



King Fahad Academy

CURRICULUM BOOKLET
KS4 - Year 10-11

Careers Provision in Key Stage 4

Pupils are provided with careers guidance in each year of key stage 4. The aim of the key stage 4 careers programme is to get pupils thinking about long-term plans, A levels and BTECS, creating a CV and summer volunteering programmes. Pupils also develop revision and examination skills through a series of workshops that take place each term. The school aims to provide pupils with one external visit/guest in each year of the key stage 4 careers programme. Pupils in year 11 are provided with detailed guidance about academic routes to university and subject combinations so that they can make an informed decision when choosing A Level/BTEC subjects.

Arabic

Arabic Language A (Native Speakers)

Key stage 4: GCSE (Arabic A)

Students will study a variety of literary and non-literary texts covering the five themes within GCSE:

- Identity & Culture
- Local Area, holiday and travel
- School
- Future aspirations, study and work
- International and global dimension

The curriculum will focus on preparing students for the four exam papers (Reading, writing, listening and speaking).

Arabic Language B (Non Speakers) AAL

Key stage 4: GCSE (Arabic B)

Students will study a variety of non-literary texts covering the five themes within GCSE:

- Identity & Culture
- Local Area, holiday and travel
- School
- Future aspirations, study and work
- International and global dimension

The curriculum will focus on preparing students for the four exam papers (Reading, writing, listening and speaking) in Foundation and Higher tier.

GCSE English Language and Literature

English Language

Aims

The aims and objectives of the Edexcel GCSE in English Language are to enable students to:

- Read a wide range of texts fluently and with good understanding
- Read critically and use knowledge gained from wide reading to inform and improve their own writing
- Write effectively and coherently using Standard English appropriately
- Use grammar correctly, punctuate and spell accurately
- Acquire and apply a wide vocabulary alongside knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language
- Listen to and understand spoken language, and use spoken Standard English effectively. Spoken language will be reported as a separate grade on the student's certificate.

GCSE English Literature

Aims

The aims and objectives of the Edexcel GCSE in English Literature are to enable students to:

- Read a wide range of classic literature fluently and with good understanding, and make connections across their reading
- Read in depth, critically and evaluatively, so that they can discuss and explain their understanding and ideas
- Develop the habit of reading widely and often
- Appreciate the depth and power of the English literary heritage
- Write accurately, effectively and analytically about their reading, using Standard English
- Acquire and use a wide vocabulary, including grammatical terminology, and other literary and linguistic terms they need to criticise and analyse what they read.

International GCSE English as a Second Language (IGCSE ESL)

Aims

The aims and objectives of the Edexcel IGCSE in English as a Second Language are to enable students to develop:

- Understanding of a wide variety of complex reading texts, recognising implicit meaning and adapting own style and speed of reading to different texts and purposes
- Understanding of standard spoken language, whether live or broadcast, on both unfamiliar and familiar topics normally encountered in personal, social, academic or vocational contexts
- The ability to write clear, well-structured texts using an appropriate style, highlighting relevant salient issues, expanding and supporting points of view with supporting arguments (where relevant) and showing controlled use of organisational patterns, connectors and cohesive devices
- The ability to express themselves fluently, spontaneously and appropriately in a range of speaking contexts with little obvious searching for expressions or use of avoidance strategies
- the skills necessary for further study or employment, either in English-speaking countries or where English is used as the main medium of communication for business and commerce
- an understanding of the nature of language in different cultural contexts in order to build up competence in communication.

EAL

As the language of instruction at the King Fahad Academy is English, and a large number of our pupils joining the Academy during the given academic year have limited or no proficiency, they are in need of English language support. As such, EAL pupils are offered a 12-week immersion programme within the Academy's timetable, where they attend EAL lessons to ensure access to our challenging mainstream curriculum. Subject to review by the relevant teacher, the EAL Coordinator and the relevant Deputy Head Academic, the immersion course can be extended up to a maximum of a further 12 weeks. Completion of the immersion course allows them to access the wider curriculum alongside their peers.

The immersion programme is designed to cater for the linguistic needs of our EAL pupils and to ensure that pupils can access all the subjects on offer and achieve their full academic potential.

EAL classes aim to provide:

- Opportunities to increase pupils' English language skills and their subsequent academic performance in all mainstream subjects.
- Opportunities to use English to interact in the classroom and work within a peer group of similar language needs.
- Support to use English to obtain, process, construct, and provide subject matter information in spoken and written form.
- Opportunities to support curriculum access by including vocabulary/topics from other disciplines into EAL lessons.
- Opportunities to read level-appropriate books for EAL learners and to encourage a reading culture.
- Support and confidence building for those who have most recently arrived in the UK.

In the immersion programme, we accommodate for the following language levels and ensure that the outcomes are met:

Beginners level	Elementary level	Pre-intermediate level
<p>Overall outcome:</p> <p>The learner can handle a basic range of situations immediately relevant to their needs in simple everyday situations.</p> <p>The learner can use basic written language for simple practical purposes.</p> <p>The learner can understand the main point of short extracts in a limited range of situations.</p>	<p>Overall outcome:</p> <p>The learner can handle a limited range of social language in a controlled situation for a variety of everyday purposes.</p> <p>The learner can ask simple questions and express basic facts.</p> <p>The learner can comprehend the main points of a short message and write simple sentences and simple text.</p>	<p>Overall Outcome:</p> <p>The learner can convey ideas on general topics and express themselves using present, past and future forms.</p> <p>The learner can comprehend the gist of information at normal speed, but with little detail.</p> <p>The learner can write simple text related to a subject. They can increase accuracy & fluency.</p>

Cambridge English Qualifications

We offer the following Cambridge English qualifications to our EAL pupils at the end of KS4: A2 Key for Schools and B1 Preliminary.

Cambridge English exams are aligned to the Common European Framework of Reference for Languages (CEFR). Cambridge English exams have an international standard in measuring language ability; therefore, their exams are reliable and valid world-wide. All Cambridge English Qualifications are lifelong certificates.

Art & Design

Pupils in year 10 and 11 will be taught the knowledge and skills required to develop good subject knowledge and skill set in order to have the best possible outcomes in the GCSE examinations.

Pupils will be tested termly using practice exam papers which exactly model those that they will sit in their GCSE examinations.

Homework will be set each week to consolidate and extend their knowledge, understanding and full access to the GCSE Art and Design course.



Design and Technology

Content and Assessment Overview

Design and Technology consists of one externally

May/June in any single year

Component 2: Non-examined assessment (NEA) (Paper code: 1DT0/02).

Non-examined assessment is 50% of the qualification (Maximum of 100 marks)

Content Overview

There are four parts to the assessment:

1 – Investigate

This includes investigation of needs and research, and a product specification

2 – Design

This includes producing different design ideas, review of initial ideas, and development of design ideas into a chosen design, communication of design ideas and review of the chosen design.

3 – Make

This includes manufacture, and quality and accuracy.

4 – Evaluate

This includes testing and evaluation.

Assessment overview

- Students will undertake a project based on a contextual challenge released by us a year before certification
- This will be released on 1st June and will be available on our website.
- The project will test students' skills in investigating, designing, making and evaluating a prototype of a product.
- Task will be internally assessed and externally moderated.



Curriculum overview - Key stage 4

Grade 9

Term 1	New and emerging technologies. Energy and sustainability in design. Mechanical movement. Core content-Timbers. Design project.
Term 2	Electronic components. Materials and manufacturing processes. Core content-Timbers. Design project.
Term 3	Designers and design strategies and techniques. Core content-Timbers. Design project.

Grade 10

Term 1	Manufacturing of artefact/evidence of manufacture
Term 2	Tests, checks and final evaluation (coursework). Sustainability, built in obsolescence, ethical design and manufacture.
Term 3	Technology in design. Digital media. CAD/CAM. Revision and exam question practice.

Pupils in year 10 and 11 will be taught the knowledge and skills required to develop good subject knowledge and skill to ensure that they have the best possible outcomes in the GCSE examinations.

Pupils will be tested termly on exam papers modelled on the real GCSE examinations

Homework will be set each week to consolidate and extend their knowledge, understanding and full access to the GCSE Design and Technology course.

Drama

Curriculum outline

Year 10

Drama in grade 9 is an amalgamation of skills explored in previous years. In preparation for examinations in the following year, students look at set works such as 'les Miserables' and 'The Woman in Black'. Students start the school year looking at Mime and Devising, they then study Stagecraft and end the year with Mask making and Performance Production. Formative and summative assessments are both practical and theoretical. Students will complete written drama tests to aid the learning of subject terminology, keywords and their use within the subject.

Year 10 &11 (GCSE)

Students in grade 10 commence a two-year General Secondary Certificate in Education (GCSE) Drama course (Edexcel). The course comprises three components, one that focuses on devising, another that focuses on performing in or designing for a performance from a text and one that focuses on practical understanding of a performance text. Each component is weighted as follows:

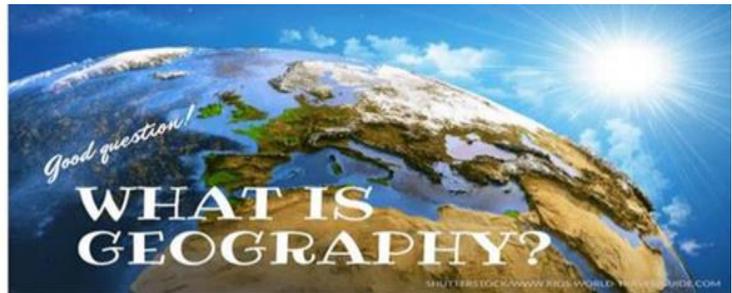
Geography (AQA)

Subject content

Living with the physical environment

This unit is concerned with the dynamic nature of physical processes and systems, and human interaction

with them in a variety of places and at a range of scales. The aims of this unit are to develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere.



Section A – the challenges of natural hazards

Section B – The living world

Section C – Physical landscapes in the UK

Challenges in the human environment

This unit is concerned with human processes, systems and outcomes and how these changes both spatially and temporally. They are studied in a variety of places and at a range of scales and must include places in various states of development, such as higher income countries (HICs), lower income countries (LICs) and newly emerging economies (NEEs). The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable

management; and the areas of current and future challenge and opportunity for these environments.

Section A – Urban issues and challenges

Section B – The changing economic world

Section C – The challenge of resource management

Geographical Applications

The Geographical applications unit is designed to be synoptic in that students will be required to draw together knowledge, understanding and skills from the full course of study. It is an opportunity for students to show their breadth of understanding and an evaluative appreciation of the interrelationships between different aspects of geographical study.

Section A – Issue evaluation

Section B – Fieldwork

Geographical skills

Students are required to develop and demonstrate a range of geographical skills, including cartographic, graphical, numerical and statistical skills, throughout their study of the specification. Skills will be assessed in all three written exams. Ordnance Survey (OS) maps or other map extracts may be used in any of the three exams.

History

Objectives: Students will explore the following:

A: A thematic study and historic environment: Medicine in Britain, c1250–present,

B: Period study and British depth study: 'British America, 1713–83- empire and revolution', and 'Conflict in the Middle East, 1945–95'

C: Modern depth study: Weimar and Nazi Germany, 1918–39



Learning Outcomes:

Students will be expected to demonstrate the following: (1) Knowledge and understanding of the specified content (2) the ability to analyse, interpret and evaluate sources (3) substantiated judgements, in the context of the historical events studied, (4) the ability to explain similarity and difference, and change and continuity; this also includes turning points (significance), extent of, and causes or consequences of change.

Religious Studies

Why Religious Studies?

The aim is to captivate learners with a coherent and engaging programme of study and to encourage them to progress to further study at A level and Higher Education. Religious Studies specification will encourage learners to develop knowledge, understanding and skills to engage in debate and discussion about life in a modern pluralistic society. This includes developing an understanding of non-religious beliefs. Learners will be encouraged to develop and understand personal values and beliefs, with an emphasis on critical analysis and the ability to construct balanced and informed arguments within the context of religious, philosophical and ethical awareness.



Content

Students are required to explore in detail the beliefs, teachings and practices of the Islamic faith. This includes all components of the six pillars of faith and five pillars of Islam

Students will also explore the Christian faith in detail focusing on beliefs, teachings and practices. The concept of God and Eschatological beliefs and teachings will be looked at closely, including other acts of worship.

The GCSE curriculum will also address religion, philosophy and ethics in the modern world considering both religious and non religious views. The four themes that will be studied is as follows

- Relationships and families
- Religion and Life
- Crime and Punishment
- Social Justice and Human Rights

Mathematics

Aims and Objectives

The aims and objectives of the **Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Mathematics** are to enable students to: develop fluent knowledge, skills and understanding of mathematical methods and concepts, acquire, select and apply mathematical techniques to solve problems, reason mathematically, make deductions and inferences, and draw conclusions, comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

Rationale

The purposes of this qualification are to: provide evidence of students' achievements against demanding and fulfilling content, to give students the confidence that the mathematical skills, knowledge and understanding that they will have acquired during the course of their study are as good as that of the highest performing jurisdictions in the world, provide a strong foundation for further academic and vocational study and for employment, to give students the appropriate

mathematical skills, knowledge and understanding to help them progress to a full range of courses in further and higher education. This includes Level 3 mathematics courses as well as Level 3 and undergraduate courses in other disciplines such as biology, geography and psychology, where the understanding and application of mathematics is crucial, providing (if required) a basis for schools and colleges to be held accountable for the performance of all of their students.

Science

For KS4 sciences, we follow Combined Science Edexcel GCSE, which provides the foundation for understanding the material world. They gain appreciation of how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas that relate to the sciences and that are both inter-linked and of universal application. It helps to develop scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics.

GCSE Combined science, Edexcel enables our students to:

develop understanding of the nature, processes and methods of science, through different types of scientific enquiries that help them to answer scientific questions about the world around them

develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills in the laboratory, in the field and in other learning environments

develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

KS4 Combined science, Edexcel

Year 10/Grade 9	Chemistry: Atomic Structure Bonding Formula & equations Group 1 Group 7	Chemistry: Energetics Equilibria Rate of reaction Electrolysis Acid Base, moles Salts, ion test	Biology: Key concepts in biology Cells and control. Exchange and transport in animals	Biology: Animal coordination, control and homeostasis	Biology: Plant structures and their functions	Physics: Energy Transfer, work power and energy. Density pressure, change of state and ideal gas molecules.	Physics: Electricity, energy and potential difference in circuits. Magnetism and electromagnetic induction. Energy resources and electricity generation
Year 11/Grade 10	Chemistry: Organic Chemistry Fuels & Earth Metal Extraction	Chemistry: Types of substances Calculations Earth & atmospheric science	Biology: Genetics Natural selection and genetic modification	Biology: Ecosystems and material cycles	Biology: Health, disease and the development of medicines	Physics: Waves and its properties, sound. Light and electromagnetic induction.	Physics: Force movement shape and momentum. Atoms and radioactivity. Astrophysics

BTEC ICT

Pearson BTEC Level 1/Level 2 First Certificate in Information and Creative Technology

The aims of the BTEC First Certificate in Information and Creative Technology are to:

- Inspire and enthuse learners to consider a career in the Information and Creative Technology sector
- Give learners the opportunity to gain broad knowledge and understanding of, and develop skills in, the Information and Creative Technology sector
- Support progression to specialised Level 3 qualifications in Information and Creative Technology, or to an Apprenticeship
- Give learners the potential opportunity, in due course, to enter employment in a wide range of job roles.
- Add breadth to learners' knowledge and understanding of the Information and Creative Technology sector as part of their career progression and development plans

The mandatory units form the fundamental knowledge and understanding of IT/computing principles and, when completed, provide synoptic coverage of the qualification. These units combine to provide the following four pathways:

- Information Technology (e.g. Unit 1: The Online World, Unit 3: A Digital Portfolio and Unit 13: Database Development)
- Computer science (e.g. Unit 2: Technology Systems, Unit 3: A Digital Portfolio and Unit 12: Software Development)
- Creative technology (e.g. Unit 1: The Online World, Unit 3: A Digital Portfolio, Unit 5: Creating Digital Graphics, Unit 4: Creating Digital Animations)
- Computer systems development and maintenance (e.g. Unit 1: The Online World, Unit 3: A Digital Portfolio, Unit 11: Computer Networks)

BTEC Business Studies

Pearson BTEC Firsts - Level 1/Level 2 First Award in Business taught in Key Stage 4

Course No: QN: 600/4786/0

This course allows you to study the world of business giving you the opportunity to develop knowledge and technical skills in a practical learning environment. You will examine the roles and responsibilities of setting up a new business and its financial management. You will also develop key skills such as analysis and review of key financial statements. The knowledge and skills you acquire support progression to a broad range of Level 3 BTEC National in Business.

Course Description

You will study three mandatory units:

Unit 1 Introducing Business (internally assessed)

Unit 2 Finance for Business (externally assessed)

Unit 3 Enterprise in the Business World (internally assessed)

You will build on the knowledge gained on the three mandatory units by choosing a further unit:

Unit 6 Recruitment, Selection and Employment

As well as preparing portfolios of work, containing four units, students will investigate costs involved in a business start-up and financial loans businesses prepare to ensure success; this Unit 2 is externally assessed using an onscreen test.

The BTEC Level 2 First Award is broadly equivalent to one GCSE.

- is a Level 2 qualification; however,
- is graded at Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2, Distinction*, Level 1 and Unclassified is a 120 guided-learning-hour qualification ,
- has core units and optional units has external assessments up to 25% of the qualification. Edexcel sets and marks these assessments
- presents knowledge in a work-related context gives learners the opportunity to develop and apply skills in English and Mathematics in naturally occurring, relevant contexts

Special requirements:

Students who take BTEC Business must be willing to spend time working on tasks:

- require a reasonable amount of background reading and writing.
- need to use numbers to analyse situations, solve problems and make recommendations

BTEC First- Sports

For more than 25 years, BTECs have earned their reputation as well-established, enduringly effective qualifications. They have a proven track record in improving motivation and achievement among young learners. Additionally, BTECs provide progression routes to the next stage of education or into employment.

What are the key principles of BTEC Firsts?

To support young people to succeed and progress in their education, BTEC Firsts have four key design principles embedded.

1. Standards: a common core and external assessment

Each Level 1/Level 2 BTEC First qualification has an essential core of knowledge and applied skills. We have introduced external assessments appropriate to the sector. This provides independent evidence of learning and progression alongside the predominantly portfolio-based assessment.

2. Quality: a robust quality-assurance model

Building on strong foundations, our quality-assurance model ensures robust support for learners, centres and assessors. We will make sure that:

- every BTEC learner's work is independently scrutinised through the external assessment process
- every BTEC assessor will take part in a sampling and quality review during the teaching cycle
- We visit each BTEC centre every year to review and support your quality processes. We believe this combination of rigour, dialogue and support will underpin the validity of the teacher-led assessment and the learner-centric approach that lie at the heart of BTEC learning.

3. Breadth and progression: a range of options building on the mandatory units; contextualised English and mathematics

Mandatory units, developed in consultation with employers and educators, give learners the opportunity to gain a broad understanding and knowledge of a vocational sector.

Optional specialist units focus more closely on a vocational area, supporting progression to a more specialised Level 3 vocational or academic course or to an Apprenticeship.

4. Recognising achievement:

opportunity to achieve at Level 1 BTEC Firsts provide for the needs of learners who are aiming to achieve a Level 2 qualification. However, we have recognised that for some learners, achieving this standard in all units within one to two years may not be possible. Therefore, the qualifications have been designed as Level 1/Level 2 qualifications, with grades available at Level 2 and at Level 1 Pass.

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