

Grade 11
Academic Guide
2011 to 2012



Emirates International School- Jumeirah

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INTRODUCTION

EIS-J Mission Statement

We are here to provide a broad international education in English designed specifically for local and expatriate students, in order to promote excellence in all their academic activities. It is our aim to enhance the educational, social and physical development of our students by encouraging them to think analytically and creatively to prepare them for the next stage of their learning.

We provide a safe, yet challenging, environment for our students to develop their intercultural sensitivity and responsibility towards the people and the environment of our extended community.

Curriculum Overview

Emirates International School-Jumeirah has specially tailored the curriculum to offer a diverse range of courses for study in Grades 10 and 11. Students will have enough scope to select a variety of subjects to help carve a path towards their future career.

The courses are all presented by the EDEXCEL Examination Board (London University) which offers General Certificate of Secondary Education (GCSE) and the International General Certificate of Secondary Education (IGCSE). IGCSE and GCSE qualifications are globally recognized within tertiary institutions and are heralded as accurate predictors of success at IB Diploma and A-Level. IGCSE subject syllabi encompass the international perspective. Students engage in a depth of work which relates to the region they are living thus making education more relevant, rewarding and culturally pertinent.

IGCSE and GCSE curriculum are undertaken as two year courses of study. In some subjects there is a combination of internally assessed controlled tests, externally moderated coursework as well as a final examination. This individual student project work is assessed as a percentage of the students' overall grade combined with an external examination. However, some subjects are purely examination based: these are typically written in May/June of Grade 11.

The curriculum is suitable for students of all nationalities and all levels of ability; it provides an ideal preparation for the next tier of education. IGCSE/GCSE subjects are often pre-requisites for the next stage of academia. Emirates International School-Jumeirah accepts students with five 'C' Grade IGCSE/GCSEs onto the school's two year pre-university International Baccalaureate Diploma courses. However, students will also be eligible to apply to other institutions on the basis of their IGCSE/GCSE grades in order to pursue Advanced (A) Levels and SATs. Additionally, students will also be well prepared for vocational training and immediate employment.

As a requirement of the Knowledge and Human Development Authority (KHDA), the educational authority of Dubai, all students with an Arab passport must study Arabic A. It is also a KHDA requirement that our Muslim students follow Islamic Studies in Grades 10 & 11.



Grading and Assessment

Students are awarded a grade A*-G, A* being the highest attainable grade. In some subjects (such as Mathematics IGCSE and Modern Foreign Languages GCSE) there are two tiers - Foundation Tier (Grades C-G) and Higher Tier (Grades A*-D). The examinations are structured so that students of differing abilities and skills can follow the same curriculum. In most cases the students are assessed using papers designated as Higher or Foundation Tier which will be identified in the description of each course found later in this booklet.

The decision whether a student should be entered at Higher or Foundation Tier in each subject examined, is made by the subject teacher, in consultation with the parents and the student. This decision is usually taken after the "Mock" examination written in the January of the first year of study.

Assessment at EIS-J is continuous throughout the year. Teachers assess students regularly both formally and informally and information gathered is used to adjust teaching so it meets the needs of our learners.

During the year teachers use both formative assessment (which promotes student learning) and summative assessment (which measures student attainment). Students will be assessed by a variety of methods in order to allow teachers to gain a complete picture of our students' knowledge, understanding and skills.

In some subjects (ie Art, Drama, PE, English Literature, Food Technology, Music and Modern Foreign Languages) the internally assessed work and controlled tests count towards the final exam and will include some of the following types of assessment:

- Practical performances (Drama, Music and PE)
- Composition (Music)
- Portfolio (Art & Design, Food Technology)
- Speaking and written tests (Modern Foreign Languages)
- Coursework (Literature)

Students are formally examined by means of the CAT tests, the mid-year examinations and the end of year examinations. The CAT tests are held in October and March for Grades 10 & 11 while the mid-year examinations take place in December for Grade 10. The Grade 11 "mock" exams take place in January. End-of-year examinations are completed during the school examination week in late May/ early June.

TIMETABLE OVERVIEW

The timetable reflects a rotating schedule of 6 periods per day, 60 minutes each.	
Subjects	Periods per week
English or ESL	3
Mathematics	4
Science (Double Award)	6
Literature	3
Option A (Humanities)	3
Option B (Language)	3
Option C (Creative Arts)	3
Option D (free option)	3
Form time	1
Additional Science/PE	1
TOTAL	30

After School Activities (ASA)

Our strong ASA programme has something for every child and has been recognised as one of the best programmes of its type in Dubai.

Sign-up for activities take place during form time, with form teachers filling in the student selections. The activities offered at our school aim to develop well-balanced, motivated and independent young people. We advise you to encourage your child to be involved in as many activities as possible. Participation in after school activity will enable your child to expand their horizons, learn new skills, develop competences and is a great way for them to stay active and healthy.

For more information on each activity check out the ASA page on our school website <http://www.eischools.ae/Jumeirah/activities.html> or contact Mr Stephen Munnery, the ASA coordinator at smunnery@eischools.ae

HIGH SCHOOL CONTACT LIST

Mr Phillip Burgess High School Principal pburgess@eischools.ae
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Mr Christopher Burch Dean of Students cburch@eischools.ae
Mr Darren Jones Head of Grade 10 (2011-12) djones@eischools.ae
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Mr Stephen Munnery After School Activity Coordinator smunnery@eischools.ae
Dr Rose Kamath School Counsellor rkamath@eischools.ae
Dr Jinane Chalouhi High School Doctor jchalouhi@eischools.ae

All subject teachers are available via e-mail by typing their first initial and last name followed by @eischools.ae

We actively encourage teachers to communicate directly with parents and we invite parents to communicate directly with your son or daughter's subject teacher. If you are unable to contact your child's teacher directly, please contact the Head of Department for contact details or further information.

English Language A - IGCSE (4EA0)

The Edexcel IGCSE English Language (Specification A) qualification enables students to:

- develop their understanding of the spoken word and the capacity to participate effectively in a variety of speaking and listening activities
- develop the ability to read, understand and respond to material from a variety of sources, and to recognise and appreciate themes and attitudes and the ways in which writers achieve their effects
- develop the ability to construct and convey meaning in written language, matching style to audience and purpose.

ASSESSMENT CRITERIA

100% Written Examination (Papers 1 and 2) with a single tier of entry

- Paper 1 (70% of the total IGCSE)
This paper is externally assessed through a two-hour 15 minute examination paper (including reading time)

Overview of content:

Reading:

- Unprepared passage
- Section A of the EdExcel Anthology

Writing:

- Section A of the EdExcel Anthology
- To inform, explain and describe

- Paper 2 (30% of the total IGCSE)

This paper is externally assessed through a one-hour 30 minute examination paper.

Overview of content:

Reading

- Section B of the EdExcel Anthology

Writing

- To explore, imagine and entertain
- To argue, persuade and advise

PROGRAMME OF STUDY

Term 1	Term 2	Term 3
<p><u>WAR AND CONFLICT</u> Anthology, Section A <i>From A Passage to Africa</i> Anthology, Section B <i>Disabled</i> <i>Refugee Blues</i> <i>The Last Night</i></p>	<p><u>EXPLORATION AND SELF-DISCOVERY</u> Anthology, Section A: Non-fiction <i>From Touching the Void</i> <i>From Taking on the World</i> <i>From A Game of Polo with a Headless Goat</i> Anthology, Section B: Literature <i>An Unknown Girl</i> <i>A Hero</i></p>	<p>REVISION OF COURSE MATERIAL – preparation for exams</p>

Students are assessed from the outset using the IGCSE mark schemes/rubrics for the relevant task. Teachers actively use these in class so students have a working knowledge of how their work is graded and can therefore gauge how to improve. Levels are measured in-line with the IGCSE grading system.

English as a Second Language (ESL) - IGCSE (4ES0)

Edexcel's IGCSE in English as a Second Language qualification is a single tier exam covering the whole range of grades A*-G. The topics covered relate to the students' areas of interest as learners of English as a Second Language, for example in study and leisure situations.

ASSESSMENT CRITERIA

100% Written Examination – Paper 1 (Reading and Writing) and Paper 2 (Listening)

Students may be entered for the optional speaking exam.

- Paper 1 (66.6 % of the total IGCSE)
This paper assesses reading and writing in separate exercises
- Paper 2 (33.3% of the total IGCSE)
This paper assesses listening in the following ways:
 - Listening for detailed information
 - Following a discussion or argument, identifying attitudes and following instructions
 - Listening to a complex argument or discussion, understanding the overall message, identifying attitudes and opinions.

PROGRAMME OF STUDY

Term 1	Term 2	Term 3
<p>Reading Students are required to read a long piece of text or prose such as a report or article. Task types include multiple-choice, short- answer questions, notes completion, sentence completion and diagram completion. Students read for both gist and detail. They need to be able to follow a line of argument or discussion and to identify attitudes and opinions expressed in the text.</p> <p>Writing Students will need to read one or two short texts of approximately 500 words and, from their reading, produce a summary of between 100 and 150 words for a given purpose and reader. Students will be expected to produce a semi-formal text using their own words and phrases as much as possible.</p>	<p>Speaking Give small groups of students different texts, each of which presents a different opinion or argument relating to an overall topic (for example the environment). Do close grammatical and lexical work, followed by group discussion of a series of questions designed to elicit:</p> <ul style="list-style-type: none"> • a thorough understanding of the text in full • the argument the writer is making 	<p>Revision of Reading, Writing, and Listening skills</p>

English Literature - IGCSE (4ET0)

The Edexcel IGCSE in English Literature (4ET0) qualification enables students to:

- engage with and develop the ability to read, understand and respond to a wide range of literary texts from around the world
- develop an appreciation of the ways in which authors achieve their literary effects and to develop the skills needed for literary study
- explore, through literature, the cultures of their own and other societies
- find enjoyment in reading literature and understand its influence on individuals and societies.

ASSESSMENT CRITERIA

100% Written Examination (Papers 1 and 2) with a single tier of entry

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Paper 1: Drama and Prose (60% of the total IGCSE)

Paper 2: Unseen Texts and Poetry Anthology (40% of the total IGCSE) based on :

- unprepared poem or prose extract
- Section C of the EdExcel Anthology

PROGRAMME OF STUDY

Term 1	Term 2	Term 3
Prose <ul style="list-style-type: none"> • Exploration of historical/social context of text • Complete reading of text • Development of understanding and connections with characters • Identification of key themes • Introduction to, understanding and analysis of language techniques used in text • Applying essay writing techniques to exam questions 	Prose/Revision <ul style="list-style-type: none"> • Revision of DRAMA, PROSE and Anthology for exams • Developing personal responses to texts in both formal and informal contexts • Evaluating the effect of writer’s craft on an audience • Applying essay writing techniques to exam questions 	Revision for exams <ul style="list-style-type: none"> • Revision of DRAMA, PROSE and Anthology for exams • Developing personal responses to texts in both formal and informal contexts • Evaluating the effect of writer’s craft on an audience • Applying essay writing techniques to exam questions

Students are assessed from the outset using the IGCSE mark schemes/rubrics for the relevant task. Teachers actively use these in class so students have a working knowledge of how their work is graded and can therefore gauge how to improve. Levels are measured in-line with the IGCSE grading system.

Arabic A - IGCSE (4AR0)

Our Arabic Language programme is based on the Ministry of Education curriculum and is divided into two sections. The Edexcel International General Certificate of Secondary Education (IGCSE) in Arabic (FirstLanguage) is designed for use in schools and colleges. It is part of a suite of IGCSE qualifications offered by Edexcel.

ASSESSMENT CRITERIA

This Edexcel IGCSE in Arabic (First Language) qualification comprises two externally assessed papers.

- Paper 1, written examination
 - Paper code 4AR0/01
 - Externally assessed 70% of the total marks of IGCSE.
- Paper 2, written examination.
 - Paper code: 4AR0/02
 - Externally assessed 30% of the total marks of IGCSE.

PROGRAMME OF STUDY

Term 1	Term 2	Term 3
<p>قراءة وتحليل</p> <ul style="list-style-type: none">• العلم في الإسلام• مقالة مع العقل الإنساني في ابتكاراته• رحلة صيف• دفاعات الجسم• الثورة المعلوماتية• الزلازل <p>نحو</p> <ul style="list-style-type: none">• مراجعة نحوية• الممنوع من الصرف• الأفعال المتعدية لمفعولين• أفعال المقاربة والشروع• الاستثناء• الجمل وأشباه الجمل ومواقعها من الإعراب <p>تعبير</p> <ul style="list-style-type: none">* قيمة العلم• اختيار التخصص المناسب * كيفية• الصحة والغذاء والأمراض• التعاون (اليد الواحدة لا تصفّق)• قيمة العمل والإخلاص فيه.• امتحان الفترة الأولى	<p>قراءة وتحليل</p> <ul style="list-style-type: none">• لا تخترنى من فضلك• حفنة تمر للطيب صالح* ظاهرة الاستهلاك عند الشباب بين الواقع والحل* قصة النمر في اليوم العاشر• إلى ولدي (أحمد أمين)• حكايات صياد مع عفريت• البيئة وحمايتها من التلوث والحفاظ عليها... <p>نحو</p> <ul style="list-style-type: none">• أدوات الشرط الجازمة وغير الجازمة• كم الخبرية وكم الاستفهامية.• المدح والذم• التّعجب.• اسم الآلة.• اسما الزمان والمكان <p>تعبير</p> <ul style="list-style-type: none">• الأخلاق عماد بناء المجتمع.• كتابة 100 كلمة• الشباب بين متطلبات العصر والعادات والتقاليد (صراع الأجيال).• الحاسوب بين منفعه ومخاطر سوء استخدامه• المرأة ودورها في المجتمع بين	<p>قراءة وتحليل</p> <ul style="list-style-type: none">• قصة طالب علم (علي الطنطاوي• أوراق عمل• تمارين عامة على منهج النحو• القراءة والثقافة (ماذا نقرأ وكيف...)• المرأة ودورها في المجتمع المرأة بين البيت والعمل• حماية البيئة من التلوث• مراجعة للموضوعات التي تمت كتابتها• امتحانات سابقة <p>IGCSE</p>

If you require an English translation of the above programme please do not hesitate to contact Mr Lutfi, the Head of Arabic.

Arabic - GCSE (2AR01)

The Edexcel GCSE in Arabic consists of four units based on the following skills: speaking, listening, reading and writing.

The Arabic GCSE qualification requires students to:

- develop the ability to listen to and understand spoken Arabic in a range of contexts and a variety of styles.
- communicate in speech for a variety of purposes.
- read and respond to different types of written language.
- communicate in writing for a variety of purposes.
- understand and apply a range of vocabulary and structures.
- develop language learning and communication skills which can be applied broadly.

ASSESSMENT CRITERIA

Each of the four exams are externally assessed and comprise the following:

Unit 1: Listening and understanding in Arabic (23% of the total GCSE)

The examination paper features questions that are asked in English requiring non-verbal responses. A number of question types are used for this, including multiple-choice and matching exercises. A mixture of visual and short verbal cues in English may be provided.

Unit 2: Speaking in Arabic (27% of the total GCSE)

Students must undertake **two** separate speaking tasks, each linked to one or more of the prescribed themes. These must include both of the following task types: picture-based discussion (or presentation) with follow-up questions general conversation linked to a theme.

Unit 3: Reading and understanding (23% of the total GCSE)

Students will be asked to demonstrate their understanding of number of short texts. The texts will be in a range of contexts and styles, both formal and informal.

Unit 4: Writing in Arabic (27% of the total GCSE)

The writing unit is externally assessed through an examination paper consisting of **two** tasks. These have been designed to accommodate a wide range of student profile and rewards work from grades G to A*.

PROGRAMME OF STUDY

Term 1	Term 2	Term 3
<p><u>Out and about</u></p> <ul style="list-style-type: none"> • Visitor information • Basic weather • Local amenities 	<p><u>Out and about</u></p> <ul style="list-style-type: none"> • Accommodation • Public transport • Directions 	<p><u>Customer services and transactions</u></p> <ul style="list-style-type: none"> • Cafés and restaurants • Shops • Dealing with problems

Mathematics – IGCSE (4MA0)

The Edexcel IGCSE in Mathematics enables students to:

- Develop their knowledge and understanding of mathematical concepts and techniques.
- Acquire a foundation of mathematical skills for further study in the subject or related areas.
- Enjoy using and applying mathematical techniques and concepts, and become confident to use mathematics to solve problems.
- Appreciate the importance of mathematics in society, employment and study.

From the first exam session in May 2012 we will endeavour to enter all students for the Higher Tier papers. Students who fail to achieve grade E on Higher Tier will be awarded Ungraded.

ASSESSMENT CRITERIA

1: Demonstrate their knowledge, understanding and skills in number and algebra: <ul style="list-style-type: none"> • Number and the numbering system • Calculations • Solving numerical problems • Equations, formulae and identities • Sequences, functions and graphs. 	55%
2: Demonstrate their knowledge, understanding and skills in Shape, Space and algebra: <ul style="list-style-type: none"> • Geometry • Vectors and transformation geometry. 	25%
3: Demonstrate their knowledge, understanding and skills in Handling Data: <ul style="list-style-type: none"> • Statistics 	20%
Total	100%

Structure of Specification

Foundation Tier (Grades available: C – G)	Weighting	Higher Tier (Grades available: A* -D)	Weighting
Paper 1F 2 hours	50%	Paper 3H 2 hours	50%
Paper 2F 2 hours	50%	Paper 4H 2 hours	50%

Please see the syllabus booklet that every student in Grade 11 has received for further information.

PROGRAMME OF STUDY

Term 1	Term 2	Term 3
Shape, Space and Measures <ul style="list-style-type: none"> • Trigonometry and Pythagoras' theorem • Construction • Transformation geometry • Similarity Number and Algebra <ul style="list-style-type: none"> • Functional Notation • Calculus • Graphs Handling Data <ul style="list-style-type: none"> • Probability 	Shape, Space and Measure <ul style="list-style-type: none"> • Vectors <p>Practice past exam papers – the school will provide the students with all past exam once we have finished the syllabus and work on a rigorous revision schedule together.</p>	Revision

All IGCSE papers are calculator papers, but in order to prepare the students better for the IB course every CAT session will consist of a calculator and non-calculator section.

Science Double Award - IGCSE (4SC0)

Introduction

The Edexcel International General Certificate of Secondary Education (IGCSE) in Science (Double Award) is designed as a two-year course of study. It takes approximately two-thirds of the subject content of each of the Edexcel IGCSE single sciences (Biology, Chemistry and Physics), and combines them into an IGCSE in Science (Double Award) specification worth two IGCSEs. It is designed to be an interesting and inspiring modern specification. The course offers opportunity for students to experience science within the context of their general education. In terms of progression, the design of the course provides a base to further study in GCE Advanced Subsidiary and Advanced Level Biology, Chemistry and Physics.

Assessment Objectives and weightings

This specification requires that all students demonstrate the following Assessment Objectives in the context of the content and skills prescribed:

	% in Double Award IGCSE
AO1: Knowledge and understanding	45-55%
AO2: Application of knowledge and understanding, analysis and evaluation	25-35%
AO3: Experimental and investigative skills	20%
TOTAL	100%

ASSESSMENT CRITERIA

AO1 Knowledge and understanding

In the examination, students will be tested on their ability to:

- Recognise, recall and show understanding of specific scientific facts, terminology,
- Principles, concepts and practical techniques, including aspects of safety
- Draw on existing knowledge to show understanding of the social, economic, environmental and technological applications and implications of biology, chemistry and physics
- Select, organise and present relevant information clearly and logically, using appropriate vocabulary.

AO2 Application of knowledge and understanding, analysis and evaluation

In the examination, students will be tested on their ability to:

- Describe, explain and interpret phenomena, effects and ideas in terms of the principles and concepts of biology, chemistry and physics, presenting arguments and ideas clearly and logically
- Interpret and translate, from one form into another, data presented as continuous prose or in tables, diagrams, drawings and graphs
- Carry out relevant calculations
- Apply the principles and concepts of biology, chemistry and physics to unfamiliar situations, including those related to applications of these sciences in ethical, social, economic and technological contexts
- Assess the validity of scientific information and make informed judgements based on it.

AO3 Experimental and investigative skills

In the assessment of practical skills, students will be tested on their ability to:

- Devise and plan investigations, selecting appropriate techniques
- Demonstrate or describe appropriate experimental and investigative methods, including safe and skilful practical technique
- Make observations and measurements with appropriate precision, record these methodically and present them in a suitable form
- Analyse and interpret data from experimental activities to draw conclusions which are consistent with the evidence, using scientific knowledge and understanding, and communicate these findings using appropriate specialist vocabulary
- Evaluate data and methods.

PROGRAMME OF STUDY

Biology

Term 1	Term 2	Term 3
<p>Section 2: Structures and functions in living organisms i) Excretion j) Coordination and response</p> <p>Section 3: Reproduction and inheritance a) Reproduction b) Inheritance</p>	<p>Section 3: Reproduction and inheritance b) Inheritance</p> <p>Section 5: Use of biological resources b) Selective breeding c) Genetic modification d) Cloning</p>	<p>Revision</p>

Chemistry

Term 1	Term 2	Term 3
<p>Section 1: Principles of Chemistry</p> <ul style="list-style-type: none"> Relative formula masses Chemical formulae and chemical equations Energetics Rates of reaction 	<p>Section 5: Chemistry in society</p> <ul style="list-style-type: none"> Equilibria Reactivity series Extraction and uses of metals The industrial manufacture of chemicals <p>Section 1: Principles of chemistry</p> <ul style="list-style-type: none"> Electrolysis 	<p>Revision</p>

Physics

Term 1	Term 2	Term 3
<p>Electricity and Electromagnetism:</p> <ul style="list-style-type: none"> Mains Electricity Heating Effect of Current Current Electricity Magnetism and Electromagnetism Electromagnetic Induction 	<p>Radioactivity:</p> <ul style="list-style-type: none"> Radioactivity Half life Particles 	<p>Revision</p>

Business Studies - IGCSE (4BSO)

The Edexcel IGCSE in Business Studies qualification enables students to:

- Develop an interest in, and enjoyment of, business subjects that will be sustained in later life
- Use relevant terminology, concepts and methods effectively and recognise the strengths and limitations of the ideas used.
- Develop and apply their knowledge, understanding and skills to current issues in a wide range of appropriate international and UK contexts
- Use an enquiring, critical approach to distinguish between facts and opinion and evaluate qualitative and quantitative data, to help build arguments and make informed judgements
- Appreciate the range of different stakeholder perspectives in relation to business activities
- Have an understanding of the dynamics of business activity and the related considerations of ethics and sustainability in business.

ASSESSMENT CRITERIA

100% Written Examination

AO1: Content (20-30% weighting in examination)

Students are required to recall, select, use and communicate their knowledge and understanding of concepts, issues and terminology used in business in an effective manner

AO2: Application (25-40% weighting in examination)

Students are required to apply knowledge and understanding using appropriate terms, concepts, theories and methods effectively in specific contexts

AO3: Analysis (20-30% weighting in examination)

Students are required to select, organise and interpret data from a variety of sources to investigate and analyse issues and problems

AO4: Evaluation (15-25% weighting in examination)

Students are required to analyse and evaluate evidence, make reasoned judgements and present appropriate conclusions

The examination paper is divided into two sections – A and B. Students will be given compulsory short-answer, structured, data response and open-ended questions on a business-related context. Questions in both sections will be drawn from all areas of the subject content.

PROGRAMME OF STUDY

Term 1	Term 2	Term 3
4 Marketing 4.2 The marketing mix 3 Accounting and Finance 3.4 Financial statements 3.5 Ratios and Performance 5 Production 5.1 Economies and diseconomies of scale 5.2 Methods of production	5 Production 5.3 Productivity 5.4 Quality 1 Business Activity and the Changing Environment 1.6 Government influences on business activity and objectives 1.7 External influences	Revision

Students are assessed from the outset using the IGCSE mark schemes/rubrics for the relevant task. Teachers actively use these in class so students have a working knowledge of how their work is graded and can therefore gauge how to improve. Levels are measured in-line with the IGCSE grading system.

Economics - IGCSE (4EC0)

The Edexcel IGCSE in Economics qualification enables students to:

- develop students' knowledge and understanding of economic concepts and enable them to apply these concepts to real-life situations.
- enable students to interpret and evaluate economic data in order to make reasoned arguments and informed judgements.
- develop students' awareness of economic change and its impact on developing and developed economies.
- develop students' knowledge and understanding of economic issues, problems and possible solutions that affect mixed economies.
- enable students to participate effectively in society as citizens, producers and consumers.

ASSESSMENT CRITERIA

This is a single tier entry consisting of one exam lasting two hours and 30 mins.

Criterion 1	Demonstrate knowledge and understanding of the specified subject content
Criterion 2	Apply knowledge and understanding using appropriate terms, concepts, theories and methods effectively to address problems and issues
Criterion 3	Select, organise, analyse and interpret information from various sources to analyse problems and issues
Criterion 4	Evaluate evidence, make reasoned judgements and present conclusions accurately and appropriately

PROGRAMME OF STUDY

Term 1	Term 2	Term 3
<p>Government and the Economy Policies: to deal with economic growth, inflation, unemployment, the balance of payments on current account and the protection of the environment Policy instruments Demand side Supply side</p> <p><u>Relationship between objectives and policies</u></p> <p>The Global Economy <u>Globalisation</u></p>	<p>International trade Growth and change in international trade Changing patterns of world trade</p> <p>Exchange rates The world wide significance of exchange rates</p>	Revision

Information and Communication Technology - IGCSE (4IT0)

The Edexcel IGCSE in ICT enables students to:

- acquire and apply ICT skills, knowledge and understanding in a range of contexts
- develop ICT-based solutions to address challenges and solve problems
- develop an understanding of ICT systems
- develop an understanding and awareness of current and emerging technologies
- develop an awareness of the legal, social, ethical and environmental consequences of the use of ICT systems for individuals, organisations and society
- recognise potential risks when using ICT and develop safe, secure and responsible practice.

ASSESSMENT CRITERIA

Paper 1: Written paper. Externally assessed. Single tier of entry. 90 mins duration

Paper 2: Practical paper. Externally assessed. Single tier of entry. 90 mins in duration.

Criterion 1	students should be able to demonstrate knowledge and understanding of the specification content
Criterion 2	students should be able to apply their knowledge, skills and understanding of ICT to a range of situations to solve problems
Criterion 3	students should be able to reflect critically on the way they and others use, create or develop ICT systems
Criterion 4	students should be able to discuss and review the impact of ICT applications in the wider world.

PROGRAMME OF STUDY

Term 1	Term 2	Term 3
<ul style="list-style-type: none"> • File management • Select appropriate sources and information that matches requirements • Search techniques • Selection of appropriate software • Refine and evaluation of information solutions • Presentation software • Word processing and desktop publishing 	<ul style="list-style-type: none"> • Mock Exams • Graphics , audio and video editing software • Web authoring • Spreadsheet and modeling – Revision • Communication , networks and the internet – revision • Applications of ICT and effects - Revision • Databases – Revision • Revision and preparation for examinations. 	IGCSE ICT Exams (Theory and practical)

History - IGCSE (4HI0)

IGCSE in History is designed as a two year course. Students will study three units which focus on historical themes such as the development of dictatorship. In addition, they will complete two depth studies, focusing in greater detail on the history of a specific country. Finally, students will complete a study in change which will examine a thematic study over a period of a hundred years. The course is intended to enable students to acquire knowledge and understanding of selected periods and aspects of history; explore the significance of historical events; use historical sources critically; organise and communicate their knowledge and understanding of history effectively; and draw conclusions and make historical judgements.

ASSESSMENT CRITERIA

The course is formally assessed at the end of the two year period through the final IGCSE examination. Students will sit one examination paper which comprises three sections.

- In Section A, students answer two questions, each on a theme; each question is worth 25 marks.
- In Section B, students answer one question worth 25 marks.
- In Section C, students answer one question worth 25 marks.

The total mark available is 100 and the time allowed for the examination is 2 hours 30 minutes.

In grade 11 students will carry out a series of assessment tasks based around examination style questions to help them develop the skills they need for the final examination. They will sit a “mock” examination in January. The January examination will be worth 60% when final predicted grades are calculated. Grade boundaries for IGCSE are changed annually by the examination board and the school will use the most current grade boundaries for grading internal assessments and examinations.

PROGRAMME OF STUDY

Term 4	Term 5	Term 6
<p>The changing role of international organisations: the League and the UN, 1919–2000.</p> <p>This unit is focusing on the concept of change over time. Students are expected to understand the causes and consequences of developments in twentieth century peace-keeping. Topics include:</p> <ul style="list-style-type: none"> • The creation and aims of the League and the UN • Similarities and differences in the organisation of the League and the UN • Changes in the work of the League and UN agencies • Successes of the League and UN • The weaknesses of the peacekeeping roles of the League and the UN 1919–2000 	<p>Development of dictatorship: Germany, 1918–45</p> <p>This unit focus on the concept of dictatorship as a form of government. Students examine Germany as a case study to understand why dictators rise to power and the extent to which dictatorships change life for ordinary people. Topics include:</p> <ul style="list-style-type: none"> • The establishment of the Weimar Republic and its early problems • The recovery of Germany, 1924–29 • The rise of Hitler and the Nazis • Life in Nazi Germany • The impact of the Second World War on Germany <p>Revision</p> <p>Students will have a block of lessons at the end of the course devoted to helping them organise their revision. They will also review key skills.</p>	<p>Revision</p>

Geography - IGCSE (4GE0)

IGCSE Geography is designed as a two year course. During these two year students will study three sections in preparation for their exam at the end of two years. The Edexcel IGCSE in Geography enables students to actively engage in the process of geography to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds; students develop their knowledge and understanding of geographical concepts and appreciate the relevance of these concepts to our changing world.

ASSESSMENT CRITERIA

Assessment is through one 2-hour and 45-minute examination paper, set and marked by Edexcel. The single tier exam will contain a variety of questions types, such as multiple-choice questions, short and extended answer questions, graphical and data questions and fieldwork questions.

In the examination students have to answer:

- two questions from a choice of three in Section A
- two questions from a choice of three in Section B
- one question from a choice of three in Section C.

PROGRAMME OF STUDY

Term 4	Term 5	Term 6
<p>Section B — People and their environments Topic 6 — Urban environments</p> <ul style="list-style-type: none"> • The nature of urbanisation • The problems associated with rapid urbanisation • Factors encouraging similar land uses to concentrate in particular parts of the urban area • Residential segregation • Shanty towns • Changes at the edge of HIC cities • Poverty in HIC cities • The roles of managers in urban regeneration and re-imaging. 	<p>Section C — Global issues Topic 8 — Globalisation and migration</p> <ul style="list-style-type: none"> • The rise of the global economy • The global shift in manufacturing • TNCs • The growth of global tourism • The impact of mass tourism • Sustainable tourism more • Migration • Managing migration. <p>Revision Students will have a block of lessons at the end of the course devoted to helping them organize their revision. They will also review key skills.</p>	<p>Revision</p>

The total mark available is 150 and the time allowed for the examination is 2 hours 45 minutes.

In Grade 11 students will carry out a series of assessment tasks based on examination style questions to help them develop the skills they need for the final examination. They will sit a “mock” examination in January. Grade boundaries for IGCSE are changed annually by the examination board and the school will use the most current grade boundaries for grading internal assessments and examinations.

French - GCSE (2FR01)

The GCSE French Course (Higher and Foundation) is organized in 5 modules that provide students with opportunities to practise and explore the language as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situation.

CRITERIA

Unit 1 Listening and understanding in French	Students will be tested on their ability to understand spoken French. Testing is through a variety of tasks which require a response, written or non-verbal, to demonstrate understanding.
Unit 2 Speaking in French	Students must demonstrate the ability to use the French language for different purposes and in different settings. Assessment scenarios will provide opportunities for the students to demonstrate knowledge and understanding of French language and grammar, as well as to present, discuss, interact, ask and respond questions, express feelings and give opinions in French.
Unit 3 Reading and understanding in French	Students will be tested on their ability to understand written French. Testing is through a variety of tasks which require a response, written or non-verbal, to demonstrate understanding.
Unit 4 Writing in French	Student should complete different writing tasks. Assessment will provide opportunities for the students to demonstrate knowledge and understanding of French language and grammar, as well as to inform, describe, give detail, express feelings and to give opinions in French.

PROGRAMME OF STUDY

Term 1	Term 2	Term 3
<p>SHOPPING</p> <p>Going shopping, shopping for clothes, spending your pocket money, sending letters and making calls, reporting a loss.</p> <p>HOLIDAYS</p> <p>Telling about past holidays, getting information at a tourist office, talking about different types of holidays, talking about places to stay, complaining about accommodations problems.</p>	<p>WELCOME IN FRANCE</p> <p>Describing a house and its rooms, discussing music, books, magazines, and films with your pen friend, discussing TV and advertising, going out with your friend to a restaurant, complaining at a restaurant.</p> <p>HEALTHY LIVING</p> <p>Saying what Food you like and dislike, talking about healthy eating habits, healthy lifestyles, dealing with illnesses, interacting at the doctor and at the pharmacy, discussing addictions problems.</p>	<p>TRANSPORTS</p> <p>Asking about journeys and mode of transports, buying tickets and getting around at the train station, driving, breakdowns and accidents, transport and environmental issues.</p>

ASSESSMENT

The GCSE uses several methods to assess work produced by students: Unit 1 and Unit 3 examination papers are compulsory and marked externally – Unit 2: two compulsory, recorded oral examinations that assess internally interactive skills. – Unit 4: two compulsory written assignments of 100 (Foundation level) or 200 words minimum (Higher level) assessed externally.

French - IGCSE (4FR0)

The IGCSE French Course (Higher and Foundation) is organized in 10 units that provide students with opportunities to practise and explore the language as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situation.

CRITERIA

Listening and understanding in French	Students will be tested on their ability to understand spoken French. Testing is through a variety of tasks which require a response, written or non-verbal, to demonstrate understanding.
Speaking in French	Students must demonstrate the ability to use the French language for different purposes and in different settings. Assessment scenarios will provide opportunities for the students to demonstrate knowledge and understanding of French language and grammar, as well as to present, discuss, ask and respond to questions, express feelings and give opinions in French.
Reading and understanding in French	Students will be tested on their ability to understand written French. Testing is through a variety of tasks which require a response, written or non-verbal, to demonstrate understanding.
Writing in French	Student should complete different writing tasks. Assessment will provide opportunities for the students to demonstrate knowledge and understanding of French language and grammar, as well as to inform, describe, give detail, express feelings and to give opinions in French.

PROGRAMME OF STUDY

Term 1	Grammar	Term 2	Grammar	Term 3
UNIT 7: Ça m'intéresse -Talking about leisure activities -Exchanging opinions about music and listening to the radio -Talking about sport / sporting events -Discussing reading and describing a book -Talking about newspapers and magazines -Finding out what's on -Making arrangements to go out -Apologising and making excuses -Exchanging opinions about films -Describing a past event / performance UNIT 8: Nouveaux horizons -Exchanging opinions about different types of holiday -Describing an ideal holiday/weekend -Finding out information at the tourist office -Booking in at an hotel and describing and understanding problems -Understanding and describing weather conditions -Exchanging opinions about camping and booking into a campsite -Finding out information about youth hostels and hiring things (bikes, etc.) -Describing a holiday in the past	- <i>Jouer à/de</i> - <i>Faire + du/de la</i> -Adverbs -The pluperfect t -The comparative (<i>plus, moins, aussi...que</i>) The superlative (<i>le plus...,etc</i>) -The future tense (<i>le future simple</i>) -The conditional tense -Talking about the future, the present and the past - <i>Après avoir/être</i> +past participle	UNIT 9: À votre santé -Talking about holiday ailments -Asking a chemist about treatment -Describing parts of the body and a pain or injury -Describing an accident -Going to the dentist and doctor -Talking about personal feelings and problems -Talking about smoking and addiction issues -Comparing healthy and unhealthy lifestyles -Learning about world organisations and charities UNIT 10: Projets d'avenir -discuss the future; talk about exams. -give and seek information about preferences for exam preparation and revision -exchange information and opinion about work experience -discuss different types of further education and careers. -discuss unemployment and tips for finding a job -understand job advertisements and discuss different aspects of a job -write a CV and letter of application	-Expressions with <i>avoir</i> (<i>avoir mal à, avoir besoin de, etc</i>) - <i>Qui and que</i> -Reflexive verbs with parts of the body (<i>se faire mal à...etc</i>). - <i>En + present participle</i> -Revision of the future tense -expressing intention -the conditional tense	This is a very short term which is dedicated to revision and practice of past papers.

ASSESSMENT

The IGCSE uses several methods to assess work produced by students: Unit 1 and Unit 3 examination papers are compulsory and marked externally – Unit 2: one optional, recorded oral examination assessed internally. – Unit 4: one compulsory written assignment assessed externally.

Italian - GCSE (2IN01)

GCSE Italian Course (Higher and Foundation) is organized in 5 and several subtopics that provide students with opportunities to practise and explore the language as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situation.

CRITERIA

Paper 1 Listening and understanding 20% of marks	Students will be tested on their ability to understand spoken Italian. Testing is through a variety of tasks which require a response, written or non-verbal, to demonstrate understanding.
Paper 2 Speaking 30% of marks	Students must demonstrate the ability to use the Italian language for different purposes and in different settings. Assessment scenarios will provide opportunities for the students to demonstrate knowledge and understanding of Italian language and grammar, as well as to present, discuss, interact, ask and respond questions, express feelings and give opinions.
Paper 3 Reading and understanding 20% of marks	Students will be tested on their ability to understand written Italian. Testing is through a variety of tasks which require a response, written or non-verbal, to demonstrate understanding.
Paper 4 Writing 30% of marks	Student should complete different writing tasks. Assessment will provide opportunities for the students to demonstrate knowledge and understanding of Italian language and grammar, as well as to inform, describe, give detail, express feelings and to give opinions.

PROGRAMME OF STUDY

Term 1	Term 2	Term 3
<ul style="list-style-type: none"> -Holidays, tourist information and accommodation -Eating out -Media and entertainment -Fitness and health <p><u>Grammar</u> Future Conditional (Higher level)</p>	<ul style="list-style-type: none"> -Future plans -Celebrations and traditions in Italy -Fitness and health -Fashion <p><u>Grammar</u> Subjunctive (Higher level)</p>	<ul style="list-style-type: none"> -Accidents -Environment -Social issues <p><u>Grammar</u> Revision</p>

ASSESSMENT

The GCSE uses several methods to assess work produced by students: All papers are marked externally except the speaking exam, which consists of two recorded oral examinations. The listening and reading papers are different and depend on the student's tier (Foundation or Higher). The written assignment consists of two written assignments of 100 (Foundation level) or 200 words minimum (Higher level).

Art and Design - GCSE (2AD01)

The Art and Design qualification enables students to:

- develop their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.
- refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes
- record ideas, observations and insights relevant to their intentions in visual and/or other forms
- present a personal, informed and meaningful response demonstrating analytical and critical understanding, realizing intentions and (where appropriate) making connections between visual, written, oral or other elements

ASSESSMENT CRITERIA

Unit 1: Personal Portfolio (60% of the total GCSE)

This unit is internally set, marked and standardised and is externally moderated by EdExcel. It consists of approximately 45 hours of work produced under teacher supervision.

Unit 2: Externally set assignment (40% of the total GCSE)

The assignment consists of one broad based thematic starting point set by the examination board. It will consist of approximately 30 hours of supervised work, of which 10 hours are carried out over a few days. Assessment is by portfolio.

PROGRAMME OF STUDY

Term 1	Term 2	Term 3
<ul style="list-style-type: none"> • Personal project • Exploring, developing, learning visual/analytical skills, researching, investigating, learning methodology, contextual referencing, reviewing and evaluating, producing and presenting. • Students develop initial skills in small class activities connected to the suggested overarching theme I, ME, MINE. • The Assessment Objectives are the focus for learning, to ensure understanding of the essential elements for future project development. 	<p>The effective use of the DW as a document of personal artistic development</p> <ul style="list-style-type: none"> ☑ The steps of the creative Cycle: ☑ Investigate, observe, experiment ☑ Plan and select ☑ Create, produce and test ☑ Respond and evaluate ☑ Develop 	<p>Controlled assessment</p> <p>The Externally Set Assignment is the opportunity for students to demonstrate the culmination of their knowledge and skills learned over the Personal Portfolio, in an externally set project taken under controlled conditions. Following their initial class taught exploratory work, students initiate ideas for a more in-depth personal project. Developing an outline proposal, intention or focus for a personal project based on the given theme.</p>

Students are assessed from the outset using the GCSE mark schemes/rubrics for the relevant task. Teachers actively use these in class so students have a working knowledge of how their work is graded and can therefore gauge how to improve. Levels are measured in-line with the GCSE grading system.

Drama – GCSE (2DR01)

This Drama course encourages students to:

- develop a personal interest in why Drama matters and be inspired, moved and changed by studying a broad, coherent, satisfying and worthwhile course of study.
- work imaginatively and creatively in collaborative contexts, generating, developing and communicating ideas
- consider and explore the impact of social, historical and cultural influences on drama texts and activities
- reflect on and evaluate their own work and the work of others
- develop and demonstrate competence in a range of practical, creative and performance skills
- actively engage in the process of dramatic study in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds.

ASSESSMENT CRITERIA

There are three sections of the course that students need to fully engage in and understand to achieve at the highest level. Below are the unit descriptors and assessment criteria for each element.

Unit 1	Percentage	Marks	Timing
Drama Exploration	30%	Total = 60 Practical Exploration-40 Documentary Evidence-20	Controlled assessment: six hour practical exploration, centre-devised; taken at any point to be decided by the teacher; documentary evidence 2000 words max.
Unit 2 Exploring Play texts	30%	Total = 60 Practical Exploration – 30 Documentary evidence – 10 Response to live theatre - 20	Controlled assessment: six hour practical exploration, centre devised based on a play text; taken at any point to be decided by the teacher; documentary evidence max 1000 words. Written response to live theatre 2000 words max.
Unit 3 Drama Performance	40%	Total = 60 Voice & Movement – 20 Roles & Characterisation – 20 Communication – 20 Content, style & form - 20	Controlled assessment: performance of a play to a visiting examiner devised or scripted. This must be take place between 1 st February and 31 st May.

Students will need to be able to explore and develop ideas, support their peers in group work, creatively and critically assess their own and their peers work and are able to apply the Drama skills and terminology which they are taught both practically and theoretically.

PROGRAMME OF STUDY

Term 1	Term 2	Term 3
Unit 1 Drama exploration (Explorative strategies and the elements of Drama)	Unit 2 Exploring play texts	Unit 3 Drama Performance
<ul style="list-style-type: none"> • Students will focus on learning how to use stimulus to inspire, develop and create performance. This will be from a broad range of stimulus : newspaper articles, internationalism, pictures, poetry, props, costume etc • Students will focus on understanding and applying key Drama skills such as: cross – cutting, hot-seating, Narrating, character, Thought tracking, Marking the moment etc • Students will understanding and learn the elements of Drama: action, plot, content, climax, rhythm, pace, tempo etc 	<ul style="list-style-type: none"> • Students will study and analyse a variety of play texts and learn to understand the historical, cultural and social context in which the play was written • Students will learn and apply characterisation and develop script reading skills to a chosen play that must be at least 1 hour in length • Students will take part in a practical performance of the studied play text • Students will visit a live theatre performance and focus on analysing and evaluating the performance 	<ul style="list-style-type: none"> • Students will be able to demonstrate the skills they have either acquired as a performer or technician, using any appropriate stimulus for performance

The above will be repeated in Grade 11 in further depth. Students will learn all of the theoretical and practical skills needed in Grade 10 and these will be applied in Grade 11.

Food Technology – GCSE (2FT01)

The Food Technology course enables students to:

- develop knowledge and understanding of a wide range of materials, nutrition, equipment processes, current health issues and technological development used in design and technology.
- develop creativity and confidence in student's ability to think, question, explore, create and communicate. Combining knowledge and understanding with practical skills, these activities are intended to provide breadth in creative learning and depth in the application of practical and transferable skills.

ASSESSMENT CRITERIA:

Unit 1: Creative Design and Make activities worth 60% of total marks

The creative design and make activity is to be completed under teacher supervision over about 40 lessons or hours. The coursework project comprises of eight assessment criteria for designing and five assessment criteria for making. There is a total of 50 marks available for the designing and 50 marks available for the making. One overall mark out of 100 is given for the coursework project, giving 60% of the final GCSE grade.

Unit 2: Written external Examination worth 40% of total marks

This unit is assessed through 90 minute examination paper set and marked by Edexcel. All questions in the examination are compulsory. The examination paper will consist of multiple-choice, short-answer and extended-writing questions.

PROGRAMME OF STUDY

Term 1	Term 2	Term 3
FT01 – Analysing products. Design process.	FT01 – Revision of course content and past paper	FT01 – Revision of course content and past paper practice
FT02 –Individual coursework project	FT02 –Individual coursework project	FT02 – Individual coursework project

Music - GCSE (2MU01)

Through this course students are encouraged to:

- develop broader life skills and attributes, including critical and creative thinking, aesthetic sensitivity, emotional awareness, cultural understanding, self-discipline, self-confidence and self-motivation
- engage actively in the study of music
- develop musical skills and interests, including the ability to make music individually and in groups
- understand and appreciate a range of different kinds of music.

ASSESSMENT CRITERIA

Unit 1 : Performing Music (30%)

This unit is internally assessed and consists of one solo performance and one ensemble performance

Unit 2: Composing Music (30%)

For this unit students need to produce two compositions, or two arrangements or one composition and one arrangement.

Unit 3: Listening and Appraising exam (40%)

This comprises a 90 minute written paper. All questions relate to the set works.

AREAS OF STUDY

AOS One – Western Classical Music (1600 – 1899)

AOS Two – Music in the 20th Century

AOS Three – Popular Music in Context

AOS Four – World Music

PROGRAMME OF STUDY

Term 1	Term 2	Term 3
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<p>AOS 2:</p> <p>S. Reich: "3rd Movement (Fast)" from <i>Electric Counterpoint</i></p> <p>AOS 4:</p> <p>Set Works</p> <p>Capercaillie: "Skye Waulking Song" from <i>Nadurral</i></p>	<p>AOS 4:</p> <p>Rag Desh</p> <p>Koko: "Yiri"</p>	<p>Course work Completion and External exam preparation</p>
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Students are assessed from the outset using the GCSE mark schemes/rubrics for the relevant task. Teachers actively use these in class so students have a working knowledge of how their work is graded and can therefore gauge how to improve. Levels are measured in-line with the GCSE grading system. 27

Physical Education (PE) – GCSE (2PE01)

This course enables students to:

- develop their abilities within sport and to engage independently and successfully in different types of physical activity and to develop and maintain their involvement in physical activity as part of a healthy and active lifestyle
- become increasingly physically competent through being actively engaged in a range of physical activities, and to become increasingly effective in, not only their own physical performance, but in roles such as player/participant, leader and official.

ASSESSMENT CRITERIA

Unit 1

This consists of a written external examination worth 40% of the total marks. The examination is 1 hour and includes multiple choice, short-answer and longer-answer questions.

Unit 2

For this unit there is a practical examination worth 60% of total marks. It is assessed under controlled conditions and is externally moderated.

As part of the practical examination mark students will carry out a Personal Exercise Programme and also an Analysis of Performance which, jointly are responsible for 12% of the 60%. Students need to undertake practical performances in different contexts, in the role of either player, official or leader. They must offer four performances.

PROGRAMME OF STUDY

Term 1	Term 2	Term 3
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PE01 – Preparation for Personal Exercise Programme.	PE01 – Revision of course content and Analysis of Performance Preparation	PE01 – Revision of course content and past paper practice
E02 –Performing the Personal exercise plan	PE02 – Work specific to selected four sports	PE02 – Fine tuning of selected sports and officiating / coaching where appropriate.

Religious Studies (Islam) – GCSE (2RS01)

In Grade 11 we study Unit 11- “Islam”. This unit provides a wide-ranging exploration of the beliefs and practices of Muslims today. It invites students to study the nature of Islam and the way it affects the lives of believers, especially in the UK.

This unit has four sections:

- Beliefs and values
- Community and traditions
- Worship and celebration
- Living the Muslim life

Each section contains several distinct areas of study. Students will be required to demonstrate knowledge and understanding about, as well as being able to express their own responses to, the issues and questions raised, using reasons and evidence, and also evaluate an alternative point of view.

ASSESSMENT CRITERIA:

The examination consists of two exam papers (one for each unit covered). Each exam has an equal weighting and is 90 minutes in duration.

PROGRAMME OF STUDY

Term 1	Term 2	Term 3
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<p><u>Section 1-Beliefs and Values:</u></p> <ul style="list-style-type: none"> -The sin of Shirk and why it is a major sin in Islam. -The meaning and importance of belief in the creativity of Allah. -The meaning and importance of belief in Islamic teaching on the nature of humans as Khalifah. -The meaning and importance of belief in Islamic teaching on al-Qdar and human freedom. -The meaning and importance of belief in Risalah. -The meaning and importance of belief in Islamic teaching on holy books other than the Qur'an. -The meaning and importance of belief in Islamic teaching on the revelation of the Qur'an to Prophet Muhammad (P.B.U.H). -How belief in Akhirah affects the lives of Muslims. -The meaning and importance of belief in Muhammad as the Seal of the Prophets. 	<p><u>Section 2-Community and Tradition:</u></p> <p>The meaning and importance of belief in Muhammad as the Seal of the Prophets.</p> <ul style="list-style-type: none"> -The nature and importance of the Shari'ah for Muslims. -The importance and the effects of the Ummah. -The main features of a mosque and the reasons for them. -The role and importance of the mosque for the local Muslim community. <p><u>Section 3:Worship and Celebration:</u></p> <ul style="list-style-type: none"> -The meaning and significance of Shahadah as a summary of Islamic belief. -The practice and significance of Salah, Zakah, and Sawm during Ramadan. -The meaning and importance of the celebration of Id-ul-Fitr. -The meaning and significance of the events of Hajj and the celebration of Id-ul-Adha. 	<p><u>Section 4 –Living the Muslim Life:</u></p> <ul style="list-style-type: none"> -The meaning and significance of the concepts of Halal and Haram. Islamic teaching on greater and lesser Jihad and the effects of this teaching on a Muslim's life. -The meaning and significance of Islamic birth and death rituals. -The meaning and importance of Muslim attitudes to drugs and alcohol. -The implications of Muslim laws on Riba and gambling when living in a capitalist society. -How and why some Muslims are involved in working for social and community cohesion. -How Muslim organisations help to relieve poverty in the UK. -The reasons why Muslim organisations work to relieve poverty and /or suffering in the UK.
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