



CURRICULUM BOOKLET

Important information and curriculum overview for parents and students of GRADE 11

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students

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Our Vision for our students

At WSR, our Vision is to educate and empower our students to be self-directed progressive learners who are confident, compassionate and accomplished global citizens. Our aim is to ensure all student leave WSR proud of their achievements and contribution to school life having achieved their personal best.

This booklet has been created to help parents get an overview of the year ahead. As you scroll through, you will be introduced to all the important people in Grade 11, the Senior Leadership Team, Pastoral Leaders and Heads of Faculty; their expectations and aspirations for your children. This booklet will also serve as a guide and to provide individual subject curriculum information.

As a team, we hope to work in partnership with Parents and Students to ensure that each child receives the best in every aspect of their school life.



Meet the team

Form Tutors

Mr. James Owodeha - james.o_wsr@gemsedu.com
Mr. Prince George - princegeorge.p_wsr@gemsedu.com
Ms. Shruthi Shetty - shruthi.s_wsr@gemsedu.com
Ms. Charmaine Khan - charmaineush.k_wsr@gemsedu.com

Pastoral Leader

Mr. Alfonso Inocencio - alfonso.i_wsr@gemsedu.com

Director of Learning KS5

Ms. Beena Nair - beena.n_wsr@gemsedu.com

We are here to help, but, as parents, you can:

- Provide a quiet work space
- Take an interest in your child's progress
- Give guidance with planning of work
- Monitor deadlines (use this booklet)
- Check the planner / weekly bulletin / emails
- Challenge the quality of work produced.
- Discuss any concerns with subject teachers, Head of Faculty or Head of Key Stage

"As a Sixth Form Head, I will help you become independent in your learning and be an active member of the school and community at large. Punctuality, organisation, hard work, meeting deadlines and positive communication are all skills that we are looking for in every student. We expect you to be a role model for the younger students."

Beena Nair
DIRECTOR OF LEARNING
KEY STAGE 5



Our Uniform Code

Boys:



Girls:

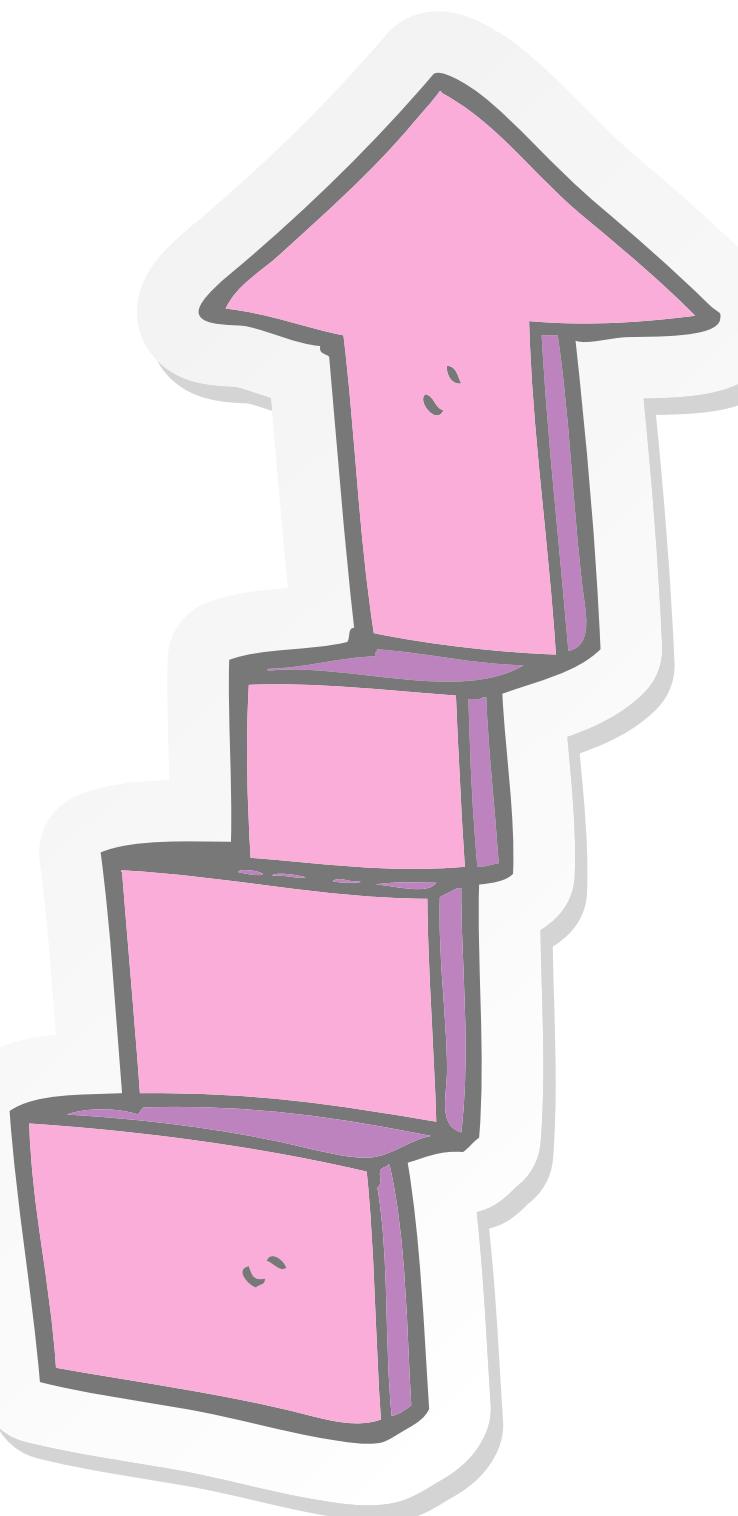


Regular Uniform

P.E Uniform



Our Rewards System



PRINCIPAL'S AWARD
Chosen by SLT members

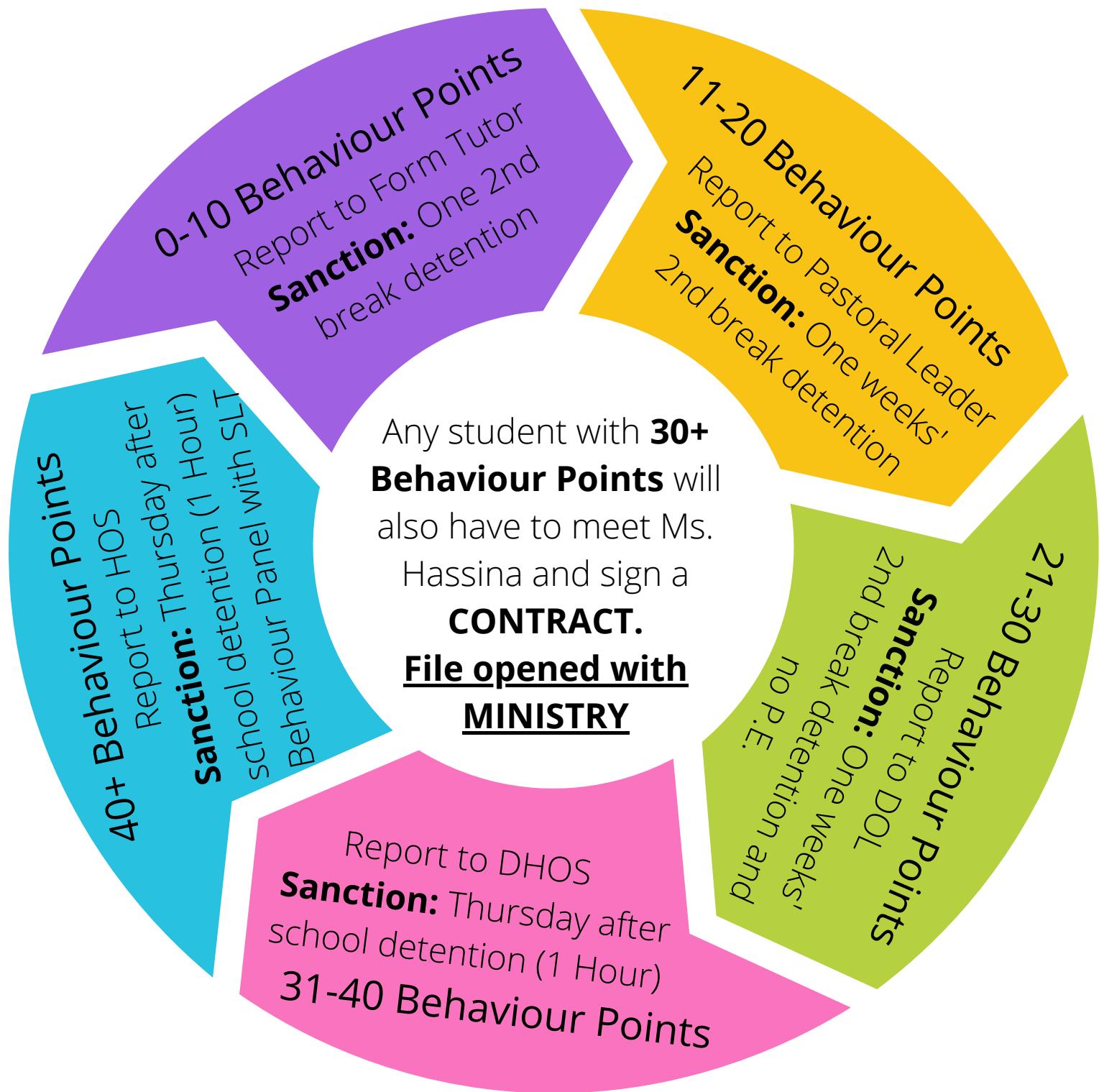
PASTORAL LEADER AWARD
Chosen by Departments

TUTOR GROUP OF THE WEEK
Tutor Group with Highest Achievement Points

Improvement
STUDENT OF THE WEEK
Highest Achievement Points Difference

Achievement
STUDENT OF THE WEEK
Highest Achievement Points

Behaviour Expectations



This flow chart highlights how students will be sanctioned for demonstrating negative behaviour towards learning and consequences for collecting negative behaviour points.

COVID - 19 RULES

The following pathway highlights the procedures that will be followed if students violate the **COVID-19 Rules**.

WARNING:

Form Tutor / Parent informed
1 Behaviour Point

FINAL WARNING:

Form Tutor / Parent informed
3 Behaviour Points

**REMOTE LEARNING
ONLY**

English (ESL and EFL)



"We are more than elated to onboard you on this journey, providing you with an eclectic mix of both online and offline learning. We, at WSR, are trained not just for delivering AQA specifications, but also to inspire, challenge and motivate every student, no matter what their level of ability is, while supporting you in developing creative and engaging lessons. We have developed assessment strategies that support students' achievement in an untiered, closed book context through the use of extract-based questions. We wish your proactive involvement and eagerness to upgrade your English language skills."

- *Fathima Bathool, Curriculum Leader - English*

Curriculum

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading, in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development.

The English Department at WSR focusses on improving students' listening, speaking, reading and writing skills because students, who do not learn to speak, read, write fluently and confidently are effectively disenfranchised. They should understand and use age-appropriate vocabulary, including linguistic and literary terminology, for discussing their reading, writing and spoken language. This involves consolidation, practice and discussion of language. Grade 11 students at WSR will follow the Oxford AQA course book and follow Oxford AQA syllabus which will cater to all the four skills along with exam -style questions at the end of each unit.

With exciting text-based and data-based sources of language, this specification enables the study of English in its various forms and contexts, with the concepts and methods appropriate for the analysis of language underpinning all elements of the course. The topics are highly relevant to modern life and work, supporting both the requirements of 21st century workplaces as well as representing core areas of research at university level. The specification takes an applied approach to the study of English language, developing knowledge and skills that are both practically useful and academically accessible.

Topics / Skills Coverage

Autumn

English as a First Lang

1A:

Unit 1: Language and context

- Section A: Understanding texts
- Section B: Directed writing

Literature: A Streetcar named Desire

1B:

Unit 2: Language and society

- Section A: Language and social groups: texts
- Section B: Language and social groups: writing

Literature: The Duchess of Malfi

Spring

English as a First Lang

2A:

Revision and mocks; Closing the gap

2B:

Revision and mocks

Summer

English as a First Lang

3A:

Study Leave

3B:

Study Leave

Homework

Students are assigned one piece of homework on a weekly basis as per a schedule. The following online tools will be used for the learning purpose:

- Read Theory
- Actively learn
- Fluency Tutor
- Google classroom task
- SAM learning.

Assessments

Assessment schedule for students will be:



Maximising potential

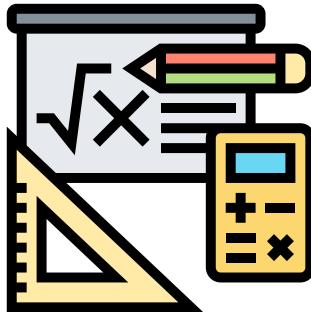
Recommended Reading List

- The Duchess of Malfi – John Webster
- A Streetcar named Desire- Tennessee Williams

Mathematics

"Math is all around us and helps us to understand the world better. To live in our world and not know math is like walking through an art museum with your eyes closed. Learning and appreciating math can help you appreciate things that you would not otherwise notice about the world. In reality, math is everywhere!."

- James Owoadeha, Curriculum Leader - Maths



Curriculum

The syllabus of Edexcel International Advanced Subsidiary Level in Mathematics encourages students to take responsibility for their own learning and mathematical development. They will use their knowledge and skills to apply mathematics to real-life situations, solve unstructured problems and use mathematics as an effective means of communication.

Topics / Skills Coverage

Autumn

Autumn 1

Pure mathematics(P1)

1. Algebra and functions.
2. Coordinate geometry in the (x, y) plane.
3. Trigonometry.
4. Differentiation.
5. Integration.

Spring

Spring 1

Pure mathematics(P2)

1. Trigonometry.
2. Differentiation.
3. Integration.

Summer

Summer

Autumn

Statistics(S1)

1. Mathematical models in probability and statistics
2. Representation and summary of data.
3. Probability.

Autumn 2

1. Proof.
2. Algebra and functions.
3. Coordinate geometry in the (x, y) plane.
4. Sequences and series.
5. Exponentials and logarithms.
6. Trigonometry.

S1. 1. Correlation and regression.

Spring

Statistics(S1)

1. Discrete random variables.
6. The Normal distribution.

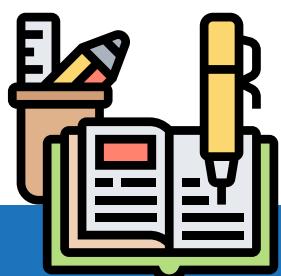
Summer



Homework

Students will experience a range of homework activities guided by the Subject Leader which may include, for example, personal investigations, research projects, preparation for presentations or specific learning tasks.

We feel that homework also provides the best opportunity for parents to become active partners in supporting the learning process. Each student in School is provided with a Student Planner which invites parents to comment upon and sign on a daily basis. This is a vital resource in the homework policy, providing parents with a way to support our educational aims in the policy and also give praise and encouragement to their children as they carry out the various assignments.



Assessments

The International Advanced Level in Mathematics qualifications consist of six externally examined units:

Qualification	Compulsory units	Optional units
International Advanced Subsidiary in Mathematics	Pure Mathematics 1 Pure Mathematics 2	Mechanics 1 or Statistics 1



Recommended Reading List

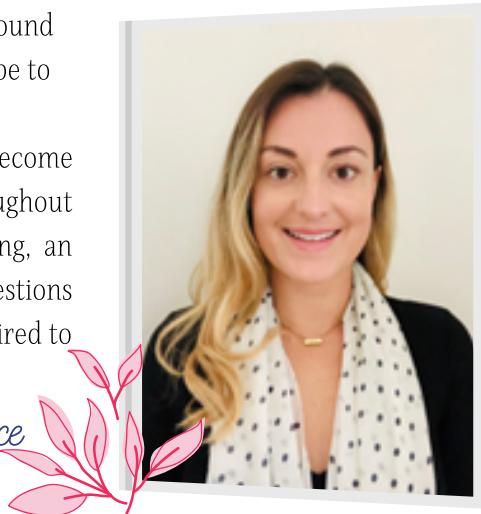
- www.savemyexams.co.uk
- papers.xtremepapers.xyz
- pastpapers.papacambridge.com

Biology

"I became a science teacher because of my fascination for understanding the world around us and my desire to share that knowledge with young people. As Head of Science I hope to ensure

that as you discover more about each of the disciplines within science that you also become passionate about the natural world and its possibilities. You should expect to, throughout your studies in science, develop scientific knowledge and conceptual understanding, an understanding of the processes and methods of science that help you to answer questions about the world around you and become equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.."

- Emma Fox, Curriculum Leader - Science



Curriculum

Science has changed our lives and is vital to the world's future prosperity, and all students should expect to be taught essential aspects of the knowledge, methods, processes and uses of Biology. Through developing their body of knowledge and concepts, students will be encouraged to recognise the power of rational explanation and continue to develop their sense of excitement and curiosity about natural phenomena. Students will be encouraged to further understand how Biology can be used to explain what is occurring in the world around them, predict how things will behave, and analyse causes.

AS Biology students will study the Pearson EDEXCEL iAS Biology specification, a one-year intensive course assessed through three examination papers; two theory papers and one practical skills paper in 2021. Students will then have the option to convert their iAS qualification into a full A-Level qualification by continuing the course in 2021-22. This specification is designed to ensure good preparation both for students looking to continue to university level courses in Biology and for those who wish to work in a scientific field. This course enables students to develop a wide range of skills from those required for practical and experimental science to analytical, problem solving and mathematical skills.

Topics / Skills Coverage

Autumn

Topic: 1 - Molecules, Diet, Transport and Health

- 1A - Chemistry for Biologists
- 1B - Mammalian Transport Systems
- 1C - Cardiovascular Health and Risk

Topic: 2 - Membranes, Proteins, DNA and Gene Expression

- 2A - Membranes and Transport
- 2B - Proteins and DNA
- 2C - Gene Expression and Genetics

Topic: 3 - Cell Structure, Reproduction and Development

- 3B - Mitosis, Meiosis and Reproduction
- 3C - Development of Organisms

Topic: PAPER 1 REVISION AND EXAMINATION PREPARATION

Spring

Topic: 3 - Cell Structure, Reproduction and Development

- 3A - Cell Structure

Topic: 4 - Plant Structure and Function, Biodiversity and Conservation

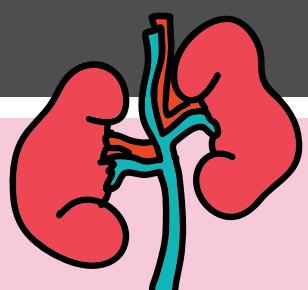
- 4A - Plant Structure and Function
- 4B - Classification
- 4C - Biodiversity and Conservation

Topic: PAPER 1 AND 2 REVISION AND EXAMINATION PREPARATION

Topic: Practical Skills for Paper 3

Summer

Topic: EXAMINATION PREPARATION, REVISION AND STUDY LEAVE



Skills:

- Analysis and Interpretation of Graphical Data
- Reasoning
- Problem Solving
- Application of Knowledge for Critical Thinking
- Application of Theoretical and Practical Knowledge to Exam-Style Questions
- Scientific Investigation and Practical Skills
- Language Acquisition

- Mathematical Skills
- Independent Learning Skills
- Extended Writing
- Evaluation of Data for Accuracy and Validity

Homework

Students should expect to be set a variety of engaging homework tasks that aim to further develop their independent learning skills and prepare them for their AS examinations. These may include developing research skills, consolidation and application of class-based learning or revision activities. They will be set one extended homework task per week or a number of shorter activities for Biology which should take 60-90 minutes to complete however students should also be encouraged to organise their own study, revision and exam preparation schedule.

Assessments

- Baseline Assessments- conducted at the start of the term 1 as a diagnostic tool to monitor progress, set targets and inform planning.
- Formative Assessment – in class progress tests conducted by class teachers every 2-3 weeks in order to regularly monitor student progress.
- Summative Assessment – formal mid and end of term examinations.



Recommended Reading List

Student success in AS Biology is amplified by the wider reading they conduct and consolidation of class-based learning. Students should be encouraged to read the course text book but also consult other sources of appropriate information and learning including the following scientific magazines, journals and websites:

- Nature - <http://nature.com>
- New Scientist Magazine
- Biological Review Magazine
- British Medical Journal - <http://www.bmj.com>
- The Royal Society - <http://royalsociety.org>
- The Nobel Prize - <http://nobelprize.org>

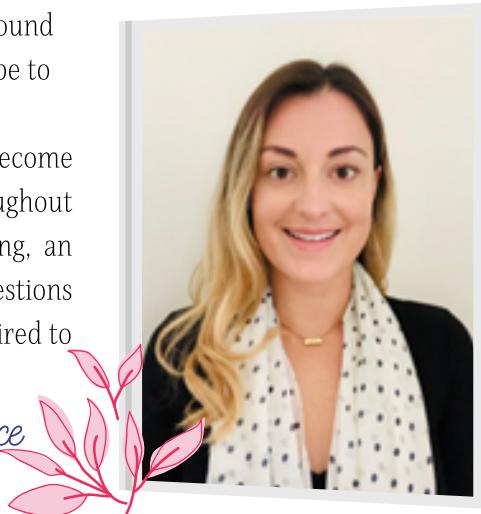


Chemistry

"I became a science teacher because of my fascination for understanding the world around us and my desire to share that knowledge with young people. As Head of Science I hope to ensure

that as you discover more about each of the disciplines within science that you also become passionate about the natural world and its possibilities. You should expect to, throughout your studies in science, develop scientific knowledge and conceptual understanding, an understanding of the processes and methods of science that help you to answer questions about the world around you and become equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.."

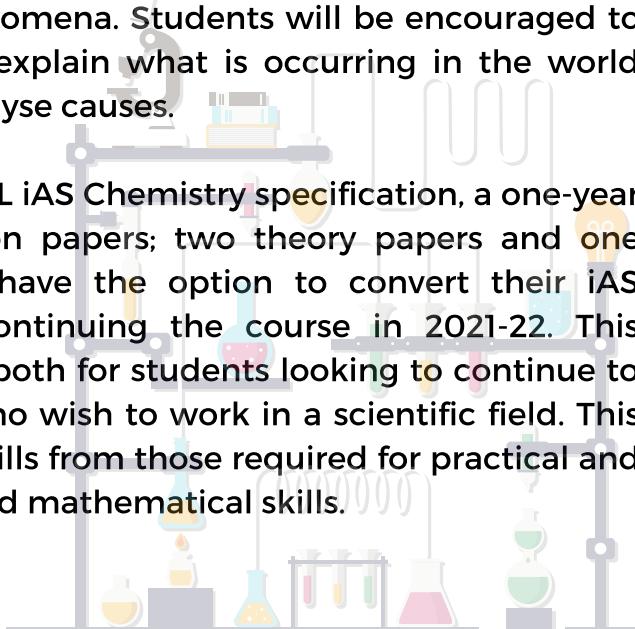
- Emma Fox, Curriculum Leader - Science



Curriculum

Science has changed our lives and is vital to the world's future prosperity, and all students should expect to be taught essential aspects of the knowledge, methods, processes and uses of Chemistry. Through developing their body of knowledge and concepts, students will be encouraged to recognise the power of rational explanation and continue to develop their sense of excitement and curiosity about natural phenomena. Students will be encouraged to further understand how Chemistry can be used to explain what is occurring in the world around them, predict how things will behave, and analyse causes.

AS Chemistry students will study the Pearson EDEXCEL iAS Chemistry specification, a one-year intensive course assessed through three examination papers; two theory papers and one practical skills paper in 2021. Students will then have the option to convert their iAS qualification into a full A-Level qualification by continuing the course in 2021-22. This specification is designed to ensure good preparation both for students looking to continue to university level courses in Chemistry and for those who wish to work in a scientific field. This course enables students to develop a wide range of skills from those required for practical and experimental science to analytical, problem solving and mathematical skills.



Topics / Skills Coverage

Autumn

Topic: 1 - Formulae, Equations and Amount of Substance

- 1A - Atoms, Elements and Molecules
- 1B - Equations and Reactions Types
- 1C - Energy
- 1D - Empirical and Molecular Formulae
- 1E - Calculations with Solutions and Gases

Topic: 2 - Atomic Structure and the Periodic Table

- 2A - Atomic Structure
- 2B - The Periodic Table

Topic: 3 - Bonding and Structure

- 3A - Ionic Bonding
- 3B - Covalent Bonding
- 3C - Shapes of Molecules
- 3D - Metallic Bonding
- 3E - Solid Lattices

Topic: 4 - Introductory Organic Chemistry and Alkanes

- 4A - Introduction to Organic Chemistry
- 4B - Alkanes

Spring

Topic: 9 - Introduction to Kinetics and Equilibria

- 9A - Kinetics
- 9B - Equilibria

**Topic: 10 - Organic Chemistry:
Halogenoalkanes, Alcohols and Spectra**

- 10A - General Principles in Organic Chemistry
- 10B - Halogenoalkanes
- 10C - Alcohols
- 10D - Mass Spectra and IR

**Topic: PAPER 1 AND 2
REVISION AND
EXAMINATION
PREPARATION**

Topic: Practical Skills for Paper 3

Summer

Topic: EXAMINATION PREPARATION, REVISION AND STUDY LEAVE

Autumn

Topic: 5 - Alkenes

- 5A - Alkenes
- 5B - Addition Polymers

Topic: 6 - Energetics

- 6A - Introducing Enthalpy and Enthalpy Change
- 6B - Enthalpy Level Diagrams
- 6C - Standard Enthalpy Change of Combustion
- 6D - Standard Enthalpy Change of Neutralisation
- 6E - Standard Enthalpy Change of Formation and Hess's Law
- 6F - Bond Enthalpy and Mean Bond Enthalpy
- 6G - Using Mean Bond Enthalpies

Topic: 7 - Intermolecular Forces

- 7A - Intermolecular Interactions
- 7B - Intermolecular Interactions and Physical Properties

Topic: 8 - Redox Chemistry and Groups 1, 2 and 7

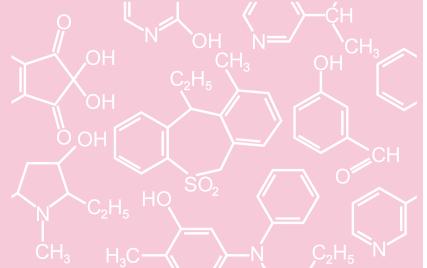
- 8A - Redox Chemistry
- 8B - The Elements of Groups 1 and 2
- 8C - Inorganic Chemistry of Group 7
- 8D - Quantitative Chemistry

Spring

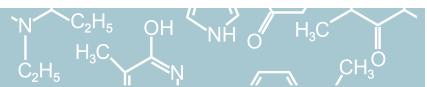
Summer

Skills:

- Analysis and Interpretation of Graphical Data
- Reasoning
- Problem Solving
- Application of Knowledge for Critical Thinking
- Application of Theoretical and Practical Knowledge to Exam-Style Questions
- Scientific Investigation and Practical Skills
- Language Acquisition
- Mathematical Skills
- Independent Learning Skills
- Extended Writing
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Homework



Students should expect to be set a variety of engaging homework tasks that aim to further develop their independent learning skills and prepare them for their AS examinations. These may include developing research skills, consolidation and application of class-based learning or revision activities. They will be set one extended homework task per week or a number of shorter activities for Chemistry which should take 60-90 minutes to complete however students should also be encouraged to organise their own study, revision and exam preparation schedule.

Assessments

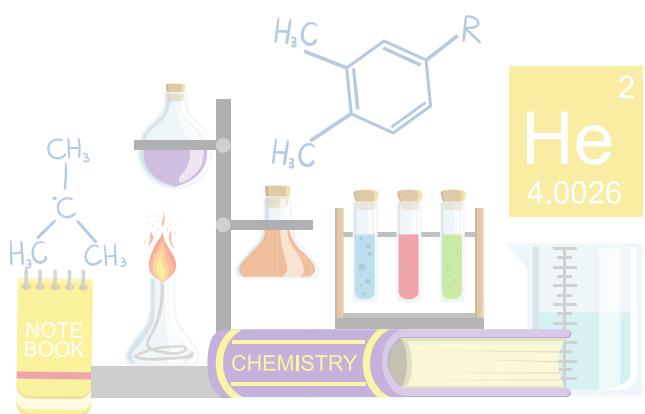
- Baseline Assessments- conducted at the start of the term 1 as a diagnostic tool to monitor progress, set targets and inform planning.
- Formative Assessment – in class progress tests conducted by class teachers every fortnight in order to regularly monitor student progress.
- Summative Assessment – formal mid-term and two mock examinations.



Recommended Reading List

Student success in AS Chemistry is amplified by the wider reading they conduct and consolidation of class-based learning. Students should be encouraged to read the course text book but also consult other sources of appropriate information and learning including the following scientific magazines, journals and websites:

- New Scientist Magazine
- British Medical Journal - <http://www.bmj.com>
- The Royal Society - <http://royalsociety.org>
- The Nobel Prize - <http://nobelprize.org>
- Scientific American Magazine
- The Mole Magazine
- Royal Society of Chemistry www.rsc.org.uk
- Institution of Chemical Engineers www.icheeme.org

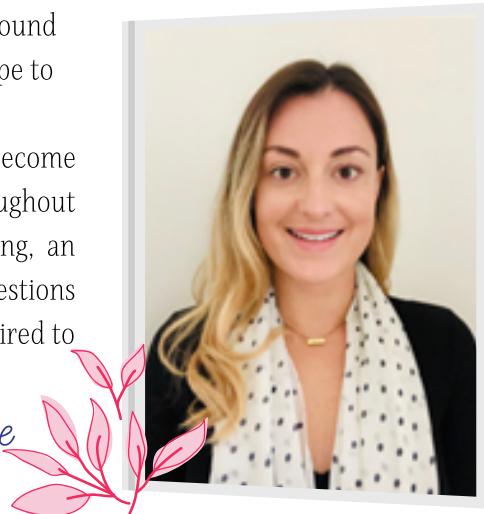


Physics

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that as you discover more about each of the disciplines within science that you also become passionate about the natural world and its possibilities. You should expect to, throughout your studies in science, develop scientific knowledge and conceptual understanding, an understanding of the processes and methods of science that help you to answer questions about the world around you and become equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.."

- Emma Fox, Curriculum Leader- Science



Curriculum

Science has changed our lives and is vital to the world's future prosperity, and all students should expect to be taught essential aspects of the knowledge, methods, processes and uses of Physics. Through developing their body of knowledge and concepts, students will be encouraged to recognise the power of rational explanation and continue to develop their sense of excitement and curiosity about natural phenomena. Students will be encouraged to further understand how Physics can be used to explain what is occurring in the world around them, predict how things will behave, and analyse causes.

AS Physics students will study the Pearson EDEXCEL iAS Physics specification, a one-year intensive course assessed through three examination papers; two theory papers and one practical skills paper in 2021. Students will then have the option to convert their iAS qualification into a full A-Level qualification by continuing the course in 2021-22. This specification is designed to ensure good preparation both for students looking to continue to university level courses in Physics and for those who wish to work in a scientific field. This course enables students to develop a wide range of skills from those required for practical and experimental science to analytical, problem solving and mathematical skills.

Topics / Skills Coverage

Autumn

Topic: 1 - Mechanics

- 1A - Motion
- 1B - Energy
- 1C - Momentum

Topic: 2 - Materials

- 2A - Fluids
- 2B - Solid Material Properties

Topic: 3 - Waves and Particle

Nature of Light

- 3A - Basic Waves
- 3B - The Behaviour of Waves
- 3C - More Wave Properties of Light
- 3D - Quantum Physics

Topic: PAPER 1 REVISION AND EXAMINATION PREPARATION

Spring

Topic: 4 - Electricity

- 4A - Electrical Quantities
- 4B - Complete Electrical Circuits

Topic: PAPER 1 AND 2 REVISION AND EXAMINATION PREPARATION

Topic: Practical Skills for Paper 3

Summer

Topic: EXAMINATION PREPARATION, REVISION AND STUDY LEAVE

Skills:

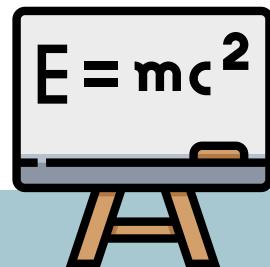
- Analysis and Interpretation of Graphical Data
- Reasoning
- Problem Solving
- Application of Knowledge for Critical Thinking
- Application of Theoretical and Practical Knowledge to Exam-Style Questions
- Scientific Investigation and Practical Skills
- Language Acquisition
- Mathematical Skills
- Independent Learning Skills
- Extended Writing Evaluation of Data for Accuracy and Validity

Homework

Students should expect to be set a variety of engaging homework tasks that aim to further develop their independent learning skills and prepare them for their AS examinations. These may include developing research skills, consolidation and application of class-based learning or revision activities. They will be set one extended homework task per week or a number of shorter activities for Physics which should take 60-90 minutes to complete however students should also be encouraged to organise their own study, revision and exam preparation schedule.

Assessments

- Baseline Assessments- conducted at the start of the term 1 as a diagnostic tool to monitor progress, set targets and inform planning.
- Formative Assessment – in class progress tests conducted by class teachers every fortnight in order to regularly monitor student progress.
- Summative Assessment – formal mid-term and two mock examinations.



Recommended Reading List

Student success in AS Physics is amplified by the wider reading they conduct and consolidation of class-based learning. Students should be encouraged to read the course text book but also consult other sources of appropriate information and learning including the following scientific magazines, journals and websites:

- CERN (The LHC) - <http://home.web.cern.ch/topics/large-hadron-collider>
- New Scientist Magazine
- Scientific American Magazine
- The IOP - www.iop.org
- Sixty Symbols - <http://www.sixtysymbols.com/>
- Physics World - www.physicsworld.com
- The Royal Society - <http://royalsociety.org>
- The Nobel Prize - <http://nobelprize.org>

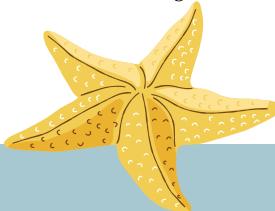
Business Studies



"Welcome to the enterprise Department, where we believe in teaching and learning with a forward-looking vision of equity and digital learning to push the field of education ahead. Our department is committed to motivating students to acquire the knowledge, skills, and competencies to achieve the highest grades. Our students are encouraged to take up projects to supplement knowledge with practical experience. We also encourage students to organize events, participate in management events and get involved in activities of social relevance. Our curriculum is taught by a distinguished faculty, combining academic excellence and real-world experience, with dedication and commitment, we have also designed our syllabus to strike a balance between professional knowledge and personal skills to suite every student ability.

We are looking forward to see you next year."

- Farah Al Hosaini, Curriculum Leader - Enterprise



Curriculum

"Business, Commerce, trade and exchange make other people more valuable alive than dead, and mean that people try to anticipate what the other guy needs and wants. It engages the mechanisms of reciprocal altruism, as the evolutionary biologists call it; as opposed to raw dominance is the Commerce Department's motto here at Gems Westminster School"

The aims and objectives of this qualification are to enable students to:

- Know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society
- Apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts
- Develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems
- Develop as effective and independent students, and as critical and reflective thinkers with enquiring minds
- Use an enquiring, critical approach to make informed judgements

- Investigate and analyze real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business
- Develop and apply quantitative skills relevant to business, including using and interpreting data and business contexts
- Apply knowledge and understanding to different business contexts. These include businesses ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts
- Develop an understanding of how these contexts impact on business behaviour
- Apply knowledge and understanding to business decision making, including: the interdependent nature of business activity, influences on business, business operations, finance, marketing and human resources; and how these interdependencies underpin business decision making o how different business contexts affect business decisions o the use and limitation of quantitative and qualitative data

Topics / Skills Coverage

Autumn

- Meeting Customer Needs
- The Market
- Marketing Mix and Strategy
- 19 Legal controls over employment

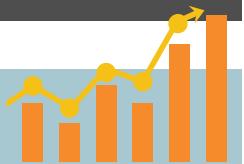
Spring

- 22 Methods of motivation at work
- Managing Finance
- Resource Management
- External Influences

Summer

- Managing Finance
- Resource Management
- External Influences
- Revision

Homework



Homework is set weekly for all students. Every other week homework will take the form of an online exercise (SAM learning) which is marked immediately and monitored by teachers. The type of written homework set is varied, and could take the form of an investigation, creation of a PowerPoint, creation of bank of questions, though more often, homework will be designed to ensure that students have the opportunity to practice and consolidate the concepts developed in class. Homework is marked and graded, and students will be given feedback on what they need to do to improve their understanding of the topic.

Assessments

All pupils will work at a pace that is suitable to them to ensure everyone makes the maximum amount of progress during the year. Pupils have regular topic based assessments throughout the year and an end of year examination to monitor attainment and progress.

Progress is assessed by continuous teacher assessment plus a formal test at the end of each unit. These assessments provide evidence for student tracking and movement between ability groups. Summative assessments take place at the end of the term.



IAS Unit 1: Marketing and people	Unit code: WBS11/01	
Externally assessed Written examination: 2 hours Availability: January, June and October First assessment: January 2020 80 marks	50% of the total IAS	25% of the total IAL
Content overview: <ul style="list-style-type: none">• Meeting customer needs• The market• Marketing mix and strategy• Managing people• Entrepreneurs and leaders		
Assessment overview: Section A: Short- and extended-response questions based on sources (30 marks). Section B: Same format as Section A, based on different sources (30 marks). Section C: One 20-mark essay question, based on one or more sources (20 marks).		

IAS Unit 2: Managing business activities	Unit code: WBS12/01	
Externally assessed Written examination: 2 hours Availability: January, June and October First assessment: June 2020 80 marks	50% of the total IAS	25% of the total IAL
Content overview: <ul style="list-style-type: none">• Planning a business and raising finance• Financial planning• Managing finance• Resource management• External influences		
Assessment overview: Section A: Short- and extended-response questions based on sources (30 marks). Section B: Same format as Section A, based on different sources (30 marks). Section C: One 20-mark essay question, based on one or more sources (20 marks).		

Recommended Reading List

www.senecalearning.com

<https://www.bbc.co.uk/bitesize>

<https://www.tutor2u.net/>



Economics



"Welcome to the enterprise Department, where we believe in teaching and learning with a forward-looking vision of equity and digital learning to push the field of education ahead. Our department is committed to motivating students to acquire the knowledge, skills, and competencies to achieve the highest grades. Our students are encouraged to take up projects to supplement knowledge with practical experience. We also encourage students to organize events, participate in management events and get involved in activities of social relevance. Our curriculum is taught by a distinguished faculty, combining academic excellence and real-world experience, with dedication and commitment, we have also designed our syllabus to strike a balance between professional knowledge and personal skills to suite every student ability.

We are looking forward to see you next year."

- Farah Al Hosaini, Curriculum Leader- Enterprise



Curriculum

"Economics is everywhere, and understanding economics can help you make better decisions and lead a happier life"

The aims and objectives of this qualification are to enable students to:

- Develop an interest in, and enthusiasm for, the subject and economic concepts and apply these concepts to real-life situations.
- Calculate, interpret and evaluate economic data in order to make reasoned arguments and informed judgements.
- Appreciate the contribution of economics to the understanding of the wider economic and social environment.
- Develop an understanding of a range of concepts and an ability to use those concepts in a variety of different contexts.
- Use an enquiring, critical and thoughtful approach to the study of economics and develop an ability to think as an economist.
- Understand that economic behaviour can be studied from a range of perspectives.
- Develop analytical and quantitative skills, together with qualities and attitudes that will equip them for the challenges, opportunities and responsibilities of adult and working life

- Develop an awareness of economic change and its impact on developing and developed economies.
- Understand economic issues, problems and possible solutions that affect mixed economies.
- Participate effectively in society as citizens, producers and consumers.

Topics / Skills Coverage

Autumn	Spring	Summer
<p>Markets in action: Introductory concepts of economic problems, economics is a social science, PPC and types of economy, Students will look forward for consumer behaviour and demands changes due to micro economic concepts of rational decision and elasticity factors. Price determination and functions of price mechanism / market failure including positive and negative externalities. The government intervention in relation to purpose and methods of government intervention.</p> <p><u>Skills:</u> Analysis, evaluation and calculation.</p>	<p>Introduction to macro economic objectives / economic growth GDP and GNI. Inflation and unemployment. Balance of payments. Aggregated demand and supply: consumption, investment and government expenditure. Study about characteristics and net trade. Students will overview the concept of nation income and economic growth.</p> <p><u>Skills:</u> Writing , statistical analysis and graphical skills.</p>	<p>Revision - Macro economic objectives and policies in relation to demand and supply side.</p> <p>Skills: Analysis, evaluation and calculation.</p>

Homework

Homework is set weekly for all students. Every other week homework will take the form of an online exercise (SAM learning) which is marked immediately and monitored by teachers. The type of written homework set is varied, and could take the form of an investigation, creation of a PowerPoint, creation of bank of questions, though more often, homework will be designed to ensure that students have the opportunity to practice and consolidate the concepts developed in class. Homework is marked and graded, and students will be given feedback on what they need to do to improve their understanding of the topic.

Assessments

All pupils will work at a pace that is suitable to them to ensure everyone makes the maximum amount of progress during the year. Pupils have regular topic based assessments throughout the year and an end of year examination to monitor attainment and progress.

Progress is assessed by continuous teacher assessment plus a formal test at the end of each unit. These assessments provide evidence for student tracking and movement between ability groups. Summative assessments take place at the end of the term.

Recommended Reading List

www.senecalearning.com

<https://www.bbc.co.uk/bitesize>

<https://www.tutor2u.net/>

Geography



"Students explore different places at different scales from local to a global level, leading to a greater understanding of the physical and human world around them. Geography helps students to understand the interconnection of environments, economies and societies in the world. It engages similarity and diversity in human development."

In Grade 10, students will study an array of topics within human and environmental geography. Students will look at various issues around globalisation, migration and development from the viewpoint of multiple stakeholders. They will also use a range of case studies to study about how much of major events can impact on the social, economic, environmental and political aspect of a country."

- Esther Sylvester, Curriculum Leader - Humanities

Curriculum

- Cambridge International Advanced Subsidiary and Advanced Level Geography

Topics / Skills Coverage

Autumn

UNIT 1: Hydrology and fluvial geomorphology

- The drainage basin system
- Discharge relationships within drainage basins
- River channel processes and landforms
- The human impact

Spring

UNIT 5: Migration

- Migration as a component of Population change
- Internal and International Migration
- The Management of international Migration

Summer

REVISION

Topics / Skills Coverage

Autumn

UNIT 2: Atmosphere and Weather

- Diurnal energy budget
- The global energy budget
- Weather processes phenomena.
- The human impact

UNIT 3: Rocks and Weathering

- Plate Tectonics
- Weathering
- Slope Process
- The human impact

UNIT 4: Population

- Natural Increase as a component of population change
- Demographic transition
- Population-resource relationships
- The management of natural increase.

Spring

UNIT 6: Settlement Dynamic

- Changes in rural environment
- Urban Trends and issues of urbanisation
- The changing structure of urban settlements
- The management of Urban Settlements.

Summer



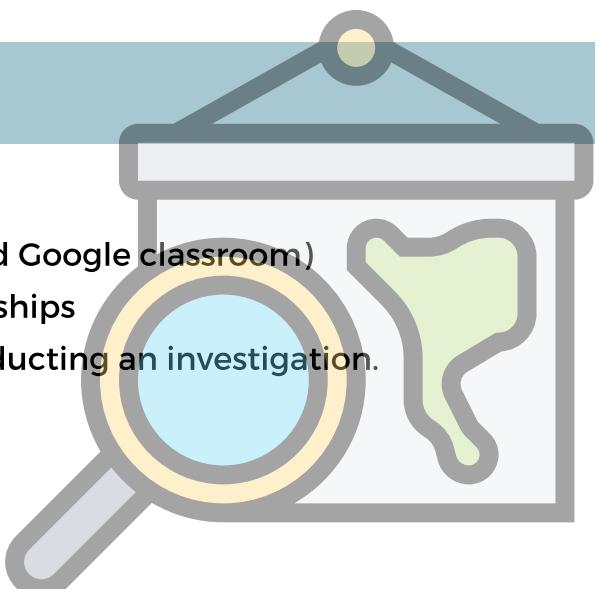
Homework

This is set weekly for all students.

Online platforms (SAM learning, quizizz, google forms and Google classroom)

Tasks using grids to recognize patterns, data and relationships

Research presentation, data analysis, case study and conducting an investigation.



Assessments

- Diagnostic assessment:- This is a short test taken in the of a session (Base-line test)
- Formative assessment- this is used to check the progress of students (Every 2/3 weeks)
- Summative assessments (End of a term)
- **Cambridge International Advanced Subsidiary and Advanced Level**
 - GEOGRAPHY: Paper 1 Core Physical Geography. Total Score 60 Marks (Section A=30marks and Section B=30marks)
 - GEOGRAPHY: Paper 2 Core Human Geography. Total Score 60 Marks (Section A=30marks and Section B=30marks)

Recommended Reading List

- Cambridge international AS & A Level Geography. Student Book
- Cambridge international AS & A Level Geography. Revision Guide
- Rocks and weathering: <https://courses.lumenlearning.com/wmopen-geology/chapter/outcome-weathering-and-erosion/>
- <https://www.thegeographeronline.net/>
- Past papers: <https://papacambridge.com/cie/sy-qp-ms/a-as-level/geography-9696/>
- Prisoners of Geography—Tim Marshall - <https://www.amazon.co.uk/Prisoners-Geography-Everything-Global-Politics/dp/1783961414>
- Around the word in 80 days - Michael Palin -
<https://www.themichaelpalin.com/shop/dvds/tv-series-dvd/aroundthe-world-in-80-days/>

Psychology



In Grade 11, students will study an array of topics to grasp the basic ideas within the field of psychology; these will include social psychology, cognitive psychology, biological psychology and learning theories. Students will look at various theories to explain human behaviour, thoughts and emotions. They will also learn a range of research studies to study about how much of psychological theories are supported by real life scenarios, research experiments and observations.

- *Esther Sylvester, Curriculum Leader - Humanities*

Curriculum

The curriculum for psychology aims to ensure that all pupils:

- Develop essential knowledge and understanding of different areas of psychology and how they relate to each other.
- Develop and demonstrate a deep appreciation of the skills in using scientific methods, knowledge and understanding of scientific methods.
- Develop competence and confidence in using a variety of practical, mathematical and problem-solving skills.
- Develop their interest in and enthusiasm for psychology, including developing an interest in further international study and careers associated with psychology.
- Appreciate how society makes decisions about scientific issues and how psychology contributes to the success of the economy and society.

Topics / Skills Coverage

Autumn

Topic 1: Social Psychology

- Social Psychology theory
- Research Methods
- Social Psychology Research
- Practical Investigation

Topic 2: Cognitive

Psychology

- Cognitive Psychology theory
- Research Methods
- Cognitive Psychology Research
- Practical Investigation

Spring

Topic 3: Biological Psychology

- Biological Psychology theory
- Research Methods
- Biological Psychology Research
- Practical Investigation
- Topic 4: Learning Theories
- Learning theory
- Research Methods
- Learning psychology Research
- Practical Investigation

Summer

REVISION

Skills:

- Psychological reasoning
- Analytical skills.
- Evaluative skills
- Creativity
- Describing and explaining psychological theory and research
- Research skills.

Homework

- This is set weekly for all students.
- Online platforms (Google classroom, google forms.)
- Reading materials and videos
- Presentation, data analysis, case study and conducting a practical investigation.

Assessments

- Diagnostic assessment:- This is a short test taken in the of a session (Base-line test)
- Midterm assessment: this is used to check the progress of students (middle of the term)
- Mock exams: (end of each term)
- Edexcel AS Level Psychology WPS01
- Edexcel AS Level Psychology WPS02

Recommended Reading List

- Karren Smith (Ed.) Edexcel AS/A Level Psychology 2015, Pearson Education Limited, Published 28th July 2015, ISBN-13: 9781447982463
- Christine Brain, Edexcel A Level Psychology, Hodder Education, Published 31st July 2015, ISBN-13: 978147835384
- Psychology Wizard: <https://www.psychologywizard.net/>
- Simply Psychology: <https://www.simplypsychology.org/>
- Crash Course Psychology: <https://www.youtube.com/playlist?list=PLNo419yvwUDDuGEekLWgdIJPUA3W0Veig>



Sociology



- Esther Sylvester, Curriculum Leader - Humanities

Curriculum

Cambridge University

Topics / Skills Coverage

Autumn

- Sociological Perspective
- Types of Societies
- Global Development
- Family

Spring

- Culture
- Cultural Variation
- Education
- The Social Structure

Summer

- Introduction to Deviance
- Sociological Perspective
- System of Stratification

Skills:

- Critical Thinking and Problem Solving
- Data Collection and Analysis
- Communication Skills
- Understanding Interrelationships Between Individuals, Groups, Institutions and Societies
- Understanding of Sociological Theories and Concepts
- Analyze Critically The Nature and Sources of Information
- Arguments on Evidence

Homework

- This is set weekly for all students.
- Online platforms (Google classroom, google forms,)
- Reading materials and videos
- Presentation, data analysis, case study and conducting a practical investigation.

Assessments

Analytical	Describing
Teamwork and Communication	Explaining
Evaluating	Making links and comparisons
Gaining coherent knowledge	Enquiry
Comprehensive using terminology	Deploying
Ordering and sequencing	Selecting
Identifying	Creative research

Recommended Reading List

- www.atss.org.uk
- BBC www.bbc.co.uk
- The Daily Telegraph www.telegraph.co.uk
- The Guardian www.guardian.co.uk
- The Observer www.guardian.co.uk
- Haralambos, M et al. Sociology Themes and Perspectives, Collins
Cheal, D Sociology of Family Life Palgrave Macmillan 2002

Digital Media and Design

"Dear Students,

My name is Temi and I am your music teacher and the Head of Performing Art Faculty. I am excited to take you on a music journey where you will not only learn the basic rudiments of music but also to play some musical instruments like the recorder, piano, drums, etc. Music is an important part of our life as it is a way of expressing our feelings as well as emotions. It helps to develop the mind and boosts self-confidence, it is indeed the greatest creation of mankind. I have no doubt that you will have so much fun learning new musical skills throughout the year."

- Temitope Olusayo, Curriculum Leader - Performing Arts.



Curriculum

Cambridge International AS & A Level Digital Media & Design is a new addition to the Cambridge International creative subject suite.

This syllabus is for learners who want to explore a range of processes and techniques in digital media. The subject content is grouped into three broad areas of study; digital photography, moving image through film and animation, and mobile and multimedia applications including games design. You can structure a course around a single area of study or create a course that includes a combination of two or three areas of study.

Cambridge International AS & A Level Digital Media & Design helps learners develop the knowledge and skills that will prepare them for further study and to work in a collaborative industry. They will develop an awareness of the world of digital media and design and the factors and contexts that influence it. Learners will:

- Develop creative processes and the ability to critically evaluate their work to continually review and refine ideas.
- Learn how to combine innovative approaches and techniques to solve problems creatively.
- Expand their knowledge of digital media by exploring different designers, processes and concepts.

ICT

"Dear Students,

My name is Evangeline and I am the HOD for ICT. I am glad that you have chosen to study ICT. I am sure that you must have known the importance of ICT as current world is not functioning without computers. ICT is an exciting subject, which enables you to learn something new every day. I wish you all to be an Innovator and to have strong knowledge in technology. You can reach out to me if you have any concerns or queries regarding ICT."



- *Evangeline John, Curriculum Leader - ICT*



Curriculum

The aims and objectives of these qualifications are to enable students to develop:

- Essential knowledge and understanding of different areas of the subject and how they relate to each other
- Competence and confidence in developing practical skills, such as developing coding for the web and relational databases
- Their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject.



Topics / Skills Coverage

Autumn

- Hardware and Software
- Understanding the functionality of HTML
- Understanding the functionality of CSS
- Understanding the functionality of Javascript
- Designing Web Page
- The semantic Web

Spring

- IT Systems
- Data and Databases
- Wider Issues
- Networks The online environment

Summer

REVISION

Homework



Homework is given on a weekly basis. Homework may be set online through Google classroom, SAM learning etc. It could also be in the form of creation of a PowerPoint, Project, and research task. Homework will be designed to ensure that students have the opportunity to practice and consolidate the concepts developed in class. Homework will be discussed in class and students will be given feedback on what they need to do to improve their understanding of the topic and clarify any doubts.

Assessments

The Pearson Edexcel International Advanced Subsidiary in Information Technology Consists of two externally-examined unit. At AS Level, assessment consists of two externally-assessed written papers. The A Level consists of two further externally-assessed written papers. In each qualification the second paper requires students to carry out activities using a computer.

Unit	IAS or IA2	Assessment information	Number of raw marks allocated in the unit
Unit 1	IAS	Externally assessed Written examination: 2 hours Availability: June First assessment: June 2019 80 marks	80 marks
Unit 2	IAS	Externally assessed Written examination: 3 hours Availability: June First assessment: June 2019 80 marks	80 marks

Recommended Reading List

<http://teach-ict.com/>



Arabic A

Curriculum

المنهج الوزاري

Topics / Skills Coverage

Autumn

النصوص الشعرية : قصيدة المثقب
العبيدي- بكائية مالك بن الريب
النصوص النثرية: قصة
حادثة لنجيب محفوظ
قصة النظارة الطبية
النحو : المشتقات (اسم المكان
والزمان - اسم التفضيل ، اسم الآلة
البلاغة : الكناية - التشبيه التمثيلي

Spring

- النصوص الشعرية : قصيدة الطين
قصيدة أراك عصي الدمع
: القصة القصيرة
حتى آخر رمق
النحو : أفعال المقاربة والرجاء
والشروع
. البلاغة : التشبيه الضمني

Summer

النصوص الشعرية : إلى أمتي
نصوص معلوماتية : المشي
آثار إيجابية
النحو: تدريبات متنوعة
البلاغة : الجناس

Homework

: - أوراق عمل ورقية وإلكترونية - البحث عن طريق الإنترنيت نت عن موضوعات وقضايا لكتابة مقالات

Assessments

تقييم من خلال أوراق العمل واختبار نهاية الفصل الدراسي (الأول والثاني والثالث)، وتقييم مستمر عن القراءة والكتابة والإملاء

Recommended Reading List

يمكن الاستعانة بمكتبة المدرسة للحصول على هذه الكتب التي تساعدهم على كتابة المقالات والوصف والسرد وتنقل معرفتهم باللغة العربية



. كتاب كليلة ودمنة-1

. البلاغة الواضحة-2

. القاموس الوسيط والقاموس المحيط للبحث عن المفردات والكلمات الجديدة-3

. السيرة الذاتية للأدباء والشعراء-4

. كتاب جواهر الأدب يضم جميع عصور وشعراء الأدب العربي-5

Recommended Web Resources:

- <https://www.moe.gov.ae/Ar/Pages/home.aspx>
- <http://www.igcsecentre.com/cambridge-igcse-past-exam-papers/> (طلاب المنهج البريطاني)
- <http://www.study4uae.com/vb/> <https://weziwezi.com>
- <https://sites.google.com/site/mihfadha/facebook/tdrybatlyalknayte>

Arabic B

Curriculum

Ministerial curriculum

Topics / Skills Coverage

Autumn

الطقس

Spring

تحديات معاصرة المسibilities والعواقب

Summer

قيم مجتمعية

Homework

Work sheets (including all skills)

Assessments

Base line – Mid Term – Final Exam

Recommended Reading List

حب العربية- التكلم

Recommended Web Resources:

www.at-takallum-eg.com

Islamic Studies A and B

"Islamic studies curriculum provides a comprehensive vision of Islam as a religion regulates human life in all sides and ritualistic, economic, social, political, and cultural aspects.

We ensure that students will be able to develop a familiarity with the Islamic religion it's traditions and systems, and be able to implement it's teaching in daily life. Our main focus is to train students in all fields of life, to attain this vision we have a number of Curricular and Extra-Curricular activities where students have opportunity to Learn, Inspire, Lead and leave a good impact on their fellow students as a good role model. We have a variety of activities like Islamic assemblies like Ramadan, Prophet's Birthday, Islamic New Year and Heavenly trip, Islamic awareness week celebrations, Inter school and school competitions e.g. Qur'an Recitation, Hadith Memorization & Adhan Competition where students are leading all the events. We work on students' leadership skills and committed to provide them with platforms where they can showcase their skills.

We have a student leadership platform, ISCR-Islamic Student Council Representative through which students can serve to promote greater understanding of Islamic values and cultural awareness. We welcome all parents to contribute in promoting the rich Islamic & UAE culture with us.

Our dedicated and skilled Islamic faculty is committed to instilling life skills in our students. Looking forward to seeing you all in next academic session In-sha-Allah"

- *Saima Naz, Curriculum Leader - Islamic*

Studies

Curriculum

MOE Prescribed Curriculum. (Same curriculum books for Arabs & Non-Arabs from 2018-19 academic session). For Arab students curriculum is in Arabic Language and for Non-Arab students curriculum is in English language with same content.

Aim of Islamic Curriculum:

UAE Islamic curriculum is built on providing a comprehensive vision of Islam as a religion regulates the human life in all sides and ritualistic, economic, social, political, and cultural aspects. **3 Main objectives of Islamic Curriculum:**

1. The theoretical foundations of Islam are the Qur'an and Sunnah.
2. The Biography of the Prophet, which represent good example, as well as the historical examples representing role models for imitation.
3. The Elements of identity: language, culture, civilization, nation, and the local society.

Themes & Standards of the Islamic Education Curriculum

1. Divine Revelation (Qur'an & Hadith)
2. Islamic Beliefs
3. Islamic Ruling & Aims
4. Islamic Values & Manners
5. Biographies
6. Identity & Contemporary Issues

Topics / Skills Coverage

Autumn	Spring	Summer
<p>Reading, Listening & Memorization</p> <ul style="list-style-type: none">• Divine Revelation<ul style="list-style-type: none">◦ Surah Al Ahzab Part 1• Aql & Naql <p>Writing, Application & Research</p> <ul style="list-style-type: none">• Abstinence• Arabic language & Culture• Manners of Dialogue• Scientific Miracles in the Qur'an	<p>Reading, Listening & Memorization</p> <ul style="list-style-type: none">• Divine Revelation<ul style="list-style-type: none">◦ Surah Al Ahzab Part 2• Muttawatir & Ahaad <p>Writing, Application & Research</p> <ul style="list-style-type: none">• Methodology of Islam in Family Building• Shura in Islam• Rules of Jurisprudence	<p>Reading, Listening & Memorization</p> <ul style="list-style-type: none">• Divine Revelation<ul style="list-style-type: none">◦ Surah Al Ahzab Part 3• Authentic, Good & Weak <p>Writing, Application & Research</p> <ul style="list-style-type: none">• Equity in Islam• Prohibited Degrees of female relations• Islam & Social networking• Imam Al Bukhari

Homework

Homework is assigned on a weekly basis. Which is based on theme based tasks e.g. research based work, presentations, evaluation of the given topics etc.

Assessments

Three different criteria to check students' attainment and progress.

1. Baseline assessments

At the start of every academic year to check students' current level and to set targets for them.

2. Formative assessment

Continuous assessment based on students' efforts in class over the year.

3. Summative assessment

End of term assessments.

Recommended Reading List

<https://yassarnalquran.files.wordpress.com/2010/10/atlas-of-the-qur-an.pdf>

<https://quran.com/>

<https://yassarnalquran.files.wordpress.com/2011/03/islam-science.pdf>

<https://yassarnalquran.files.wordpress.com/2010/07/learnquran.pdf>

[http://corpus.quran.com/qurandictionary.jsp?q=smw#\(1:1:1\)](http://corpus.quran.com/qurandictionary.jsp?q=smw#(1:1:1))

List of Islamic websites:

<https://sunnah.com/> - For Sunnah / Hadeeth Resources

http://quran.ksu.edu.sa/index.php?l=en#aya=2_6&m=hafs&qaree=husary&trans=en_sh - King Saud University's Qur'an Learning Interface - Link for Hifdh/Memorization

<https://en.muqri.com/> - Website for listening/understanding Qur'an

<http://tanzil.net/#1:1> - Qur'an Website for Tajweed

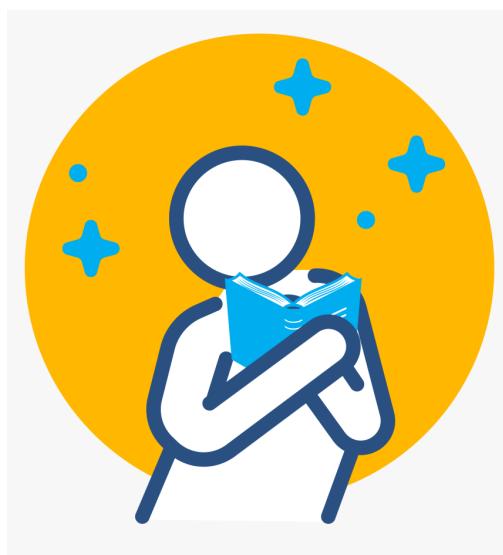
<https://quranicaudio.com/> - Quranic Audio

<https://www.tvquran.com/en/> - Quranic Audio

<https://quran.com/> - For Recitation practice

<http://www.muslimheritage.com/> - Muslim Heritage

<http://www.alminbar.net/> - Friday Sermons from Islam's Three Holiest Mosques



Moral Education

Curriculum

The Moral Education Programme (MEP) covers four pillars of teaching and learning: Character and morality, The individual and the community, Civic studies and Cultural studies. The four pillars complement one another, using the lens of moral thinking and reasoning and building character (Table 1). Underpinning the curriculum are the thinking, learning and communication skills relevant to the programme, which support development and progression through the 12 grades:

- Handling and understanding information – collating, synthesising and managing information
- Thinking, solving problems and decision making – reasoning, predicting, hypothesising and finding solutions
- Being creative – being curious, learning from mistakes, and developing new ideas and ways of thinking about the world
- Working with others – teamwork, leadership
- Managing oneself – working independently, self-motivation, setting own targets and goals, reflection and evaluation

Topics / Skills Coverage

Autumn	Spring	Summer
<p>Peace and conflict(character and morality)</p> <ul style="list-style-type: none">• Lesson 1:- what is conflict and how can it be resolved?• Lesson 2:- how can we make conflict resolution work?• Lesson 3:- what is war and what are the causes of war? <p>Skills:- to work on the research skills of analysing evaluation and comparing of data to start the essay. assessment:- to present the question framed and work on the errors.</p>	<p>Universal Culture(cultural studies)</p> <ul style="list-style-type: none">• Lesson 1:- what is meant universal culture?• Lesson 2:- what are the key concepts of universal culture?• Lesson 3:- how do values and ethical issues vary from different cultural perspective? <p>Skills:- to work on the research skills of analysing evaluation and comparing of data to start the essay.</p>	<p>Project submission on any one topic Study leave</p>

Topics / Skills Coverage

Autumn	Spring	Summer
<p>Peace and conflict(character and morality) I</p> <p>Lesson 4:- is there a such a thing as just war?</p> <p>Lesson 5:- what is the role of international organisations in peace keeping?</p> <p>Lesson 6:- what is the nature of peace and non violence traditions.</p>	<p>Assessment:- to present the part of the essay prepared(rough draft) and work on the errors.</p> <p>Universal Culture(cultural studies)</p> <ul style="list-style-type: none">• Lesson 4:- how has global, social media, ict affected differnt cultures?• Lesson 5:- how have tourism and migration affected culture globally?• Lesson 6:- how does uae exhibits the core values and beliefs of universal culture?	

Homework

Homework is set weekly for all students. Every other week homework will take the form of an online exercise (SAM learning) which is marked immediately and monitored by teachers. The type of written homework set is varied, and could take the form of an investigation, creation of a PowerPoint, creation of bank of questions, though more often, homework will be designed to ensure that students have the opportunity to practice and consolidate the concepts developed in class. Homework is marked and graded, and students will be given feedback on what they need to do to improve their understanding of the topic.

Assessments

Assessment will take place at the end of term. Students are expected to have completed their task for that term. All students will have been given an opportunity to improve their skills during the lessons. Regular tasks will be provided to students. Students will need to perform during the lesson and it will be assessed. Individual, peer and group activity will all be a part of the student's assessment.

Physical Education



"I am delighted to be leading our fantastic Physical Education Department at Gems Westminster School RAK. Having been part of the WSR team for the last 5 years, I am passionate about ensuring every student at WSR has a positive experience of Physical Education. I am a firm believer in sport for all and want every student to develop their knowledge, skills and ability in a range of activities to enable them to go on and live a healthy lifestyle. Through competition and teamwork I believe students have a unique opportunity to learn strengths and weaknesses in themselves and others that they do not see in the classroom and thus supports development of the whole child."

We believe that sport and physical education is to be enjoyed and is valuable to all. Self-confidence, teamwork and a sense of achievement are qualities effortlessly transferable to other areas of our students' lives and all children are involved in sport at some level."

- *Sujith Thankachan, Curriculum Leader - P.E.*

Curriculum

"Physical Education is 'to educate students through physical activities'. It aims to develop the physical competence and knowledge of movement and safety, and their ability to use these to perform in a wide range of activities associated with the development of an active and healthy lifestyle. It also develops in students, both as individuals and in groups or teams, confidence and generic skills, especially those of collaboration, communication, creativity, critical thinking and aesthetic appreciation. These, together with the nurturing of positive values and attitudes in PE, are foundations for students lifelong and life-wide learning to face the challenges of the 21st century."

PE aims to help students:

- To develop motor skills, acquire necessary knowledge through physical activities and cultivate positive values and attitudes for the development of an active and healthy lifestyle.
- To acquire good health, physical fitness and bodily coordination through participating regularly in physical activity.
- To promote desirable moral behaviours, cooperation in communal life, ability to make decisions, and the appreciation of aesthetic movement.
- To have basic competence and confidence to face different challenges.
- To create a passion for active recreation and sport.

The PE curriculum framework is structured to ensure that students can enjoy an open, flexible and balanced programme featuring a variety of movement experiences. Through participating in various activities, students can acquire knowledge and skills, develop generic skills, as well as desirable values and attitudes, and ultimately achieve the overall aims of PE.

Topics / Skills Coverage

Autumn

BOYS:

HEALTH,FITNESS TRAINING

Skills- Components of fitness,

Reason for fitness testing,

Method of training

FOOTBALL

Skills- passing, trapping,
shooting, dribbling.

FOOTBALL

Skills- attacking, defending,
goal keeping, scoring, Rules
and regulations.

VOLLEYBALL

Skills- serving, passing, setting,
spiking, blocking digging,
scoring, rules and regulations.

Spring

ATHLETICS

Skills- speed, strength,
endurance, flexibility and co-
ordination(Sprint, middle
distance, long distance, relay
race, shotput high jump and
long jump).

BASKETBALL

Skills- passing, dribbling,
offense, defense, blocking,
scoring, rules and regulations.

CRICKET

Skills-batting, bowling,
catching, throwing, fielding,
Wicket keeping, scoring, rules
and regulations.

Summer

BADMINTON

Skills- Grip (forehand and
back hand), serve, foot work,
strokes, scoring, singles,
doubles, points, rules and
regulations

TABLE-TENNIS

Skills-serve, foot work,
anticipation, Forehand/back
hand, scoring, rules and
regulations

SPORTS SCIENCE

Theory- Anatomy and
physiology, Respiratory and
circulatory system,
Biomechanics.

Autumn

GIRLS:

HEALTH,FITNESS AND
TRAINING

Skills- Components of fitness,

Reason for fitness testing,

Method of training

VOLLEYBALL

Skills- serving, passing, setting,
spiking, blocking and digging,
scoring, rules and regulations

BADMINTON

Skills- Grip (forehand and back
hand), serve, foot work, strokes,
scoring, singles, doubles,
points, rules and regulations

Spring

ATHLETICS

Skills- speed, strength,
endurance, flexibility and co-
ordination(Sprint, middle
distance, long distance, relay
race, shotput high jump and
long jump).

FOOTBALL

Skills- passing, trapping,
shooting, dribbling. Attacking,
defending, goal keeping,
scoring, Rules and regulations.

HOCKEY

Skills-The Grip,
receiving(trapping), Passing,
Dribbling, Hitting, Tackling,
Rules and regulations.

BASKETBALL

Skills- passing, dribbling,
offense, defense, blocking,
scoring, rules and regulations.

Summer

TABLE TENNIS

Skills-serve, foot work,
anticipation, Fore hand/ Back
hand, scoring, rules and
regulations

SPORTS SCIENCE

Theory- Anatomy and
physiology, Respiratory and
circulatory
system,Biomechanics.

Assessments

Assessment will take place at the end of the term. Students are expected to have completed their work for that term. All students will have been given an opportunity to improve their work during the lessons. Regular class work will be provided to students. Students will need to perform during the lesson and it will be assessed. Individual, peer and group activity will all be a part of the students Assessment.

Recommended Reading List

Sports articles and collections from school library for the game rules and regulation

www.teachpe.com

www.pecentral.org

www.pelinks4u.org

www.education.com

www.physicaleducationupdate.com