

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

TBC

Pastoral Leader

Ms. Reshma Bhimani reshma.b_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**



English (ESL and EFL)



"I am looking forward to supporting progress for all the students. It is important we embed a passion for learning for English. When you have a good command of English it will allow you to have more opportunities in life. Reading and writing proficiently will open up a world of inspiration and creativity for all of our students. Our aim is to support our students through the development of creative and engaging lessons. We deliver the Oxford AQA specifications for both IGCSE and A Level. We have developed formative and summative assessment strategies that support our students progress and achievement within the Oxford AQA curriculum. I look forward to an exciting year ahead where all students will take responsibility for their own progress and will be eager to succeed in their English Language and Literature skills.

. Ciara Iillis, 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

Unit 2: Language and society

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

Literature: The Duchess of Malfi

Summer

English as a First Lang

3A:

Study Leave

3B:

Study Leave

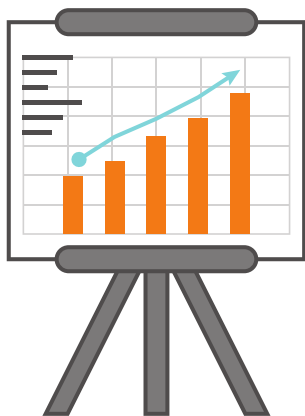
Homework

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

"Welcome to the Mathematics Faculty at GEMS Westminster School RAK. There is no doubt that learning mathematics is important for all our students. Contrary to the widespread belief that ability is innate, we believe that everyone can be successful at mathematics and that mathematical ability can be fostered and developed in the classroom. Mathematics is about creativity and making sense. We have developed a research-informed pedagogy designed to support our students in gaining deep understanding of mathematical concepts. We want our students to be fearless problem solvers and creative thinkers who open the doors of endless possibilities to their own futures.

We understand that academic success is built on solid foundations. Therefore, our students will follow the globally recognised National Curriculum for England and prepare for the worldwide popular Pearson Edexcel IGCSE Mathematics and International A-level in Mathematics qualifications.

I look forward to an exciting year ahead where we will celebrate every milestone in the academic journey of our students.

. Michal martinek, 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

Revision and Exams

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)

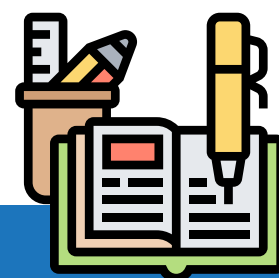
1. Discrete random variables.
6. The Normal distribution.

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



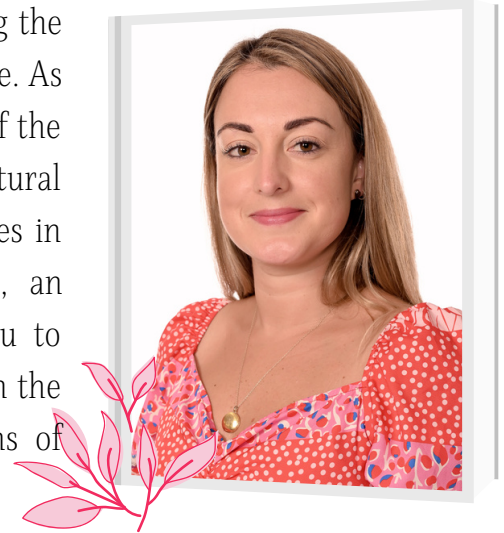
Recommended Reading List

- 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 (grade 11) biology students will study the Oxford AQA iAS Biology specification, a one-year intensive course assessed through two examination papers. Students will take paper 1 in January 2023 and paper 2 in May/June 2023. Students will then have the option to convert their iAS qualification into a full A-Level qualification by continuing the course in 2023-24. This specification is designed to ensure good preparation for students looking to continue to higher education 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.

Topic Coverage

Autumn

Unit 1: The Diversity of Living Organisms

- 1 - Biological Molecules
- 2 - Cells and Cell Structure
- 3 - Biochemical Reactions in Cells
- 4 - Transport in and out of Cells
- 5 - Gas Exchange and the Transport of Oxygen
- 6 - Variation
- 7 - DNA, Genes and Chromosomes
- 8 - Protein Synthesis
- 9 - Genetic Diversity, Species and Taxonomy
- 10 - Biodiversity within a Community

Topic: PAPER 1 REVISION AND EXAMINATION PREPARATION

Spring

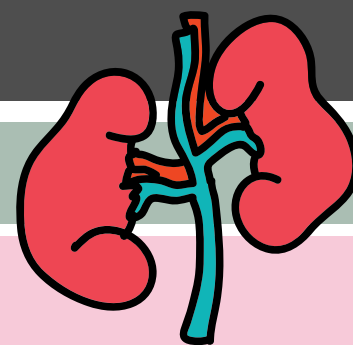
Unit 2: Biological Systems and Disease

- 11 - Causes of Disease
- 12 - Digestion and Absorption
- 13 - Human Disease
- 14 - Mammalian Blood - Defence Mechanisms
- 15 - Mammalian Blood - The Circulatory System
- 16 - Mass Transport Systems in Plants
- 17 - Cell Division

Topic: PAPER 2 REVISION AND EXAMINATION PREPARATION

Summer

Topic: EXAMINATION PREPARATION, REVISION AND STUDY LEAVE



Skill Coverage

- Analysis and interpretation of graphical data
- Presenting data as bar and line graphs
- 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 iAS 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

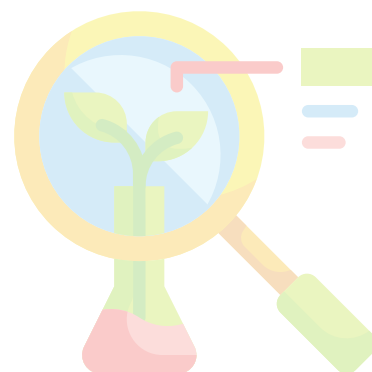
- **Baseline Assessments**- conducted at the start of the term 1 as a diagnostic tool to monitor progress, set targets and inform planning.
- **Progress Checks** – conducted by class teachers every 2-3 weeks in order to regularly monitor student progress and to enable teachers to provide effective, personalised feedback and guidance.
- **Oracy Tasks** - conducted every 3-4 weeks students in order to assess students on their ability to talk clearly, fluently, confidently and with appropriate scientific vocabulary.
- **Summative Assessment**
 - Term 1 Paper 1 Mock Exam
 - January 2023 Paper 1
 - Term 2 Paper 2 Mock Exam
 - May/June 2023 Paper 2



Recommended Reading List

Student success in iAS 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 have always been fascinated by the elements, and the relation each element has to all the others in what is known as the Periodic Table. Every element has its place in that table, from the most abundant element in the universe, hydrogen, to the heaviest man-made elements created through nuclear synthesis, with strange sounding names such as Californium and Seaborgium"

It appeals to my practical and analytical nature; the part of me that asks: "How?" and "Why?" and I don't give up until I have the answers. Few aspects of life fall outside the scope of chemistry and this is what fascinates me about this dynamic and fundamental science subject. As the Chemistry Lead I want you to study chemistry as it gives you an opportunity to be involved in something which makes a difference to the world. Chemistry is a multi-faceted and ever-evolving subject, providing endless fascination, there are constantly new challenges and questions which must be answered. With the current need for alternative fuels, and rising levels of global pollution, chemistry now more than ever is essential for our future."

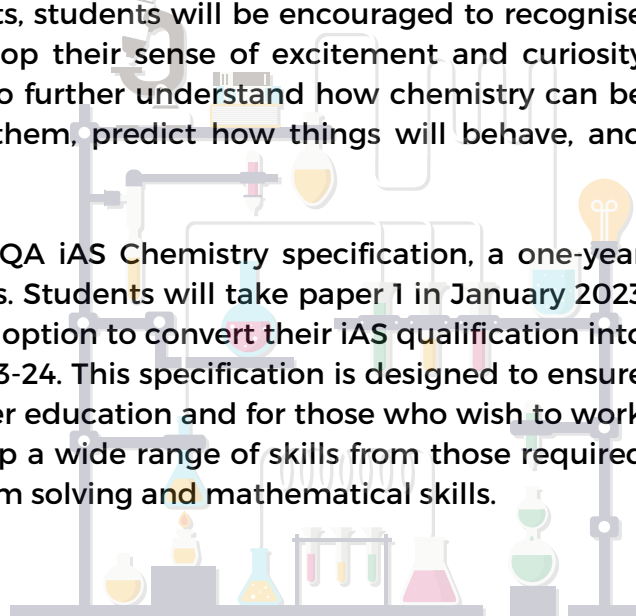
- Shruhti Shetty, Curriculum Leader - Chemistry



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 (grade 11) chemistry students will study the Oxford AQA iAS Chemistry specification, a one-year intensive course assessed through two examination papers. Students will take paper 1 in January 2023 and paper 2 in May/June 2023. Students will then have the option to convert their iAS qualification into a full A-Level qualification by continuing the course in 2023-24. This specification is designed to ensure good preparation for students looking to continue to higher education 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.



Topic Coverage

Autumn

Unit 1: Inorganic 1 and Physical 1

- 1. Atomic Structure
- 2. Amount of Substance
- 3. Bonding
- 4. Energetics
- 7. Oxidation, Reduction and Redox Reactions
- 8. Periodicity
- 9. Group 2, The Alkaline Earth Metals
- 10. Group 7 (17), The Halogens

Topic: PAPER 1 REVISION AND EXAMINATION PREPARATION

Spring

Unit 2: Inorganic 1 and Physical 1

- 5. Kinetics
- 6. Equilibria
- 11. Introduction to Organic Chemistry
- 12. Alkanes
- 13. Halogenoalkanes
- 14. Alkenes
- 15. Alcohols
- 16. Organic Analysis

Topic: PAPER 2 REVISION AND EXAMINATION PREPARATION

Summer

Topic: EXAMINATION PREPARATION, REVISION AND STUDY LEAVE

Skill Coverage

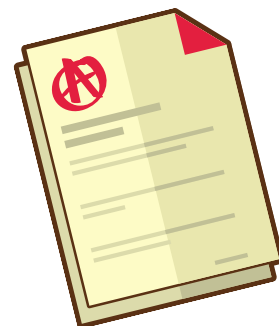
- Analysis and interpretation of graphical data
- Presenting data as bar and line graphs
- Reasoning
- Problem solving
- Application of knowledge for critical thinking
- Application of theoretical and practical knowledge to exam-style questions
- Scientific Investigation and Practical Skills
- Language 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 iAS 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

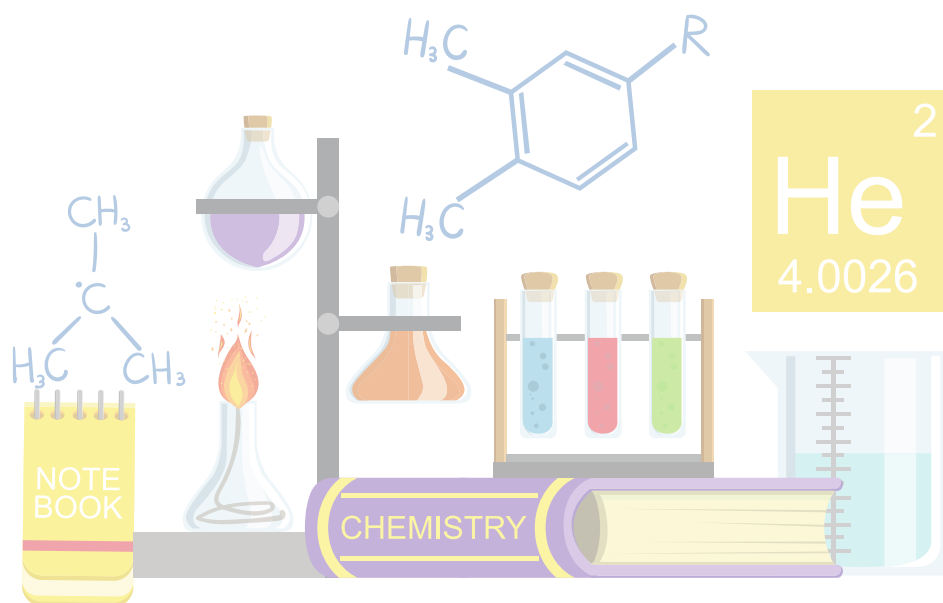
- **Baseline Assessments**- conducted at the start of the term 1 as a diagnostic tool to monitor progress, set targets and inform planning.
- **Progress Checks** – conducted by class teachers every 2-3 weeks in order to regularly monitor student progress and to enable teachers to provide effective, personalised feedback and guidance.
- **Oracy Tasks** - conducted every 3-4 weeks students in order to assess students on their ability to talk clearly, fluently, confidently and with appropriate scientific vocabulary.
- **Summative Assessment**
 - Term 1 Paper 1 Mock Exam
 - January 2023 Paper 1
 - Term 2 Paper 2 Mock Exam
 - May/June 2023 Paper 2



Recommended Reading List

Student success in iAS 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.icheme.org



Physics

"Physics helps us to explain so much of the world around us and predict the things we do not yet understand. The fact that physics tells us we are made of star dust is enough to inspire anyone to learn more! I have been teaching physics for many years and it still fascinates me. I hope you will embrace the challenges that physics presents including developing your analytical skills and critical thinking as we guide your learning journey to explore a range of topics. You will be encouraged to apply your knowledge to new situations whilst questioning the concepts you think you know to open your mind to see things from another perspective."

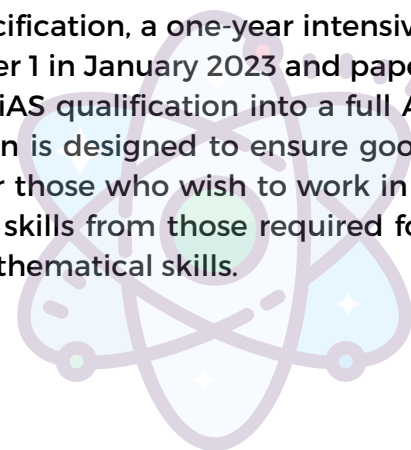
- Charmaine Khan Curriculum Leader- Physics



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 (grade 11) physics students will study the Oxford AQA iAS Physics specification, a one-year intensive course assessed through two examination papers. Students will take paper 1 in January 2023 and paper 2 in May/June 2023. Students will then have the option to convert their iAS qualification into a full A-Level qualification by continuing the course in 2023-24. This specification is designed to ensure good preparation for students looking to continue to higher education 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.



Topic Coverage

Autumn

Unit 1: Mechanics, Materials and Atoms

- 1. Forces in Equilibrium
- 2. On the Move
- 3. Newtons Laws of Motion
- 4. Forces and Momentum
- 5. Work, Energy and Power
- 6. Materials
- 7. Matter and Radiation
- 8. Radioactivity

Topic: PAPER 1 REVISION AND EXAMINATION PREPARATION

Spring

Unit 2: Electricity, Waves and Particles

- 9. Electric Current
- 10. Direct Current Circuits
- 11. Oscillations and Waves
- 12. Optics
- 13. Quantum Phenomena

Topic: PAPER 2 REVISION AND EXAMINATION PREPARATION

Summer

Topic: EXAMINATION PREPARATION, REVISION AND STUDY LEAVE

Skill Coverage

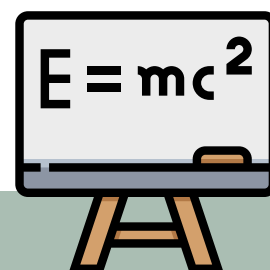
- Analysis and interpretation of graphical data
- Presenting data as bar and line graphs
- Reasoning
- Problem solving
- Application of knowledge for critical thinking
- Application of theoretical and practical knowledge to exam-style questions
- Scientific Investigation and Practical Skills
- Language 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 iAS 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.
- Progress Checks – conducted by class teachers every 2-3 weeks in order to regularly monitor student progress and to enable teachers to provide effective, personalised feedback and guidance.
- Oracy Tasks - conducted every 3-4 weeks students in order to assess students on their ability to talk clearly, fluently, confidently and with appropriate scientific vocabulary.
- **Summative Assessment**
 - Term 1 Paper 1 Mock Exam
 - January 2023 Paper 1
 - Term 2 Paper 2 Mock Exam
 - May/June 2023 Paper 2



Recommended Reading List

Student success in iAS 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>

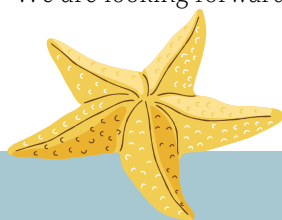
Business Studies



"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

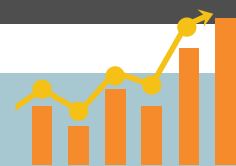
Spring

- 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/>



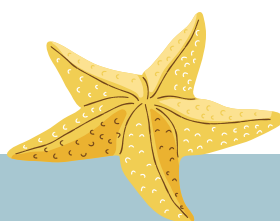
Economics



"Economics is to apply economic theory to support analysis of current economic problems and issues, and encourage students to appreciate the interrelationships between microeconomics and macroeconomics.

We have worked closely with teachers and universities to develop engaging and up-to-date content so that students can relate what they are learning to the world around them – locally, nationally and globally.

- 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
<ul style="list-style-type: none"> • Markets in action: • Introductory concepts of economic problems • Economics is a social science PPC • Types of economy • Price determination • Functions of price mechanism market failure • Positive and negative externalities. • The government intervention intervention. <p><u>Skills:</u> Analysis, evaluation and calculation.</p>	<ul style="list-style-type: none"> • 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. 	<p>Revision - Macro economic objectives and policies in relation to demand and supply side.</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/>

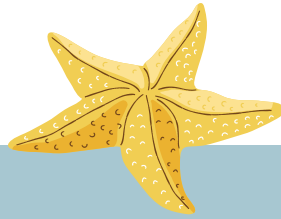
Travel and Tourism



"The travel and tourism industry is one of the world's largest economic sectors, generating over 10% of the world's GDP and supporting over 300 million jobs, this subject is for learners who are interested in developing travel and tourism industry knowledge and skills alongside other fields of study.

About the board: BTECs enable a learner-centred approach to education, with a flexible, unit-based structure and knowledge applied to project-based assessments. BTECs focus on the holistic development of the practical, interpersonal and thinking skills required to be successful in employment and higher education.

- Farah Al Hosaini, Curriculum Leader- Enterprise



Curriculum

Learners who progress to higher education need experience of research, extended writing and meeting deadlines. BTEC qualifications provide the breadth and depth of learning to give learners this experience.

Pearson BTEC International Level 3 Certificate in Travel and Tourism: This qualification is designed to support learners who want an introduction to the sector through applied learning and for whom an element of travel and tourism would be complementary. The qualification supports progression to higher education as part of a programme of study that includes other appropriate BTEC International Level 3 qualifications or International A Levels. This certificate is equivalent in size to 0.5 of an International A Level.

Topics / Skills Coverage

Autumn

The Travel and Tourism Industry

- In this unit students will:

A. Investigate types of travel and tourism, customers and their needs
 B. Explore the contribution of travel and tourism to the economy of global destination
 C. Research travel and tourism organisations
 D. Examine factors affecting the travel and tourism industry.

Spring

Customer Service in Travel and Tourism:

In this unit students will:

- A. Explore how effective customer service contributes to organisational success
- B. Demonstrate customer service in different travel and tourism situations
- C. Review effectiveness of own performance in customer service to add value to travel and tourism organisations
- D. Plan to monitor and improve customer service to achieve organisational objectives

Summer

REVISION

Assessments

Assessment:

Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P) and Unclassified (U). All mandatory and optional units contribute proportionately to the overall qualification grade.

Pearson BTEC International Level 3 Certificate in Travel and Tourism				
Unit number	Unit title	GLH	Type	How assessed
Mandatory units – learners complete and achieve all units				
1	The Travel and Tourism Industry	90	Mandatory	Set assignment
4	Customer Service in Travel and Tourism	90	Mandatory	Internal

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.

- Beena Nair, 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

Introductory Topics in Psychology

- Memory
- Social psychology
- Psychopathology

Spring

Biopsychology, Development and Research Methods 1

- Biopsychology
- Cognitive development
- Research methods 1: Methods, Scientific processes, Data handling and analysis

Summer

- Revision; paper 1 & paper 2 and exams

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

ASSESSMENTS

Unit 1: Introductory topics in psychology	+	Unit 2: Biopsychology, development and research methods 1
What's assessed Students answer compulsory questions on three topics.		What's assessed Students answer compulsory questions on three topics.
How it's assessed Written examination: 1 hour 30 minutes 90 marks 50% of the International AS assessment (20% of the International A-level assessment)		How it's assessed Written examination: 1 hour 30 minutes 90 marks 50% of the International AS assessment (20% of the International A-level assessment)
Questions Section A: Memory (30 marks) Section B: Social psychology (30 marks) Section C: Psychopathology (30 marks)		Questions Section A: Biopsychology (30 marks) Section B: Cognitive development (30 marks) Section C: Research methods 1 (30 marks)

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



- Beena Nair, Curriculum Leader - Humanities

Curriculum

Aims

The aims describe the purposes of a course based on this syllabus.

The aims are to enable students to develop:

- knowledge and understanding of sociological terms, theories, methods and research findings
- an awareness of the range and limitations of sociological theory and the ability to compare and contrast different theoretical perspectives
- an appreciation and understanding of individual, social and cultural diversity, and of continuity and change in social life
- an understanding of sociological research methods, including issues concerned with the planning, implementation and evaluation of research enquiry and the collection, analysis and interpretation of data
- improved skills of communication, interpretation, analysis and evaluation
- skills for further study.

Topics / Skills Coverage

Autumn

Paper 1 – Socialisation, identity and methods of research

- Socialisation and the creation of social identity
 - The process of learning and socialisation
 - Social control, conformity and resistance
 - Social identity and change
- Methods of research
- Types of data, methods and research design
 - Approaches to sociological research
 - Research issues

Spring

Paper 2 – The Family

- Theories of the family and social change
- Perspectives on the role of the family
- Diversity and social change
- Family roles and changing relationships
- Gender equality and experiences of family life
- Age and family life

Summer

- Revision; paper 1 & paper 2 and exams

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.

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

Assessments

Assessment overview

Paper 1

Socialisation, identity and methods of research

1 hour 30 minutes

60 marks

Candidates answer four questions.

Section A: three compulsory questions

Section B: one essay (26 marks) from a choice of two

Externally assessed

50% of the AS Level

25% of the A Level

Paper 2

The Family

1 hour 30 minutes

60 marks

Candidates answer four questions.

Section A: three compulsory questions

Section B: one essay (26 marks) from a choice of two

Externally assessed

50% of the AS Level

25% of the A Level

Recommended Reading List

The websites listed below are useful resources to help you study for your Cambridge International AS & A Level Sociology.

Poverty related resources

www.irp.wisc.edu/resources/

Global social change research project: understanding the world today

<http://gsociology.icaap.org/>

World Bank – information on data from around the world

www.worldbank.org/

Why We Post – an excellent interactive research based website exploring the impact of social media in 9 different sites across the world. Free downloadable YouTube clips, books and resources

www.ucl.ac.uk/why-we-post

Digital Media and Design

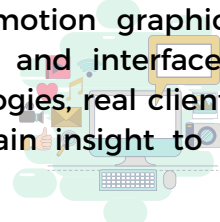
A warm welcome from the Performing Arts department, the home of expressive arts in Fine Art, Digital Media Arts and Music. The PA team at WSR are highly experienced and passion driven educators. The team provide the tools for all our students to flourish and grow, which in turn enable all to succeed; as they journey toward becoming, not only creative citizens but, our future leaders.

- *Temitope Olusayo, Curriculum Leader - Performing Arts.*



Curriculum

TCDigital Media and Design prepares students for professional practice in digital art and media design. Students create visual content and communications for delivery to various web, social and digital media platforms. Students will learn how to design computer images, motion graphics, basic animation, multimedia, video/sound production, user experiences, website and interface design. Competency is developed through hands-on experience with current technologies, real client project work, professional skills and building a portfolio of work. Students also gain insight to business practices and marketing strategies.



Topics / Skills Coverage

Autumn

- Part 1: The digital media and design industry
- The history of digital media
- Design in our world
- The digital landscape
- Tools and technologies
- Part 2: Skills and methods
- The design pipeline
- Working with brief
- Research techniques
- Generating and developing ideas
- Evaluating and testing ideas
- Design theories
- Colour theory

Spring

- Part 2: Skills and methods
- Drawing for digital design
- Using digital typography
- Using digital audio
-
- Part 3A: Digital Photography
- Communicating ideas and meaning through visual images
- Styles and genres
- Selecting digital images
- Capturing and recording images
- Composing and editing digital images

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

Assessment overview

Component 1

Portfolio

100 marks

Candidates choose a theme from the list in the syllabus.

There are **two** elements to the portfolio:

- supporting studies **and**
- a proposal

Externally assessed

50% of the AS Level

25% of the A Level

Component 2

Externally Set Assignment

10 hours

100 marks

Candidates choose one assignment from the question paper.

There are **two** elements to the assignment:

- supporting studies **and**
- a final outcome, produced during a supervised test of 10 hours' total duration

Externally assessed

50% of the AS Level

25% of the A Level

Recommended Reading List

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



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."



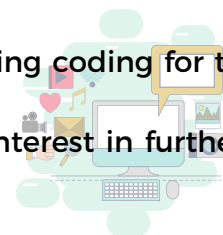
- Evangeline John, Curriculum Leader - ICT



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.

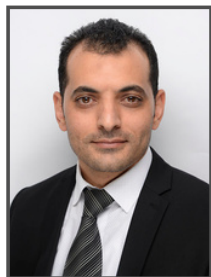
Unit	IAS or IA2	Assessment information	Number of raw marks allocated in the unit
Unit 1	IAS	Externally assessed Written examination: 2 hours Availability: June First assessment: June 2019 80 marks	80 marks
Unit 2	IAS	Externally assessed Written examination: 3 hours Availability: June First assessment: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

Recommended Reading List

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



Arabic A



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 untired, closed book context through the use of extract-based questions. We wish for your proactive involvement and eagerness to upgrade your Arabic language skills.

- Ali Eggat, Curriculum Leader - Arabic & Social Studies A

Curriculum

المنهج الوزاري

Topics / Skills Coverage

Autumn

النصوص الشعرية : قصيدة المثلث
العبدى- بكائية مالك بن الرب
النصوص النثرية: قصة
حادثة لنجيب محفوظ
قصة النظارة الطبية
النحو : المشتقات (اسم المكان
والزمان - اسم التفضيل ، اسم الالة
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 الإنترنت 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 تساعدكم على كتابة المقالات والوصف والسرد وتثقل معرفتهم باللغة العربية

1. كتاب كليلة ودمنة
2. البلاغة الواضحة
3. القاموس الوسيط والقاموس المحيط للبحث عن المفردات والكلمات الجديدة
4. السيرة الذاتية للأدباء والشعراء
5. كتاب جواهر الأدب يضم جميع عصور وشعراء الأدب العربي

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 المسببات 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

"Welcome to Islamic Studies Department,

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

Reading, Listening & Memorization

- Divine Revelation
 - Surah Al Ahzab Part 1
- Aql & Naql

Writing, Application & Research

- Abstinence
- Arabic language & Culture
- Manners of Dialogue
- Scientific Miracles in the Qur'an

Spring

Reading, Listening & Memorization

- Divine Revelation
 - Surah Al Ahzab Part 2
- Muttawatir & Ahaad

Writing, Application & Research

- Methodology of Islam in Family Building
- Shura in Islam
- Rules of Jurisprudence

Summer

Reading, Listening & Memorization

- Divine Revelation
 - Surah Al Ahzab Part 3
- Authentic, Good & Weak

Writing, Application & Research

- 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:

- 1.<https://sunnah.com/> For Sunnah / Hadeeth Resources
- 2.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
- 3.<https://en.muqri.com/> Website for listening/understanding Qur'an
- 4.<http://tanzil.net/#1:1> Qur'an Website for Tajweed
- 5.<https://quranicaudio.com/> Quranic Audio
- 6.<https://www.tvquran.com/en/> Quranic Audio
- 7.<https://quran.com/> For Recitation practice
- 8.<http://www.muslimheritage.com/> Muslim Heritage
- 9.<http://www.alminbar.net/> Friday Sermons from Islam's Three Holiest Mosques
- 10.<http://kids.islamweb.net> Assalatu Noor (for prayer timings)
- 11.<http://www.islam4kids.com> (Islamic Lessons & Games)
- 12.<https://islamicbookslibrary.wordpress.com> (For history of Islam)
- 13.<http://www.islamicbulletin.org/services/children.htm> (For Islamic E. books)
- 14.www.sultan.org (Discover a real Islam)



Moral Education

Curriculum

Dear Parents and Students,

We as a department work with true passion with our young learners!! Helping each child progress in all areas of their development—academic and social—is a challenge that we are honored to accept daily. We strive to create a community of learners that nurtures this growth in a positive, fun environment.

In WSR we aim to meet the needs of all children in its care by personalizing learning and providing outstanding care and provision; we aim for all our children to receive high quality teaching and become independent learners. WSR views Moral, Social and Cultural Studies as a crucial part of UAE education that teaches students how to be well informed, critically thinking citizens of their world. We also allow our students to apply their perspective in their future career, a Global perspective which can help our students with daily interactions with others as well. This would make them a better listeners, more accepting, more understanding, and help strengthen our connections to another across the planet and here at home.

I look forward to working together with you as partners in your child's growth and development!!

- Blessy Varghese, Curriculum Leader - MOE Subjects



Topics / Skills Coverage

Autumn

- 1.What Is Conflict and How Can Conflicts Be Resolved?
- 2.How Can We Make Conflict Resolution Work?
- 3.What Is War and What Are The Causes of War?
- 4.Is There Such a Thing As a 'Just War'?
- 5.What Is The Role of International Organisations in Peacekeeping?
- 6.What Is the Nature of Peace and Non-violence Traditions?

Spring

- Unit 1: Universal Culture
- 1 What is Meant by the Term 'Universal Culture'?
 - 2 What Are the Key Concepts of 'Universal Culture'?
 - 3 How do Values and Ethical Issues Vary from Different Cultural Perspectives?
 - 4 How have Global Media, Social Media and Information and Communications Technology Affected Different Cultures?
 - 5 How Have Tourism and Migration Affected Culture Globally?

Summer

- Project submission on any one topic
Study leave

Topics / Skills Coverage

Autumn

Unit 2: Reflection and Transition
1.What Is Meant by the Term 'Reflection'?
2.How Do We Define Goals and Ambitions?
3.What Are the Key Employability Skills?
4.What Is Meant by the Terms 'Leadership' and 'Management'?
5.What Is a Good Way to Prepare for an Interview?
6.What Is the Best Way to Present Your Knowledge, Skills and Experience?

Spring

Unit 2: Global Citizenship - 1
Lesson 1 What is 'Citizenship'?
2 What is Global Citizenship'?
3 What is Governance'?
4 Looking Outward: What is the Significance of Regional Governance Structures?
5 What is the Significance of Global Governance Structures?
6 How do International Judicial Structures and Processes Work?
7 How Are We Interconnected Through the 'Global Common

Summer

Project submission on any one topic
Study leave

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 students' Assessment. Students will have to produce at least a research proposal of the IPQ project.

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 8 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

Unit 1: Health, Wellbeing and Sport

Learning aim, A: Examine the importance of physical activity and sport

Learning aim

B: Physical Health

Learning aim

C: Explore mental health and social wellbeing

Learning aim

D: Undertake health and wellbeing screening and provide feedback to improve health status and encourage participation in sport and active

Unit 2: Careers in the Sport and Active Leisure Industry

Learning aim, A: Examine the organisation of the sport and active leisure industry and its provision in your country

Learning aim

B: Investigate careers in the sport and active leisure industry

Learning aim

C: Explore recruitment processes for a job role in the sport and active leisure industry

Learning aim

D: Reflect on own performance in the recruitment process to prepare for a career in the sport and active leisure industry

Spring

Unit 3: History of Liverpool Football Club

Learning aim, A: Explore the inception and modernisation of football and its governance

Learning aim

B: Examine the history of Liverpool Football Club

Learning aim

C: Investigate the position of Liverpool Football Club within the history of world football

Unit 4: Liverpool Football Club and Business

Learning aim, A: Examine the careers available in an elite football club

Learning aim

B: Explore the ethos and values of the LFC and organisation of this elite football club

Learning aim

C: Investigate the contribution of branding and international activities to elite football clubs

Summer

Unit 5: The Liverpool Coach – Employability Skills

Unit 38: Coaching Football The Liverpool Way

Learning aim,

A: Examine The Liverpool Way of coaching

Learning aim

B: Understand how to plan coaching sessions The Liverpool Way

Learning aim

C: Deliver a coaching session The Liverpool Way

Learning aim

D: Review own performance of delivering The Liverpool Way

Assessments

Learning aim A: Understand the roles, qualities and characteristics of an effective sports leader		
A.P1 Discuss the skills, qualities and characteristics of three different leadership roles in different sport and exercise activities or environments. A.P2 Explain the importance of skills, qualities and characteristics in the leadership role in different sport and exercise activities or environments.	A.M1 Analyse the importance of skills, qualities and characteristics in the leadership role in different sport and exercise activities or environments.	
Learning aim B: Examine the importance of psychological factors and their link with effective leadership		
B.P3 Discuss how key psychological factors may affect sports leadership within different sport and exercise activities or environments.	B.M2 Analyse key psychological factors that may affect sports leadership within different sport and exercise activities or environments.	
Learning aim C: Explore an effective leadership style when leading a team during sport and exercise activities		
C.P4 Demonstrate a chosen leadership style, using appropriate skills when leading a team during a sport and exercise activity. C.P5 Review the impact of own leadership style on the performance of the team during the sport and exercise activity.	C.M3 Demonstrate a chosen leadership style, using effective skills when leading a team during a sport and exercise activity. C.M4 Analyse your chosen leadership style and the impact of it on team performance, considering own strengths and areas of weakness.	

- A.D1** Evaluate the impact of skills, qualities, characteristics on sports leadership in different sport and exercise activities or environments.
- B.D2** Evaluate the impact of key psychological factors on sports leadership in different sport and exercise activities or environments.
- C.D3** Justify your leadership style and its impact on team performance, suggesting alternative leadership styles that could be used to improve team performance.

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