



Key Stage 4
Curriculum Booklet
2022-2023



Introduction

This information has been produced to inform you about your child's learning at Al Rabeeh Academy, during this academic year. It is intended to give a very broad overview of the learning journey students will undertake, along with the learning competences your child will develop and how the courses are assessed. Your child's chances of a successful education will be greatest where an effective three-way partnership between student, parent and school is established.

The more information you have about how your child is learning and what she/he is learning, the more you are able to support and enhance this learning. This may be through support with home learning, discussion, identifying relevant books, websites and television programmes or through family outings.

We believe that students should be given a broad and balanced curriculum which equips them for life beyond the school gates in the 21st Century. This sees the aims of education as being firstly to enlarge children's knowledge, skills, experience and imaginative understanding and thus their awareness of moral values and capacity for enjoyment. Secondly, it enables them to enter the world after formal education as active participants in society and responsible contributors to it, capable of achieving as much independence as possible. We also ensure that the education we offer ensures progression to Post 16 Education and into Higher Education or employment.

At ARA we believe that every child should be stretched and challenged and they should achieve their potential inside and outside the classroom. Students study the core subjects: English, Maths, Science, PE, Arabic (all Arabic A students and Arabic B GCSE Option students) and Islamic Studies (Muslim students). All students learn UAE Social Studies and follow the UAE Moral Education Programme. The Enrichment programme provides additional opportunities for students to develop their interests and abilities.

Aims

Our main aim is to engage and inspire all students to excel in their learning, to encourage and develop independent, inquisitive, resilient young minds, and to prepare our students to become eloquent, knowledgeable and responsible global citizens, who are capable of flourishing in the 21st Century. Our curriculum is not about 'delivering' knowledge, but encouraging our students to develop learning competences to resolve problems for themselves. We hope that you, as parents, will support both the teaching staff and your children in this challenging but exciting mission!



The Secondary Leadership Team



Riaan Huyser
Executive Principal



Mark Mc Adam
Vice Principal



Simon Dodd
Deputy Head of Secondary



Thomas Rolt
Deputy Head of Secondary



Sonia Naru
Executive
Head of SENCO



Mohammed Awwad
Head of Protection,
Care & Wellbeing



Manal Jallad
Head of Arabic,
Islamic and MoE



Jordan Fleming
Head of Maths



Kiara Williams
Head of English



Houda Ismail
Head of Science

Academic and Pastoral Support

At the Academy, we always like to hear from the parents of the students we teach. In order for us to deal with any comments, concerns or questions quickly and effectively, please direct these to the relevant members of staff as listed below.

Academic Concerns: Any academic concerns about your child's progress should, as a first point of call, be shared with your child's subject teacher or form tutor. Broader questions about how the curriculum is organised should be addressed to the Heads of Department or to the senior Leadership Team who will be happy to assist you.

Department/Role	Subject Leader's name	E-mail
English	Ms Kiara Williams	kiara.williams@alrabeehacademy.ae
Maths	Mr Jordan Fleming	jordan.fleming@alrabeehacademy.ae
Science	Ms Houda Ismail	houda.ismail@alrabeehacademy.ae
Business Studies	Mr Abdul Kareem Al Hagin	abdul.kareem@alrabeehacademy.ae
ICT	Mr Thomas Lofthouse	tom.lofthouse@alrabeehacademy.ae
History	Ms Louise Clancy	louise.clancy@alrabeehacademy.ae
Geography	Ms Harriet Noble	harriet.noble@alrabeehacademy.ae
Design & Technology	Mr Colm Doohan	colm.doohan@alrabeehacademy.ae
Psychology	Ms Catrin Edwards	catrin.edwards@alrabeehacademy.ae
Art	Alicja Boland	alicja.boland@alrabeehacademy.ae
Arabic, Islamic & Social	Mr Mohamad Abu Alrob	mohamad.abualrob@alrabeehacademy.ae
PE and Sports	Mr Dan Griffiths	dan.griffiths@alrabeehacademy.ae

Pastoral Concerns: Should you have concerns that do not relate to an academic matter, please make contact with your son/daughter's form tutor as a first port of call. Assisting the tutors are the Head of Boys and Head of Girls, Academy's Leader of Protection, Care and Wellbeing, and the Secondary Leadership Team.

Role	Name	E-mail
Year 10 FA Form Tutor	Ms Harriet Noble	harriet.noble@alrabeehacademy.ae
Year 10 MA Form Tutor	Mr Colm Doohan	colm.doohan@alrabeehacademy.ae
Head of Year 10	Mr Thomas Lofthouse	tom.lofthouse@alrabeehacademy.ae
Head of Boys	Mr Mohammad Awwad	mohammed.awwad@alrabeehacademy.ae
Head of Girls	Ms Cristina D'Andrea	cristina.d@alrabeehacademy.ae
Head of Protection, Care and Wellbeing	Mr Mohammed Awwad	mohammed.awwad@alrabeehacademy.ae
Deputy Head of Secondary	Mr Thomas Rolt	thomas.rolt@alrabeehacademy.ae
Deputy Head of Secondary	Mr Simon Dodd	simon.dodd@alrabeehacademy.ae
Head of Secondary	Mr Mark McAdam	mark.mcadam@alrabeehacademy.ae

IGCSE – An Introduction



- International General Certificate of Secondary Education (IGCSE)
- IGCSE provides international curriculum schools outside the UK with greater choice by offering a new generation of international qualifications aligned to the latest UK standards with courses specifically tailored to the needs of students studying outside the UK and feature specifications and assessments that are relevant to students wherever they live.
- Designed to examine all abilities, with grades ranging from 1 – 9, (9 as the highest level of attainment). The new 9 - 1 grading system is replacing the A* - G Grades to show greater differentiation. Grade 4 is the equivalent to a low to mid Grade C.
- IGCSE skills are undertaken over Years 9 to 11, with content coverage spanning Years 10 and 11 (except in Maths and Science where content coverage starts in Year 9).
- Some IGCSE courses have a form of coursework known as Controlled Assessment which is prepared in class and at home but completed under examination conditions in school. It is marked by teachers then externally moderated by the examination board. Students cannot enter an examination if the controlled assessment is not completed.
- Students at Al Rabeeh Academy typically study around 7/8 subjects depending on the students preference and suitability to the curriculum design
- 5 GCSEs at Grade A*-C (the new 9 – 4) are often used as a benchmark for comparisons, with many expecting English Language and Mathematics to be included.

GCSE Curriculum

All students study the following subjects

- IGCSE English Language and English as a Second Language
- IGCSE Mathematics
- IGCSE Science (Biology, Chemistry & Physics)
- Moral Education
- UAE Social Studies
- Islamic Studies

- Option subjects - ICT, Design Technology, Business, Geography & History

Year 10 model of study

Subject Leaders will ensure that Year 10 students either:

- Study remaining content over Years 10 and 11
- Finish subject content by the end of Year 10 and use Year 11 as a consolidation year

Students will sit all GCSE exams at the end of Year 11.

Coursework/Controlled Assessment

This is an important element of IGCSE courses and can contribute up to 60% of the total assessment in some subjects. Although the amount of coursework varies from subject to subject, all of it requires students to work independently over a period of time. It is essential that students manage their time effectively from the start of their IGCSE courses to avoid a build-up of coursework deadlines. Key dates will be issued to enable students to meet crucial deadlines efficiently and for parents to monitor the completion and submission of work. In recent years there has been a move to Controlled Assessment in many subjects. This means that students complete their work under supervision at times directed by the school over the two years of the course.

GCSE Examination Fees and Payment

The Academy is an independent examination centre for the British examination boards outside the UK (EDEXCEL & AQA). Due to examination board regulations, examinations run from Monday to Friday and have to follow UK timings without exception. Students will be entered for these examinations throughout the two years of the course. Further details regarding the timings and cost of these examinations will be provided as soon as the information becomes available. Examinations are charged separately. We do not yet have the information from the Examination Boards on charges for courses concluding at the end of Year 11. There may also be further charges for some subjects where a moderator is required, or extraordinary invigilation procedures are necessary. These fees are collected prior to students being entered for any examinations.

Understanding the grading scale at GCSE

G	F	E	D	C	B	A	A*
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1	2	3	4	5	6	7	8	9
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GCSE grades A*-C or 9-4 in are often used as a benchmark for comparison and entry into Key Stage 5, with many expecting English and Mathematics to be included. Each GCSE/IGCSEs course is unique and has its own course requirements and examination procedures. Many require the submission of coursework, in the form of independent work or as a controlled assessment. Students cannot be presented for the final examination if the course work or controlled assessment has not been completed in the set time.

In some subjects students are entered for a “tier”. The Foundation tier targets grades 5 to 1 and the Higher tier grades 9 – 4. The decision about the appropriate tier for assessment will take into consideration class work, assessment results and student ability. Pupils and parents will be made aware of the level of presentation when decisions are made. Examinations will take place at the end of year 11. In a normal academic year, (Co-vid permitting) we are required to follow the UK examination timetable, which may result in GCSE exams on Fridays and during religious celebrations. Results will be published in August of that academic year.

Helpful Links for Key Stage 4

www.aqa.org.uk	AQA Examination Board
www.edexcel.org.uk	EDEXCEL Examination Board
www.ucas.com	UK University Applications
www.connections-direct.com	Jobs4u – Careers Database
www.isco.org.uk	Careers Service
www.hotcourses.com	Courses Guide
www.careers-uk.com	General Careers Site
www.bbc.co.uk/radio1/essentials/	General Advice Site
http://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/comparing-	Information about BTEC



btec-to-other-qualifications.html	
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Further Advice

Students should make the most of opportunities to speak with subject teachers, subject Leaders, tutors, deputy heads, family and friends in order to give themselves a wide range of suggestions and viewpoints to support them in choosing options that are right for them and their future.



English as a Second Language

Examination Board and Specification Code:

Oxford AQA

International GCSE 9280

<https://oxfordaqa-international-gcse-english-as-a-second-language-specification.pdf>

Course description

This English iGCSE specification is designed for students whose first language is not English but may use it for study. This specification will enable students of all abilities to develop the skills they need to read, understand and analyse a variety of texts, styles and topics covering a wide range of subjects, including factual and literary texts. It will also give students the ability to be able to write and communicate clearly, coherently and accurately using a range of vocabulary and sentence structures. The assessment comprises four papers: a Reading paper and a Writing paper, each of which provide separate tasks; the third is a listening paper that uses recorded monologues and dialogues; and the fourth is a spoken language (oral) element that provides students with an opportunity to show their language skills.

Exams/Assessments

Throughout the course students will prepare for three written examination papers and one speaking examination.

Exams

Students will sit three examinations which are worth 80% of their overall iGCSE grade and a speaking examination.

Unit	Weighting	Assessment	Content
Reading	30% 60 marks	Written exam 1 hour 15 minutes	Short answer questions and multiple choice questions in response to written passages.
Writing	30% 60 marks	Written exam 1 hour 15 minutes	There are four tasks which test a range of writing skills. The tasks increase in level of challenge, as do the marks awarded. Each of the first three tasks will be based on one of the themes named in the Subject content. The final task will allow students to draw on their study in one or more of the named themes.
Listening	20% 40 marks	Written exam 45 minutes	Students will be asked to listen to and answer questions on a range of spoken texts (each exam includes 5 minutes reading time of the question paper before the listening stimulus is played.)
Speaking	20% 40 marks	Oral exam 10 minutes + preparation time	Photocard – 15 marks (3–4 minutes) General conversation – 25 marks (6–7 minutes) Audio recorded by teacher and marked by examiner.

They will sit the exam at the end of the course in Year 10.

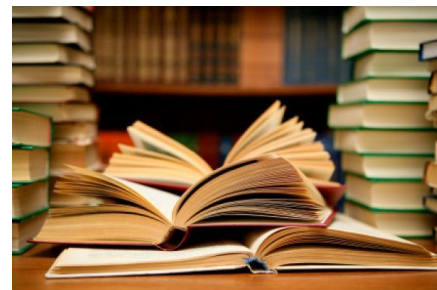
English Language A

Examination Board and Specification Code:

Pearson Edexcel

International GCSE 4EA1

This will begin in year 10 and continue into year 11



https://qualifications.pearson.com/International_GCSE_English_Language-A_specification.pdf

Course description

The English Language IGCSE offers learners the opportunity to read, interpret, evaluate and respond to a range of texts in English. It also aims to help students acquire and apply a wide vocabulary alongside knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language. Text studies are made sure to be engaging, suitable for all students, and that they include a diverse range of writers. The texts include poetry and prose as well as literary non-fiction.

English Language will stimulate learners ability to read critically, write effectively and coherently and use spoken Standard English effectively.

Exams/Assessments

Throughout the course students will prepare for one written examination paper and two coursework assignments.

Exams

Unit	Weighting	Assessment	Content
Paper 1: Non-fiction Texts and Transactional Writing	60% 90 marks	Written examination 2 hours 15 minutes	<p>Section A: Reading – a mixture of short- and long-answer questions related to a nonfiction text from Part 1 of the Pearson Edexcel International GCSE English Anthology and one previously unseen extract. Total of 45 marks.</p> <p>Section B: Transactional Writing – one 45-mark writing task, from a choice of two involving a given audience, form or purpose.</p>

Controlled Assessments

Unit	Weighting	Assessment	Content
Component 3: Poetry and Prose Texts and Imaginative Writing	40% 60 marks	Two controlled assessments (coursework)	<p>Assignment A: Poetry and prose texts – one 30-mark essay question based on any two poetry or prose texts from Part 2 of the Pearson Edexcel International GCSE English Anthology, including a 6-mark commentary on why these texts were selected.</p> <p>Assignment B: Imaginative writing – one 30-mark imaginative writing task.</p>

English Literature

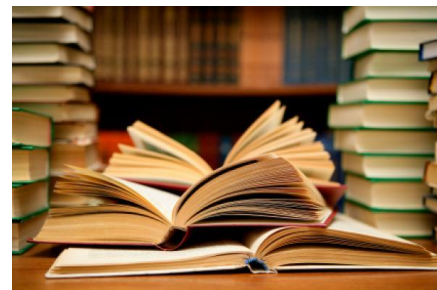
Examination Board and Specification Code:

Pearson Edexcel

International GCSE 4Et1

This will begin in year 10 and continue into year 11

<https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses/international-gcse-english-literature-2016.html>



Course description

The aims and objectives of this qualification are to enable students to engage with and develop the ability to read, understand and respond to a wide range of literary texts from around the world, to develop an appreciation of the ways in which writers achieve their literary effects. It also helps to develop the skills needed for literary study and explore, through literature, the cultures of their own and other societies. It will help promote a love for reading and hopefully find enjoyment in reading literature and understand its influence on individuals and societies.

Exams/Assessments

Throughout the course students will prepare for one written examination paper and two coursework assignments.

Exams

Unit	Weighting	Assessment	Content
Paper 1: Poetry and Modern Prose	60% 90 marks	Written examination 2 hours 15 minutes	<p>Section A – Unseen Poetry: one 20-mark essay question exploring the meaning and effects created in an unseen poem. The poem will be reproduced in the question paper.</p> <p>Section B – Anthology Poetry: one 30-mark essay question from a choice of two, comparing two poems from Part 3 of the Pearson Edexcel International GCSE English Anthology.</p> <p>Section C – Modern Prose: one 40-mark essay question from a choice of two on Of Mice and Men</p>

Controlled Assessments

Unit	Weighting	Assessment	Content
Component 3: Modern Drama and Literary Heritage Texts	40% 60 marks	Two controlled assessments (coursework)	<p>Assignment A: Modern Drama: one essay response to a teacher-devised assignment on An Inspector Calls.</p> <p>Assignment B: Literary Heritage Texts: one essay response to a teacher-devised assignment on Macbeth.</p>

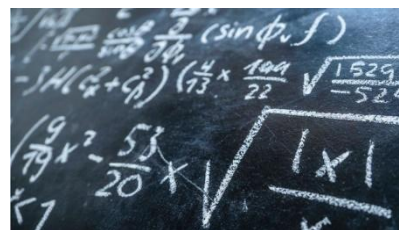
Mathematics A

Examination Board and Specification Code:

Pearson Edexcel

International GCSE 4MA1

<https://qualifications.pearson.com/International-GCSE-in-Mathematics-Spec-A.pdf>



Course description

This GCSE course covers the following content headings:

- Number
- Algebra
- Geometry
- Statistics
- Ratio and Proportion

There are two tiers of entry:

Higher (Grades 9, 8, 7, 6, 5 and 4) and Foundation (Grades 5, 4, 3, 2 and 1)

The course starts in Year 9 and continues through to Year 11. The tier of entry is based on the student's KS3 result and their progress subsequent to that. The final decision is not made until after the mock GCSE exams have taken place in Year 11.

Exams/Assessments

Exams

Every student at Al Rabeeh Academy follows the EDEXCEL syllabus for GCSE Mathematics (1MA1). Students are entered for either the Higher Tier or the Foundation Tier. Both tiers follow the Linear Course.

During the course students take regular topic tests which are used to set target grades and may lead to set changes where appropriate.

Unit	Weighting	Assessment	Content
Paper 1 Calculator	50% 100 marks	Written exam 2 hours	Number Algebra Geometry and Measures Statistics Probability Ratio, Proportion and Rates of Change
Paper 2 Calculator	50% 100 marks	Written exam 2 hours	

Controlled Assessment

Mathematics GCSE has no controlled assessment element.

Biology

Examination Board and Specification Code:

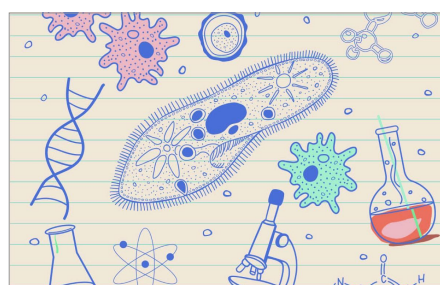
Pearson Edexcel

International GCSE 4BI1

<https://qualifications.pearson.com/Biology/2017/.pdf>

Course Description

The IGCSE Biology is designed to help students appreciate the practical nature of biology, developing experimental and investigative skills based on correct and safe laboratory techniques. Students will also learn to analyse, interpret and evaluate data and experimental methods, drawing conclusions are consistent with evidence from experimental activities and suggesting possible improvements and further investigations.



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Contents are made interesting and engaging for students but are also designed to ensure good preparation, both for those continuing to further study and for those wishing to work in a biology-related field.

The curriculum content below is a guide to the areas on which candidates will be assessed.

1. The nature and variety of living organisms
2. Structures and functions in living organisms
3. Reproduction and inheritance
4. Ecology and the environment
5. Use of biological resources

Exams/Assessments

Biology

Paper	Weighting	Assessment	Objectives
Paper 1	61.5% 110 marks	Written paper 2 hours	Assesses core content that is not in bold and does not have a 'B' reference. Questions may come from any topic area across the specification.
Paper 2	38.9% 70 marks	Written paper 1 hour 15 minutes	Assesses all the content, including content that is in bold and has a 'B' reference. Questions may come from any topic area across the specification. Bold statements cover some sub-topics in greater depth.

Controlled assessment

There is no controlled assessment element in this course.



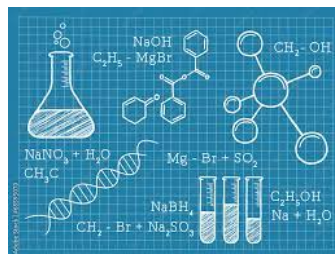
Chemistry

Examination Board and Specification Code:

Pearson Edexcel

International GCSE 4CH1

<https://qualifications.pearson.com/Chemistry/2017/.pdf>



Course Description

This course is designed to enable students to appreciate the practical nature of chemistry, developing experimental and investigative skills based on correct and safe laboratory techniques. It also aims to help students learn about unifying patterns and themes in chemistry and use them in new and changing situations.

Contents are made interesting and engaging for students but are also designed to ensure good preparation, both for those continuing to further study and for those wishing to work in a chemistry-related field.

The curriculum content below is a guide to the areas on which candidates will be assessed:

1. Principles of chemistry
2. Inorganic chemistry
3. Physical chemistry
4. Organic chemistry

Exams/Assessments

Chemistry

Paper	Weighting	Assessment	Content
Paper 1	61.1% 110 marks	Written paper 2 hours	Assesses core content that is not in bold and does not have a 'C' reference. Questions may come from any topic area across the specification.
Paper 2	38.9% 70 marks	Written paper 1 hour 15 minutes	Assesses all the content, including content that is in bold and has a 'C' reference. Questions may come from any topic area across the specification. Bold statements cover some sub-topics in greater depth.

Controlled assessment

There is no controlled assessment element in this course.

Physics

Examination Board and Specification Code:

Pearson Edexcel



International GCSE 4PH1

<https://qualifications.pearson.com/Physics/2017/.pdf>

Course Description

This course is designed to enable students to acquire knowledge and understanding of physical facts, terminology, concepts, principles and practical techniques. The course objective is also designed to improve students' analytical and logic skills by applying understanding of scientific concepts and principles to a range of situations. This will include some examination questions that are more problem solving in style.

Contents are made interesting and engaging for students but are also designed to ensure good preparation, both for those continuing to further study and for those wishing to work in a physics-related field.

The curriculum content below is a guide to the areas on which candidates will be assessed.

1. Forces and motion
2. Electricity
3. Waves
4. Energy resources and energy transfers
5. Solids, liquids and gases
6. Magnetism and electromagnetism
7. Radioactivity and particles
8. Astrophysics

Exams/Assessments

Physics

Paper	Weighting	Assessment	Content
Paper 1	61.1% 110 marks	Written paper 2 hours	Assesses core content that is not in bold and does not have a 'P' reference. Questions may come from any topic area across the specification
Paper 2	38.9 % 70 marks	Written paper 1 hour 15 minutes	Assesses all the content, including content that is in bold and has a 'P' reference. Questions may come from any topic area across the specification. Bold statements cover some sub-topics in greater depth.

Controlled assessment

There is no controlled assessment element in this course.

Business Studies

Examination Board and Specification Code:
Pearson Edexcel
International GCSE in Business (4BS1)





https://qualifications.pearson.com/International_GCSE_Business_Specification.pdf

Course description

The main course topics are:

- Business activity and influences on business
- People in Business
- Business finance
- Marketing
- Business operations

Section 1: introduces the nature and types of business in an economy. Students will be encouraged to examine the interaction between businesses and the environment in which they operate.

Sections 2–5: focuses on the main functional areas of business administration, finance, marketing and operations. While the five sections of content are listed as discrete topics, it is important for students to recognise that, because business is dynamic, these five areas interrelate.

The aims of the course are for students to be able to:

- Develop skills of numeracy, literacy, enquiry, selection and use of relevant sources of information, presentation and interpretation
- Develop an awareness of the nature and significance of innovation and change within the context of business activities
- Appreciate the perspectives of a range of stakeholders in relation to the business environment, individuals, society, government and enterprise
- Develop knowledge and understanding of the major groups and organisations within and outside business, and consider ways in which they are able to influence objectives, decisions and activities
- Develop knowledge and understanding of how the main types of businesses are organised, financed and operated, and how their relations with other organisations, consumers, employees, owners and society are regulated

Exams/Assessments

Exams

This course is assessed through two written papers, 1 hour 30 minutes per paper. Both papers draw on the knowledge and understanding from across the entire specification content.

Paper 1 will focus on a small business of up to 49 employees that has a local/national market. Paper 2 will focus on a large business of more than 250 employees that has a multinational/global market.

Both papers consist of four compulsory questions, each worth 20 marks. There is a total of 160 marks for the IGCSE. Questions are a mixture of multiple-choice, short-answer, data-response and open-ended questions. There is no controlled assessment.

Design and Technology

Examination Board and Specification Code:
Pearson Edexcel Level 1/Level 2
GCSE (9-1) in Design and Technology (1DT0)





<https://content/GCSE/Design-and-Technology.pdf6-2020-2022-syllabus.pdf>

Course description

This exam specification has been designed to encourage learners to identify, consider and solve problems through creative thinking, planning and design, and by working with different media, materials and tools to produce a made product. Learners gain technical and design awareness and develop skills such as initiative, resourcefulness, enquiry and ingenuity. They also develop the communication skills central to the design process.

The course also provides an ideal basis for further study and equips learners with technical knowledge and practical designing and making skills for the world of work. The syllabus is designed to accommodate a wide range of interests, materials and resources, and allows the different skills of the teaching staff to be fully exploited.

Candidates will acquire an incredibly broad skill base; sketching, technical drawing, 3D modelling and ICT skills are developed as well as those practical skills that are needed to make final working products. The wide variety of knowledge and skills taught allow Graphic Products to be a creative yet challenging subject to study.

Exams/Assessments

In terms of the GCSE DT assessment, students will sit one exam paper at the end of Year 11. They will also be required to produce a design portfolio relating to a contextual challenge released by the exam board in June of Year 10. The table below summarises the nature of this course in terms of examination and non-examined assessment (coursework) components.

<i>Unit</i>	<i>Weighting</i>	<i>Assessment</i>	<i>Content</i>
Component One: Examination Paper	50% of GCSE	Written exam: 1 hour 45 mins 100 marks	Section A – Core Technical Principles (40 marks) A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge. Section B – Material Categories (60 marks) This section contains a mixture of different question styles, including open-response, graphical, calculation and extended-open-response questions. There will be 5 marks of calculation questions in Section B
Component Two: Non-Examined Assessment (Coursework)	50% of GCSE	Approx. 30-35 hours 100 marks	Students undertake a substantial design and task. Towards the end of Year 10, Edexcel release a contextual challenge in which students will be required to investigate, design and make a solution. As part of this they will produce a design portfolio. They will follow criteria including: investigating, designing, making, and evaluating.

Geography

Examination Board and Specification Code:



**Pearson Edexcel
International GCSE 4GE1**

<https://qualifications.pearson.com/content/Geography/2017.pdf>

Course description

This exam specification aims students to actively engage in the process of geographical enquiry to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds. It also focuses on developing their knowledge and understanding of geographical concepts and appreciates the relevance of these concepts to our changing world.

Students are encouraged to undertake geographical investigations that include both primary and secondary data collection, presentation and analysis, drawing conclusions, and evaluating the whole geographical investigation. And most importantly, it develops their awareness of global issues and recognise the challenges of moving towards a more sustainable future.

Exams/Assessments

Exams

Paper	Weighting	Assessment	Content
Paper 1: Physical Geography	40% 70 marks	Written paper 1 hour 10 minutes	Theme 1: River Environments Theme 2: Coastal Environments Theme 3: Hazardous Environments Including fieldwork from one of the three topics mentioned above.
Paper 2: Human Geography	60% 105 marks	Written paper 1 hour 45 minutes	Theme 1: Economic Activity and Energy Theme 2: Rural Environments Theme 3: Urban Environments Including fieldwork from one of these topics Global Issues (Fragile Environments and Climate Change, Globalisation and Migration, Development and human welfare).

Why study Geography?

In order to answer this difficult question, students must ask themselves what they enjoy about the study of Geography. Do you want to:

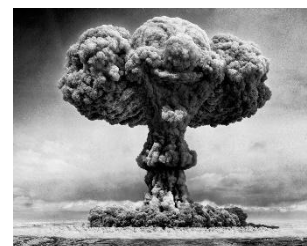
- learn more about the world I live in?
- develop skills that will help me in other areas, such as ICT and research?
- do some of my work away from the classroom?
- work in a team with other students?
- learn through investigating and doing, not listening and reading?

The world is always changing and Geography gives you the chance to learn about these changes. It is well known as a subject that links to all other subjects in the curriculum, so a GCSE in Geography is a stepping stone to a whole range of future opportunities. A good grade will help to move students onto any subject at Key Stage 5.

Employment opportunities where the skills students have developed will be of particular value are in Journalism, Media, Engineering, ICT, Travel and Tourism, Environmental Management, Geology, Marketing, Business Management and Teaching. Geographers are everywhere.

IGCSE History

Examination Board and Specification Code:
Pearson Edexcel
International GCSE 4HI1



<https://pearson/content/History/2017/.pdf>

Course description

Key Stage 4 History helps students to develop and extend their knowledge and understanding of specified key events, periods and societies in history; and of the wide diversity of human experience. Students will engage in historical enquiry to develop as independent learners and as critical and reflective thinkers. They will develop the ability to ask relevant questions about the past in order to investigate issues critically and to make valid historical claims by using a range of sources in their historical context. Studying History enables young people to understand the world they live in as events in the past can help to explain the problems and opportunities that exist in the world today.

The Year 10 curriculum will build upon the knowledge and skills gained in Year 9. Year 10 will see students continue the study of Paper 2 including Origins of the First World War and Changes in Medicine.

Exams

Paper	Weighting	Assessment	Content
Paper 1: Depth Studies (4HI1/01)	50% 60 marks	Written paper 1 hour 30 minutes	Depths Studies: A divided union: civil rights in the USA, 1945-74 South Africa: from union to the end of apartheid, 1948-94.
Paper 2: Investigation and Breadth Studies (4HI1/02)	50% 60 marks (30 marks for the Investigati on study, 30 marks for Breadth studies	Written paper 1 hour 30 minutes	Investigation Study: The origins and course of the First World War, 1905-18 Breadth Studies: Changes in medicine, c1848-c1948

Why study History?

History is useful for a variety of careers and is especially recommended for students aiming for careers in Law, Archive and Information Management, Human Resources Management and Journalism. It is a widely respected and highly academic qualification that can help students gain access to a wide variety of post-16 courses and professional careers.

Psychology



Examination Board and Specification Code:

Pearson

<https://qualifications.pearson.com/en/qualifications/edexcel-gcse/psychology-2017.html> Edexcel GCSE

Course description

Studying GCSE psychology is an excellent way to give yourself a foundational knowledge of how the human mind works, understand social behaviour and human development. GCSE psychology will also give you the basis upon which to build deeper knowledge in the form of A Level psychology and an undergraduate degree. Psychology is one of the most interesting and dynamic fields in the world currently. In part due to the growing awareness of mental health issues. The subject also dovetails with sociology and other subjects. Combining the two can give you remarkable insight into society as well as the individual.

Exams/Assessments

Paper 1 (*Paper code: 1PS0/01)

Written examination: 1 hour and 45 minutes
55% of the qualification
98 marks

Content overview These topics are in Section A of the content. This paper may also draw on knowledge and understanding of investigations from Section C.

- **Topic 1: Development – How did you develop?**
- **Topic 2: Memory – How does your memory work?**
- **Topic 3: Psychological problems – How would psychological problems affect you?**
- **Topic 4: The brain and neuropsychology – How does your brain affect you?**
- **Topic 5: Social influence – How do others affect you?**

Assessment overview

- This is a written examination in which all questions must be answered.
- The paper consists of six sections. The first five sections each cover one of the topics listed above. These sections will include multiple-choice, short-open and open-response questions.
- The sixth section will contain two extended open-response questions. These questions will focus on debates within psychology and the interrelationships between the core areas of psychology.



Paper 2 (Paper code: 1PS0/02)

Written examination: 1 hour and 20 minutes
45% of the qualification
79 marks

Content overview

Topics 6 to 10 are optional; students must study two of them. Topic 11 is compulsory.

- **Topic 6: Criminal psychology – Why do people become criminals?**
- **Topic 7: The self – What makes you who you are?**
- **Topic 8: Perception – How do you interpret the world around you?**
- **Topic 9: Sleep and dreaming – Why do you need to sleep and dream?**
- **Topic 10: Language, thought and communication – How do you communicate with others?**
- **Topic 11: Research methods – How do you carry out psychological research?**

Assessment overview

Students must answer:

All questions from Section A.

All questions from two sections – B to F. Section

A: Research methods – How do you carry out psychological research?

This section will focus primarily on Topic 11: Research methods – How do you carry out psychological research?, although it can draw on material from Topics 1 to 5 from Paper 1. It will contain question types that include calculations, multiple-choice, short-open and open response questions, and one extended open-response question.

Sections B to F: Optional topics

Each of these sections covers one of the optional Topics 6 to 10. These sections will include multiple-choice, short-open and open-response questions, and one extended open-response question. Calculators may be used in the examination. Information on the use of calculators during the examinations for this qualification can be found in Appendix 2 of the Course Specification: Calculators

Information and Communication Technology

Examination Board and Specification Code:

Pearson Edexcel

International GCSE 4IT1

<https://qualifications.pearson.com/content/International-GCSE-in-ICT-spec.pdf>

Course description

Students will explore how digital technology impacts the lives of individuals, organisations and society. They will learn about the current and emerging technologies and the issues raised by their use in a range of contexts by individuals and organisations. Students will also develop an awareness of the risks that are inherent in using ICT and the features of safe, secure and responsible practice, as well as broaden their ICT skills and capability. The more practical unit will see them learning to use a range of digital tools and techniques to produce effective ICT solutions in a range of contexts.

Students may use websites such as the following for additional revision:

http://teach-ict.com/gcse_new.html

<http://www.bbc.co.uk/education/subjects/zqmtsbk>

<http://www.igcseict.info/>

<https://sites.google.com/site/wwwgardenictnet/igcse>

<http://znotes.org/ig-ict/>



Exams/Assessments

Students will be awarded a grade from 9 to 1, with 9 being the highest and equivalent to a solid A*. Students will use a range of materials throughout the course, mainly accessible through the academy VLE.

Paper	Weighting	Assessment	Content
Paper 1: Written paper	50%	Externally assessed Written exam 1h 30min (marks out of 100)	<p>Topic 1: Digital devices – the range available, developments in features and functionality, the principles of the devices</p> <p>Topic 2: Connectivity – ways to exchange data and communicate using digital communications, importance of ‘access everywhere’ developments</p> <p>Topic 3: Operating online – how individuals operate safely online and protect themselves from risks</p> <p>Topic 4: Online goods and services – how standalone and local area networks are used, the increasing use of online systems</p>
Paper 2: Practical paper	50%	Externally assessed Practical exam 3h (marks out of 100)	<p>Topic 5: Applying Information and Communication Technology – be able to use a range of software applications effectively and appropriately</p> <p>Topic 6: Software Skills – demonstrate skills in using various applications such as word processing, database management, spreadsheets, web authoring, presentation, graphics and file management</p>



Moral Education



The ultimate outcome of Moral Education is to create a generation of citizens who:

- Build character traits that include resilience, perseverance, work ethic, critical thinking and discipline
- Prepare students with the skills they need for adult life. Skills include financial literacy, awareness of addiction, mental and physical well-being and digital literacy
- Teach students the practical and ethical values that are represented in the ethos of the course, which includes tolerance, honesty, dignity, respect, and humility
- Encourage and enable students to become engaged members of their community
- Teach students about culture, both of the UAE and of the wider world, and enable them to value the wealth of culture available across the world

Course overview

Term	Term 1		Term 2		Term 3	
	Module Code	Modules	Module Code	Modules	Module Code	Modules
Year 10	CM17	Introduction to global ethics	IC17 CUS9	Financial awareness & what should be preserved.	CIS7	Active Citizen Part 1
	IC17	Financial Awareness				
	CIS5 &6	Governments, authority and the judiciary system in the UAE				
Year 11	CM18	Ethics and global economy	IC18 CUS10	Living a moderate lifestyle & intercultural relationships	CIS10	Active Citizen Part 2
	CIS8	Being a responsible adult (Part 1)				
	CIS8	Being a responsible adult (Part 2)				

UAE Social Studies/Social Science

In KS4, students will have a deeper understanding of social, political, and economic systems. They will develop an understanding of events, trends, personalities and movements in local, national and world history and geography. They will also grasp how the concepts of social science can help interpret human actions and prepare them for careers and lifelong learning. They expand their knowledge from KS3 by thinking more specifically about the important figures within the UAE and applying what they know to real life events. The curriculum is designed to promote cohesion, enrichment and cultures of the UAE society:

- Emphasise diversity in its social and cultural components
- Deliver international content
- Use spiral learning to enable deep and rich understanding
- Challenge and inspire students
- Prepare students for 4th industrial revolution workplace
- Utilize content and expertise of strategic partners
- Reinforce UAE vision Key concepts for Sustainable development

Course overview

TERM	OUTCOMES	UNIT
1a	<ul style="list-style-type: none"> ● Explain how the cold war shaped the global geopolitical climate in the UAE and the GCC region ● Explain the implications of world globalisation 	History
1b	<ul style="list-style-type: none"> ● Describe how different groups or institutions work together to care for people's needs and address social changes ● Evaluate the effectiveness of diplomacy and other foreign policy tools used by the UAE 	National Education
2a	<ul style="list-style-type: none"> ● Analyse how migration affects the structure of societies ● Explain how changes in the environment has brought prosperity to some places and created environmental dilemmas for others. 	Geography
2b	<ul style="list-style-type: none"> ● Assess the benefits of future financial planning ● Compares and contrasts three forms of business organisation – sole proprietorship, partnership, and cooperation 	Economics
3a	<ul style="list-style-type: none"> ● Determines the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of social science 	Evaluating sources and using evidence
3b	<ul style="list-style-type: none"> ● Identifies evidence that draws information from various sources and recognises inconsistencies in evidence so as review, change or strengthen claims 	Communicating Conclusions

Arabic Language

منهاج اللغة العربية للناطقين بها - السنة العاشرة والحادية عشرة: -



صُمم منهاج اللغة العربية للسنة العاشرة والحادية عشر ليكون رفيقًا لطلاب تلك المرحلة ويساعد الطالب على تطوير المهارات اللغوية وذلك من خلال التفاعل الواعي مع مضامين النصوص وأفكارها. فقد قسّم الكتاب إلى ثلاثة فصول، بحسب فصول السنة الدراسية . في كل فصل ستة أقسام هي: القراءة ، الكتابة، النحو ، البلاغة ، الاستماع المحادثة.

أما نصوص القراءة فقد قسمت إلى أربعة أقسام: القرآن الكريم والحديث الشريف، الشعر ، نصوص الرأي ، والنصوص المعلوماتية . بالإضافة للكتاب المدرسي فقد تم الاعتماد على منصة ألف كمصدر رئيسي في عملية التعلم والتقييم ، كما يخضع الطالب إلى اختبارات معيارية خارجية في شهر سبتمبر و شهر مايو وذلك لقياس مدى التقدم الذي حققه الطلبة في مهارات اللغة في الفترة بين بداية التعلم ونهايته إضافة إلى التقييمات الداخلية المستمرة.

مهارة القراءة والفهم:

- أن يحدد المتعلم الفكر الرئيسية والتفاصيل المساندة التي تسهم في توضيح الفكرة الرئيسية أو الرسالة العامة أو الدروس المقدمة في النصوص الأدبية.
- أن يحدد المتعلم جوانب معينة في النصوص الأدبية ويفهمها ويحلل عناصر النص وخيارات المؤلفين في اختيار الكلمات والأساليب الأدبية المناسبة لنصوصهم.
- أن يقرأ المتعلم نصوصًا شعرية وأعمالًا نثرية متنوعة ويحللها ويقيمها ويدمج الفكر المقدمة فيها لبناء معرفة وفهم جديدين.
- أن يقرأ المتعلم النص المعلوماتي بعمق وشمولية ويحدد الفكرة المركزية والفكر الرئيسية ويستنتج العلاقات ضمن النص الواحد وبين النصوص المختلفة.
- أن يحلل المتعلم عناصر النص واختيار الكاتب للكلمات ويقيم الطرائق التي تساهم فيها تراكيب الجمل في بناء النص.
- أن يتبين وظيفة النص من خلال الوسائط المختلفة ويقدم ما جاء فيه من معارف وآراء ويبين خبرات جديدة ليوظفها في نتاجات متنوعة.

مهارة الكتابة :

- أن يبحث المتعلم عن المعلومات ويطبقها في موضوعات كتابية تستند إلى أغراض محددة تظهر فهمه بالمادة.
- أن يكتب المتعلم نصوصًا تعبر عن فكرة مركزية تظهر قدرة على التركيز والتنظيم .
- أن ينتج المتعلم نصوصًا سردية ومعلوماتية وإقناعية ووصفية وتظهر كتاباته تفهيمه بالسلامة اللغوية.
- أن يستخدم المتعلم التكنولوجيا بما فيها الإنترنت وغيرها من المصادر لينتج وينشر عملاً كتابيًا متفاعلاً من الآخرين.

مهارة المحادثة والاستماع:

- أن يظهر المتعلم فهمًا لمواد مسموعة ويتواصل مع الآخرين مقدمًا المعلومات والنتائج المدعومة بالأدلة لإقناع المستمعين واستمالتهم نحو الموضوع مستخدمًا اللغة العربية الفصيحة.
- أن يشارك المتعلم في النقاشات مع معلميه وزملائه مكيفًا كلامه ووفقًا لمجموعة متنوعة من السياقات والمهام التواصلية.
- أن يستخدم المتعلم الوسائل الرقمية في العروض البصرية للتعبير عن المعلومات ويفهم المادة المعروضة من خلال هذه الوسائط.

المفاهيم البلاغية :

- يتعرف الطالب المفاهيم البلاغية المناسبة للمرحلة وينتق جمالياتها ويستخدمها في التعبير .

المفاهيم النحوية والصرفية :

- أن يتعرف المتعلم المفاهيم النحوية والصرفية ويستخدمها استخدامًا صحيحًا.

القواعد الإملائية:

- أن يكتب المتعلم الكلمات والجمل مراعيًا قواعد الإملاء والترقيم.

مهارة الخط :



- أن يكتب المتعلم بخط واضح وجميل مراعيًا قواعد الخط العربي.

المهارات التي يقوم منهاج السنة العاشرة والحادية عشر بالتركيز عليها:

- التواصل بفاعلية والمشاركة الصفية في الانتقال من حالة التلقي السلبي إلى حالة المشاركة الإيجابية الموسعة.
- إعداد عروض تقديمية تعكس القدرات القرائية التحليلية والبحث النقدي والكتابة الإبداعية باستخدام الوسائط المتعددة.
- إتقان استخدام التكنولوجيا الرقمية من خلال استخدامها بوصفها أداة يستخدمها المتعلمون في البحث في الآراء المعارضة للقراءة والمحادثة

يجب على الطالب الذي يدرس اللغة العربية للناطقين بها :

- أن يكون قادر على :
- أن يكون قادرًا على تحليل النص الأدبي ومدى تحقيق الكاتب أو الشاعر لغايته .
- أن يكون قادرًا على دمج المعلومات عن موضوع واحد تم تقديمه بصيغ مختلفة لتوليد فهم مناسب للقضية .
- أن يكون قادرًا على كتابة نصوص متنوعة وإظهار قدرة على استخدام اللغة الفصيحة استخدامًا صحيحًا مع مراعاة الغرض والموضوع في علاقتهما بالمتلقي.
- أن يكون قادرًا على توظيف المفاهيم النحوية والإملائية والصرفية والبلاغية المتصلة بالمرحلة توظيفًا سليمًا تحدثًا وكتابةً .
- أن يكون قادرًا على تحليل المادة المسموع، وتقييمها وتقديم العروض باللغة العربية الصحيحة مراعيًا آداب الاستماع والتحدث .

مصادر التعلم :

- الكتاب المدرسي
- منصة ألف
- المعاجم اللغوية
- الشبكة المعلوماتية
- الدواوين الشعرية وكتب القصص والروايات

التقييم :

- التقييم الخارجي : تطبيق اختبار A.B.T المعياري لقياس التقدم في بداية التعلم ونهايته في شهر سبتمبر ومايو
- التقييم الداخلي : الاختبارات التحريرية ، تقييم منصة ألف ، تقييم مهارات اللغة العربية

Islamic

منهاج التربية الإسلامية للناطقين باللغة العربية السنة العاشرة والحادية عشر :

صُمم منهاج التربية الإسلامية للسنة العاشرة والحادية عشر ليكون معيّنًا للطالب في فهم أحكام ومفاهيم التربية الإسلامية وقراءة القرآن وتجويده الذي يساعد الطلبة في تكوين فهمًا دقيقًا لجوهر الإسلام وتعاليمه وأحكامه وتكوين فهمًا عام لآيات القرآن الكريم وأحاديث النبي محمد صلى الله



عليه وسلم من خلال استخدام الكتاب المدرسي فقد تم الاعتماد على منصة ألف كمصدر رئيسي في عملية التعلم والتقييم ، كما يخضع الطالب إلى اختبارات معيارية خارجية في شهر سبتمبر و شهر مايو وذلك لقياس مدى التقدم الذي حققه الطلبة في منهج التربية الإسلامية في الفترة بين بداية التعلم ونهايته إضافة إلى التقييمات الداخلية المستمرة.

حيث يتوقع من الطالب في نهاية هذه السنة:

- حفظ وتفسير السور القرآنية المقررة وإتقان تلاوتها ومعرفة مناهج فهم القرآن الكريم.
- معرفة مصطلحات الحديث والتدريب على كيفية استخدام السنة كمصدر للتشريع والعلم والمعرفة.
- تمثل قيم العفة والمسؤولية والتدريب على ممارسة الشورى والديمقراطية.
- تطبيق آداب الإسلام في التعلم والتعليم واستخدام المناهج العقلية في إثبات قضايا الإيمان.
- إدراك إن نشر العلم والمشاركة في تأسيس مجتمع قوي من خلال أسرة ناجحة عبادة لا تقل من الصوم والصلاة.
- توضيح أهمية المحاسبة الذاتية والاستغفار والتزام قيم الإحسان في العبادة.
- التمييز بين الحلال والحرام وشرح أحكام الحج والزواج والفرق.
- تحديد أهم ملامح سيرة الرسول صلى الله وسلم من كافة الجوانب التربوية والدعوية والمجتمعية.
- معرفة سير ست من الشخصيات الإسلامية .
- إدراك أهمية اللغة العربية والدفاع عنها وشرح بعض الجماليات التي أضفاها القرآن الكريم عليها.
- تصميم خطة للتغلب على مشاكل الأمة الإسلامية ووضع الحلول لمعالجتها وتطبيق آداب الإسلام .
- المشاركة في حماية البيئة والمحافظة عليها على المستويين المحلي والدولي .

مصادر التعلم :

- الكتاب المدرسي
- منصة ألف
- القرآن الكريم
- الشبكة المعلوماتية
- كتب السيرة والتفسير

التقييم :

- التقييم الخارجي : تطبيق اختبار تشخيصي معياري لقياس التقدم في بداية التعلم ونهايته في شهر سبتمبر ومايو
- التقييم الداخلي : الاختبارات التحريرية ، تقييم منصة ألف ، تقييم الحفظ وأحكام التجويد

