

Curriculum Booklet

Key Stage 5



The British School Al Rehab
April 2020

Aims and Purpose of Key Stage 5

This booklet is designed to provide a basic overview of the curriculum demands for students in years 12 and beyond. For most Key Stage 5 (KS5) students this will be their route into university.

TBS offers a flexible curriculum programme that allows students mix AS and IGCSE subjects in year 12 and, if appropriate, study for A Level subjects that will satisfy overseas universities. Key Stage 5 is also the stage of education where students go through more intense and challenging courses in very specific subjects like mathematics and physics.

The curriculum at this stage aims to help students negotiate these enormous challenges. Therefore, the curriculum has not just been written to provide students with information, facts and answers, it has also been written to encourage them to take control of, and be responsible for their learning.

In essence, students normally study AS subjects in year 12 and, halfway through Key Stage 5, students sit the GCE Advanced Subsidiary Levels examination. If they choose to study for another year, they sit the A2 Level examinations. In some cases, students may be able to complete an entire A Level in year 12.

Programmes of study have to be tailored into a learning plan specific to each student and TBS will guide each student before they start on this key stage. This initial guidance is supported by continual careers and educational advice throughout the remaining stages of secondary education at TBS.

FACULTY OF LANGUAGE

Arabic A Level

Course Title: Arabic A Level – IAL

Examining Board: Edexcel

Syllabus: Unit 1: WAA01/01 - Unit 2: WAA02/01

Aim of Course

To encourage a broad range of reading and writing in standard Arabic; to encourage reading of both fiction and non-fiction texts in contemporary and classical Arabic.

How will the subject be taught?

The subject will be taught through a combination of concept explanation, language skills practice and by going through past papers to enhance students' knowledge of examination techniques.

Does the course involve coursework and what does it consist of?

No coursework required.

Are there any special requirements of the course?

Students should have access to a computer as part of classwork and homework. An enjoyment of the language is also important.

What is the scheme of assessment for this subject?

At the end of the course students sit two papers:

Assessment

Paper 1 (2 hours 30 m) - 100 marks available: Unit 1/ AS

- **Section One:**

- Reading (A) - Short answer comprehension questions based on reading a passage.
- Grammar – It involves the knowledge of the language's grammar rules and the ability to vocalise the words according to it.
- Reading (B) - Long answer comprehension questions based on a reading passage.

- **Section Two:**

- Continues writing – The student should be able to use the beauty of the language's words in writing an essay that it's word count is from 180-220 words.
- Paper 2 (3 hours) - 80 marks available

Unit 2/ A2

- **Section One:** Reading and writing - Long answer comprehension questions based on a reading passage.
- **Section Two:** Translation - Translating an English passage to an Arabic passage in a context that makes sense.
- **Section Three:** Topics and Texts – The student is given 8 books to choose from them 2 only and each book has 2 questions that he/she should pick only one of them to answer in 250-350 words.

Why you should study Arabic A Level - IAL

The study of Arabic is essential to the Middle Easterner. Many students seek important positions in government or law and so this course is ideal for those wishing to pursue a profession in their home or any other Middle Eastern country.

What career opportunities could studying this course lead to?

Translator / Interpreter

Arabic Teacher

Writer

Reporter

Journalist

Politician

اللغة العربية مستوى رفيع

العربية التعبيرات الحقيقية والخيالية والكلاسكسات الهدف من الدورة : تشجيع الطلاب على القراءة والكتابة باللغة العربية واستخدام

؟ كيف يتم تدريس المادة

. سوف يتم تدريس المادة عن طريق الشرح والتدريب على مهارات اللغة وحل الامتحانات السابقة للتدريب على فنيات الامتحان

؟ هل هناك دورات دراسية

. لا ، لا يوجد دورات دراسية ضمن الدراسة

؟ هل هناك متطلبات خاصة لدراسة الدورة

. يجب على الطالب أن يكون لديه جهاز كمبيوتر للعمل داخل الفصل وفي المنزل ، التمتع باللغة مهم جدًا

: مواصفات الورق الامتحانية

: الامتحان يتكون من ورقتين

AS : الورقة الأولى

. الجزء الأول 1- إجابات صغيرة لقطعة قرائية

. النحو من خلال القواعد النحوية وكيفية التشكيل -2

. إجابات طويلة لقطعة قرائية -3

. : الجزء الثاني

. يجب على الطالب أن يستخدم معاني اللغة الجميلة لكتابة موضوع مكون من 180 -220 كلمة :

: الورقة الثانية A2

(الجزء الأول : القراءة والكتابة) قطعة قراءة ذات إجابات طويلة

. إلى اللغة العربية الجزء الثاني : ترجمة قطعة من اللغة الإنجليزية

الجزء الثالث : موضوعات وقطع قرائية – يعطى الطالب 8 كتب ويجب عليه اختيار 2 منهم للإجابة على سؤالين سيختار منهما . واحدًا للإجابة عنه في حدود 300 – 400 كلمة

؟ رفيع لماذا دراسة اللغة العربية كمستوى

دراسة اللغة العربية مهمة للشرق الأوسط ، فالعديد من الطلبة يسعون لمناصب مهمة في الدولة أو القانون ، فهذه الدورة التدريبية مناسبة للذين يطمحون لمناصب عليا في وطنهم أو دول الشرق الأوسط

؟ من خلال دراسته لهذه اللغة ما هي المناصب التي يمكن للطلاب الحصول عليها

. مترجم - صحفي - كاتب - سياسي - مدرس لغة عربية -

FRENCH

Course Title: International AS Level French

Examining Board: Edexcel

Syllabus: 8FR01

Aim of Course

The AS course in French aims to:

- encourage students to develop an interest in, and enthusiasm for language learning
- communicate confidently, clearly and effectively in the language for a range of purposes
- develop awareness and understanding of the contemporary society, cultural background and heritage countries where French is spoken.

How will the subject be taught?

Groups are small and most of the speaking is in French. The four skills of listening, speaking, reading and writing are addressed in lessons.

Are there any special requirements of the course?

Minimum grade B/6 in GCSE French. High motivation and commitment are also essential for success in AS French.

What is the scheme of assessment for this subject?

Paper 1: Listening, reading and translation – 1 hour and 45 minutes (40%)

Section A - students will listen to a range of authentic recorded French-language material and answer questions.

Section B - students will read authentic French-language printed materials and answer questions.

Section C – students will translate an unseen passage from French to English.

Paper 2: Written response to works and translation – 1 hour and 40 minutes (30%)

Section A – students will translate an unseen passage from English to French.

Sections B and C – students will answer a question about the film they studied in lessons.

Paper 3: Speaking (30%) - 27 to 30 minutes (including preparation time)

Students will be assessed on their ability to use a range of language accurately, communicate and interact effectively, summarise and understand written sources in speech, and show knowledge and understanding of Francophone culture and society. They will answer questions on two themes.

- Theme 1: Changes in the French society
- Theme 2: Political and artistic culture in French-speaking countries

Why you should study French - AS

French advanced level is considered by all universities, both in the UK and abroad, as a subject which shows that you are a hard-working, dedicated and motivated student. Edexcel also has the advantage of containing translation which is seen by universities as a valuable skill.

Speaking a new language helps you to get to know other people and cultures, as language and culture go hand in hand. It opens your mind to new ideas and new ways of looking at the world. Learning a foreign language is one of the most enriching experiences in anybody's education. Studying a foreign language, after all, is not only about how to order food or drink in a restaurant or how to read a map. You will explore a different way of life, a foreign culture and the traditions of another country.

Speaking more than one language is a skill which will increase your marketability. Schools and employers tend to prefer candidates who speak one or more foreign languages. The world today requires people to communicate on a global level, so you may need to understand or use a language other than your mother tongue. French is important in the world of business, politics, economics, art, fashion and cuisine, to name but a few. Therefore, depending on your chosen career, French may be the most practical foreign language for you.

What career opportunities could studying this course lead to?

Translator / Interpreter

Journalism

Foreign Service

International Organisations / Business

Travel / Hospitality

Teacher

FACULTY OF MATHS AND SCIENCE

MATHEMATICS

Course Title: International A Mathematics

Examining Board: Edexcel

Syllabus: WMA 11/12/13/14

Aim of Course

To develop the skills of critical appraisal, evaluating their own methodology realising the immediate relevance of the subject to our everyday lives.

How will the subject be taught?

For 'AS' level, the course is made up of Pure Mathematics (units 1 & 2) plus either Mechanics 1 or Statistics 1.

In the second year ('A2' Level) the course is made up of Pure Mathematics (units 3 & 4) plus either Mechanics 1, Mechanics 2 or Statistics 1; whereby students cannot take the same course units as they completed in their first year.

Does the course involve coursework and what does it consist of?

No coursework required.

Are there any special requirements of the course?

A minimum grade 'B' in IGCSE Mathematics.

What is the scheme assessment for this subject?

All parts (3 for AS and 3 for A2) are 1.5-hour examinations.

Why you should study Mathematics.

Mathematics is all around us, in every job, hobby or sport, as well as being in art, nature and everyday life. Mathematics is taken by Universities and employers to show an individual has a logical mind and can cope with abstract ideas and problems. Much of mathematics will not be used in later life, but the ability to work around problems, see problems in the abstract and to think logically is a set of skills that are valued in many walks of life.

SCIENCE: BIOLOGY

Course Title: International A Level Biology

Examining Board: Edexcel

Syllabus: WBI 11/12/13 (XBI11, YBI11) + A2 Units

Aim of Course

To develop the skills of critical appraisal, evaluating their own methodology realising the immediate relevance of the subject to our everyday lives.

How will the subject be taught?

The aim is to encourage "a deeper understanding and appreciation of the variety of life on Earth." Lessons could involve group work, discussion, practical work, individual activities and preparation for written assessment. Homework tasks are set to consolidate and extend the learner's understanding. Independent learning and organisational skills are not only developed but monitored by the subject teacher(s). Progress checks are regularly taken throughout the course of study and the department will take steps to ensure each student remains on track to fulfil his/her potential.

Does the course involve coursework and what does it consist of?

No coursework required.

Are there any special requirements of the course?

Minimum grade B/6 in IGCSE Biology and one other science IGCSE.

Practical work

Practical work is central to any study of biology. For this reason, the specification includes 18 core practical activities that form a thread linking theoretical knowledge and understanding to practical scenarios. In following this thread, students will build on practical skills learned at GCSE (or equivalent), becoming confident practical biologists, handling apparatus competently and safely. Using a variety of apparatus and techniques, they should be able to design and carry out both the core practical activities and their own investigations, collecting data which can be analysed and used to draw valid conclusions. Questions in examination papers will aim to assess the knowledge and understanding that students gain while carrying out practical activities, within the context of the 18 core practical activities, as well as in novel practical scenarios. Success in questions that indirectly assess practical skills will come more

naturally to those students who have a solid foundation of laboratory practice and who, having carried out practical skills, have a thorough understanding of practical techniques.

What is the scheme assessment for this subject?

Year 1/AS YBI11

Unit 1, 2 and 3: Written examination of 1 hour and 30 minutes, consisting of objective, structured and short-answer questions.

Year 2/AS XBI11

Unit 4, 5 and 6: Written examination of 1 hour and 45 minutes, consisting of objective, structured and short-answer questions.

Why you should study A Level Biology?

You will cover biological laws, theories, models and their practical applications as you study our Edexcel International AS/Advanced Level in Biology. Studied over one or two years, the course will help to develop your interest in and enthusiasm for Biology and your appreciation of how society makes decisions about biology-related issues. How biology contributes to the success of the economy and society. Your knowledge and understanding of different areas of biology and how they relate to each other. The International Advanced Level can be claimed on completion of all the units (IAS and IA2 units).

SCIENCE: CHEMISTRY

Course Title: International A Level Chemistry

Examining Board: Edexcel

Syllabus: WCH 11/12/13(XCH) + A2 Units

Aim of Course

To gain hands-on practical skills and data analysis skills. Appreciate how science works and its relevance beyond the laboratory. You will develop an enthusiasm for Chemistry, demonstrate a synoptic understanding and study Chemistry in a contemporary context.

How will the subject be taught?

Students are given a solid grounding in foundation Chemistry. The specification introduces the chemical reactivity of atoms and molecules and provides an understanding of their structures. Practical work is undertaken to support and challenge students' understanding. Homework tasks are set to consolidate and extend the learner's understanding. Independent learning and

organisational skills are not only developed but monitored by the subject teacher. Progress checks are regularly taken throughout the course of study and the department will take steps to ensure each student remains on track to fulfil his/her potential.

Does the course involve coursework and what does it consist of?

No coursework required.

Are there any special requirements of the course?

Minimum grade B/6 in IGCSE Chemistry and one other science IGCSE.

Practical work

Practical work is central to any study of chemistry. For this reason, the specification includes 16 core practical activities and further suggested practicals, which form a thread linking theoretical knowledge and understanding to practical scenarios. In following this thread, students will build on practical skills learned at GCSE (or equivalent), becoming confident practical chemists, handling apparatus competently and safely. Using a variety of apparatus and techniques, they should be able to design and carry out both the core practical activities and their own investigations, collecting data which can be analysed and used to draw valid conclusions. Questions in examination papers will aim to assess the knowledge and understanding that students gain while carrying out practical activities, within the context of the 16 core practical activities, as well as in novel practical scenarios. Success in questions that indirectly assess practical skills will come more naturally to those candidates who have a solid foundation of laboratory practice and who, having carried them out, have a thorough understanding of practical techniques.

What is the scheme assessment for this subject?

Unit 1, 2 and 3: Written examination of 1 hour and 30 minutes, consisting of objective, structured and short-answer questions.

Why you should study A Level Chemistry

You will develop essential knowledge and understanding of different areas of the subject how they relate to each other and gain an appreciation of how chemistry contributes to the economy and society.

SCIENCE: PHYSICS

Course Title: International A Level Physics

Examining Board: Edexcel

Syllabus: WPH 11/12/13 (XPH) + A2 Units

Aim of Course

To develop intellectual curiosity and want to know how to find out about the physical world in which they live, derive interest, enjoyment, and a sense of achievement from your study of Physics.

How will the subject be taught?

They will be taught to understand the main ideas and methods of Physics but they will need to supplement their study by wider reading about new ideas, about the many uses of Physics in everyday life and about the considerable economic and social implications of the use of Physics in our society.

Practical work forms an integral part of the course and helps you to appreciate how theoretical ideas can be tested and justified. It also helps to develop an understanding of, and the ability to use, some of the main instruments and techniques of experimental Physics. Homework tasks are set to consolidate and extend the learner's understanding. Independent learning and organisational skills are not only developed but monitored by the subject teacher(s). Progress checks are regularly taken throughout the course of study and the department will take steps to ensure each student remains on track to fulfil his/her potential.

Does the course involve coursework and what does it consist of?

No coursework required.

Are there any special requirements of the course?

Minimum grade B/6 in IGCSE Physics and one other science IGCSE.

Practical work

Practical work is central to any study of physics. For this reason, the specification includes 16 core practical activities that form a thread linking theoretical knowledge and understanding to practical scenarios. In following this thread, students will build on practical skills learned at GCSE (or equivalent), becoming confident practical physicists, handling apparatus competently and safely. Using a variety of apparatus and techniques, they should be able to design and carry out both the core practical activities and their own investigations, collecting data that can be analysed and used to draw valid conclusions.

What is the scheme assessment for this subject?

Unit 1, 2 and 3: Written examination of 1 hour and 30 minutes, consisting of objective, structured and short-answer questions.

Why you should study A Level Physics

To develop essential knowledge, understanding and instil an appreciation of the link between theory and experiment. Gain the skills to design, execute and analyse their own investigations.

FACULTY OF COMMERCIAL STUDIES

INFORMATION TECHNOLOGY

Course Title: International AS and A Level Information Technology

Examining Board: Cambridge Assessments

Syllabus: 9626

AIMS OF THE COURSE

Students are not bound to follow the Egyptian government's 'Transition Program'. Essentially, this means that students need not pass Cambridge Examination IGCSE ICT to progress to AS level but it is highly recommended that they do so.

In the first year of study, students prepare for the Cambridge AS exams. The Scheme of Work lists the topics and sub-topics to be covered giving some detail of the texts and questions previously selected.

COURSE CONTENT

Year 11 – AS Information Technology

Candidates for Cambridge International AS Information Technology study the following topics:

- Data, information, knowledge and processing
- Hardware and software
- Monitoring and control
- E-Safety and health and safety
- The digital divide
- Using networks
- Expert systems and other types of processing
- Spreadsheets
- Database and file concepts
- Sound and video editing

Year 12 – A2 Information Technology

Candidates for Cambridge International A Level Information Technology study the following topics:

- Emerging technologies
- Role and impact of IT in society
- Networks
- Project management
- System life cycle
- Graphics creation
- Animation
- Mail merge
- Programming for the web

ASSESSMENT

<p>International AS Information Technology are assessed as follows.</p> <p><u>Paper 1 Theory 1 hour 45 minutes</u></p> <p>This written paper tests sections 1–10 of the syllabus content.</p> <p>Candidates answer each question in the spaces provided on the question paper. All questions are compulsory.</p> <p><u>Paper 2 Practical 2 hours 30 minutes</u></p> <p>This paper tests sections 8–10 of the syllabus content.</p> <p>Candidates will also need to use their previous knowledge from sections 1–7. All tasks are compulsory. Candidates must use the most appropriate software and the most appropriate methods.</p>	<p>International A2 Information Technology are assessed as follows.</p> <p><u>Paper 3 Advanced Theory 1 hour 45 minutes</u></p> <p>This written paper tests sections 11–19 of the syllabus content. The content of sections 1–10 is assumed knowledge.</p> <p>Candidates answer each question in the spaces provided on the question paper. All questions are compulsory.</p> <p><u>Paper 4 Advanced Practical 2 hours 30 minutes</u></p> <p>This paper tests sections 16–19 of the syllabus content, and sections 8–9 of the syllabus content within a problem-solving context.</p> <p>Candidates will also need to use their previous knowledge from all sections of the syllabus. All tasks are compulsory. Candidates must use the most appropriate software and the most appropriate methods.</p>
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BUSINESS STUDIES

Course Title: International AS and A2 Business Studies

Examining Board: Cambridge Assessments

Syllabus: 9609

The Business syllabus enables students to understand and appreciate the nature and scope of business, and the role it plays in society. The syllabus covers economic, environmental, ethical, governmental, legal, social and technological issues, and encourages a critical understanding of organisations, the markets they serve and the process of adding value. Students examine the management of organisations and, in particular, the process of decision-making in a dynamic external environment.

Syllabus Content

A Level Business is made up of 6 units as follows

Unit	AS Topics	A2 Topics
Business and environment	<ul style="list-style-type: none"> ● Enterprise ● Business structure ● Size of business ● Business objectives ● Stakeholders in a business 	<ul style="list-style-type: none"> ● Business structure ● Size of business ● External influences on business activity
People in organisations	<ul style="list-style-type: none"> ● Management and leadership ● Motivation ● Human resource management 	<ul style="list-style-type: none"> ● Human resource management ● Organisational structure ● Business communication
Marketing	<ul style="list-style-type: none"> ● What is marketing? ● Market research ● The marketing mix 	<ul style="list-style-type: none"> ● Marketing planning ● Globalisation and international marketing
Operations and project management	<ul style="list-style-type: none"> ● The nature of operations ● Operations planning ● Inventory management 	<ul style="list-style-type: none"> ● Operations planning ● Capacity utilisation ● Lean production and quality

		<p>management</p> <ul style="list-style-type: none"> ● Project management
Finance and accounting	<ul style="list-style-type: none"> ● The need for business finance ● Sources of finance ● Costs ● Accounting fundamentals ● Forecasting cash flows and managing working capital 	<ul style="list-style-type: none"> ● Costs ● Budgets ● Contents of published accounts ● Analysis of published accounts ● Investment appraisal
Strategic management	A2 only	<ul style="list-style-type: none"> ● What is strategic management? ● Strategic analysis ● Strategic choice ● Strategic implementation

Assessment

For Cambridge International AS & A Level Business, candidates:

- take Papers 1 and 2 only for the Cambridge International AS Level qualification
or
- follow a staged assessment route by taking Papers 1 and 2 in one exam sitting and then Paper 3 later
or
- take Papers 1, 2 and 3 in the same examination series, leading to the full Cambridge International A Level.

Paper 1 (AS) Short answers and essay 1 hour 15 minutes. Four short answer questions
And One essay from a choice of three questions

Paper 2 (AS) Data response 1 hour 30 minutes. Two data response questions

Paper 3 (A2) Case study 3 hours. Five questions and one essay (from a choice of two) based on a case study. This paper Based assumes knowledge and understanding of the AS Level syllabus content

ECONOMICS

Course Title: International AS and A Level Economics

Examining Board: Cambridge Assessments

Syllabus: 9708

Through the Cambridge International AS and A Level Economics syllabus, students study how to explain and analyse economic issues and arguments, evaluate economic information, and organise, present and communicate ideas and judgements clearly.

The syllabus covers a range of basic economic ideas, including an introduction to the price system and government intervention, international trade and exchange rates, the measurement of employment and inflation, and the causes and consequences of inflation. Students also study the price system, the theory of the firm, market failure, macroeconomic theory and policy, and economic growth and development.

Syllabus Content

A Level Economics is made up of 5 units as follows

Unit	AS Topics	A2 Topics
Basic economic ideas and resource allocation	<ul style="list-style-type: none"> ● Scarcity, choice and opportunity cost ● Positive and normative statements ● Factors of production ● Resource allocation in different economic systems and issues of transition ● Production possibility curves • Money • Classification of goods and services 	<ul style="list-style-type: none"> ● Efficient resource allocation ● Externalities and market failure ● Social costs and benefits; cost-benefit analysis
The price system and the micro economy	<ul style="list-style-type: none"> ● Demand and supply curves ● Price elasticity, income elasticity and cross-elasticities of demand ● Price elasticity of supply ● Interaction of demand and supply ● Market equilibrium and 	<ul style="list-style-type: none"> ● Law of diminishing marginal utility ● Indifference curves ● Budget lines ● Types of cost, revenue and profit, short-run and long-run production ● Different market structures

	<p>disequilibrium</p> <ul style="list-style-type: none"> ● Consumer and producer surplus 	<ul style="list-style-type: none"> ● Growth and survival of firms ● Differing objectives of a firm
Government microeconomic intervention	<ul style="list-style-type: none"> ● Maximum and minimum prices ● Taxes (direct and indirect) ● Subsidies ● Transfer payments ● Direct provision of goods and services ● Nationalisation and privatisation 	<ul style="list-style-type: none"> ● Policies to achieve efficient resource allocation and correct market failure ● Equity and policies towards income and wealth redistribution ● Labour market forces and government intervention: – Demand and supply of labour – Wage determination in perfect markets – Wage determination in imperfect markets ● Government failure in microeconomic intervention
The macro economy	<ul style="list-style-type: none"> ● Aggregate Demand and Aggregate Supply analysis ● Inflation ● Balance of payments ● Exchange rates ● The terms of trade ● Principles of absolute and comparative advantage ● Protectionism 	<ul style="list-style-type: none"> ● Economic growth, economic development and sustainability ● National Income statistics ● Classification of countries ● Employment/unemployment ● The circular flow of income ● Money supply (theory) Keynesian and Monetarist schools ● The demand for money and interest rate determination ● Policies towards developing economies; policies of trade and aid
Government macro intervention	<ul style="list-style-type: none"> ● Types of policy: fiscal, monetary and supply side policy ● Policies to correct balance of payments disequilibrium ● Policies to correct inflation and deflation 	<ul style="list-style-type: none"> ● Government macro policy aims ● Interconnectedness of problems ● Effectiveness of policy options to meet all macroeconomic objective

Assessment

For Cambridge International AS & A Level Economics, candidates are able to:

- take Papers 1 and 2 only for the Cambridge International AS Level qualification
or
- follow a staged assessment route by taking Papers 1 and 2 in one exam sitting and then Papers 3 and 4 at a later stage such as in the following year
or
- take Papers 1, 2, 3 and 4 in the same examination series, leading to the full Cambridge International A Level.

Paper 1 Multiple Choice 1 hour 30 multiple choice questions based on the AS Level syllabus content

Paper 2 Data Response and Essay 1 hour 30 minutes: one data response question *plus one* structured essay from a choice of three based on the AS Level syllabus

Paper 3 Multiple Choice 1 hour 15 minutes based on the A Level syllabus

Paper 4 Data Response and Essays 2 hours 15 minutes: one data response question and **two** essays from a choice of six based on the A Level syllabus content

FACULTY OF CREATIVE STUDIES

ART

Course Title: International AS and A Level Art and Design

Examining Board: Edexcel

Syllabus: 8ADO and 9ADO Fine Art

The broad-based Art, Craft and Design title will enable students to explore a range of two-dimensional, three-dimensional or time-based approaches to their studies.

Artists, craftspeople and designers, while working within their own disciplines, are often inspired and influenced by those working in a wide range of different creative areas. They draw inspiration from images, compositions, forms and ideas outside their own discipline. They work frequently in multi-disciplinary and cross disciplinary ways, breaking traditional boundaries to create works of art, craft and design that combine ideas, concepts and materials in new ways.

Artists, craftspeople and designers all follow a creative process, in which they explore and develop approaches to communicating ideas visually. When generating and developing new ideas they are pro-active, persistent and self-motivated. Producing creative, dynamic and exciting outcomes, they can inspire and challenge the viewer through interaction with their work and engagement with their ideas.

Aims

The aims describe the purposes of a course based on this syllabus:

- develop an inquisitive, creative approach to research and problem-solving;
- develop the ability to record from first-hand observation, personal experience and other sources;
- effectively communicate their personal response by improving technical skills in a range of processes and media;
- develop independent expression by analysing, evaluating and applying concepts and techniques;
- articulate ideas and responses to their work and the work of others using a relevant vocabulary;

- develop a clear contextual framework that aids critical reflection of their work;
- develop a critical understanding of important concepts and formal elements of art and design;
- develop the skills needed to study art and design at higher education.

Fine art requires engagement with aesthetic and intellectual concepts through the use of traditional and/or digital media, materials, techniques and processes for the purpose of self-expression, free of external constraints. Fine art may be created to communicate ideas and messages about the observed world, the qualities of materials, perceptions, or preconceptions. It can also be used to explore personal and cultural identity, society and how we live, visual language, and technology. Fine Art allows us to consider and reflect on our place in the world, both as individuals and collectively.

Fine art is sub-divided into the following four disciplines:

1. painting and drawing
2. printmaking
3. sculpture
4. lens-based image making.

What Students Learn

Students will develop **practical and theoretical knowledge and understanding** of:

- relevant materials, processes, technologies and resources;
- how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts;
- how images and artefacts relate to the time and place in which they were made and to their social and cultural contexts;
- continuity and change in different genres, styles and traditions;
- a working vocabulary and specialist terminology.

Students develop the skills to:

- record experiences and observations, in a variety of ways using drawing or other appropriate visual forms; undertake research; gather, select and organise visual and other appropriate information;
- explore relevant resources; analyse, discuss and evaluate images, objects and artefacts; make and record independent judgements;

- use knowledge and understanding of the work of others to develop and extend thinking and inform own work;
- generate and explore potential lines of enquiry using appropriate media and techniques;
- apply knowledge and understanding in making images and artefacts; review and modify work; plan and develop ideas in the light of their own and others' evaluations;
- organise, select and communicate ideas, solutions and responses, and present them in a range of visual, tactile and/or sensory forms.

Assessment for AS Level (A2 available on demand)

Component 1 Coursework (Personal Investigation):

- Work presented for assessment draws on topics from across the qualification relevant to the title being followed;
- The assessment is completed over the duration of the course;
- Assessment evidence consists of responses to internally set and negotiated assignments and personal starting points, including practical work and supporting studies;
- All work must be submitted at the end of the course prior to internal assessment;
- Work must not be added to or altered once submitted for assessment;
- Centres must ensure that work submitted for assessment is valid for the series in which it is submitted.

Component 2 Externally Set Assignment:

- The Externally Set Assignment theme and starting points will be released each year, on 1 January;
- The 10-hour period of sustained focus under examination conditions may take place over multiple sessions (a maximum of four, within three consecutive weeks);
- Students must not access their work outside of assessment time;
- All work must be submitted at the end of the course prior to internal assessment;
- Work must not be added to or altered after the 10-hour supervised period has ended;
- Centres must ensure that work submitted for assessment is valid for the series in which it is submitted.

FACULTY OF ENGLISH AND HUMANITIES

IELTS

The ***International English Language Testing System*** (IELTS) measures the language proficiency of students who want to study or work where English is used as a language of communication. It uses a nine-band scale to clearly identify levels of proficiency, from non-user (band score 1) through to expert (band score 9).

Consequently, most students will need this qualification to study in Egypt or abroad where English is the language of instruction.

There are two levels.

- **Academic** - for people applying for higher education or professional registration,
- **General Training** for those migrating to Australia, Canada and the UK, or applying for secondary education, training programmes and work experience in an English-speaking environment.

Both versions provide a valid and accurate assessment of the four language skills: listening, reading, writing and speaking.

Our students will be prepared for the Academic level.

Although students will be taught the basic four skills and will practice these at TBS, they can take the test whenever they feel ready. Tests are organised by the British Council and can be taken at a number of centres (for example, Heliopolis). Results of the test are available after about a week and students can take the test as many times as they wish until an acceptable level is achieved.

Assessment

The Listening, Reading and Writing tests take 2 hours 40 minutes and there are no breaks between the parts of the test.

The Speaking test may be offered on the same day as the other sections of the test, or up to a week before or after. Students will receive notification in advance if their Speaking test is on a different day to their main test day.

Appendix 1 Assessment

Five formal summative assessments take place each year, colloquially called half-term assessment (HTA's). These may be formal tests, extended projects or a significant piece of work that allows for a 'snapshot' view of a student's attainment. Effort and attainment grades are reported to parents. Where necessary, individual or group intervention is planned after analysing assessment data.

As the curriculum evolves, we aim to maintain consistency across subject areas by using 9-1 levels (explained in more detail in an appendix in this booklet) and applying them to the changing curriculum. As the effect of these changes become clearer, our assessment and reporting system will evolve to reflect this.

Each subject is assessed using Levels 9 to 1 (9-1). Level 9 is the highest grade and level 1 is the lowest level, U being ungradable. Students attainment is very individual. Teachers can make judgements on student attainment and predictions through a range of teaching and learning practice, diagnostics and assessments. Students should be attaining Levels 6 to Level 9.

When students complete their IGCSE at the end of Key Stage 4, the examinations are also assessed using this 9-1 grading system, where students are targeted to achieve 8 IGCSE subjects from level 5 up to 9 (previously grades C and above).

Day-to-day assessment. Its purpose is to:

- Check that students are developing mental skills: for example, that they can recall facts, estimate, calculate mentally, and use visual imagery;
- Check that students have grasped the main teaching points in a particular lesson or unit of work, whether they have any misunderstandings that you need to put right, and whether they are ready to move on;
- Give you information that will help you adjust day-to-day plans.

Some key features of day-to-day assessment are:

- Objectives being shared with students and RAGged
- Peer- and self-assessment
- Student engagement and immediate feedback
- Effective use of high-quality resources

Periodic assessment is the process of standing back and considering the information that has been gathered through day-to-day assessment concerning the National Curriculum. Judgments are refined into 'developing' or 'attained' within a level. This is done holistically by taking into account how independently, how consistently and in what range of contexts students demonstrate their attainment. Its purpose is to:

- Review students' progress over the previous cycle of work in relation to assessment criteria and therefore national standards (checklists in years 7 & 8)
- Provide a broader view of progress for the teacher and the learner
- Help improve curriculum planning
- Provide information to feed into reporting

It will be decided what level the student is working at overall – using a 'best fit' approach.

Transitional assessment is the process of reviewing students' progress and attainment against the school and national targets, based on periodic assessment and using tests from national sources. Its purpose is to:

- Assess students' work against national standards
- Formally recognise achievement
- Give supplementary information about students' attainment and progress to be reported to parents/carers and, if appropriate the next teacher/school;
- Help set targets for future years;
- Highlight any weaknesses that should be flagged up in Schemes of Work for the next year.

Appendix 2 Homework

Introduction

Homework is important to student learning at TBS. The purpose of this homework plan is to guide teachers, parents and students in ensuring that homework is meaningful and supports the learning experience for all our students.

Homework is defined as the time students spend outside the classroom in assigned learning activities. TBS believes the purpose of homework should be to practice, reinforce, or apply acquired skills and knowledge; thus developing the deeper learning principle central to teaching and learning. TBS also believe, as research supports, that moderate assignments completed and done well are more effective than lengthy or difficult ones done poorly.

Homework serves to develop regular study skills and the ability to complete assignments independently. Completing homework is the responsibility of the student, and as students mature they are more able to work independently. Therefore, parents play a supportive role in monitoring completion of assignments, encouraging students' efforts and providing a conducive environment for learning. To that end, TBS will provide feedback in a way that assists parents in supporting their children.

The basic principles of homework

- Activities or assignments that students can complete independently. Carefully constructed as to be completed within a reasonable time allotment, with minimal adult help.
- Connected to subject curriculum.
- Suitable time is allowed for completion
- Connected to class instruction.
- Engaging, purposeful and relevant.
- The marking system is compatible with assessment outcomes (e.g. IGCSE Cambridge, Edexcel)

Student Guidelines

- Complete homework as assigned.
- Record homework when assigned in a class by the teacher into their planner
- Seek clarification from teachers when unclear about homework before the due date homework has to be handed into the teacher.
- Use class time provided for completing classwork and/or starting homework.
- Seek assistance from teachers when demonstrating an inability to complete homework.

Assistance for homework

It is recommended that students seeking assistance with homework speak and work directly with their teachers as they will be able to recommend strategies to improve.

Teachers and parents shall communicate with each other at the earliest possible opportunity once the student has demonstrated a consistent inability to complete homework **and discuss possible solutions.**

Students who demonstrate quality, effort and spend sufficient time attempting to complete homework should be stopped when a parent observes that continuing is detrimental to the child's well-being. In such cases, parents should note the amount of time spent on the assignment and sign the paper.

If a student is consistently unable to complete assigned work, the parent should contact the teacher first for support and accommodations as necessary. Teachers should also contact parents if a student consistently is unable to complete the assigned work.

If a parent anticipates their child is out sick for an extended period of time, more than 5 days, then they should contact their child's teachers via the school front desk frontdesk_tbs@Gemsedu.com

Students who miss school work because of an authorised absence shall be allowed to complete all assignments and tests that can be reasonably provided. As determined by the teacher, the assignments and tests shall be reasonably equivalent to, but not necessarily identical to, the assignments and tests missed during the absence. Students shall receive full credit for work satisfactorily completed within a reasonable period of time.

Students who miss school work because of unauthorised absences may be allowed to make up missed work for full or reduced credit. Teachers shall assign such make up work as necessary to ensure academic progress, not as a punitive measure.

Students suspended from school shall be given assignments to complete. The teacher of any class from which a student is suspended may require the student to complete tests missed during the suspension.