagram, Youtube and Facebook.

Regular communication occurs between the School and parents on curriculum matters, forthcoming field trips and events.

Weekly themed Coffee Mornings are held in the School to which all parents are warmly invited.

THE SCHOOL CALENDAR

The school calendar is also posted on the school website: <https://www.jerudonginternationalschool.com/school-life/calendar>.

2023-24 ACADEMIC YEAR

TERM 1 (15 weeks)	TERM 2 (11 weeks)	TERM 3 (12 weeks)
29 August - 15 December 2023 <i>Mid-Term Break: 23-27 October</i>	9 January - 26 March 2024 <i>Mid-Term Break: 8 - 13 February</i>	15 April - 5 July 2024 <i>Mid-Term Break: 29 May - 2 June 2023</i>
End of Term Holiday: 16 December 2023 - 7 January 2024	End of Term Holiday: 27 March - 14 April 2024	End of School Holiday Starts: 6 July 2024

SPECIAL EVENTS ON THE SCHOOL CALENDAR

Each year, a number of special events take place in the School. Students are able to pay a small amount to permit them to wear non uniform. The money is given to a charity supported by the School. Regular Coffee Mornings rather than 'weekly' coffee mornings.

Term 1

Peace Week
Football Funday
Senior School Play
International Week
Rugby Festival

Term 2

Book Week
Senior School Production
Maths Week
Netball Funday
Showcase Performance

Term 3

Earth Week
Family Fun Run
Squash Open
Junior School Production

In addition, the School hosts a number of Community Events which are open to the wider community in Brunei such as Football Funday, Netball Funday and Family Fun Run. Performing Arts Productions take place in the School Theatre throughout the school year. Detailed information about all of these events is sent to parents and also advertised on the school website and social media as appropriate.

THE SCHOOL DAY

The School Day starts at 7.30am, Monday to Friday. We expect our children to be punctual and on site by 7.25am. School finishes at 3pm for Senior Students, Monday - Thursday. It finishes at 11.45am on Friday. Co-curricular activities can take place before or after school. Some additional activities are also on offer at the weekends.

SAMPLE TIMETABLE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY		FRIDAY
6.40 - 7.25	Early CCA				6.40 - 7.25	Early CCA
7.30 - 7.45	House Time				7.30 - 8.25	Friday ONE
7.50 - 8.45	Period 1	Period 1	Period 1	Period 1	8.35 - 9.30	Period 2
8.50 - 9.45	Period 2	Period 2	Period 2	Period 2	9.30 - 9.45	BREAK
9.45 - 10.10	BREAK				9.50 - 10.45	Period 3
10.10 - 11.05	Period 3	Period 3	Period 3	Period 3	10.50 - 11.45	Period 4
11.10 - 12.05	Period 4	Period 4	Period 4	Period 4		
12.05 - 13.05	LUNCH (12.15 - 13.00 - Senior CCA)					
13.05 - 14.00	Period 5	Period 5	Period 5	Period 5		
14.00 - 15.00	Period 6	Period 6	Period 6	Period 6		
15.10 - 15.55	CCA 1					
16.00 - 16.45	CCA 2					
16.50 - 17.35	Senior CCA 3					

ATTENDANCE

Regular attendance at school is a key factor in ensuring your child's academic success at school. Please ensure that your child attends school as often as possible and arrives punctually at 7.25am. The attendance register is taken each morning and also in each lesson. If your child is late to school it is important that you notify the School office and your child's Tutor in order to update the register. If for any reason your child needs to be excused from PE lessons or other school activities, it is important that they bring a letter of explanation and hand this to their Tutor or subject specialist. We strongly discourage parents from taking their children on holidays during term time. This is likely to have a negative impact on their educational development and may affect their final I/ GCSE examination results.

CO-CURRICULAR ACTIVITIES (CCA)

At JIS, we believe strongly in the education of the whole child and encourage them to make the most of all of the opportunities available to them. Although academic work is important, education is not just about acquiring paper qualifications. Co-curricular activities provide the experience of being a team member, of communicating in a variety of circumstances and of leading when that is appropriate. These are significant opportunities and they offer our students the chance to develop personal skills and qualities which will stand them in great stead throughout their lives.

Co-curricular activities (CCA) offer students an opportunity to take part in a variety of activities. The promotion of essential physical and personal skills such as communication, cooperation and problem solving skills form the focus of the extensive Co-Curricular Activities programme. All activities are designed to excite and enthuse students, encouraging them to willingly offer input, challenge their understanding and stretch their imagination. Each term students make their selections based on the wide range of activities on offer. Students sign up by going to JIS School Buddy link: <https://jis.schoolsbuddy.net> (Only available to students from their first day in school)

Students should not be on the premises after 5:00 pm, unless they are attending a CCA or Ugama lessons. They should be picked up promptly at the end of the day or after a CCA or swimming lesson.

FIREFLY LEARNING PLATFORM

Firefly is our online learning platform that brings together students, teachers and parents. It allows us to set homework, track progress and share resources.

Firefly makes it easy for students to access all the resources they need to stay organised with their school work and homework. It helps students:

- Stay organised and submit work, from any device.
- Access learning resources from anywhere.
- Collaborate with teachers and peers.

Parents can also be involved with their son or daughter's learning. They can:

- Check homework and timetables for their son or daughter.
- Access their son / daughter's School report online.
- Engage with their son or daughter's learning.
- Access a large amount of general information about the Houses and subjects.
- Access a 'Parent Information' section with lots of useful information e.g. Menus,
- Access the 'Events' to find out what is happening in the School

Parents can access the Firefly Platform from their child's first day in school.



DIGITAL LEARNING

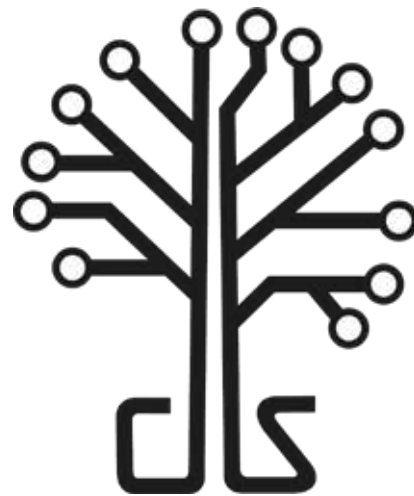
The School campus has full WiFi access and all students have access to the School's network. Students are given an account name and password for access. The School has an excellent website which provides information about the school and its curriculum. The address of the website is www.jerudonginternationalschool.com Once enrolled in the school, students have access to Firefly - a learning portal. This is also used by parents and teachers, with different permission levels. Parents can access personal information about their child as well as detailed information about the curriculum and life in school behind the log in.

Digital learning is key to ensuring that every student gets the most out of their JIS learning experience. Our policy of anytime, anywhere learning has led to students using a prescribed digital devices to access the sitewide Wifi.

This easy access to technology provides many opportunities to assist our students organisational and planning skills. By using their device to access Firefly, our live planner, they will have up to date information regarding assembly, CCA, House, and sporting arrangements. They will also have quick access to their lesson timetable and can easily email staff for help and advice.

Students are expected to behave responsibly with technology and once they have been given a login name and password they are expected to read and complete the ICT Acceptable Use Policy form to ensure that they use these facilities in accordance with the school's terms and conditions. Parents are also required to sign this form. This form, combined with our internet filters helps us keep students protected and safe.

All students in Years 10 and 11 are expected to bring their own digital device (Chromebook or laptop) to use as a learning and organisational tool.



























HOUSE SYSTEM

All Senior School students (Years 7–13) are allocated to a House. A House is a community of up to 70 students. There are eight girls' Houses and eight boys' Houses, with each House having a brother / sister House of the opposite gender. The House system is in place to provide an avenue for pastoral care, competition and camaraderie amongst the students. Siblings of the same gender are placed in the same House upon enrolment.

As Jerudong International School has a strong boarding community, four of these Houses are for boarding students and thus for Boarding students, they actually live in their 'House' too! The remaining twelve Houses are for day students. Boarding Houses are partnered with Day Houses which encourages Boarders and Day students to meet.

The Houses at JIS are named after birds native to Borneo. Students easily identify who is in their House by their individual house ties and House T Shirts. A House Captain and Deputy Captain are selected for each House and they are assisted by other students in different leadership positions, unique to each House. During the school year Polio Points are awarded for a variety of reasons in line with the whole school aims. These can be demonstrated in lessons and in wider opportunities including competitions, academic or personal achievement, sportsmanship, kindness and cooperation. At the end of the year the overall winning House is presented with the House Trophy.

SENIOR SCHOOL HOUSES			
		ARGUS	
		BARBET	
		EAGLE	
		FROGMOUTH	
		HAWK	
		IBIS	
		MONARCH	
		SWIFT	

BOYS HOUSES (Left Column) | **GIRLS HOUSES** (Right Column)

The Head of the House is a teacher who is the Housemaster / Housemistress who has overall responsibility for the academic and social development of the students in their House. The students are allocated into tutor groups for each House. The tutor groups for students are split into Years 7–9 and Years 10–13. Each morning, Monday to Thursday, from 7.30 am–7.45 am, students will attend tutor group where they will register for school but also have the opportunity to do a variety of activities which may range from chatting with their tutor about a number of topics, planning for House events or having homework diaries checked. Every Friday morning, there is a longer 'House' period from 7.30 am–8.25 am, known as FridayOne. During FridayOne, House assemblies can be held or the students have the opportunity to go into greater depth for a number of support issues such as coping with exams, academic life as well a life beyond the lessons that they have here at JIS.

The Houses provide a wonderful opportunity for many different activities. Every Thursday afternoon, after school, are House sporting competitions e.g. football, netball, rugby and swimming—to name just a few! Once a week, other House activities occur such as lunchtime Music Performance, the 'War of Words'—the House debating competition; Spelling Bee, House Quizzes—the list is endless! Every student becomes passionate about their House and supporting their friends within their House. Parents are encouraged to develop a relationship with their child's tutor and also the Housemaster or Housemistress so that JIS and parents can work together to help each child fulfil their maximum potential.

INSTRUMENTAL MUSIC TUITION

Students can enrol in the School's Instrumental Music Programme. Students receive tuition in an instrument of their choice with a specialist music teacher. These lessons are scheduled during the school day. Individual and shared lessons are available. Parents are able to hire instruments from the Music faculty. Fees for this programme are additional to the tuition fees. For more information about this programme and the fee structure contact the Music secretary or the Head of Music at music@jis.edu.bn.

STUDENT LEADERSHIP

In addition to the House Leadership teams, students can nominate themselves to be on the Student Councils.

Years 7-9: There are Councils for Year 7, Year 8 and Year 9.

Years 10-13: There are councils for Year 10, Year 11 and Year 12. Year 7-13 students can all also join the Senior School Council. There are also a range of leadership opportunities such as Eco-JIS, Well-Being and an Equity, Diversity and Inclusion Group.

THE SENIOR SCHOOL COUNCIL

The role of the Senior School Council is to help create positive change within the Senior School community. To create, amend and improve the systems and structures the School has in place, to act as a voice for the students in the Senior School and lastly to create a shared ethos and bond the four year levels together. The Council also plays a key part in helping students transitioning to the school and to make everyone feel part of the Senior School family.

How does the Senior School Council work?

The Senior School Council comprises students from Years 7-13. The Senior School Council meets with the Vice Principal - Head of Senior School once a week to discuss ways to improve the school. Then it is up to the Council. The Senior School Council is involved in many activities around the school, such as acting as ambassadors by conducting school tours for visiting students and guests, organising social opportunities for the year groups as well as leading whole school events such as Peace Week and International Day. The Head Students meet with the Principal once a month and speak with him about making real change within the whole School that hopefully benefit all students in the Senior School.



Year 7 Middle Years Council



Year 8 Middle Years Council



Year 9 Middle Years Council

THE POLIO POINTS REWARD SYSTEM

This is a student led initiative across the whole School. Polio Points are earned by following the Student Aims both in and out of lessons: Communication, Engagement, Resilience, Thinking, Leadership and Integration. A set of 6 polio points (one per school aim) is then used to purchase a polio vaccine through UNICEF to help in the effort to contribute to the worldwide eradication of the disease.

As a School, we want to encourage our students to do well as well as think of others. Polio Points empowers our students to make a difference to the lives of some of the most vulnerable communities in the world. Although Polio Points is an external organisation (<http://teaspoonsofchange.org/>) the students at JIS have worked to adapt the idea to fit the school aims and what they think will benefit the students as a system of rewards.



By this Scheme, our students improve the lives of other children around the world. Jerudong International School is very grateful to Aetna International for their sponsorship of the Polio Points Scheme, enabling this to happen.

THE CAMBODIA PROJECT: MAKING A DIFFERENCE

In addition to the Polio Points scheme, I/GCSE students also support The Angkor Hospital for Children in Siem Reap (started in 1999 by Friends without Borders). A Japanese photographer Kenro Izu visited and could not believe the level of poverty and unnecessary deaths of young children as a result of the lack of basic hygiene, medicine or medical staff. He envisaged a hospital for children that had first world standards, which would eventually be run by the Cambodians. JIS has helped support this vision since 2009. The hospital provides free first world medical facilities and help to children of poor families. They have doctors, specialists and nurses who come from all over the world to volunteer their services and has now become a major teaching hospital for local people as well as running a number of clinics in remote rural areas.

We are proud to have been part of their journey and to witness the growth and development of this hospital. Students raise funds throughout the year, and in the last week of the academic year, Senior School students (Years 7-13) can choose to travel to Siem Reap to present a cheque. In addition to the fundraising support, students also undertake further service projects whilst in Siem Reap, working with NGOs such as Caring for Cambodia, (Food for Thought Breakfast programme) and the Community Family First Organisation. We also collect donations of essential goods to help students in local primary schools. We actively support sustainable tourism in our choice of accommodation, the activities and the restaurants we eat at, to support local business and enterprise.

This project and annual trip embody our core values of **Challenge yourself, Inspire others** and **Respect for all** and embrace the school's Aims of **Leadership, Integration, Thinking, Engagement, Resilience & Communication**. It is a showcase of the School's effort to support the Global Sustainable goals and to embed education for sustainability in our curriculum.

EXCURSIONS AND TRIPS

An integral part of the education in the School is the range of field trips and excursions which students experience. These excursions broaden a student's understanding of work that is being covered in class in a practical and enjoyable way. The continued challenges due to Covid restrictions regarding international travel has meant that we are continually reevaluating the excursions and field trips. We have worked hard to develop excellent opportunities within Brunei to ensure all our children can still experience a truly holistic educational experience.

Year 7 to Year 9 - Residential Trips (1 night) e.g. Temburong

Years 10-13 - a range of trips linked to subjects and / or CCAs eg International Award (*Duke of Edinburgh*), Cambodia Project.

THE HEALTH CENTRE

JIS has a well equipped Health Centre with a team of Nurses led by the Head Nurse. As well as treating any child who has an accident or feels unwell during the school day, the Health Centre are also involved in the well being of children.

Illness or Accidents

It is important that the emergency contact information given to the school is current. This allows us to make the necessary arrangements when children are taken ill during the day. The school should be informed of any disabilities or medical problems that are cause for concern. A list of children and relevant health issues is put on the school Intranet for whole school reference.

Please let us know immediately if your child is unwell and inform us of any medical diagnosis that may result in the spread of an illness to other students or staff. If it is something that can be passed on to others, keep your child at home. If they are recovering from an illness and are not able to take part in Physical Education lessons, inform us by letter.

In the event of a minor accident or sickness, children are taken to the nurse in the Health Centre and given first aid and made comfortable until they are able to return to class. They are given a note by the nurse detailing any action taken. If an injury causes us concern or hospital treatment is required we first seek the advice of the nurse and then make every effort to contact a parent or the listed emergency contact as soon as possible. Where this is not possible we will make arrangements to accompany and transport children to hospital and seek further medical advice. If appropriate the services of an ambulance will be used.

Medication

No form of medication can be given during the day without consultation with the nurse. Staff are not allowed to give out medication or tablets with the exception of children who require inhalers to control their asthma. Instructions in this case need to be in writing to the class teacher with details of times and dosages. If medication other than this is required, parents are asked to see the nurse before school with instructions. The medication should be marked with the child's name, class and time of administration.

Sun Safety

Students must use sun protection (and insect repellent) on exposed skin if they are outside for an extended time. School hats are worn outside and students are encouraged to make use of available shade. All classrooms have a supply of sunscreen for the children to use. All students must have a hat which they wear at break and lunchtimes. We operate a 'No Hat, No Play' policy for students wishing to play sports on the school fields.



COVID IN BRUNEI

The School Principal, Leadership Team and School Health Centre work very closely with the Brunei Ministry of Health and Ministry of Education to follow all government health and vaccination protocols for the safety of our community. As this is regularly updated, any parent who would like further information should contact the Admissions Team: admissions@jis.edu.bn

The Ministry of Health also has a website in English with the very latest information about Brunei: <http://www.moh.gov.bn/SitePages/COVID-19.aspx>

* June 2023: There are presently no restrictions due to CoViD within Brunei.

SCHOOL UNIFORM - SENIOR SCHOOL (YEARS 7-13)

Jerudong International School (JIS) believes that a clear uniform policy plays a valuable role in contributing to the school ethos. We expect all who attend JIS to have a high standard of appearance whilst wearing school uniform whether inside or outside of school.

The purpose of this policy is to provide clear guidance to students, teachers, parents and other stakeholders about the expectations of the school with regard to uniform and appearance and the strategies used to maintain a high standard at all times.

At any time that students wear school uniform they are representing the school and must wear the appropriate uniform in the appropriate manner. It is important that the school uniform is worn correctly. The uniform is available for purchase from the stationery and uniform shop.

Roles and Responsibilities

- The Principal and School Academic Leadership Team are responsible for ensuring the policy is followed.
- House Masters, House Mistresses, Tutors and class teachers (Junior school) are responsible for checking uniform daily.
- School staff, including teaching and support staff, are responsible for ensuring that the policy and procedures are followed and consistently and fairly applied.
- Parents and carers are responsible for ensuring that their son or daughter wears the correct uniform inside and outside of school.
- Students are expected to take full responsibility for their own appearance and will be made fully aware of the school policy, procedures and expectations.

The Assistant Head of School will judge if a student is inappropriately presented and may, after liaising with the relevant Vice Principal, send a student home to return properly dressed.

Parents should check with the Housemaster or Housemistress if they have any doubt about the suitability of items of clothing they intend to buy for students to wear in school.

Boys

- White JIS collar shirt with short sleeves or long sleeves. Shirts should be sufficiently long in the tails not to come untucked from trousers.
- School tie – House Tie (Years 7 - 13) or maroon JIS School tie (Years 12 and 13).
- Loosely hanging navy blue long tailored JIS trousers only (Black long tailored trousers in Year 12 & 13 are allowed). Tight fitted trousers are not allowed.
- Belt – plain style; either dark blue, black or brown in colour.
- Socks should be plain and of dark colour.
- Underwear should not be visible.
- Shoes that are all black should be worn - stitching, laces, edging around the base of the shoe. No coloured flashes, labels or logos.
- Only official JIS jumper or cardigan may be worn in and around school over shirts.
- Hair should be neat and clean. Extreme styles or garishly coloured hair are not allowed. Hair should not touch the shoulders.
- No jewellery or makeup should be worn. Tattoos, earrings and ear studs are forbidden (unless for religious or cultural reasons).
- No facial hair may be grown unless it is for religious reasons, whereby written permission should be obtained from the Head of School.
- Coloured contacts are acceptable so long as they are of a natural colour (green, blue, brown etc.). Contacts of unnatural colours e.g. red or purple are not allowed.
- Headphones should not be worn around school.

Girls

- White JIS collar shirt with short sleeves or long sleeves.
- School tie – House Tie (Years 7 - 11), maroon JIS School tie (Years 12 and 13).
- JIS Tartan skirt. There is a choice of two lengths – either below the knee or ankle length.
- Socks should be plain and be black or white in colour.
- Shoes that are all black should be worn - stitching, laces, edging around the base of the shoe. No coloured flashes, labels or logos.

- Underwear should not be visible.
- Only official JIS jumper or cardigan may be worn in and around school over shirts.
- Hair colour must be natural and style and must be appropriate (at discretion of the school) for school (no unnatural highlights or multi tone colouring). Religious headscarves must be white or black.
- Hair should not obscure the eyes and hair that falls below the shoulder and when requested needs to be tied back whilst in school.
- Make up should not be worn by girls in Years 7 to 11. Sixth Form girls may wear discreet foundation. Nail varnish should not be worn by students in Years 7 to 11. Sixth Form girls may wear subtle/natural nail varnish. False nails should not be worn.
- With the exception of PE and some practical lessons, girls may wear a flat ring, one bracelet and one necklace. Any earrings worn should be small studs. Tattoos are forbidden. For reasons of health and safety, no other forms of body piercing jewellery are allowed (Discreet nose studs are allowed for cultural and religious reasons).
- Coloured contacts are acceptable so long as they are of a natural colour (green, blue, brown etc.). Contacts of unnatural colours e.g. red or purple are not allowed.
- Headphones should not be worn around school.

Physical Education Uniform (Boys and Girls)

- JIS white and maroon dri-fit t shirt (long or short sleeves).
- JIS maroon dri-fit shorts or JIS maroon dri-fit track pants.
- Appropriate footwear for the sports activity e.g. trainers, football boots etc.

PE Kit

PE kit can only be worn to school if students have PE Period 1. On Friday no student should be coming to school in PE kit unless permission has been given by the HsM. Students should (on most occasions) change out of PE kit at the end of PE lessons.

Non Uniform Days

Clothes should be worn that are appropriate for a school environment. Shoulders and midriffs should be covered and shorts or skirts should be of an appropriate length. Logos on clothes should be non-offensive.

SAFEGUARDING CHILDREN

The health, safety and well-being of every child at Jerudong International School is our prime concern. We listen to our students and take seriously what they tell us. Our aim is that children will enjoy their time as students in this school. We also want to work in partnership with our parents to help each child to achieve their full potential and make a positive contribution. The school has a Child Protection Policy in line with this for the safety of all. This Child Protection Policy is available to parents on our Firefly Parent Portal. If you are at all worried about the welfare, health or safety of a child please speak to the school counsellors or your child's Housemistress / Housemaster or Head of Senior School.

FOOD @ JIS

JIS is committed to providing the whole school community with a modern, healthy menu and dining experience. We are constantly working on ways we can improve the food offered in our school canteens. Our aims are always to focus on freshly prepared food with great variety that is both nutritious, delicious and attractive.

Students in Years 7 - 11 eat their snacks and lunch at the **'Borneo Pasar'** Canteen.

Students in Years 12 & 13 eat their snacks and lunch at the **'Hornbill'** Canteen.

We have two halal certified caterers - Serikandi and Grazestar who both operate in these canteens. They offer a varied and extensive range of items served from different kiosks. They can cater for any special diets requested and daily vegan / gluten-free and vegetarian hot meals are available.

The variety each day includes:

- A hot food station (Western and Asian choices)
- Salad bar
- Pasta station
- Sushi and rice boxes
- Live carving station
- Make your own sandwiches
- Fajitas station
- Live grilling
- Wholemeal cookies and fruit muffins
- Fresh fruit slices and juices
- Grilled cheese sandwiches
- All food purchases are offered with a free salad pot

Parents can view the menus on the Firefly parent portal and meals can be pre-ordered. Students purchase food using credit on their Campus Card account. For Boarders, a daily credit value is automatically added. For day students, parents can add credit by paying cash to Accounts or paying online. Parents can also set a daily limit for their child. All menu items are available for pre-ordering via the online Campus Card account. Daily menus are available via Firefly. The Firefly food pages also have monthly updates of new items added to the menus.

There is an active food committee open to all Senior School students for food tasting and feedback sessions are held during lunch times each term.

The School is committed to recycling / reusing and reducing waste and so we encourage parents to provide their children with a container to collect their lunch. Students will also bring their own water bottles and fill them using the water fountains. Water jugs and beakers are also available in the Borneo Pasar Canteen and Hornbill Canteen.

PARENT ID PASSES AND CAR PASS

All parents are issued with a security ID Pass and also a car pass which allows them to access the school campus. Parents are required to wear their Parent Pass when on the school campus.

SCHOOL LIBRARY

Children in Years 7-11 will visit the School Library as part of their school curriculum. However, JIS parents are welcome to register as Community Borrowers. This will allow parents to borrow books for their own personal enjoyment or/and to borrow additional books for their children. Parents are welcome to visit the library 7.30am - 8am each morning (Monday - Friday) and 3pm - 4pm (Monday - Thursday).

UGAMA

Ugama is the study of Islam. It is taught in the Malay language (Bahasa Melayu) and is compulsory for all Bruneian Muslim students in Years 2 - 8. Classes commence at 3.00pm on Monday to Thursday and 2.45pm on Fridays. Please contact ugama@jis.edu.bn for more information.

FridayONE

The pastoral system at Jerudong International School (JIS) is unique and focuses solely on providing the most comprehensive support network for our students as possible. FridayOne is a time for students to integrate, participate in house events and seize opportunities for leadership and personal challenge. Students are defined not only by the content they learn at JIS but also the relationships they build and it is essential we guarantee time for these bonds to develop. Every Friday morning the students have an hour of the week that is set aside as pastoral time and falls under three central strands: House time, Tutor time and Lifeskills.

House time gives the Housemasters/mistresses (HsMs) of our 16 Houses the opportunity to create shared experiences for the students in their care. These activities strengthen the strong feeling of community at JIS of which we are so proud and allow students to get to know one another and make friends across all year groups. The HsMs create a programme for the students to learn the key house values and grow as individuals.

Tutor time allows focused time for tutors and students to meet to discuss academic progress and plan strategic interventions. The tutor is the first step towards solving the small issues that can impede a student's academic progress. A strong bond within a tutor group offers one of the most important layers of pastoral support here at JIS.

Lastly Lifeskills at JIS aims to equip student with the knowledge, self-understanding and social, emotional and intellectual skills necessary to live a healthy, safe and well-balanced life and to achieve their full potential both at JIS and in later years. A well designed Lifeskills programme can be a powerful tool in helping students overcome problems and the JIS Lifeskills programme draws on established practices, but has been tailored to reflect the exact demands of the students living in a Bruneian and international school context. It aims to give the students an awareness of the need for balance in life and the impact that neglect of one area, such as physical or emotional health, can have on their performance in other areas, including academic success.

Whilst it is considered important to make students aware of the risks associated with harmful practices, the Lifeskills curriculum at JIS takes a positive, preventative approach, aimed at empowering students with the self-awareness and emotional resilience required to confront the challenges of life.

Lifeskills is organised around three strands that have been chosen through consultation with the HsMs and the students themselves. They cover the three key focuses of physical health, emotional health and intellectual health. In the Middle Years (Year 7-9) these strands are labelled Friendships, Healthy living and Emotional Resilience. In the Upper Years (Years 10-13) the same values are continued but delivered through Relationships, Global Citizenship and Mental Health. In Year 12 we have embedded the Higher Education programme into FridayOne. In Year 13 the students embark upon a course entirely focused on their departure from JIS and, for many of them, a move to university in a different country other than their own. With this in mind the students go through a series of sessions focused on preparing for Independent Living.

At JIS we are committed to educating the whole child and consider FridayOne to be the most important hour of the week.



MIDDLE YEARS CURRICULUM

The JIS Middle Years curriculum is based on the National Curriculum of England but is specifically determined by the needs of the students who attend JIS. It is enriched by an emphasis on the relevance of the cultural, religious and geographical context of Brunei, achievement in the performing arts and sport as well as an expectation of awareness for important global issues.

The Middle Years aims to facilitate the cognitive development of students. This is characterised by a concentration on the acquisition of basic skills in language, literacy, numeracy and information technology. We also look to develop the skills of conceptualisation, analysis, reasoning and the application of basic skills over a wider range of experience. In this way, students can begin to appreciate the wider world and begin to develop notions of their place within it and their contribution to it.

As a result, the key elements in this phase of the curriculum are:

- Continuing emphasis on the development of basic skills, building toward a successful transition to I/GCSE.
- Continuing emphasis on assessment for learning techniques.
- Focusing on the development of higher order thinking skills through appropriately challenging work—specifically through extensive use of Socratic questioning and targeted use of Philosophy for Children.
- Encouraging the development of independent thought, not only by teaching and learning opportunities but also by an increasing amount of extra curricular and wider school initiatives.

MIDDLE YEARS CURRICULUM STATEMENT

All students are entitled to an appropriate curriculum that is broad, balanced, differentiated, rigorous and relevant to student needs. In addition to their academic progress this will cater for their creative, social, physical, emotional, moral and spiritual development.

Broad

The Middle Years curriculum is broad in that it offers all the subjects required as part of the UK National Curriculum with an enriched performing arts, sporting and extensive extra-curricular provision.

Balanced

In Years 7 and 8, all students are taught Humanities (History and Geography), Arts, Science and Technology with cross-curricular links between them. In Year 9 the students are given

the opportunity to specialise in their chosen creative and language subjects as well as studying Physics, Chemistry and Biology as individual sciences for the first time. As a result, students should have a well-rounded educational experience with enhanced cultural, sporting and language provision.

Differentiated and Rigorous

Throughout the Middle Years, students are placed in mixed ability teaching groups. However, setting takes place in Mathematics during Years 7, 8 and 9. Year 7 - 9 are placed in teaching bands. Each English band will consist of three or four mainstream classes and one E2 class (English as a Second language class). E2 classes will be taught by a specialist EAL teacher.

Students in need of specialist help are identified and facilities and specialised teaching are made available to them after consultation with their parents. These groups tend to be categorized as Learning Support groups or Language Support groups.

Although a different style of delivery may be found within each teaching group throughout the Middle Years, the delivery to each group will be characterised by its rigour and the high expectations by staff of their students.

The holistic education provided by the academic curriculum, the FridayOne curriculum, enrichment opportunities and co-curricular activities aims to ensure that all students develop academically, creatively, socially, physically, emotionally, morally and spiritually whilst they are within the Middle Years. This approach ensures the foundations for success at I/GCSE are developed before the students reach Year 10.

EXTENDING THE CURRICULUM THROUGH ENRICHMENT AND CO-CURRICULAR OPPORTUNITIES

To broaden the experiences offered to the children and to enhance the development of their skills and understanding, a variety of other opportunities are planned within the academic year. These include Enrichment Days (such as Language Days, Science Day or History Day), Peace Week, International Week, Earth Week, Book Week and Shakespeare Week.

There are also a number of key co-curricular activities available to students. These include the Middle Years Production, Orchestra, Choir, Outdoor Education, Middle Years MUN and a wide variety of sports (refer to PE Curriculum and Games Curriculum).

LEARNING SUPPORT

The Learning Support Faculty provides support for students who may have additional learning needs. Learning Support Tutors provide some in class support in the core subjects. Students may also receive small group withdrawal to enhance their basic skills in literacy, mathematics and organisation. Handwriting and reading intervention programmes are offered where needed. These may take place before school or at lunchtimes. The provision offered by the Faculty is flexible and is dependent on the needs of the individual and the needs of the cohort.

DIGITAL LEARNING

Digital learning is key to ensuring that every student gets the most out of their JIS learning experience. Our policy of anytime, anywhere learning has led to students using a prescribed digital devices to access the sitewide Wifi. For Years 7-9, each student is required to have a Chromebook.

This easy access to technology provides many opportunities to assist our students organisational and planning skills. By using their device to access Firefly, our live planner, they will have up to date information regarding assembly, CCA, House, and sporting arrangements. They will also have quick access to their lesson timetable and can easily email teachers for help and advice.

Students are expected to behave responsibly with technology and once they have been given a login name and password they are expected to read and complete the ICT Acceptable Use Policy form to ensure that they use these facilities in accordance with the school's terms and conditions. Parents are also required to sign this form. This form, combined with our internet filters helps us keep students protected and safe.

Students entering the Middle Years will also benefit from initial training in the use of Google and their devices. Student Digital leaders in each House and the PSHE programme will support students with the more difficult elements of using the internet, i.e. navigating the internet safely and what to do should you feel you are being bullied online.

We are extremely lucky, the facilities within our school allow us to use some of the latest digital content in our classrooms and learning spaces making for exciting lessons and engaging learning environments. Our digital goal at JIS is to use this technology to communicate clearly, collaborate with each other, think critically and be creative.

HOMEWORK POLICY

Introduction

Homework is one component of the holistic education of a child. Homework can help to foster the positive development of motivation, curiosity, and confidence. It can contribute toward building responsibility, self-discipline, and life-long learning habits. Homework can also provide opportunities to deepen understanding. However, co-curricular activities are also an essential part of the holistic education of a child, as are activities outside of school and family experiences.

Given the busy lives of our students we need to maintain a healthy balance between academic development, commitment to co-curricular activities and a busy home and family life. We believe that there should be Core Homework tasks that every child should be able to complete on the evenings of Monday to Friday. In addition there should be Extension Homework tasks that children may explore if their curiosity and love of learning so drives them. The purpose of each is explained below.

Core Homework

- To prepare for a concept or a unit that will be studied in the future.
- To provide opportunity to integrate newly learned concepts and skills with prior learning.
- To provide practice or reinforcement for what students have learned in the classroom.
- To provide independent practice and reinforcement of proper study habits taught in school.
- To provide opportunity for increasing self-direction, time-management, and independence through extended project work.
- To finish off work that has not been completed in class.

Extension Homework Tasks

To elaborate, enrich, and/or extend the understanding of a student through self-inquiry and self-application.

Reading

All students should read for approximately 30 minutes each night. This should be at least one or two chapters.

Homework in Year 7 & 8

English	One or two homework tasks (approx. 60mins/week)
Maths	A number of short homework tasks (approx. 60mins/week)
Sciences	One homework task (approx. 40mins/week)
Languages	One homework task per language (approx. 20mins/week)
History	One homework task (approx. 60mins/fortnight)
Geography	Extended homework tasks (approx. 4 week units)

Art & Design, Design & Technology, Drama, Computing, Music and PE are not scheduled to set homework in Year 7 and 8. Homework may, however, be set on occasion, but this will be infrequent. These subjects are very much based on skills and there are numerous opportunities for students to develop their skills and creativity through the co-curricular opportunities within School. Whilst involvement through co-curricular opportunities is encouraged, if students are not directly involved in a co-curricular capacity, we hope that students will attend and support concerts, exhibitions, shows and sports fixtures.

Homework in Year 9

English	One or two homework tasks (approx. 60mins/week)
Maths	A number of short homework tasks (approx. 60mins/week)
Biology, Chemistry, Physics, Geography & History	One homework task per subject (approx. 30mins/week)
Languages	One homework task (approx. 45mins/week)
Option Topics (Art & Design, Design & Technology options, Drama, Computing and Music)	One homework task (approx. 30mins/fortnight)

Note: Apart from Mathematics homework, all students will be given a minimum of two nights to complete homework tasks.

ACADEMIC MONITORING OF STUDENTS

Teachers will use a variety of formative and summative assessment techniques to assess the progress of students and to inform teaching and learning. Assessment data is used to inform setting decisions in subjects such as Mathematics and English, as well as to identify students in need of support or extension. Housemasters/ Housemistresses liaise with their tutors to ensure that there is an ongoing system of monitoring as part of the pastoral system. Tutors are in daily contact with students.

INTERNAL EXAMS

In the Middle Years we hold annual exams in most subjects during Term 3. Most exams will take place during the week prior to the Term 3 half-term holiday, usually in May.

The internal exams are formal assessments that measure what all children can do when they are asked the same questions. For all Middle Years students assessments will be conducted for English, Geography, History, Languages, Mathematics and Science. Those subjects that are not tested are practical subjects within which an assessment task is better carried out over a few weeks or intermittently throughout the year, i.e. Art, Drama, Music, Design & Technology, Computing.

The purpose of the exams is to provide staff, students and parents with information about the extent and quality of learning. Such feedback will identify areas of strength and weakness in each subject. Students will also gain experience of working under exam conditions and practise answering the type of questions set in external exams. Such familiarity will improve exam techniques. The scripts will be returned and discussed with each individual in class.

The exams will act as only one piece of assessment amongst many others that have been completed during the academic year. All the assessment tasks will contribute to the end of year course grade which will be recorded on the final report.

Students who have enrolled during the academic year may sit a specially prepared exam or they may sit the same exam as other students in their year group. Subject teachers will explain to students the policy adopted by their faculty.

MATHS & SCIENCE

These two subjects follow the PEARSON Edexcel International Lower Secondary Curriculum. This ensures accurate benchmarking of academic assessment as well as allowing an easy transition into the IGCSEs which follow the same exam board.

ENGLISH & HUMANITIES

These subjects work in conjunction to enhance the English Language skills of our students. The curriculum are carefully designed to support students with the full range of English Language skills. This means that all of our students are able to access the linguistic requirements of the IGCSE programme.

Taken together the core subjects in the Middle Years at JIS focus on the core skills of literacy, numeracy, speaking and listening as well as the development of ICT skills.

Whilst JIS is a selective school with the majority of its students being of above average ability, teaching and learning will be differentiated to meet the needs of all students whether through the provision of extra support or through appropriate extension and challenge.

LANGUAGES

JIS is faced with the challenge of providing a curriculum that includes both a first language subject (Bahasa Melayu) and foreign language subjects (Foreign Language Malay, Foreign Language Mandarin, Foreign Language French, Foreign Language Spanish). Given the additional complexity of having a very high proportion of students for whom English is an

Additional language (EAL), there are various options for how the total language provision may be established for a student.

In total, four one-hour lessons are allocated each week to the development of Languages. The combinations available are:

- **Bahasa Melayu** - This course is taught for all four lessons. This recognises the fact that it is a first language course and that it is essential for a C grade to be achieved at O-level for Bruneian students to have access to educational scholarships.
- **Foreign Languages** - Students choose two languages (one Asian Language and one European Language), each of which will be studied for two lessons per week.
- **English as an Additional Language (EAL)**
 - Students who have EAL needs may study one foreign language for two hours and then attend a Language Support class for two hours.
 - Students who have significant EAL needs may attend an English Language Support class for four hours.

OPTIONAL SUBJECTS IN YEAR 9

In Year 9, students complement the core subjects by selecting two more from the list below. This choice is made in Year 8. A wide variety of creative subjects are on offer as we strongly believe that the study of such subjects is a necessary part of a holistic education.

Some students may also choose to take a second foreign language. This choice should be made in conjunction with the student's language teacher. It is expected that these students will have displayed a strong aptitude for the study of languages and will be achieving high grades in their current chosen language.

Creative Subjects

- Art and Design
- Computing
- Design and Technology: Food & Nutrition
- Design and Technology: Product Design
- Design and Technology: Textiles
- Drama
- Music

Languages*

- Bahasa Melayu
- Chinese (Mandarin) - First Language Speakers
- Foreign Language Malay
- Foreign Language Chinese (Mandarin)
- Foreign Language French
- Foreign Language Spanish

**For French and Spanish, please note the IGCSE course starts in Year 9 (over 3 years), therefore, students should not be changing languages at the end of Year 9.*

YEAR 7 & YEAR 8

Year 7 and Year 8 students study these CORE SUBJECTS:

- | | |
|-------------------------------------|----------------------------|
| • English Language | • Geography |
| • English Literature | • History |
| • Mathematics | • Art & Design * |
| • Biology | • Computing * |
| • Chemistry | • Design and Technology: * |
| • Physics | - Food and Nutrition |
| • Physical Education | • Design and Technology: * |
| - Non-Exam | - Product Design |
| • Language | • Design and Technology: * |
| - Chinese, French, Malay or Spanish | - Textiles |
| - Bahasa Melayu (Bruneian Students) | • Drama * |
| | • Music * |

** Please note that these subjects are 'Optional Subjects' in Year 9. Students can choose TWO of them to complement their core subjects (this choice is made in Year 8).*

YEAR 9

Year 9 students study these CORE SUBJECTS:

- | | |
|----------------------|-------------------------------------|
| • English Language | • Language |
| • English Literature | - Chinese, French, Malay or Spanish |
| • Mathematics | - Bahasa Melayu (Bruneian Students) |
| • Biology | • Geography |
| • Chemistry | • History |
| • Physics | |
| • Physical Education | |
| - Non-Exam | |

In addition, students choose TWO OPTIONAL SUBJECTS:

- | | |
|---|-------------------------------------|
| • Art & Design | • Drama |
| • Computing | • Music |
| • Design and Technology: Food and Nutrition | • Language |
| • Design and Technology: Product Design | - Chinese, French, Malay or Spanish |
| • Design and Technology: Textiles | |

MIDDLE YEARS CURRICULUM DIAGRAM

Years 7 and 8: Lessons per week

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
English				Mathematics			Science			Humanities			Games & PE			Comp		Art	D&T		Drama	Music	MFL - Bahasa				FridayONE
																							Lang 1		Lang 2		

Year 9: Lessons per week

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
English				Mathematics			Science				Games & PE			Humanities				MFL			Option 1			Option 2			FridayONE

ASSESSMENT AND REPORTING

Each student's work is marked and reported using grades. A grade describes the standard of work or the degree of attainment in a subject. The following grading scale is used in Jerudong International School:

Grade	A*	A	B	C	D	E
Mark	100-90	89-80	79-70	69-60	59-50	49 & below

Students receive regular reports throughout the academic year. Teachers are asked to report on attainment as well as organisational skills and attitude to learning. Parents are also invited to attend meetings with their child's teachers and/or tutor to discuss their progress.

MIDDLE YEARS REPORT KEY

Teachers consider **Organisation for Learning** and **Attitude to Learning** when grading your child:

Organisation for Learning

- Being equipped for their lesson;
- Remembering their exercise book;
- Submitting their homework on time;
- Preparing themselves to work effectively in class; and
- Being punctual to each of their lessons.

Attitude to Learning

- Communication in whole class and group situations;
- Inquiring about the work being studied;
- Independently completely work;
- Reflecting on their own learning; and
- Showing an interest beyond the curriculum.

Both **Organisation for Learning** and **Attitude to Learning** are measured as follows:

Excellent	Consistently meeting all the targets on the list. A superb achievement.
Good	Meeting most of the targets on the list. There may be one area that needs to be focused on to improve.
Satisfactory	Meeting some of the targets on the list. There are areas that could be improved.
Unsatisfactory	Meeting few targets from the list. There are many areas that need improvement and this is a concern.
Poor	Making little or no effort to succeed in the areas listed. This is a cause for serious concern.

If a student receives a number of unsatisfactory or poor effort grades, parents will be contacted by the Housemaster or Housemistress of their child.

YEAR 7 REPORTING PROCESS

Following feedback from students, parents and teachers a new reporting model has been adopted for Year 7 students. The model used increases the level of contact between school and home and focuses on the study skills we believe are essential to foster student achievement at the end of Year 7, and beyond.

- **September** - A 'Meet the Tutor' evening . This is an opportunity to meet the tutor who will be the main contact between school and home over the time your child is in the Middle Years (Year 7-9). A detailed explanation of the year's reporting schedule and description of the grading structure will also be presented.
- **December** - A Parent-Tutor Evening. At this Evening, parents will receive a set of Attitude, Organisation and Achievement grades from each teacher. This will be given to you by the Tutor who will explain the grades whilst providing holistic feedback regarding your child's first term in Year 7. The tutor will also discuss, and agree with you and your child, a set of targets moving forward that will have the greatest impact on your child's progress during Term 2 and 3.
- **February** - A Parent-Teacher Evening. At this evening, parents will receive a full set of grades from each teacher and have an opportunity to discuss them with the subject teachers. The Targets set in December with the Tutor will also be reviewed by the subject teachers.
- **June** - A full written report.

YEAR 8 & 9 REPORTING PROCESS

- **October** - 'Meet the Tutor' evening. You will receive a set of Attitude, Organisation and Achievement grades from each teacher.
- **December** - A full written report. A Parent-Tutor Evening. At this Evening, parents will receive a set of Attitude, Organisation and Achievement grades from each teacher. This will be given to you by the Tutor who will explain the grades whilst providing holistic feedback regarding your child's first term in Years 8 & 9. The tutor will also discuss, and agree with you and your child, a set of targets moving forward that will have the greatest impact on your child's progress during Term 2 and 3.
- **February** - A Parent-Teacher Evening. At this evening, parents will receive a full set of grades from each teacher and have an opportunity to discuss them with the subject teachers. The Targets set in December with the Tutor will also be reviewed by the subject teachers
- **June** - A full written report.

YEAR 7 & YEAR 8 SUBJECTS

ENGLISH

'The English Faculty believe that their role as teachers is to promote a love of learning alongside a love of the English language and its literature. In doing so, we aim to raise students' awareness of the world around them by exploring the global richness and diversity of English language and literature.'

English Department Handbook

To achieve this aim, students in the Middle Years undertake a number of units throughout the year. Students study a range of literature including a novel, a play and poetry with the complexity of the text increasing for the appropriate age and ability of students. In addition, they cover units that focus on different media, argumentative writing, writing for newspapers and creative writing. For instance, a student in Year 7 may study a text such as 'Skellig' by David Almond but will be expected to handle the more challenging 'Animal Farm' in Year 8. Non-Fiction texts in magazines and newspapers as well as visual texts will also be covered. Oral work is a significant component of the course and students are encouraged to debate in class as well as being given more formal opportunities to promote their oral ability. It is the intention of the programme to foster an appreciation of literature as well as a steady improvement in written and spoken English.

A regular feature of both year levels is the promotion of reading through one lesson per fortnight being spent in the library. This is an opportunity for students to interact with teachers and peers to discuss and choose appropriate age level texts.

A number of co-curricular activities are offered to students within the English Department. Students are encouraged to enter Essay Writing competitions and in recent years JIS students have participated in The Commonwealth and FOBISIA short story competitions as well as the COBIS Poetry competition. For the last two years, the FOBISIA short story competition has been won by students from JIS.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

JIS is a wonderful mix of nationalities, cultures and languages and approximately two thirds of our students are developing their English as an additional language. Some may be further along than others and have already acquired the academic English they need for accessing the curriculum at JIS.

English as an Additional Language (EAL, or sometimes called E2) students operate daily in at least two languages and this adds significantly to their 'thinking load'. In addition, learning the curriculum through an additional language while, at the same time, encountering the new concepts and culture, is often a significant challenge.

It is therefore important that we pay attention to the acquisition and development of language skills.

The EAL provision is as follows:

Intensive Language Programme (ILP)	Language Support	English and History* Curricula in an E2 classroom
<ul style="list-style-type: none"> • 11 lessons of withdrawal. • Classes are very small, often on a one-to-one with dedicated ILP teachers. • ILP classes are for students with a CEFR level of A1, beginner, or A2, elementary. 	<ul style="list-style-type: none"> • Students get extra English lessons to support their development of English, as well as help in accessing the language in their other academic work. • Language Support is for students with a CEFR B1, intermediate level of English language proficiency. 	<ul style="list-style-type: none"> • Students are taught the same content as mainstream students but in a differentiated, more EAL focused environment. • These classes are for students with a CEFR B1, intermediate and B2, upper intermediate, level of English language proficiency.

*E2 History is for Years 7 and 8 only.

Language Support in the Middle Years:

Introduction

The EAL Faculty provides special assistance to students who are deemed to require more help in building English proficiency. The aim is to help students cope with the language demands of their various subjects. In Years 7 and 8, depending on degree of need, students can be invited to take Language Support on one or both of the timetable language lines. Language Support works in tandem with parallel English and History and as proficiency improves, students first exit Language Support, then, when the time is right, move into mainstream English and History.

Approach

- The language support provision is available at all year levels within the school. Students work in small groups, receiving help with the language aspects of their subjects, for example, through the use of glossaries and learning the conventions of writing genres typical of certain subject areas.
- Teachers are available to students as a 'language resource' to help them clarify assignment tasks and coursework requirements, and assist in the development of strategies to meet the language demands of subject- derived reading and writing tasks.
- Language Support teachers write a report which features an effort grade and comments on students' progress, effort and motivation.

MATHEMATICS

Students in Years 7 and 8 will be studying the Maths Progress International 11-14 course.

The aim of the course is to create confident and numerate students ready for the International GCSE (9-1). The course follows a mastery approach that aims to nurture confidence, build fluency, improve problem-solving skills and develop mathematical reasoning to fully prepare students for the transition to International GCSE and beyond.

Maths Progress International includes a Student Book and Workbook for each student as well as online digital resources. Each chapter of the Student Book has sections called **Check**, **Strengthen** and **Extend**. These sections can also be used at home to further support students' learning.

The **Check** section contains a short quiz which can be used for students to check their understanding of the relevant chapter.

The **Strengthen** section can then be used for students who need to further develop their understanding of that particular chapter.

The **Extend** section is for students who fully understand the ideas from the relevant chapter but want to extend and deepen their understanding further.

CURRICULUM OVERVIEW

Students in Years 7 and 8 will study the following topics during the course of the school year.

YEAR 7			YEAR 8		
Term 1	Term 2	Term 3	Term 1	Term 2	Term 3
7.1: Analysing & Displaying Data 7.2: Number 7.3: Expressions, Equations, Functions & Formulae 7.4: Fractions 7.5: Angles and shapes	7.6: Decimals & Percentages 7.7: Ratio 7.8: Measures and shapes	7.9: Sequences & Graphs 7.10: Transformations 7.11: Probability	8.1: Number 8.2: Equations and Formulae 8.3: Expressions and Powers 8.4: 2d & 3D Shapes 8.5: Real Life Graphs	8.6: Fractions, Decimals and Ratio 8.7: Probability 8.8: Percentage and Ratio 8.9: Shapes and Angles	8.10: Charts & Diagrams 8.11: Straight-Line Graphs Exploring Pythagoras

SKILLS AND KNOWLEDGE

The Year 7 and 8 curriculum is a knowledge-rich curriculum, as shown through the broad range of topics covered over the course. Within each topic, the aim is to give our students the opportunity to master each concept, make connections with other topics and develop their problem-solving skills further. Each section of the book is designed to help our students to become self-motivated, independent learners with the confidence and resilience to solve challenging problems. The quizzes in the Check section are an opportunity for students to test their knowledge and understanding. Students are then encouraged to reflect on this and complete either the Strengthen or Extend exercises for further support or challenge, as required.

ASSESSMENT

After each topic, students will be given a **topic quiz**. This will either be on paper or online and will give our students a clear idea of anything within each topic that requires further practice.

There will be a broader and longer in-class **review test** after every three topics. This will give students the opportunity to review topics throughout the course of the year.

Towards the end of the term, students will sit an **end-of-year exam**. This will allow students the opportunity to review all of the topics from the course and to reflect on their learning for the year.

We encourage our students to see all topic quizzes, review tests and end-of-year tests as an opportunity to test their understanding, reflect on their learning and improve their skills and knowledge.

HOMEWORK

Students in Year 7 and 8 are expected to complete short, regular tasks after most lessons. The idea behind these short, regular tasks is to develop our students' habit of practising Maths "little and often". We believe this is the most effective way to build our students' fluency and confidence in Maths.

OPPORTUNITIES FOR ENRICHMENT

There are many opportunities for Maths outside the curriculum at JIS. Students are invited to take part in the **Mathletes CCA**, where we investigate fun-puzzles and practice team challenges such as Sprint Maths, team logic puzzles and cross numbers. We continue to run the **UKMT Maths Challenges**, as well as the follow-on Olympiad and Kangaroo competitions. And of course, we have our annual **Maths Week** where we invite guest speakers (James Tanton, Colin Wright and Simon Pampena) and take our time to investigate fun and exciting topics - from the **Cracking the Code** (our code-breaking Maths Week) to the **Mathematics of Juggling**. We hope your child learns to love and appreciate Mathematics during their time with us in Year 7 and 8.

Mathematical investigations are also an integral part of the Year 7 and 8 curriculum. As well as being extremely enjoyable and engaging, Mathematical investigations also expose students to the idea of problem-solving. It is important to give students the opportunity to tackle open-ended tasks that require a systematic approach in order to solve them. These are designed to not only develop curiosity about maths but also to offer students of all abilities the opportunity to improve their problem-solving skills. These tasks are simple to start with but offer great scope for students to formulate more general solutions to the initial problems and to apply their skills in context. Students will complete several investigations during Y7 and 8.

CROSS-CURRICULAR OPPORTUNITIES

The nature of Mathematics means that it, of course, has very close links with Science, Computing, and Design & Technology. However, there are links with many other areas of the curriculum including Music, Art and Sports. The Middle Years problem-solving approach to Mathematics brings different subjects together, allowing the students to apply their Mathematical understanding to solve problems from a wide variety of subjects. The course has been carefully designed to align well with

other subject areas, primarily Science. This course-design allows students to meet a concept in Maths (for example Speed-Time graphs) at the right time, ready to further develop their skills in Physics.

PROGRESSION TO IGCSE

One of the reasons, amongst many, for choosing this course is that there is a clear progression between the topics studied in Year 7 and 8 and those on the IGCSE course.

SCIENCE

INTRODUCTION

Middle Years Science at JIS is an exciting environment where students develop an understanding of what it means to be a scientist. This is not just in preparation for the IGCSE, A Level and IB Diploma Science courses, but with the intention of developing and enhancing the fascination and excitement many young people feel about the natural world. Our students are encouraged to recognise the power of rational explanation and develop curiosity about natural phenomena.

In purpose-built and superbly resourced laboratories, Middle Years Science is a thought provoking, investigative subject in which students find out for themselves answers to the big questions about the natural world through rigorous practical investigation and creative activities. Studying Biology, Chemistry and Physics in an integrated Science curriculum, students learn the importance of carrying out experiments to produce reliable data from which conclusions and theories can be derived, and further investigations can be suggested. The aim is that all students should leave Middle Years thinking as scientists.

SKILLS AND KNOWLEDGE

Throughout the Middle Years Science curriculum, we expect students to develop practical skills and thinking skills so that they can apply the knowledge they gain to solve problems. They will plan and carry out scientific enquiries, analyse their data, communicate their findings and solve problems.

Each topic has a set of Knowledge Learning Objectives which are very closely matched to a progressive set of Skills Learning Objectives. These objectives focus on 12 key command words (show, describe, outline, predict, discuss, explain, calculate, suggest, estimate, evaluate, compare, and justify), and form the basis of every lesson.

Enquire	Analyse	Communicate	Solve
<ul style="list-style-type: none"> Collect data Test Hypotheses Plan variables Devise questions 	<ul style="list-style-type: none"> Discuss limitations Draw conclusions Present data Analyse patterns 	<ul style="list-style-type: none"> Communicate ideas Justify opinions Critique claims Construct explanations 	<ul style="list-style-type: none"> Interrogate sources Review theories Estimate risks Examine consequences

In Middle Years Science students will be encouraged to:

- Ask scientific questions, some of which can be answered through practical investigation.
- Make observations and apply to scientific investigations.
- Seek and identify patterns and relate these to patterns perceived earlier.
- Design and carry out experiments to test their explanations of patterns and observations.
- Communicate verbally, mathematically and in writing what they have carried out and discovered and to use the language of science.
- Interpret written and other material.
- Acquire scientific knowledge and understanding and relate this to their investigations and unfamiliar problems.
- Handle equipment safely and effectively.
- Bring their knowledge to bear in attempting to solve technological problems.
- Develop interests, attitudes and aesthetic awareness.

ASSESSMENT

Formative assessment is regularly applied and teachers work hard to ensure that students make progress in the development of skills and understanding. Summative assessment takes place in the form of written and practical assessments towards the end of each term, with an end of year examination which covers the content of the whole year.

CURRICULUM OVERVIEW

The experiences selected for the students, within science, are such that they show the children the practical relevance of Science to everyday life and the possible technological and social consequences of Science in a world outside of the laboratory.

Year 7

Term 1	Term 2	Term 3
<ul style="list-style-type: none"> • Classification & Relationships in Ecosystems • Cells • Plant Lifecycles 	<ul style="list-style-type: none"> • Particle Theory • Magnetism 	<ul style="list-style-type: none"> • Electricity • Reproduction

Year 8

Term 1	Term 2	Term 3
<ul style="list-style-type: none"> • Forms of energy & energy transfer • Periodic Table and chemical reactions • Balanced Diet 	<ul style="list-style-type: none"> • The Digestive System, including Acids and Alkalis. • Breathing & Respiration 	<ul style="list-style-type: none"> • Light • Pregnancy & Birth

CROSS-CURRICULAR LINKS

The nature of Science means that it naturally has very close links with Mathematics, Geography and Design and Technology. However, there are links with many other areas of the curriculum beyond this. The Middle Years thematic and problem solving approach to science brings different subjects together, allowing the students to apply their scientific understanding to solve problems set by other subject departments.

**Our Science Curriculum is currently under review and changes may be made throughout the 2023-24 school year. These changes will be reflected as updates on the Firefly subject pages.*

GEOGRAPHY

Geography teaches you about people, society and the Earth. It helps you to understand the relationships between people and the environment and bridges the social sciences and the earth sciences. Geography encompasses many themes and issues that allow students to develop a wide range of subject knowledge as well as essential skills that can be used in other areas of learning. Our main aim is to foster a sense of wonder about the variety of places and the complexity of the world. As such we are continuously striving to improve and enhance our KS3 curriculum through regular review and development of the topics delivered. Topics are delivered in the form of an enquiry question and are designed to create a more holistic geographical education.

Year 7	Year 8
Questions investigated: <ul style="list-style-type: none"> • What places do we come from? • Why are we living in Brunei? • How are rainforests of value? • Why should we focus on the 70%? • Do we have a sustainable school? 	Questions investigated: <ul style="list-style-type: none"> • What will Brunei be like in 2040? • Will it snow in Brunei? • Who shapes the land? • Is this the Asian Century? • Who has a healthy lunch?

ASSESSMENT IN GEOGRAPHY

Assessments are completed in a variety of ways to allow all students the chance to gain good results in ways that suit them. Most take place as end of topic/unit tests, extended home-work tasks and oral presentations. Some require students to revise in their own time whereas others allow the students to prepare within class and at home before producing a final piece of work. These assessments are designed to allow students to think creatively so as to prepare them for challenges ahead at IGCSE and beyond. A selection of assessments are completed by all teaching groups and the results of these are tracked throughout the year.

TRIPS IN HUMANITIES

In Humanities we believe that education should not just be confined to the classroom and that educational visits play a big role in teaching students about Geography and History. We aim to run several visits throughout the Middle Years curriculum. In the past these have included a combined Humanities trip to the Kota Batu Archaeological Park and Malay Heritage Centre; a whole year group Humanities trip to Niah Caves and Singapore; visits to Berakas Beach and a cultural experience in Tutong. We are currently assessing the trips we offer and are looking to introduce some new and exciting locations and experiences to our repertoire.

HISTORY

Everything you and the world are today is the product of the past. To understand our world, therefore, we must study the past. We want to know why things have changed and what things have stayed the same. History involves asking questions, analysing and evaluating evidence and communicating your findings logically and persuasively; ultimately, History is about us – it is the story of the human past, of people like us in very different circumstances. Trying to understand those people, their lives, and their ideas are the essence of History.

Year 7	Year 8
<p>Example topics studied in Year 7 may include:</p> <ul style="list-style-type: none"> • Ancient Civilisations (i.e. Mesopotamians and the Romans). • A local history study. • How and why Europe built their empires. • Causes, events and consequences of World War One. 	<p>Example topics studied in Year 8 may include:</p> <ul style="list-style-type: none"> • The Silk Road. • The Golden Age of Islam. • Africa pre-European colonisation. • The Trans-Atlantic Slave Trade and its legacy. • Causes, events and consequences of World War Two.

ASSESSMENT IN HISTORY

Assessments are completed in various ways to allow all students to gain good results in ways that suit them. For example, this may include end-of-topic/unit tests, extended homework tasks and presentations.

Some require students to revise in their own time, whereas others allow the students to prepare within class and at home before producing a final piece of work.

These assessments are designed to allow students to think creatively to prepare them for challenges ahead at IGCSE and beyond. A selection of assessments is completed by all teaching groups, and the results of these are tracked throughout the year.

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PHYSICAL EDUCATION

INTRODUCTION

The Middle Years physical education curriculum involves learning physical literacy through a variety of exciting activities. A range of teaching strategies and methods will be used to facilitate student learning, empowering them and encouraging them to become owners of their own learning. During this time students will participate in a number of team and individual activities through structured practice, in cooperative, competitive and small-sided game-like situations, studying both rules and tactics. There is a strong emphasis placed on the development of knowledge and understanding, movement composition, performance application, personal engagement, and social skills. One of the main aims is to enable and encourage students to develop a lifelong commitment to physical activity, and expand the knowledge, skills and attitudes necessary to lead an active, healthy and safe lifestyle.

CURRICULUM OVERVIEW

Middle Years Physical Education consists of one Physical Education lesson per week. The course covers a range of activities delivered by qualified physical education specialists. Physical Education activities include swimming, health related fitness, net and wall games, skill related fitness and striking and fielding.

ASSESSMENT

We assess our students in two key areas; physical development and social and emotional development.

Physical Development: We assess the students technical and tactical ability to apply a range of skills in the sport they are being taught.

Social and Emotional Development: Our Physical Education lessons also aim to build key social skills that students require not only in sport but for the rest of their lives. These key skills include resilience, self management, integrity, self motivation, responsibility, communication, collaboration, empathy, motivating others, innovation and respect.

APPROACHES TO LEARNING

The Physical Education staff will use a wide variety of methods, strategies, cross-curricular links and tasks to foster learning. Learning often occurs in reciprocal pairs or students are asked to problem solve in small groups. Students are encouraged to assume different roles within a sporting context, such as officiating or coaching. The use of ICT technologies by the teacher and/or student to provide more effective and easily repeated demonstrations and as an analysis / self-analysis tool is also becoming commonplace in Middle Years physical education lessons.

GAMES

INTRODUCTION

The aim of the Games program is to offer a broad and balanced range of activities which will give the students the skills, knowledge and experience necessary to enjoy competitive team sport. The variety of activities includes basketball, football, netball, volleyball and touch rugby.

All students will, hopefully, appreciate the role that team games has to play in creating a collegiate, social environment that will foster enthusiasm in the students towards maintaining a healthy and active lifestyle, both now and in the future. Participation in sport and competition helps to build key social skills. These key skills include resilience, self management, integrity, self motivation, responsibility, communication, collaboration, empathy, motivating others, innovation and respect.

It is important that a positive experience is had whether it is by way of the activity being fun, aesthetically pleasing or through individuals, groups or teams tasting success in a competitive environment.

AIMS OF THE PHYSICAL EDUCATION PROGRAMME

The Physical Education programme for the Middle Years is designed with certain objectives in mind. These include:

- To encourage an enjoyment of physical activity that will develop into a lifelong commitment.
- To develop an understanding of health related fitness so that they can have more control over their own fitness.
- To develop specific skills and encourage students to transfer and apply these skills within a variety of physical activities.
- To enhance the student's understanding of the rules and tactics used in a variety of physical activities.
- To empower students to make safe and healthy choices.
- To develop a sense of fair play and tolerance for difference.

KIT AND NON-PARTICIPATION INVOLVEMENT

Students should always arrive with the correct and appropriate kit for their Physical Education lesson, even if they are unable to take part fully. If they are medically excused then there are many ways in which they can still learn and contribute towards the learning of others.

CO-CURRICULAR (CCA) LINKS

The Physical Education programme and CCA programme have a symbiotic relationship that together will hopefully allow every student access to sport, while also fostering excellence in those who want to pursue it. The CCA programme has a wide range of sporting activities; some of which support and build on the physical education and games programme, and others that allow students to develop their skills in other sporting areas. The CCA programme includes activities where students can participate purely for recreational purposes, to try out new activities or train more seriously towards representative success.

HOUSE COMPETITIONS

Within the school, there are a wide range of House competitions in all the major sports, and academic areas. Many of the Middle Years House competitions will be incorporated into the Games programme, primarily as the culminating event that will celebrate the students' learning for that particular unit.

ART & DESIGN

In Art & Design, students explore visual, tactile and other sensory experiences to communicate ideas and meanings. They work with traditional and new media, developing confidence, competence, imagination and creativity.

They learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made. In Art & Design, students reflect critically on their own and other people's work, judging quality, value and meaning.

They learn to think and act as artists, craftspeople and designers, working creatively and intelligently.

The projects in Art & Design are varied: sometimes topic based, media led or inspired by research into the work of other artists. During the Middle Years, students access an exciting range of art materials including painting and drawing, printmaking, clay, mixed media and photography.

Key Concepts

The key concepts which underpin all art and design projects are cultural and critical understanding, creativity and competence.

- **Creativity:** Imaginative exploration of ideas and problem solving, including taking risks, learning from mistakes;
- **Competence:** Investigating, analysing, designing, making, reflecting and evaluating effectively. Making informed choices about media, techniques and processes;
- **Cultural understanding:** Engaging with a range of images and artefacts from different contexts; recognising the varied characteristics of different cultures and using them to inform their creating and making; understanding the role of the artist, craftsman and designer in a range of cultures, times and contexts.
- **Critical understanding:** exploring visual, tactile and other sensory qualities of their own and others' work; engaging with ideas, images and artefacts, and identifying how values and meanings are conveyed; developing their own views and expressing reasoned judgements; analysing and reflecting on work from diverse contexts.

Key Skills and Processes

The essential skills and processes in art and design that students need to learn to make progress are as follows:

- **Exploring and creating:** Students draw to express ideas and feelings, develop ideas and intentions working from first hand observation and other sources. They investigate how to realise ideas using formal elements and qualities of a range of media. Students make purposeful images and artefacts selecting from a range of materials, techniques and processes.
- **Understanding and evaluating:** Students learn how codes and conventions are used to convey ideas and meanings in different cultures and contexts. They use research and investigative skills appropriate to Art & Design and organise their own material in appropriate forms. Students analyse, select and question critically, making reasoned choices when developing personal work. They develop ideas and intentions when creating images and artefacts; reflect on and evaluate their own and others' work; adapt and refine their own work at all stages of the creative process.

ASSESSMENT - 100% PROJECT WORK - NO EXAM!

Students' work is assessed formatively on an ongoing basis. They usually receive interim grades for their project work and then a summative grade at the end of each project. End of Unit Assessment sheets are given to students, indicating successes as well as formative suggestions for future progress. Work is assessed based on the **key skills and processes** outlined above.

CO-CURRICULAR LINKS

We encourage students to bring their personal interests into their project work where possible as well as making links to whole school events. A number of art related CCAs are usually on offer as well as Enrichment Week Activities. These will vary from term to term but have included things like photography, digital imaging, Street Art and mural painting amongst others.

COMPUTING

INTRODUCTION

Our curriculum is based upon the core strands of:

1. Computational Thinking and Problem-Solving;
2. Games Programming;
3. Physical Computing and Robotics;
4. Mobile Applications and the Internet
5. Data Organisation and Manipulation

It is based upon the UK National Curriculum for Computing (Key Stage 3). We make extensive use of Google Classroom to manage resource distribution, and Google Drive for students' Digital Workbooks which give students full access to course material, worksheets, online tutorials, and multimedia resources.

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and

understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

CURRICULUM OVERVIEW

Year 7	Year 8
7.0 Digital workspaces	8.0 Digital workspaces
7.1 Computational Thinking Skills	8.1.1 Data Representation
7.2 BEBRAS International Computational Thinking Challenge	8.1.2. Binary to decimal conversion
7.3 Binary and Hexadecimal	8.2 Games Programming
7.4 Audacity	8.3 Giggiebots and Microbits
7.5 Decision-making machines with BBC Microbits	8.4. Python Programming
7.6 Spreadsheet Modelling	8.5 Advanced Spreadsheet Modelling skills

SKILLS AND KNOWLEDGE

We aim to give students the skills they need to be able to:

- Understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation;
- Analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems;
- Evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems;
- Be responsible, competent, confident and creative users of information and communication technology.

ASSESSMENT

Students receive verbal and written feedback on their work while they are completing the tasks in a module. These are formative in nature, and focus upon what students can do to maximize the way their work addresses the learning objectives. Feedback on their work is given via interactive teacher comments and the use of assessment rubrics in the Digital Workbooks and Google Classroom feedback at the end of each topic.

Most units are assessed with a practical task and a written test. However, we also pay attention to the work the students complete during class time, with observation of their skills and contribution.

There is an end of year internal theory exam in Year 9.

The remaining assessment is by students themselves, as they learn to reflect on, and evaluate critically, their own work, and that of others.

CROSS-CURRICULAR LINKS

Students will use ICT/digital tools across the whole curriculum. We support other subjects and their ICT and Digital Learning needs wherever we can. Computing has deep links with Mathematics, Science, and Design and Technology, and provides insights into both natural and artificial systems. We also address the Sustainable Development Goals during the mini-hackathons in Y8. These include Design Thinking skills, and Entrepreneurship.

CO-CURRICULAR LINKS

Students are invited to take part in national and regional competitions such as the FOBISIA Creative Coding competition, and the Brunei BICTA competition.

Students have an annual opportunity to compete in the BEBRAS international Computational Thinking Challenges which give them the opportunity to evaluate their skills against other students across the world. This leads to a further invitation, for the top students, to participate in the TCS Oxford Computing Challenge.

We also have opportunities for students to explore robotics, games programming and networks through the CCA and Activities programme, using Raspberry Pi computers and VEX robotic kits.

DESIGN & TECHNOLOGY

INTRODUCTION

Our facilities are excellent and continually developing. We monitor industrial developments that are relevant to our curriculum areas and invest in new technology, whenever possible, to access modern techniques and ensure that we are providing our students with as up to date design and manufacturing experiences as possible.

CURRICULUM OVERVIEW

Our Middle Years projects focus on a range of material areas and cover Product Design, Food Technology, and Textiles; these areas allow all students to experience working with a wide range of materials. The projects have been formulated specifically to develop a range of practical skills, to provide experience of a range of materials and processes, to develop creativity through problem solving and to promote effective communication of ideas and information. The projects follow on from Junior School Design and Technology activities and lead into Year 9 Options, IGCSE, A Level or IB and beyond to degree level design courses such as Architecture, Engineering and Product Design.

SKILLS AND KNOWLEDGE

Design & Technology lessons are fun. Students work in a less formal environment where creativity, problem solving and communication are the focus of our activities. Students take part in a series of 'design and make' projects during which each student will be challenged to develop and manufacture a design of their own using newly taught skills and processes.

ASSESSMENT

Formative assessment occurs on a regular basis with summative assessment taking place at the end of each project. Each student will complete three projects in a year covering a range of material areas. In each project students will be assessed on, analysis, communication, creativity, technical skills and subject knowledge. This will involve a variety of tasks, some drawn, some written, some practical and some digital. The assessment tasks in each project will allow students to continuously develop from previous learning experiences.

CROSS-CURRICULAR LINKS

D&T can link into most areas of the curriculum and projects/ topics have a strong cross-curricular emphasis.

CO-CURRICULAR LINKS

The staff of the D&T Faculty offer co-curricular activities all through the year which allow students to develop their passions and interests across all D&T areas.

DRAMA

INTRODUCTION & SKILLS

Drama lessons offer Middle Years students a different learning experience from any other subject. They will devise their own work, study and learn plays and develop 'lifelong' skills that they can use for the rest of their lives. By working with others towards a shared understanding of the dramatic material, students enjoy many and varied opportunities for the development of interpersonal and leadership skills. They hone effective communication skills, learn to manage their time effectively and problem solve.

During performance, students develop presentational skills, vital to their day to day lives now and in the future. Drama lessons provide a safe space where students can experiment with their own sense of 'self'; because there are no wrong answers, creative risk taking is the primary expectation. Innovative solutions to the challenges posed by this stimulating course are celebrated.

CURRICULUM OVERVIEW

In Year 7 students are introduced to some of the basic skills required for Drama. They learn to listen, observe, focus and work together, creating characters and scenes through different forms of devising. During the course of the year they produce short devised pieces as well as working on scripted Drama. They also get the chance to experiment with props and costume. In Term 2 students in Year 7 work towards a whole year production where they perform in a professional theatre, supported by their teachers and a full technical team.

Year 8 students continue to apply the basic skills learnt in Year 7, building on these to create more developed characterisation and longer, more sustained pieces of both devised theatre and script. Students learn how light and sound can enhance performance. In Term 2 students in Year 8 work towards a whole year group production where every student is expected to confidently deliver lines to an audience.

ASSESSMENT

Work is evaluated by teachers and peers in each lesson. Students learn to think analytically about their work and that of others in both the rehearsal process and in performance. They are assessed using four different skill areas/ criterium: Responding, Exploring, Performing and Evaluating.

Each term, marks are given more formally on the above criteria as well as for effort and organisation.

CROSS-CURRICULAR LINKS

Cross-curricular links are frequent. Students are encouraged to turn to books, film and television and the internet for inspiration when shaping dramatic material. They draw upon their artistic skills to design sets and their mathematical abilities to determine sightlines. Every lesson, they play games, which combine cognitive reasoning with a degree of fitness. Nimble bodies and agile minds reign supreme!

CO-CURRICULAR LINKS

Middle Years involvement with the Musical and Play is very much encouraged. Many students were involved in the recent productions of High School Musical and Sally Cotter and gained valuable experience as a result. Students are expected to play important roles both on and backstage. Those with an interest in lighting and sound join the Tech Club, which meets once a week and is led by the Technical Director of the Arts Centre. Also, each year there is the FOBISIA Drama Festival which is open to Years 7 - 8 and is a fantastic chance to collaborate with other like-minded students from all over Asia.

MUSIC

INTRODUCTION

Middle Years Music lessons provide students with the opportunity to develop musicianship skills, have fun, be creative and encourage confidence.

CURRICULUM OVERVIEW

The Year 7 curriculum covers a wide range of musical styles and skills. Topics include: Instrumental Carousel - keyboard, guitar, ukulele, bass, voice and drums workshops culminating in band practice; Classical Music; Film Music; African Music; and a Technology project manipulating loops. The curriculum enables students to develop their listening, analysing, composing, technology and performing skills as an individual and as a member of an ensemble.

During Year 8, the Music curriculum has a focus on rock band ensemble performance and gives the opportunity for students to work together towards class performances and recordings of their work. Students build on skills begun in Year 7 - playing keyboard, guitar, bass guitar, drums and singing through learning a selection of pop songs, and songs of their choice. Two modules of Music Technology are included in year 8, involving students editing and arranging live audio, loops and samples to create their own compositions. The year culminates in a large-scale performance for JIS friends and family.

SKILLS

During lessons, students are encouraged to develop a variety of musical skills such as individual and ensemble performance to an audience, listening and appraising, historical and social awareness, notation reading, working out music 'by ear' and composing. Other skills developed in Music that can be transferred to other subjects include creative thinking, teamwork and organisation of time. ICT skills are supported by the use keyboards, mics, mixers and amps in rehearsal rooms and computers in the iMac lab.

ASSESSMENT

Formative assessment takes place each lesson in the form of verbal feedback from staff. Peer evaluation is also a valuable form of feedback used in lessons to encourage students to think critically about their own work and that of others. Students are encouraged to set their own next step targets in order to move along their own development. Summative assessment takes place at the end of each unit.

BAHASA MELAYU (*NATIVE SPEAKERS ONLY*)

Bahasa Melayu is the national language of Brunei Darussalam. Bahasa Melayu SPN21 is a first language programme designed by the Curriculum Development Department, Ministry of Education, Brunei. The Bahasa Melayu SPN21 curriculum is intended to be more responsive to the changes in the society and economy, and will lead students to life-long learning skills. It is hoped that in learning the language, the students will appreciate more the richness and beauty of the Malay language and culture and also embrace the Malay Islamic Monarchy (MIB) philosophy.

Our curriculum is based on the Bahasa Melayu SPN21 curriculum provided by the Curriculum Development Department, Ministry of Education, Brunei. At the end of Year 8, students are encouraged to take the SPE (Student Progress Examination) examination in Bahasa Melayu as private candidates.

The Bahasa Melayu curriculum in the Middle Years focuses on the communication skills that will enable students to participate, interact and contribute actively to all learning activities, taking into account their abilities and needs.

Oral work is an important component of the programme and students are encouraged to participate actively in reading aloud sessions, discussions and role plays. Besides teaching grammar, comprehension skills, essay writing skills, students will be introduced to poetry, namely pantun and short syair. Jawi manuscripts will also be taught until Year 8. We hope to foster the appreciation of poetry as well as preparing students for the rigours of Bahasa Melayu GCE O Level examination in the final year of secondary education.

In addition to the recommended text and workbooks, Buku Teks Bahasa Melayu Negara Brunei Darussalam Tahun 7; Buku Kerja Bahasa Melayu Negara Brunei Darussalam Tahun 7; Buku Teks Bahasa Melayu Negara Brunei Darussalam Tahun 8 and Buku Kerja Bahasa Melayu Negara Brunei Darussalam Tahun 8, we also use texts in magazines, newspapers, internet as well as visual texts. Students are encouraged to keep abreast of current issues in Brunei as well as global issues through a wider reading programme.

Formative assessment occurs on a regular basis with summative assessment taking place at the end of each unit. This will involve a variety of tasks ranging from reading, listening to essay writing. Each of the assessment items build on from previous learning experiences.

Although formal teaching is the norm, collaborative learning has its place in the programme. Pair work and group work allow students to interact in a meaningful manner which also promote effective communication skills.

A number of extra-curricular activities are offered to students taking Bahasa Melayu. They are encouraged to enter Storytelling and Essay Writing competitions organized by the Language and Literary Bureau, Brunei (DBP).

FOREIGN LANGUAGE: MALAY

INTRODUCTION

Languages are part of the cultural richness of our society and the world in which we live and work. Learning foreign languages contributes to mutual understanding, a sense of global citizenship and personal fulfillment. Students learn to appreciate different countries, cultures, communities and people. By making comparisons, they gain insight into their own culture and society.

Malay is a major language in Southeast Asia. It is the national language of Malaysia, Brunei, one of four official languages of Singapore and also widely used in South Thailand and the Philippines. Learning Malay in a Malay-speaking country gives students more opportunities to develop their listening, speaking, reading and writing skills and to express themselves with increasing confidence, independence and creativity. They explore the similarities and differences between Malay and English and learn how language can be manipulated and applied in different ways. The development of communication skills, together with understanding of the structure of language, social customs and culture, lay the foundations for future study of other languages and support the development of literacy skills in students' own languages.

CURRICULUM OVERVIEW

The aim of our MFL Malay curriculum is to promote linguistic, cognitive, social culture and affective development in Middle Years students through learning Malay as a foreign language:

- Discover an alternative mode of expression, use of Malay language and can participate more fully in a multicultural society;
- Develop a better understanding of Malay culture, the diversity of cultures in Asia and students own cultures;
- Understand the link between language and culture;
- Develop better skills and strategies to learn Malay and students' own languages

Year 7 Topics		Year 8 Topics	
<ul style="list-style-type: none"> • Who Am I? • My family • My school 	<ul style="list-style-type: none"> • Food • Hari Raya Celebrations 	<ul style="list-style-type: none"> • My House • Holiday • Health & wellbeing 	<ul style="list-style-type: none"> • Festivals • Wayang Kulit (The art of Shadow Puppet)

SKILLS AND KNOWLEDGE

Students are fully involved in topic-based activities and tasks to develop all four areas of linguistic skills: aural, oral, reading and writing. Throughout the various language learning programs, we ensure that students will:

- Be treated as individuals with their own needs, interests and capacities;
- Develop attitudes and skills that will promote further Malay language learning outside the school program;
- Experience and use Malay language in various life-like contexts and genres for real purposes;
- Develop an awareness of the role and nature of Malay language and culture;
- Focus on Malay language features, skills and strategies which ease communication.

ASSESSMENT

Our assessment comprises of topic-based vocabulary tests, oral presentations, role-play and end of unit tests including an end of year examination. Classwork and homework are monitored regularly and students are expected to revise the vocabulary list at least twice a week.

FIRST LANGUAGE CHINESE (MANDARIN)

NATURE OF THE LEARNERS

Students whose first language is Chinese and are beginning to develop their bilingual and bicultural identities as they learn to live and interact with the Brunei community.

COURSE CONTENT

Students are immersed in Chinese, with the teacher using Chinese for instruction, explanation and interaction. Learners speak and write in Chinese to express their own interests and describe and discuss their life experiences in diverse contexts. To develop oracy and literacy, learners build metalinguistic awareness across both Chinese and English, identifying similarities and differences in language systems and framing. Given the high value placed on recitals in Chinese Culture, students are likely to have begun to develop this skill, and it should be further developed as part of their progress towards becoming high-level users of Chinese in a range of contexts. Students consciously apply a working knowledge of Chinese language systems to their language use in order to understand why they make certain choices in interactions and to access a wider range of written texts.

COURSE ASSESSMENT

Students take two papers.

Paper 1: Grammar and Reading (50%) 1 hours

This comprises a series of questions and sub-questions requiring students to respond to Passage 1, a fiction text which will be approximately 800 characters long and will be from either the twentieth or the twenty-first century. Students will also need to answer various types of grammar type questions..

Paper 2: Writing (50%) 1 hours

Students answer one question, and students can choose one from each of the following sections: Descriptive/Narrative Writing. Students are advised to write about 300-400 characters for each question.

Candidates can score the full range of grades from A*-G.

FOREIGN LANGUAGE: CHINESE (MANDARIN)

SUBJECT OVERVIEW

China has the longest continuing civilization in the world and Chinese is the language of about one fifth of the world's population over the centuries. Features of China's civilization came to be transplanted throughout South-East Asia and today remain integral parts of many cultures in the world. The study of Chinese provides the students with an opportunity to learn a language other than English. This will contribute to developing an awareness of language use and help develop general language skills. At the same time, students will be introduced to the culture and traditions of Chinese speakers and therefore be encouraged to appreciate the diversity of the world.

The aim of Chinese language acquisition is to develop in students:

- Positive values and attitudes about the Chinese language, including appreciation of the cultural identity of speakers of Chinese;
- Skills in communicating in Chinese;
- Socio-cultural understandings and knowledge of the Chinese language as a system.

COURSE STRUCTURE

In Middle Years, the students represent the full spectrum of linguistic abilities in Mandarin, ranging from complete beginners to those with some Chinese language background. Currently we offer Mandarin as a Foreign Language to students from Year 7 to Year 8. It places a greater emphasis on aural and oral skills, and at the same time, develops reading and writing skills. It is essential that students practice the skills learnt in the classroom daily within the wider Chinese community.

Year 7 Topics	Year 8 Topics
<ul style="list-style-type: none">• Basic introduction• Family and home• Hobbies• School	<ul style="list-style-type: none">• Food and drinks• Holidays• Home and routines

ASSESSMENT

Students will be assessed for all four skills (speaking, listening, reading and writing) in Chinese language. Our assessment comprises of topic vocabulary test, oral presentation, end of unit test and an end of year examination. Classwork and homework are monitored regularly. Students are expected to spend two or three times a week to practice characters and vocabulary.

FOREIGN LANGUAGE: FRENCH

INTRODUCTION

A substantial part of language learning in the Middle Years will consist in the building up of vocabulary. In addition, grammatical structures and tenses will be taught as specified in the schemes of work, according to the year group and previous knowledge of French as well as individual ability. Recognition of language patterns and application of rules will be encouraged at all times. In the case of less able students, examples of language patterns will be used as models for producing accurate language.

The aim is to develop the students' communication skills in the written and spoken forms as well as developing their understanding of the language in reading and listening.

CURRICULUM OVERVIEW

Year 7 Topics	Year 8 Topics
TERM 1: Myself and the people around me	TERM 1: Family Life
TERM 2: At School	TERM 2: In Town
TERM 3: Hobbies	TERM 3: Revision

SKILL AND KNOWLEDGE

Students in Year 7 will be either complete beginners or will have studied French before. Classes will be set accordingly, with a higher set which will have the opportunity to consolidate vocabulary and grammar studied previously and applied in different contexts.

The majority of Year 8 students learning French will have been exposed to the language for at least one year. Students will be set according to their ability in 3 different groups.

HOMEWORK

Year 7 and 8 students will be asked to complete a weekly task for 20 minutes. Additionally, in order to see more substantial progress in their language learning, students should learn vocabulary on a regular basis by accessing the lists set by their teachers on www.EducationPerfect.com

ASSESSMENT

Students will be assessed formally every half term (approximately) through an End of Unit Test paper which will inform teachers on the students' learning of the unit they have been studying. The test result will inform students and teachers on performance in Listening, Speaking, Reading and Writing skills. In addition, teachers will be setting regular vocabulary and grammar tests in their lessons.

CROSS-CURRICULAR LINKS

Learning a language is not just about being able to communicate in a foreign language. It is also an opportunity to learn more about a country's culture and surroundings. There will therefore be many opportunities for students to be exposed to facts about the History and Geography of France for instance.

Students may be given the opportunity to establish a relationship with a French pen friend through email in the first place, potentially leading to a trip to France in order for the initial virtual contact to develop into a very positive 'meet in person experience', both from a learning and friendship perspective.

FOREIGN LANGUAGE: SPANISH

INTRODUCTION

A substantial part of language learning in the Middle Years will consist in the building up of vocabulary. In addition, grammatical structures and tenses will be taught as specified in the schemes of work, according to the year group and previous knowledge of Spanish as well as individual ability.

Recognition of language patterns and application of rules will be encouraged at all times. In the case of less able students, examples of language patterns will be used as models for producing accurate language.

The aim is to develop the students' communication skills in the written and spoken forms as well as developing their understanding of the language in reading and listening.

CURRICULUM OVERVIEW

	Year 7 Topics	Year 8 Topics
Term 1	<ul style="list-style-type: none"> Talking about yourself Hobbies 	<ul style="list-style-type: none"> Holiday Media
Term 2	<ul style="list-style-type: none"> School My Family and Friends 	<ul style="list-style-type: none"> Food Going Out
Term 3	<ul style="list-style-type: none"> My City 	<ul style="list-style-type: none"> Planning a Holiday

SKILL AND KNOWLEDGE

Year 7 students will be using the working schemes of "Viva 1" which cover the very basics in terms of vocabulary and grammar. Students will be in mixed ability groups initially.

The majority of Year 8 students learning Spanish will have been exposed to the language for at least one year. Students will be following the schemes of the textbook called "Viva 2". There will be a Foundation and a Higher class available.

Both textbooks are supplemented by an individual exercise book where students can access vocabulary lists and further practise content tackled in lessons.

HOMEWORK

Year 7 and 8 students will be asked to complete a weekly task for 20 minutes. In order to see substantial progress being made in their language learning, students should also learn vocabulary on a regular basis by accessing the lists set by their teachers on www.EducationPerfect.com

ASSESSMENT

Students will be assessed formally every half term (approximately) through an End of Unit Test paper which will inform teachers on the students' learning of the unit they have been studying. The test result will inform students and teachers on performance in Listening, Speaking, Reading and Writing skills. In addition, teachers will be setting regular vocabulary and grammar tests in their lessons.

CROSS-CURRICULAR LINKS

Learning a language is not just about being able to communicate in a foreign language. It is also an opportunity to learn more about a country's culture and surroundings. There will therefore be many opportunities for students to be exposed to facts about the History and Geography of the Spanish World for instance.

CO-CURRICULAR LINKS

Year 7 and 8 students should be given the opportunity or encouraged to establish a relationship with a Spanish speaking pen friend, through email for instance.

YEAR 9 CORE SUBJECTS

ENGLISH

Year 9 is an important year for consolidating essential literacy skills learnt in the Middle Years and for further developing an appreciation of the way writers create meaning. We achieve this through our study of a wide variety of fiction and non-fiction texts. In Year 9 we aim to provide firm foundations for the IGCSE Language and Literature courses by ensuring thorough coverage of the three key areas for assessment: reading, writing and speaking and listening.

ASSESSMENT

Throughout the Middle Years, students in English are assessed in two key ways. During each unit of work, from Non-Fiction and Media to each year's Play Study, a standardised assessment is held. These assessments focus on the key skills communicated in each unit, and have a ladder of progression across each year group. This allows teachers to gain a complete picture of each student's progress in key areas, both across the year and across the whole of the Middle Years. Additionally, an end of year exam is held for each year group, which focuses on the key skills they have covered across the academic year.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

JIS is a wonderful mix of nationalities, cultures and languages and approximately two thirds of our students are developing their English as an additional language. Some may be further along than others and have already acquired the academic English they need for accessing the curriculum at JIS.

English as an Additional Language (EAL, or sometimes called E2) students operate daily in at least two languages and this adds significantly to their 'thinking load'. In addition, learning the curriculum through an additional language while, at the same time, encountering the new concepts and culture, is often a significant challenge.

It is therefore important that we pay attention to the acquisition and development of language skills.

The EAL provision is as follows:

Intensive Language Programme (ILP)	Language Support	English and History* Curricula in an E2 classroom
<ul style="list-style-type: none"> • 11 lessons of withdrawal. • Classes are very small, often on a one-to-one with dedicated ILP teachers. • ILP classes are for students with a CEFR level of A1, beginner, or A2, elementary. 	<ul style="list-style-type: none"> • Students get extra English lessons to support their development of English, as well as help in accessing the language in their other academic work. • Language Support is for students with a CEFR B1, intermediate level of English language proficiency. 	<ul style="list-style-type: none"> • Students are taught the same content as mainstream students but in a differentiated, more EAL focused environment. • These classes are for students with a CEFR B1, intermediate and B2, upper intermediate, level of English language proficiency.

Language Support in the Middle Years:

Introduction

The EAL Faculty provides special assistance to students who are deemed to require more help in building English proficiency. The aim is to help students cope with the language demands of their various subjects. In Year 9, depending on degree of need, students can be invited to take Language Support instead of a modern foreign language. Language Support works in tandem with parallel English and as proficiency improves, students first exit Language Support, then, when the time is right, move into mainstream English.

Approach

- The language support provision is available at all year levels within the school. Students work in small groups, receiving help with the language aspects of their subjects, for example, through the use of glossaries and learning the conventions of writing genres typical of certain subject areas.
- Teachers are available to students as a 'language resource' to help them clarify assignment tasks and coursework requirements, and assist in the development of strategies to meet the language demands of subject- derived reading and writing tasks.
- Language Support teachers write a report which features an effort grade and comments on students' progress, effort and motivation.

MATHEMATICS

Students in Year 9 will be studying the Maths Progress International 11–14 course.

The aim of the course is to create confident and numerate students ready for the International GCSE (9–1). The course follows a mastery approach that aims to nurture confidence, build fluency, improve problem-solving skills and develop mathematical reasoning to fully prepare students for the transition to International GCSE and beyond.

Maths Progress International includes a Student Book and Workbook for each student as well as online digital resources.

Each chapter of the Student Book has sections called **Check**, **Strengthen** and **Extend**. These sections can be used at home to help support students' learning.

- The **Check** section contains a short quiz which can be used for students to check their understanding of the relevant chapter.
- The **Strengthen** section can then be used for students who need to further develop their understanding of that particular chapter.
- The **Extend** section is for students who fully understand the ideas from the relevant chapter but want to extend and deepen their understanding further.

CURRICULUM OVERVIEW

Students in Year 9 will study twelve topics during the course of the year in the same order as the Student Book.

TERM 1	TERM 2	TERM 3
<ul style="list-style-type: none"> • 9.1 - Significant Figures, Powers and Standard Form • 9.2 - 2D Shapes and 3D Solids • 9.3 - Quadratics • 9.4 - Constructions • 9.5 - Inequalities, Equations and Formulae 	<ul style="list-style-type: none"> • 9.6 - Collecting and Analysing Data • 9.7 - Multiplicative Reasoning • 9.8 - Scale Drawing and Measures • 9.9 - Accuracy and Measures 	<ul style="list-style-type: none"> • 9.10 - Graphical Solutions • 9.11 - Trigonometry • 9.12 - Probability

SKILLS AND KNOWLEDGE

The Year 9 curriculum is a knowledge-rich curriculum, as shown through the broad range of topics covered over the course. Within each topic, the aim is to give our students the opportunity to **master** each concept, **make connections** with other topics and **develop their problem-solving skills** further. Each section of the book is designed to help our students to become self-motivated, independent learners with the confidence and resilience to solve challenging problems.

The quizzes in the **Check** section are an opportunity for students to test their knowledge and understanding. Students are then encouraged to reflect on this and complete either the **Strengthen** or **Extend** exercises for further support or challenge, as required.

ASSESSMENT

After each topic, students will be given a short quiz. This will either be on paper or online and will give our students a clear idea of anything within each topic that requires further practice.

There will be a broader and longer in-class review test after every three topics. This will give students the opportunity to review topics throughout the course of the year.

Towards the end of the term, students will sit an end-of-year exam. This will allow students the opportunity to review all of the topics from the course and to reflect on their learning for the year.

We encourage our students to see all topic quizzes, review tests and end-of-year tests as an opportunity to test their understanding, reflect on their learning and improve their skills and knowledge.

HOMEWORK

Students in Year 9 are expected to complete short, regular tasks after most lessons. The idea behind these short, regular tasks is to develop our students' habit of practising Maths "little and often". We believe this is the most effective way to build our students' fluency and confidence in Maths.

OPPORTUNITIES FOR ENRICHMENT

There are many opportunities for Maths outside the curriculum at JIS. There is an extra curricular Maths club every week where fun puzzles are investigated, and training for both internal (Sprint Maths) and external (UKMT) competitions takes place. And of course, we run Maths Week every year during which we promote all sorts of fun and exciting Mathematics and problem solving. We hope your child learns to love and appreciate Mathematics during their time with us in Year 9.

CROSS-CURRICULAR LINKS

The nature of Mathematics means that it naturally has very close links with Science, Computing, and Design and Technology. However, there are links with many other areas of the curriculum beyond this. The Middle Years problem-solving approach to Mathematics brings different subjects together, allowing the students to apply their Mathematical understanding to solve problems set by other subject departments. The design of the course aligns well with other subject areas, particularly Science, allowing students to meet concepts in Maths at appropriate points for the skills they will need in Science.

PROGRESSION TO IGCSE

One of the reasons, amongst many, for choosing this course is that there is a clear progression between the topics studied in Year 9 and those on the IGCSE course. The transition from Year 9 to the IGCSE should be a continuation of the topics already studied, going into greater depth at every opportunity.

BIOLOGY

Biology is an expansive science that often draws upon an understanding of Chemistry and concepts in Physics and Mathematics to construct theories and models of all aspects of life on earth. Recent decades have seen significant advances, not least in molecular biology and gene technology with their increasingly important applications in medicine.

The Year 9 Biology course contains elements that we believe will best prepare them for the rigours of the IGCSE course. These can be broken down into three key components:

- **Biological content:** This will form the theoretical basis for further periods of study, and will provide a strong platform upon which to begin the IGCSE course. Vital Biological concepts are taught including, Cell theory, Ecology, Health and Lifecycles. These are delivered in a range of styles and formats, and use realistic applications that are modern and relevant.
- **Scientific skills:** Our students must become proficient practical scientists, and they have ample opportunities to develop the skills that will be needed in their ongoing education. These skills range from analysing and constructing graphical data, to microscopy and dissection. This also includes the use of a wide variety of technologies, such as data logging tools and presentation software.
- **Critical Thinking:** The Biology course includes many occasions where simply remembering things will not suffice. Our students will need to be able to critique and form arguments about issues relating to Biology. The course includes critical inquiry, as well as the opportunity for debate, reflection and group consolidation of the topics we teach. This encourages our students to be confident and collaborative thinkers, as well as knowledgeable Biologists.

CURRICULUM OVERVIEW

We follow the Pearson's 'Exploring Science International' scheme of learning in Year 9. Students cover the following topics:

Differentiation	
There are three bands of differentiation in Exploring Science International: <ul style="list-style-type: none"> • Developing – for students who are still working towards developing their knowledge and understanding of the subject coverage 	<ul style="list-style-type: none"> • Securing – for students who have a good knowledge and understanding of the subject coverage • Exceeding – for students whose knowledge and understanding is beyond the subject coverage.
9A Genetics and Evolution	9B Plant Growth
This unit recaps ideas about the causes of variation and then looks at inherited variation in more detail. DNA is introduced before students consider how inherited genes can affect an organism's survival. The unit ends with coverage of natural selection.	This unit looks at photosynthesis and aerobic respiration in plants in more detail, and then considers plant adaptations. The products we get from plants are then looked at, before studying farming methods and their problems.
9C Transition to Further Study - Biology	9D Biology STEM Projects
This unit uses the context of disease to cover some basic themes in biology that will be developed in students' GCSE/IG science courses. These themes include the different kinds of diseases, nervous and hormonal control systems, ecological sampling, and diffusion and osmosis. A section on testing medicines provides an opportunity to study more of the scientific method and to look at the analysis of continuous datasets.	There are a variety of projects in this unit, which can be used to: <ul style="list-style-type: none"> • assess students' understanding of lower secondary science and/or • continue the development of STEM skills and/or • continue the development of skills and understanding required for GCSE/IG.
STEM Skills	Maths Skills
This unit explores these STEM skills and how they are used: <ul style="list-style-type: none"> • problem-solving (using checklists as part of a systematic approach to problem-solving). 	<ul style="list-style-type: none"> • substitute into formulae and solve equations • change the subject of a simple formula.
9C Transition to further study and the Pearson's IGCSE curriculum	
<ul style="list-style-type: none"> • Know and use the relationship between average speed, distance moved and time. • Investigate the motion of everyday object such as toy cars or tennis balls. • Plot and explain distance-time graphs. • Understand how vector quantities differ from scalar quantities. • Know and use the relationship between acceleration, change in velocity and time. • Plot and explain velocity-time graphs. 	<ul style="list-style-type: none"> • Describe the effects of forces between bodies such as changes in speed, shape or direction. • Identify different types of force such as gravitational or electrostatic. • Know that friction is a force that opposes motion. • Know and use the relationship between unbalanced force, mass and acceleration. • Know and use the relationship between weight, mass and gravitational field strength.

SCHEME OF ASSESSMENT

Open-ended Assessment Task

There is one open-ended task per unit, designed as an alternative to the traditional End of Unit Test. Some of these tasks involve the use of worksheets from the Activity Pack.

The tasks are designed to cover a variety of learning, thinking and functional skills, through an activity which also requires them to draw together their understanding of the content of the unit. Completion of these tasks will build up a portfolio of the student's work and allow for the school to report on the level at which they are working and the progress they are making.

Each task can be assessed and a grid of progression band descriptors is provided for each task, listing specific areas each student should have covered to attain a particular assessment. The grid is separated into different skill strands: recalling, explaining, using knowledge, using evidence, and application and implications. It is suggested that a student needs to demonstrate work at a level in two different strands to achieve that assessment.

Formative Assessment can be embedded by asking students to assess their own or peers' work using the 'Assess Yourself!' sheets, which outlines the outcomes for the task in an accessible language for students.

Quick Check

Standard opportunities for formative assessment in each topic include the Quick Check sheet. These are tailored specifically to the topic and do not follow a single template. Each Quick Check sheet contains a task that allows quick assessment of the progress students have made through the Topic and can be collected to create a portfolio of exemplified work to illustrate student progression and to highlight ongoing areas for improvement work.

End of topic tests on the following modules:

There are generally two End of Unit Tests per unit, one Standard Tier paper and the other Higher Tier paper. This allows summative assessment of all the content from the unit.

The Standard Tier paper contains 30 marks and the Higher Tier End of Unit paper 25 marks. The Pearson Step at which each question is set, plus the answers, is given in the mark scheme. A key to match a student's marks against an overall Pearson Step is also given. A time limit of 20 minutes for each paper is recommended.

End of Unit tests can be used for teachers to reflect on actions for the class, and for heads of department to monitor progress across a year group.

- 9A Genetics and Evolution
- 9B Plant Growth
- 9C Transition to further study and the Pearson's IGCSE curriculum

External Assessment

JIS will not be arranging for the students to take the external assessment at this stage.

CROSS-CURRICULAR OPPORTUNITIES

- 9A Genetics and Evolution - development of technology
- 9B Plant Growth - energy transfer and agriculture
- 9C Transition to further study and the Pearson's IGCSE curriculum

PROGRESSION TO IGCSE

Topic 9C affords students the opportunity to smoothly transition to the IGCSE Physics syllabus. Students will study the first topic of the IGCSE course.

CHEMISTRY

The focus of Chemistry in Year 9 at JIS is the study of the concepts that underpin the subject. This is done by delving into the history of the subject, by experimenting in various ways to enhance an appreciation and enjoyment for the subject and by preparing students for specific units of the IGCSE, A Level and IB Diploma Chemistry courses.

In summary, the aims of the Year 9 Chemistry course are:

- To encourage critical thinking amongst students so that they can question, analyse, discuss and reach conclusions.
- To nurture an appreciation for Chemistry as part of the scientific world.
- To become more familiar with laboratory techniques and build the confidence to embark on further study in this field.

Chemistry is delivered to the Year 9 students by a dedicated, well resourced Chemistry department which includes highly qualified, enthusiastic teachers. Teaching takes place in seven Chemistry laboratories that are fully equipped with the latest apparatus and modern, advanced teaching/education tools.

CURRICULUM OVERVIEW

In Year 9, we follow the Pearson's 'Exploring Science International' scheme of learning, which consists of three units: 9E, 9F, and 9G.

9E Making Materials		
This unit looks at the manufacture, properties and uses of different types of materials. The first three topics introduce examples of ceramic, polymer and composite materials. In each case, the properties of these materials are linked to their uses. The unit continues by looking at some of the problems caused by synthetic materials and possible solutions to these problems. In the last topic, the importance of recycling materials is considered. From previous work, most students will be able to:		
<ul style="list-style-type: none"> • use the particle model to explain observations about matter (7G) • explain what a landfill site is and some of the problems they cause (7G) • describe the difference between elements and compounds (7H) • describe examples of combustion and decomposition reactions (7H) • explain the advantages of recycling materials (7H) • describe how biomagnification of toxins can occur (7D & 8D) • describe the difference between atoms, molecules and lattice structures (8F) 	<ul style="list-style-type: none"> • model chemical reactions using word and symbol equations (8G) • describe the sources and effects of the greenhouse gas carbon dioxide (8E) • explain how sulfur dioxide and nitrogen oxides help to cause acid rain (8E). • chemical symbols and formulae for elements and compounds • the concept of a pure substance • the identification of pure substances • combustion, thermal decomposition, oxidation and displacement reactions • chemical reactions as the rearrangement of atoms 	<ul style="list-style-type: none"> • representing chemical reactions using formulae and using equations • exothermic and endothermic chemical reactions (qualitative) • properties of ceramics, polymers and composites (qualitative) • the production of carbon dioxide by human activity and the impact on climate • Earth as a source of limited resources and the efficacy of recycling • reactions of acids with carbonates.

Topic 9Ea	Topic 9Eb
introduces examples of common ceramics like china, porcelain and glass, explains how their general properties make them useful and links the properties to their structures. It also briefly describes and compares the manufacture of glass and china/pottery.	introduces some examples of polymers and explains how their common properties make them useful. The topic considers how polymers are formed and how their structure helps to explain their properties. In particular, natural rubber and vulcanised rubber are used to explain how cross-links change the properties of materials. Some of the reactions involved are used to explain the difference between exothermic and endothermic changes. There is also a Working Scientifically spread that looks at peer review, which is used to assess scientific papers before publication.

Topic 9Ec	Topic 9Ed
introduces examples of common composite materials, such as concrete, paper and glass-reinforced plastic, and explains how the properties of a composite can be more useful than its separate materials. The production of cement and concrete is explored. Some of the reactions involved, including decomposition reactions, are used as further examples of exothermic and endothermic changes. There is an opportunity to find out about STEM and the skills associated with being a materials scientist (with a focus on generation and analysis of data).	examines some of the problems associated with the manufacture and use of certain materials. The problems discussed include: the effect of producing soot, acidic gases and greenhouse gases by burning fossil fuels, the release of toxic substances into the environment and the detrimental effect that waste polymer materials can have on living things. Possible solutions to each problem are also considered.

Topic 9Ee	STEM Skills
considers some of the advantages and disadvantages of recycling waste materials. In particular, some of the issues associated with the recycling of metals, glass, paper, polymers and concrete are considered.	This unit explores these STEM skills and how they are used: <ul style="list-style-type: none"> • generation and analysis of data (fair testing of a composite material). • calculating mean values and percentages • drawing and interpreting bar charts, scatter graphs and line graphs.

Cross-disciplinary opportunities

- 9Eb – Biology 9Ac – DNA as a polymer
- 9Ec, 9Ed – Biology 9Ba – starch as a polymer, respiration and photosynthesis as examples of exothermic and endothermic reactions
- 9Eb – Biology 9Bc – protein as a polymer
- 9Ed – Biology 9Be – carbon cycle
- 9Eb, 9Ec – Physics 9Ib – changes involving energy transfer

Cross-curricular opportunities

- 9E – History – the use of materials through the ages
- 9E – Geography – the finite nature of resources used as raw materials to make consumer goods

9F Reactivity	
<p>This unit looks at metals through the theme of demolition. Physical changes and gas pressure are reviewed, and then the reactivity series and a chemical method of preventing rusting are covered. Exothermic and endothermic reactions are introduced, followed by displacement reactions. The method of extraction of a metal is related to its position in the reactivity series. Calculation of percentage change is related to oxidation and thermal decomposition reactions. From previous units, most students will be able to:</p>	
<ul style="list-style-type: none"> • recall the meaning of thermal decomposition (7H) • recall the difference between physical changes and chemical reactions (7H and 8F) • describe the particle model (7G and 8I) • explain the cause of gas pressure (7G and 8I) • recall the fire triangle (8E) 	<ul style="list-style-type: none"> • describe what happens in a combustion reaction (8E) • use information on the reactions of metals to place them in an order of reactivity (8G) • recall how some elements are found in their native state and how metals are extracted from ores (8H)

Topic 9Fa	Topic 9Fb
looks at physical and chemical explosions. This is an opportunity to review previous work on physical changes and chemical reactions, and on gas pressure.	is a review of the reactions of metals with air, water and dilute acids. These reactions are then used to put the metals into the reactivity series. There is a review of rusting and methods of preventing it.

Topic 9Fc	Topic 9Fd	STEM Skills
reviews the combustion of hydrocarbons and the test for oxygen. Exothermic and endothermic reactions are introduced, with ideas about reactions that need initial energy input or constant heating. Some students may consider the energy changes involved in breaking and making bonds. The Working Scientifically pages look at calculating percentage change in mass for oxidation and thermal decomposition reactions.	is about displacement reactions. It starts with the thermite reaction, which will lead into metal extraction in Topic 9Fe, and also discusses displacement reactions in solution. The explanation is related to the reactivity series (Topic 9Fb) and exothermic reactions (Topic 9Fc).	This unit explores these STEM skills and how they are used: <ul style="list-style-type: none"> • problem-solving (creating and using inventories).

Cross-disciplinary opportunities

- 9Fc – Physics 9Ib – energy transfer

Cross-curricular opportunities

- 9Fe – Geography – mining and metal extraction

9G Transition to further study – Chemistry

This unit uses the context of art to cover some basic themes in chemistry that will be developed in students' GCSE/IG (or equivalent) science courses. This includes an introductory look at ions (and ionic bonding), energy changes in chemical reactions, rates of reaction, balanced symbol equations and equilibria. The idea is to very gradually introduce some of the main concepts that students will meet in their further study, allowing confidence to be developed slowly but surely. From previous units, most students will be able to:

- recall that all matter is made of atoms (7H)
- recall the common properties of metals (8G)
- describe how atoms are rearranged in chemical reactions (8F)
- classify reactions as exo- or endothermic (8E, 9E, 9F)
- appreciate that reactions occur at different speeds (8G)
- model reactions as simple symbol equations (8G)

Topic 9Ga	Topic 9Gb	Topic 9Gc
takes the concept of atoms further by looking at basic atomic structure (in terms of a nucleus and electrons) and ions, including ionic and metallic bonding. There is an opportunity to find out about STEM and the skills associated with being a weather control engineer of the future (with a focus on critical analysis and evaluation).	extends work on exothermic and endothermic changes, with a look at energy transfer in both physical changes and chemical reactions. The idea of a reaction profile is introduced.	considers some of the reasons why chemical reactions have different rates. Only the effect of surface area on rate is considered in detail.

Topic 9Gd	Topic 9Ge	STEM skills
extends work on word equations, formulae and symbol equations to look at how to balance symbol equations. There is also an introduction to standard form.	introduces the idea of a reversible chemical reaction, and the concept of a dynamic equilibrium.	This unit explores these STEM skills and how they are used: <ul style="list-style-type: none"> • critical analysis and evaluation (evaluation using lists (for example, of advantages and disadvantages) to make comparisons and reach decisions).

Cross-disciplinary opportunities

- 9Ga – Physics 9Jc – electrostatic forces
- 9Ga – Physics 9Ld – models
- 9Ga – Physics 9La – differences, including potential difference
- 9Gb – Biology 9Ba – photosynthesis and respiration
- 9Gc – Biology 9De – surface area:volume ratios
- 9Gc – Physics 9La – gradients and areas

Cross-curricular opportunities

- 9Ga – Art – chemical substances in artists' materials
- 9Ge – Art – frescos and restoration

SCHEME OF ASSESSMENT

Subtopic formative quizzes

End of topic tests on each unit 9E, 9F and 9G.

EXTERNAL ASSESSMENT

JIS will not be arranging for the students to take the external assessment at this stage.

PHYSICS

Physics is crucial to understanding the world around us, the world inside us, and the world beyond us. It is the most basic and fundamental science.

Physics teaches you to think. Studies show it develops critical thinking and problem-solving skills.

Physics explains. Learn why the sky is blue or how a mobile phone wireless charger works. Physics will help students to get a great career (including becoming an engineer and other well paid roles)

Physics is challenging. Studying this subject requires us to master a wide range of concepts and skills that will serve students well for the rest their lives.

Physicists are problem solvers. Their analytical skills make physicists versatile. Physics brings a broad perspective to any problem. Physics students learn how to consider many problems as they are not bound by context.

We aim to develop students' critical thinking and problem-solving skills. With these skills it becomes possible to test out new ideas. Students will learn to question and investigate other people's theories, which is useful for any kind of job that involves research or debate. Physics can help with learning in other subjects. Students will for example, get better at Maths through practising its application in Physics.

CURRICULUM OVERVIEW

We follow the Pearson's 'Exploring Science International' scheme of learning in Year 9. Students cover the following topics:

Topic 9I: Forces and motion	Topic 9J: Force fields and electromagnetism	Topic 9K: Transition to further study and the Pearson's IGCSE curriculum
<ul style="list-style-type: none"> • Moving things • Forces and movement • Energy for movement • Operating ships (STEM) • Speed • Equations and graphs • Turning forces • More machines • Supplying the energy 	<ul style="list-style-type: none"> • Mission to Mars • Force fields • Static electricity • Current electricity • Working with electricity (STEM) • Resistance • Rounding numbers (MS) • Electromagnets • Humans in space 	<ul style="list-style-type: none"> • Measuring Speed • Distance-time graphs • Introducing scalars and vectors • Acceleration • Measuring acceleration • Velocity-time graphs • Forces and their effects • Forces and acceleration • Investigating Newton's second law • Weight and mass

SKILLS AND KNOWLEDGE

We follow the Pearson's 'Exploring Science International' scheme of learning in Year 9. Students cover the following topics:

Topic 9I: Forces and motion	STEM skills
<p>This unit starts by revising some aspects of forces and their effects, energy stores and transfers. It then looks at calculations of speed and relative speed, and representing journeys on distance–time graphs. The final topics look at simple machines (levers, ramps and pulleys).</p> <p>This unit also has a focus on the following aspects of Working Scientifically/Scientific Enquiry:</p> <ul style="list-style-type: none"> • change the subject of a simple mathematical formula • calculate the gradient of a line on a graph. 	<p>This unit examines these STEM skills and how they are used:</p> <ul style="list-style-type: none"> • critical analysis and evaluation (evaluation using lists of e.g. advantages and disadvantages to make comparisons and reach a decision).
	Maths skills
	<ul style="list-style-type: none"> • apply mathematical concepts and calculate results • raw and interpret distance–time graphs • calculate average (mean) speed from a distance–time graph • substitute into formulae <p>Securing or Exceeding students may also:</p> <ul style="list-style-type: none"> • change the subject of a simple formula • calculate the gradient of a line on a graph

Topic 9J: Force fields and electromagnetism	STEM skills
<p>This unit starts by revising previous work on magnetic and gravitational fields, then introduces static electricity and the idea of an electric field. Work on current electricity is revised, and then extended to look at resistance calculations and at some uses of electromagnets.</p> <p>This unit also has a focus on the following aspects of Working Scientifically/Scientific Enquiry:</p> <ul style="list-style-type: none"> • round numbers to a given number of decimal places or significant figures • decide on an appropriate level of accuracy before rounding numbers 	<p>This unit explores these STEM skills and how they are used:</p> <ul style="list-style-type: none"> • problem-solving (using checklists as part of a systematic approach to problem-solving)
	Maths skills
	<ul style="list-style-type: none"> • substitute into formulae and solve equations • change the subject of a simple formula

Topic 9K: Transition to further study and the Pearson's IGCSE curriculum	
<ul style="list-style-type: none"> • Know and use the relationship between average speed, distance moved and time. • Investigate the motion of everyday object such as toy cars or tennis balls. • Plot and explain distance-time graphs. • Understand how vector quantities differ from scalar quantities. • Know and use the relationship between acceleration, change in velocity and time. • Plot and explain velocity-time graphs. 	<ul style="list-style-type: none"> • Describe the effects of forces between bodies such as changes in speed, shape or direction. • Identify different types of force such as gravitational or electrostatic. • Know that friction is a force that opposes motion. • Know and use the relationship between unbalanced force, mass and acceleration. • Know and use the relationship between weight, mass and gravitational field strength

SCHEME OF ASSESSMENT

Subtopic quizzes

End of topic tests on the following modules:

- Topic 9I: Forces and motion
- Topic 9J: Force fields and electromagnetism
- Topic 9K: Transition to further study and the Pearson's IGCSE curriculum

EXTERNAL ASSESSMENT

JIS will not be arranging for the students to take the external assessment at this stage.

Cross-Curricular Opportunities

Topic 9I: Forces and motion

- 9Ia, 9Ib – History – development of technology
- 9Id – D&T – use of levers
- 9Ie – D&T – design of 'mousetrap cars'; mechanisms

Topic 9J: Force fields and electromagnetism

- 9Je – D&T – evaluate new and emerging technologies

PROGRESSION TO IGCSE

Topic 9K affords students the opportunity to smoothly transition to the IGCSE Physics syllabus. Students will study the first topic of the IGCSE course.

GEOGRAPHY

Geography teaches you about people, society and the Earth. It helps you to understand the relationships between people and the environment and bridges the social sciences and the earth sciences. Geography encompasses many themes and issues that allow students to develop a wide range of subject knowledge as well as essential skills that can be used in other areas of learning. Our main aim is to foster a sense of wonder about the variety of places and the complexity of the world. As such we are continuously striving to improve and enhance our KS3 curriculum through regular review and development of the topics delivered. Topics are delivered in the form of an enquiry question and are designed to create a more holistic geographical education.

Questions investigated:	
<ul style="list-style-type: none"> • Why is there a large Filipino community in Brunei? • Where did you get your mobile phone from? • Who controls the world? 	<ul style="list-style-type: none"> • What do you love about your world? • What do you want your future to look like?

ASSESSMENT IN GEOGRAPHY

Assessments are completed in a variety of ways to allow all students the chance to gain good results in ways that suit them. Most take place as end of topic/unit tests, extended home-work tasks and oral presentations. Some require students to revise in their own time whereas others allow the students to prepare within class and at home before producing a final piece of work. These assessments are designed to allow students to think creatively so as to prepare them for challenges ahead at IGCSE and beyond. A selection of assessments are completed by all teaching groups and the results of these are tracked throughout the year.

TRIPS IN HUMANITIES

In Humanities we believe that education should not just be confined to the classroom and that educational visits play a big role in teaching students about Geography and History. We aim to run several visits throughout the Middle Years curriculum. In the past these have included a combined Humanities trip to the Kota Batu Archaeological Park and Malay Heritage Centre; a whole year group Humanities trip to Niah Caves and Singapore; visits to Berakas Beach and a cultural experience in Tutong. We are currently assessing the trips we offer and are looking to introduce some new and exciting locations and experiences to our repertoire.

HISTORY

Everything you and the world are today is the product of the past. To understand our world, therefore, we must study the past. We want to know why things have changed and what things have stayed the same. History involves asking questions, analysing and evaluating evidence and communicating your findings logically and persuasively; ultimately, History is about us – it is the story of the human past, of people like us in very different circumstances. Trying to understand those people, their lives, and their ideas are the essence of History.

Example topics studied in Year 9 may include:

- | | |
|---|--|
| <ul style="list-style-type: none"> • A comparison of colonies' experience of the empire • The collapse of the British empire. | <ul style="list-style-type: none"> • Causes, events and consequences of Cold War. • Significant people and events of the 20th Century. |
|---|--|

ASSESSMENT IN HISTORY

Assessments are completed in various ways to allow all students to gain good results in ways that suit them. For example, this may include end-of-topic/unit tests, extended homework tasks and presentations. Some require students to revise in their own time, whereas others allow the students to prepare within class and at home before producing a final piece of work. These assessments are designed to allow students to think creatively to prepare them for challenges ahead at IGCSE and beyond. A selection of assessments is completed by all teaching groups, and the results of these are tracked throughout the year.

TRIPS IN HUMANITIES

See the 'Trips in Humanities' in the Geography section (page 53).

PHYSICAL EDUCATION

INTRODUCTION

The Middle Years physical education curriculum involves learning physical literacy through a variety of exciting activities. A range of teaching strategies and methods will be used to facilitate student learning, empowering them and encouraging them to become owners of their own learning. During this time students will participate in a number of team and individual activities through structured practice, in cooperative, competitive and small-sided game-like situations, studying both rules and tactics. There is a strong emphasis placed on the development of knowledge and understanding, movement composition, performance application, personal engagement, and social skills. One of the main aims is to enable and encourage students to develop a lifelong commitment to physical activity, and expand the knowledge, skills and attitudes necessary to lead an active, healthy and safe lifestyle.

CURRICULUM OVERVIEW

Middle Years Physical Education consists of one Physical Education lesson per week. The course covers a range of activities delivered by qualified physical education specialists. Physical Education activities include swimming, health related fitness, net and wall games, skill related fitness and striking and fielding.

ASSESSMENT

We assess our students in two key areas; physical development and social and emotional development.

Physical Development: We assess the students technical and tactical ability to apply a range of skills in the sport they are being taught.

Social and Emotional Development: Our Physical Education lessons also aim to build key social skills that students require not only in sport but for the rest of their lives. These key skills include resilience, self management, integrity, self motivation, responsibility, communication, collaboration, empathy, motivating others, innovation and respect.

APPROACHES TO LEARNING

The Physical Education staff will use a wide variety of methods, strategies, cross-curricular links and tasks to foster learning. Learning often occurs in reciprocal pairs or students are asked to problem solve in small groups. Students are encouraged to assume different roles within a sporting context, such as officiating or coaching. The use of ICT technologies by the teacher and/or student to provide more effective and easily repeated demonstrations and as an analysis / self-analysis tool is also becoming commonplace in Middle Years physical education lessons.

GAMES

INTRODUCTION

The aim of the Games program is to offer a broad and balanced range of activities which will give the students the skills, knowledge and experience necessary to enjoy competitive team sport. The variety of activities includes basketball, football, netball, volleyball and touch rugby.

All students will, hopefully, appreciate the role that team games has to play in creating a collegiate, social environment that will foster enthusiasm in the students towards maintaining a healthy and active lifestyle, both now and in the future. Participation in sport and competition helps to build key social skills. These key skills include resilience, self management, integrity, self motivation, responsibility, communication, collaboration, empathy, motivating others, innovation and respect.

It is important that a positive experience is had whether it is by way of the activity being fun, aesthetically pleasing or through individuals, groups or teams tasting success in a competitive environment.

AIMS OF THE PHYSICAL EDUCATION PROGRAMME

The Physical Education programme for the Middle Years is designed with certain objectives in mind. These include:

- To encourage an enjoyment of physical activity that will develop into a lifelong commitment.
- To develop an understanding of health related fitness so that they can have more control over their own fitness.
- To develop specific skills and encourage students to transfer and apply these skills within a variety of physical activities.
- To enhance the student's understanding of the rules and tactics used in a variety of physical activities.
- To empower students to make safe and healthy choices.
- To develop a sense of fair play and tolerance for difference.

KIT AND NON-PARTICIPATION INVOLVEMENT

Students should always arrive with the correct and appropriate kit for their Physical Education lesson, even if they are unable to take part fully. If they are medically excused then there are many ways in which they can still learn and contribute towards the learning of others.

CO-CURRICULAR (CCA) LINKS

The Physical Education programme and CCA programme have a symbiotic relationship that together will hopefully allow every student access to sport, while also fostering excellence in those who want to pursue it. The CCA programme has a wide range of sporting activities; some of which support and build on the physical education and games programme, and others that allow students to develop their skills in other sporting areas. The CCA programme includes activities where students can participate purely for recreational purposes, to try out new activities or train more seriously towards representative success.

HOUSE COMPETITIONS

Within the school, there are a wide range of House competitions in all the major sports, and academic areas. Many of the Middle Years House competitions will be incorporated into the Games programme, primarily as the culminating event that will celebrate the students' learning for that particular unit. In addition there are a few other House competitions that take place outside of the Games programme.

YEAR 9 OPTIONAL SUBJECTS

ART & DESIGN

Art in Year 9 is structured to prepare students for their transition onto GCSE Art and with the increased lesson time, students are able to produce work that goes into much greater depth within each project than in Year 8. The course provides students with opportunities to further develop the skills gained in Year 7-8, but each unit will allow students explore and develop.

During the year, students usually complete three extended projects focusing on some of the following media areas: painting and drawing, sculpture, printmaking, mixed media and digital media.

Students work from a range of starting points, including other artists' work, themes and issues as well as observation based work.

Students are expected to make decisions about their work with an increasing level of independence so that they are able to create personal responses and develop their confidence when making artistic judgments.

During the course, students further develop their critical thinking skills when analysing artists' work and are invited to make some choices about the references they wish to make in support of their own work.

Group work is also a feature of the Year 9 course, fostering students development of teamworking skills as well as leadership skills.

ASSESSMENT - JUST PROJECT WORK, NO EXAM!

Assessment of Year 9 work is across the Key Skills and Processes outlined above (see Art in Years 7-8). Graded assessments take place at the end of each project with constructive feedback also given regularly throughout the course.

CO-CURRICULAR LINKS

We encourage students to bring their personal interests into their project work where possible as well as making links to whole school events. A number of art related CCAs are usually on offer as well as Enrichment Week Activities. These will vary from term to term but have included things like photography, digital imaging, Street Art and mural painting amongst others.

WHY CHOOSE ART?

1. It's fun!

It's easy to feel motivated and work hard in a subject that you enjoy! Our senior students have this say: "Art relieves stress." "It's more fun than other subjects." "It's a good break from all those words and numbers." "It helps me see things differently and uniquely." "Art allows me to express myself." "Art makes me happy and it doesn't feel like work because its something I enjoy."

2. There is no exam revision in Art, just practical work.

3. It keeps the door open for further study in Art.

Year 9 is a good opportunity to experience a more intensive Art programme without the pressure of exams and external assessments. It will help you decide whether Art is a good choice for you for GCSE.

4. Art develops important 'transferable skills'.

For example; aesthetic vision, historical understanding, cultural awareness, problem solving, hand-eye coordination, creative thinking, analytical skills, confidence building, reflective thinking, fine motor skills, weighing options, explaining work, communication skills, presenting and displaying, utilizing digital media, marketing...

5. It could lead to a multitude of exciting and rewarding career opportunities.

For example: advertising designer, animation director, animator, architect, art administrator, art critic, art director, art historian, artist, arts administration, blogger, brand manager, cartoonist, chief creative officer, cinematographer, colorist, comic book creator, creative director, curator, design director, fashion designer, film critic, film director, floral designer, food stylist, furniture designer, game artist, graphic designer, hairstylist, illustrator, interior designer, jewellery designer, landscape architect, make-up artist, media designer, model (art), multi-media artist, penciller, photographer, photojournalist, printmaker, production designer, sculptor, set decorator, set dresser, silversmith, stage director, teaching artist, typeface designer, urban planner, web designer...

COMPUTING

INTRODUCTION

Our curriculum is based upon the core strands of:

- | | |
|--|---|
| 1. Computational Thinking and Problem-Solving; | 4. Mobile Applications and the Internet |
| 2. Games Programming; | 5. Data Organisation and Manipulation |
| 3. Physical Computing and Robotics; | |

It is based upon the UK National Curriculum for Computing (Key Stage 3). We make extensive use of Google Classroom to manage resource distribution, and Google Drive for students' Digital Workbooks which give students full access to course material, worksheets, online tutorials, and multimedia resources.

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

CURRICULUM OVERVIEW

- | | |
|---|---|
| 9.0 Digital Workspaces | 9.4 Robotics with Vex IQ |
| 9.1 Computational Thinking with Turtle Graphics and Cargo-bot | 9.5 Databases |
| 9.2 Programming in Python | 9.6 Networking and the Internet with Raspberry Pi |
| 9.3 Codes, Ciphers and Communication | |

SKILLS AND KNOWLEDGE

We aim to give students the skills they need to be able to:

- Understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation;
- Analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems;
- Evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems;
- Be responsible, competent, confident and creative users of information and communication technology.

ASSESSMENT

Students receive verbal and written feedback on their work while they are completing the tasks in a module. These are formative in nature, and focus upon what students can do to maximize the way their work addresses the learning objectives. Feedback on their work is given via interactive teacher comments and the use of assessment rubrics in the Digital Workbooks and Google Classroom feedback at the end of each topic.

Most units are assessed with a practical task and a written test. However, we also pay attention to the work the students complete during class time, with observation of their skills and contribution.

There is an end of year internal theory exam in Year 9.

The remaining assessment is by students themselves, as they learn to reflect on, and evaluate critically, their own work, and that of others.

CROSS-CURRICULAR LINKS

Students will use ICT/digital tools across the whole curriculum. We support other subjects and their ICT and Digital Learning needs wherever we can. Computing has deep links with Mathematics, Science, and Design and Technology, and provides insights into both natural and artificial systems. We also address the Sustainable Development Goals during the mini-hackathons in Y8. These include Design Thinking skills, and Entrepreneurship.

CO-CURRICULAR LINKS

Students are invited to take part in national and regional competitions such as the FOBISIA Creative Coding competition, and the Brunei BICTA competition.

Students have an annual opportunity to compete in the BEBRAS international Computational Thinking Challenges which give them the opportunity to evaluate their skills against other students across the world. This leads to a further invitation, for the top students, to participate in the TCS Oxford Computing Challenge.

We also have opportunities for students to explore robotics, games programming and networks through the CCA and Activities programme, using Raspberry Pi computers and VEX robotic kits.

DESIGN & TECHNOLOGY: FOOD AND NUTRITION

During the Food and Nutrition course in year 9 students will develop their practical skills through making a wide range of dishes from different cuisines. They will be encouraged to work with a range of ingredients, be prepared to try new foods and analyse the sensory properties of the dishes they create.

Students will develop their knowledge of food safety and hygiene and be expected to put this into practice during the practical lessons. As they progress through the year they will work with increasing independence and develop skills in time management whilst working in a fast-paced environment.

Alongside the practical lessons, throughout the year students will develop their understanding of; Nutrition, (through study of the Eatwell Guide and Nutrients), Food Science and Food Provenance (where food comes from.)

Please be aware students are expected to bring their own ingredients for the practical lessons, these usually take place every week.

DESIGN & TECHNOLOGY: PRODUCT DESIGN

The Year 9 Product Design course concentrates on skill and knowledge development with a strong practical focus to prepare students for their IGCSE design project and examinations. The year is divided into small projects which cover, understanding materials, graphic design skills and manufacturing techniques including computer aided design and computer aided manufacture (CAD/CAM) in conjunction with a range of hand tools and workshop machines. Assessment is carried out through a series of modular projects.

DESIGN & TECHNOLOGY: TEXTILES

The Textiles course in year 9 concentrates on developing relevant practical skills and knowledge. The course has a strong practical focus and is delivered through modular project work concentrating on making and experimenting using materials creatively, to produce desirable textile products. Each project will focus on a specific skill set, developing a breadth of practical experience. Students are expected to discuss and present their work in a variety of forms. The projects will cover the construction of fibres and fabrics, appropriate design skills and textiles manufacturing techniques including computer aided design/manufacture, printmaking, pattern manipulation and sewing machine use. Assessment is carried out through a series of modular projects. The course is designed to be an excellent foundation for students wishing to continue on to further textiles courses such as GCSE and A Level.

DRAMA

In Year 9 students are given larger projects covering a range of different dramatic genres and forms, including Physical Theatre, Theatre in Education, Devising and The History of Theatre. Performance skills are developed as are rehearsal strategies. The course is invaluable in developing imaginative, collaborative and practical skills. As with all Drama lessons, the benefits to the individual go far beyond the artistic; the subject offers constant opportunities to build self-esteem, confidence and self-expression, as well as developing problem-solving and analytical skills.

In Year 9, Drama studies include:

- improvisation and the language of theatre
- interpretation of script
- using range of stimuli to create and shape drama
- the shaping of dramatic material
- live performance analysis
- use of dramatic conventions in structuring of performance
- the careful crafting of character

MUSIC

Year 9 Music builds on the skills learnt in Year 8 Music, and also prepares students who wish to take GCSE Music. At Year 9 all music students are advised to have professional private music lessons in their main performance instrument as solo performance is a component of the course.

CURRICULUM OVERVIEW

Performance

- two solo and two ensemble performances during the year
- Year 9 performances, 'Cupcake Recitals', take place twice yearly and are open to an audience of JIS staff and students

Composition

- a wide range of music software programmes (MuseScore3, Sibelius, Garageband)
- song writing
- introduction to improvisation

Music Theory

Theory, including intervals, chords, key signatures, musical term & symbols, is integrated into each unit of work in year 9 but can be supported and consolidated by using a wide range of apps:

- iPad apps such as Tenuto, iPad Garageband
- Musition and Auralia software programme
- Focus on Sound

Listening and Music Appreciation

- a detailed analysis of 'Budapest' by George Ezra
- instruments of the orchestra
- a study of folk rock with a focus on 'Grace' by Jeff Buckley
- examine the use of EDM and sampling in 'Why Does My Heart?' by Moby
- score reading based around 'Peer Gynt' by Grieg

An understanding of the elements of music - structure, melody, rhythm, texture, harmony/tonality, sonority, dynamics - are infused throughout the course.

CO-CURRICULAR OPPORTUNITIES

A large number of co-curricular activities are offered by the Music department. These include Bands After School, Pass Your Grade 5 Theory, Jazz Band, , Foundation Strings, Concert Strings and JIS Camerata. Students who take instrumental lessons are encouraged by their teachers to take part in these ensembles. Students are given the chance to participate in a number of performance opportunities throughout the year including the annual Music Gala, Peace Week and International Day performances, Curriculum Performances and end of term Ensemble Recitals. A highly skilled band or orchestra provide live music for the senior musical each year. There is also a weekly lunchtime recital series running throughout the year. These total 25 to 30 recitals, sixteen of which are linked to the House system. In this way we aim to give as many students as possible the opportunity to perform during their time at JIS.

INSTRUMENTAL MUSIC TUITION

Students can enrol in the school's Instrumental Music programme. Students receive tuition in an instrument of their choice with a specialist music teacher. These lessons are scheduled during the school day. Individual and shared lessons are available. Parents are able to hire instruments from the Music faculty. Fees for this programme are additional to the tuition fees. For more information about this programme and the fee structure contact the Music Secretary or Head of Music Performance on 241 1000 (extension 5220/5214).

MODERN FOREIGN LANGUAGES

BAHASA MELAYU (*NATIVE SPEAKERS ONLY*)

This course is designed for students whose mother tongue is Malay and who wish to achieve the standard of Bahasa Melayu GCE O Level in Year 11. Students learn how to communicate accurately, appropriately and effectively in Malay. They learn how to deploy a wide-ranging vocabulary, use correct grammar, spelling, punctuation and sentence structures. They are encouraged to read widely for enjoyment and to keep up with current issues integrated with the Malay Islamic Monarchy (MIB) syllabus, especially local customs, traditions, practices and religion.

In addition, during this year the syllabus will focus more towards GCE O Level Examination. Hence, the content of the lesson will be based on GCE O Level format including writing, reading, listening and speaking skills.

The assessment occurs based on formative assessment including weekly topical test and summative assessment termly in-lined with GCE O Level Examination format.

FOREIGN LANGUAGE: MALAY

This course is designed for students whose mother tongue is Malay and who wish to achieve the standard of Bahasa Melayu GCE O Level in Year 11. Students learn how to communicate accurately, appropriately and effectively in Malay. They learn how to deploy a wide-ranging vocabulary, use correct grammar, spelling, punctuation and sentence structures. They are encouraged to read widely for enjoyment and to keep up with current issues integrated with the Malay Islamic Monarchy (MIB) syllabus, especially local customs, traditions, practices and religion.

In addition, during this year the syllabus will focus more towards GCE O Level Examination. Hence, the content of the lesson will be based on GCE O Level format including writing, reading, listening and speaking skills.

The assessment occurs based on formative assessment including weekly topical test and summative assessment termly in-lined with GCE O Level Examination format.

FIRST LANGUAGE: CHINESE (MANDARIN)

COURSE CONTENT

This is a course in Chinese as a first language and is designed for learners whose mother tongue is Chinese leading to the IGCSE First Language examination in Year 11. The course allows learners to:

- Develop the ability to communicate clearly, accurately and effectively when writing
- Learn how to use a wide range of vocabulary and correct grammar, character formation and punctuation
- Develop a personal style and an awareness of the audience being addressed.

COURSE ASSESSMENT

Students take two papers.

Paper 1: Reading, Directed Writing and Classical Chinese (50%) 2 hours 15 minutes

This comprises a series of questions and sub-questions requiring students to respond to Passage 1, a fiction text which will be approximately 1000 characters long and will be from either the twentieth or the twenty-first century. Students will also answer one

compulsory question on two thematically linked nonfiction passages - Passage 2 and Passage 3, using their own words to write a response of about 250-350 characters.

The last component of this paper is Classical Chinese. Students answer a series of questions about Passage 4, a previously unseen passage of Classical Chinese text. The passage will be taken from a short story or essay from the Ming Dynasty and will be about 200 characters in length.

Paper 2: Writing (50%) 2hours

Students answer two questions, one from each of the following sections: Argumentative/Discursive and Descriptive/Narrative Writing. Students are advised to write about 400-600 characters for each section.

Candidates can score the full range of grades from A*-G.

FOREIGN LANGUAGE: CHINESE (MANDARIN)

SUBJECT OVERVIEW

This course is designed for students who have studied two to three years of Chinese as a foreign language (or who have had an equivalent level of instruction) and who wish to achieve the standard of IGCSE Foreign Language Chinese in Year 11. The IGCSE Foreign Language Chinese course (first exam in May 2022) is a 3 years programme (Year 9 to 11).

COURSE STRUCTURE

Students will start to study the following IGCSE topics:

- Greetings and introductions
- Family and Pets
- Everyday Life
- Hobbies
- Eating and Drinking
- Health Fitness
- Home Life
- Clothes

The aim of this course is to develop the students' language abilities for the purpose of practical communication and their cultural awareness of the Mandarin speaking world and to prepare them better for Year 10-11 IGCSE courses.

ASSESSMENT

Students will be assessed for all four skills (speaking, listening, reading and writing) in Chinese language. Our assessment comprises of topic vocabulary test, oral presentation, end of unit test and an end of year examination. Classwork and homework are monitored regularly. Students are expected to spend two or three times a week to practice characters and vocabulary.

FOREIGN LANGUAGE: FRENCH

This course is designed for students who wish to achieve the standard of IGCSE Foreign Language French in Year 11.

Year 9 students will cover a third of the contents of the Cambridge IGCSE® and International Certificate resources which have been recently published. They will therefore, in effect, start their IGCSE course in Year 9. Students will be in 3 classes of different abilities, according to their past knowledge of French and/or success at their study of French in Year 7 and 8. Please note that we are currently reviewing the exam board and may switch to EDEXEL in August 2023 for students starting Year 9 Spanish.

Term 1

- Home Life
- School Routine
- Eating & Drinking
- Health & Fitness

Term 2

- Self, Family and Pets & Relationships
- House & Home
- Entertainment & Invitations
- Eating Out
- Festivals & Special Occasions

Term 3

- Holiday: Getting Around
- Accommodation

The aim of this course is to develop an ability to use the language effectively for the purpose of practical communication and to develop a student's cultural awareness of the French speaking world.

FOREIGN LANGUAGE: SPANISH

This course is designed for students with no knowledge of Spanish or who attended the JIS Y7/8 foundation Spanish course who wish to achieve the standard of IGCSE Foreign Language Spanish in Year 11. Classes of two different levels will run in parallel and set students according to previous knowledge of Spanish. This is not a course for Spanish native speakers.

CURRICULUM OVERVIEW

The aim of this course is to develop an ability to use the language effectively for the purpose of practical communication and to develop a student's cultural awareness of the Spanish speaking world.

Year 9 students will cover a third of the contents of the Cambridge IGCSE® and International Certificate resources which have been recently published. They will therefore, in effect, start their IGCSE in Year 9. Please note that we are currently reviewing the exam board and may switch to EDEXEL in August 2023 for students starting Year 9 Spanish.

Term 1

- All about Me
- School

Term 2

- Relationships
- Home Life

Term 3

- Past and Future Holidays



ENROLMENT INFORMATION

ADMISSIONS POLICY

Jerudong International School is an academically selective school. Applicants not suited to the broad academic curriculum offered by the School are unlikely to be offered a place. Limited special needs support is available. Support is also given, where necessary, to pupils whose first language is not English. This may include the Intensive Language Programme.

The academic year in JIS follows the British School system which starts late August and ends early July. The long holiday is taken in July and August. Consequently, students are admitted according to a child's age in the period 1 September - 31 August. The School operates a policy of placing children in the year level according to their age and it is only in exceptional circumstances that a child would be permitted to be accelerated or held back from their year level.

APPLICATION PROCESS

The first stage in enrolling your child is to visit the Admissions section of the School website:

www.jerudonginternationalschool.com

To complete the application process for each child you need to fill out the online form on the school website.

For the online application, you must have an electronic copy of:

- your child's latest **school report**
- a passport sized **photograph**
- your child's Bruneian identity card (IC) *(if applicable)*
- your child's birth certificate showing parents names
- the information page of your child's **passport**
- both **parents' passport** information page
- both parents **Bruneian identity card (IC)** *(if applicable)*.
- B\$200 Application Fee

It is important that all relevant questions are answered on the application form, particularly about the extent of your son or daughter's tuition in an English medium school and information about any special learning needs that your child has (with accompanying reports and assessments).

Before you submit the online application, please carefully read the terms and conditions of enrolment at Jerudong International School.

There is a B\$200 application fee to be paid when the application is submitted. A receipt will be issued for you to claim reimbursement of the application fee from your employer (if

applicable). Overseas applicants can arrange a bank transfer or pay by credit card.

Any question? Email: admissions@jis.edu.bn

ASSESSMENT AND TESTING

The Vice Principal (Head of Senior School) and senior members of the admissions team assess each Senior School application. Students are required to sit for Entrance Tests. If applying from overseas, it may be possible to liaise with your child's current school to arrange for them to take the tests. As the I/GCSE programme is a 2 year programme, it is unusual and rare for JIS to accept students into Year 11 (the second year of the programme). Please contact the Admissions team for more information.

Bruneian students are also required to sit a Bahasa Melayu placement test. This is not part of the entrance assessment for JIS but is to assist us in placing a student in the correct Bahasa Melayu class if offered a place in JIS.

ADMISSIONS PROCESS FOR YEARS 7, 8 AND 9

1. Your child will need to sit an online, multiple choice Cognitive Ability Test (CAT). The test is divided into three sections with a short break between each section. It takes about 2 hours in total (including breaks). This online test is not a curriculum test. It measures verbal, mathematical, non-verbal and spatial intelligence and is a series of short tests designed to assess four different areas:

- **Verbal Reasoning Test** – thinking with words
- **Quantitative (or Numerical) Reasoning Test** – thinking with numbers
- **Non Verbal Reasoning Test** – thinking with shapes
- **Spatial Ability Test** – thinking with shape and space

The reason for these tests is that we receive applications from children who have been educated in many different countries / curriculum across the world. This gives us a consistent way of comparing students from many different backgrounds.

2. In addition your child will need to take two online curriculum tests. Each test is about 1 hour.

- Progress Test in Maths (PTM)
- Progress Test in English (PTE)

3. Depending on the computer test and exam paper results, we may ask a specialist teacher to have a further assessment with your child. Students who attain stanine 1, 2, 3 or 4 in their CAT test are referred to the Head of Learning Support and/or the Head of English as an Additional Language for further assessment.

4. The results of the online tests and any further assessment, will then be shown to the Vice Principal / Head of Senior School, together with your child's most recent school report. At this stage, the Head of Senior School will decide if your child will progress to the final stage.

5. The final stage of the process is to meet a senior member of the Senior School, usually the Head of Senior School, who will interview your child. Each interview takes approximately thirty minutes and gives your child an opportunity to talk about their interests, ask questions about the school and discover more about the structure of the school and its academic programme. Students will select their I/GCSE option subjects in consultation during this interview. A parent must accompany the student to the interview.

FINALISING THE ENROLMENT

You will be notified by the Registrar or Senior Registrar either at the end of the interview process or a few days later regarding the enrolment of your child. The final decision is a collaboration between the Vice Principal (Head of Senior School), the Senior Registrar and where appropriate, the Head of Learning Support. Where a child does not meet the entry levels required or is borderline, referral to the Principal can also occur.

Successful applicants receive a formal letter of offer and an endorsed Student Pass* application (for non-Bruneian students). There is an acceptance form attached to the offer letter that needs to be signed and returned to the Admissions Office. Once this has been received and the school deposit paid, this formally completes the enrolment process.

ARRANGING A TOUR

The Admissions staff are happy to show you the site at any time during school hours (8 am–2 pm, Monday to Thursday). Boarding House tours are available before 2 pm most days. Each tour takes approximately one hour. Please phone at least 24 hours in advance to make an appointment.

OPEN DAYS

Please visit our website for details of our Open Days. If you live outside Brunei, we are happy to arrange an online meeting.

*STUDENT PASS / VISA

The Brunei Government requires all foreign students to have a Student Pass in order to study in Brunei. The form has to be endorsed by the school and countersigned by the Principal. The form is available from JIS Admissions Office. The application process for Boarding House students whose family resides outside of Brunei is handled by an agent retained by the school. The agent charges a fee in addition to the cost of the Student Pass. Students may not commence their studies at the school without a valid Student Pass. The Student Pass is in addition to a Dependent Pass. For any questions email visa@jis.edu.bn.

*The information in this Booklet is correct as at 27 June 2023.
The School reserves the right to make changes where deemed necessary.*



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