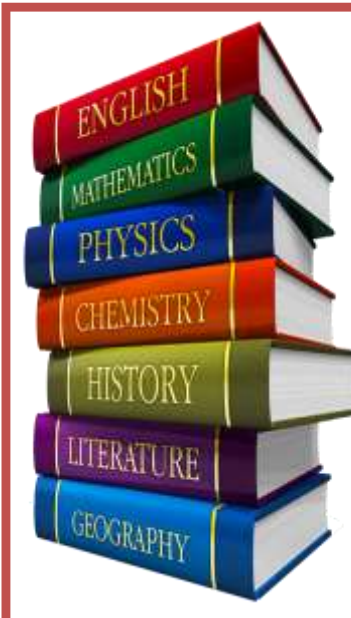
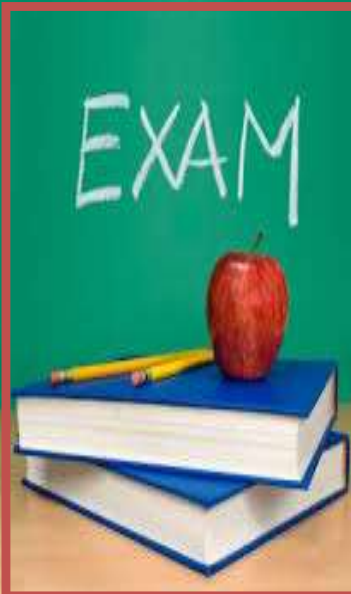


YEAR 11



Term 1 Exam
2017-2018

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CONTENTS

1. Arabic

2. Sharia

3. Hum Arabic

4. English 1st Lang

5. English 2nd Lang

6. P.E

7. Art & Design

8. Physics

9. Chemistry

10. Biology

11. Mathematics

12. ICT

13. Business

14. Geography

15. Travel & Tourism



Term1 Subject details

Teacher's name : JIHAN MOUSA Subject: Arabic Year
group: 11

| No. | Term 1 objectives: |
|-----|--|
| 1 | أن نكتب الطالبة نصا نقاشيا متكاملًا وفق مواصفات الامتحان في الوقت المحدد |
| 2 | أن تمتلك مهارات تحليل المقال اللغوية والبلاغية |
| 3 | أن تحدد آليات الكاتب وصنعه في إيصال الفكرة |
| 4 | أن تكون قادرة على تحديد وجهة نظرها الشخصية فيما تقرأ وتعلل لذلك أن تدمج بين النصين بطريقة سليمة بأسلوبها الخاص (شكل التجربة الغيرية- شكل المقارنة – شكل المقال) |

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 | 25 |
| Duration of end of term exam/exams مدة امتحان نهاية الفصل | ساعة للنص النقاشي – ساعتان للورقة الأولى One hour for argumentative essay- two hours for paper 1 (seprate) الدرجة النهائية من 100 |

Topics and units covered/ Studying material/Any other information

المواضيع الداخلة باختبار نهاية الفصل

النص النقاشي بأشكاله وآلياته المختلفة

مهارات تحليل النص الأدبي اللغوية والنقدية

آليات الكاتب في عرض الفكرة – وسائل الإقناع

توظيف المهارات البلاغية في خدمة الفكرة أو النص



المركز العربي للدراسات
Arabic Academy For Study

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

النص النقاشي بأشكاله وآلياته المختلفة

مهارات تحليل النص الأدبي اللغوية والنقدية

آليات الكاتب في عرض الفكرة – وسائل الإقناع

توظيف المهارات البلاغية في خدمة الفكرة أو النص

Teacher's name : hanadi adel + nissren alqudah

Subject: sharia

Year group: 11

| No. | Term 1objectives: |
|-----|--|
| 1 | أن تسمع الطالبة سورة الواقعة تسميها صحيحاً |
| 2 | أن توضح الطالبة أهم الظروف والمعطيات التي تسببت في نشأة ونضج العلمانية |
| 3 | أن تصدر الطالبة حكماً على أعمال مثل (لبس التمانم والخيط وما إلى ذلك) . |
| 4 | أن تفرق الطالبة بين القصاص والحدود والتعزير . |

| | |
|---|----|
| 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 |
| 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 الواقعة مع المعاني .

الاختبار التحريري :

- 1- النهي عن موالاة الكفار (تفسير)
- 2- قيمة الإخلاص وأهميته (حديث)
- 3- الشرك بالله تعالى. (أسبابه ومظاهره) .
- 4- الجنايات وأنواعها .
- 5- حد الزنا والقذف.
- 6- حد الشرب.
- 7- العلمانية.
- 8- التوكل والتوكل.
- 9- سعد بن أبي وقاص (رضي الله عنه)

Teacher's name : نبيلة لطفي

Subject: اجتماعيات عربي

Year group: 11

| No. | Term 1 objectives: |
|-----|---|
| 1 | أن تتعرف الطالبات على نشأة الدولة العثمانية ولمن تنسب |
| 2 | أن تتبع الطالبات أهم سلاطين الدولة العثمانية وانجازات كل سلطان منهم |
| 3 | أن تفخر الطالبات بالدور العظيم للسلطان محمد الفاتح في فتح القسطنطينية |
| 4 | أن توضح الطالبات أحوال البلاد العربية تحت الحكم العثماني والعوامل التي أدت لسقوط الدولة العثمانية |

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 | 10- 20 |
| 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- نشأة الدولة العثمانية وأهم سلاطينها من ص 14 إلى ص 20
- 2- التوسعات في عهد السلطان سليم الأول والسلطان سليمان القانوني من ص 21 إلى ص 23
- 3- أحوال البلاد العربية تحت الحكم العثماني من ص 36 إلى ص 37
- 4- ضعف الدولة العثمانية وسقوطها من ص 38 إلى ص 44

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

Teacher's name: Zoya

Subject: First Language English

Year: 11

| No. | Term 1 objectives: |
|--|--|
| 1 | Demonstrate the skills required for Paper 2: Directed Writing, Analysing Language and Notes/ Summary. |
| 2 | Demonstrate the skills required for Paper 3: Directed Writing (Argument/ Persuasive) and Composition (Descriptive/ Narrative). |
| No of assessments during the term (excluding the end of term exam) | Assessment 1: Writing Assessment 2: Reading |
| Total mark for each assessment (every assessment is out of what) | Assessment 1 (20) Assessment 2 (20) |
| No of assessments needs to be included in end of term 1 exam timetable | 2 |
| Duration of end of term exam/exams | 120 minutes EACH |

Topics and units covered/ Studying material/Any other information

Topics covered:

- Studied a play for the purpose of enhancing reading skills such as inference, prediction, analyzing use of language, critiquing writer's intention/intended effect as well as building writing skills.
- Paper 2, Question 1, Question 2 and Question 3.
- Revision and recap of exam skills covered in Year 10 (Composition paper 3)

Exam Preparation:

Students are expected to review their marked work: they should read the feedback provided by their teachers and work on specific targets. In short, students should focus on improving the content (ideas) in their work, practice analyzing the meaning and effect of language and ensuring their style (spelling, punctuation, and grammar) are correct.

They should complete practise exam tasks in timed/exam conditions to better their ability to write coherently in timed conditions.

Lastly, students should read a wide variety of texts in English (outside lessons) to improve their comprehension and inferential skills, vocabulary, and writing style.



Teachers: ANA, ROMINA

Subject: ENGLISH SECOND LANG

Year: 11

| No. | Term 1 exam objectives: |
|-----|---|
| 1 | READING Demonstrate understanding of explicit meanings Demonstrate understanding of implicit meanings and attitudes Select information for specific purposes. |
| 2 | WRITING Articulate experience and express what is thought, felt and imagined Sequence facts, ideas and opinions Use a range of appropriate vocabulary Use register appropriate to audience and context Make accurate use of spelling, punctuation and grammar |

| | |
|---|--|
| No of assessments during the term (excluding the end of term exam) | Assessment 1: Writing Assessment 2: Note taking and Summary |
| Total mark for each assessment (every assessment is out of what) | Total (58) Assessment 1 (38) Assessment 2 (20) |
| No of assessments needs to be included in end of term 1 exam timetable | 1 |
| Duration of end of term exam/exams | 120 minutes |

Topics and units covered/ Studying material/Any other information

Topics covered:

- A number of vocabulary exercises to enhance vocabulary level
- Reading An Inspector Calls for the purpose of discussion, comprehension and vocabulary extension
- Punctuation and grammar worksheets.
- Writing to inform and persuade
- Units 1 – 5 from Coursebook 2

Exam Preparation:

- Practise IGCSE past papers.
- Read through vocabulary lists and familiarize yourself with as many words as possible.
- Be aware of basic punctuation rules and concentrate while writing.

Teacher's name: Hoda Saied Subject: ...P.E.... Year group: Year 11

| No. | Term 1 objectives: |
|-----|---|
| 1 | To demonstrate passing, dribbling and shooting skills in basketball. |
| 2 | To participate in full games |
| 3 | To demonstrate attacking and defensive set plays |
| 4 | To Practice using her hands in a correct way while running. |
| 5 | To practice the coordination between hand and leg movement while running. |

Max. Number of objectives : ...5.....

| | |
|--|--|
| No of assessments during the term (excluding the end of term exam) | Assessment 1 Fitness Assessment 2 Basketball |
| Total mark for each assessment (every assessment is out of what) | Total (30) Assessment 1 (15) Assessment 2 (15) |
| No of assessments needs to be included in end of term 1 exam timetable | 0 |
| Duration of end of term exam/exams | ...0..... minutes |

Topics and units covered/ Studying material/Any other information

Basketball

- Passing - chest, bounce
- Dribbling - strong hand, alternate
- Conditioned Mini-games, - 5 v 5
- Shooting - B.E.E.F
- Rules and concepts – attacking and defending set plays
- Full Games

Teacher's name: Ms Rania Subject: ART & DESIGN Year group: 11 a,b

| No. | Term 1 objectives: |
|-----|---|
| 1 | Recording from direct observation object with Black and white, tones and colors Using Different materials |
| 2 | 3D forms |
| 3 | Art of Calligraphy |

| | |
|--|---------|
| No of assessments during the term (without including the end of term exam) | 2 |
| Total mark for the assessments | 30 % |
| No of assessments in end of term 1 exam timetable | 1= 50% |
| Duration of end of term exam/exams | 6 hours |

Topics and units covered/ Studying material/Any other information

- Still life by pencil and ink (still life paintings and photography-famous Artist)
- Use different technique and materials to draw the observation form to show tones and composition.
- Design 3D shape, color the form and draw it.
- Design words using Calligraphy.

Please use your sketch book, worksheets, past assessments and Resources for revision.



Teacher's name: **Gaye Gungor**
/C

Subject: **Physics**

Year group: **11A/B**

| No. | Term 1 objectives: |
|-----|--------------------|
| 1 | Electricity |
| 2 | Magnets & Current |

Max. Number of objectives is 3 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) | Test 1 46 Test 2 45 |
| No of exam papers to be included in end of term 1 exam timetable | 2 |
| Duration of end of term exam/exams | Paper-4 70 marks 1 hr 30 minutes Paper 2 + Paper 6 (30 marks ,30 marks) 1 hr 30 minutes |

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

ELECTRICITY

- Electric charge / Electric field
- Induced charges
- Current / Potential difference
- Resistance
- Resistance and current-p.d graphs
- The effect of length and area on resistance
- Series and parallel circuits
- Electrical energy and power
- Living with electricity
- Dangers and hazards of electricity

MAGNETS AND CURRENTS

- Magnets / magnetic fields
- Magnetic effect of a current
- Electromagnets
- Magnetic force on a current
- Electric motors
- Electromagnetic induction (Faraday's Law)
- Induced current direction (Lenz's Law)
- Generators
- Coils and transformers



- Power across the country

ALL THE TOPICS DONE IN GRADE 10 WILL BE INCLUDED IN THE EXAM

- Measurements and units
- Forces and motion
- Forces and pressure
- Forces and energy
- 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



المملكة العربية السعودية
Ministry of Education, Kingdom of Saudi Arabia

Teacher's name : Uzma Jalil

Subject: Chemistry

Year : 11A/B

| No. | Term 1 objectives: |
|-----|--|
| 1 | Energy changes & reversible reactions <u>Unit 11</u> |
| 2 | Metals <u>Units: 12,13</u> |
| 3 | Air & water <u>Units :14,15,16</u> |

| | | | | | |
|---|--|---------------------------|-------------|-------------------------------|-------------|
| 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) | 37 ; 40 | | | | |
| No of assessments needs to be included in end of term 1 exam timetable | 2 | | | | |
| Duration of end of term exam/exams | <table border="1"> <tbody> <tr> <td>Paper A (P:4) 80 MARKS</td> <td>1 hr 30 min</td> </tr> <tr> <td>Paper B (P:2 & 6) 70 MARKS</td> <td>1 hr 30 min</td> </tr> </tbody> </table> | Paper A (P:4) 80 MARKS | 1 hr 30 min | Paper B (P:2 & 6) 70 MARKS | 1 hr 30 min |
| Paper A (P:4) 80 MARKS | 1 hr 30 min | | | | |
| Paper B (P:2 & 6) 70 MARKS | 1 hr 30 min | | | | |

Topics and units covered/ Studying material/Any other information

TOPIC 1: Energy changes & reversible reactions

- Exo/endothermic reaction
- Chemical equilibrium

Topic 2: Metals

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

Topic 3: 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 gasses, uses
- Properties & uses of H₂, O₂, Cl₂, NH₃, SO₂, SO₃, CaCO₃, CO, CO₂
- NH₃ (Haber process), fertilizers
- H₂SO₄ (contact process)
- Common pollutants(CO, SO₂, NO_x, Pb-compds) ,catalytic converter

All the topics covered in Yr 10 are also included in the term exam

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

The units to be reviewed thoroughly from previous year:

Unit1,3,4,5,6,7,8,9 &10

For through 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



التربية الوطنية
Ministry of National Education

Teacher's name : Fauzia Usman

Subject: Biology

Year group: 11A/B/C

| 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 how they function | |
| 5 | Biological molecules | |
| 6 | Photosynthesis and plant nutrition | |
| 7 | Digestive system and Teeth | |
| 8 | Circulatory system; immune system and Coronary heart diseases | |
| 9 | Respiration and Gas exchange; 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 | Inheritance | |
| 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) | | 45; 45 |
| No of assessments needs to be included in end of term 3 exam timetable | | 2 |
| Duration of end of term exam/exams | | Paper 4 (1 hour 30 minutes) 70 marks Paper 2+6 (1 hour 30 minutes) 30+30=60marks |
| Topics and units covered/ Studying material/Any other information | | |



Department of Education
Western Cape
All - Better. Always. For Better.

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 the human body.

Digestion and Nutrition: biological molecules; major and minor food nutrients and their roles; 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.

Biological molecules: carbohydrates, proteins, lipids and nucleic acids

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; tissue fluid and lymph; blood pressure and CHD'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 the 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: structure and function of DNA, genes, chromosomes, mitosis, meiosis, inherited diseases, monohybrid crosses.

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

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

Try to solve past exam papers (papers 2, 4 and 6) over the coming weeks. 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.



EXAMINATION TIPS – Bring pen, pencil, rubber, ruler, sharpner and calculator

Al-Iman Academy For Girls

1. Read every question carefully. If you do not understand it, read it again.
2. Start with the easy questions.
3. If you don't know the answer to a question, move on to the next question and come back to it at the end if you've got time.
4. Check thoroughly your answers and correct 'silly' mistakes.
5. Do not leave any question blank (especially the MCQs).
6. Always use a pencil and a ruler to draw diagrams, graphs or tables.
7. Label the diagrams and graphs clearly.

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

Teachers, names :Ms. Mallika Raja, Ms Laila Subject: Mathematics Year group: 11

| No. | Term 1 objectives: |
|-----|--|
| 1 | Number: Multiples, prime numbers, rational and irrational numbers, square roots and cube roots, rounding, integers, fractions, decimals and percentage, indices, standard form, ratio, variation, money, time, set notation and venn diagrams, sequences |
| 2 | Algebra: Factorisation, difference between two squares, factorizing quadratic expressions, transformation of formulae, quadratic formula, completing the square, algebraic fractions, functions Matrices |
| 3 | Geometry – Angle properties, Trigonometry, Transformations and matrices, Vectors |

Max. number of objectives is 3 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

Algebra:

- Difference of two squares
- Factorizing 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

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

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

Teacher's name: Ameera
Subject: ICT

Year group: 11 term 1

| No. | Term 1 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 |
| 8 | • Safety and security |
| 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: 32 Assessment 2 : 30 |
| No of assessments needs to be included in end of term 2 exam timetable | 2 |
| Duration of end of term exam/exams | Theory: 1 hour, Practical 2.5 hours |

Topics and units covered/ Studying material/Any other note the teacher would like to remind students of(eg. Needed tools on the test...etc)

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



أكاديمية الأنيساه
Anisah Academy For Girls

Teacher's name: Anisah Subject: IGCSE Business

Year group: 11

| No. | Term 1 objectives: |
|-----|--|
| 1 | Students will be able to consider the use and interpretation of budgeting, cash flow forecasting, costs and break even analysis and how they can be an aid to decision making for the business as a whole. |
| 2 | Students will be able to describe the purpose and content of the trading account, the profit and loss account and to calculate and interpret the main ratios. |
| 3 | Students will be able to identify, analyse and explain the different elements of a business financial strategy. |

Max. Number of objectives is 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?) | A1: 30 A2: 35 |
| No of assessments needs to be included in end of term 1 exam timetable | 1 |
| Duration of end of term exam/exams | 2 hours |

Topics and units covered/ Studying material/Any other information

Section 3 Accounting and finance

Sources of finance (Chp 25,26,27):

Understanding the main types of internal and external sources of finance for business organisations and the factors which influence the decision to use a particular source of finance in a given situation. Understanding the main benefits, drawbacks and application of short term startup capital, including own capital, overdraft, bank loan, friends/family, government incentives for new businesses, grants and/or loans. Understanding the main benefits, draw backs and application of long term capital, including reinvestment of profits/reserves to finance expansion, share issue in private and public limited companies and bank loans.

Budgets and cash flow forecasts (Chp 28,29):

Understanding the use and interpretation of budgeting and cash flow forecasting and how they can be an aid to decision making for the business as a whole.

Cost and break even analysis (Chp 30,31):

Understanding the different types of costs and their importance in providing financial information and aiding decision making including direct and indirect (overhead) costs and fixed and variable costs. The application of break even analysis in decision making, using a simple model such as a graph, to show level of sales/output required for total revenue to cover total costs.



الوزارة العامة للتعليم
Ministry of Education For State

Financial statements (Chp 32,33,34):

Understanding the purpose and content of the trading account, the profit and loss account and the balance sheet, and how the financial information they provide can be used to assess business performance. Understanding the terms 'gross profit' and 'net profit' and the difference between them, and the terms 'capital', 'asset' (including fixed and current assets) and 'liability' (including current and long term liabilities). Understanding why accounts are prepared and how the financial information they provide is used in decision making for the business as a whole.

Ratio Analysis (chp 35):

Calculation and interpretation of the net profit and gross profit ratios.

ALL OF YEAR 10 SECTIONS COVERED WILL ALSO BE ASSESSED:

Section 1: Business Activity (Apart from chp 10 and 11)

Section 2: Human Resources

Section 4: Marketing



Teacher's name: - Ms Christina Subject: -Geography Year group: 11

| No. | Term 1 objectives: |
|-----|--|
| 1 | Some places are more hazardous than others. |
| 2 | Hazards have an impact on people and the environment. |
| 3 | Mitigating the consequences of hazards involves taking actions before, during and after the event. |
| 4 | A Growing Percentage of the world's population lives in urban areas. |

| | |
|--|---|
| 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: 35 marks Assessment 2: 35 marks (Each worth 15% of the final term grade) |
| No of assessments needs to be included in end of term 1 exam timetable | End of term assessment: 1 |
| Duration of end of term exam/exams | 1.5 hours |

Topics and units covered/ Studying material/Any other information

Please study from the textbook and your notes for the following units:

Year 11: Unit 3: Hazardous Environments

- ☞ Different types of hazard (climatic, tectonic).
- ☞ The global distributions, causes and characteristics of: tropical storms, volcanoes and earthquakes.
- ☞ Identifying the scale of natural disasters and their short-term and long-term impact in countries at different levels of development.
- ☞ Reasons why people continue to live in areas at risk from hazard events.
- ☞ Predicting and preparing for hazards (education, early warning systems, shelters, defences).
- ☞ Coping during hazards (evacuation, mitigation).
- ☞ Consequences of hazards: short-term (emergency aid and disaster relief); long-term (risk assessment, rebuilding, review and adjustment, improving prediction and preparation).
- ☞ 3 Case Studies:
- ☞ A case study of the comparative impacts of a tropical storm in an LIC and an HIC (Hurricane Mitch, Central America, 1998 vs Hurricane Floyd, USA, 1999).
- ☞ A Case study of the management of a tectonic event (Kobe, Japan, 1995 and Mount Pinatubo, Philippines, 1991).
- ☞ Case study of the management of either river flooding or coastal flooding (Bangladesh, South Asia, 1998).

Continued on next page



أمانة الإمارات للتعليم
Ministry of National Education

Topics and units covered/ Studying material/Any other information

Year 11: Unit 6: Urban Environments

- ☞ The nature of urbanisation (including suburbanisation and counter-urbanisation); the factors affecting the rate of urbanisation and the emergence of mega-cities.
- ☞ The problems associated with rapid urbanisation including congestion, transport, employment, crime and environmental quality.

Remember to thoroughly revise the topics and fieldwork from year 10, including:

- ☞ Unit 2: Costal processes, with related fieldwork.
- ☞ Unit 4: Economic activity and Energy, with related fieldwork
- ☞ Unit 8: Globalisation and Migration

Other Information:

- ★ **For the exam you will require the following pieces of equipment: 2 pens (black or blue), 2 pencils, a sharpener, a rubber, a ruler and a calculator (just in case). Corrector is not to be used.**
- ★ Use the Edexcel website (<http://qualifications.pearson.com/en/qualifications/edexcel-international-gcses-and-edexcel-certificates/international-gcse-geography-2011.html>) to access the following:
 - The syllabus (Geography, 2011)
 - Past paper questions, checking mark schemes to understand the style of answers expected.
 - Examiner's reports to check for common mistakes and how to gain higher marks in 6-9 mark questions.
 - Command words (describe, explain, state, compare etc.) Ensuring you understand what is meant by each and what level of detail is needed in the answer.
- ★ Practice drawing plate boundary diagrams and costal landform diagrams, insuring you include all relevant information and key terms.
- ★ Ensure the case studies are thoroughly revised, making mind-maps for each to help remember key facts and figures.
- ★ Use YouTube videos and revision sites such as <https://ih-igcse-geography.wikispaces.com> and <http://www.bbc.co.uk/schools/gcsebitesize/geography/>
- ★ Access revision materials and course PowerPoints on Edmodo.

Teacher's name: Miss Mareem Subject: Travel & Tourism Year group: 11

| No. | Term 1 objectives: |
|-----|--|
| 1 | The travel and tourism industry |
| 2 | Features of worldwide destinations |
| 3 | Customer care and working procedures |
| 4 | Travel and tourism products and services |
| 5 | Marketing and Promotion |

Max. Number of objectives :

| | |
|--|--|
| No of assessments during the term (excluding the end of term exam) | Assessment 1 Assessment 2 |
| Total mark for each assessment (every assessment is out of what) | Total (30%) Assessment 1 - 30 marks (15%) Assessment 2 - 100 marks (15%) |
| No of assessments needs to be included in end of term 1 exam timetable | 1 |
| Duration of end of term exam/exams | 2 hours 0 minutes |

Topics and units covered/ Studying material/Any other information

Unit 1: The travel and tourism industry

1. Understand and explain the structure of the international travel and tourism industry

- (a) Definitions of the industry
 (b) Awareness of the roles of: • tourist boards • travel agents • tour operators • accommodation providers • transport providers • tourist attractions • catering outlets • entertainment venues • ancillary tourist services

2. Investigate the social, cultural, economic and environmental impact of travel and tourism

- (a) Types of tourism impact (economic, environmental and social issues related to the measurement of tourism impacts)
 (b) Economic impacts: • tourism's contribution to the balance of payments and employment • tourism multipliers, i.e. types, calculations, application to problems and links with economic development • impact on local economy • negative impacts of tourism (inflation, leakage, opportunity costs, over-dependence)
 (c) Environmental impacts: • importance of the environment • positive effects – investment, conservation, regeneration, visitor management • negative effects – air, vegetation, wildlife, water quality, other pollution issues such as congestion.
 (d) Social and cultural impacts: • the demonstration effect and nature of tourist/host



encounter • positive and negative impacts – employment structures, morals, culture, health, traditions, loss of national identity

3. Identify the role of national governments in forming tourism policy and promotion

- (a) The role of national and regional tourist boards
- (b) Provision of travel and tourist information centres, in country and out of country

4. Investigate the patterns of demand for international travel and tourism

- (a) Patterns of demand for international tourism; historic trends of international tourism, volume and value.
- (b) Major tourism generators and receiving countries in the world, including current trends

Unit 2: Features of worldwide destinations

2.1 Demonstrate knowledge of the main global features

- (a) Location of major continental land masses, oceans and seas
- (b) Location of the world's major cities in relation to their importance as major transport hubs and destinations

2.2 Demonstrate awareness of different time zones and climates

- (a) Relationship between global position (longitude) and time zones
- (b) Relationship between global position (latitude) and physical environment (equatorial, tropical – including deserts, temperate, arctic)
- (c) Influence of climate on tourism (relief, temperature, sunshine, precipitation, humidity, wind, hazards)
- (d) Correct information on climatic areas identified, using reference sources

2.3 Investigate travel and tourism destinations

- (a) Nature of destinations, e.g.: • perishable (they can be altered) • multiple use (people other than tourists use the destinations) • cultural appraisals (destinations are influenced by fashion) Ingredients of a successful destination, e.g.: location, attractions, organisation, support facilities.
- (b) Tourist destinations as amalgams (combinations) of specific environmental factors such as attractions (natural and man-made), shopping centres, support facilities, hospitality and organisation.
- (c) Implications of viewing destinations as amalgams and the idea of sustainability

2.4 Identify and describe the features which attract tourists to a particular destination

- (a) Features of location (climate, location, cultural, religious, etc.) identified and described, using reference sources.
- (b) Reasons why certain tourists (e.g. disabled, young people, families, business visitors) might be attracted to a location.
- (c) Influence of physical features on the opportunities and constraints for the development of tourism, e.g. mountains and hills, coasts and inland waterways.



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Ministry of Education, Kingdom of Saudi Arabia

Unit 3: Customer care and working procedures

3.1 Deal with customers and colleagues – “the moment of truth”

- (a) Importance of following customer care policies
- (b) Necessity of good teamwork and training
- (c) Importance of courtesy, tact and diplomacy recognised when dealing with customers and any specific needs
- (d) Procedures for handling complaints

3.2 Identify the essential personal skills required when working in the travel and tourism industry

- (a) Awareness of the need for essential personal and interpersonal skills in particular job roles
- (b) Importance of personal presentation, clear speech, numeracy and literacy skills
- (c) Awareness of applications of technology: • computerised reservation systems
• other information technologies, such as: telephone, telex, video text, facsimile, Internet

3.3 Follow basic procedures when handling customer enquiries, making reservations and payments

- (a) Customer’s requirements correctly interpreted upon receipt of an enquiry (in person, in writing, by telephone/fax/email)
- (b) Simple reservation file prepared following set procedures, including use of diary for further action required
- (c) Simple receipt issued and payments recorded

3.4 Use reference sources to obtain information

- (a) Timetables, travel brochures and tariffs used to obtain accurate information
- (b) Itinerary drawn up to meet customer’s requirements
- (c) Use of computerised information systems and relevant technology to obtain information (Worldspan, Sabre, Galileo, World Wide Web)
- (d) Exchange rate lists devised and used

3.5 Explore the presentation and promotion of tourist facilities

- (a) Range of promotional methods and their use identified (e.g. visual displays for shop window, advertisements, leaflets, brochures, Internet)

Unit 4: Travel and tourism products and services

4.1 Identify and describe tourism products

- (a) Inter-relationship between travel and transport, catering and accommodation, attractions, leisure and recreation and business facilities
- (b) Components included in different tourism products (e.g. package, independent, all-inclusive holidays)
- (c) Ancillary services – guiding, currency, marketing services

4.2 Explore the roles of tour operators and travel agents in the chain of distribution



- (a) International tour operators (wholesalers) التجار الجملة
• tour operator's product (transport plus accommodation)
• types of tour operator (e.g. incoming tour operators)
• nature of tour operations (how to put together a tour)
• operating characteristics of tour operators (economics, scale of operations, seasonality, integration, importance of price, consumer protection)
- (b) Retail travel agents: • role of travel agents • different services offered
• understanding of travel agency appointments (e.g. ticket licensing) and conditions • operating characteristics

4.3 Describe support facilities for travel and tourism

- (a) Concept of infrastructure – features of the built environment (utilities, roads, telecommunications, airports, ports), details of how they are funded, link with level of economic development.
- (b) Type and range of accommodation available (serviced/self-catering, hotels, guest houses, hostels, camping, luxury, budget, etc.): • economies of operation and scale of investment • measures of efficient operation, e.g. occupancy rates • classification and grading • facilities provided for business/leisure tourists
- (c) Local public transport provision and relationship with improved accessibility – express links to airport (coach, rail, shuttle services), integrated rapid transit system or other forms of transportation.

4.4 Explore the features of worldwide transport in relation to major international routes

- (a) Air Transport: • main intercontinental routes and airports identified • types of air transport operation (charter and scheduled, domestic and international) • operating economics of air transport, full fare versus budget ('no frills') • government regulation/deregulation of air transport • the advantages and disadvantages of regulation • air transport and tourism development – the role of governments and international bodies (e.g. IATA)
- (b) Sea transport: • main ports and international passenger ferry routes identified • operating economics of sea transport • major types of sea transport for tourism – passenger ferries (and major crossing areas), cruise ships (and major cruise circuits)
- (c) Rail and road transport: • major international tourist networks • nature and operating economics of rail and road transport • importance of motor transport in tourism

Unit 5: Marketing and promotion

5.1 Role and function of marketing and promotion

- (a) Identify and explain why marketing and promotion are important to travel and tourism providers: • increased sales/usage/profitability/market share/customer base • competitive advantage • positive organisational and product image • customer satisfaction/brand loyalty/repeat business
- (b) Describe the main marketing and promotion techniques used in travel and tourism: Market research • the use of primary market research techniques (such as self-completion questionnaires, telephone surveys, face-to-face interviews, Internet surveys, postal surveys, focus groups) and secondary market research techniques (such as internal



information, e.g. sales records and sources of external information, e.g. government reports) • identifying customers' needs and wants using qualitative and quantitative research data Market analysis tools • full situation analysis incorporating SWOT (strengths, weaknesses, opportunities and threats) and PEST (political, economic, social and technological influences) analyses • the development of an effective marketing mix (product, price, place and promotion)

5.2 Market segmentation and targeting

(a) Identify the different market segments targeted by travel and tourism providers:
• geographic • demographic • lifestyle/psychographic
(b) Explain how specific travel and tourism products are developed to cater for the needs and expectations of different market segments: • products (package holidays, transport including transfers, accommodation and catering, tourist attractions, tourist information services, excursions and additional activities) • the relationship with market segments: type of customer (families, singles, groups, business, leisure, independent travellers); different ages/gender; specific needs; special interest; quality/ economy/value for money, etc.

5.3 'Product' as part of the marketing mix

(a) Identify and explain the differences between travel and tourism products and services:
• products (tangible, homogeneous, separable, storable) identified and explained • services (intangible, heterogeneous, inseparable, incapable of being stored, perishable) identified and explained
(b) Investigate the development and modification of travel and tourism products and services through:
• the use of the product life cycle (research and development, introduction, growth, maturity, saturation and decline)
• the creation of brand image through product features, packaging, price, promotion, target market segments and brand loyalty • the development of a product/service mix to appeal to different market segments and the ways in which tourism organisations develop a product portfolio.

5.4 'Price' as part of the marketing mix

(a) Investigate a range of common pricing policies used in the travel and tourism industry: • market penetration • market skimming • discount pricing • variable pricing • loss leader pricing • promotional pricing/special offers • the going rate/competitive pricing (price makers/price takers) • prestige pricing • price bundling
(b) Identify and explain the factors that determine pricing policies: • fixed and variable costs • profitability • subsidies • competitors • customers' expectations/likely number of customers • seasonality • economic factors (exchange rates, taxes and other levies)

5.5 'Place' as part of the marketing mix

(a) Investigate the factors that influence the selection of a location for travel and tourism facilities: • costs • availability of suitable premises/land • character and features of area • local and transient population • adjacent facilities • access/transport links • availability of staff
(b) Identify and explain the range of distribution channels for travel and tourism products



and services: • direct selling • wholesalers • retailers • Internet • Global Distribution Systems.

5.6 'Promotion' as part of the marketing mix

(a) Explore the main methods of promotion used in the travel and tourism industry:

- advertising
- publicity/print material (brochures, leaflets, flyers)
- point of sale displays
- public relations (sponsorship, press release)
- direct marketing
- sales promotions (special offers, use of merchandising, mascots)
- personal selling
- videos/DVDs
- Internet (websites, pop-ups, e-brochures)
- electronic media including the use of mobile technology and social networks (e.g. Facebook, Twitter, LinkedIn)
- trade promotions (trade fairs, familiarisation trips, incentives)

(b) Identify and explore the factors that are considered when producing effective promotional materials: • costs • stages of the promotional campaign • target market segments • timing • brand image • AIDA (attention, interest, desire, action) in designing effective promotional materials.