

# CURRICULUM BOOKLET

Important information and curriculum overview for parents and students of GRADE 10

## WHAT'S INSIDE

Our Vision for our students

**PAGE 1**

Meet the team and tips for parents

**PAGE 2**

Uniform Code

**PAGE 3**

Behaviour Expectations

**PAGE 4**

Subject Curriculum Overviews

**PAGE 7 ONWARDS**



## 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 10, the Senior Leadership Team, Pastoral Leaders and Heads of Faculty; their expectations and aspirations for your children. This booklet will also serve as a guide and to provide individual subject curriculum information.

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



## Meet the team

### Form Tutors

Mr. Mojeed Olajire - [mojeed.o\\_wsr@gemsedu.com](mailto:mojeed.o_wsr@gemsedu.com)  
Mr. Prathapa Jacob - [prathapa.j\\_wsr@gemsedu.com](mailto:prathapa.j_wsr@gemsedu.com)  
Ms. Anna Hernandez - [anna.h\\_wsr@gemsedu.com](mailto:anna.h_wsr@gemsedu.com)  
Ms. Camela Rezada - [camela.r\\_wsr@gemsedu.com](mailto:camela.r_wsr@gemsedu.com)

### Pastoral Leaders

Ms. Renuka Nair - [renuka.n\\_wsr@gemsedu.com](mailto:renuka.n_wsr@gemsedu.com)  
Ms. Dhanya Surendradas - [dhanya.s\\_wsr@gemsedu.com](mailto:dhanya.s_wsr@gemsedu.com)

### Director of Learning KS4

Ms. Rhea Lawrence - [rheamarina.l\\_wsr@gemsedu.com](mailto:rheamarina.l_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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" I will be working with students in KS4 not only to help them achieve top grades in their upcoming IGCSE exams but also to prepare them for Sixth Form and life at University. Always remember to aim high. The higher the better. Don't let anything stand in your way. "

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Rhea Lawrence  
**HEAD OF KEY STAGE 4**



# Our Uniform Code

## Boys:

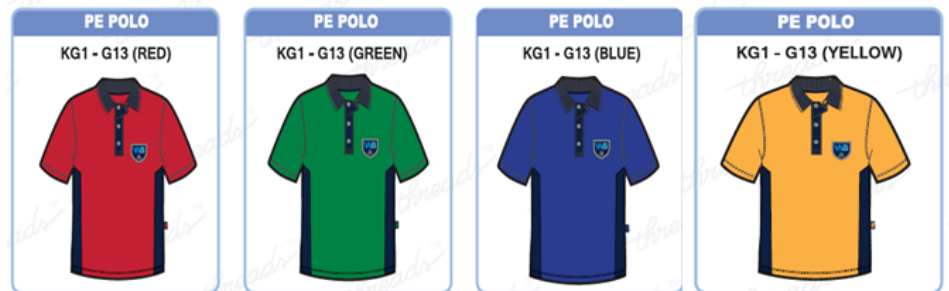


## Girls:



## Regular Uniform

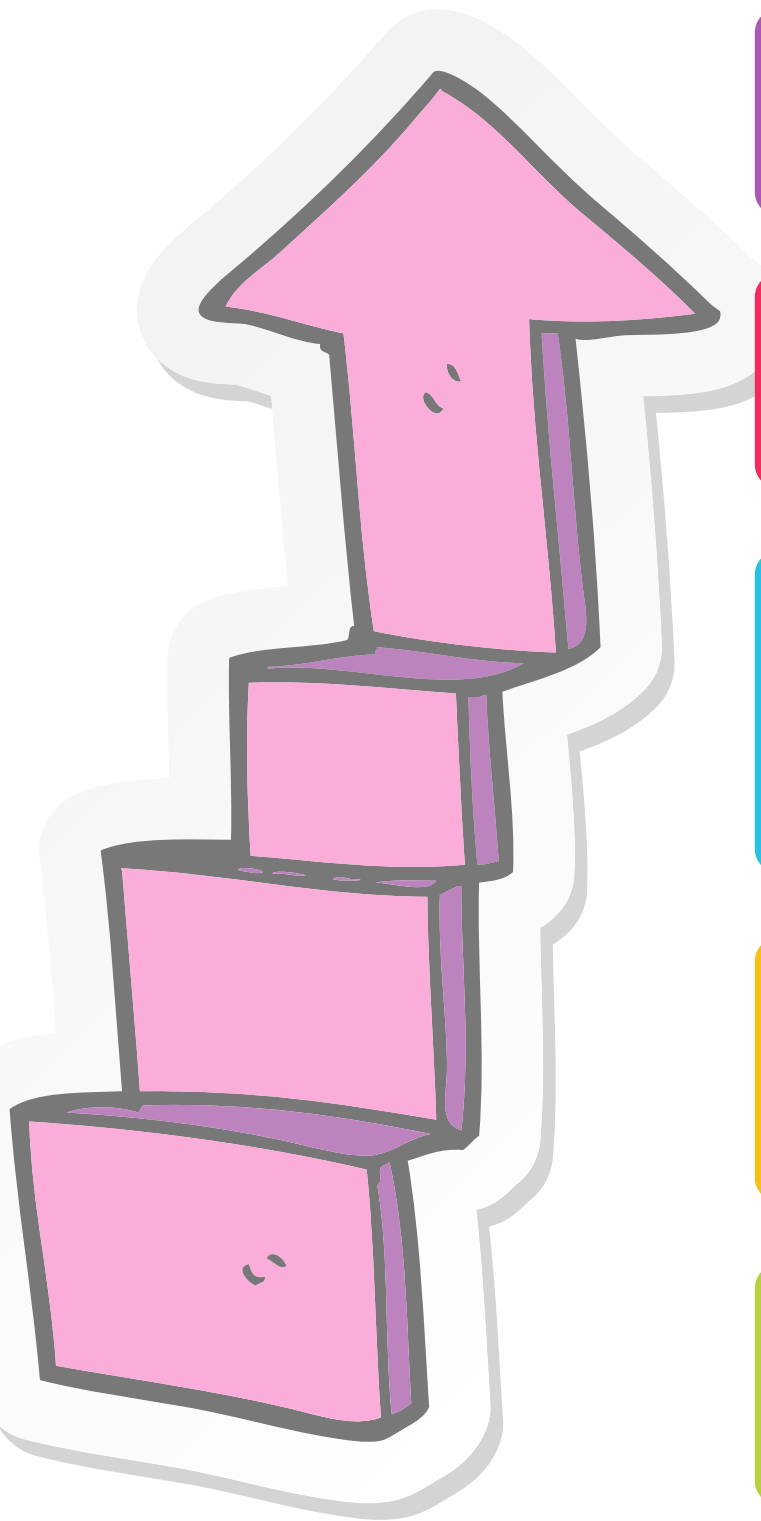
## Boys and Girls:



## P.E Uniform



# Our Rewards System



**PRINCIPAL'S AWARD**  
Chosen by SLT members

**PASTORAL LEADER AWARD**  
Chosen by Departments

**TUTOR GROUP OF THE WEEK**  
Tutor Group with Highest  
Achievement Points

Improvement  
**STUDENT OF THE WEEK**  
Highest Achievement Points  
Difference

Achievement  
**STUDENT OF THE WEEK**  
Highest Achievement Points



# Behaviour Expectations

**0-10 Behaviour Points**  
Report to Form Tutor  
**Sanction:** One 2nd  
break detention

**11-20 Behaviour Points**  
Report to Pastoral Leader  
**Sanction:** One weeks'  
2nd break detention

Any student with **30+**  
**Behaviour Points** will  
also have to meet Ms.  
Hassina and sign a  
**CONTRACT.**  
**File opened with**  
**MINISTRY**

**40+ Behaviour Points**  
Report to HOS  
**Sanction:** Thursday after  
school detention (1 Hour)  
Behaviour Panel with SLT

**21-30 Behaviour Points**  
Report to DOL  
**Sanction:** One weeks'  
2nd break detention and  
no P.E.

Report to DHOS  
**Sanction:** Thursday after  
school detention (1 Hour)  
**31-40 Behaviour Points**

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

# COVID - 19 RULES

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

## **WARNING:**

Form Tutor / Parent informed  
1 Behaviour Point

## **FINAL WARNING:**

Form Tutor / Parent informed  
3 Behaviour Points

**REMOTE LEARNING  
ONLY**

# English (ESL and EFL)



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

*- Fathima Bathool, Curriculum Leader - English*

## Curriculum

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

The English Department at WSR focusses on improving students' listening, speaking, reading and writing skills because students, who do not learn to speak, read, write fluently and confidently are effectively disenfranchised. They should understand and use age-appropriate vocabulary, including linguistic and literary terminology, for discussing their reading, writing and spoken language. This involves consolidation, practice and discussion of language. Grade 10 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.

In order to best suit the needs of our students, we have two streams of English lessons. The majority of students will be in English as a Second Language, while some will be placed in English as a First language. These two streams have been created in order to tailor our teaching to the needs of the students. Neither stream is fixed; we want to be as flexible as possible to the needs of the students, so we will move them if we see they need further support or more challenge.

In ESL, students will focus on the skills required to access their learning in all subjects, as well as give them greater support in their reading, writing, speaking and listening skills. The lessons will follow a theme that allows the students to work on each of these areas.

The EFL course is designed for students who have a secure grasp of spoken English and are fairly able with academic English use. The lessons for these students will focus on the same skills being delivered to the other students, but at a deeper level. The lessons will also follow a theme, but this is likely to be different to the theme followed by the ESL students. Literature Students at WSR will follow the Oxford AQA International GCSE in English. Literature which enable students to engage with and develop the ability to read, understand and respond to a wide range of literary texts from around the world.

Below is a matrix that presents the spread and alignment of the language and literacy domains with Grade 10 (EFL & Lit.) students:

## Topics / Skills Coverage

### Autumn

#### English as a First Lang

1A-

**Language:** Reading paper- Purpose, Audience and Form.

**Literature:** To Kill a Mockingbird

1B-

**Language:** Writing Paper- Narrative, Descriptive and Discursive writing;

**Literature:** An Inspector calls

#### English as a Second Lang

1A-

Descriptive writing, Blog entry, Diary entry, Report writing, Article writing, Informal / Formal letter writing

1B-

Speaking practice lessons

### Spring

#### English as a First Lang

2A-

Revision and mocks;

Closing the gap;

Poetry

2B-

Revision and mocks;

Closing the gap;

Poetry

#### English as a Second Lang

2A-

Reading: Skimming and Scanning, Inference and Deduction

2B-

Listening practice lessons

### Summer

STUDY LEAVE

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:

Baseline  
assessment



Weekly  
assessments



Mid-Term  
Exam



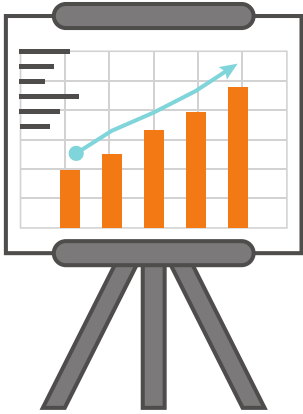
MOCK 1  
Exam



MOCK 2  
Exam



**IGCSE  
Exam**



*Maximising potential*

## Recommended Reading List

### **English as a First Language**

- Through the Tunnel - Doris Lessing
- Great Expectations - Charles Dicken
- Specification (Language) - <https://cf.oxfordqaexams.org.uk/oaqaresources/specifications/oxfordqa-international-gcse-english-language-specification.pdf>
- Specification (Literature) - <https://cf.oxfordqaexams.org.uk/oaqaresources/specifications/oxfordqa-international-gcse-english-literature-specification.pdf>

### **English as a Second Language**

- Sandpiper - Ahdaf Soueif
- Purple Hibiscus - Chimamanda Ngozi Adichie
- Specification <https://cf.oxfordqaexams.org.uk/oaqaresources/specifications/oxfordqa-international-gcse-english-as-a-second-language-specification.pdf>

# Mathematics

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

- Prince George, Curriculum Leader - Maths



## Curriculum

Students are taught in line with the GCSE Framework for Teaching Mathematics. The Edexcel examination boards offer International GCSE. Students will develop knowledge, skills and understanding of mathematical methods and concepts, including working with Numbers, Algebra, Geometry, Measures, Statistics and Probability. The specification offers a Foundation and a Higher curriculum. There are two question papers, at both curricula, which cover all course material.

## Topics / Skills Coverage

### Autumn

Autumn 1

**Shape and space 7:** Solids and similar shapes

**Sets 3:** Conditional probability using venn diagrams

**Number 8:** Converting between units of Length, Area and Volume, Compound measures

**Algebra 8:** Functions: Domain and range, Composite functions, Inverse of a function

### Spring

Spring 1

**Graphs 7:** Using graphs to solve quadratic equations  
Using graphs to solve non-linear simultaneous equations

**Shape and space 8:** Vector and vector notation, Multiplication of a vector by a scalar, Vector geometry

**Handling data 5:** Combined events

### Summer

STUDY LEAVE

## Autumn

Autumn 2

**Graphs 7:** Using graphs to solve quadratic equations, Using graphs to solve non-linear simultaneous equations

**Shape and space 8:** Vector and vector notation, Multiplication of a vector by a scalar, Vector geometry

**Handling data 5:** Combined events, Independent events and tree diagrams

**Algebra 9:** Solving two linear and non-linear simultaneous equations

**Graphs 8:** Gradient of a curve at a point

Translating, reflecting and stretching graphs

**Shape and space 9:** 3D trigonometry

**Handling data 6:** Drawing and interpreting histograms.

## Spring

Independent events and tree diagrams

**Algebra 9:** Solving two linear and non-linear simultaneous equations

**Graphs 8:** Gradient of a curve at a point

Translating, reflecting and stretching graphs

**Shape and space 9:** 3D trigonometry

**Handling data 6:** Drawing and interpreting histograms

Spring 2

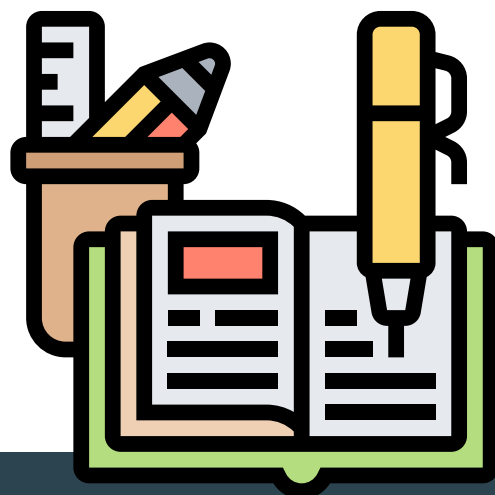
preparatory exams and revision

## Summer

STUDY LEAVE

## Homework

Students are expected to complete the class work, homework and the online (via Myimaths, google classroom, Sam learning) tasks given by the teacher in a timely manner. There will be extra lessons for students to catch up with their peers after school. There would be intervention classes and break time sessions to improve the performance of all the students.



## Assessments

Students begin learning the syllabus at the beginning of Grade 8 and take the test at the end of Grade 10. In Grade 10 you will be working through different modules and will be given regular assessments to identify and address any weaknesses or misconceptions. Throughout the course, there will be revision lessons and weekend worksheets to help prepare you for the exams.

Questions in assessments will be less clearly structured and more open-ended, frequently set within real-world contexts. Calculators are allowed throughout the assessment. There will be assessments in the beginning of the year (Base line) unit tests, Mid term, End of term and Mock Exams.



## Recommended Reading List

Students are encouraged to start solving exam style questions from past papers using following links:

<https://www.savemyexams.co.uk/igcse/>

<https://mathsmadeeasy.co.uk/gcse-maths-revision/igcse/>

<https://www.physicsandmathstutor.com/past-papers/gcse-maths/>

<https://www.mathsgenie.co.uk/grade2.html>



# 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

Our KS4 Biology curriculum aims to continue with the process of building upon and deepening scientific knowledge and understanding of ideas developed in KS3 and earlier key stages. 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 develop a sense of excitement and curiosity about natural phenomena. Students will be encouraged to understand how Biology can be used to explain what is occurring in the world around them, predict how things will behave, and analyse causes.

Grade 10 students will complete their studies of the Pearson EDEXCEL 9-1 iGCSE Biology specification, a three-year course culminating in two examination papers in May/June 2021. This specification is designed to ensure good preparation both for students looking to continue to more advanced courses in Biology and for those who wish to work in a scientific field. This course enables students to develop a wide range of skills from those required for practical and experimental science to analytical, problem solving and mathematical skills.

## Topics / Skills Coverage

### Autumn

Topic: 5 - Variation and Selection

19. Natural Selection and Evolution

20. Selective Breeding

Topic: 2 - Animal Physiology

9. Reproduction in Humans

Topic: PAPER 1 REVISION AND EXAM PREPARATION

### Spring

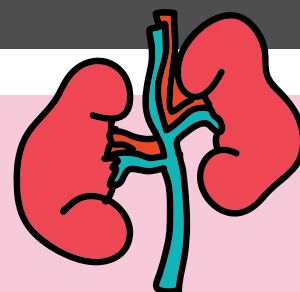
Topic: PAPER 1 AND 2 REVISION AND EXAM PREPARATION

### Summer

STUDY LEAVE

#### Skills:

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



## Homework

Students should expect to be set a variety of engaging homework tasks that aim to develop their independent learning skills and prepare them for their summer examinations. These may include developing research skills, consolidation and application of class-based learning or revision activities. They will be set one homework task per week for Biology which should take 40-60 minutes to complete however students should also be encouraged to organise their own revision and exam preparation schedule.

## Assessments

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



## Recommended Reading List

Student success in Biology can be 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:

- **BBC Bitesize:** <https://www.bbc.co.uk/bitesize/examspecs/zcq2j6f>
- **Save My Exams:** <https://www.savemyexams.co.uk/igcse-biology-edexcel-new/revision-notes/>
- **Physics and Maths Tutor:** <https://www.physicsandmathstutor.com/biology-revision/igcse-edexcel/>
- **Seneca Learning:** <https://senecalearning.com/en-GB/>
- **Quizlet:** <https://quizlet.com/28838474/edexcel-igcse-biology-revision-flash-cards/>
- **GCSE Pod:** <https://www.gcsepod.com/>

# Chemistry

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

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

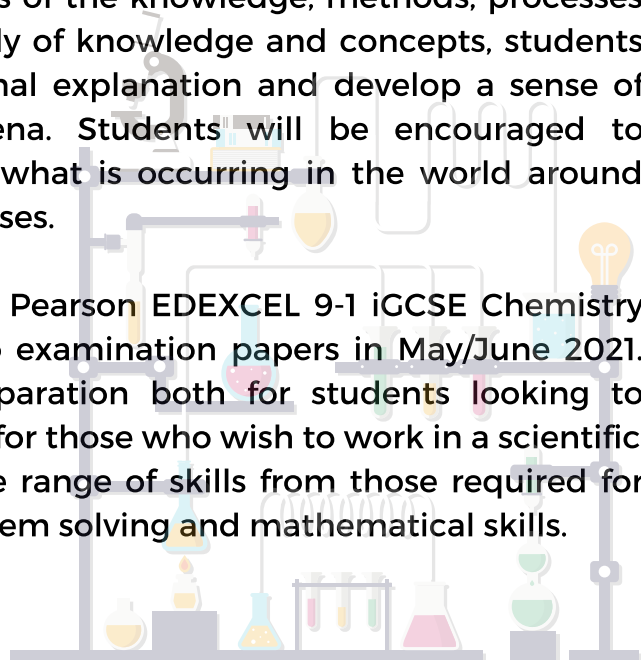
- Emma Fox, Curriculum Leader - Science



## Curriculum

Our KS4 Chemistry curriculum aims to continue with the process of building upon and deepening scientific knowledge and understanding of ideas developed in KS3 and earlier key stages. 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 develop a sense of excitement and curiosity about natural phenomena. Students will be encouraged to understand how Chemistry can be used to explain what is occurring in the world around them, predict how things will behave, and analyse causes.

Grade 10 students will complete their studies of the Pearson EDEXCEL 9-1 iGCSE Chemistry specification, a three-year course culminating in two examination papers in May/June 2021. This specification is designed to ensure good preparation both for students looking to continue to more advanced courses in Chemistry and for those who wish to work in a scientific field. This course enables students to develop a wide range of skills from those required for practical and experimental science to analytical, problem solving and mathematical skills.





## Topics / Skills Coverage

### Autumn

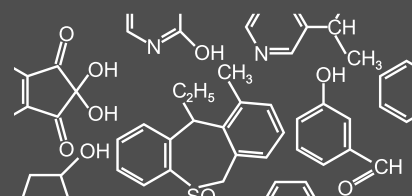
Topic: 4 - Organic Chemistry  
22. Introduction to Organic Chemis  
23. Crude oil  
24. Alkanes  
25. Alkenes  
26. Alcohols  
27. Carboxylic Acids  
28. Esters  
29. Synthetic Polymers  
Topic: 3 - Physical Chemistry  
19. Energetics  
20. Rates of Reaction  
21. Reversible Reactions and Equilibria  
Revision and Exam Preparation

### Spring

Topic: PAPER 1 AND 2  
REVISION AND EXAM  
PREPARATION

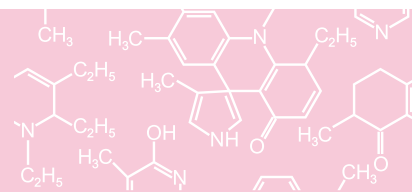
### Summer

STUDY LEAVE



### Skills:

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



## Homework

Students should expect to be set a variety of engaging homework tasks that aim to develop their independent learning skills, these may include developing research skills or consolidation and application of class-based learning. They will be set one homework task per week for Chemistry which should take 30-40 minutes to complete.

## Assessments

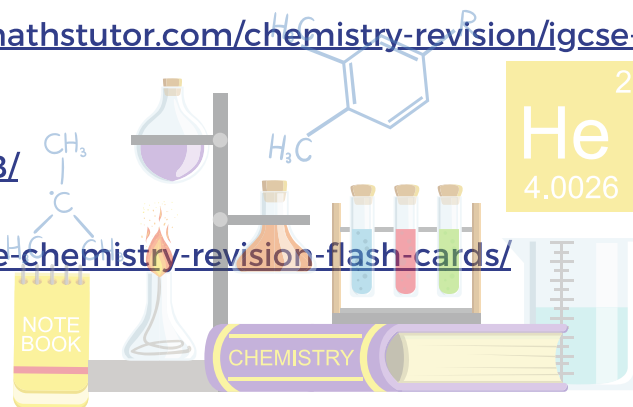
- **Baseline Assessments**- conducted at the start of the term 1 as a diagnostic tool to monitor progress, set targets and inform planning.
- **Formative Assessment** – in class progress tests conducted by class teachers every fortnight in order to regularly monitor student progress.
- **Summative Assessment**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



## Recommended Reading List

Student success in Biology can be 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:

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- **Save My Exams:** <https://www.savemyexams.co.uk/igcse-chemistry-edexcel-new/revision-notes/>
- **Physics and Maths Tutor:** <https://www.physicsandmathstutor.com/chemistry-revision/igcse-edexcel/>
- **Seneca Learning:** <https://senecalearning.com/en-GB/>
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- **GCSE Pod:** <https://www.gcsepod.com/>



# Physics

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- Emma Fox, Curriculum Leader - Science



## Curriculum

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Grade 10 students will complete their studies of the Pearson EDEXCEL 9-1 iGCSE Physics specification, a three-year course culminating in two examination papers in May/June 2021. This specification is designed to ensure good preparation both for students looking to continue to more advanced courses in Physics and for those who wish to work in a scientific field. This course enables students to develop a wide range of skills from those required for practical and experimental science to analytical, problem solving and mathematical skills.

## Topics / Skills Coverage

### Autumn

Topic: PAPER 1 REVISION AND EXAMINATION PREPARATION

### Spring

Topic: PAPER 1 AND 2 REVISION AND EXAM PREPARATION

### Summer

STUDY LEAVE

#### Skills:

- Analysis and Interpretation of Graphical Data
- Reasoning
- Problem Solving
- Application of Knowledge for Critical Thinking
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- Language Acquisition
- Mathematical Skills
- Independent Learning Skills
- Extended Writing
- Evaluation of Data for Accuracy and Validity

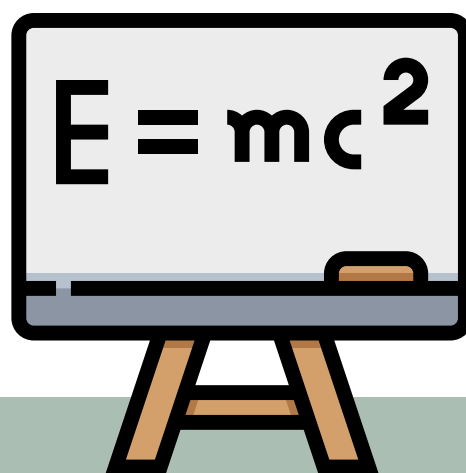
## Homework

Students should expect to be set a variety of engaging homework tasks that aim to develop their independent learning skills and prepare them for their summer examinations. These may include developing research skills, consolidation and application of class-based learning or revision activities. They will be set one homework task per week for Physics which should take 40-60 minutes to complete however students should also be encouraged to organise their own revision and exam preparation schedule.



## Assessments

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- **Save My Exams:** <https://www.savemyexams.co.uk/igcse-physics-edexcel-new/revision-notes/>
- **Physics and Maths Tutor:** <https://www.physicsandmathstutor.com/physics-revision/igcse-edexcel/>
- **Seneca Learning:** <https://senecalearning.com/en-GB/>
- **Quizlet:** <https://quizlet.com/28838474/edexcel-igcse-physics-revision-flash-cards/>
- **GCSE Pod:** <https://www.gcsepod.com/>

# 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 or how different business contexts affect business decisions or the use and limitation of quantitative and qualitative data

## Topics / Skills Coverage

### Autumn

Sources of finance  
Cash flow forecasting  
Costs  
Break-Even  
Statement of comprehensive income

### Spring

Ratio analysis  
The use of financial documents  
Organisation structure and employees  
Departmental function  
Lean Production  
Quality

### Summer

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

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/>



# Geography



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

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

*- Esther Sylvester, Curriculum Leader - Humanities*

## Curriculum

The Curriculum for geography aims to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time are competent in the geographical skills needed to:
- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.



## Topics / Skills Coverage

### Autumn

#### SECTION C: GLOBAL ISSUES

#### Chapter 8: GLOBALISATION AND MIGRATION

The rise of the global economy

The roles of global institutions

The growing volume of migration

The impacts of global tourism

Geopolitical relationships

Managing migration

Making tourism more sustainable

Case studies

#### Chapter 9: DEVELOPMENT AND HUMAN WELFARE

Defining development and human welfare

Contributors to development and human welfare.

Measuring development and quality of life

Skills: Describing and explaining economics and economic systems, Civic understanding and participation, Collaboration, communication and creativity.

### Spring

#### Chapter 9: DEVELOPMENT AND HUMAN WELFARE

Uneven development

The impacts of uneven development

Demographic characteristics of countries at different levels of development.

Strategies to reduce uneven development

Closing the development gap.

Contrasting approaches to the promotion of development

Case studies

#### Chapter 7: FRAGILE ENVIRONMENTS AND CLIMATE CHANGE

Fragile environments

Causes of desertification and deforestation

The causes of climate change

Skills: Comparing and understanding events and relationships in context, Collaboration, communication and creativity.

### Summer

#### Chapter 7: FRAGILE ENVIRONMENTS AND CLIMATE CHANGE

The impacts of desertification

The impacts of climate change

Dealing with desertification

Managing rain forests in a sustainable way.

Responses to global warming and climate change

Case studies

Skills:

Communicating knowledge, research conclusions, and ideas in written, oral, and visual forms, Geographic reasoning and use of geographic tools



## Homework

This is set weekly for all students.

Online platforms (SAM learning, quizizz and Google classroom)

Tasks using grids to recognize patterns and data,

Presentation comparing MEDC / LEDC, to create own project-cause and effect, TNC, data analysis, case study and conducting an investigation.

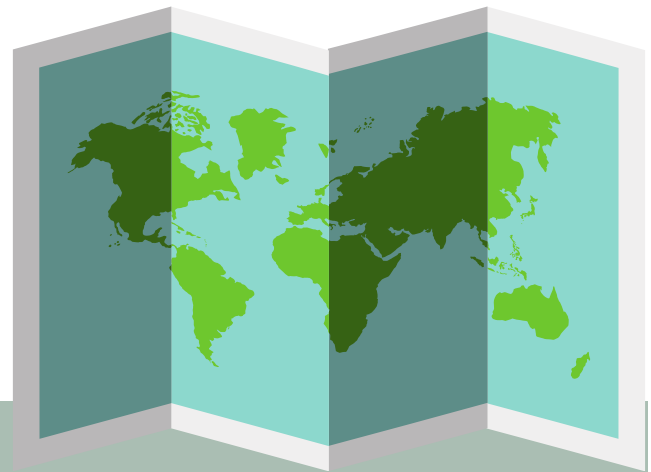
## Assessments

1. Diagnostic assessment:- This is a short test taken in the of a session (Base-line test)
2. Formative assessment- this is used to check the progress of students (Every 2/3 weeks)
3. Summative assessments (MOCK Assessments)
4. **Edexcel International GCSE Paper 1: Physical Geography (70 marks)**

Section A = 50 Marks, Section B = 20 Marks: Total For Paper 1 = 70 Marks

**Edexcel International GCSE Paper 2: Human Geography (105 marks)**

Section A = 50 Marks, Section B = 20 Marks, Section C = 35 Marks: Total For Paper2 = 105 Marks



## Recommended Reading List

Ø **Edexcel International GCSE (9-1) geography. Student Book**

Ø <http://igeogers.weebly.com/human-geography>

Ø <https://www.thegeographeronline.net/>

Ø **Prisoners of Geography–Tim Marshall** <https://www.amazon.co.uk/Prisoners-Geography-Everything-Global-Politics/dp/1783961414>

Ø **India BBC news** <https://www.bbc.co.uk/news/world/asia/india>

Ø **Around the word in 80 days–Michael Palin**

<https://www.themichaelpalin.com/shop/dvds/tv-series-dvd/aroundthe-world-in-80-days/>



# 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 syllabus combines theoretical and practical studies focusing on the ability to use common software applications to solve problems, including word processors, spreadsheets, databases, interactive presentation software, web browsers and website design. Learners analyse, design, implement, test and evaluate ICT systems, ensuring that they are fit for purpose.



## Topics / Skills Coverage

### Autumn

Chapter 18 – Data Manipulation  
Chapter 17 – Document Production  
Chapter 19 - Presentation

### Spring

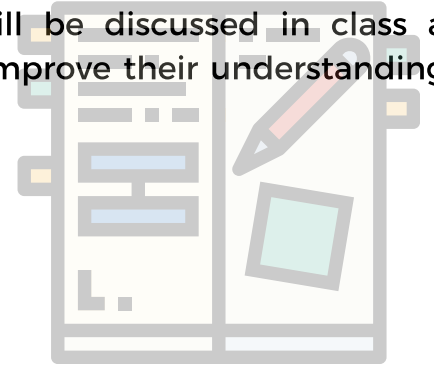
Chapter 1 to 10 – Theory  
Chapter 21 – Website Authoring  
Chapter 20 – Data Analysis

### Summer

STUDY LEAVE

## 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 half term. Students are expected to have completed their work for that term. All students will have been given an opportunity to improve their work during the term. All work submitted will be marked and given appropriate feedback. Regular class work and homework will be provided to students. Students will need to submit them in time as classwork/homework will be assessed. Weekly classwork, Group Activity, Project work, and Practical will all be a part of the student's assessment.



## Recommended Reading List

<https://www.ictlounge.com/>

<https://mrlawsonsclassroom.weebly.com/igcse-ict.html>

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

# Arabic A

## Curriculum

المنهج الوزاري

## Topics / Skills Coverage

### Autumn

النصوص الشعرية : إذا المرء لم يدنس -  
بان الخليط )  
النصوص النثرية : قصة مصباح الحمام  
الكتابة : استجابة على قصة  
- . كتابة سيرة ذاتية  
- النحو : صيغة المبالغة - الصفة المشبهة  
البلغة : الاستعارة

### Spring

النصوص الشعرية: قصيدة حلل الربيع  
أنا من بدّل الصّحْب بالكتّابا (أحمد  
شوقي  
).  
( حسن الخلق (سورة القلم  
النصوص النثرية : قصة الكرتونة: الفيس  
بوك والعقل  
- الجمعي  
الكتابة : تلخيص  
النحو : أسلوب الاستثناء - أسلوب  
- الاختصاص  
- البلغة : المقابلة والطباق

### Summer

النصوص الشعرية : قصيدة شيخ  
العرب  
النصوص النثرية الطبيعة مدرسة  
كيف أنقذتي الكتابة  
الكتابة : عرض مقالي عن شاعر أو  
روائي  
النحو : مراجعة  
البلغة : تطبيقات

## Homework

لبحث عن طريق الإنترنت نت عن موضوعات وقضايا لكتابة مقالات وأوراق عمل ورقية وإلكترونية  
- 1

## Assessments

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

## Recommended Reading List

<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>

يمكن الاستعانة بمكتبة المدرسة للحصول على هذه الكتب التي تساعدكم على كتابة المقالات والوصف والسرد وتثقل معرفتهم باللغة العربية والهوية الإماراتية :

1- كتاب كيلة

. 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

6- كتاب

مسيرة الإمارات



# Arabic B

## Curriculum

المنهج الوزاري

## Topics / Skills Coverage

### Autumn

النصوص الشعرية : إذا المرء لم يدنس -  
بان الخليط )  
النصوص النثرية : قصة مصباح الحمام  
الكتابة : استجابة على قصة  
- . كتابة سيرة ذاتية  
- النحو : صيغة المبالغة - الصفة المشبهة  
البلغة : الاستعارة

### Spring

النصوص الشعرية: قصيدة حلل الربيع  
أنا من بدّل الصّحْب بالكتّابا (أحمد  
شوقي  
)  
( حسن الخلق (سورة القلم  
النصوص النثرية : قصة الكرتونة: الفيس  
بوك والعقل  
- الجمعي  
الكتابة : تلخيص  
النحو : أسلوب الاستثناء - أسلوب  
- الاختصاص  
- البلغة : المقابلة والطباق

### Summer

النصوص الشعرية : قصيدة شيخ  
العرب  
النصوص النثرية الطبيعة مدرسة  
. كيف أنقذتي الكتابة  
الكتابة : عرض مقالي عن شاعر أو  
. روائي  
النحو : مراجعة  
. البلغة : تطبيقات

## Homework

البحث عن طريق الإنترنت نت عن موضوعات وقضايا لكتابة مقالات وأوراق عمل ورقية وإلكترونية  
- 1

## Assessments

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

## Recommended Reading List

<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>

يمكن الاستعانة بمكتبة المدرسة للحصول على هذه الكتب التي تساعدكم على كتابة المقالات والوصف والسرد وتثقل معرفتهم باللغة العربية والهوية الإماراتية :

1- كتاب كيلة

. 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

6- كتاب

مسيرة الإمارات

# Islamic Studies A and B

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

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

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

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

*- Saima Naz, Curriculum Leader - Islamic Studies*

## Curriculum

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

**Aim of Islamic Curriculum:**

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

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

**Themes & Standards of the Islamic Education Curriculum**

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

## Topics / Skills Coverage

### Autumn

Reading, Listening & Memorization

- Divine Revelation Surah Al Kahf Part 1
- Makkan & Madinan Qur'an

Writing, Application & Research

- Juristic Fiqh Schools
- Stages of The collection of Qur'an
- Methodology of Thinking in Islam

### Spring

Reading, Listening & Memorization

- Divine Revelation Surah Al Kahf Part 2
- Prophet's Sunnah

Writing, Application & Research

- Human Development in Islam
- Differences among Jurists
- Prophet's Methodology in Da'wah

### Summer

Reading, Listening & Memorization

- Divine Revelation Surah Al Kahf Part 3
- Recording Sunnah

Writing, Application & Research

- Rulings on Marriage
- Scholars efforts in Preserving Sunnah
- Tolerance Jihad in the cause of Allah

## 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.

# PSHE

## Curriculum

Seal Community-based school curriculum

## Topics / Skills Coverage

### Autumn

The importance of hygiene  
The positive and negative effects of physical health  
Nutrition  
The importance of mental health  
Fair, unfair and ethical decision-making  
Different types of abuse  
Human rights  
Bullying

Skills: Personal Care, Managing Risk, Recognizing distorted thinking, Critical Thinking, Problem solving, Independent Learning, Language Acquisition

### Spring

Immunizations and vaccinations  
Body image issues  
Helpful feedback and unhelpful criticism  
Cultural Diversity  
Media literacy

Skills: Personal Care, Managing Risk, Recognizing distorted thinking, Critical Thinking, Problem solving, Independent Learning, Language Acquisition

### Summer

Revision and Exam preparation

## Homework

- This is set weekly for all students.
- Online platform Activities and Quizzes (SAM learning, Quizzes and Google classroom)
- Class, group and Individual projects, Research, PowerPoint Presentation
- Draw mind map.

## Assessments

- Diagnostic assessment:
- Formative assessment
- Summative assessments

## Recommended Reading List

- Seal Community: <http://www.sealcommunity.org/>
- The School Run: <https://www.theschoolrun.com/national-curriculum-pshe-explained#:~:text=PSHE%20stands%20for%20Personal%2C%20Social,your%20child's%20national%20curriculum%20learning.>
- PSHE Association: <https://www.pshe-association.org.uk/>
- TedX: <https://www.ted.com/talks?topics%5B%5D=animation>



# 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

sEthics and the global economy  
1:- what is meant by economy and globalisation?  
2:- what are the benefits and costs of globalisation  
3:- what is meant by inequality.  
Ethics and global economy (character and morality)  
4:- what is fair trade?  
5:- what are the ethical consequences of our own consumer choices?  
6:- what is socially responsible investing?

### Spring

Intercultural Relationships  
1:- what is visible and invisible culture?  
2:- what are the different approaches to understanding cultures?  
3:- what is the role of communication within groups of people?  
4:- what are the challenges to intercultural communication  
5:- what is the difference between real and pseudo listening?  
6:- Values for intercultural communication

### 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 student's assessment.

# Physical Education



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

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

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

## Curriculum

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

### PE aims to help students:

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

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

# Topics / Skills Coverage

## Autumn

### BOYS:

**HEALTH, FITNESS TRAINING**  
Skills- Components of fitness, Reason for fitness testing, Method of training

### FOOTBALL

Skills- passing, trapping, shooting, dribbling.

### FOOTBALL

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

### VOLLEYBALL

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

## Spring

### ATHLETICS

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

### BASKETBALL

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

### CRICKET

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

## Summer

### BADMINTON

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

### TABLE-TENNIS

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

### SPORTS SCIENCE

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

## Autumn

### GIRLS:

### HEALTH, FITNESS AND TRAINING

Skills- Components of fitness, Reason for fitness testing, Method of training

### VOLLEYBALL

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

### BADMINTON

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

## Spring

### ATHLETICS

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

### FOOTBALL

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

### HOCKEY

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

### BASKETBALL

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

## Summer

### TABLE TENNIS

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

### SPORTS SCIENCE

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

## Assessments

Assessment will take place at the end of each half term. Students are expected to have completed their work for that term. All students will have been given an opportunity to improve their work during the term. All work submitted will be marked and given appropriate feedback. Regular class work and homework will be provided to students. Students will need to submit them in time as classwork/homework will be assessed. Weekly classwork, Group Activity, Project work, and Practical will all be a part of the students Assessment.

## Recommended Reading List

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

[www.teachpe.com](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)