

# CURRICULUM BOOKLET

Important information and curriculum overview for parents and  
students of GRADE 12

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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](mailto:reshma.b_wsr@gemsedu.com)

### Director of Learning KS5

Ms. Beena Nair - [beena.n\\_wsr@gemsedu.com](mailto: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

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"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."

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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 3: Language variation

- Section A: Learning language
- Section B: International English

##### 1B:

Unit 4a: Language exploration

NEA (Non- exam assessment)

### 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

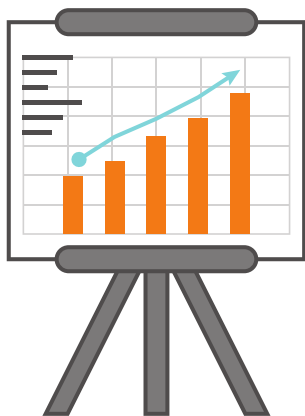
## Homework

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

- **Kazuo Ishiguro:** Never Let Me Go
- **Markus Zusak:** The Book Thief

# 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 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 3

1. Algebra and functions.
2. Trigonometry.
3. Exponential and logarithms.
4. Differentiation.
5. Integration.

### Spring

Spring 1

#### Pure mathematics 4

7. Differential equations.
8. Vectors.

### Summer

REVISION.

## Autumn

### Mechanics 1

1. M1. Mathematical models in mechanics.
2. Vectors in mechanics.
3. Kinematics of a particle moving in a straight line.

### Autumn 2

### Pure mathematics 4

1. Numerical methods.
2. Proof.
3. Algebra and functions.
4. Binomial expansion.
5. Differentiation.
6. Integration.

### Mechanics 1

4. Dynamics of a particle moving in a straight line or plane.
5. Statics of a particle.

## Spring

### Spring 2

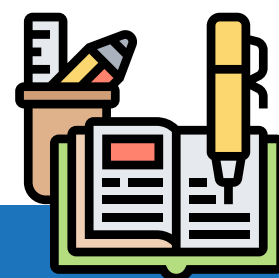
REVISION.

## 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 Level in Mathematics	Pure mathematics 3 Pure mathematics 4	Mechanics 1 or Statistics 1



## Recommended Reading List

- [www.savemyexams.co.uk](http://www.savemyexams.co.uk)
- [papers.xtremepapers.xyz](http://papers.xtremepapers.xyz)
- [pastpapers.papacambridge.com](http://pastpapers.papacambridge.com)
- <https://www.drfrostmaths.com/>
- <https://www.examsolutions.net/as-maths/>
- <https://integralmaths.org/>
- [www.savemyexams.co.uk](http://www.savemyexams.co.uk)
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# 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.

AL (grade 12) biology students will study the Pearson EDEXCEL iAL Biology specification, a one-year intensive course assessed through three examination papers; two theory papers and one practical skills paper. Students will take paper 4 in January 2023 and papers 5 and 6 in May/June 2023, they will have already sat papers 1-3 in May/June 2022. 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

#### Topic: 5 - Energy Flow, Ecosystems and The Environment

- 5A - Photosynthesis
- 5B - Ecology
- 5C - Environment and Climate Change

#### Topic: 6 - Microbiology, Immunity and Forensics

- 6A - Microbiology
- 6B - Immunity
- 6C - Decomposition and Forensics

#### Topic: 7 - Respiration, Muscles and the Internal Environment

- 7A - Cellular Respiration

#### Topic: PAPER 4 REVISION AND EXAMINATION PREPARATION

### Spring

#### Topic: 7 - Respiration, Muscles and the Internal Environment

- 7B - Muscles, Movement and the Heart
- 7C - Control of the Internal Environment

#### Topic: 8 - Coordination, Response and Gene Technology

- 8A - The Nervous System and Neurones
- 8B - Coordination in Animals and Plants
- 8C - Gene Technology

#### Topic: Practical Skills for Paper 6

#### Topic: PAPER 5 AND 6 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 iAL 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

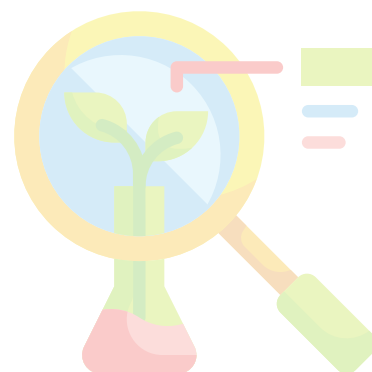
- **Baseline Assessments**- conducted at the start of the term 1 as a diagnostic tool to monitor progress, set targets and inform planning.
- **Progress Checks** – conducted by class teachers every 2-3 weeks in order to regularly monitor student progress and to enable teachers to provide effective, personalised 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 4 Paper 1 Mock Exam
  - January 2023 Paper 4
  - Term 2 Paper 5 and 6 Mock Exam
  - May/June 2023 Paper 5 and 6



## Recommended Reading List

Student success in iAL 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."

*- Shruthi 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.

AL (grade 12) chemistry students will study the Pearson EDEXCEL iAL Chemistry specification, a one-year intensive course assessed through three examination papers; two theory papers and one practical skills paper. Students will take paper 4 in January 2023 and papers 5 and 6 in May/June 2023, they will have already sat papers 1-3 in May/June 2022. 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

### Topic: 11 - Kinetics

- 11A - Further Kinetics

### Topic: 12 - Entropy and Energetics

- 12A - Entropy
- 12B - Lattice Energy

### Topic: 13 - Chemical Equilibria

- 13A - Chemical Equilibria

### Topic: 14 - Acid-Base Equilibria

- 14A - Strong and Weak Acids
- 14B - Acid-Base Titrations

### Topic: 15 - Organic Chemistry: Carbonyls, Carboxylic Acids and Chirality

- 15A - Chirality
- 15B - Carbonyl Compounds
- 15C - Carboxylic Acids
- 15D - Carboxylic Acid Derivatives
- 15E - Spectroscopy and Chromatography

### Topic: 16 - Redox Equilibria

- 16A - Standard Electrode Potential
- 16B - Redox in Action

### Topic: PAPER 4 REVISION AND EXAMINATION PREPARATION

## Spring

### Topic: 17- Transition Metals and their Chemistry

- 17A - Principles of Transition Metal Chemistry
- 17B - Transition Metal Reactions
- 17C - Transition Metals as Catalysts

### Topic: 18 - Organic Chemistry: Arenes

- 18A - Arenes: Benzene

### Topic: 19 - Organic Nitrogen Compounds: Amines, Amides, Amino Acids and Proteins

- 19A - Amines, Amides, Amino Acids and Proteins

### Topic: 20 - Organic Synthesis

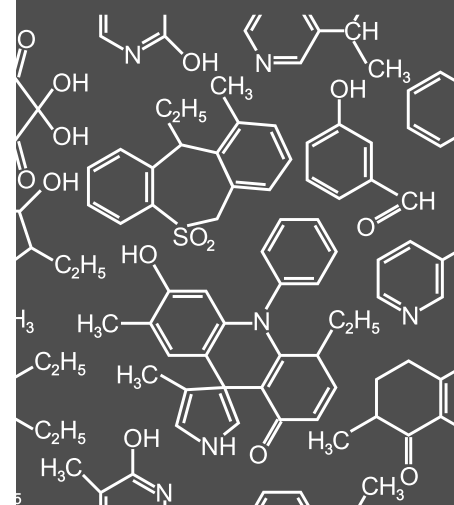
- 20A - Organic Structures

### Topic: Practical Skills for Paper 6

### Topic: PAPER 5 AND 6 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 iAL 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.

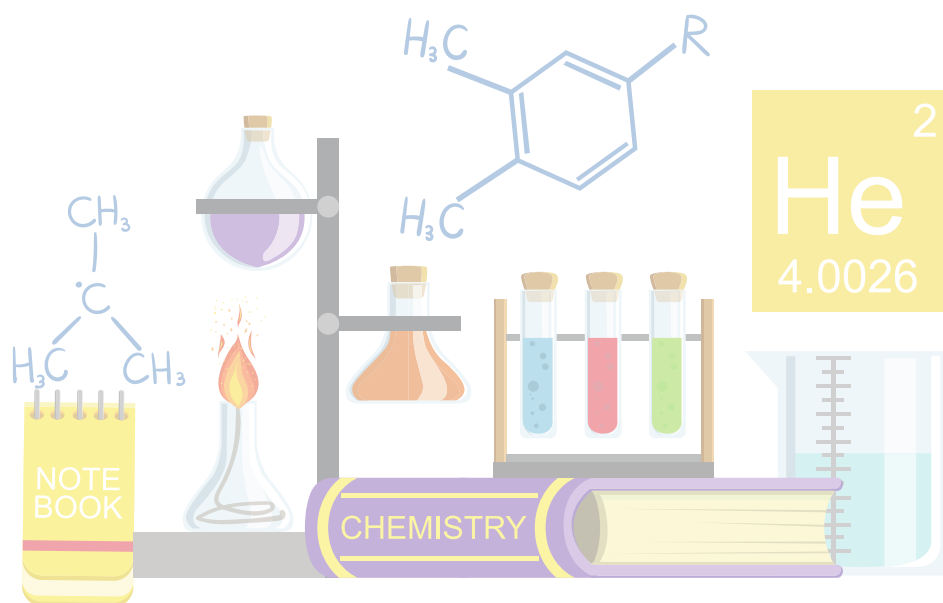
## Assessments

- **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 4 Paper 1 Mock Exam
  - January 2023 Paper 4
  - Term 2 Paper 5 and 6 Mock Exam
  - May/June 2023 Paper 5 and 6

## Recommended Reading List

Student success in iAL 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](http://www.rsc.org.uk)
- Institution of Chemical Engineers [www.icheme.org](http://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."

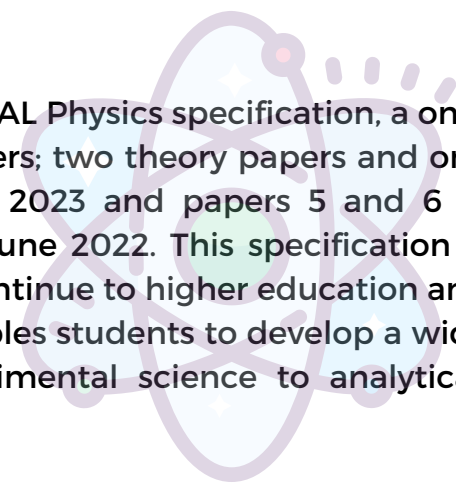
*- Charmaine Khan, Curriculum Leader - Physics*



## 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.

AL (grade 12) physics students will study the Pearson EDEXCEL iAL Physics specification, a one-year intensive course assessed through three examination papers; two theory papers and one practical skills paper. Students will take paper 4 in January 2023 and papers 5 and 6 in May/June 2023, they will have already sat papers 1-3 in May/June 2022. 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

**Topic: 7 - Nuclear and Particle Physics**

- 7C - The Particle Zoo

**Topic: 5 - Further Mechanics**

- 5A - Further Momentum
- 5B - Circular Motion

**Topic: 6 - Electric and Magnetic Fields**

- 6A - Electric Fields
- 6C - Electromagnetic Effects (Part 1)
  - 1 Magnetic Fields
  - 3 Magnetic Forces

**Topic: 7 - Nuclear and Particle Physics**

- 7A - Probing Matter
- 7B - Particle Accelerators and Detectors

**Topic: 6 - Electric and Magnetic Fields**

- 6B - Capacitors
- 6C - Electromagnetic Effects (Part 2)
  - 2 Electric Motors
  - 4 Generating Electricity

**Topic: 9 - Nuclear Decay**

- 9A - Radioactivity

**Topic: PAPER 4 REVISION AND EXAMINATION PREPARATION**

### Spring

**Topic: 8 - Thermodynamics**

- 8A - Heat and Temperature

**Topic: 10 - Oscillations**

- 10A - Oscillations

**Topic: 11 - Astrophysics and Cosmology**

- 11A - Gravitational Fields
- 11B - Space

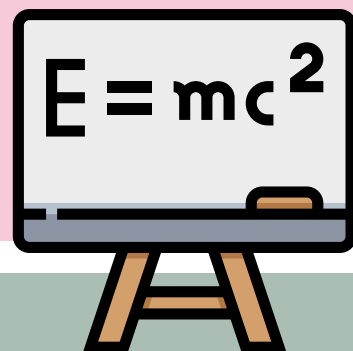
**Topic: Practical Skills for Paper 6****Topic: PAPER 5 AND 6 REVISION AND EXAMINATION PREPARATION**

### Summer

**Topic: EXAMINATION PREPARATION, REVISION AND STUDY LEAVE**

## Skill Coverage

- Analysis and interpretation of graphical data
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## Homework

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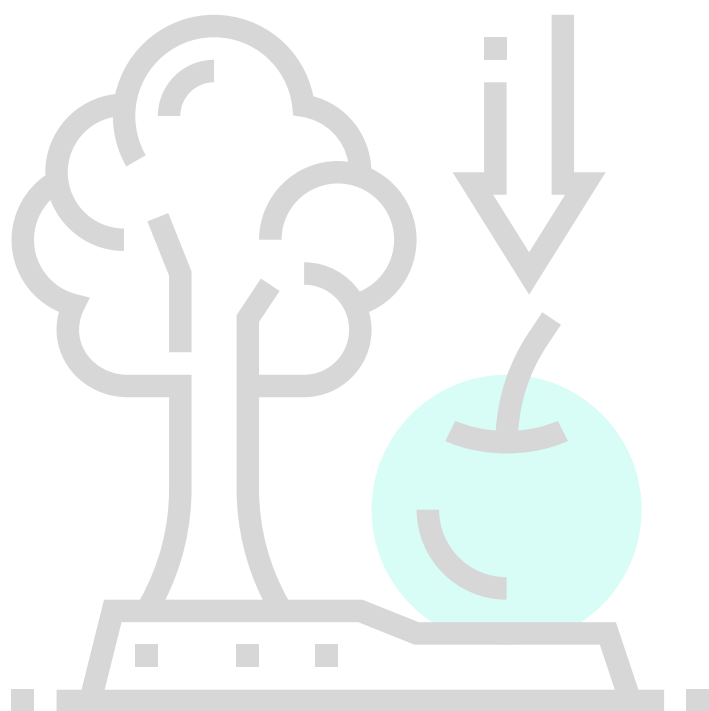
## Assessments

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- **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 4 Paper 1 Mock Exam
  - January 2023 Paper 4
  - Term 2 Paper 5 and 6 Mock Exam
  - May/June 2023 Paper 5 and 6

## Recommended Reading List

Student success in iAL 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](http://www.iop.org)
- Sixty Symbols - <http://www.sixtysymbols.com/>
- Physics World - [www.physicsworld.com](http://www.physicsworld.com)
- The Royal Society - <http://royalsociety.org>
- The Nobel Prize - <http://nobelprize.org>



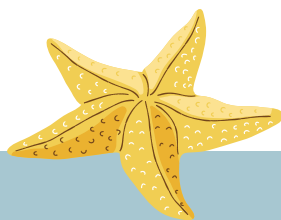
# Economics



"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"> <li>• Economies and diseconomies of scale.</li> <li>• Market structure and contestabilities.</li> <li>• Monopoly, monopsony, and perfect competition of micro economic conditions.</li> <li>• Labour markets, government intervention, globalisation. wage determination.</li> <li>• Policies of government i cause and effects of globalisation.</li> </ul>	<ul style="list-style-type: none"> <li>• Trade and global economy. Balance of payment.</li> <li>• restriction on free trade.</li> <li>• types of account and distinguish between fixed, managed and floating exchange rates.</li> <li>• international competitiveness. Poverty and inequality</li> <li>• Roles of state in macro economy</li> <li>• impact of inequality.</li> <li>• public expenditure and taxation in relation to public sector borrowings and public sector debts.</li> </ul>	<p>Growth and development in the developing and developed economies.</p> <p>REVISION.</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](http://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

Unit 1: In this unit you 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

- 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

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

Pearson BTEC International Level 3 Certificate in Travel and Tourism				
Unit number	Unit title	GLH	Type	How assessed
<b>Mandatory units – learners complete and achieve all units</b>				
<b>1</b>	The Travel and Tourism Industry	<b>90</b>	<b>Mandatory</b>	Set assignment
<b>4</b>	Customer Service in Travel and Tourism	<b>90</b>	<b>Mandatory</b>	Internal
<b>Optional units – learners complete at least two units</b>				
<b>2</b>	Worldwide Travel and Tourism Destination	<b>120</b>	<b>Optional</b>	Set assignment
<b>6</b>	Specialist Tourism	<b>60</b>	<b>Optional</b>	Internal
<b>7</b>	Sustainable Tourism	<b>60</b>	<b>Optional</b>	Internal
<b>8</b>	The Airport Experience	<b>60</b>	<b>Optional</b>	Internal
<b>9</b>	Visitor Attractions	<b>60</b>	<b>Optional</b>	Internal
<b>10</b>	Global and Domestic Passenger Transport	<b>60</b>	<b>Optional</b>	Internal
<b>11</b>	Events, Conferences and Exhibitions for the Travel and Tourism Industry	<b>60</b>	<b>Optional</b>	Internal
<b>12</b>	Investigating Overseas Working	<b>60</b>	<b>Optional</b>	Internal
<b>13</b>	Work Experience in Travel and Tourism	<b>60</b>	<b>Optional</b>	Internal
<b>14</b>	The Cruise Industry	<b>60</b>	<b>Optional</b>	Internal
<b>15</b>	Recruitment and Selection in Travel and Tourism	<b>60</b>	<b>Optional</b>	Internal
<b>16</b>	My Country as a Tourist Destination	<b>90</b>	<b>Optional</b>	Internal

# Psychology



In Grade 12, 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

#### Topic E: Developmental Psychology

- Developmental Psychology content
- Developmental Psychology studies
- Developmental Psychology research methods
- Developmental Psychology issues and debate

#### Topic F: Criminological Psychology

- Criminological Psychology content
- Criminological

### Spring

#### Topic H: Clinical Psychology

- Clinical Psychology content
- 
- Clinical Psychology studies
- Clinical Psychology research methods
- Clinical Psychology practical investigation

#### Topic I: Psychological Skills

- Research Methods
- Key issues and debate
- Key questions in society

### Summer

- Revision; paper 3 & paper 4 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

- 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 WPS03
- Edexcel AS Level Psychology WPS04

## 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

I

- 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 3 – Education

##### Education and society

- Theories about the role of education
- Education and social mobility
- Influences on the curriculum

##### Education and inequality

- Intelligence and educational attainment
- Social class and educational attainment
- Ethnicity and educational attainment
- Gender and educational attainment

### Spring

#### Paper 4 – Globalisation, Media and Religion

##### Religion

##### Religion and social order

- Religion and society
- Religion and social order
- Religion as a source of social change

##### The influence of religion

- The secularisation debate
- Gender, feminism and religion
- Religion and post-modernity

##### Media

##### Ownership and control of the media

### Summer

- Revision; paper 3 & paper 4 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

### Paper 3

Education 1 hour 15 minutes  
50 marks  
Candidates answer four compulsory questions.  
Question 4 is an essay (26 marks).  
Externally assessed  
20% of the A Level

### Paper 4

Globalisation, Media and Religion 1 hour 45 minutes  
70 marks  
Candidates answer two essay questions (35 marks each).  
Section A: Globalisation  
Section B: Media  
Section C: Religion  
Each section has two essay questions.  
Candidates select one question from two different sections.  
Externally assessed  
30% 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/](http://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/](http://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](http://www.ucl.ac.uk/why-we-post)



# Digital Media and Design

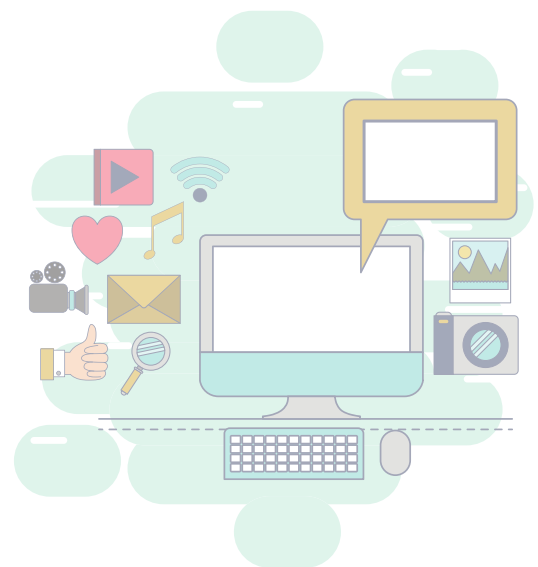
A warm welcome from the Performing Arts department, the home of expressive arts in Fine Art, Digital Media Arts and Music. The PA team at WSR are highly experienced and passion driven educators. The team provide the tools for all our students to flourish and grow, which in turn enable all to succeed; 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 3B: Moving Image
- Communicating ideas and meaning through moving images
- 2D Animation
- Stop motion animation
- 3D Animation
- Digital Film Making
- Visualising a narrative
- Composing Image sequences

### Spring

- Part 3C: Mobile Application and Multimedia Applications
- Communicating ideas and meaning through interactivity
- Website Design
- Mobile Application
- Game design and development
- Immersive experiences and interactive designs

### Summer

REVISION/preparation for the exams



## 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

### Component 3

#### Personal Investigation

100 marks (weighted to 200 marks)

This is a practical component supported by written work. Candidates research a topic or theme of their choice.

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

- a final practical outcome **and**
- written analysis (1000–1500 words)

Externally assessed

# 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

Our curriculum aims to provide Grade 12 learners with the relevant knowledge and skills in ICT. The curriculum aims to enable candidates to:

- Develop a broad range of IT skills
- Develop an understanding of the parts, use and applications of IT systems within a range of organisations, including the use of basic computer networks
- Develop an understanding of how IT systems affect society in general
- Develop an understanding of the main system life cycle and apply this understanding to workplace situations
- Develop a broad knowledge of the use of IT in workplace situations
- Be aware of new and emerging technologies
- Be aware of the role of the internet and its potential but also its risks • apply their knowledge and understanding of IT to solve problems.



## Topics / Skills Coverage

### Autumn

- Enabling technologies
- using IT systems in organisation
- Emerging Technology

### Spring

- Relational database concepts
- Database solutions
- Revision/preparation for the exams

### Summer

REVISION/preparation for the exams

## 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 will take place at the end of each unit. All submitted assessments will be marked and given appropriate feedback. Regular class work and homework will be provided to students are expected to be submitted on time as it is also be graded.

Cambridge International AS and A Level Information Technology has three assessment objectives:

- AO1 Recall, select and communicate knowledge and understanding of IT
- AO2 Apply knowledge, understanding and skills to produce IT-based solutions
- AO3 Analyse, evaluate, make reasoned judgements and present conclusions

Component	Weighting	
	AS Level	A Level
<b>Paper 1 Theory</b> <b>1 hour 45 minutes</b> This written paper tests sections 1–10 of the syllabus content. Candidates answer each question in the spaces provided on the question paper. All questions are compulsory. 90 marks	50%	25%
<b>Paper 2 Practical</b> <b>2 hours 30 minutes</b> This paper tests sections 8–10 of the syllabus content. Candidates will also need to use their previous knowledge from sections 1–7. All tasks are compulsory. Candidates must use the most appropriate software and the most appropriate methods. 110 marks	50%	25%
<b>Paper 3 Advanced Theory</b> <b>1 hour 45 minutes</b> This written paper tests sections 11–19 of the syllabus content. The content of sections 1–10 is assumed knowledge. Candidates answer each question in the spaces provided on the question paper. All questions are compulsory. 90 marks	–	25%
<b>Paper 4 Advanced Practical</b> <b>2 hours 30 minutes</b> This paper tests sections 16–19 of the syllabus content, and sections 8–9 of the syllabus content within a problem-solving context. Candidates will also need to use their previous knowledge from all sections of the syllabus. All tasks are compulsory. Candidates must use the most appropriate software and the most appropriate methods. 110 marks	–	25%

## Recommended Reading List

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



# Arabic A

## Curriculum

المنهج الوزاري

## Topics / Skills Coverage

### Autumn

النصوص الشعرية  
( أرق على أرق (المتنبي  
( على قدر أهل العزم (المتنبي  
النصوص النثرية : قصة نظرة خارج  
النافذة - حقيقة الأشياء  
الكتابة : استجابة أدبية لنص أدبية  
كتابة نص تأملي وقصة قصيرة  
النحو : الجملة  
البلاغة : علم بيان - علم بديع - علم  
المعاني

### Spring

النصوص الشعرية:شعر أندلسي  
جارك الغيث (لسان الدين بن  
الخطيب  
نثر الجو على الأرض برد (ابن  
حمديس  
النصوص النثرية : قصة السماور  
لنصوصالمعلوماتي: كيف تكشف  
المغالطات  
الكتابة : كتابة نص تأملي وقصة  
قصيرة  
النحو : الجملة  
البلاغة : علم بيان - علم بديع - علم  
المعاني

### Summer

النصوص الشعرية:شعر التفعيلة  
. إلى أمي ( محمود درويش)  
السيرة الذاتية : قلم زينب النص  
المعلوماتي : الغرافين مادة المستقبل  
الكتابة : كتابة سيرة غيرية  
كتابة استجابة أدبية  
النحو : المنصوبات  
البلاغة : علم بيان - علم بديع - علم  
المعاني

## Homework

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

## Assessments

- 1- المسح التشخيصي
- 2- . التقييم من خلال أوراق العمل الورقية والإلكترونية
- تقييم أسبوعي لمهارات القراءة والكتابة والإملاء -2
- تقيم شهري لما تم تدريسه بعد كل وحدة -2
- 3- امتحانات الميث ترم
- 4- .. امتحانات نهاية كل ترم

## Recommended Reading List

### 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.comhttps://sites.google.com/site/mihfadha/facebook/tdrybatlyalknayte>



# Arabic B

## Curriculum

Ministerial curriculum

## Topics / Skills Coverage

### Autumn

العناية بالصحة

### 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](http://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.

**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 Nur Part 1
- Extremism

#### Writing, Application & Research

- Separation of Spouses
- Divine Laws
- Responsibility in Islam

### Spring

#### Reading, Listening & Memorization

- Divine Revelation
  - Surah Al Nur Part 2
- Five purposes of Legislation

#### Writing, Application & Research

- Social Media & conduct
- Prophet's Methodology in Health care
- National service is a Sharia Duty

### Summer

#### Reading, Listening & Memorization

- Divine Revelation
  - Surah Al Nur Part 3
- Creative Thinking in Islam

#### Writing, Application & Research

- Fiqh of Priorities on the basis of purposes
- Globalization
- Tolerance towards people of different Faith
- Sheikh Zayed Bin Sultan

## 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](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](http://www.sultan.org) (Discover a real Islam)



# 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

Unit 1 Ethics in Real Life  
1.What is corruption and in what Areas Does it Take Place?  
2.Why does Corruption occur?  
3.What is the impact of Corruption?  
4.What sort of Unethical Behavior Exists in Education?  
5.Dealing with Global Ethical Challenges.  
6.How can you promote Ethical and Anti-Corruption behavior in yourself and Others?

### Spring

Unit 1:Managing Real- World Finance  
1.What are the advantages and disadvantages of saving and investment?  
2.What are the Moral questions surrounding Financial management?  
3.How does the Financial system Work and what role does Government Have in Regulating the Financial system?

### Summer

Project submission on any one topic  
Study leave

## Topics / Skills Coverage

### Autumn

Unit 2 Managing Real-World Finances

- 1.What does it mean to be a 'Smart Consumer'?
- 2.What are the main features of Sound Financial Management?
- 3.What are the different forms of Borrowing and Lending?
- 4.What are the advantages and disadvantages of saving and investment?
- 5.What are the Moral Questions Surrounding Financial Management?
- 6.How does the financial system work and What role does Government Have in

### Spring

Unit 2 :Living a Moral Life

- 1.Introducing the project
- 2.Project Learning Outcomes and how to achieve them
- 3.Key Information -deadlines and Timescales

Unit 3 Background Research

- 1.Introduction to research Methods
- 2.The Research Proposal
- 3.Literature Review

Skills: critical analysis, academic and report writing, self awareness  
Worksheets, proposal drafts, MCQ, Essay questions

### Summer

## 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 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

#### 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 as a 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

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

- 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](http://www.teachpe.com)

[www.pecentral.org](http://www.pecentral.org)

[www.pelinks4u.org](http://www.pelinks4u.org)

[www.education.com](http://www.education.com)

[www.physicaleducationupdate.com](http://www.physicaleducationupdate.com)