

CURRICULUM BOOKLET

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

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Our Vision for our students

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

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

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



Meet the team

Form Tutors

Mr. Lemuel Bustamante - lemuel.b_wsr@gemsedu.com

Ms. Emma Fox - emma.f_wsr@gemsedu.com

Pastoral Leader

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

Director of Learning KS5

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

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

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

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

Beena Nair

**DIRECTOR OF LEARNING
KEY STAGE 5**



Our Uniform Code

Boys:

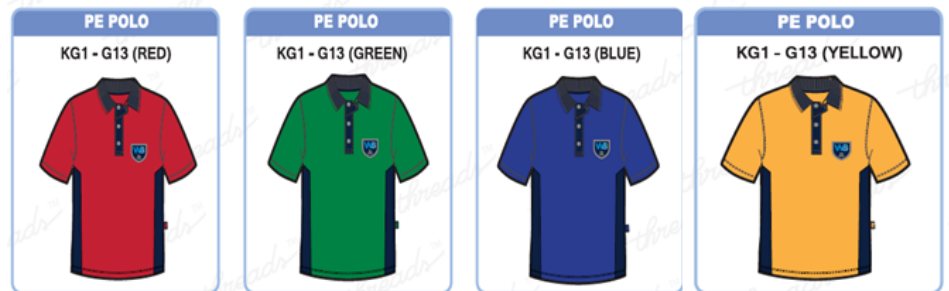


Girls:



Regular Uniform

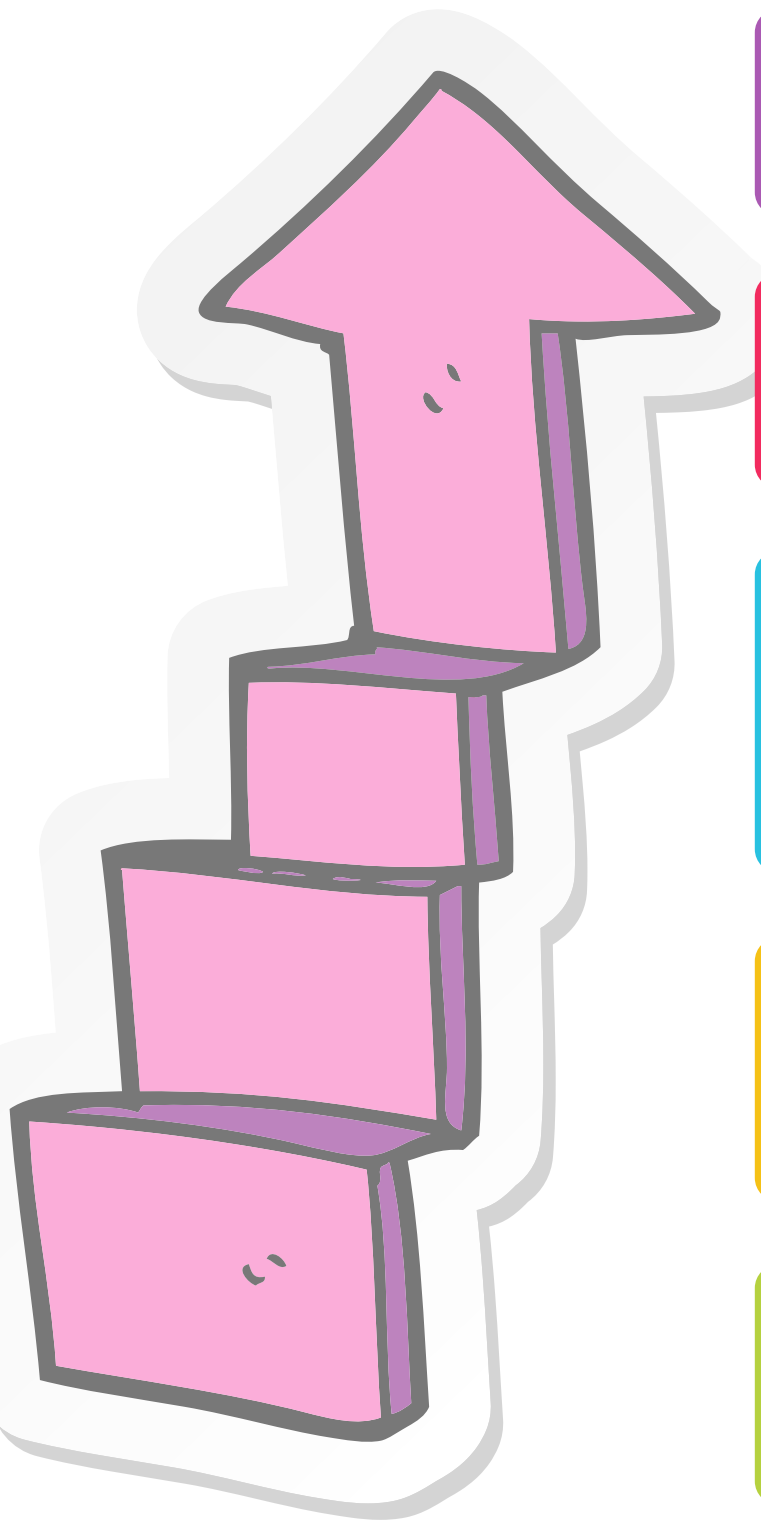
Boys and Girls:



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
Thursday after
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.F.

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 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

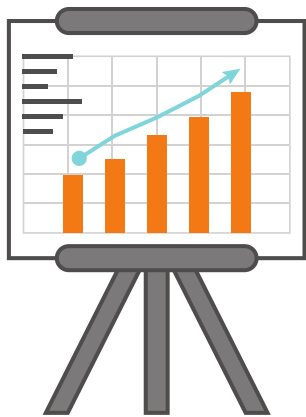
Homework

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

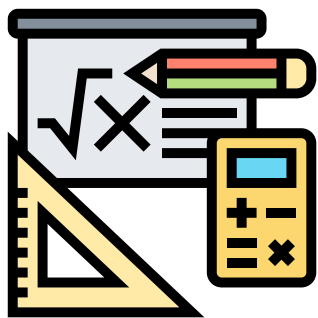
Recommended Reading List

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

Mathematics

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

- James Owodeha, 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
- papers.xtremepapers.xyz
- pastpapers.papacambridge.com

Biology

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

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

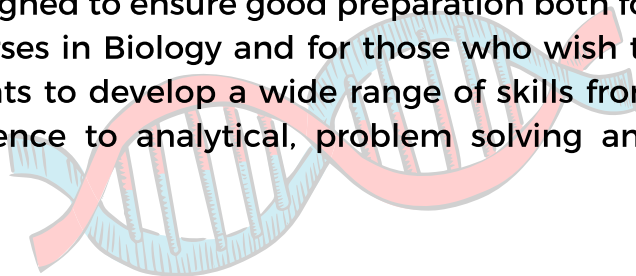
- Emma Fox, Curriculum Leader - Science



Curriculum

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

AL 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 in 2021. This specification is designed to ensure good preparation both for students looking to continue to university level courses in Biology and for those who wish to work in a scientific field. This course enables students to develop a wide range of skills from those required for practical and experimental science to analytical, problem solving and mathematical skills.



Topics / Skills Coverage

Autumn

Topic: 5 - Energy Flow, Ecosystems and The Environment

- (5A - Photosynthesis and 5B - Ecology covered in Term 3 2020)
- 5A - Investigating Photosynthesis
- CORE PRACTICAL
- 5B - Ecology CORE PRACTICAL
- 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: PAPER 4 AND 5 REVISION AND EXAMINATION PREPARATION

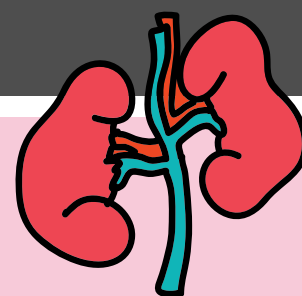
Topic: Practical Skills for Paper 6

Summer

Topic: EXAMINATION PREPARATION, REVISION AND STUDY LEAVE

Skills:

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



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

Homework

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

Assessments

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



Recommended Reading List

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

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



Chemistry

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

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

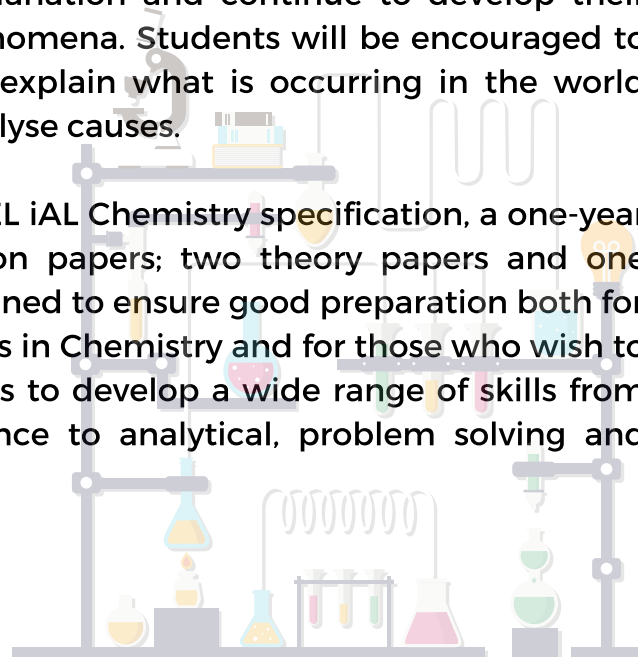
- Emma Fox, Curriculum Leader - Science



Curriculum

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

AL 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 in 2021. This specification is designed to ensure good preparation both for students looking to continue to university level courses in Chemistry and for those who wish to work in a scientific field. This course enables students to develop a wide range of skills from those required for practical and experimental science to analytical, problem solving and mathematical skills.



Topics / Skills Coverage

Autumn

Topic: 11 – Kinetics

- (5A - Further Kinetics covered in Term 3 2020)
- 5A - Rate of Reaction and Activation Energy
- CORE PRACTICALS

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

Spring

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: PAPER 4 AND 5 REVISION AND EXAMINATION PREPARATION

Topic: Practical Skills for Paper 6

Summer

Topic: EXAMINATION PREPARATION, REVISION AND STUDY LEAVE

Autumn

- Topic: 16 - Redox Equilibria
- 16A - Standard Electrode Potential
 - 16B - Redox in Action

- Topic: 17- Transition Metals and their Chemistry
- 17A - Principles of Transition Metal Chemistry
 - 17B - Transition Metal Reactions
 - 17C - Transition Metals as Catalysts

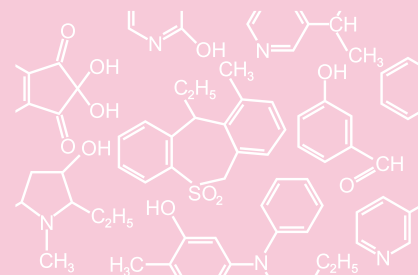
- Topic: 18 - Organic Chemistry: Arenes
- 18A - Arenes: Benzene

Spring

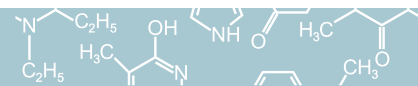
Summer

Skills:

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



Homework



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

Assessments

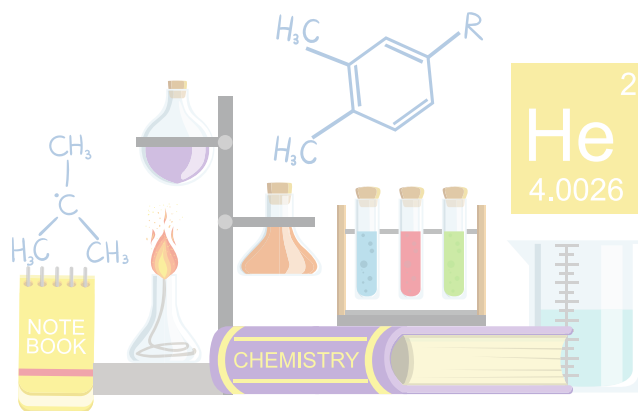
- **Baseline Assessments**- conducted at the start of the term 1 as a diagnostic tool to monitor progress, set targets and inform planning.
- **Formative Assessment** - in class progress tests conducted by class teachers every fortnight in order to regularly monitor student progress.
- **Summative Assessment**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



Recommended Reading List

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

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



Physics

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

- Emma Fox, Curriculum Leader - Science



Curriculum

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

AL 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 in 2021. This specification is designed to ensure good preparation both for students looking to continue to university level courses in Physics and for those who wish to work in a scientific field. This course enables students to develop a wide range of skills from those required for practical and experimental science to analytical, problem solving and mathematical skills.

Topics / Skills Coverage

Autumn

Topic: 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 Effects¹
 - Magnetic Fields (Covered in Term 3 2020)

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

Spring

Topic: 8 - Thermodynamics

- 8A - Heat and Temperature

Topic: 10 - Oscillations

- 10A - Oscillations

Topic: 11 - Astrophysics and Cosmology

- 11A - Gravitational Fields
- 11B - Space

Topic: PAPER 4 AND 5 REVISION AND EXAMINATION PREPARATION

Topic: Practical Skills for Paper 6

Summer

Topic: EXAMINATION PREPARATION, REVISION AND STUDY LEAVE

Topics / Skills Coverage

Autumn

Topic: 9 - Nuclear Decay

- 9A - Radioactivity

Topic: PAPER 4 REVISION AND EXAMINATION PREPARATION

Spring

Summer

Skills:

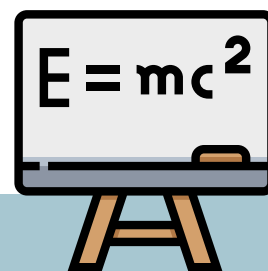
- Analysis and Interpretation of Graphical Data
- Reasoning
- Problem Solving
- Application of Knowledge for Critical Thinking
- Application of Theoretical and Practical Knowledge to Exam-Style Questions
- Scientific Investigation and Practical Skills
- Language Acquisition
- Mathematical Skills
- Independent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

Homework

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Assessments

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- **Formative Assessment** - in class progress tests conducted by class teachers every fortnight in order to regularly monitor student progress.
- **Summative Assessment** - formal mid-term and two mock examinations.



Recommended Reading List

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

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

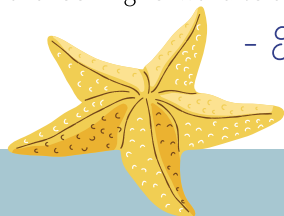


Economics



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

We are looking forward to see you next year."



- Farah Al Hosaini, Curriculum Leader - Enterprise

Curriculum

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

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

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

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

Topics / Skills Coverage

Autumn

Economies and diseconomies of scale. Market structure and contestabilities. Students will study about efficiencies monopoly, monopsony, and perfect competition of micro economic conditions. Labour markets, government intervention, globalisation. Students will understand the demand and supply of labour and its relation to wage determination. Students will differentiate between types of policies of government and also learn government intervention in labour markets. Students analyse the cause and effects of globalisation.

Skills: Analysis, evaluation and calculation.

Spring

Trade and global economy. Balance of payment. Exchange rates and international competitiveness. Students will understand the pattern and terms of trade. Students evaluate the restriction on free trade. Students will learn the types of account and distinguish between fixed, managed and floating exchange rates. Students analyse the significance of international competitiveness. Poverty and inequality Roles of state in macro economy Students will learn types of poverty and analyse the cause and impact of inequality. Students will learn about public expenditure and taxation in relation to public sector borrowings and public sector debts.

Skills: Writing , statistical analysis and graphical skills.

Summer

Growth and development in the developing and developed economies.

REVISION.

Skills: Analysis, evaluation and calculation.

Homework

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

Assessments

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

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

Recommended Reading List

www.senecalearning.com

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

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

Geography



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

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

- Esther Sylvester, Curriculum Leader - Humanities

Curriculum



Cambridge International Advanced Subsidiary and Advanced Level Geography

Topics / Skills Coverage

Autumn

UNIT 7: Tropical Environment:
Tropical climates

- Land forms of tropical environments
- Humid tropical ecosystems and seasonally humid tropical ecosystem
- Sustainable management of tropical environment.

Spring

UNIT 10: Hot arid and semi-arid environment:

- Hot arid and semi-arid climates
- Land forms of hot and semi-arid environment
- Soils and vegetation
- Sustainable management of hot arid and semi-arid environment.

Summer

REVISION

Topics / Skills Coverage

Autumn

UNIT 8: Coastal environments:

- Coastal processes
- Characteristics and formation of coastal landforms.
- Coral reefs
- Sustainable management of coasts.

- UNIT 9: Hazardous environments:
- Hazards resulting from tectonic processes
- Hazards resulting from mass movements
- Hazards resulting from atmospheric disturbances
- Sustainable management in hazardous environments.

Spring

(Select any additional 2 options from the topics)

UNIT 11: Production, location and change

UNIT 12: Environmental management

UNIT 13: Global inter-dependence

UNIT 14: Economic transition

Summer

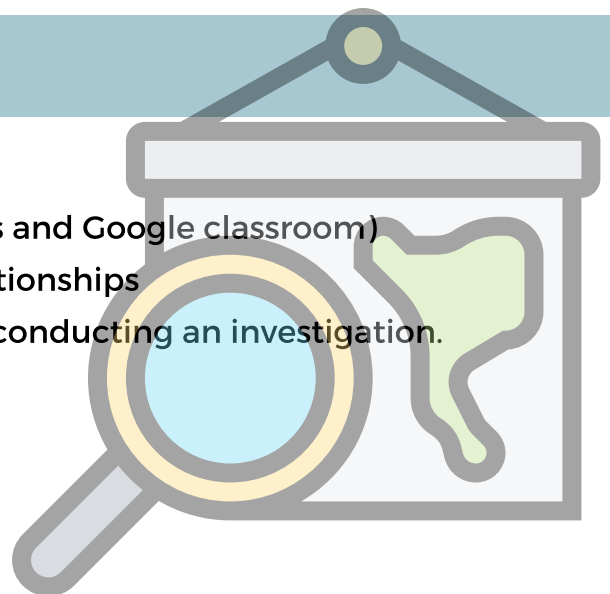
Homework

This is set weekly for all students.

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

Tasks using grids to recognize patterns, data and relationships

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



Assessments

- Diagnostic assessment:- This is a short test taken in the of a session (Base-line test)
- Formative assessment- this is used to check the progress of students (Every 2/3 weeks)
- Summative assessments (End of a term)
- **Cambridge International Advanced Subsidiary and Advanced Level**
 - GEOGRAPHY: Paper 3: Advanced Physical Geography Options. Total Score 60 Marks
 - GEOGRAPHY: Paper 4: Advanced Human Geography Options. Total Score 60 Marks

Recommended Reading List

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

Psychology



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

- Esther Sylvester, Curriculum Leader - Humanities

Curriculum

The curriculum for psychology aims to ensure that all pupils:

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

Topics / Skills Coverage

Autumn

Topic 7: Child Psychology

- Child Psychology theory
- Research Methods
- Child Psychology Research
- Practical Investigation

Topic 6: Criminological Psychology

- Criminological Psychology theory
- Research Methods
- Criminological Psychology Research
- Practical Investigation

Spring

Topic 5: Clinical Psychology

- Clinical Psychology theory
- Research Methods Clinical Psychology Research
- Practical Investigation

Topic 9: Psychological Skills

- Research Methods
- Learning psychology Research
- Practical Investigation

Summer

REVISION

Skills:

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

Homework

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

Assessments

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



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

- Emerging Technologies.
- Programming for the web.
- The role and impact of IT in society.
- Mail Merge.
- Networks.
- Graphics Creation.

Spring

- Project Management.
- Animation.
- System Life Cycle.

Summer

REVISION

Homework



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

Assessments

Assessment 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
<p>Paper 1 Theory 1 hour 45 minutes</p> <p>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.</p> <p>90 marks</p>	50%	25%
<p>Paper 2 Practical 2 hours 30 minutes</p> <p>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.</p> <p>Candidates must use the most appropriate software and the most appropriate methods.</p> <p>110 marks</p>	50%	25%
<p>Paper 3 Advanced Theory 1 hour 45 minutes</p> <p>This written paper tests sections 11–19 of the syllabus content. The content of sections 1–10 is assumed knowledge.</p> <p>Candidates answer each question in the spaces provided on the question paper. All questions are compulsory.</p> <p>90 marks</p>	–	25%
<p>Paper 4 Advanced Practical 2 hours 30 minutes</p> <p>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.</p> <p>Candidates must use the most appropriate software and the most appropriate methods.</p> <p>110 marks</p>	–	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
جادك الغيث (لسان الدين بن
الخطيب
نثر الجو على الأرض برد (ابن
حمديس
النصوص النثرية : قصة السماور
لنصوص المعلوماتي: 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

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 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:

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

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

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

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

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

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

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

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

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



Moral Education

Curriculum

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

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

Topics / Skills Coverage

Autumn

Ethics in Real life(character and morality):

- Lesson 1 what is corruption and what area does it take place?
- Lesson 2: why does corruption occur?
- Lesson 3: what is the impact of corruption?

Skills:- students work on analyses and evaluation skills.
assessments:- to present their research question and also to evaluate the errors in the research

Spring

Managing real World Finances(The Individual and the Community):

- Lesson 1 what does it mean to be a smart consumer?
- Lesson 2: what are the main features of financial management?
- Lesson 3: what are the different forms of borrowings and spendings?

Skills:- analyses and evaluation skills. assessments:- to present their research findings and also to evaluate the errors in the research

Summer

Project submission on any one topic
Study leave

Topics / Skills Coverage

Autumn

Ethics in real life(character morality):

- Lesson 4 what sort of unethical behaviour exists in education?
- Lesson 5: what types of unethical behaviour exist in the workplace?
- Lesson 6: how can you promote ethical and anti corruption behaviour in yourself and others?

Skills:- students work on analyses and evaluation skills.
assessments:- to present their research question and also to evaluate the errors in the research

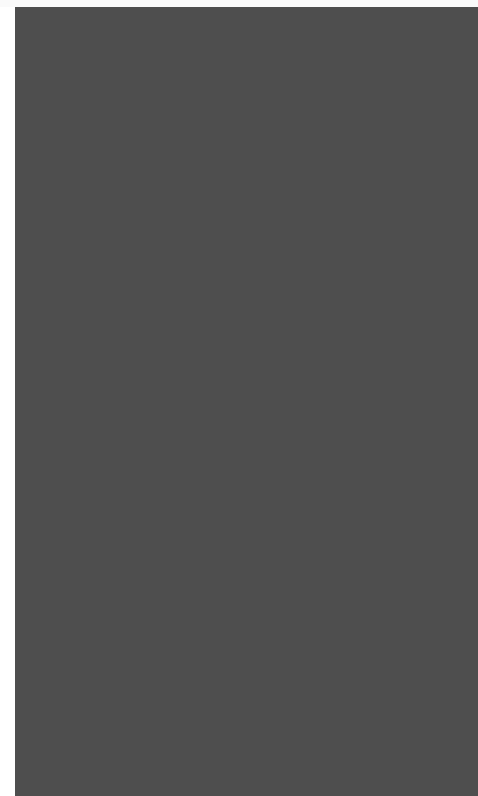
Spring

Managing real World Finances(The Individual and the Community) :

- Lesson 4: what are the advantages and disadvantages of savings and investments?
- Lesson 5: what are the moral questions surrounding financial management?
- Lesson 6: how does financial system work and what role does government have?

Skills:- analyses and evaluation skills. assessments:- to present their research findings and also to evaluate the errors in the research

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 student's assessment.

Physical Education



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

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

- Sujith Thankachan, Curriculum Leader - P.E.

Curriculum

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

PE aims to help students:

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

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

Topics / Skills Coverage

Autumn

BOYS:

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

FOOTBALL

Skills- passing, trapping,
shooting, dribbling.

FOOTBALL

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

VOLLEYBALL

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

Spring

ATHLETICS

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

BASKETBALL

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

CRICKET

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

Summer

BADMINTON

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

TABLE-TENNIS

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

SPORTS SCIENCE

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

Autumn

GIRLS:

HEALTH, FITNESS AND TRAINING

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

VOLLEYBALL

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

BADMINTON

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

Spring

ATHLETICS

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

FOOTBALL

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

HOCKEY

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

BASKETBALL

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

Summer

TABLE TENNIS

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

SPORTS SCIENCE

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

Assessments

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

Recommended Reading List

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

www.teachpe.com

www.pecentral.org

www.pelinks4u.org

www.education.com

www.physicaleducationupdate.com