


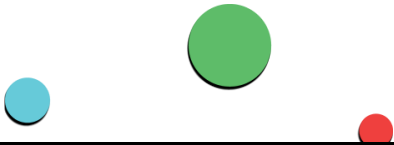






Straits International School Rawang
Curriculum Overview
Year 11 Autumn Term 1.2 2024/2025

Autumn Term 1.2	What are we learning?	What KUS will we gain?	What will excellence look like?
Mathematics	<p>Chapter 22: More equations, formulae and functions</p> <p>Chapter 18: Curved graphs</p>	<p>From the topics more equations, formulae and functions and curved graphs, students will develop a deeper understanding of algebraic manipulation and problem-solving techniques. They will learn to solve more complex equations, manipulate formulae, and express relationships between variables. Students will also explore different types of functions, such as linear, quadratic, and exponential, gaining insight into how these functions model real-life situations. In studying curved graphs, they will learn to interpret and sketch non-linear graphs, identifying features like intercepts, turning points, and asymptotes. This will enhance their skills in analyzing rates of change and optimization problems, equipping them with valuable mathematical reasoning for various contexts.</p>	<p>Excellence in the topics of more equations, formulae and functions and curved graphs will be demonstrated by a student's ability to confidently solve complex, multi-step equations and fluently manipulate formulae with minimal errors. In graph work, excellent students will accurately sketch and interpret non-linear graphs, pinpointing key features like intercepts, turning points, asymptotes, and the behaviour of the graph at infinity. Furthermore, they will apply these skills to solve challenging problems involving rates of change and optimization with clarity and precision, showcasing a strong command of both algebraic and graphical methods.</p>
How will this be assessed?		Topical test, past paper test, end of term exam	
Additional Mathematics	Chapter 12: Calculus –Differentiation 1	From the topic of differentiation, students will gain an understanding of how to calculate the derivative of a function, which represents the rate of change or gradient of a curve at any	Excellence in differentiation will be demonstrated by a student's ability to differentiate a wide range of complex functions quickly and accurately, including using

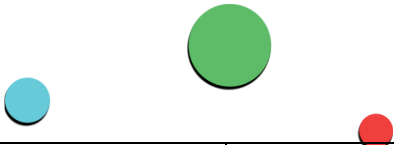
	 <p>Chapter 14: Calculus- Differentiation 2</p>	 <p>given point. They will learn key techniques, including differentiating polynomials, trigonometric, exponential, and logarithmic functions, as well as applying the product, quotient, and chain rules. Differentiation will enable students to solve problems involving rates of change, motion, and optimization, such as finding maximum and minimum values of functions. Additionally, they will develop skills in interpreting and sketching the behaviour of functions by identifying stationary points, increasing and decreasing intervals, and understanding the practical applications of these concepts in real-world scenarios.</p>	<p>advanced techniques like the product, quotient, and chain rules with ease. They will skilfully apply differentiation to solve challenging real-world problems involving rates of change, optimization, and motion, consistently identifying maximum and minimum points with clear justification. An excellent student will also be able to analyse the behaviour of functions, sketching precise graphs and interpreting the significance of stationary points.</p>
<p>How will this be assessed?</p>		<p>Topical test, past paper test, end of term exam</p>	
<p>First Language English + Literature in English</p>	<p>Novel study: Things Fall Apart</p>	<p>Show detailed knowledge of the content of literary texts, supported by reference to the text; Understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes; Recognise and appreciate ways in which writers use language, structure and form to create and shape meanings and effects; Communicate a sensitive and informed personal response to literary texts.</p>	<p>Excellence in this subject looks like the ability to perceptively explore writers' methods and their effects on the reader. Students will be able to construct a detailed, complex essay analysing the use of language and structure in a text and engaging with this on a personal level, being evaluative and sensitive in their understanding of the text and being able to identify nuanced meanings, linking with both the novel as a whole and its context.</p>
<p>How will this be assessed?</p>		<p>Regular teacher, peer & self-assessment. Major assessment: an exam-style essay question.</p>	
<p>English as a second language</p>	<p>Lifestyles</p>	<p>Skills focus: Reading and listening</p>	<p>Learners can read a text and give short answers to questions on it to test their understanding of explicit and implicit information and meanings; listen to several</p>







		<p>Use a range of vocabulary related to the topic of fashion and lifestyles; identify factual information, and understand and discuss ideas in a text about fast fashion; understand the ideas different people express about fashion in listening texts; understand the connections between ideas in different listening texts about school uniforms; understand how adjectives can be used before nouns and after verbs; communicate your ideas and opinions clearly in a group discussion about school uniform.</p>	<p>people talking about a similar topic, and answer questions to show they understand the ideas and opinions they express and the connections between them.</p>
<p>How will this be assessed?</p>		<p>Teacher/self-assessment, presentation, speaking tasks, projects, group work</p>	
<p>English as an Additional Language (EAL)</p>	<p>Work</p>	<p>Students will expand their vocabulary related to jobs and careers, learning to express their ideas clearly on the topic. They will practice selecting key details from reading texts and engage in group discussions about an article and their own career plans using relevant information. The unit will also cover the present perfect tense, helping students understand and use it accurately. They will learn to make concise, effective notes from a text about becoming a cosmetic scientist and will practice identifying key information in a listening text about jobs with NASA. To enhance language skills, students will role-play a NASA job interview, focusing on controlling language and pronunciation.</p>	<p>Students will demonstrate a strong command of job- and career-related vocabulary, using it to express their ideas clearly and effectively in both written and spoken contexts. They will excel at identifying key points from reading texts, and their group discussions will reflect insightful ideas about articles and well-structured career plans. Their mastery of the present perfect form will be evident through accurate usage in various contexts. They will take concise, useful notes from a text about becoming a cosmetic scientist, and efficiently extract key information from a listening text about jobs with NASA. In the role-play activity, they will showcase excellent control of language and pronunciation, demonstrating confidence and fluency while performing the NASA job interview.</p>
<p>How will this be assessed?</p>		<p>Teacher/self-assessment, presentation, speaking tasks, projects, group work</p>	

 <p>Combined Science</p>	 <p>C8 The Periodic Table C9 Metals B11 Gas Exchange B12 Respiration</p>	<p>In Unit 8 and 9 of Chemistry, students will learn arrangement of elements, group I properties, group VII properties, transition elements, noble gases, properties of metals, uses of metals, alloys and their properties, corrosion of metals and extraction of metals.</p> <p>In Unit 11 and 12 of Biology, students will explore parts of the human gas exchange system, features of gas exchange surfaces, effects of physical activity on breathing rate, aerobic respiration and anaerobic respiration.</p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Describe the Periodic Table 2. Describe the change from metallic to non-metallic character across a period 3. Identify trends in groups, given information about the elements 4. Describe the transition elements as metals that: (a) have high densities (b) have high melting points (c) form coloured compounds (d) often act as catalysts as elements and in compounds 5. Compare the general physical properties of metals and non-metals, including: (a) thermal conductivity (b) electrical conductivity (c) malleability and ductility (d) melting points and boiling points 6. State that alloys can be harder and stronger than the pure metals and are more useful 7. Describe the use of alloys in terms of their physical properties, including stainless steel in cutlery because of its hardness and resistance to rusting 8. Describe the ease in obtaining metals from their ores, related to the position of the metal in the reactivity series 9. Identify in diagrams and images parts of the breathing system 10. Describe the features of gas exchange surfaces in humans 11. Investigate and describe the effects of physical activity on the rate and depth of breathing
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			12. State the word equation and balanced symbol equation for aerobic respiration
How will this be assessed?		Quiz, group work and major assessment	
Biology	<u>Plant Reproduction</u> <u>Animal Reproduction</u>	<p>Studying the topic of plant and animal reproduction will provide you with a comprehensive understanding of the diverse mechanisms and processes involved in reproductive strategies across different species. You will learn about the structures and functions of reproductive organs, including flowers in plants and reproductive systems in animals, as well as the role of gametes and fertilisation. Additionally, you will gain insights into various reproductive methods, such as sexual and asexual reproduction, and the adaptations that enhance reproductive success. You will also develop skills in observing and analysing reproductive patterns, comparing life cycles, and understanding the ecological and evolutionary implications of reproductive strategies in both plants and animals. This knowledge will deepen your appreciation of biodiversity and the interconnectedness of life.</p>	<p>Excellence in the study of plant and animal reproduction will be characterised by a thorough understanding of the diverse reproductive strategies and mechanisms employed by various species. An exemplary student will be able to clearly explain the structures and functions of reproductive organs, as well as the processes of gametogenesis and fertilisation in both plants and animals. Mastery will also involve the ability to compare and contrast sexual and asexual reproduction, recognising the ecological and evolutionary implications of different strategies. Furthermore, excellence will be reflected in the ability to conduct independent research, critically analyse reproductive patterns, and effectively communicate findings, demonstrating a deep appreciation for biodiversity and the complexities of life cycles in the natural world.</p>
How will this be assessed?		Written examinations will test theoretical understanding, requiring students to explain key concepts, compare reproductive strategies, and analyse processes such as fertilisation and development.	
Chemistry	Chemistry in Environment	<p>Studying the topic of chemistry in the environment will provide you with a deep understanding of the chemical processes and reactions that occur in natural systems and their implications for environmental health.</p>	<p>Excellence in the study of chemistry in the environment will be characterised by a comprehensive understanding of the chemical principles underlying environmental processes and issues. An exemplary student will demonstrate the ability to critically analyse the impact of</p>

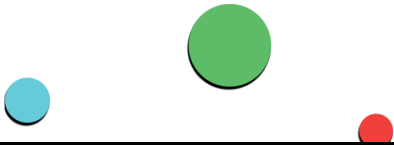




		<p>You will learn about the composition of the atmosphere, hydrosphere, and soil, as well as the role of chemicals in pollution, climate change, and ecosystem dynamics. Key topics will include the impact of human activities on the environment, such as the effects of greenhouse gases, heavy metals, and pesticides. Additionally, you will develop skills in data analysis and interpretation, enabling you to assess environmental issues using chemical principles. This knowledge will foster an appreciation for the interconnectedness of chemistry and environmental science, empowering you to engage with contemporary challenges in sustainability and conservation.</p>	<p>various chemicals on ecosystems and human health, as well as the interactions between different environmental compartments, such as air, water, and soil. Mastery will also involve effective communication of complex concepts, including the role of pollutants and the chemistry of climate change, to a variety of audiences. Furthermore, excellence will be reflected in the ability to design and conduct independent research, assess data critically, and propose sustainable solutions to environmental challenges. Overall, a deep engagement with the subject matter and a proactive approach to environmental stewardship will define a student of excellence in this field.</p>
<p>How will this be assessed?</p>		<p>Written examinations will test theoretical concepts, requiring students to analyse and interpret environmental data, explain chemical processes, and assess the impacts of various pollutants. Practical assessments may include laboratory work or field studies, where students collect and analyse samples, applying chemical techniques to real-world environmental issues.</p>	
<p>Physics</p>	<p>P6 Earth & the solar system</p>	<p>Students will learn solar system, the planets present in solar system, the Moon, rocky planets, gas giants, how to calculate orbital speed, the life cycle of a star, redshift and blueshift.</p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Describe the Solar System as containing: <ol style="list-style-type: none"> (a) one star, the Sun (b) the eight named planets and know their order from the Sun (c) minor planets that orbit the Sun, including dwarf planets such as Pluto and asteroids in the asteroid belt (d) moons, that orbit the planets (e) smaller Solar System bodies, including comets and natural satellites



			<ol style="list-style-type: none"> 2. Know that, in comparison to each other, the four planets nearest the Sun are rocky and small and the four planets furthest from the Sun are gaseous and large, and explain this difference by referring to an accretion model for Solar System formation, to include: <ol style="list-style-type: none"> (a) the model's dependence on gravity (b) the presence of many elements in interstellar clouds of gas and dust (c) the rotation of material in the cloud and the formation of an accretion disc 3. Calculate the time it takes light to travel a significant distance such as between objects in the Solar System 4. Know that the Sun contains most of the mass of the Solar System and this explains why the planets orbit the Sun 5. Know that the force that keeps an object in orbit around the Sun is the gravitational attraction of the Sun 6. State that: <ol style="list-style-type: none"> (a) galaxies are each made up of many billions of stars (b) the Sun is a star in the galaxy known as the Milky Way (c) other stars that make up the Milky Way are much further away from the Earth than the Sun is from the Earth (d) astronomical distances can be measured in light-years, where one light-year is the distance travelled in (the vacuum of) space by light in one year
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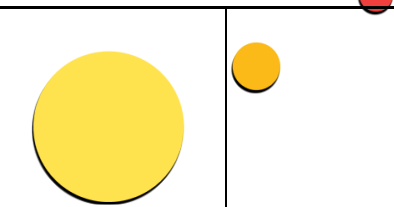



			<ol style="list-style-type: none"> 7. Know that one light-year is equal to 9.5×10^{15}m 8. Describe the life cycle of a star 9. Describe redshift and blueshift 10. Know that the light emitted from distant galaxies appears redshifted in comparison with light emitted on the Earth
How will this be assessed?		Quiz, group work, presentation & major assessment	
History		<p>Studying the Vietnam War and Soviet influence over Eastern Europe after World War II helps students understand the Cold War's global impact. They will gain knowledge about the tensions between the USA and USSR, the significant role the Vietnam War played in Cold War politics. Students will also learn how the Soviet Union controlled Eastern Bloc states and the eventual decline of Soviet dominance by 1989. These topics build critical thinking skills by analysing causes, effects, and international relationships during this period</p>	<p>Excellence in studying this means students can confidently explain the key events, individuals, and strategies used by both superpowers. They can evaluate the impact of Vietnam on global peace and Cold War dynamics and assess how Soviet control changed over time in Eastern Europe. Students showing excellence can also compare different interpretations of these events and back their analysis with strong historical evidence.</p>
How will this be assessed?		Paper 1 - Structured Questions, Paper 2 – Source Analysis and the Major Assessment	
Business Studies	Business finance: needs & sources	<p>Knowledge - Students will learn about the various financial needs of businesses, such as capital for investment, working capital for daily operations, and debt repayment. They will understand the different sources of finance available to businesses, including internal sources.</p> <p>Understanding - Students will gain a basic understanding of financial management principles and how businesses can effectively manage their financial resources. They will learn about the</p>	<p>Students can clearly define and explain the various financial needs of businesses and the different sources of finance available to them. They can provide relevant examples of how businesses use different sources of finance and the implications for their financial performance. Students can make informed decisions about financial matters, such as whether to seek debt or equity financing.</p>



		<p>relationship between risk and return in financial decision-making.</p> <p>Skills - Students will develop the ability to analyze financial information and make informed decisions about a business's financial needs and sources. They will learn how to identify and solve financial problems that businesses may face.</p>	
<p>How will this be assessed?</p>		<p>Quiz, worksheets, presentation, individual tasks, projects, group work & written assessments</p>	
<p>Economics</p>	<p>Living standards</p>	<p>Knowledge - Students will understand the concept of living standards and the various factors that contribute to them. They will learn about different indicators of living standards, such as GDP per capita, life expectancy, education levels, and access to healthcare.</p> <p>Understanding - Students will gain a better understanding of economic development and its impact on living standards. Students will recognize the role of social and environmental factors in determining living standards.</p> <p>Skills - Students will develop the ability to analyze and evaluate different indicators of living standards and their limitations. Students will learn how to identify and address the challenges associated with improving living standards.</p>	<p>Students can clearly define living standards, identify key indicators, and explain the factors that influence them. They can provide relevant examples of countries or regions with different living standards and analyze the factors contributing to these differences. They can consider the social, economic, and environmental factors that impact living standards and develop strategies for improvement.</p>
<p>How will this be assessed?</p>		<p>Quiz, worksheets, presentation, individual tasks, projects, group work & written assessments</p>	

 <p>ICT</p>	 <p>Audiences & Communication</p>	<p>Knowledge: Students will learn about identifying and addressing different types of audiences, the methods of communication in ICT, and the skills required to successfully complete practical ICT tasks.</p> <p>Understanding: Students will understand the importance of tailoring communication for specific audiences, the role of different communication tools and methods in ICT, and the steps involved in approaching practical tasks effectively.</p> <p>Skills: Students will develop skills in identifying audience needs, selecting appropriate communication methods, using ICT tools for effective communication, and practicing practical tasks such as document creation, data analysis, and problem-solving.</p>	
<p>How will this be assessed?</p>		<p>Quiz to assess the terms used in communication and audience Practical Assessment for Paper 2 and Paper 3 Major Assessment</p>	
<p>Malay Language</p>	<p>Unit 28: Komunikasi Unit 29: Bahasa di Tempat Kerja.</p>	<p>In Unit 28 and Unit 29, students will gain knowledge of key communication concepts, including verbal and non-verbal communication, and different modes such as written, spoken, and digital communication. They will develop an understanding of how effective communication builds relationships, resolves conflicts, and collaborates in various</p>	<ul style="list-style-type: none"> • Confident and articulate verbal communication in both formal and informal settings, using appropriate vocabulary and tone. • Clear and persuasive written communication in various formats, such as emails, reports, and presentations, with minimal grammatical errors.

		<p>contexts, while also learning to tailor their communication methods to different audiences and situations. Students will enhance their skills in mastering effective speaking and listening techniques, writing clearly and persuasively for various purposes, and providing constructive feedback in discussions. Additionally, they will learn workplace-specific vocabulary and professional language used in business communications, such as emails, reports, and presentations in workplace interactions. These units will equip students with the necessary communication skills and professional language in workplace environments.</p>	<ul style="list-style-type: none"> • Active listening skills that demonstrate understanding and engagement during discussions and group activities. • Insightful participation in group discussions, showcasing critical thinking and the ability to provide constructive feedback. • Professional demeanor and language in all workplace communications, demonstrating respect and clarity.
<p>How will this be assessed?</p>		<p>Speaking Assessments, Written Tasks, Comprehension Tests, Class Discussions</p>	
<p>Mandarin</p>	<p>Foreign Language: Technology and Social Media & Chinese Festivals</p> <p>第二语言：节日与庆典&风俗与饮食文化 第一语言：环境及景物</p>	<p>Foreign Language: In Term 1.2 of Year 11 Mandarin as a Foreign Language, the focus on Technology and social media, as well as Chinese Festivals, will enhance students' Knowledge, Understanding, and Skills (KUS) in significant ways.</p> <p>Knowledge: Students will acquire vocabulary related to technology, social media platforms, and their impact on daily life. They will also learn terms associated with major Chinese festivals, such as the Spring Festival, Dragon Boat Festival, and Mid-Autumn Festival, including customs and traditions.</p> <p>Understanding: Students will explore the role of technology in modern Chinese society, examining</p>	<p>Foreign Language: Excellence in Year 11 Mandarin as a Foreign Language during Term 1.2 on Technology, Social Media, and Chinese Festivals will be characterized by:</p> <ol style="list-style-type: none"> 1. Fluency in Communication: Students will confidently discuss the impact of technology and social media using accurate vocabulary and complex sentence structures. 2. Listening and Comprehension: They will understand spoken Mandarin on these topics, accurately interpreting discussions and presentations. 3. Written Expression: Students will produce well-organized written work that explores technology and cultural aspects of Chinese festivals, demonstrating effective use of grammar and vocabulary.



its effects on communication, relationships, and culture. They will gain insights into the cultural significance of Chinese festivals, understanding how they reflect values, history, and community spirit.

Skills: Through interactive discussions, presentations, and written assignments, students will enhance their listening, speaking, reading, and writing skills in Mandarin. They will practice articulating opinions about technology's influence and sharing their experiences related to social media. Additionally, they will engage in dialogues about festivals, enabling them to express cultural insights and personal reflections. By the end of the term, students will be equipped to discuss these contemporary topics thoughtfully and confidently, deepening their understanding of Mandarin and Chinese culture.

第二语言: 在11年级中文作为第二语言的第一学期第二阶段，主题为“节日和庆典”以及“风俗与饮食文化”，学生将获得重要的知识、理解和技能（KUS）。

知识: 学生将学习与中国主要节日（如春节、中秋节、端午节）相关的词汇和短语，了解这些节日的背景、传统和庆祝活动。此外，他们将学习中国饮食文化的基本概念，包括常见的菜肴、饮食习惯和文化意义。



理解: 学生将探讨节日与中国社会和文化之间的关系，理解不同节日如何反映中国的价值观



4. **Cultural Awareness:** They will show a deep understanding of how technology affects Chinese society and the cultural significance of various festivals.
5. **Active Participation:** Students will engage in discussions, debates, and presentations, collaborating effectively with peers.
6. **Reflection and Growth:** They will self-assess their progress and seek constructive feedback, demonstrating a commitment to improving their Mandarin skills.

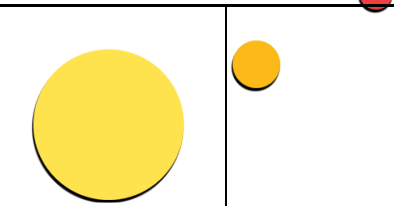
Overall, excellence will reflect linguistic proficiency, cultural insight, and active engagement in learning.



第二语言: 在11年级中文作为第二语言的第一学期第二阶段，关于“节日和庆典”以及“风俗与饮食文化”的卓越表现将体现以下几个方面：


1. **流利表达:** 学生能够自信地用中文讨论节日和饮食文化，使用准确的词汇和复杂的句子结构。
2. **听力与理解:** 学生能够理解与这些主题相关的中文对话和演讲，准确把握内容。
3. **书面表达:** 学生能撰写结构清晰的文章，探讨节日的文化意义和饮食习惯，展现良好的语法和词汇运用。
4. **文化意识:** 学生能深入理解节日与中国文化的关系，以及饮食文化在节庆中的重要性。
5. **积极参与:** 学生在课堂讨论、演讲和小组活动中积极参与，与同学有效合作。

		<p>和历史。他们将认识到饮食在节庆中的重要性以及和家庭和社区的联系。</p> <p>技能：通过小组讨论、角色扮演和书面作业，学生将提高听、说、读、写的能力。他们将练习用中文表达自己对节日和饮食文化的看法，分享个人经历。通过这些活动，学生将增强他们的交流能力，深化对中文和中国文化的理解。</p> <p>第一语言：学生通过阅读与环境及景色有关的文章，对不同的故事展开讨论，并从中提升对现代汉语及古代汉语的阅读理解能力。另外，学生在进相关课题进行探讨，发表自己的看法，利用所学到的写作手法书写不同主题的文章。</p>	<p>6. 自我反思与成长：学生能自我评估进展，并寻求反馈，展现出提高中文能力的决心。</p> <p>总之，卓越表现将体现在语言能力、文化理解和学习参与度上。</p> <p>第一语言：学生将阅读与环境及景物有关的文章如：《春风》、《大明湖》等，及文言文《项脊轩志》、《满井游记》等，通过课堂讨论及回答问题从而探讨文中的相关的知识点以及提高学生的写作技巧。</p>
<p>How will this be assessed?</p>		<p>Group discussion, homework and assessment.</p>	
<p>Art & Design</p>	<p>Component 1</p>	<p>In this unit, students will gain a comprehensive understanding of the specific requirements and objectives of Component 1 in the IGCSE exam, while expanding their knowledge of various media, processes, and techniques in art and design. They will recognize the importance of personal expression and analytical skills in meeting assessment criteria. Students will also learn to select and control media effectively to create cohesive work, understanding the significance of form, composition, and relationships in their artwork. Through critical thinking and</p>	<p>Excellence will be demonstrated by students' ability to confidently and independently select, control, and experiment with a range of media and techniques. Their work will show thoughtful organization of elements, resulting in visually balanced and meaningful compositions. Students will demonstrate strong analytical skills, both in their personal responses and when evaluating form, relationships, and techniques in their work. Their problem-solving abilities will shine through as they address artistic challenges, with outcomes that are original, personal, and reflective of their understanding of the IGCSE requirements. Excellence will also be shown in</p>

		<p>evaluation, they will develop the ability to solve creative problems, organize visual elements, and refine technical skills in a range of media. Additionally, students will enhance their analytical skills by evaluating both their own work and that of others, while cultivating problem-solving abilities to produce original, meaningful personal responses.</p>	<p>their ability to communicate a clear and mature artistic vision.</p>
<p>How will this be assessed?</p>		<p>Formative Assessment: Ongoing feedback and assessment of sketchbook work, including initial ideas, research, and experimentation with materials. Observation of students' ability to organize visual elements and solve problems creatively throughout the course.</p> <p>Summative Assessment: Assessment of the final project for Component 1 based on IGCSE criteria, including creativity, technical skill, composition, and personal response. Evaluation of how well students demonstrate control over media and techniques, and how effectively they communicate their artistic vision.</p> <p>Judging the final presentation of their work, including clarity of thought, problem-solving, and the use of analytical skills to complete the project.</p>	
<p>Humanities – Travel & Tourism</p>	<p>Unit 5: Destination Marketing</p>	<p>Explain the importance of marketing and promotion in travel & tourism; understand the factors affecting marketing; discuss the marketing mix; understand different types of market research; analyse travel & tourism markets using market analysis tools; understand different market segments; evaluate the development of the product/service mix to target different market segments.</p>	<p>Students will confidently be able to discuss various aspects of marketing in travel and tourism and their importance to the industry. Students will be able to apply the knowledge they have learned to real-life tourism organisations and situations. Students will confidently be able to approach all types of exam question, particularly 9-marker questions which require application, analysis and evaluation skills. To show excellence, students will regularly achieve 9 marks on these types of questions.</p>
<p>How will this be assessed?</p>		<p>Regular teacher, peer & self-assessment. Major assessment: Paper 2 past paper questions</p>	
<p>Humanities – Global Perspectives</p>		<p>Knowledge and Understanding: Global Issues: Students will explore topics such as the environment, conflict, disease and health, human rights, globalization, and poverty. They will examine how these issues impact different regions and societies.</p>	<p>Excellence in Year 11 Global Perspectives (0457) will be demonstrated by:</p> <ol style="list-style-type: none"> 1. In-depth Understanding: Students show comprehensive knowledge of global issues, analyzing them from multiple perspectives.

	<p>Perspectives: Understanding different perspectives from cultural, national, and individual viewpoints. This includes recognizing the influence of personal experiences and values in shaping opinions.</p> <p>Research Methodology: Key components of conducting effective research, including gathering, interpreting, and evaluating sources of information.</p> <p>Skills:</p> <p>Critical Thinking: Evaluating arguments and viewpoints from multiple perspectives, identifying biases, and assessing the credibility of sources.</p> <p>Research Skills: Identifying relevant information, differentiating between primary and secondary sources, and synthesizing research findings into structured reports or essays.</p> <p>Collaboration and Communication: Working effectively with peers, especially in group-based projects. Developing clear, evidence-based arguments, and presenting ideas both in writing and orally.</p> <p>Problem Solving: Developing proposals for solutions to global issues, including assessing potential impacts and limitations of these solutions.</p>	<ol style="list-style-type: none"> 2. Critical Thinking: They evaluate sources carefully, construct well-reasoned arguments, and provide insightful solutions with awareness of consequences. 3. Effective Research: High-quality research is conducted using credible sources, and findings are organized clearly in written reports or essays. 4. Strong Communication: Clear, persuasive writing and confident oral presentations, with the ability to engage and respond thoughtfully. 5. Collaborative Teamwork: Leadership in group projects, contributing meaningfully, and reflecting on their own and the team's progress. 6. Creative Problem Solving: Proposing innovative solutions with consideration of real-world impacts, and critically evaluating their effectiveness. 7. Proactive Engagement: Going beyond expectations, seeking feedback, and showing initiative in learning and global citizenship.
<p>How will this be assessed?</p>	<p>Team project, individual report & major assessment.</p>	

 <p>PE</p>	 <p>Individual sports: Yoga & table tennis Team sports: Frisbee & basketball Healthy Living- fun games</p>	<p>Healthy living Teamwork, communication, decision making, spatial awareness</p> <p>Yoga:</p> <p>Students will develop an understanding of various fitness components such as flexibility, balance, strength, and coordination. By creating their own yoga routines, they will enhance their creativity, body awareness, and flow between movements. This process will also improve their focus, mindfulness, and ability to design a sequence that promotes overall physical well-being.</p> <p>Frisbee:</p> <p>Students will gain skills in accurately throwing and catching a frisbee, learning different techniques to control the disc. They will also develop an understanding of gameplay strategies, including positioning, teamwork, and spatial awareness. Through gameplay, students will improve their hand-eye coordination, decision-making, and ability to work within a team.</p> <p>Table Tennis:</p> <p>Students will learn the fundamentals of serving, receiving, and gameplay. They will develop skills in executing accurate serves, returning shots with control, and reading their opponents' movements. Through gameplay, they will enhance their hand-</p>	<p>Healthy Living</p> <ul style="list-style-type: none"> • Teamwork: Proactive collaboration, effective support, and positive team dynamics. • Communication: Clear, precise, and effective verbal and non-verbal communication. • Decision-Making: Quick, strategic choices with strong situational awareness. • Body Movement/Spatial Awareness: Efficient, coordinated movement with keen spatial awareness. • Behavior: Consistent respect, responsibility, and positive influence on others. <p>Yoga (Excellence):</p> <ul style="list-style-type: none"> • Routine Creation: A well-structured, balanced routine that flows smoothly between poses, showing creativity and thoughtfulness. • Fitness Components: Demonstrates superior flexibility, balance, strength, and control in each pose. • Flow: Transitions are seamless and fluid, maintaining a consistent pace and focus throughout the routine. <p>Frisbee (Excellence):</p> <ul style="list-style-type: none"> • Catching: Consistently catches difficult throws with precision and confidence, even under pressure. • Throwing: Demonstrates accurate, powerful throws using different techniques, adjusting to various game situations. • Gameplay: Shows excellent spatial awareness, strategic positioning, and teamwork. Anticipates opponents' moves, makes quick decisions, and contributes effectively to the team's success.
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<p>How will this be assessed?</p>		<p>Healthy Living: teamwork, communication, decision making, body movement/spatial awareness Yoga: fitness components and routine creation Frisbee, table tennis, basketball: In a game situation</p>	