

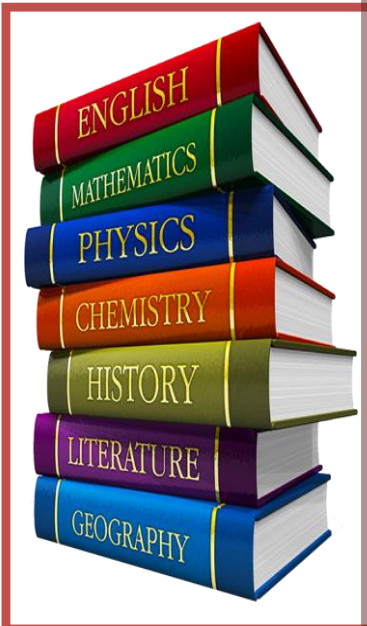
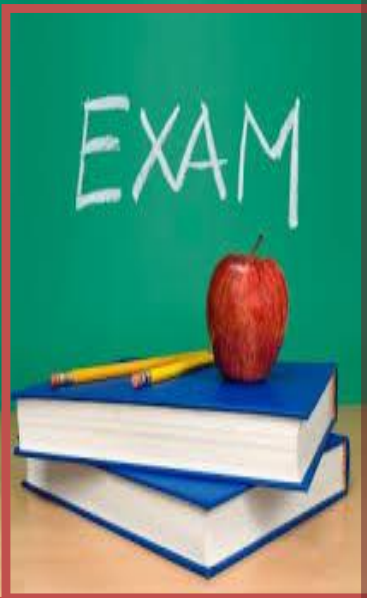
# YEAR 11



**Term 2 Exam**

**2016-2017**

O  
B  
J  
E  
C  
T  
I  
V  
E  
S



# CONTENTS

**1. Arabic**

**2. Sharia**

**3. Hum Arabic**

**4. English 1<sup>st</sup> Lang**

**5. English 2<sup>nd</sup> Lang**

**6. P.E**

**7. Art & Design**

**8. Physics**

**9. Chemistry**

**10. Biology**

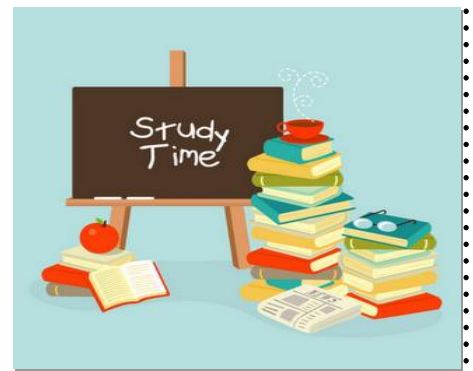
**11. Mathematics**

**12. ICT**

**13. Business**

**14. Geography**

**15. Child Dev**



Teacher's name: JIHAN MOUSA

Subject: ARABIC

Year

11group:

No.	Term 2objectives:
1	أن تتمكن الطالبة من مهارة دمج النصين وفق أشكال الدمج المختلفة
2	أن تتمكن من كتابة نص نقاشي متكامل العناصر والشروط
3	أن تحلل أي نص أدبي مطروح تحليلًا لغويًا وبلاغيًا وفكريًا
4	أن تكتب نصًا إبداعيًا ( سردي – وصفي ) يبرز مهارات اللغة المختلفة وسمات النص البنائية واللغوية

Max. Number of objectives is 5 objectives.

No of assessments during the term (without including the end of term exam) عدد الاختبارات خلال الفصل ما عدا نهاية الفصل	2
Total mark for each assessment (every assessment is out of what) درجات الاختبارات	الدرجة المخصصة لكل اختبار 25 علامة
Duration of end of term exam/exams الدرجة الخاصة باختبار نهاية الفصل	ساعتان للورقة الأولى ( 50 علامة ) – ساعتان للورقة الثانية ( 50 علامة )

#### Topics and units covered/ Studying material/Any other information

المواضيع الداخلة باختبار نهاية الفصل

دمج النصين بأشكاله المختلفة ( القصة- الرسالة – التقرير- المقال- الحوار الجدلي ....)

كتابة القصة وفق أشكالها المختلفة ( قصة تتفق مع بيت شعر – مع مثل – مقترحة البداية – مقترحة النهاية - .. )

كتابة النص الوصفي بأشكاله المختلفة ( وصف حدث- مكان – زمان- شخص )

كتابة النص النقاشي وفق أشكاله المختلفة

بالإضافة إلى جميع الأفكار الواردة في الامتحانات السابقة التي تم حلها داخل الصف

Please use your class practical experience and knowledge for the topics covered.



Teacher's name : walaa ibrahim  
11

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Subject: sharia

Year group:

No.	Term 2 objectives:
1	أن تسمع الطالبة سورة الرحمن تسميماً صحيحاً
2	ان تتمكن من تقديم التفسير المناسب للجزء المقرر بشكل سليم
3	أن تشرح الطالبة حديث جوامع الخير بشكل صحيح وما يتعلق به من معاني وأحكام
4	أن تبين الطالبة أحكام اللباس والزينة.
5	أن تتعرف حقيقة الولاء والبراء وما يتعلق بهما .
6	أن تستعرض حقيقة الاستشراق ونشأته والأهداف التي يسعى إليها
7	أن تتمكن من تقديم معلومات وافية عن مكانة فلسطين الدينية

No of assessments during the term (without including the end of term exam) عدد الاختبارات خلال الفصل ما عدا نهاية الفصل	2
Total mark for each assessment (every assessment is out of what) درجات الاختبارات	15
Duration of end of term exam/exams الدرجة الخاصة باختبار نهاية الفصل	50

#### Topics and units covered/ Studying material/Any other information

المواضيع الداخلة باختبار نهاية الفصل

الاختبار الشفهي : تسميع سورة الرحمن/ تلاوة آيات من سورة آل عمران (109-154) تلاوة صحيحة مطبقة أحكام النون الساكنة والتنوين

الاختبار التحريري :

- 1- البر والعدل مع أهل الذمة ( تفسير )
- 2- جوامع الخير ( حديث )
- 3- الاستشراق.
- 4- الولاء والبراء
- 5- خصائص الرسالة الإسلامية
- 6- أحكام اللباس والزينة
- 7- الحرية في الإسلام
- 8- مكانة فلسطين الدينية

الدروس المطالبة بحفظ الأدلة الشرعية منها

الولاء والبراء / خصائص الرسالة الإسلامية / أحكام اللباس والزينة



Teacher's name نبيلة السيد لطفي  
group: 11

Subject: اجتماعيات  
AL- Arqam Academy For Girls

Year

No.	Term 2 objectives:
1	1- أن تتعرف الطالبات على الاستعمار ودوافعه وأشكاله ومساوئه في العالم الإسلامي
2	2- أن توضح الطالبات صور مقاومة الشعوب العربية والإسلامية للاستعمار
3	3- أن تتدرب على قراءة الجداول والخرائط واستنتاج المعلومات منها فيما يخص العالم الإسلامي
4	

**Max. number of objectives is 5 objectives.**

No of assessments during the term (without including the end of term exam) عدد الاختبارات خلال الفصل ما عدا نهاية الفصل	2
Total mark for each assessment (every assessment is out of what) درجات الاختبارات	20-10
Duration of end of term exam/exams الدرجة الخاصة باختبار نهاية الفصل	50

**Topics and units covered/ Studying material/Any other information**

المواضيع الداخلة باختبار نهاية الفصل

1- الاستعمار في العالم الإسلامي من ص 70 إلى ص 82

2- مقاومة الشعوب الإسلامية من ص 84 إلى 92

3- جغرافية السكان في العالم الإسلامي من ص 94 إلى 98

**Please use your class practical experience and knowledge for the topics covered.**

Teacher's name: -Mrs Zoya Subject: First Language English

Year group:

11

No.	Term 2 Exam Objectives:
1	<b>Demonstrate the skills required for Paper 2: Directed Writing, Analysing Language and Notes/ Summary.</b>
2	<b>Demonstrate the skills required for Paper 3: Directed Writing and Composition (Descriptive/ Narrative).</b>

No of assessments during the term (without including the end of term exam)	<b>1 Reading 2 Writing assessments</b>
Total mark for each assessment (every assessment is out of what)	<b>20 (Reading) 25 (Writing) 25 (Writing)</b>
No of exam papers to be included in end of term 1 exam timetable	<b>2</b>
Duration of end of term exam/exams	<b>2 hours per paper</b>

**Topics and units covered/ Studying material/Practical skills & any other information**

**The students have now covered the full ICGSE syllabus to allow them to answer all of the questions on Paper 2 (Extended paper - Reading Passages) and Paper 3 (Directed Writing and Composition).**

**Exam Preparation:**

Continue to complete practice tasks for Paper 1 (students have a wide variety of these sources already and can consult the teacher if they require more).

Continue to build vocabulary using vocab list words in writing and finding synonyms.

Continue to develop use of poetic techniques in creative writing using the 101 narrative essay questions on Edmodo.

Lastly, students should read a wide variety of texts in English (outside lessons) to improve their comprehension and inferential skills, vocabulary, and writing style. They should make use of resources posted on Edmodo.

**Teachers: Ms Ana / Rutendo      Subject: Second Language English      Year group: 11**

No.	Term 2 Objectives:
1	To demonstrate comprehension skills as well as summarising, letter writing and article writing.
2	To demonstrate listening skills for the final exams.

No of assessments during the term (without including the end of term exam)	2
Total mark for each assessment (every assessment is out of what)	<b>38 – Writing</b> <b>30 - Speaking</b>
No of exam papers to be included in end of term 2 exam timetable	2
Duration of end of term exam/exams	<b>Paper 2 - 2 hours</b> <b>Paper 4 - 45 min</b>

**Topics and units covered/ Studying material/Practical skills & any other information**

**Students have now covered the full Second Language IGCSE syllabus to allow them to answer all of the questions Paper 2 (Extended) and have practised listening tasks for the Listening exam and speaking tasks for the Oral exam.**

**Exam Preparation:**

Students should continue to use English as much as possible in their daily lives.

Students have been provided with exam papers to use for practice and should do timed practise using papers available from reputable online sites, as recommended by their teachers, according to their specific targets. They should also use Cambridge ESL Coursebook 2 with specific focus on Unit 20 - Exam Practice.

They can consult their teachers for further practice materials and to discuss targets.

**Teacher's name: -Huda      Subject: P.E      Year group: 11**

No.	Term 2 objectives:
1	To demonstrate passing, dribbling and shooting skills in handball
2	To participate in full games
3	To demonstrate attacking and defensive set plays

No of assessments during the term:	<b>1. Handball</b>
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Topics and units covered/ Studying material/Any other information
<p><b>Handball</b></p> <ul style="list-style-type: none"> <li>• Passing - chest, bounce</li> <li>• Dribbling - strong hand, alternate</li> <li>• Conditioned Mini-games, - 5 v 5</li> <li>• Shooting - B.E.E.F</li> <li>• Rules and concepts – attacking and defending set plays</li> <li>• Full Games</li> </ul>



Teacher's name: **Gaye Gungor**

Subject: **Physics**

Year group: **11A/B**

No.	Term 2 objectives:
1	Electrons and electronics
2	Atoms and radioactivity
3	

**Max. Number of objectives is 3 objectives.**

No of assessments during the term (without including the end of term exam)	<b>2</b>
Total mark for each assessment (every assessment is out of what)	<b>Test 1 40 Test 2 40</b>
No of exam papers to be included in end of term 1 exam timetable	<b>3</b>
Duration of end of term exam/exams	<b>Paper 2 (45 min) 40 marks Paper 4 (1 hour 15 min) 80 marks Paper 6 (1 hour) 40 marks</b>

**Topics and units covered/ Studying material/Practical skills & any other information**

**TOPICS OF GRADE 11 TERM 2**

- **Electronic essentials (electronic control systems, analogue and digital signals, components: resistors, diodes, LEDs, relays, variable resistors, LDRs, ICs, reed switch, thermistors, diodes as rectifiers, potential dividers)**
- **Logic gates**
- **Atomic model (scattering of alpha particles by thin metal foils on providing evidence for the nuclear atom)**
- **Nucleus / Nuclide notation**
- **Radioactive emission types**
- **Detection of radioactivity**
- **Background radiation**
- **Radioactive decay**
- **Rate of decay, activity and half-life**
- **Nuclear reactions: Fission and fusion**
- **Using radioactivity**
- **Safety precautions on handling radioactive materials**

**ALL THE TOPICS DONE IN GRADE 10 AND TERM1 OF GRADE 11 WILL BE INCLUDED IN THE EXAM**



### **THE TOPICS GRADE 11 TERM 1**

- Electric charge / Electric field
- Current / Potential difference
- Resistance
- Series and parallel circuits
- Electrical power
- Mains electricity
- Dangers of electricity
- Magnets / magnetic fields
- Magnetic effect of a current
- Electromagnets
- Magnetic force on a current
- Electric motors
- Electromagnetic induction (Faraday's Law)
- More about induced currents (Lenz's Law)
- Generators
- AC and DC
- Coils and transformers
- Step-up and step-down transformers
- Power across the country

### **THE TOPICS OF GRADE 10**

- Measurements and units
- Forces and motion
- Forces and pressure
- Forces and energy including momentum and impulse
- Thermal effects
- Waves and sounds
- Rays and waves

### **Materials**

- Course book
- Class notes
- Past paper questions

### **Study tips**

- Read and revise the topics
- Make summaries of the key points
- Memorize the equations
- Practice past paper questions



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Teacher's name : -----Uzma Khalil--- Subject: -----Chemistry-----Year group: --  
11A/B

No.	Term 2 objectives:
1	Organic chemistry-Hydrocarbons & fuels
2	Organic chemistry(Nomenclature)
3	Functional groups-alcohols, carboxylic acid, esters
4	Polymers-natural & synthetic

No of assessments during the term(without including the end of term exam)	2
Total mark for each assessment (every assessment is out of what)	Organic assessment (62), Practical test (42)
No of assessments needs to be included in end of term 2 exam timetable	3
Duration of end of term exam/exams	Paper 2 (45 min) 40 marks Paper 4 (1 hour 15 min) 80 marks Paper 6 (1 hour) 40 marks

#### Topics and units covered/ Studying material/Any other information

**States of Matter:** Describe the states of matter & their inter conversion in terms of kinetic particle theory. Describe diffusion in liquids & gases, describe evidence for particles in gases and liquids.

**Purification techniques :** Name appropriate apparatus for the measurement of time, temperature and volume, Describe paper chromatography, Interpret simple chromatogram, Identify substances and assess their purity from M.Pts & Boiling pts, Describe different purification techniques.

**Atoms:** Describe the structure of atoms and use of radioactive isotopes.

**Bonding:** Explain the formation of ionic bonding, covalent bonds, macro molecules & metallic bonding and link the properties of these compounds to their structure and bonding.

**Periodic Table:** Predict the periodic trends in the physical and chemical properties of the elements, group properties (1, 7 & 0) , transition elements & explain the trends across the periodic table, period 2 & 3.

**The mole:** Explain and deduce the Relative atomic mass, RMM of elements / compounds, calculate the % composition, define the term the mole and solve problems on mole conversions, deducing empirical and molecular formula using % composition and calculate the concentration of solutions.

**Chemical Equations:** Balancing the given equations for chemical reactions, solve problems on calculations from equations, explain molar volume and solve problems on reactions involving gases, perform a titrations and deduce the % yield and purity of a chemical reaction.

**Redox reactions:** Definition of oxidation & reduction, explain redox in terms of electron transfer and calculate the changes in oxidation state during a chemical reaction.Oxidising & reducing agents

**Electrochemistry:** predict the products of electrolysis of an electrolyte in molten & in aq. State; electroplating; application of electrolysis

**Acids ,base ,& salts:** Properties & reactions of acids & bases ;preparation, separation &



purification of soluble & insoluble salts; identification of cations & anions and gases.

**Rate of reaction:** Effect of concentration, particle size, catalyst (including enzymes) and temperature on rate of reaction; Methods for investigating the effect of these variables on rate of reaction.

**Energy changes & reversible reactions:** Exo/endothermic reaction, Chemical equilibrium

**Metals:** Reactivity series, reactions, uses, Thermal decomposition of metal compounds, Extraction of Fe, Al, Cu & Zn from their ores

**Air & water:** Composition of air, separation by fractional distillation, experiment to drive the % oxygen in air (oxidation of Cu); Test for water, water treatment, uses; Noble gases, uses; Properties & uses of  $H_2$ ,  $O_2$ ,  $Cl_2$ ,  $NH_3$ ,  $SO_2$ ,  $SO_3$ ,  $CaCO_3$ ,  $CO$ ,  $CO_2$ ;  $NH_3$  (Haber process), fertilizers;  $H_2SO_4$  (contact process); Common pollutants ( $CO$ ,  $SO_2$ ,  $NO_x$ , Pb-compds), catalytic converter

**Organic Chemistry:** Nomenclature- naming & drawing structure of organic compounds- alkanes, alkenes, alcohols, carboxylic acid, esters; saturated & unsaturated hydrocarbons, combustion of organic compounds; Reactions of alkanes, alkenes, alcohols, carboxylic acids & esters, polymers- natural (protein, carbohydrates, fats) & synthetic (nylon, terylene)- ester & amide linkage

Solve past papers from link:

<http://papers.xtremepapers.com/CIE/Cambridge%20IGCSE/Chemistry%20%280620%29/>

CIE syllabus covered during last two years:

<http://www.cie.org.uk/images/167037-2016-2018-syllabus.pdf>

**For thorough preparation of the course material please read & understand each lesson from your text book, solve end of chapter exercises, solve past papers and use lab activities, work sheets & class notes as extra resources**

**Teacher's name : Hoda Sahardeed Subject: -----Biology-----Year group: -  
11A/B—**

No.	Mock exam revision topics:	
1	Characteristics and classification of living organisms	
2	Cell structure; adaptations and specialisation	
3	Movement in and out of the cells	
4	Enzymes and their functioning	
5	Balanced Diet	
6	Photosynthesis and plant nutrition	
7	Digestive system and Teeth	
8	Circulatory system; immune system and Coronary heart diseases	
9	Respiration; Smoking	
10	Excretion	
11	Homeostasis	
12	Endocrine system	
13	The nervous system	
14	Drugs and disorders of nervous system	
15	Sexual and asexual reproduction in Plants	
16	Sexual and asexual reproduction in Humans	
17	Variation and inheritance	
18	Evolution and Genetic Engineering	
19	Ecology and relationship of organisms with environment and with one another.	
No of assessments during the term(without including the end of term exam)		<b>2</b>
Total mark for each assessment (every assessment is out of what)		<b>42; 45</b>
No of assessments needs to be included in end of term 3 exam timetable		<b>3</b>
Duration of end of term exam/exams		<b>Paper 2 (45 minutes) Paper 4 (1h 15 minutes) Paper 6 (1hour)</b>



### Topics and units covered/ Studying material/Any other information

**Classification:** understanding classification of major groups, their adaptations and characteristics.

**Movement in and out of the cell:** processes of Diffusion; Osmosis; and active transport with reference to their occurrence in our bodies.

**Digestion and Nutrition:** Know the Biological molecules; Major and minor food nutrients and their jobs; Balanced Diet; Obesity; malnutrition and deficiency diseases; ingestion; Digestion; Absorption and assimilation of food in the alimentary canal; structure and functions of different parts of the digestive system

**Enzymes:** Structure and functions of enzymes; role of enzymes in digestion and other chemical processes; factors affecting the rate of reaction of enzymes.

**Photosynthesis:** Equation of photosynthesis; Leaf structure; factors affecting photosynthesis

**Transpiration:** Transport system in plants; water movement through the plant; factors affecting the rate of Transpiration.

**Circulatory System:** structural and functional details of the human circulatory system; Blood vessels structure and differences; heart structure and function; exchange of materials between the blood and tissues; Blood pressure and CVD's and their control.

**Respiration and Breathing:** process of ventilation; respiratory system; aerobic and anaerobic respiration; need for respiration; Smoking and diseases related to smoking.

**EXCRETORY SYSTEM:** Structure and function of kidneys. Structure and function of the Nephron. Treatment of Kidney failure.

**HOMEOSTASIS:** meaning of the term homeostasis; negative feedback mechanism; osmoregulation (control of water content by ADH); thermoregulation (skin, vasoconstriction, vasodilation; maintenance of blood sugar level.(insulin; glucagon)

**ENDOCRINE SYSTEM:** Location of endocrine glands and their hormones; effects of adrenaline; tropisms; uses of plant hormones

**NERVOUS SYSTEM:** Senses and sense organs; CNS and peripheral nervous system functions of different areas of brain; reflex arc; types of neurons; structure and functions of eye; uses and abuses of drugs; drugs and disorders of nervous system

**Reproduction in Plants:** Asexual and sexual reproduction in plants; parts of flowering plants; pollination; fertilization; germination; seed dispersal

**Reproduction in Humans:** Male and female reproductive system; adaptations of gametes, stages of pregnancy and birth; pre and post natal care; contraceptives; IVF and STD

**Inheritance and variation:** types of variation (continuous, discontinuous, environmental and inherited) structure and function of DNA, genes, chromosomes, Mitosis, Meiosis, inherited diseases, monohybrid crosses

**Evolution and Genetic Engineering:** Theories and steps of evolution; steps involved in genetic engineering its uses and methods.

**Ecology and relationship of organisms with environment and with one another:** Ecosystems; food chains and webs; pyramids of energy, number and biomass; Nitrogen cycle; carbon cycle; water cycle; decay and decomposition; population and factors affecting the size of population; Pollution of land water and air; disposal of solid waste; conservation strategies; controlling the spread of disease.

Please use your class practical experience and knowledge for the topics covered.

Section 1;2;3 and 4 from the book are all included in the mock exam.



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Try to solve past exam papers (paper 1;3 and 6) over the week end this will give you practice of at least 5 papers from the previous years. Mark the papers using the mark scheme and only allow the required time to solve the papers. Highlight any problems and discuss with me during break or lunch. Draw the diagrams and learn how to label them and you must learn how to draw the graphs!!

Students taking the core exam should only cover the core parts of the curriculum.

### **EXAMINATION TIPS**

1. START WITH THE EASY QUESTIONS
2. IF YOU DON'T KNOW THE ANSWER TO A QUESTION DON'T WASTE YOUR TIME THINKING ABOUT IT, MOVE ON TO THE NEXT QUESTION AND COME BACK TO IT AT THE END IF YOU'VE GOT TIME.
3. CHECK YOUR PAPER AT THE END TO CORRECT THE SPELLINGS AND ANY OTHER SILLY MISTAKES
4. WHILE DOING THE MULTIPLE CHOICE QUESTIONS, EVEN IF YOU DON'T KNOW THE ANSWER TAKE A GUESS, DON'T LEAVE IT BLANK!
5. ALWAYS USE A PENCIL TO DRAW THE PICTURES OR DIAGRAMS, AND LABEL IT.
6. LABEL THE GRAPHS CLEARLY

Work hard and Allah will give you success Insha'Allah.

Teacher's name : Ms. Mallika Raja  
11

Subject: Mathematics Year group:

No.	Term 2 objectives:
1	Number
2	Algebra
3	Shape & space
2	Statistics

Max. number of objectives is 4 objectives.

No of assessments during the term (without including the end of term exam)	2
Total mark for each assessment (every assessment is out of what)	40
No of exam papers to be included in end of term 1 exam timetable	2 Paper 2 & paper 4
Duration of end of term exam/exams	1 hr 30 mins – paper 2 2 hrs 30 mins – paper 4

**Topics and units covered/ Studying material/Practical skills & any other information**

**Number:**

Prime numbers, multiples, factors, LCM, HCF, square roots and cube roots

Rational and irrational numbers

Upper bound and lower bound

Rounding to decimal places and significant figures

Order of operations

Express as fractions, decimals and percentage

Addition, subtraction, multiplication and division of fractions

Changing a recurring decimal to a fraction

Simple percentages

Percentage increase and decrease

Simple interest and compound interest

Ratio and proportion – direct and inverse proportion

Increase and decrease by a given ratio

Indices – positive and negative indices, exponential equations, fractional indices

Direct and inverse variation

Money

Time

**Set notation and venn diagrams**

**Problems involving sets**

Sequences – Arithmetic





Sequences with quadratic and cubic أكاديمية الأرقام للبنات  
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## **Geometric constructions & scale drawings**

### **Algebra:**

#### **Equations and inequalities:**

Simple linear equations

Constructing equations

Simultaneous equations

Constructing further equations

Solving quadratic equations by factorising

Algebraic indices

The quadratic formula

Solving quadratic equations by completing the square

Expanding a bracket

Expanding a pair of brackets

Simple factorizing

Substitution

Further expansion

Factorisation by grouping

Difference of two squares

Factorising quadratic expressions

Transformation of complex formulae

Simple linear equations

Further simultaneous equations

Constructing equations

Solving quadratic equations by factorizing

The quadratic formula

Completing the square

Algebraic fractions

Addition and subtraction of fractions

Simplifying complex algebraic fractions

Functions –

Evaluating functions

Composite functions

Inverse functions

### **Straight line graphs**

Parallel and perpendicular lines

Solving equations by graphical methods

Gradients of curves

### **Trigonometry:**

Trigonometric ratios

Pythagoras theorem



## **Angles of elevation and depression**

**Sine and cosine curves**

### **Further Trigonometry:**

**The sine rule**

**The cosine rule**

**The area of a triangle**

**3D trigonometry**

**Bearings**

## **Symmetry and three dimensional shapes**

### **LOCUS**

#### **Angle Properties:**

**Angles at a point and on a line**

**Angles formed within parallel lines**

**Angles in a triangle**

**Angles in a quadrilateral**

**The sum of interior angles of a polygon**

**The angle in a semi-circle**

**The angle between a tangent and a radius of a circle**

**Angle properties of irregular polygons**

**Angle at the centre of a circle**

**Angles in the same segment**

**Angles in opposite segments**

**Tangents from an external point**

### **Similar shapes**

**Scale factor of similar shapes**

**Area and volume of similar shapes**

### **Mensuration**

#### **Perimeter, area and volume**

**Perimeter and area of rectangle**

**Area of a triangle**

**The area of parallelograms and trapeziums**

**The circumference and area of a circle**

**The surface area of a cuboid and cylinder**

**Volume of a prism**

**Arc length**

**Area of a length**

**Volume of a sphere**

**Surface area of a sphere**

**Volume of a cone**

**Surface area of a cone**

**The volume and surface area of a Pyramid**



## **Matrices**

**Addition and subtraction of matrices**

**Multiplication of matrices**

**Identity matrix**

**Inverse matrices**

## **Transformations**

**Transformations**

**Combinations of transformations**

**Transformations and matrices**

**Transformations and inverse matrices**

## **Vectors**

**Vectors – translation**

**Addition and subtraction of vectors**

**Magnitude of a vector**

**Vector geometry**

## **Statistics**

**Statistics - Mean, median, mode and range**

**The mean for grouped data**

**Scatter graphs**

**Histograms**

**Cumulative frequency**

## **Probability**

**Relative frequency**

**Further probability – combined events**

**Tree diagrams**

**Gradients of curves**

## **Nets**

**Symmetry Properties**

**Recognize symmetry properties of the prism (including cylinder) and the pyramid (including cone)**

## **Graphs in practical situations**

**Travel graphs**

**Speed-time graphs, acceleration & deceleration**

**Area under a speed-time graph.**

**Teacher's name: Ameera**  
**Subject: ICT**

**Year group: 11 term 2**

No.	Term 2 Topics for exam
1	• Types and components of computer system.
2	• Input and output devices
3	• Storage devices and media
4	• Networks and the effects of using them
5	• The effects of using IT
6	• ICT applications
7	• The systems life cycle
8	• Safety and security
9	• Audience
10	• Communication
11	• File management
12	• Images
13	• Layout
14	• Styles
15	• Proofing
16	• Graphs and charts
17	• Document production
18	• Data manipulation
19	• Presentations
20	• Data analysis
21	• Website authoring

No of assessments during the term (without including the end of term exam)	2
Total mark for each assessment (every assessment is out of what?)	Assessment 1: 20 Assessment 2 : 35
No of assessments needs to be included in end of term 2 exam timetable	2
Duration of end of term exam/exams	2 hours

Students need to revise above mentioned topics from given notes, books and IGCSE past papers. Students can also take help from [www.teach-ict.com](http://www.teach-ict.com), [www.ictlounge.com](http://www.ictlounge.com) and [www.igcseict.info](http://www.igcseict.info)

No.	Term 2 objectives:
4	Students will describe how production, cost and decision making are related and of how economies and diseconomies of scale have an effect on the use and management of resources in the production of goods and services
5	Students will examine the methods of production and the methods used by businesses to increase productivity.

No of assessments during the term(without including the end of term exam)	<b>2</b>
Total mark for each assessment (every assessment is out of what)	<b>Ass. 1 /31</b> <b>Ass.2 /35</b>
No of assessments needs to be included in end of term 1 exam timetable	<b>1</b>
Duration of end of term exam/exams	<b>2 hours</b>

### Topics and units covered/ Studying material/Any other information

#### Section 5: Production

**44: Economies and diseconomies of scale** – To describe how production, cost and decision making are related and of how economies and diseconomies of scale have an effect on the use and management of resources in the production of goods and services. **To analyse the main benefits and drawbacks of economies and diseconomies of scale:** • **economies of scale** – internal (technical, managerial, trading, financial), external (location/concentration of business, skilled labour availability, reputation of area) • diseconomies of scale - limits to growth (too large bureaucracy, negative effect on employee empathy, channels of communication and labour relations)

**45: Methods of production**– To consider job, batch and flow. The main features of each method and applications of each system particularly in relation to the use and management of resources.

**46/47/48: Productivity** – To define the term ‘productivity’ and the methods and technology which can be used to increase it: • methods - lean production, Just In Time (JIT) stock control • technology - Electronic Point of Sale (EPOS), Electronic Funds Transfer at Point of Sale (EFTPOS), Computer Aided Design (CAD), Computer Aided Manufacture (CAM), and Computer Integrated Manufacturing (CIM).

**49: Quality** – To demonstrate the importance of quality control and total quality management (TQM) and of the consequences of poor quality/quality control in production.



**ALL OF YEAR 10 and YEAR 11 SECTIONS COVERED WILL ALSO BE ASSESSED:**

Section 1: Business Activity

Section 2: Human Resources

Section 3: Accounting and Finance

Section 4: Marketing

Teacher's name: Phoebe Haywood

Subject: Geography IGCSE Year group:

11

No.	Term 2 exam objectives (key ideas/big questions):
1	The world's population is increasingly urbanised and this brings a range of challenges.
2	Urban environments are characterized by a variety of different land uses and of people of different economic status and ethnic backgrounds.
3	Changes occur as urban environments age and the needs of people change.
4	Coasts are natural systems subject to a range of natural and human geographical processes.
5	Coasts are subject to a number of conflicts occurring between development and conservation and the need for different management strategies is great
6	There are a variety of types of natural hazards that threaten people around the world in various degrees and locations.
7	Hazards must be predicted and managed in order to minimize their damage.
8	Economic activity is a vital driver of development and economic activities are changing their locations within and between countries.
9	Economic activities and increasingly developed lifestyles lead to greater energy demands, calling into question the need to generate energy using renewables or non-renewables.
10	Globalisation is one of the most powerful forces impacting the world today and has resulted in unique shifts in manufacturing, tourism and migration.

No of assessments during the term (without including the end of term exam)	2
Total mark for each assessment	15% Assessment 1 = 34 Marks Assessment 2 = 38 Marks
No of assessments needs to be included in end of term 2 exam timetable	1 = 50%
Duration of end of term exam/exams	3 hours

Topics and units covered/ Studying material/Any other information



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### **Coasts (Chapter 2)**

- The coast as a natural system and its processes: marine (wave action, erosion, deposition, longshore drift); sub-aerial (weathering, mass movement).
- Natural processes result in the formation of landforms such as Spit, Tombolo, Beaches, Cave/Arch/Stack and Stump
- Coastal ecosystems and their distribution
- Coastal retreat and its management, why people hold different opinions on coastal retreat management.
- Coastal protection: soft and hard engineering; conflicting views.
- Coastal fieldwork – describe how one would collect data to investigate a beach

### **Hazards (Chapter 3)**

- Types of natural hazards and their characteristics (tropical storms, volcanoes, earthquakes)
- Reasons why people continue to live in areas at risk from hazard events, such as in volcanic zones.
- Preparation for natural hazards (development of risk assessment and mitigation strategy implementation)
- Consequences of hazards differ for LICs and HICs: (Case Studies) short-term (emergency aid and disaster relief); long-term (risk assessment, rebuilding, review and adjustment, improving prediction and preparation).
- Management strategies to reduce the impacts of natural hazards

### **Economic Activity and Energy and Globalization (Chapter 5/8)**

- Defining economic sectors (primary, secondary, tertiary, quaternary and informal)
- Global distribution of economic sectors between HIC, LIC and MIC countries.
- Factors encouraging growth, global shift in manufacturing and TNC's.
- Factors encouraging growth and location position in tertiary and quaternary activities in HICs.
- The growth of global tourism and its causes (increased leisure, the package holiday, modern transport, and marketing)
- Types of migration (voluntary versus forced); the push-pull factors.
- Factors resulting in positive net migration in HICs
- Global commodity chains are encouraged by globalisation
- Trans National Companies and their role in the global economies
- Renewables and non renewable forms of energy

### **Urbanisation (Chapter 6)**

- Outline the factors causing urbanisation (and suburbanisation; counter-urbanisation) and affecting its rate.
- Explain the emergence of megacities
- Outline a range of problems linked to rapid urbanisation (congestion, transport problems, employment issues, crime and environmental quality).
- Outline the factors causing some land uses to concentrate (locational needs, accessibility, land values in the CBD).
- Use a **CS** of one city to show the pattern of land use (relate to urban zones).
- Illustrate the processes and consequences of segregation e.g. by socio-economic group and ethnicity.





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- Use a **CS** to illustrate the distribution of social / ethnic groups.
- Outline the consequences of rapid urbanisation in LICs e.g. shanty towns/ squatter settlements.
- Use a **CS** to illustrate the location, growth, problems and management (e.g. self help) of shanty-towns in a LIC; contrast with unmanaged shanties.
- Outline the changes taking place at the edge of HIC cities (retail complexes, business parks, industrial estates) (**CS**).
- Explain the advantages and disadvantages of Greenfield and Brownfield sites.
- Describe the pattern of deprivation/poverty in an HIC city (**CS**).
- Explain the symptoms and locations of deprived areas
- Examine the factors leading to inner city decline and change.
- Explain the role of decision makers (planners, politicians, developers and industrialists) in urban regeneration and rebranding (**CS**).

Teacher's name: - (Mrs Vijita Mathews ) Subject: -(Child Development)

Year group: (11)

No.	Term 2 objectives:
1.	<p><b>Knowledge with understanding</b></p> <p>Candidates should be able to demonstrate their knowledge and understanding of:</p> <ol style="list-style-type: none"> <li>1. the 'normal' ages and stages associated with child growth and development from embryo to 5 years, together with an outline of puberty and adolescence;</li> <li>2. suggested causes of developmental differences;</li> <li>3. the interactive process affecting the growing child;</li> <li>4. the main methods of child psychology – studying a topic in breadth as well as depth.</li> </ol>
2.	<p><b>Analysis and interpretation of evidence</b></p> <p>Candidates should be able to:</p> <ol style="list-style-type: none"> <li>5. analyse and interpret evidence and observations concerning children;</li> <li>6. reach conclusions based on a reasoned consideration of available evidence;</li> <li>7. use and apply their knowledge and understanding of 'Child Development' in verbal, numerical, diagrammatic, pictorial and graphical form.</li> </ol>
3	<p><b>Judgement and decision-making</b></p> <p>Candidates should be able to make judgements which demonstrate:</p> <ol style="list-style-type: none"> <li>8. an awareness of the distinction between objective and subjective evidence and opinion concerning children and their development;</li> <li>9. a recognition that child development theory and practice is subject to various limitations and uncertainties;</li> <li>10. an ability to assess the relative merits of aids to growth and development;</li> <li>11. a developing sense of consumer awareness and value for money.</li> </ol>
4	<p><b>Investigation</b></p> <p>Candidates will be expected to demonstrate the ability to:</p> <ol style="list-style-type: none"> <li>12. observe and record clearly, accurately and systematically;</li> <li>13. draw tentative conclusions from the way observed children behave;</li> <li>14. communicate conclusions in a logical and concise manner.</li> </ol>
No of assessments during the term (without including the end of term exam)	<b>2</b>
Total mark for each assessment (every assessment is out of what)	<b>Test 1: 30 Test 2: 30</b>
No of assessments needs to be included in the end of term 2 exam	<b>1 End of term exam</b>
Duration of end of term exam	<b>1: 30 hr</b>

**Topics and units covered/ Studying material/Any other information**

**Study syllabus units:**

- **Lesson 1 – Growth and development ( 1.1 to 1.4 )**



### 1.1 Understanding growth and development

- define growth
- describe ways of measuring growth
- define development
- list ways of assessing development
- define maturation
- describe links between maturation and learning

### 1.2 Puberty and adolescence as an example

- describe ages and stages of growth and reproductive development in (a) girls, (b) boys
- describe the menstrual cycle
- explain hormonal control

### 1.3 Individual differences • describe how wide variation within the range of normality may occur

- describe gender differences regarding vulnerability, developmental attainment and early physical characteristics
- discuss the range of cultural diversity in their own national society and the rest of the world

### 1.4 Explaining development

- define heredity and environment
- explain how biological and social factors contribute to all-round development
- discuss the importance of critical or sensitive periods of development

## • Lesson 2 – Physical development and health maintenance ( 2.1 to 2.16 )

### 2.1 Reproductive biology • describe the structure and function of human male and female reproductive systems

- describe the process of fertilisation and implantation
- list indications of pregnancy and confirmation checks
- describe the stages in the normal development of the foetus and the function of the placenta
- explain the formation of twins and multiple pregnancies
- describe the function of the blood supply in relation to the foetus and the mother; exchange of materials

### 2.2 Family planning • describe methods of contraception – natural (rhythm), chemical, mechanical and surgical

- discuss the problem of infertility and the social aspects of artificial insemination and fertility drugs

### 2.3 Inheritance • define chromosome, gene – faulty genes as shown by Down's Syndrome

- describe genetic counselling
- describe continuous and discontinuous variation as



influenced by the environment and genes, illustrated by height and A, B, AB and O blood groups

2.4 Needs in pregnancy • describe special nutritional requirements in pregnancy

- explain the importance of exercise and rest
- outline routine checks and procedures available, including relaxation classes
- list what must be avoided, e.g. smoking, drugs, e.g. aspirin, alcohol
- explain the provision of these requirements in relation to foetal stages of development
- discuss possible effects of smoking and alcohol
- describe effects of certain drugs which are toxic to the Foetus

2.5 Other pre-natal development factors

- describe effects of rubella and sexually transmitted diseases
- describe possible effects of severe stress
- describe the possible effects of the following during pregnancy: anorexia, bleeding and toxemia

2.6 Confinement • describe choice of confinement if available – home or hospital

- explain the reasons for hospital stay

2.7 Preparations for arrival of the baby

- outline the choice in accommodation, equipment and clothing
- list the factors affecting the choice

2.8 Labour and delivery • outline the signs and stages of labour and methods of delivery

- discuss the involvement of father or other supportive adult at birth

2.9 New-born baby • describe physical norms, reflex responses and sensory abilities

- define pre-term (premature) baby
- explain feeding requirements
- discuss the advantages of breast or bottle feeding
- describe special care for the pre-term
- outline the paediatric examination

2.10 Requirements for healthy physical growth post-natal to 5 years

- outline the requirements for diet, exercise, hygiene, protection, sleep and rest, suitable clothing
- describe the importance of temperature regulation in babies and young children

2.11 Stages of physical development – birth to 1 year, 1 to 5 years

(a) physical attributes

(b) gross motor development

(c) fine motor development (manipulative ability)

- describe the normal range for hearing, height, sight, tooth eruption, weight
- describe normal development – from early crawling movements at 2 weeks to hops, skips and standing on one foot at 5 years



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- describe normal development – from hand and finger play at 2 months to ability at cutting out at 5 years
- identify delays in development and possible causes

#### 2.12 Stages of development of self-help skills

- (a) eating
- (b) drinking
- (c) toileting
- (d) dressing
- (e) washing/tooth brushing

- describe expected development of self-help skills
- identify delays in development and possible causes
- from taking only milk at 0 months to using knife and fork at 5 years
- from sucking well at 0 months to competent use of cup at 2 years
- from fairly regular bowel motions at 6 months to complete toilet training at 4 years
- from helping when being dressed at 10 months to dressing and undressing well at 3 years
- from enjoying bath at 5 months to hand and face washing at 4 years
- from first attempts at tooth brushing at 40 months to completion at 5 years

#### 2.13 Safety within the child's environment

- describe safety measures – in kitchen, in bedroom, on stair out of doors, crossing the road, in a car
- explain safety standards

#### 2.14 Simple first aid • describe first aid for cuts, bruises, choking

- describe contents of a suitable first aid kit for home, car, playgroup

#### 2.15 Infectious diseases • describe signs and symptoms of common childhood infectious diseases

- explain natural and acquired, active and passive immunity
- assess dangers of dehydration in illness

#### 2.16 Immunisation and vaccination

- outline complete immunisation and vaccination programme available nationally
- explain parental choice and responsibility for immunization and vaccination

- **Lesson 3 – Social relationships and social development (3.1 to 3.7)**

#### 3.1 Love and affection as basis of social relationships and social development

- describe the role of courtship, sexual love and of present-day attitudes to pairing through marriage or other partnerships
- discuss cultural differences to pairing through ethnic, religious or class upbringing and affiliations

#### 3.2 Decision on parenthood • describe factors affecting decision to have children, e.g. health, responsibility, home, earnings



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3.3 Partner and family support • describe support father and others can give during pregnancy and at Birth

3.4 Family

(a) variant groupings

(b) nuclear and extended family

(c) single parent family

- define family as any household group
- identify different possible family groupings, e.g. mother, father and children; ‘mixed’ family with fostered children
- describe the main features of nuclear and extended families
- evaluate the relative advantages of each
- list the reasons for single parent, e.g. death, separation, divorce, choice

3.5 Alternative family life • describe the alternatives some adults take up, e.g. commune, group family, kibbutz family

- compare patterns of child-rearing between alternative and traditional families

3.6 Earliest social relationships

(a) with mother and family

(b) with others

- describe developing relationships; behaviour of the infant in the first 2 years, e.g. ‘social smiles’ at 2 months; looking at books with adults at 16 months
- describe the widening relationship with other significant figures, e.g. growth of affectionate behaviour
- identify delays in development and possible causes

3.7 Peer group relations • describe development in associating with other children

• **Lesson 4 – Emotional development ( 4.1 to 4.5)**

4.1 Emotions • outline main components of emotion, e.g. ‘feeling’ state, internal body functioning, bodily expression

4.2 Fear and fear-related emotions

- name the common fear-producing stimuli and situations and outline age-changes in response, up to 5 years
- outline possible causes of shyness, embarrassment, worry, anxiety, anger, jealousy
- discuss the possible effect of child’s position in the family

4.3 Emotional expression • outline the ways various emotions may be expressed and contained

- identify behaviour which may be symptomatic of emotional problems

4.4 Influence of family and other adults



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- outline the emergence of a strong positive feeling for one or a few familiar care-takers, comforters, playmates
- describe the significance of a secure relationship with mother
- identify aspects of control and discipline mediated by adults
- discuss the notion of attachment

#### 4.5 Loss and grief and other deprivations

- assess the effects of separation from loved ones, family disturbance, loss of loved object on normal healthy emotional development
- describe the effect of hospitalisation

- **Lesson 5 – Cognitive Development and learning through play ( 5.1 to 5.6 )**

#### 5.1 Cognition • define cognition

- outline the importance in the first 5 years of the interactions between the baby/child and the environment
- outline brain organisation and development for cognition

#### 5.2 Learning through play • describe types of play – physical, imitative, imaginary, exploratory, creative, solitary, looking-on, parallel and co-operative

- identify approximate age at which types of play occur, from 5 months to 5 years
- describe the experiencing of natural and synthetic materials in its widest context
- identify types of toys suitable for different stages of development
- explain safety standards and consumer rights as applicable to toys

#### 5.3 Aspects of the learning process

- describe sensitivity to and awareness of external influences
- describe the development of attention control from 1 month to 3½ years, e.g. able to attend to and carry out simple instructions at 18 months
- outline the twin aspects of remembering – recognition and recall
- describe concept development and understanding of relationships through imitation

#### 5.4 Understanding language • outline ages and stages of understanding, e.g. from listening to sounds

- at 4 weeks to the understanding of comparative adjectives at 5 years
- discuss the effects of partial hearing loss
- discuss the advantages and difficulties encountered by children having a second language e.g. English or other language

#### 5.5 Use of language • outline stages of usage, e.g. from throaty noises and cries at 4 weeks to use of

well-formed sentences at 5 years

#### 5.6 Further symbolic understanding and expressions activities



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(a) graphic-motor development (prewriting skills)

(b) arithmetical skills

- outline stages of pre-writing skill development, e.g. spontaneous scribble at 18 months to printing  
own first name at 5 years
- describe beginnings of counting, knowing number words and comparing quantities
- explain delay in normal development

- **Lesson 6 – Community Provisions ( 6.1 to 6.5)**

6.1 Essential services for the pregnant woman, young child and family

- describe local provision available in the fields of health and other essential services

6.2 Voluntary agencies • list the voluntary bodies available for help in the local community

- explain the role of voluntary organisations in the care and provision for young children

6.3 Consumer protection • explain protection and standards available, official and unofficial

6.4 Children in care • list the various forms of in care provision including those for sick children and

those with special needs

6.5 Child in the wider world – outside the family unit

- describe play facilities, pre-school provision and preparation for main school
- discuss the variation in provision.

- **Study from the notes given.**
- **Please use your class practical experience and knowledge for the topics covered.**
- **Review past papers.**