مدرسة عبدالرحمن كانو الدولية
Abdul Rahman Kanoo International School

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عبدالرحمن كانو التعليمية
Holdings W.L.L. القابضة ذ.م.م.

Theme:

"Let's Ignite the Spark of Curiosity"

In this issue:

"It is the supreme art of the teacher to awaken joy in creative expression and knowledge."

-Albert Einstein

Theme:

"Let's Ignite the Spark of Curiosity"

Special Note:

At Abdul Rahman Kanoo International School, we continue to ignite curiosity by creating learning experiences that challenge, inspire, and empower our students.

I am incredibly proud of the creativity and dedication shown across all departments as we strengthen our commitment to student-centered learning.

Together, we are strengthening our school to be a place where every learner feels motivated to explore, question, and grow.

I am sure everyone is just as excited as I am to be a part of this very first issue, and are looking forward to what the future will bring all of us.

All the best,
Leon Shadbolt
Head of Secondary School

Welcome Message:

I am pleased to introduce our new Teaching and Learning Newsletter for the Secondary School. This newsletter is designed to celebrate effective practice, share practical strategies, and support our ongoing commitment to high-quality teaching and meaningful learning experiences for all students.

Each edition will highlight good practice from across departments, reflect on professional learning, and provide ideas that can be applied directly in the classroom. It also serves as a platform to recognise collaboration and the collective expertise within our school community.

I would like to extend my special thanks to our Newsletter Coordinator, Mr. Clarence, for his valuable support in organising and publishing this newsletter. I also sincerely thank School Principal Ms. Kate, Head of Secondary School Mr. Leon and SLT and all Heads of Department for their contributions and updates, which have made this initiative possible.

Thank you for your continued dedication to teaching and learning. I look forward to your engagement, contributions, and feedback as we grow this initiative together.

Warm regards,
Sadia Khurshid
Assistant Head of Secondary – Teaching & Learning

Equipping our Scholars: Key Takeaways from Ms. Kate's IGCSE Study Skills Session

by ARKIS Ed Team

As our Grade 10 cohort approaches the "great hill" of their IGCSE examinations, school principal Ms. Kate Moskwa recently led a pivotal study skills session designed to shift student mindsets from passive cramming to active mastery.

Inspired by Nelson Mandela's reflection — *"After climbing a great hill, one only finds that there are many more hills to climb"* — the session provided students with a toolkit for academic resilience and efficiency.

For faculty looking to reinforce these habits within their own departments, here is a summary of the core strategies shared:

1. Promoting Active Recall & The "Teach to Learn" Principle. The session challenged the efficacy of passive reading. Students were presented with the striking statistic that while we retain only 10% of what we read, we retain 95% of what we teach to others.

Classroom Tie-in: We encourage faculty to continue modeling the Cornell Method of note-taking.

By utilizing the "5 Rs" (Record, Reduce, Recite, Reflect, Review), students are better equipped to synthesize classroom content into manageable keywords and summaries, making their independent revision far more potent.

2. Decoding Command Terms: Aligning with Assessment Objectives

A significant portion of the session focused on "Command Terms"—the specific verbs that dictate how a student must respond to an exam prompt. We reviewed the nuances between:

- **Describe vs. Analyse:** Moving students from simply stating facts to exploring relationships between ideas.
- **Evaluate & Justify:** Teaching students to reach balanced judgments supported by evidence.

Ensuring consistency in how we use these terms in our own formative assessments will help students avoid the common pitfall of providing the right information in the wrong format.

3. Structural Revision: The 25-Minute "Chunk."

To combat burnout, Ms. Kate introduced the concept of "chunking" revision into 20-25 minute blocks.

The provided "Blank Revision Timetable" template encourages students to plan their week with variety, ensuring they tackle difficult subjects first while fresh.

Faculty can support this by reminding students that revision is an ongoing process—not a Year 11 "sprint"—and by encouraging the "Three-Pile" flashcard system (categorizing knowledge into "No Clue," "Not Sure," and "Really Know").

4. Cultivating a Growth Mindset and Balance.

The session emphasized that a student's attitude toward feedback is as important as their study schedule.

Ms. Kate spoke about the Growth Mindset: viewing a disappointing grade not as a failure, but as data for improvement.

Furthermore, the session highlighted the importance of "downtime."

Students were urged not to abandon sports, arts, or music, as these activities provide the mental reset necessary for high-level cognitive function.

How You Can Help

By referencing these techniques — such as the 5 Rs or specific Command Terms — in your lessons, we can provide a unified front in supporting our Grade 10s.

For those interested in the specific digital resources recommended to students (such as GCSE POD, Save My Exams, and Get Revising), the full ARKIS Study Skills Guide is available for review.

Let's help our students climb this next hill with confidence and the right tools in hand.

Quote to remember:

"After climbing a great hill, one only finds that there are many more hills to climb."

-Nelson Mandela

Elevating Academic Excellence: Insights from Mr. Leon's Travel and Tourism Mentoring Session

by ARKIS Ed Team

As our department continues to refine its delivery of the IGCSE curriculum, Head of Secondary School Mr. Leon Shadbolt recently led a targeted mentoring session focusing on Unit 1.5: Types of Tourists.

The session was designed to provide faculty with both the subject-specific depth and the pedagogical strategies needed to help students navigate the "knowledge-rich" landscape of Travel and Tourism.

1. Mastering the Classification of Global Travelers

A core component of the session was the systematic breakdown of tourist profiles. Mr. Leon emphasized that students must go beyond simple definitions. To achieve higher-mark bands, they must analyze why specific demographics—such as families, retired groups, or independent travelers—choose particular destinations.

The session covered the distinct needs of:

- **Special Interest & Ecotourists:** Focusing on the growing trend of environmentally conscious travel.
- **Business vs. Leisure:** Understanding how seasonality and economic drivers differ between these two pillars of the industry.
- **International Bodies:** The roles of the UNWTO and NTOs in promoting sustainable and accessible tourism.

2. From Identification to Evaluation: The Command Term Approach

Building on the school-wide focus on "Learning to Learn," Mr. Leon's session highlighted the importance of teaching students to decode exam prompts.

In Travel and Tourism, the difference between a passing grade and

an A* often lies in the student's ability to transition from "identifying" a tourist type to "justifying" their choices.

Mentoring Tip: Mr. Leon suggested using the Success Criteria from the Unit 1.5 presentation as a template for classroom questioning:

- **Identify:** Can the student name the tourist type?
- **Analyse:** Can they explain the reasons for the destination choice?
- **Evaluate/Justify:** Can they provide evidence from a real-world scenario to support a judgment?

3. Real-World Application: The Conrad Maldives Case Study

To bring the theory of sustainable tourism to life, the session reviewed the Conrad Maldives Rangali Island case study.

This serves as an excellent classroom resource for teaching "Responsible Tourism."

Mr. Leon demonstrated how to guide students through the resort's initiatives—such as eliminating single-use plastics and coral regeneration—to help them understand how a destination protects its "product" (the environment) while remaining profitable.

4. Supporting Student Revision in Tourism

Finally, Mr. Leon reinforced the use of active recall strategies within the subject.

He recommended that teachers encourage students to use the "Three-Pile" flashcard system for complex tourism terminology and the Cornell Method for summarizing case studies.

By integrating these study skills directly into our subject delivery, we ensure that students aren't just "cramming" facts, but building a deep, retrievable understanding of the industry.

Key Takeaway for Faculty:

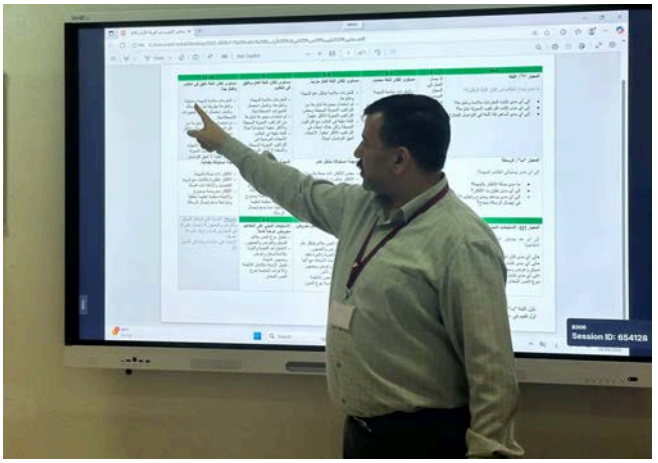
The success of our Travel and Tourism delivery rests on our ability to link academic theory with real-world trends.

Mr. Leon remains available for further departmental support, providing resources on how to better prepare students for the analytical demands of their upcoming IGCSE papers.

For your bucket list!

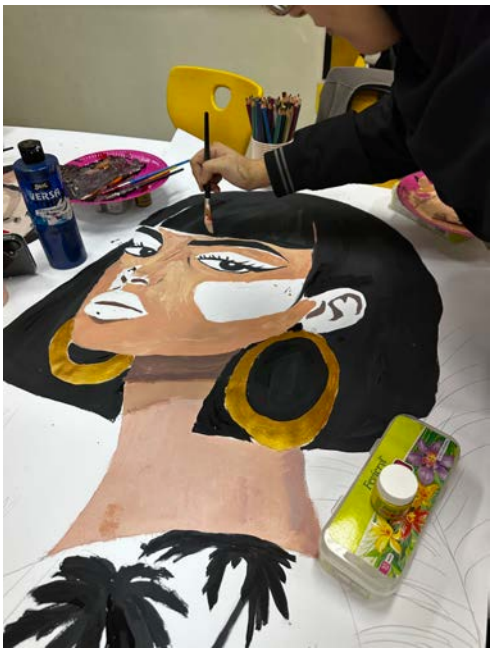
Conrad Maldives Rangali Island is a pioneer in luxury tourism known for several "world firsts." One of them is the **Ithaa Undersea Restaurant,** the world's first all-glass undersea restaurant opened in 2005.

The Arabic Department held a specialized essay-writing session that highlighted a modern approach to mastering the language through digital tools and clear assessment rubrics.



The session focused on three criteria: linguistic precision, clarity of message, and conceptual depth.

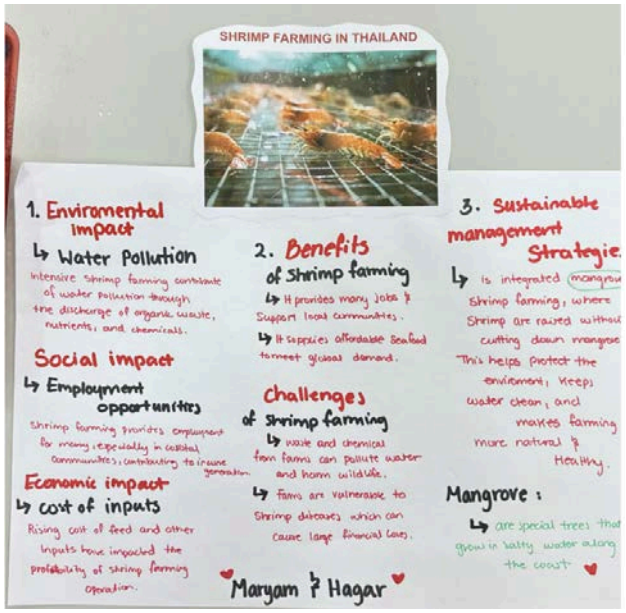
By using a transparent grading criteria, the department aims to move students from memorization to active, impactful communication.

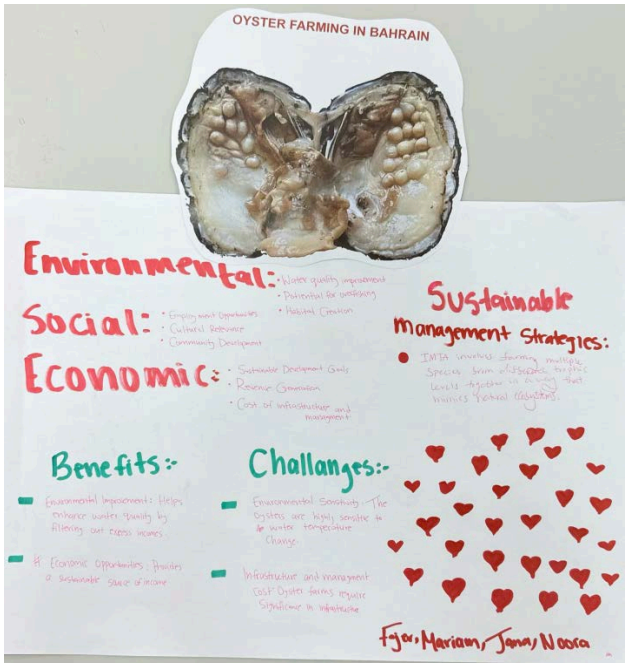


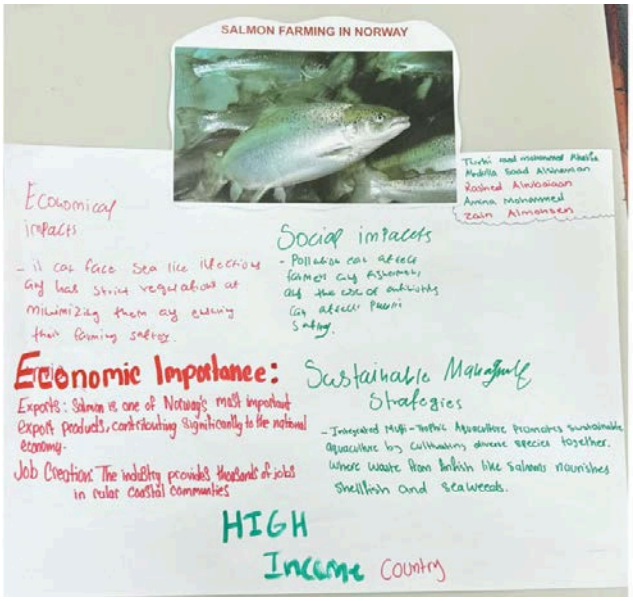
Students showcase nonstop creativity

Throughout term 1, the Art Department has provided students with various opportunities to show their creativity.

From simple classroom tasks to school-wide events, students' artworks have been nothing short of amazing. Here's a montage of some of their creative works.







ESS: Students explore aquaculture production systems

by Ms Shilpa

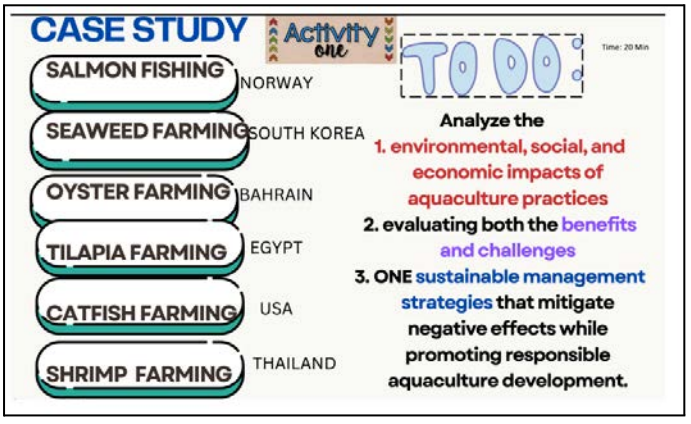
Brief Description of the Strategy/ Activity:

To ignite curiosity around real-world environmental challenges, Ms. Shilpa designed an inquiry-based case study activity on Aquaculture Production Systems aligned with Topic 4: Water – Subtopic 4.3 Aquatic Production Systems. Students analyzed the environmental, social, and economic impacts of different aquaculture types, requiring them to investigate issues such as habitat destruction, water pollution, biodiversity threats, community livelihoods, and national economic contributions.

Using guided instructions, students independently explored:

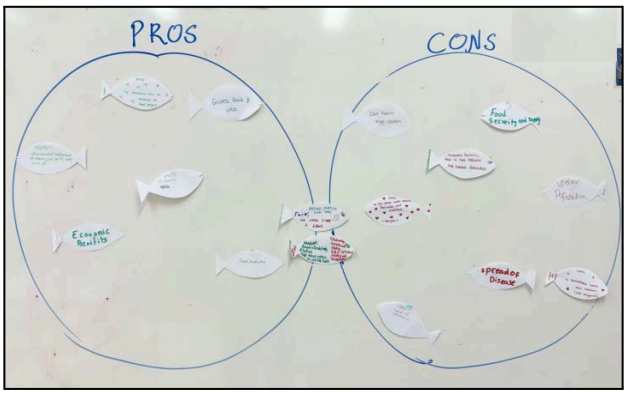
- Species farmed and global locations
- Environmental benefits and challenges
- Social implications on communities
- Economic contributions

They then synthesized their findings into a visually engaging poster, demonstrating deep engagement with the theme *"Ignite the Spark of Curiosity."*



Effective Strategies Used:

- Inquiry-based learning: Students conducted independent research guided by essential questions.
- Real-world application: Case study format connected textbook concepts with sustainability issues.
- Structured scaffolding: Clear instructions enabled students to analyze complex interlinked impacts.
- Creative demonstration of learning: Poster creation encouraged critical thinking and visual communication.
- Student-centered exploration: Students selected their aquaculture type, increasing ownership and motivation



"The sea, once it casts its spell, holds one in its net of wonder forever."

— *Jacques-Yves Cousteau* (oceanographer)

Brief Description of the Strategy / Activity:

To spark curiosity and promote inquiry-based learning, Ms. Saba conducted an engaging hands-on starter activity of investigation on anaerobic respiration in yeast. The lesson combined experimental prediction, guided discovery, and collaborative learning, enabling students to explore the real-world process of respiration in a highly interactive manner.

Students were divided into four groups:

- Two groups were given *yeast + warm water + sugar*.
- Two groups were given *yeast + warm water only*.

The task began with students forming hypotheses about which mixture would show visible signs of respiration. Each group followed step-by-step instructions to prepare their mixtures in flasks, place balloons over the openings, and set the trays aside.

Effective Strategies Used:

1. Predict–Observe–Explain. Students first predicted the outcome, then later observed the actual results, and finally explained the biological reasoning behind them.

2. Active Concept Learning through Multimedia. While waiting for the experiment to progress, students watched a short explanatory video on aerobic and anaerobic respiration. They then created a Venn diagram comparing both types, reinforcing key concepts through visual learning.

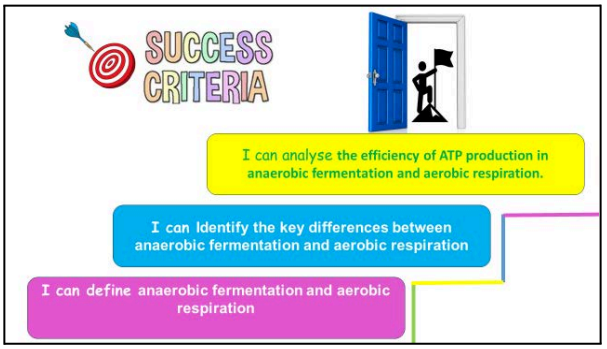
3. Scientific Reasoning and Group Discussion. After 20 minutes, students

returned to their experimental trays and compared results across the four groups. Through guided questioning, they identified that the yeast + sugar mixture produced more carbon dioxide, causing the balloon to inflate—evidence of anaerobic respiration.

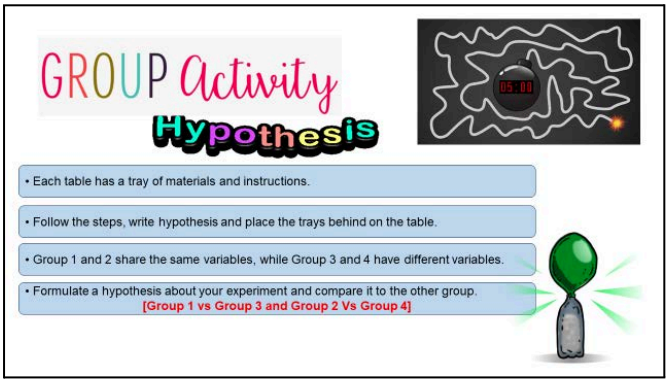
Students then discussed their findings with other groups, refining their explanations based on peer insights.

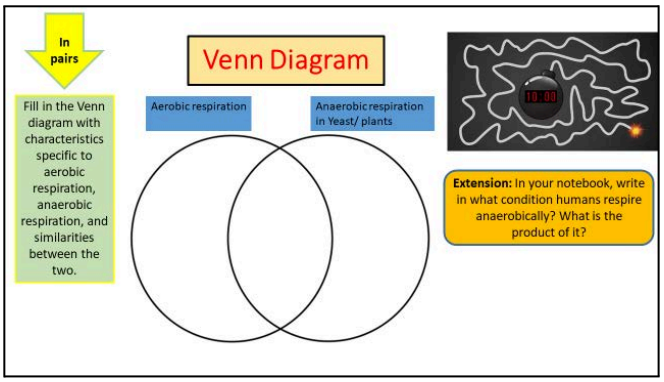
Evidence of Student Engagement:

- Students actively hypothesized outcomes before observing the experiment.
- They collaborated to prepare the materials and check results, promoting teamwork and accountability.
- The dramatic visual result—balloons inflating in the sugar-yeast groups—sparked excitement and curiosity.
- Students asked questions such as *"Why didn't the balloon inflate in the other mixture?"* and *"Does yeast always need sugar to respire?"*
- The Venn diagram activity deepened conceptual understanding and supported higher-order thinking.



Group 1 & 3	Group 2 & 4
• Take the test tube with Luke warm water given to you. • Add **2 spoon Yeast + 1 spoon glucose +** Shake the test tube gently to mix the materials. • Place the balloons on the test tube mouth. • Leave the test tube in room temperature. • Write your hypothesis in your notebook. • Compare your hypothesis with group 3 • Leave your tray away on the table behind. • We will observe the results after some time.	• Take the test tube with Luke warm water given to you. • Add **2 spoon Yeast +** Shake the test tube gently to mix the materials. • Place the balloons on the test tube mouth. • Leave the test tube in room temperature. • Write your hypothesis in your notebook. • Compare your hypothesis with group 1 • Leave your tray away on the table behind. • We will observe the results after some time.





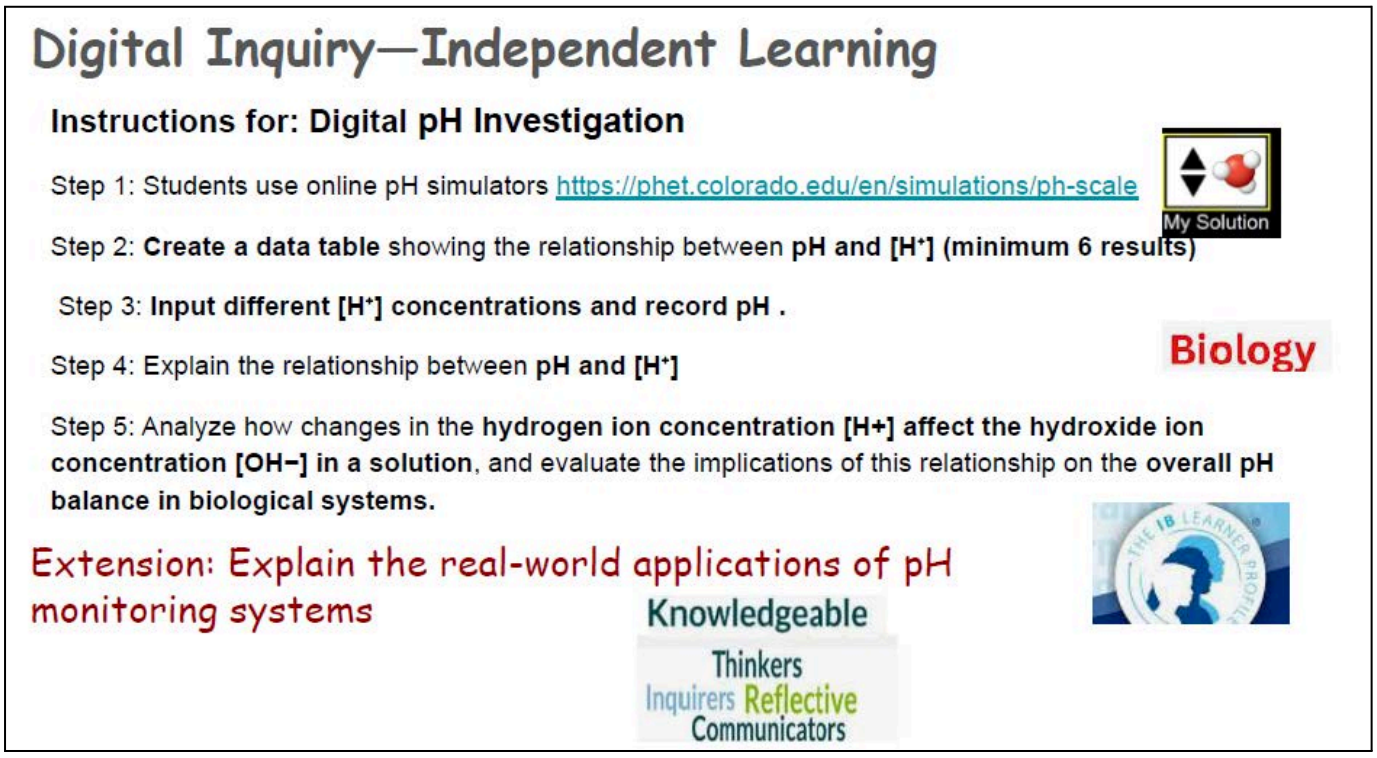
Fresh from the lab: Students in their IA

"The important thing is not to stop questioning. Curiosity has its own reason for existing."

- Albert Einstein

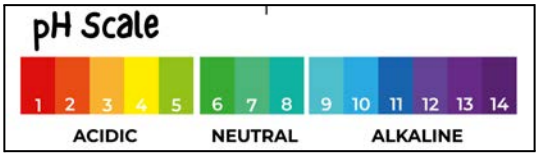
A pH-enomenal Virtual Venture

by Ms. Ajishi



This is a student-centered, inquiry-based learning strategy where students independently investigate pH chemistry using digital simulators.

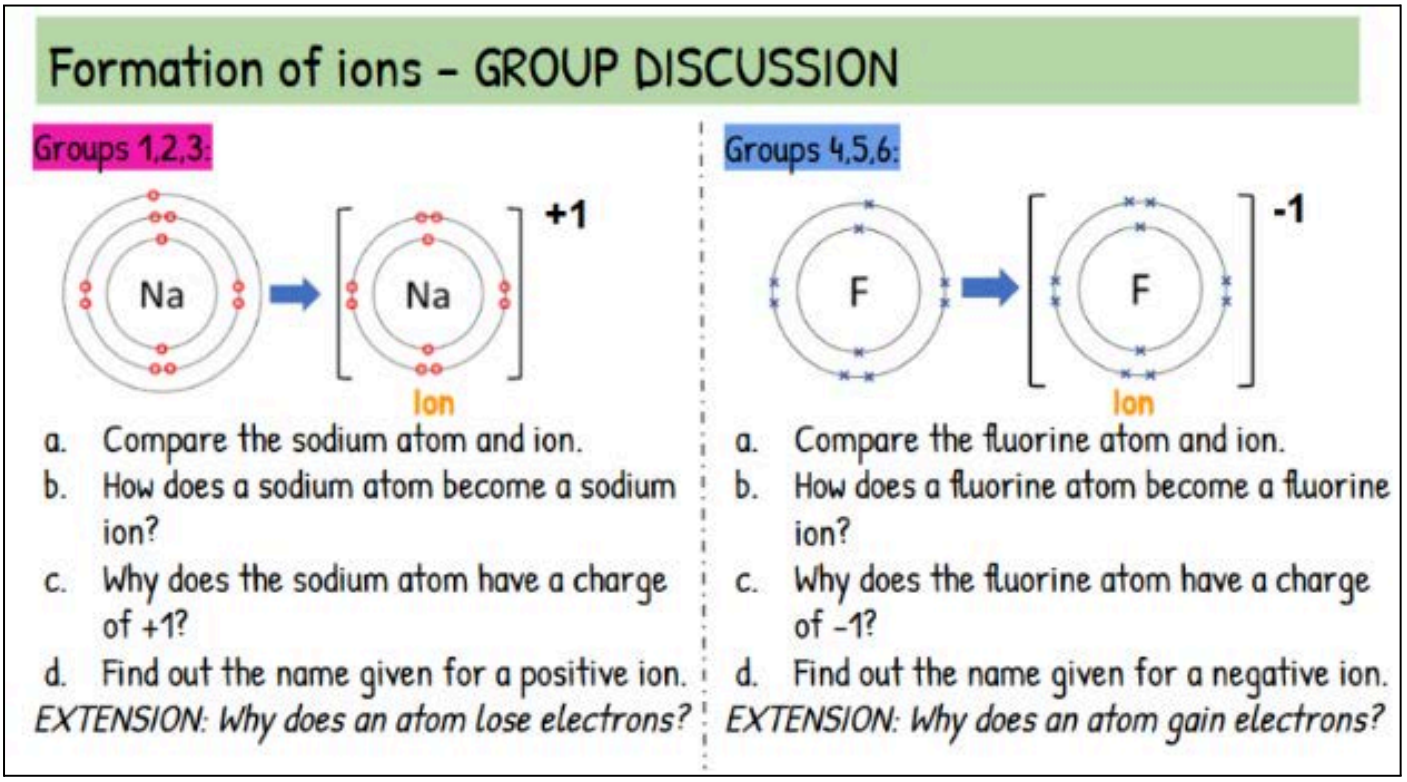
Students explore an online pH tool, systematically collect data on the relationship between pH and hydrogen ion concentration [H^+], explain the inverse logarithmic relationship, and analyze how [H^+] changes affect hydroxide concentration [OH^-] and pH balance. The extension applies this understanding to real-world biological systems. This approach develops scientific inquiry, digital literacy, and data analysis skills while progressing from observation to data collection to explanation to authentic application.



What is pH anyway?

pH is a scale from 0 to 14 that tells you if a liquid is an acid or a base. Acids (0–6) are sharp or sour, like lemon juice. Bases (8–14) feel slippery like soap. A 7 is neutral, which means it is perfectly balanced and safe, like pure water.

The Great Electron Heist: Givers vs. Takers *by Ms. Maria Alphine*



This collaborative inquiry strategy uses differentiated grouping where some groups of students analyze sodium forming positive ions by losing electrons, while another set of groups examine fluorine forming negative ions by gaining electrons.

Each group investigates their assigned transformation, then shares findings to compare metal versus non-metal ionization patterns.

This approach develops scientific reasoning and communication skills while allowing targeted exploration before collaborative synthesis of ionization principles.

Did you know? Here's a trivia about ionization and brushing your teeth!

When the fluorine atoms gain an electron to become fluoride ions, they become a shield for your teeth. This is why it is added to toothpaste and municipal drinking water.


Materials Used
Cardboard/plastic bases
Small DC motor
LED lights
Wooden stiks or bottle base
Wires, glue, tape
before
after
CORE VALUES
WATER PURIFICATION

Money Matters:

How the giants get funded

by Ms. Asma Ghassoul

Brief Description of the Strategy / Activity:
To make the topic of Sources of Finance engaging and applicable to the real world, the lesson utilized a group project that combined research, case study application, and presentation skills.

- **Group Choice and Company Selection:** Students were divided into six groups, and each group chose one specific source of finance (e.g., loan capital, share capital, retained earnings). The task was then to identify a company that used their chosen source of finance.
- **Application and Research:** Groups applied the theoretical information from the textbook and shared materials in GC directly to their chosen business, analyzing how that specific funding source would be utilized, its advantages, and its disadvantages.
- **Presentation Creation:** The final output was a presentation where each group detailed their chosen company, the specific source of finance, and justified the application of that source.
- **Plenary Activity:** The lesson concluded with a Jeopardy game to serve as a plenary, creating four groups based on the School House. This allows students to reflect on and review all sources of finance covered by the class.

Effective Strategies Used:

1. **Case Study Application & Real-World Context:**

   By asking students to link a source of finance to a real or hypothetical company, the teacher fostered a deeper understanding of the practical application of theoretical business concepts.

This moves the learning from mere memorization to situational analysis.

2. **Collaborative Project-Based Learning:**

   The group project structure promoted teamwork, shared responsibility, and allowed students to specialize in one core concept (their chosen source of finance).

   The presentation component developed public speaking skills and required groups to clearly articulate complex financial concepts to their peers.

3. **Gamified Review (Jeopardy Plenary):**

   Using a Jeopardy game as a plenary created an energetic and engaging way to review the entire unit.

   This strategy encourages active recall and immediate feedback across all sources of finance, ensuring a comprehensive understanding before concluding the topic.

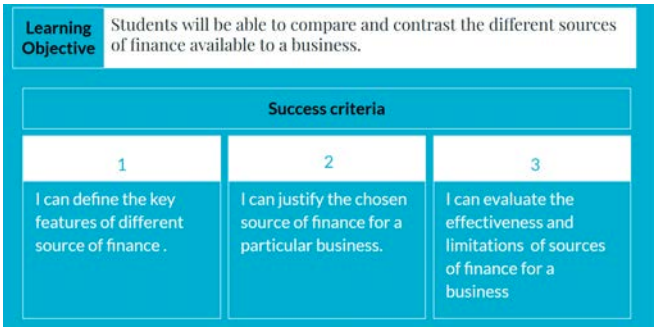
   This is an example of Active Concept Learning.

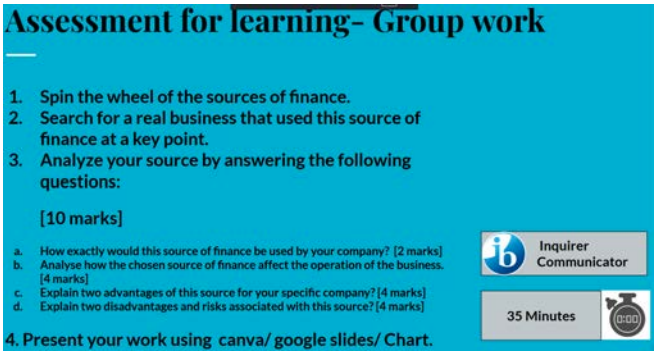
Evidence of Student Engagement:

- **Ownership and Choice:** Allowing groups to choose their source of finance and the company provided a sense of ownership, which naturally ignited interest in

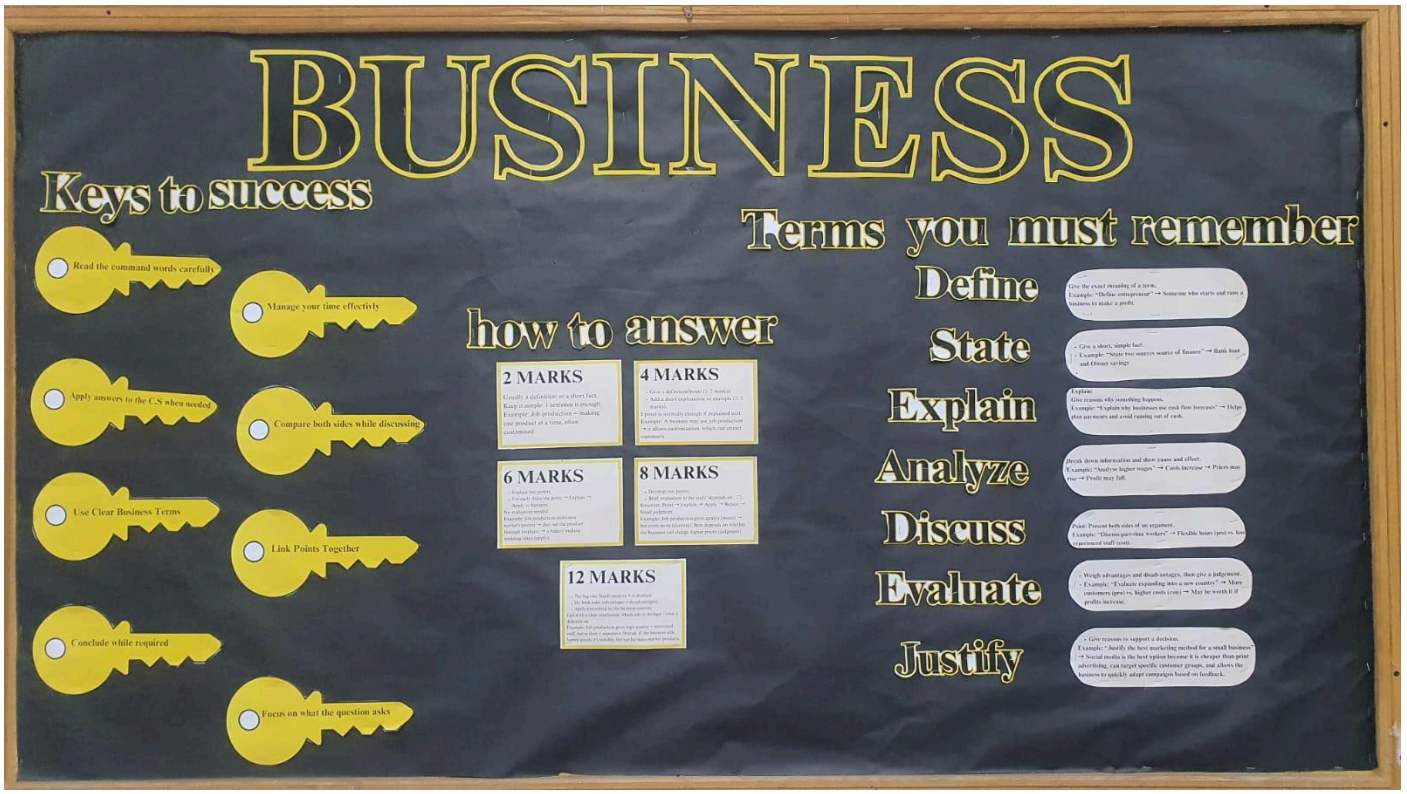
the subsequent research and presentation.

- **Deeper Inquiry:** The task of finding a relevant company spurred students to ask real-world questions about business operations, financial constraints, and strategic funding decisions.
- **Excitement in Application:** Students showed high engagement in creating the presentation and applying the information, seeing themselves as consultants or financial analysts for their chosen business.
- **Competitive and Fun Review:** The Jeopardy game plenary generated excitement and a healthy competitive spirit, making the final review session a high-engagement learning experience rather than a passive recap.





Snapshots from the this year's Trade Quest



Cracking the Code: Mastering the Language of IGCSE Business

by Ms. Rumaisa

In the world of IGCSE Business Studies, knowing the "right answer" is only half the battle. The real secret to top marks lies in understanding how to answer. The Business Department's latest guide on Command Words and Assessment Objectives (AOs) is turning students into exam strategists by decoding the hidden instructions within every question.

The "Four Pillars" of Success

The curriculum is built on four distinct levels of thinking, known as Assessment Objectives. Understanding these is the difference between a "C" and an "A*":

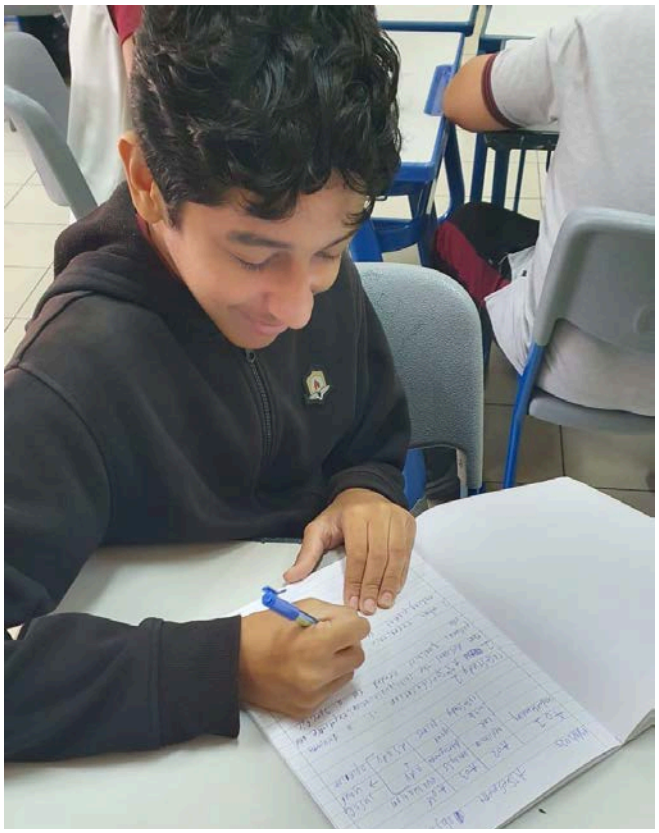
- **AO1: Knowledge and Understanding** – Simply stating facts or definitions. (e.g., *What is a franchise?*)
- **AO2: Application** – Taking that knowledge and "sticking" it to the specific business in the case study. (e.g., *Why would this specific bakery benefit from franchising?*)
- **AO3: Analysis** – Explaining the consequences or "chains of reasoning." (e.g., *How does franchising lead to faster brand growth?*)
- **AO4: Evaluation** – Making a final judgment or weighing up pros

and cons to reach a conclusion. (e.g., *Is franchising the best way for this bakery to expand?*)

The Path to Mastery

By focusing on these command words, students learn to stop "knowledge dumping" and start providing focused, high-impact responses.

As one instructor noted, "A student who understands the command word knows exactly how much time to spend on a question — and exactly what the examiner is looking for."



ATTEMPTING AOs. A grade 9 student answers sample IGCSE-based questions that follow the command words in business studies.

Quick Command Word Comparison

Command word	How long?	What must be included?
Define	1 sentence	Meaning only
Outline	Short	Main points, no detail
Explain	3–4 sentences	Point + reason + effect
Justify	One option	Choice + strong support
Evaluate	Longer answer	Both sides + final judgement

In photos: Students take part in AUBH Competition

Decoding Textual Metaphor in the Great Outdoors

by Ms. Amal

Students took part in an inquiry-based outdoor learning activity to analyse the Paper 1 blog text "Tame the Bees."

The outdoor setting created a calm, open environment that contrasted purposefully with the blog's central metaphor—our minds behaving like a "beachball filled with bees," full of distractions, impulses, and competing ideas.

Being outside helped students step away from the usual classroom "noise" and reflect more deeply on the writer's message about focus, ambition, and mental clarity.

The change of environment sparked curiosity and encouraged students to make stronger links between the text and their own thinking habits.

Working in pairs, they engaged in questioning, annotation, and discussion, exploring how the writer uses imagery, metaphor, and tone to persuade readers.

The outdoor space allowed students to slow down, think critically, and develop more personal interpretations of how the blog challenges us to 'tame' our distractions and commit to meaningful goals.

Task Background: Step outside the classroom and into a space of calm, focus, and fresh thinking. In today's lesson, you will be using the outdoor environment to explore a powerful blog that challenges how we think about distraction, focus, and ambition. Being outdoors will help you disconnect from everyday classroom noise, think more clearly, and make deeper, more personal connections with the writer's message before you even begin reading. Use this experience to observe, reflect, and prepare your mind for meaningful analysis.

Main Guiding Question: How does the author persuade his audience through his choice of words and images?

Pair work:

1. Take your text and notebook and find a quiet spot outdoors.
2. Read *"Tame the Bees"* and annotate key metaphors, images, and persuasive moments.
3. Discuss together:

- What the writer's central message is
- How the metaphors (beachball, bees, bumblebee focus...) shape meaning
- Which words/phrases persuade the audience
- How the structure supports the message

Goal: Think, question, observe, and explore the text with curiosity. No AI. You may use the vocabulary bank, guiding questions and list of techniques posted on Google classroom.

Individual Work: After your discussion, write two analysis paragraphs responding to the guiding question. Your paragraph must:

- Use evidence from the text
- Analyse how the writer uses language, images, and metaphors
- Explain the effect on the audience
- Include precise, analytical and evaluative phrases

Support You May Use: Sample phrases on Google Classroom / Paper 1 scaffolds and support resources.

Beyond the Page: Students Explore Literary Worlds at the Library

by Mr. Vinod

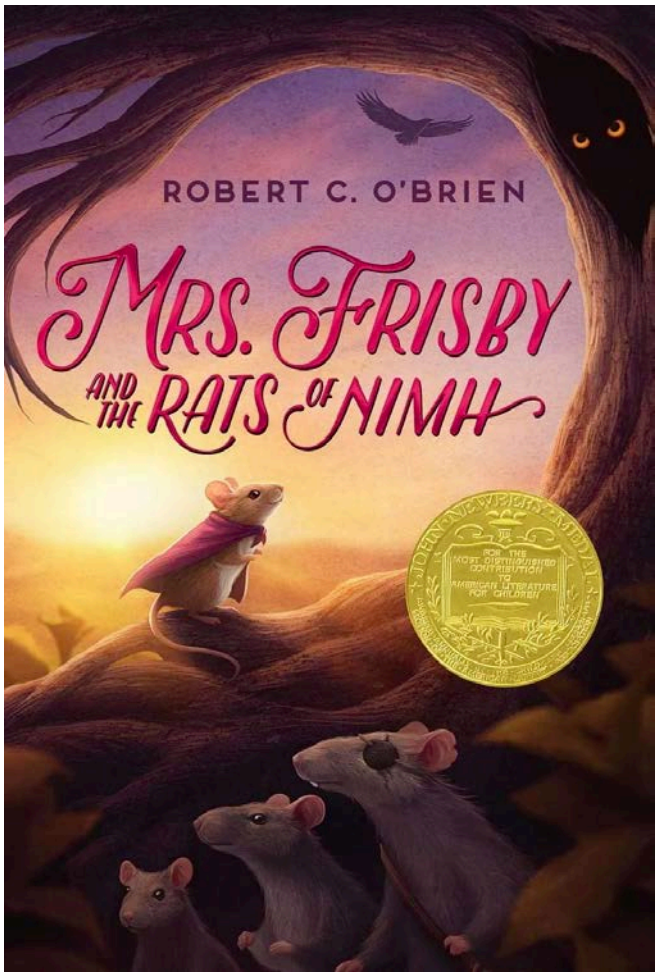
As part of our ongoing inquiry-based reading programme, students visited the school library to research the literary text they are currently studying.

This session provided a valuable opportunity to explore a range of resources, collaborate with peers, and deepen their understanding of the story through purposeful questioning and investigation.

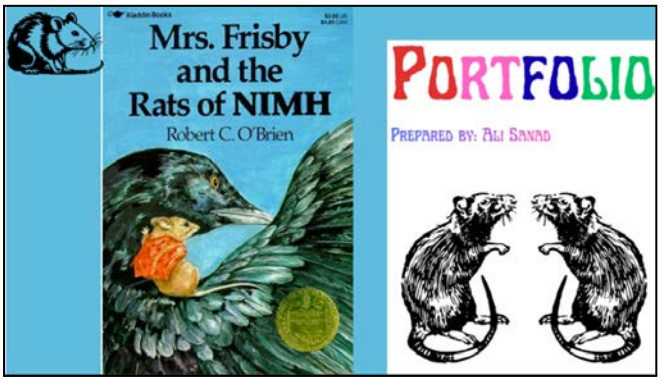
Students engaged actively with books, asked insightful, inquiry-driven questions, and made meaningful links between the text and real-world contexts.

Overall, the library visit strengthened their research skills, promoted independent learning, and enriched their reading experience.

Focused & Inspired: A snapshot of our independent learners at work, uncovering new layers of their literary studies.



Learning Outcome:	Success criteria:
To create a portfolio that demonstrates understanding of the key events, characters, and themes from Chapters 1–5 of *Mrs. Frisby and the Rats of NIMH* through summaries, reflections, and creative responses.	**Develop**: I can summarize the main events from each chapter (1–5) accurately and in my own words. **Challenge**: I can analyze and reflect on the characters' actions, feelings, and motivations using text evidence. **Stretch**: I can include at least one creative response (such as a drawing, diary entry, or character profile) that shows imagination and a deeper connection to the text.



Critical Thinking Through Creativity: Exploring Mrs. Frisby and the Rats of NIMH

by Ms. Rea

Students embark on an inquiry-driven literary journey as they create a portfolio exploring Robert O'Brien's *Mrs. Frisby and the Rats of NIMH*.

Through guided questioning, research, reflection, and creative expression, students investigate key events, character motivations, and emerging themes, transforming their reading into deep understanding and personal insight.

This portfolio challenges them not only to summarize what happens, but to question why it happens, analyze character choices, and make meaningful connections to real-world ideas.

By blending critical thinking with creativity—through reflections, artistic responses, and evidence-based analysis—students become active literary explorers rather than passive readers.

Students Shine at Debut TED-Ed Event

by Mr. Vinod

We are thrilled to celebrate the successful launch of our very first TED-Ed event, proudly organized and led by the English Department.

This milestone event showcased our students' confidence, creativity, critical thinking, and powerful communication skills as they stepped onto the stage to share ideas worth spreading.

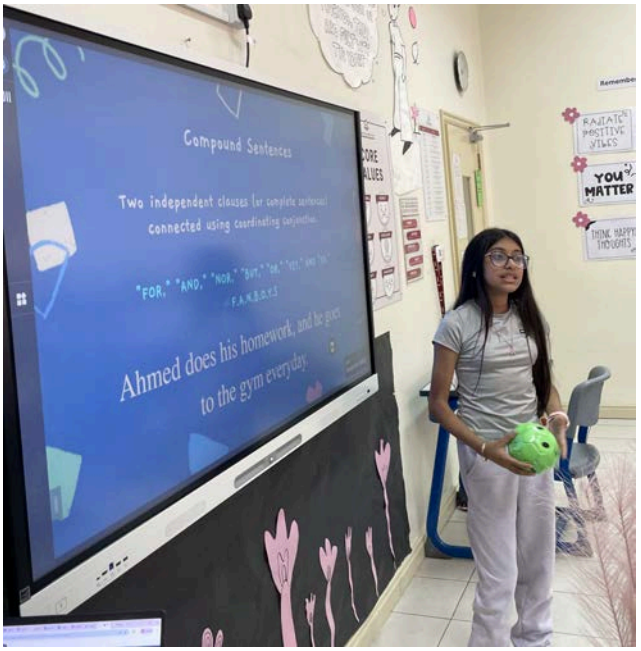
From thoughtful research to expressive delivery, every presentation reflected months of preparation and a genuine passion for learning.

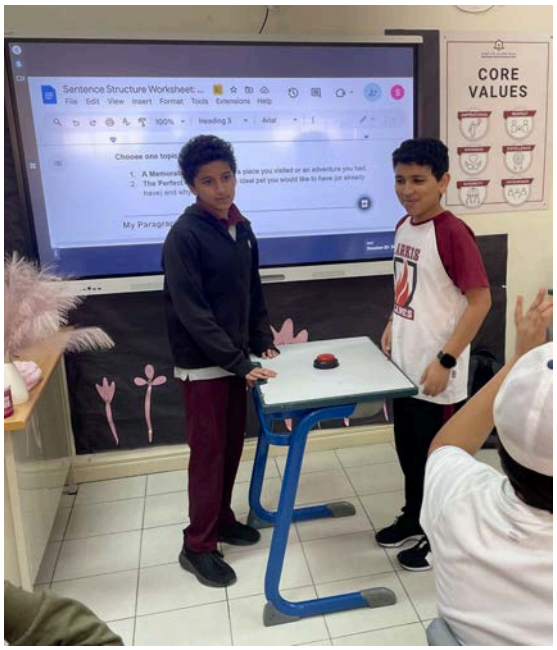
The event was also a testament to the collaborative spirit of our teachers and the supportive school community.

A truly inspiring start—here's to many more TED-Ed successes ahead!

KS3 Spelling Bee 2025


Literary work
Author :
Ray Bradbury, an American author
The Martian Chronicles
SOMETHING WICKED THIS WAY COMES


Compound Sentences
Two independent clauses (or complete sentences)
connected using coordinating conjunctions.
"FOR," "AND," "NOR," "BUT," "OR," "YET," and "SO"
F.A.N.B.O.Y.S
Ahmed does his homework, and he goes
to the gym everyday.
YOU MATTER


CORE VALUES

TOK x AI: Is AI a *knower?*

by Henley Aspril Williams

As part of the Term 1 theme *"Ignite the Spark of Curiosity,"* Grade 11 TOK students engaged in an inquiry-based mini experiment exploring how technology shapes the way knowledge is produced, communicated, and consumed.

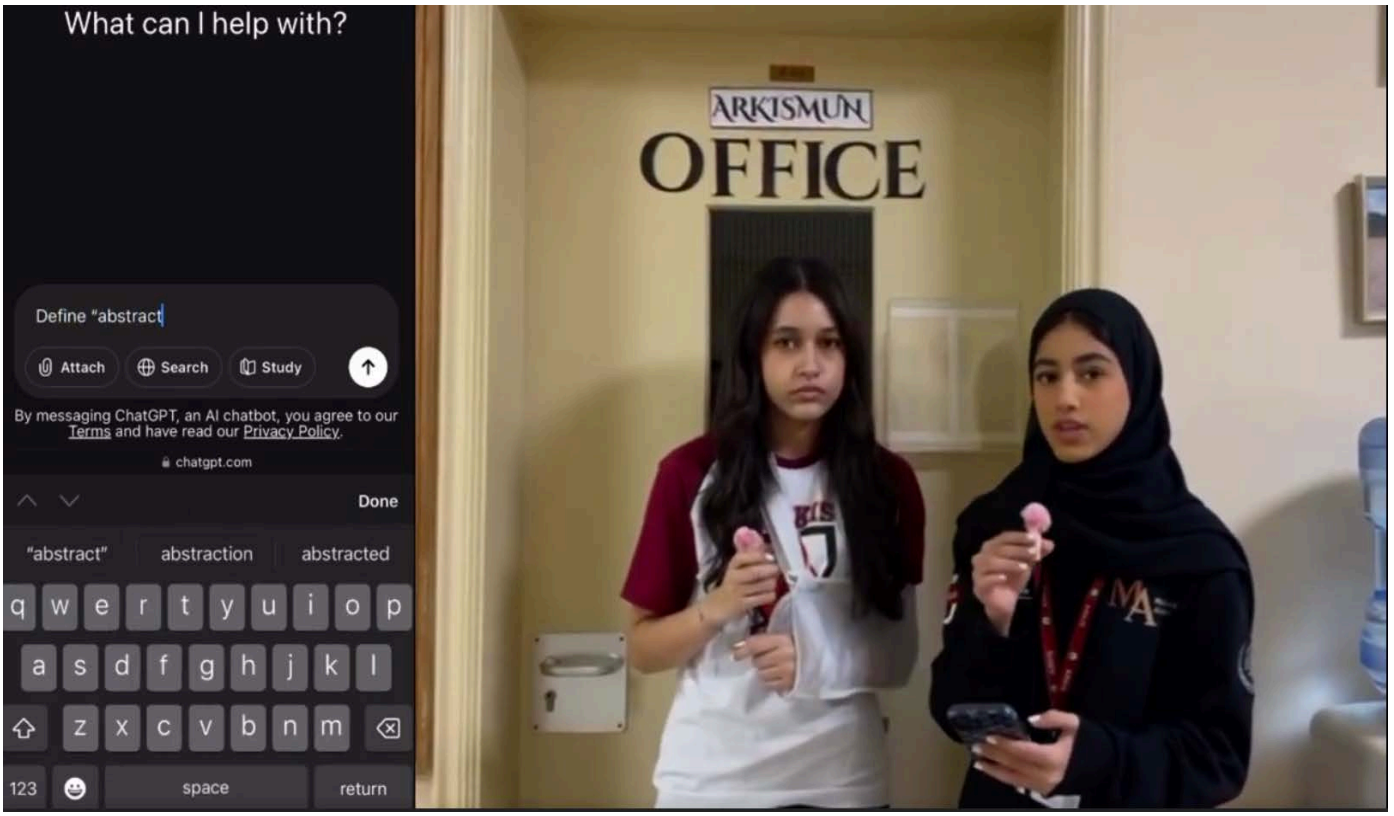
Students were asked to perform a simple cognitive-bias or perception-based experiment, then transform their findings into a 2-3 minute "Knowledge Trailer."

The trailer-making task required students to:

- Select key results from their mini experiment
- Use visual and audio elements to communicate knowledge clearly
- Consider how technology influences message design, audience interpretation, and knowledge framing

This activity successfully blended critical thinking, digital literacy, and creativity, allowing students to deepen their understanding of the TOK theme *Knowledge and Technology*.

Students showed high engagement, especially in the process of translating abstract TOK ideas into a dynamic visual product.



TOK students asking AI and human participants the same question "Define abstract" as part of their team project in TOK x Technology.

Sample Student Output

Title: Does AI Know Ethics?

Knowledge Question: How can we know whether AI-produced knowledge is ethically trustworthy?

AI Tool: ChatGPT,
Rationale:

- Produces different variations of answers depending on the wording of the question, which allows us to compare patterns and inconsistencies in its ethical related answers.
- It is used widely in schools and society, which makes understanding its ethical behaviour relevant to knowledge and technology.

Experiment design and process:

- **Purpose:** To examine whether ChatGPT gives consistent and ethically trustworthy judgements when asked morally similar questions in different contexts.
- **Steps**:

  1- Use a base ethical question and three other context variations:
  - Base question:
    - 'Is lying wrong?'
  - Context variations:
    - 'Is lying wrong to protect someone's feelings?'
    - 'Is lying wrong to save an innocent life?'
    - 'Is lying wrong to gain personal advantage?'

  2- Ask each question in a separate chat to ensure that previous answers do not influence the current.

  3- Record responses and analyze its ethical trustworthiness through its ethical stance (Yes, No, It depends...).

  4- Repeat the investigation to test whether it sticks to the same moral reasoning over time.

  5- Compare all of the responses for consistency, patterns, and shifts in ethical judgement.

Findings and evidence:

- ChatGPT did not give one stance, even though the moral principle ('lying') stayed the same.
- Two questions got a clear 'Yes' → 'Is lying wrong?' + 'Is lying wrong to gain personal advantage?'
- Two questions got 'It depends' → 'Is lying wrong to protect someone's feelings?' + 'Is lying wrong to save an innocent life?'

Analysis:

- The responses show that AI does not rely on one stable moral principle. Instead, ChatGPT blends different ethical approaches (utilitarianism, deontology, etc.) depending on the wording and framing of the question. This suggests:
  - AI does not apply consistent moral reasoning
  - Its inconsistencies in responses are due to adapting to appear reasonable, not logically coherent.
  - Its knowledge is generated from training data rather than actual ethical understanding since framing heavily influences responses. This means that the 'knowledge' it produces is unstable and context-dependent.
  - AI's ethical knowledge should not be considered as fully trustworthy and ethically reliable.

Creating Future Schools - *Visual Brief Document*

by Namrita Vatsya and Samah Imran

What Are Future Schools?

- Learning spaces integrating technology, creativity, and real-world problem solving.
- Preparing students with skills for an AI-driven, globalized future.
- Inquiry-based, project-based, and student-centered learning at the core.

Key Elements of Future Schools

- Digital literacy with modern classroom tools.
- Creativity-focused and innovation-driven tasks.
- Collaborative learning that mirrors future workplaces.
- Flexible learning environments encouraging independent thinking.

Alignment with Teacher Strategies

Inquiry-based learning via experiments and investigations.

- Technology-enhanced lessons using simulations, design tools, and AI platforms.
- Creative classroom activities linked to real-world problems.

Alignment with Student Engagement

- Students actively collaborate to explore future-ready solutions.
- Hands-on building tasks enhance creativity and curiosity.
- Projects reflect real-world challenges like sustainability, innovation, and technology use.

Department Activities

arkis1997 ...

arkis1997 Our Grade 6 students brought culture to life this week as they proudly showcased their Tradition Exhibit! Wearing beautifully curated costumes, they shared original poems, designed creative brochures, and even prepared traditional food for everyone to experience.

This year's theme — "Unity in Diversity" — shone brightly as students celebrated Bahraini traditions while showing deep respect and curiosity for other cultures as well. The exhibit became a vibrant reminder that learning about our heritage also helps us appreciate the richness of others'.

We were grateful to see families showing strong support throughout the event, making the day even more meaningful. Grade 5 learners also visited the exhibit, giving them an exciting glimpse of what they will create next year.

Well done, Grade 6! Your creativity, confidence, and cultural pride made this event truly unforgettable.

arkis1997 ...

arkis1997 What happens when 67 IB knowers and 17 educators meet in one space?
Dialogue, laughter, and the kind of reflection that reminds us that learning is most alive when shared.

This year's Interclass TOK Dialogue wasn't about finding the answers, but exploring the questions that shape us — about belief, bias, and perspective.
Across generations, subjects, and stories, we discovered that knowledge grows through connection — and that to know is a journey, while to be known is a gift.

#ARKIS #ARKEDU #internationalbaccalaureate #ibschool #weareARKIS #TeamARKIS #bahrain #bahrainschools #TeamBahrain #Moebahrain #education #internationalschool #leadership

4w

Inquiry-Based Learning - Networks & Changes in Education

by Ms. Rasha

To ignite curiosity and critical thinking, Grade 11 students engaged in an inquiry-driven research project exploring how developments in school networks have reshaped modern education.

Students conducted Secondary and primary research through surveys and interviews, gathering insights into the impact of digital infrastructure.

During this inquiry-based research activity, students conducted interviews with multiple teachers and shared surveys to their peers to gather first-hand perspectives on how networks have transformed teaching and learning.

After collecting this primary data, they worked collaboratively in groups to analyse the responses, identifying patterns, stakeholder perspectives, and key implications.

Students then transformed their findings into visual representations such as charts and tables, which helped them compare viewpoints and deepen their understanding of the topic.

This process not only strengthened their analytical and evaluative skills but also increased engagement, critical thinking and creativity.

In a Grade 11 Computer Science class, students explored modular programming through a collaborative group activity.

The class was divided into teams, with each group responsible for developing a specific module while one group managed the main module that coordinated inputs and outputs.

This setup required every team to understand their module's function, communicate clearly with others, and ensure seamless integration—closely simulating how real software development teams divide and manage complex projects.

At the end of the lesson, all modules were combined and executed as one complete program, allowing students to see how their individual contributions affected the overall system.

This was followed by a reflective discussion where teams explained their work, addressed questions, and identified challenges such as dependencies, communication gaps, and interface consistency.

The activity provided a practical and engaging experience that strengthened their understanding of modular programming, debugging, teamwork, and how modular approaches support efficient, maintainable software development similar to real industry practices.

To strengthen students' critical thinking and deepen their understanding of AI-related dilemmas, an interactive debate strategy was implemented in the Grade 11 Digital Society class.

Students were divided into two groups, each assigned a contrasting viewpoint about the use of digital hospital records.

Group A argued in favour of digitalisation, highlighting its benefits such as faster access to information and improved efficiency in patient care.

Group B, meanwhile, focused on the ethical and security concerns surrounding data privacy, consent, and potential misuse of sensitive information.

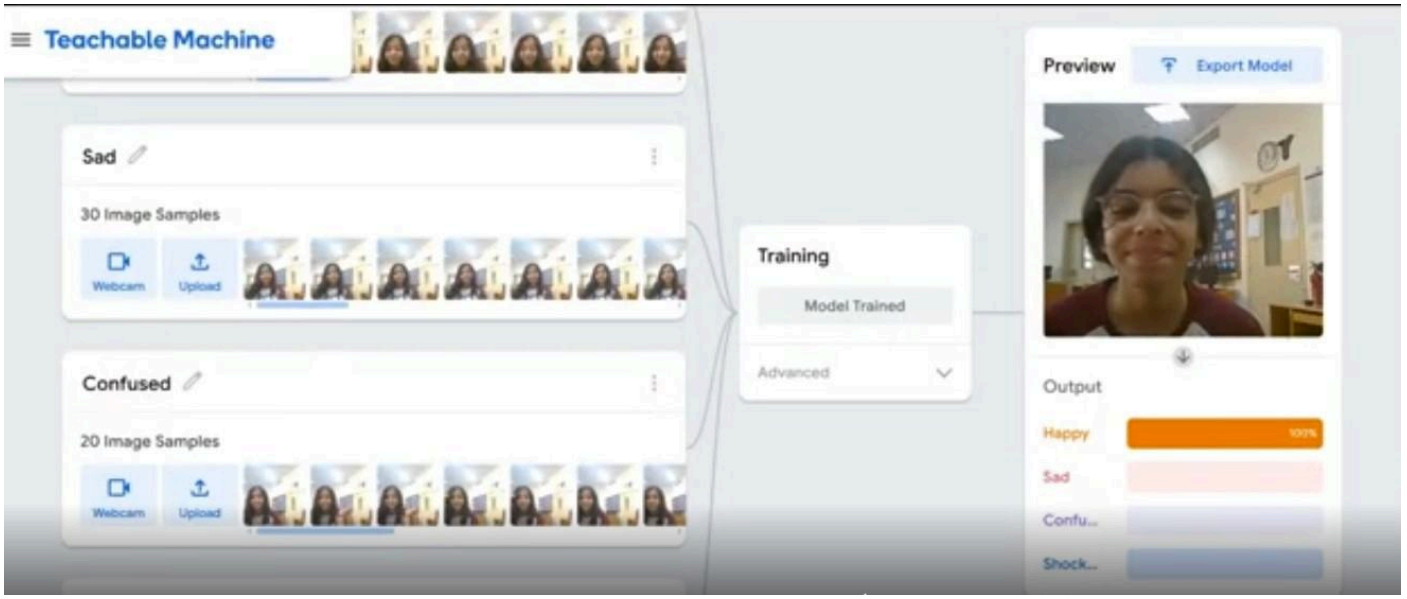
This debate structure required students to research, analyse, and justify their arguments, moving beyond passive learning and encouraging them to develop evidence-based viewpoints.

By presenting and defending their positions, students demonstrated an understanding of how real-world technological decisions involve trade-offs and competing priorities.

The activity also strengthened key academic skills such as constructing clear arguments, evaluating opposing perspectives, and using evidence effectively — all essential for writing strong analytical responses in IB Digital Society examinations.

The high level of engagement throughout the debate reflected students' growing curiosity and confidence in discussing complex ethical issues related to AI.

Department Achievement: Introducing AI in the ICT Curriculum



This term, the ICT Department made significant progress by introducing Artificial Intelligence into the curriculum as part of the school-wide policy to integrate emerging technologies into teaching and learning.

Students were introduced to core AI and machine learning concepts and took part in hands-on activities where they trained simple models, tested predictions, and explored how machines learn from data.

Through these projects, learners developed future-ready digital skills and strengthened their computational thinking, creativity, and problem-solving abilities.

The initiative sparked high levels of curiosity and engagement, with many students showing enthusiasm for designing their own AI-based solutions.

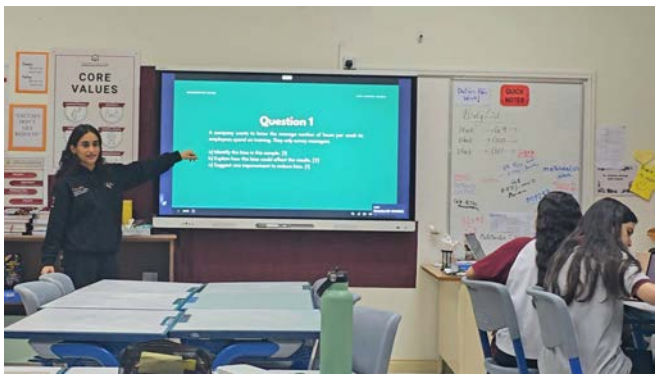
Integrating AI not only modernised the department's approach to digital education but also aligned closely with the school's vision of preparing students for a rapidly evolving technological landscape.

About the photo

Teachable Machine is a free, web-based tool from Google that lets anyone create machine learning models for images, sounds, and poses without coding, making AI accessible for education and creative projects by training models directly in the browser using your webcam or microphone.

The Power of Peer Teaching: Implementing the Jigsaw Strategy in Grade 11 Statistics

by Abhilasha Abishegh



The Jigsaw learning strategy is a highly effective cooperative learning method to enhance engagement, deepen conceptual understanding, and foster collaborative skills.

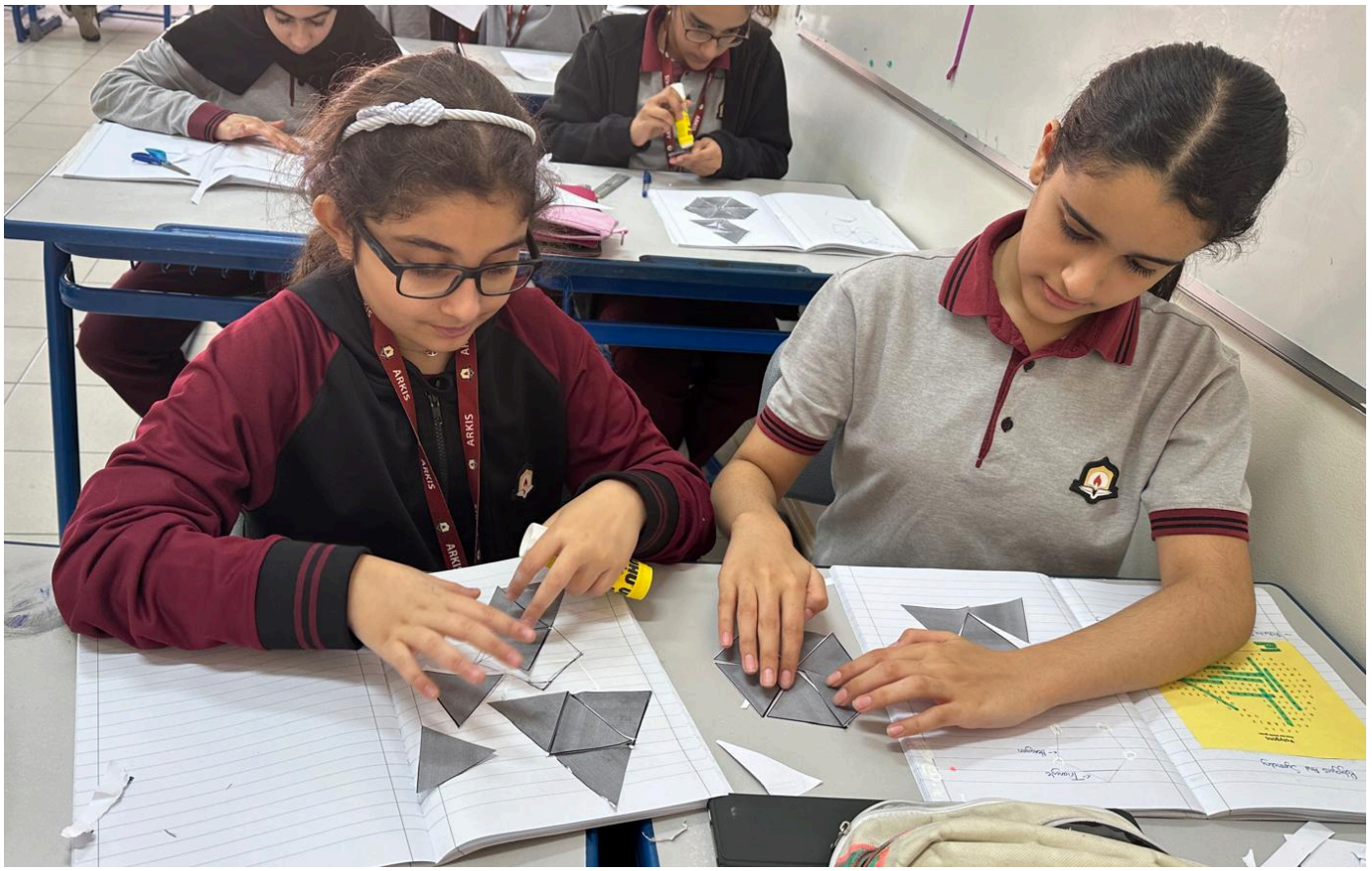
It replaces competition with collaboration, building the communication and thinking skills students need to thrive in the future.

Grade 11 AISL students were assigned math topics from statistics that are seen integrated with other subjects such as commerce, economics, and business studies.

The process begins by dividing a complex topic into distinct, manageable segments. Students first meet in "expert groups" with classmates assigned the same segment, where they collaborate to thoroughly research, discuss, and master their portion of the material.

Once confident in their expertise, students return to their original "home groups," where each member teaches their piece of the puzzle, ensuring that all students gain a comprehensive understanding of the entire topic.

Each student is then assessed by the teacher based on their presentation, critical thinking and performance in the Q&A session.



Modeling: A hands-on approach to geometry

by Ahmed Mostafa

Mathematical modelling by Grade 6 students exploring rotational symmetry provides an engaging, hands-on approach to understanding geometric transformations and their real-world applications.

In this activity, students investigate how shapes and objects can be rotated around a central point to match their original position, discovering that different figures possess varying degrees of rotational symmetry.

Students begin by creating their own mathematical models by designing shapes with specific rotational symmetry properties using the resources given.

Through this modelling process, students develop spatial reasoning skills, deepen their understanding of angles and measurement, and connect abstract geometric concepts to tangible, visual representations.

They analyse their models explaining the mathematical properties incorporated and justifying why their models meet the criteria for specific orders of rotational symmetry.

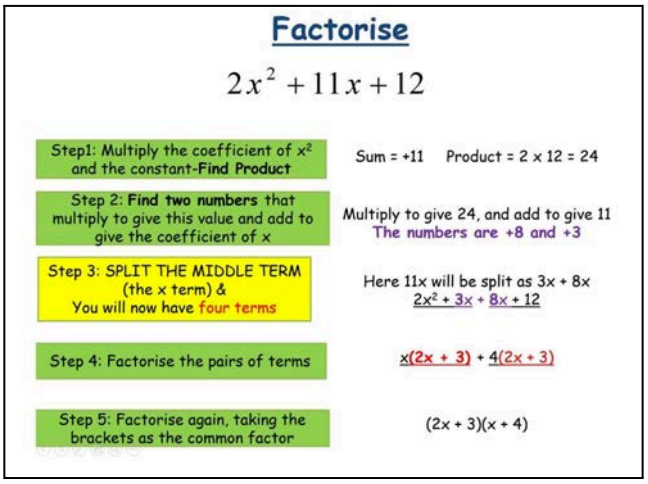
This approach not only reinforces geometric principles but also encourages creativity, problem-solving, and the ability to communicate mathematical thinking.

Scaffolding in factorisation

by Abhilasha Abishegh

Scaffolding in math is a teaching approach where students are provided temporary support structures such as key steps to follow or given prompt words to help students learn new concepts or solve problems they could not tackle independently.

The support is then gradually removed as students gain competence and confidence.



Extrinsic Motivation - Monthly Titles Awarded to Students

by Ahmed Mostafa

Motivation is a powerful driver that helps students work hard in math by giving them reasons to persevere through challenges and invest effort in learning.

Based on class participation, progress in learning and attitude towards learning the teacher selects students for the title every month.

Math Expo 2025 mementos

KS3 Math Recap Relay