Modern English School Cairo

STUDIIS GUBERNATIO

Ismail Ashraf Abdelghaffar Y7B

Year 8 Curriculum Guide
Your Guide to Understanding Key Stage 3
2018-2019

Year 8 marks the end of the beginning for students in their journey into Secondary education. The second and final year of Key Stage 3 is an important milestone as it is the time to consolidate learning and start dedicating serious thought to university and career aspirations. Mid-way through Year 8, students will be asked to commit to decisions about subject choices for IGCSEs and beyond. At the end of Year 8, final examinations will also provide useful information about the suitability of subject choices for Year 9. The reality of these consequences, coupled with the challenges of puberty and anticipated increase in maturity means that Year 8 promises to be memorable for so many reasons!

The key to success in Year 8 is consistency. Students need to apply themselves to their class work and homework; they need to develop good study habits and revision techniques. They will be helped with this in their lessons by their subject teacher's and in HRCF by their Homeroom Teacher. We seek to reward positive behaviours in Year 8 students, whilst showing diminishing tolerance for misconduct. We anticipate parental support in these endeavours and look forward to working with you in ensuring that your son/daughter makes the most of the excellent quality education on offer at MES Cairo.

We feel that our students benefit from a variety of methods of Teaching and Learning. This year we are implementing Global Perspectives strands which runs through Year 8 encompassing cross curricular themes and encourages students to become effective enquirers and independent learners

Our respected Heads of Department have contributed to the contents of this booklet. They, and their teams of subject specialists who teach your children are happy to be contacted for further information. We also encourage you to prioritise your attendance at each of the parent evenings and information meetings scheduled for Year 8 this academic year.

For more general matters, please feel welcome to contact Mrs Sally Elsaadany, Assistant Head Teacher, Year 7 - 8. Ms Enas Sami serves as Key Stage 3 Administrative Officer, and can be contacted to schedule an appointment with either Mrs Elsaadany or myself.

Yours Sincerely,

Mrs Linda Talbot
Headteacher
Secondary British

Year 8 English Course Overview
8 lessons / 2 week cycle

English is the main means of communication within the school, and it is essential that all students have a good command of the language and an understanding of its uses. They need to communicate effectively with their peers and with adults, use language to communicate thoughts and feelings, and convey information with clarity and precision both in speech and writing.

In accordance with the National Curriculum, we help the students develop their use of English in three areas:

- Reading
- Writing
- Speaking and Listening

Aims and Objectives

Reading
- To enable students to read independently at an appropriate yet challenging level
- To read and respond to a variety of different genres: fiction, non-fiction, poetry and drama
- To understand and select required information from a text and to identify and explain the writer's choice of language
- To begin to read 'between the lines' for inference

Writing
- To write confidently in a variety of styles: personal, imaginative and functional
- To punctuate, paragraph and spell accurately
- To use grammar in order to make writing effective and distinctive
- To edit, redraft or word process work when required

Speaking and Listening
- To speak choosing a suitable register and to use English confidently in a variety of situations
- To contribute effectively to classroom discussions
- To listen carefully in order to clearly understand other people's arguments and explanations
- To prepare talks and presentations carefully for impact on an audience

Homework
Students in the English Department are set Homework on specific evenings designated in the Homework Timetable. The following list is by no means exhaustive and other types of task may be added:

- To learn weekly spellings and spelling corrections
- To learn new vocabulary
- To write or complete written tasks
- To complete grammar, dictionary or language exercises
- To read independently at home
- To prepare a talk or poetry presentation
- To complete a reading comprehension exercise

Assessment
Assessment of English work in Year 8 will be based on the school Thresholds. Student assessment records from Year 7 help us plan the start of Year 8, building on the students' strengths and identifying

areas for improvement. Targets are set accordingly and pupil progress is tracked with rigor. Moderation of students' work takes place regularly in order to ensure consistency and equality of learning opportunities across the department

Assessment of English work throughout KS3 is also undertaken with a view to future success at IGCSE English at the end of Year 10. During the year the students will do a wide range of reading and writing activities. Teachers will mark the students' work regularly to help them progress. There are also formal tests every half-term. In these tests the skills necessary for success at IGCSE are practised. Although Speaking and Listening is not formally assessed at IGCSE, the students will also have many opportunities to develop their fluency in appropriate speech through debates, classroom presentations and so on.

Differentiation
The English Department recognises the necessity to challenge and motivate students of all abilities. The Department works closely with the Learning Development Department and adheres to school policy in the identification and support of students with the individual learning needs of students of all abilities.

Technology
In Years 7 and 8, students become increasingly independent users of ICT tools and information sources. They have a better understanding of how ICT can help their work and English teachers will help them develop their ability to judge when and how to use ICT and where it has limitations. They will be encouraged to think about the quality and reliability of information and also learn to access and combine increasing amounts of information. The aim is that they become more focused, efficient and rigorous in their use of ICT and carry out a range of increasingly complex tasks. In KS3, English teachers will also focus on the ethical use of ICT and teach students how to use sources reliably and without plagiarising.

Students will develop ICT skills in:

- **Finding things out -** students will be taught to collect, analyse and present information
- **Developing ideas and making things happen -** students will be taught to explore information and solve problems
- **Exchanging and sharing information -** students will be taught how to interpret information and to reorganise and present it in a variety of forms that are fit for purpose (for example – information about a charitable cause presented in a leaflet for a school fundraising event)
- **Reviewing, modifying and evaluating work as it progresses** - students will be taught to reflect critically on their own and others' uses of ICT to help them develop and improve their ideas and the quality of their work

How Parents Can Help
Purposeful reading is integral to development of skills in **Reading, Writing,** and **Speaking and Listening.** Students are expected to read regularly at home and to complete tasks linked to this reading. Parents can assist by:

- Reading aloud with your child when appropriate
- Showing an interest in the books your child is reading
- Encouraging your child to read regularly at home and during holidays
- Helping with revision of weekly spelling lists and spelling corrections

- Ensuring he/she listens regularly to radio or television programmes in English
- Ensuring access to a dictionary, thesaurus and computer

Mr Martin O'Connor
Head of Department, English (British section)
(moconnor@mescairo.com)

Sample Year 8 English Scheme of Work Overview

Term 1
Holes by Louis Sachar and non-fiction texts

A selection of poetry on Employment

Term 2
Romeo and Juliet by William Shakespeare

Noughts and Crosses by Malorie Blackman and non-fiction texts

Term 3
The Giver by Lois Lowry

Year 8 English Writing Thresholds

Mastering

Writing almost entirely free of SPAG errors; SPAG used to create specific effects on occasion; punctuation of direct speech almost flawless
Writing displays some sophistication in control of role and tone; style is adapted confidently to genre; language used dynamically on occasion; sophisticated grasp of register
Writing shows some sophisticated command of text structure at paragraph level; writing demonstrates some sophistication in openings and endings; writing may be dynamic in whole text structures
Writing responds dynamically and in detail to task; reference is efficient, apt and integrated confidently

Exceeding
Writing contains few SPAG errors; SPAG used to create effects on occasion; punctuation of direct speech accurate
Writing shows confidence in control of role and tone; writing displays some confident adaptation of style to role and genre; language used confidently on occasion; confident understanding of register
Writing shows confidence in text structure at paragraph level; writing shows some confidence in openings and endings; writing may exhibit confidence in variety of whole text structures
Writing responds confidently to task and with some confident detail; reference is usually efficient and apt, and sometimes integrated confidently

Meeting
Writing is generally accurate in terms of SPAG; SPAG used to shape work in general; punctuation of direct speech accurate in terms of lay-out, for example
Writing shows some effective control of role and tone; style effectively adapted to genre; language used is effective on occasion; effective understanding of register
Writing shows some effectiveness in text structure at paragraph level; writing shows some effectiveness in openings and endings; writing may exhibit effectiveness at whole text level
Writing responds effectively to task and with some effective detail; reference is appropriate and sometimes integrated effectively

Developing
Writing contains a number of SPAG errors which may impede understanding on occasion; SPAG used to shape work in broadest sense; punctuation of direct speech rudimentary
Writing shows some awareness of role and tone; style beginning to respond to genre (but may be plain); language used is plain; there may be limitations on expressive vocabulary; writing shows awareness of differences between registers
Writing is paragraphed; writing contains clear openings and endings; writing may exhibit awareness of conventions of whole text structures
Writing responds directly to task and with some detail; reference is generally appropriate and sometimes integrated carefully

Emerging
Writing contains SPAG errors that can impede communication; SPAG used inconsistently across whole text; direct speech typically not distinguished from whole text
Writing shows basic awareness of role and tone; style beginning to respond to genre (but there might be inconsistency); limitations on expressive vocabulary; lexis may be colloquial (limitations to grasp of register)
Writing is not yet consistently paragraphed; writing may not yet display coherent openings and endings; writing may not display evidence of whole text structures

Writing displays basic response to task; detail may not always be relevant; reference is sometimes appropriate if rather general

Year 8 English Reading Thresholds

Mastering
Reading displays some sophisticated understanding across a range of theme, character and setting in literary texts
Reading shows some sophisticated understanding of purpose, text bias, audience and irony in literary and non-fiction texts
Reading shows some sophisticated understanding of how writers and texts achieve particular effects; a sometimes perceptive grasp of connotation, nuance and inference in close language analysis
Reading displays the ability to extract precise and detailed information from a range of texts, confidently using a range of reading methods
Reading shows a sometimes sophisticated and integrated grasp of social, cultural and historical contexts
Reading displays a precise knowledge of metalanguage of analysis

Exceeding
Reading displays some confidence in understanding across a range of theme, character and setting in literary texts
Reading shows some confidence in understanding of purpose, text bias, audience and irony in literary and non-fiction texts
Reading shows some confidence in understanding how writers and texts achieve particular effects; a sometimes confident grasp of connotation, nuance and inference in close language analysis
Reading displays the ability to extract detailed information from a range of texts, effectively using a range of methods
Reading shows a sometimes confident and integrated grasp of social, cultural and historical contexts
Reading displays a confident knowledge of metalanguage of analysis

Meeting
Reading displays a sometimes effective understanding across a range of theme, character and setting in literary texts
Reading shows some effectiveness in understanding of purpose, text bias, audience and irony in literary and non-fiction texts
Reading shows some effective understanding of how writers and texts achieve particular effects; a sometimes effective grasp of connotation, nuance and inference in close language analysis
Reading displays the ability to extract some detailed information from a range of texts, using a range of methods
Reading shows a sometimes effective, if not always integrated grasp of social, cultural and historical contexts
Reading displays a sometimes effective knowledge of metalanguage of analysis

Developing
Reading displays a sometimes clear understanding across a range of theme, character and setting in literary texts
Reading shows some clarity in understanding of purpose, text bias, audience and irony in literary and non-fiction texts

Reading shows some clear understanding of how writers and texts achieve particular effects; a sometimes clear grasp of connotation, nuance and inference in close language analysis
Reading displays the ability to extract a little detailed information from a range of texts, using more than one method
Reading shows a sometimes clear, if rarely integrated grasp of social, cultural and historical contexts
Reading displays an occasional knowledge of metalanguage of analysis

Emerging
Reading displays a little understanding across a range of theme, character and setting in literary texts
Reading shows a little understanding of purpose, text bias, audience and irony in literary and non-fiction texts
Reading shows a little understanding of how writers and texts achieve particular effects; a sometimes clear grasp of connotation, nuance and inference in close language analysis
Reading displays the ability to extract a general information from a range of texts
Reading shows a little grasp of social, cultural and historical contexts
Reading displays little knowledge of metalanguage of analysis

Year 8 English Writing Mark Scheme

Mastering
Your work shows **sophisticated/subtle** thinking and writing about the task set.
Your work responds directly, in detail and dynamically to the question.
Your organisation of sentences and paragraphs creates particular effects.
Your work shows some sophisticated control of role and tone.
Your work includes interesting, precise and well-judged language.
Your writing is almost entirely free from punctuation or spelling mistakes.

Exceeding
Your work shows **confident/creative** thinking and writing about the task set.
Your work responds directly to the question in detail.
Your organisation of sentences and paragraphs creates some particular effects.
Your work shows some confident control of role and tone.
Your work includes interesting and mostly precise and well-judged language.
Your writing has few punctuation or spelling mistakes.

Meeting
Your work shows **effective** thinking and writing about the task set.
Your work responds to the question directly.
Your organisation of sentences and paragraphs is clear.
Your work shows some effective control of role and tone.
Your work includes some interesting language and some precision.
Your writing has some punctuation or spelling mistakes but is generally accurate.

Developing
Your work shows **careful** thinking and writing about the task set.
Your work responds to the question in general.
Your organisation of sentences and paragraphs is mostly clear.
Your work shows some careful awareness of role and tone.
Your work includes a little interesting language and a little precision.
Your writing has a number of punctuation or spelling mistakes.

Emerging
Your work shows **basic** thinking and writing connected to the topic set.
Your work is beginning to respond to the question.
Your organisation of sentences and paragraphs is sometimes clear.
Your work shows some basic awareness of role and tone.
Your work includes a little interesting language.
Your writing has some punctuation or spelling mistakes which affect clear communication.

Year 8 English Reading Mark Scheme

Mastering
Your work shows **sophisticated/subtle** reading and writing about the task set.
Your work responds directly, in detail, and dynamically to the question.
Your work includes precise and integrated reference to the text.
Your work shows some sophisticated understanding of theme and character.
Your work shows a sophisticated understanding of voice.
Your writing is almost entirely free from punctuation or spelling mistakes.

Exceeding
Your work shows **confident/creative** reading and writing about the task set.
Your work responds directly to the question in detail.
Your work includes some precise reference to the text.
Your work shows some confident understanding of theme and character.
Your work shows confident understanding of voice.
Your writing has few punctuation or spelling mistakes.

Meeting
Your work shows **effective** reading and writing about the task set.
Your work responds to the question directly.
Your work includes some effective reference to the text.
Your work shows some effective understanding of theme and character.
Your work effective understanding of voice.
Your writing has some punctuation or spelling mistakes but is generally accurate.

Developing
Your work shows **careful** reading and writing about the task set.
Your work responds to the question in general.
Your work includes a little reference to the text.
Your work shows some understanding of theme and character.
Your work shows some understanding of voice.
Your writing has a number of punctuation or spelling mistakes.

Emerging
Your work shows **basic** reading and writing connected to the topic set.
Your work is beginning to respond to the question.
Your work includes some awareness of the text.
Your work shows some awareness of theme and character.
Your work shows some awareness of voice.
Your writing has some punctuation or spelling mistakes which affect clear communication.

Year 8 Mathematics Course Overview
8 lessons / 2 week cycle

The course conforms to the requirements of the revised Mathematics Programme of Study for Key Stage 3 of the National Curriculum and is based on the textbook "MyMaths for Key Stage 3" book 3b, augmented by the MyMaths software package to which each student has access. Additional material and resources are used to allow for differentiation in mixed-ability classes. Varied teaching approaches help students to gain a greater understanding of the topic being studied.

Aims
- To improve mathematical knowledge and develop confidence in talking about, writing and using mathematics
- To acquire the mathematics foundation necessary for the study of the subject at the next level
- To achieve a greater understanding of the part mathematics plays in the world around us, and of its relevance to other areas of study
- To gain enjoyment and satisfaction from the study of the subject, and to appreciate that the subject is worthy of study in its own right

Objectives
All students will learn to:
- Use and apply their mathematical knowledge to solve problems
- Communicate and reason mathematically
- Understand and use the number system and the relationships between numbers
- Understand and use functional relationships, equations and formulae
- Understand and use the properties of shape, position, movement, transformations and measure
- Process and interpret data and calculate simple probabilities

Homework
Homework is an integral part of the Mathematics course, and is set by the teacher according to a homework timetable. Homework will take the form of written assignments and tasks from MyMaths to be completed online.

Assessment
Testing is an important part of the education process for a number of reasons:
- It allows students the opportunity to display their knowledge and understanding of material covered, thereby enhancing their enjoyment of the subject and their mathematical self-esteem
- It enables members of the department to build up a comprehensive profile of students' ability throughout a year group and across a broad range of topics, highlighting areas of comparative weakness and strength
- It provides a diagnostic platform that enables staff to pinpoint those areas where weakness is apparent and students are underachieving, thereby facilitating the early provision of remedial guidance

For these reasons testing is carried out regularly and with uniformity across the department.

Testing in Year 8 is based upon the relevant scheme of work. Students are tested at the end of each half term. Students also take school examinations at the end of Term 3. These examinations test students' knowledge and understanding of all the work covered during the year. The results are used to give an estimate of a student's overall performance throughout the year, and as a rough guide to future expectations.

Students' work is marked regularly and constructive feedback is given. Errors are corrected and guidelines for improvement are offered by the teacher.

All mathematics teachers maintain comprehensive records. Each teacher records results for homework, tests and examinations. Moreover, the department maintains a central record of whole-year test and examination scores to provide an overall view of each student's performance.

Differentiation
Each student attempts tasks relevant to his/her ability. The LDD Department provide support for students with special needs, and the textbook exercises are graduated in such a way that the quicker or more able students attempt more challenging assignments in addition to practice questions.

Year 8 students identified as Gifted and Talented in Mathematics are given opportunities to progress at a pace that stretches their abilities beyond the scope of the Year 8 Scheme of Work.

Technology
The use of ICT is vital to support the work of the teacher and the learner in Maths lessons. Therefore, during each unit of study, students will use ICT, both in the classroom and at home. There are specific ICT lessons planned, and students might use interactive whiteboards and laptops in lessons. Mathematical skills in particular, and computer skills in general, will be developed in these lessons.

How Parents Can Help
We encourage parents to practise mental arithmetic and calculations with their children in everyday settings and to exploit the many opportunities in general reading to interpret graphs and charts and undertake calculations. Parents could talk with their child about their learning, or discuss the mathematics in television documentaries. Parents and their children could consider the probabilities of certain events happening when playing a game with dice, read timetables and maps when planning a journey, talk about supermarket offers and calculate sale prices. Some parents invest in additional textbooks for their children. These are widely available in bookshops.

Mr S Rayner
Head of Department, Mathematics (British Section)
(**srayner@mescairo.com**)

Mathematics Outline Scheme of Work

A detailed scheme of learning will be published on our Online Learning Platform. Below is a brief outline of the material covered over the year.

TERM	TOPICS COVERED
Y8T1A	Fractions, Decimals and Percentages
	Sequences
Y8T1B	Expressions and Formulae
	Angles and Constructions
	Statistics
Y8T2A	Measures, Perimeter and Area
	Whole Numbers, Decimals, Powers and Roots
	3D Shapes
Y8T2B	Probability and Venn Diagrams
	Transformations and Scale
	Equations and Graphs
Y8T3	Pythagoras' Theorem
	Speed, Distance and Time
	Ratio and Proportion
	Revision
	IGCSE Preparation

Mathematics Year 8 Skill Descriptors

General Skills	Number and Algebra	Shape, Space and Measures	Handling Data
Develop appropriate approaches to solving problems Select appropriate strategies for addition, subtraction, multiplication and division	Multiply and divide whole numbers by 10 and 100 Use mental methods of computation with the four operations, +, −, × and ÷ including tables up to 10 x 10 Add and subtract decimals to 2 decimal places and order decimals to 3 decimal places Recognise and describe number patterns, and relationships including multiples, factors and squares Use simple formulae expressed in words	Use and interpret co-ordinates in the first quadrant Make three-dimensional shapes (cubes and cuboids) by linking given faces or edges and drawing two-dimensional shapes Reflect simple shapes in a mirror line Find perimeters of simple shapes and find areas by counting squares	Record data using a frequency table Understand and use the mode and range to describe sets of data Construct and interpret simple line graphs
Identify and obtain information, and select the mathematical tools needed to solve a problem Use mathematical language, symbols and diagrams accurately	Multiply decimals by 10, 100, 1000 Use four operations with decimals to 2 decimal places Order, add and subtract negative numbers Calculate fractions and percentages of a quantity Multiply and divide 3-digit number by a 2-digit number without a calculator Estimate using approximations Construct and use simple formulas	Draw and measure angles Use language associated with angles Recognise symmetry in 2-dimensional shapes Estimate measures in everyday situations	Use averages of discrete data, and range Interpret pie charts Use the probability scale from 0 to 1 Find probabilities using methods based on equally likely outcomes and experimental evidence

Break a problem down into smaller, manageable tasks	Express one number as a fraction or percentage of another Recognise equivalences of fractions, decimals and percentages Calculate ratios Use trial and improvement Describe, in words, the rule for the next term, or n^{th} term in a linear sequence Solve linear equations with whole number coefficients	Use a 2-dimensional representation of 3-dimensional objects Classify quadrilaterals Find angles using symmetry properties of polygons Find angles using properties of intersecting and parallel lines Find the circumference and area of a circle Find areas of linear rectilinear figures Find the volume of a cuboid Enlarge by a positive whole number scale factor	Create class intervals in a frequency table Construct pie charts Draw conclusions from scatter diagrams (understanding correlation) Identify all possible outcomes of two events Know that the total probability of mutually exclusive events is 1
Justify solutions to problems and look for connections with other problems Begin to appreciate the power of proof	Round to 1 significant figure Understand the effect of multiplying or dividing a number by a number between 0 and 1 Solve numerical problems using a calculator efficiently and appropriately Understand proportional change Describe in symbols the next term or n^{th} term in a quadratic sequence Solve simple inequalities	Calculate length, area and volume in plane shapes and right prisms Construct loci Enlarge by a fractional scale factor Recognise that a measurement given to the nearest whole number may be inaccurate Understand compound measures such as speed	Specify hypotheses and test them by designing and using appropriate methods that take account of bias Determine the modal class and estimate the mean for grouped data Draw a line of best fit by inspection Understand relative frequency

Year 8 Science Course Overview
7 lessons / 2-week cycle

In Years 7 and 8, students study modules covering the three Sciences of Biology, Chemistry and Physics. Each module is based upon the corresponding unit from the National Curriculum for England for Key Stage 3.

Aims:
- To provide students with a broad and balanced introduction to the three sciences
- To develop interest and enthusiasm in the subject and to highlight its everyday relevance
- To develop skills that (a) encourage efficient and safe practice (b) are relevant to the study and practice of science
- To develop attitudes relevant to science such as enquiry, initiative, inventiveness, concern for accuracy and precision
- To furnish our students with the necessary knowledge, skills and understanding in order to successfully embark upon an IGCSE Science course
- To enable students to make an informed choice pertaining to which of the three Earth Sciences they should wish to pursue at IGCSE level

Objectives:
- To work safely in a science laboratory observing health and safety rules
- To make measurements, observations and record data in an ordered fashion
- To practise simple laboratory skills and techniques

Resources
Students in Years 7 and 8 are provided with the Smart Science e-book. This e-book covers the material which will be studied during the Key Stage 3 course. Students are expected to have the e-book installed on their electronic device. Several other textbooks are available to be used by students during lessons where appropriate, such as *Core Science1 and 2* (Milner, Martin and Evans) and Key Stage 3 Science (Collins). Students will be exposed to numerous other sources of information including power point presentations, videos and internet-based resources. It is our belief that a lower school Science course should be a hands-on learning experience for students and therefore practical work will form a major part of lessons.

Homework
Homework is set as designated in the Homework Timetable and involves a variety of tasks. These include:
- Text-based questions
- Write-ups of experiments
- Research from books and the internet
- Revision exercises for topic tests
- Investigative work

CASE
Following on from last year, we will be continuing with the CASE programme into Year 8. *Cognitive Acceleration through Science Education* is a well-established programme which has been shown to enhance the cognitive abilities of students through the development of scientific thinking skills.

Assessment and marking
Students' progress is assessed through the quality of their class work, homework, projects, topic tests and end of Year 8 examination. The end of year exam will contain material from the Science topics taught during both year 7 and 8. In this way the suitability of students for each of the three Sciences at IGCSE level can be better assessed. It is departmental policy to offer a quantitative mark to students' work where appropriate and set constructive targets to encourage improvement.

Science Fair
During the year, all students work towards their Science Fair Project. The aim is to design a new invention and then make it. These inventions contribute to their final grade.

Differentiation
Students' on the LDD register plus any additional students that have been identified by their class teacher are given additional support by a member of the LDD Department in some lessons. The classroom teacher is responsible for setting work that on occasions is differentiated for students at various levels.

Technology
All Schemes of work in the British Science Department have been written in order to incorporate various aspects of Information and Communication Technology. Teachers routinely utilise Interactive Whiteboards during lessons and use various interactive resources to deliver the curriculum, for example, IPad use, Power Point presentations, computer simulations to illustrate concepts and student research carried out using the Internet. Further, the course will encourage students to develop their own ICT skills through various means, which will be incorporated into their ICT passport. During science lessons, students will learn how to create and use databases and will have the opportunity to acquire a working knowledge of the use of data logging equipment.

Extra-curricular Activities
Students are expected to contribute to laboratory displays to improve the learning environment and also to become involved in cross-curricular events such as Ahmed Zewail Day and Science-based House activities. Science-based field trips will also enhance the learning of students.

How Parents Can Help
You can help by ensuring your child attends school regularly, as good attendance in school is essential to progress in Science. Practical experiments cannot be replicated at home, nor repeated in school for absentees. There are many opportunities in and around Cairo for scientific study. Take your child to museums and for walks in and around the city, discussing with them the environment and noting the impact of scientific applications in the world around them. Parents should also encourage their children to make use of the resources on our Online Learning Platform.

Mr B Rainford
Head of Department, Science (British and IB Diploma Sections)
(brainford@mescairo.com)

Year 8 Science Outline Scheme of Work

Term 1	
Chemistry Components	• Atoms and Elements • Compound and Mixtures
Physics Components	• Light • Sound and Hearing
Biology Components	• Plants and Photosynthesis • Microbes & Disease
Term 2	
Chemistry Component	• Metals and Reactions of Metals
Physics Component	• Speeding up • Pressure and Moments
Biology Component	• Fit & Healthy • Inheritance and Selection
Term 3	
Physics Component	• Heating and Cooling • Magnets and Electromagnets

Year 8 Science Thresholds and Skills Descriptors

	I can …
Emerging	- recognise simple patterns - name some elements and represent these by symbols; distinguish between symbols for elements and formulae for compounds - identify that different materials let different amounts of light through - state that sound is caused when things vibrate
Developing	- state that if you push and pull with the same force then the forces are balanced - record observations and measurements using tables and bar charts - plot points on a simple graph - identify that materials can look different but contain the same element - describe how some mixtures could be separated - state that substances can expand and contract as temperatures change - state that white light is made up of a mixture of colours and how to split white light into its colours - state that sound travels through solids, liquids and gases, but not through a vacuum
Meeting	- describe how to balance a see-saw using equal weights - suggest reasons for differences in repeat results - record observations and measurements systematically - explain that compounds are made when atoms of different elements join together - explain how heat energy is transferred using particles - I recognise that sound can be represented by an oscilloscope trace - explain how making the lever arm longer makes a spanner easier to turn - make measurements with precision using fine scale divisions - choose a scale for drawing a graph - relate positions of metals + non-metals in the periodic table - suggest an appropriate method of separating a mixture - explain there is a relationship between energy transferred and increase in temperature - draw the path of rays of light as they are refracted - explain how the ear works and why loud sounds damage our hearing
Exceeding	- calculate turning moments - identify the key factors to consider in complex contexts and contexts in which variables are not easily controlled and appropriate procedures accordingly - write the word equation when given a symbol equation - represent some compounds by formulae and explain what these show about the numbers and types of atom present - use the speed equation to calculate how long it takes light to travel certain distances - relate my knowledge of particle theory to how the ear works
Mastering	- explain why fluid pressure increased with depth - analyse the development of scientific theories - justify the procedure used and suggest an alternative strategy to carry out the investigation - criticise scientific information by identifying bias or misrepresentations - use a knowledge of moments to explain complex uses of levers - perform more complex calculations of pressure

Year 8 Arabic Course Overview
2 lessons / 2 week cycle

Aims & Objectives

Reading
- To enable students to read independently at an appropriate yet challenging level.
- To read and respond to a variety of different genres: fiction, non-fiction, poetry and drama.
- To understand and select required information from a text and to identify and explain the writer's choice of language.

Writing
- To write confidently in a variety of styles: personal, imaginative and functional
- To punctuate and spell accurately
- To use grammar in order to make writing effective and distinctive
- To edit, redraft or word process work when required

Speaking and Listening
- To speak choosing suitable words and to use Arabic confidently in a variety of situations
- To contribute effectively to classroom discussions
- To listen carefully in order to clearly understand other people's arguments and explanations

Homework
Students in the Arabic Department are given homework on specific evenings designated in the Homework Timetable. Students may be asked to deal with a variety of tasks. The following list is by no means exhaustive and other types of task may be added.
- To learn weekly spellings and spelling corrections
- To learn new vocabulary
- To write or complete written tasks
- To complete grammar, dictionary or language exercises
- To read independently at home
- To prepare a talk or poetry presentation
- To complete a reading comprehension exercise

Assessment and Marking
Year 7 and Year 8 students are regularly assessed by the subject teacher on specific areas of the course. Each student has a written profile in a class folder which enables the teacher and student to monitor progress and identify strengths and areas for development. This profile is passed from the Year 7 teacher to the Year 8 teacher thus ensuring that assessed work is available for reference and that sound transfer of information takes place. Students are also offered a formal assessment under examination conditions at the mid & the end of each year.

How Parents Can Help
Students are expected to read regularly at home and to complete tasks linked to this reading. Parents can assist by:
- Showing interest in the books your child is reading
- Checking work your child has completed for his/her Reading Award

- Encouraging your child to read (Arabic books, stories or magazines) regularly at home and during holidays
- Helping with revision of all subjects taken during the week
- Ensuring access to a dictionary, thesaurus and computer

Ms. Safaa El-Bagoury
Head of Department, Arabic

Year 8 Arabic			
Semester 1			
القصة	النصوص	القراءة	النحو
- قصة كفاح شعب مصر الفصل (1 – 6)	-نصائح غالية -عهد الطفولة -من أجل مصر -فى حب مصر -ذكريات أكتوبر -سيناء أرض الفيروز	-كبرياء الطفل -لو أنى ضابط شرطة -منتصر ومجاهد -طيار مقاتل -نصر أكتوبر	-الإعراب والبناء فى (الأسماء والأفعال) -العطف -النعت -الحال غير المفردة -التوكيد اللفظي والمعنوي

Year 8 Religion (Islamic)		
Semester 1		
أسامة بن زيد	الموضوعات	القرآن الكريم
-من الفصل الأول حتى الفصل الرابع	• مفهوم الدين • التوحيد أساس الحرية • ثمرة عبادة الله • يسر الإسلام فى الصلاة • يسر الإسلام فى الطهارة • غزوة حنين وحصار الطائف • العباس بن عبد المطلب	-سورة الفرقان حفظ الآيات من (1 : 44) للحفظ

Year 8 Religion (Christian)	
Semester 1	
الموضوعات	محفوظات
الوحدة الأولي : (أسس الإيمان المسيحى) 1- سر التجسد . 2- سر الفداء . 3- الوعد بالمجئ الثاني . **الوحدة الثانية :** (الإلتقاء بمجد السيد المسيح): 1- سلطان السيد المسيح علي الطبيعة . 2- سلطان السيد المسيح علي إقامة الموتي 3- السيد المسيح ينادي الخطاة إلي التوبة	- إنجيل معلمنا يوحنا البشير (14 : 26 – 31) - مزمور 130 (من الأعماق صرخت إليك يارب)

Year 8 Arabic			
Semester 2			
القصة	النصوص	القراءة	النحو
- قصة كفاح شعب مصر الفصل (7 – 13)	- الخلق.. كنز لا يفنى - الفلاح - تبارك الله..أحسن الخالقين - العلم واجب - القراءة حياة للحياة - اللغة العربية تنعي حظها	- الكنز قبل أن يضيع - اختراعات عربية - لغة خالدة - عالم من ذهب	-تمييز العدد -كم الإستفهامية وكم الخبرية -المجرد والمزيد من الأفعال -الكشف في المعجم -الميزان الصرفي

Year 8 Religion (Islamic)		
Semester 2		
القصة	الموضوعات	القرآن الكريم
-اسامة بن زيد الفصل (5 – 7)	- استخلاف الله الإنسان فى الأرض -عمارة الأرض -الإسلام وتنمية المجتمع -الإنسان والفضاء -الإنسان والأرض -الإنسان والحيوان -غزوات وشخصيات إسلامية - السيرة الشخصية – غزوة مؤتة — قادة مؤتة الشهداء	-سورة الفرقان حفظ الآيات من (45 إلى آخر السورة) للحفظ

Year 8 Religion (Christian)	
Semester 2	
الموضوعات	محفوظات
الوحدة الأولي : (تاريخ الكنيسة وأنتشار المسيحية): 1- الكنيسة في أورشليم (القدس). 2- كنيسة الأسكندرية (مارمرقس) 3- أثناسيوس الرسول . **الوحدة الثانية : (بعض القيم السلوكية)** 1- آداب الحضور إلي الكنيسة . 2- آداب التعامل مع الاخرين .	- المزمور 122 (فرحت بالقائلين لي إلي بيت الرب نذهب) .

World Languages Course Overview: French / Spanish
4 lessons / 2 week cycle

The French and Spanish programmes for Year 8 build on the foundation of Key Stage 2 and Year 7 French and lays the basis for the IGCSE course in Years 9 and 10. The course helps students to continue to develop:

- learning, understanding and applying grammar
- listening, speaking, reading and writing skills
- language and language-learning skills (the ability to learn and use French more independently)
- awareness of different countries, cultures and peoples
- global citizenship skills

The four language skills of listening, speaking, reading and writing are developed, in line with the recommendations of the National Curriculum of England. French and Spanish are used in class management and communication as much as possible. All students are strongly encouraged to speak French and Spanish at their level.

Aims
- To provide a thorough practical grounding in French or in Spanish based on a combination of learning through understanding and language acquisition through enjoyment and practice.
- To develop the language skills of listening, speaking, reading and writing through structured and purposeful activities.
- To encourage students to use the language learnt in practical situations in the classroom.
- To develop study skills by encouraging group work as well as individual exercise and projects.
- To motivate students by presenting the language through informative, amusing and relevant activities.

Objectives
Students should be able to:
- Read and extract information from authentic French and Spanish language materials of a suitable level.
- Pronounce French and Spanish accurately with the correct intonation and increased fluency.
- Communicate information about themselves and other people, and use an increased range of structures and vocabulary in different contexts.
- Handle a number of situations in which they might find themselves in a French or Spanish speaking country/community.
- Write simple French or Spanish sentences based on models; use complex language when appropriate to produce creative writing such as a postcard, a letter or paragraph summarising information.
- Listen to spoken French or Spanish to find out information, to follow instructions or to respond appropriately in a variety of situations.
- To use a variety of tenses and opinions, reasons, and justifications in all 4 skills.

Course Details
In French, the students are supplied with an exercise book and a vocabulary and grammar practice booklet (*Livret d'exercices*). The *Expo 2 and 3 rouge* textbooks and other textbooks and online resources are also used.

In Spanish, the students are supplied with an exercise book as well. The Listos 2 and 3 Rojo textbooks and its workbook are used in addition to other textbooks and online resources.

Homework
Students are set homework on specific days, as indicated in the Homework Timetable. The nature of homework tasks for French can include:
- learning, e.g. vocabulary, spellings, rules and exceptions
- revising, e.g. work from a previous unit to be applied in a new unit
- preparing or drafting for next lesson, e.g. part of a dialogue, a brief presentation
- continuing a piece of class work, e.g. a reading text or a piece of extended writing
- written work, e.g. to demonstrate understanding of a particular structure
- making use of ICT

Assessment
As language teachers, we believe that the main purpose of assessment is to improve students' learning. Assessment tells the student how well he or she is doing and tells the teacher what needs to be done next. Each unit topic area contains vocabulary, grammar and idioms, which must be learnt on a regular basis. Homework and exercise books are marked to ensure that the students are making satisfactory progress as well as informing them of ways of developing their work. In addition to the homework, the students are assessed in an end of unit test and/or project. Moreover, there is an end of year examination in June which tests the students' skills and knowledge in all modules covered throughout the academic year.

Differentiation
As a department we recognise the importance of catering for the needs of individual students. Differentiation in the French or in the Spanish classroom is ensured in the following ways:
- by differentiating as we regularly do in the normal run of classroom teaching in the way we phrase questions, respond to students and use other varying strategies, depending on the attainment of the individual student;
- by differentiating by text, selecting materials to match or challenge a student's level of attainment;
- by allowing students to choose texts according to personal interest in particular topics, and thus allowing the more able a greater variety of texts read or listened to;
- by differentiating by task: e.g. graded tasks; different roles within a role-play, different tasks within a group project;
- by differentiating by outcome: i.e. a common task which is sufficiently open-ended for all students to tackle at their own level.
- By grouping (the seating plan is a strategy to help students collaborate with their peers and support each other)

The above strategies are applicable to gifted linguists as well as those students who find learning a third language more of a challenge.

Technology

The department recognises that ICT represents an important medium for language and access to it for language learners is crucial. We endeavour to ensure that use of ICT is integrated into the teaching and learning of modern languages. To this end, suggestions for ICT related tasks are included wherever they might arise naturally within individual units in the Schemes of Work. The communicative nature of language work also lends itself very well to the use of IT for language learning purposes.

Teachers have at their disposal a considerable bank of resources designed to be used with interactive white boards which they use on day to day basis in their French and Spanish lessons. Furthermore, through the use of our Online Learning Platform students are able to communicate with their French/ Spanish teacher as well as do a wide range of activities online.

From the next year, the World Languages Department will liaise with French schools and allow students to have pen-pals.

How Parents Can Help

The following strategies are of substantial benefit to the students' continued learning:

- Subscribing to the CFCC (Centre Français de Culture et de Coopération.) médiathèque as it gives students access to a wide range of authentic or the Spanish institute, materials such as books, magazines and DVDs
  - Looking at the learning resources on Moodle.
  - Watching TV5 or Spanish channels
  - Reading independently in French: http://www.lesclesjunior.com/ or in Spanish
  - Reinforcing and practising grammar knowledge and vocabulary using the Internet:
    http://www.zut.org.uk/
    http://www.frenchassistant.com/default.asp
    http://www.espanol-extra.co.uk
- Conversing in French with French speaking friends and relatives/ conversing in Spanish with Spanish speaking friends and relatives.

Mr O Thiam
Head of Department, Modern Foreign Languages
(othiam@mescairo.com)

Year 8 French Overview

Module	Topics	Grammar	Term
1: On s'amuse!	- name different sports and games that they play - say what other hobbies they have - Talkng about things that you like to do - describe what activities they can do in their town or local area - Talking about holidays	- The present tense of opinion verbs *adorer, aimer, détester and préférer* - The present tense of verbs: *Jouer* and *faire* - The question word *Quand* - The negative *ne...................pas*	Autumn Term 1
2: Mon temps libre	- Talking about that you did last time. - TV programs - Opinions - Events in the past	- Perfect tense with avoir - The prepositions au, aux, à la….	Autumn Term 1
3: Manger et boire	- Talking about food - Talking about French meals - Preparing for a party - Shopping for food	- Definite articles after verb **" aimer"** and **"préférer"** - The negative - the different types of partitive articles:(**du /de la /de l'/des (some)** -er verbs with verb *manger* in the present and the past tense - the indefinite articles **(un – une – des)** - Types of Quantities **(un kilo de.../500 grammes de....../un litre de....)** - Il faut **+ the verb in the infinitive**	Spring Term 2
4: Voyages et vacances	- Talking about countries and languages. - Talking about holidays. - Talking about a past holiday. - Introducing future holidays	- Questions with *Est ce que* - Perfect tense - Verbs **jouer/faire/aller** in the present and past tenses - verb être in the imperfect tense **(c'était)** - Near future (verbe aller au present + infinitive)	Spring Term 3

Year 8 French Assessment Criteria

	Listening	Reading	Speaking	Writing
Emerging	You are demonstrating the ability to understand a variety of simple sentences and questions.	You can understand texts using a dictionary and using context to work out unknown words	You are able to have a simple conversation, change words or phrases with intonation.	You can copy words, write two or 3 sentences. (10- 20 words)
Developing	You understand main points as well as specific detail.	You are demonstrating the ability to understand unfamiliar language with more confidence by using context, grammar and cognates	You demonstrate the ability to make your answers sound more interesting by using a variety of details and different grammar structures.	You can write short passages using connective and negative sentences. (20-35 words)
Meeting	You can recognize complex sentences and understand opinions in longer sentences.	You are able to use grammar to figure long and complex sentences in new contexts. You are starting to read easy books in the target language	You are able to have a conversation using different types of phrases with sometimes extended answers and a variety of opinions.	You can use grammar to build your own sentences. You can use two tenses, connectives, opinions. (30-50 words)
Exceeding	Demonstrate understanding of passages which include opinions and two tenses used together: the present and the perfect, or the present and the near future. Transcribe short sentences using two tenses	Demonstrate understanding of texts which include opinions and two tenses used together: the present and the perfect, or the present and the near future. Begin to use context to work out meaning in short authentic texts (e.g. adverts, poems and songs. Translate short extracts into English, showing awareness of	Take part in short conversation on a range of topics, expressing opinions and giving reasons. Demonstrate spontaneity by asking some unplanned questions. Refer to past events or future plans, as well as the present. Use increasingly accurate pronunciation and intonation.	Take part in longer conversations, expressing opinions, giving more detail and referring to the present, the past and the future. Give a prepared talk and answer unprepared questions about it. Begin to predict the pronunciation of new words

		grammar, especially tenses.		
Mastering	Demonstrate understanding of passages which include opinions and three tenses used together: the present, the perfect and the near future. Transcribe sentences using three tenses.	Demonstrate understanding of texts which include opinions and three tenses used together: the present, the perfect and the near future. Read short authentic texts (e.g. adverts, information leaflets). Translate short passages into English, paying particular attention to the use of tenses.	Take part in longer conversations, expressing opinions, giving more detail and referring to the present, the past and the future. Give a prepared talk and answer unprepared questions about it. Begin to predict the pronunciation of new words	Write short texts expressing opinions, giving more detail and referring to the present, the past and the future. Translate short passages into the target language with increasing accuracy. Use reference materials to improve accuracy.

Year 8 Spanish Overview

Module	Topics	Grammar	Term
1: Mi Vida	Introductions Describing friends Nationalities Places and activities in town Extended interviews Daily routine	Present tense Opinions Adjective agreements Immediate future Irregular verb: ser – to be Irregular verb: tener – to have a + el = al	Autumn Term 1
2: Diviértete	Television programs Genres of films Arranging to go out Giving excuses Discussion problems Finding solutions	Adjective agreements Comparatives Prepositions Tener que + infinitve Modal verbs : querer and poder Le gusta Possessive adjectives	Autumn Term 2
3: Mis vacaciones	Countries Transport Free time activities Opinions in the past Combining tenses South America	Preterite tense Preterito gravo Irregular preterite verbs Present tense Past and present tense adverbs Combining three tenses	Spring Term 1
4: La Comida	Meals and meal times Snacks Market food Fruit and vegetables Quantities Restaurant food Ordering meals Past food and opinions	Adjecitve agremeents Tener phrases Tú vs usted Preterite tense Adverbs showing tenses	Spring Term 2
5: De Moda	Clothes Colours School uniform Comparisons and opinions Argentina Shopping	Present tense adverbs of frequency Adjective agreements Comparatives Demonstrative adjectives Combining three tenses	Summer Term 1
6: La Salud	Parts of the body Illnesses Remedies Healthy eating Healthy lifestyles Lifestyle changes	Irregular verb: doler – to hurt Tener phrases Verb: estar – to be feeling Direct object pronouns Modal verb: deber – to have to Combining three tenses	Summer Term 2

Year 8 Spanish Assessment Criteria

	Listening	Reading	Speaking	Writing
Emerging	You are demonstrating the ability to understand a variety of simple sentences and questions.	You can understand texts using a dictionary and using context to work out unknown words	You are able to have a simple conversation, change words or phrases with intonation.	You can copy words, write two or 3 sentences. (10- 20 words)
Developing	You understand main points as well as specific detail.	You are demonstrating the ability to understand unfamiliar language with more confidence by using context, grammar and cognates	You demonstrate the ability to make your answers sound more interesting by using a variety of details and different grammar structures.	You can write short passages using connective and negative sentences. (20-35 words)
Meeting	You can recognize complex sentences and understand opinions in longer sentences.	You are able to use grammar to figure long and complex sentences in new contexts. You are starting to read easy books in the target language	You are able to have a conversation using different types of phrases with sometimes extended answers and a variety of opinions.	You can use grammar to build your own sentences. You can use two tenses, connectives, opinions. (30-50 words)
Exceeding	Demonstrate understanding of passages which include opinions and two tenses used together: the present and the perfect, or the present and the near future. Transcribe short sentences using two tenses	Demonstrate understanding of texts which include opinions and two tenses used together: the present and the perfect, or the present and the near future. Begin to use context to work out meaning in short authentic texts (e.g. adverts, poems and songs. Translate short extracts into English, showing	Take part in short conversation on a range of topics, expressing opinions and giving reasons. Demonstrate spontaneity by asking some unplanned questions. Refer to past events or future plans, as well as the present. Use increasingly accurate pronunciation and intonation.	Take part in longer conversations, expressing opinions, giving more detail and referring to the present, the past <u>and</u> the future. Give a prepared talk and answer unprepared questions about it. Begin to predict the pronunciation of new words

		awareness of grammar, especially tenses.		
Mastering	Demonstrate understanding of passages which include opinions and three tenses used together: the present, the perfect and the near future. Transcribe sentences using three tenses.	Demonstrate understanding of texts which include opinions and three tenses used together: the present, the perfect and the near future. Read short authentic texts (e.g. adverts, information leaflets). Translate short passages into English, paying particular attention to the use of tenses.	Take part in longer conversations, expressing opinions, giving more detail and referring to the present, the past and the future. Give a prepared talk and answer unprepared questions about it. Begin to predict the pronunciation of new words	Write short texts expressing opinions, giving more detail and referring to the present, the past and the future. Translate short passages into the target language with increasing accuracy. Use reference materials to improve accuracy.

Year 8 World Languages Course Overview: Arabic as a Foreign Language (AFL)
4 lessons / 2- week cycle

The AFL programme for Year 8 builds on the foundation of Key Stage 2 and Year 7 AFL. The course helps students to progress in:
- learning, understanding and applying grammar
- listening, speaking, reading and writing skills
- language and language-learning skills (the ability to learn and use Arabic more independently)
- Awareness of Egyptian culture.

Aims
- To provide a thorough practical grounding in Arabic based on a combination of learning through understanding and language acquisition through enjoyment and practice.
- To develop the language skills of listening, speaking, reading and writing through structured and purposeful activities.
- To encourage students to use the language learnt in practical situations in the classroom.
- To develop study skills by encouraging group work as well as individual exercise and projects.
- To motivate students by presenting the language through informative, amusing and relevant activities.

Curriculum
The AFL curriculum is a differentiated curriculum that is designed to meet the range of levels of Arabic that we have at MES. However, it is important to note that AFL courses are aimed at students whose level of ability is two or more years deficient of the standard demonstrated by their same age peers.

There are five levels within the AFL curriculum:
- Beginners 1
- Beginners 2
- Standard Arabic 1
- Standard Arabic 2
- Standard Arabic 3
- Standard Arabic 4

Topics for each level will be given to students on a termly basis.

Homework
Students are set homework on specific days, as indicated in the Homework Timetable. The nature of homework tasks for AFL can include:
- learning, e.g. vocabulary, spellings, rules and exceptions
- revising, e.g. work from a previous unit to be applied in a new unit
- preparing or drafting for next lesson, e.g. part of a dialogue, a brief presentation
- continuing a piece of class work, e.g. a reading text or a piece of extended writing
- written work, e.g. to demonstrate understanding of a particular structure
- making use of ICT

Assessment

As language teachers, we believe that the main purpose of assessment is to improve students' learning. Assessment tells the student how well he or she is doing and tells the teacher what needs to be done next. Each unit topic area contains vocabulary, grammar and idioms, which must be learnt on a regular basis. Homework and exercise books are marked to ensure that the students are making satisfactory progress as well as informing them of ways of developing their work. In addition to the homework, the students are assessed in an end of unit test and/or project. Moreover, there is an end of year examination in June which tests the students' skills and knowledge in all five modules covered throughout the academic year.

Differentiation

As a department we recognise the importance of catering for the needs of individual students. Differentiation in the Arabic classroom is ensured in the following ways:

- By differentiating as we regularly do in the normal run of classroom teaching in the way we phrase questions, respond to students and use other varying strategies, depending on the attainment of the individual student;
- By differentiating by text, selecting materials to match or challenge a student's level of attainment;
- By allowing students to choose texts according to personal interest in particular topics, and thus allowing the more able a greater variety of texts read or listened to;
- By differentiating by task: e.g. graded tasks; different roles within a role-play, different tasks within a group project;
- By differentiating by outcome: i.e. a common task which is sufficiently open-ended for all students to tackle at their own level.

Technology

The department recognises that ICT represents an important medium for language and access to it for language learners is crucial. We endeavour to ensure that use of ICT is integrated into the teaching and learning of modern languages. To this end, suggestions for ICT related tasks are included wherever they might arise naturally within individual units in the Schemes of Work. The communicative nature of language work also lends itself very well to the use of IT for language learning purposes.

AFL Outline Scheme of Work
Year 8 (Beginners)

	Module 0= getting started	
	Topics	**Grammar**
Term 1a	• Classroom instructions • Classroom objects • Days of the week • Saying what you need in Arabic class	
	Module 1	
	Topics	**Grammar**
	• Greetings • Numbers • Birthdays • Names of countries • Where you are from • Say where you live • Talk about your family • Physical description • Talk about your pets • My school	• Verb 'speak' • Verb 'live' • pronouns
Term 1b	Module 2: Plan 4 Grad	
	Topics	**Grammar**
	• School subjects and opinions • Saying the time • School timetable • Human body and illness • Talk about your favorite day • Talking about meal time • What you eat and drink • Means of transport	• Gender of nouns
	Module 3	
Term 2a	**Topics**	**Grammar**
	• Naming parts of a computer • Home and neighborhood • Town and village • Describing your house and bedroom • Places in town • Directions • Distance • Weather	* Masculine and feminine
Term 2b	Module 4: Enterprise	
	Topics	**Grammar**
	• Sports • Free time • At the weekends • Daily routine • Make dictionary about words	* **Singular**

Term 3 a	Module 5: Shopping	
	Topics	**Grammar**
	• Shopping for clothes • School uniforms • Prices in Arabic	*** plural**
Term 3b	**Module 6: Holidays**	
	• Holidays • Summer plans	

AFL Outline Scheme of Work

Year 8 (Standards 1, 2, 3, 4)

Term 1 - First half term	
Everyday activities	Grammar
Home life and school Food, health and fitness Home life School routine Eating and drinking Health and fitness	•Pronouns •Introduction to the present. •Negative with the present tense •Adjectives. . Negative
Term 1 - First half term (Survival)	
The world around us	Grammar
Home town and local area Natural and made environment People, places and customs Home town and geographical surroundings Shopping- Eating out-Food Public services Natural environment Weather Finding the way Meeting people Places and customs Travel and transport	•Prepositions. •Imperative. •Negatives with the imperative
Term 2	
Personal and social life	Grammar
Self, family and personal relationships Holidays and special occasions Self, family, pets, personal relationships House and home Leisure, entertainments, invitations Festivals and special occasions	•Future.(infinitive) •Negative with future

Holidays; getting around Accommodation	
Term 2 – Theme - Enterprise	
The world of work	Grammar
Continuing education Careers and employment Language and communication in the work Place Further education and training Future career plans Employment Communication Language at work	• Gender of nouns
Term 3	
The international world	Grammar
Tourism at home and abroad Life in other countries and communities World events and issues Holiday travel and transport Geographical surroundings Weather Places and customs Food and drink Meeting people Issues according to available resources and Individual interest	• Demonstrative Adjectives • Adjectives

Year 8 AFL Thresholds

Threshold	I can …
Emerging	- understand with repetition a series of phrases at near normal speed and note main points and details - take part in a short conversation of 2- 3 exchanges with prompts - understand short printed texts containing familiar language and note main points - write 2-3 sentences with support - express likes and dislikes - short phrases from memory
Developing	- understand longer passages from one topic with some repetition needed - take part in a conversation of 2- 3 exchanges with prompts and use grammar to adapt - understand short printed and handwritten texts and note main points and details - write a paragraph containing 3-4 sentences - use grammar to change words/ phrases - use a dictionary to check words/ phrases - give positive and negatives sentences - give opinions - use of present tense
Meeting	- understand language from several topics - understand when present and past or future events are described - take part in a conversation using present and past or future tense - give and ask for information and opinions - understand on my own a variety of texts with present and past or future events in them - write a short text - refer to past or future events as well as things I do every day
Exceeding	- understand the difference between present, past and future events in a range of spoken material - identify and note the main points and specific details with little repetition - use the present and past and future tense - use grammar to build my own phrases in new contexts - use the present and past and future tenses - use grammar to build my own phrases in new contexts - write a short text - refer to the present, past and future - make up new sentences with my knowledge of grammar
Mastering	- understand a range of material that contains some complex sentences and unfamiliar language - understand language spoken at normal speed, including brief of news items and non-factual material

	• be able to initiate and develop conversations and discuss matters of personal or topical accurate interest • improvise and paraphrase • be able to have a good pronunciation and intonation • have a language usually accurate • understand a range of material, imaginative and factual, that includes some complex sentences and unfamiliar language • be able to use new vocabulary and structures found in their reading to respond in speech or in writing. I use reference materials when these are helpful • produce pieces of writing of varying lengths on real and imaginary subjects, using an appropriate register; linking sentences and paragraphs, structure ideas and adapt previously learnt language for their own purposes

Year 8 Physical Education Course Overview
4 lessons / 2 week cycle

Introduction
The Physical Education curriculum broadly follows the National Curriculum for England. The course develops a student's leadership, physical competence, confidence and fitness, and his/her ability to use these to perform in a range of activities. It provides opportunities for students to be creative, competitive and to face up to different challenges both as individuals and as part of a team. It promotes positive attitudes towards leading and understanding the pursuit of an active and healthy lifestyle.

Aims
- To further develop and practice physical skills introduced in Year 7
- To instill the benefits of a healthy lifestyle
- To identify specific elements of fitness and how to improve them
- To promote the physical, mental and social benefits derived from exercise and sports
- To pursue cross curricular aims
- To develop the ability to retain, adapt and apply knowledge, skills and concepts in a variety of movement related activities
- To develop responsible attitudes towards safety
- To provide the opportunity for creative and aesthetic awareness
- To develop in students the ability to evaluate their own and others performances and suggest strategies for improvement
- To demonstrate leading in both peer coaching and officiating capacities
- To provide opportunities for the development of self-esteem, physical confidence, inter-personal skills in both co-operative and competitive situations
- To encourage and develop personal qualities associated with good sportsmanship and fair play

Objectives
Students will experience a variety of practical activities. Through each unit of study, students will work towards achieving the following skills and processes:
- Acquisition and development of movement skills
- Selection and application of skills, tactics and compositional ideas
- Evaluation and improvement of self and performance of others
- Display knowledge and understanding of both fitness and health

Homework
Due to the practical nature of the subject, students will have minimal specific written homework assignments in this subject in Years 7 and 8. Students are expected to pursue their own physical goals and achieve a higher level of attainment through participation in after school activities and clubs outside of school. Only through this intrinsically motivated medium, will students be able to extend themselves out of the classroom.

Assessment
Students are continuously examined through formative assessment against specific criteria. These are student friendly, progressive and performance based. Performance is monitored as an ongoing course of action, ending in a summative assessment grade for each unit. This grade links MES grades, National Curriculum Level Descriptors and GCSE criteria bands. Each unit is assessed. Fitness levels are also

assessed objectively through comparing fitness testing results with normative data as well as personal improvement.

Differentiation
Teachers in the Physical Education department differentiate in their lessons through practical activities, groupings, learning outcomes and the support given to each individual student. Gifted and Talented students are encouraged to participate in after school clubs and teams. Gifted and Talented students in Year 8 are strongly encouraged to take the PE GCSE in Year 9.

How parents can help
We believe that ensuring that your child has the correct PE uniform for every lesson, encouraging them to identify with a physical activity, supporting his/her choice of pursuit and ensuring that they understand the importance of personal hygiene and health are the most valuable contributions that a parent make. Good habits developed early will last a lifetime.

Mr Eric Newton
Head of Department, Physical Education (British and American Section)
(enewton@mescairo.com)

Year 8 Physical Education Outline Scheme of Work

The table below illustrates the units that students will follow. The unit rotation is determined by which teaching group a student is in. Teaching groups are either single gender or mixed depending on the unit. Swimming is taught in single gender groups.

	Term 1	Term 2	Term 3
Year 8	Invasion Games Swimming Athletics Dance Gymnastics	Invasion Games Net / Wall Games	Student Led Activities Striking / Fielding

Year 8 Physical Education Knowledge and Skills

Thresholds	Performance	Analysis and Evaluation	Health, Fitness and Leadership	Officiating
Emerging	Copy, remember and repeat simple skills with control	Discuss differences in performance and suggest improvements	Describe how the body feels during exercise	Identify when to apply simple rules in game situations
	Vary and link skills together			
	Show some understanding of basic tactics			
	Choose appropriate skills and use them with creativity control	Identify similarities and differences in mine and others' work and use this to improve my performance	Give reasons why warming up before an activity is important	Apply simple rules and scoring principles to performances and game situations
	Begin to apply tactics into my performance		Give reasons why physical activity is good for health	
Developing	Link skills and techniques fluently	Compare skills used in performance	Apply basic safety principles when leading a warm-up	Identify the different roles an official can take on
	Demonstrate creativity, precision and control in my actions		Lead part of the lesson	Apply a range of rules in increasingly complex situations
	Demonstrate an understanding of choreography and tactics		Explain basic safety principles when leading a warm-up	Demonstrate an understanding of how a performance would be scored
			Describe how exercise effects my body	
			Work with others to plan part of the lesson	
Meeting	Select and combine skills and apply them appropriately in different activities	Analyse my own and others' work	Lead a practice to improve performance	Apply rules fairly in a range of roles and activities
	Consistently demonstrate creativity, precision and control in different activities		Create a strategy or tactic to achieve success	Judge an individual performance of simple skills with support from a teacher or partner
	Change and refine skills to improve my performance		Plan and organise a practice or an activity to develop skill	
	Contribute ideas towards the choreography of a short sequence		Explain how exercise effects the body	

Exceeding Expectations	Demonstrate a variety of skills with consistent creativity, precision and control in more than 1 activity	Suggest ways to improve performance and relate to specific types of fitness	Lead a team or group to organise tactics to improve performance	Take on a variety of roles within an activity, applying the rules consistently and fairly
	Choreograph and perform a short sequence with different speeds and levels	Analyse my own and other people's ability in different activities	Lead an activity and apply the basic rules consistently	Independently judge an individual performance of simple skills
			Explain how different types of activity contribute to a healthy lifestyle	
			Plan and organise a practice or activity to improve performance	
Mastery	Select and combine advanced skills and techniques with consistent creativity, precision and control	Analyse my own and other peoples efforts as an individual and as a team member	Plan ways to improve performance and put them into action	Apply rules fairly and consistently across a range of activities
	Apply advanced strategies and tactics	Describe how skills, tactics and fitness improve performance	Demonstrate organisation and communication skills	Independently judge an individual performance containing some advanced skills
	Choreograph and perform a sequence with some advanced skills at different speeds and levels			

Year 8 Geography Course Overview
3 lessons / 2 week cycle

The Geography course is based on Key Stage 3 of the National Curriculum for England. The course increases students' awareness of the world around them and gives them a greater understanding of the events and processes that have contributed to creating their environment.

Aims
The aims of the Geography course are to encourage students to develop:
- A sense of place and understanding of location on a local, regional and global scale
- An understanding of different communities and cultures throughout the world
- An awareness of the different opportunities and limitations offered by various environments
- An understanding of the characteristics and distributions of different physical and human environments
- An awareness of the ways in which people interact with each other and with their environments

Objectives
- Use a variety of sources for obtaining information including maps, photos and diagrams, books, newspapers, electronic media
- Show information in simple map and diagrammatic form
- Use geographical data to recognise patterns and deduce relationships
- Select, organise and interpret data
- Recognise the role of decision-making as determined by physical and human constraints
- Understand the range of processes that contribute to the creation of the environment
- Understand the interrelationships between human activity and the environment

Course Details
All students are expected to provide their own writing materials and the equipment necessary for the creation of coloured diagrams to help explain the concepts learnt in lessons. These items include:
- Pen
- Pencil
- Ruler
- Coloured pencils
- Glue sticks

The following materials are used in class for the Year 8 Geography course:
- *Key Geography - New Interactions,* David Waugh (Nelson Thornes)
- www.geographyalltheway.com

In addition to the main textbook, we use various resources which provide appropriate materials for students needing extra help with their learning or extension materials for very able students. Students are also guided towards appropriate internet resources to enhance their learning.

Homework
Homework is set on two occasions in the two week cycle according to the Homework Timetable. The homework tasks cover many different skills and always extend work covered in class. Homework is assessed for understanding, accuracy and effort.

Assessment and Marking
- Class work and homework is marked positively on a regular basis. The Department employs a marking system common to the whole school with regards to grading and identification of errors in spelling and grammar.
- Students complete regular assessed tasks throughout the course of the year. These tasks are based on a variety of different skills. Students are aware of these assessed tasks and that part of their progress will be judged on their performance in these tasks against our departmental thresholds.
- Tests are conducted throughout the year to check knowledge and understanding.
- Reports and Report Cards ensure that parents, students and teachers can monitor the progress being made and identify areas for future development.

Differentiation
The Geography Department makes use of the LDD and Gifted and Talented registers, along with teacher judgements based on assessment data and classroom performance, to provide additional support for students. This may include in-class support, materials written to take account of differing levels of language comprehension, or a choice of tasks that students choose according to their ability.

Technology
The Geography Department makes full use of the ICT resources available at MES Cairo and actively incorporates computer-based lessons into the course. Geography lessons develop students' use of computer-based research, the presentation of information, and interaction with a range of common pieces of software. We also produce a wide range of online learning resources specifically designed for our students.

Extra-Curricular Activities
Geography lessons often involve inter-school activities in which students leave the confines of the classroom to apply their learning in a wider environment. Field visits are undertaken to a wide variety of locations in Cairo and beyond.

How Parents Can Help
- Providing encouragement to your child in his/her studies
- Providing your child with books and other reading materials in order to extend his/her range of reading
- Providing other forms of exposure to the issues studied as part of the Geography programme, e.g. encouraging students to view the National Geographic Channel
- Discussing and reviewing your child's progress regularly by looking at their school books and reports
- Encouraging your child to make use of the resources on our Online Learning Platform

Ms J Rainford
Head of Department, Humanities (British Section)
 (jrainford@mescairo.com)

Geography Outline Scheme of Work
Year 8

Term 1	Population
	Development
Term 2	Plate Tectonics
Term 3	Tourism

Year 8 Geography Skills and Thresholds Descriptors

Thresholds	I can …
Emerging **(Remembering)**	• remember information about places in the UK and other parts of the world • know that different places have similar or different physical and human features • describe how people affect the environment • know ways in which people try to improve the environment • have views about what happens to the world • use more than one piece of evidence to answer questions • use more than one piece of evidence • use basic geographical vocabulary
Developing **(Describing and defining)**	• describe places in the UK and other parts of the world • define human and physical features and that they help me understand a place • define human and physical processes • name and describe geographical patterns • define the ways in which people improve and destroy areas • give reasons for my views about geography • create my own questions • use primary and secondary data • say what geographical vocabulary means
Developing **(Explaining)**	• show understanding of 'geography' in the UK and around the world • understand different human and physical processes in the UK and other parts of the world • understand human and physical processes. I understand that human and physical process can create different places • explain geographical patterns • explain how people change environments for good and bad • understand sustainable development. I understand that there are many different views about geographical issues such as climate change. I understand that people have different views to me • create relevant geographical questions. I can pick my own ways (skills) to present information I know which the best skill to interpret information is • select which pieces of evidence are more useful. I can explain what evidence means • select the correct geographical vocabulary to use
Meeting Expectations **(Comparing and contrasting)**	• compare places and understand why places are different. I know why geography is the same and different in the UK and around the world • explain human and physical processes and understand why they make places distinctive. I can compare places based on human and physical processes. I can understand why places are like they are • show how human and physical processes change places. I understand that human and physical processes interact to create distinct places

		• compare geographical patterns. I can work out the cause of geographical patterns. I can identify the consequences of geographical patterns • work out how to improve and manage areas. I understand the causes of human interaction with the environment. I understand the consequences of human interaction with the world. I understand how different interactions link together • understand that different views lead to different ways to how we interact with the world. I understand the cause and consequences of different views. I understand why peoples' views differ based on where they are in the world. I understand that people are affected by other peoples' decisions • show my understanding through an investigation. I can examine and understand evidence and information. I can say why different pieces of evidence are better than others • understand what bias is. I can compare different pieces of evidence. I can work out what evidence means and relate it to geographical issues
Exceeding expectations **(Analysis and evaluation)**		• say why many places are different in the world • understand why human and physical processes change in places over time • understand how human and physical processes work together to change places • say which patterns have more or less consequences • work out which interactions do the worse damage • say why different views are good or bad. I can understand how my views affect the world. I can work out if peoples' views will lead to conflict in places • understand the problems with some pieces of evidence • critically evaluate sources of evidence. I can explain how I reached conclusions • use a wide range of geographical vocabulary. I show initiative when researching work
Mastering **(Application, evaluation and synthesising)**		• use my knowledge and understanding of the geography of the UK and the wider world to analyse the physical and human characteristics of places. • predict how human and physical processes will change in places over time • work out how physical and human processes will change a place • show how geographical patterns will change an area in the future • work out the best solutions to improve areas based on human interaction. I understand how quality of life depends on how humans use the world • work out how new issues and views will affect people in the future • create my own enquiry questions, investigation and research and come up with appropriate answers • select appropriate evidence by myself. Select a wide range of skills and use them effectively and accurately • use extensive geographical vocabulary. I critically review my work

Year 8 History Course Overview
3 lessons / 2 week cycle

The general aims of the course are to increase students' awareness of the world around them and to give a greater understanding of the events and processes that have contributed to creating their cultural environment.

Aims
- To encourage students to develop an interest in the events that have contributed to the creation of the world and society in which they live
- To provide students with the skills to enable them to study History effectively
- To give students the opportunity to investigate aspects of the past for themselves
- To help students learn how to become good historians by teaching them to organise their historical ideas, ask their own questions, collect and record information effectively, and to evaluate information gained from evidence

Objectives
Students should be able to:
- Understand events and societies in the past
- Construct their own view of the past
- Develop their ability to describe and explain historical change and the causes of change
- Compare and contrast features of different historical situations
- Identify facts and opinions of past events and societies
- Develop an ability to acquire evidence from historical sources and form judgements about its reliability
- Show awareness of different interpretations of past events

Course Details
All students are expected to provide their own writing materials and the equipment necessary for the creation of coloured diagrams to help explain the concepts learnt in lessons. These items include:
- Pen
- Pencil
- Ruler
- Glue stick

Students use resources which provide appropriate materials for students requiring extra help with their learning or extension materials for very able students, including a subscription to www.activehistory.co.uk and www.historytoday.co.uk

Homework
Homework is set on two occasions in the two week cycle according to the Homework Timetable. Work tasks cover many different skills and always extend work covered in class. Homework is assessed for understanding, accuracy and effort.

Assessment and Marking
A variety of strategies are in use to ensure that the progress of students is monitored and recorded:

- Class work and homework is marked positively on a regular basis. The Department pays close attention to grading and identification of errors in spelling and grammar.
- Students complete regular assessed tasks throughout the course of the year. These tasks are based on a variety of different skills. Students are aware of these assessed tasks and that part of their progress will be judged on their performance in these tasks against our departmental thresholds.
- Students are provided with marking criteria for assessments, and on completion are given both summative feedback (summaries of what they did well) and formative feedback (targets for their next assessment).
- Tests are conducted throughout the year to check knowledge and understanding.
- Reports and Report Cards ensure that parents, students and teachers can monitor the progress being made and identify areas for future development.

Differentiation
The History department makes use of the LDD and Gifted and Talented registers, along with teacher judgements based on assessment data and classroom performance, to provide additional support for students. This may include in-class support, materials written to take account of differing levels of language comprehension, or a choice of tasks that students choose according to their ability.

Technology
The History department makes full use of the ICT resources available at MES Cairo, and actively incorporates computer-based lessons into the course. We subscribe to an interactive History learning website, and provide all our students with access codes to ensure they can use the resource at home. History lessons develop students' use of computer-based research, the presentation of information, and interaction with a range of common pieces of software including the Microsoft Office suite and Windows Movie Maker. We also produce a wide range of online learning resources specifically designed for our students.

How parents can help
Parents could offer support to their child's learning by:
- Providing encouragement to your child in his/her studies
- Providing your child with books and other reading materials in order to extend his/her range of reading
- Providing other forms of exposure to the issues studied as part of the History programme, e.g. encouraging students to watch historical documentaries
- Discussing and reviewing your child's progress regularly by looking at their school books and reports
- Encouraging your child to make use of internet resources. The department has a school subscription to www.activehistory.co.uk (username: mesmes; password: historyfun)

History Outline Scheme of Work: Modern World History
Year 8

Term 1
• The Making of the Modern World, 1700-1900
Term 2
• The Cause and Effect of WW1
• The Move Towards World Peace
Term 3
• Causes of WW2

Year 8 History Skills Descriptors

Emerging (Remembering)	• I can remember that the past is divided into different time periods, and they have names e.g. Roman, Medieval • I can remember that there were differences between different times in the past • I can remember that different times in the past had some things that were the same • I can write sentences about events in the past • I can write sentences to show I remember one or two of the main causes of an event • I can use a source to answer questions by making guesses without copying or rewriting in my own words • I can remember that there are different ways that the past can be shown and I can show this without help • I can start to use paragraph starters to help me write paragraphs that make sense to someone else • I can use some dates and key words
Developing (Describing)	• I can describe some of the main events, people, and typical features of past societies and periods I have studied from local, national and international history. I know when, in history, these events happened • I can describe change and continuity within a single time period, or across more than one time period of history • I can describe what some of the causes and consequences of the main events and changes within a time period could be • I can use sources that have been given to me to help me find out the answers to a historical question • I can give an example to prove that I know the past can be shown in more than one way • I can use sentence starters to write paragraphs that make a clear point. I can write either an introduction and/or a conclusion • I can use dates and key words properly
Developing (Describing)	• I can describe, in detail, events, people and some features of past societies and periods I have studied from local, national and international history • I understand when, in history, these events happened, in relation to other things that I have studied in history • I understand change and continuity and can explain how and why it might have happened • I am beginning to understand and describe the nature and extent of diversity • I can suggest links between causes of events in history • I can select which sources are useful for answering which questions, and use my own knowledge to help me • I can suggest reasons for different interpretations of events, people and changes

	• I can suggest some reasons for different interpretations of the past and understand why some events, people and changes might be judged as more historically significant than others • I can write paragraphs that make a clear point and can select examples to put in the paragraphs that are linked together, or are categorised • I can write introductions and conclusions • I can use dates and key words properly, and use connectives
Meeting expectations **(Explaining and evaluating)**	• I can explain events in history because I can recognise trends within a single time period, or across more than one time period of local, national and international history • I can use my knowledge of the time period to help me explain how and why there was change and continuity within and across different time periods. • I can use my knowledge of the time period to help me explain how and why there was or wasn't diversity, within and across different time periods • I can explain links between causes of events in history • I can use sources of information to help me reach a conclusion, helped by my own knowledge • I can evaluate sources (say what their strengths and weaknesses are) to help me find relevant evidence to answers to a historical problem or issue • I can describe and explain some different historical interpretations of events, people and changes. I can explain how and why different interpretations of the past have arisen or been constructed • I can explain criteria for making judgements about the historical significance of events, people and changes • I can write paragraphs that make a clear point, and give integrated and linked examples • I can write a clear introduction and conclusion • I can use dates, key words and connectives
Exceeding expectations **(Analysis and application)**	• I can use my detailed knowledge analyse things I have studied within a single time period, or across more than one time period of local, national and international history • I can analyse how and why there was change and continuity within and across different time periods • I can analyse how and why there was or wasn't diversity, within and across different time periods • I can write answers that analyse the causes of an event in history • I can evaluate sources for reliability for myself by judging their strengths and weaknesses • I can consider critical issues surrounding the origin, nature and purpose of sources when establishing the evidence to use in a particular enquiry • I can find sources of information for myself and use them critically to answer questions • I can explain how and why different historical interpretations have been produced. I can explain how and why different interpretations of the past have arisen or been constructed • I can explain how the significance of events, people and changes has varied according to different perspectives

	• I can create an essay with independent ideas for constructing the arguments • I can write in paragraphs that are clear and have a logical order • I can add independent research to my work effectively • I can select, organise and use relevant information and make appropriate use of historical terminology to produce well-structured work
Mastering **(Application and critical analysis)**	• I can use my detailed knowledge to make convincing analyses considering the things I have studied within a single time period, or across more than one time period of local, national and international history • I can make convincing analyses considering how and why there was change and continuity within and across different time periods • I can make convincing analyses considering how and why there was or wasn't diversity, within and across different time periods • I can write an answer that evaluates and is critical of the different interpretations of the causes of events • I can use sources of information critically and carry out historical research by myself • I can suggest lines of enquiry into historical problems and issues, refining my methods of investigation • I can reach substantiated conclusions about my enquiries. I can critically evaluate a range of sources and reach substantiated conclusions independently • I can analyse and begin to explain how and why different historical interpretations have been created. I can evaluate them by judging their strengths and weaknesses • I can analyse and explain a range of historical interpretations and different judgements about historical significance • I can consistently produce pieces of written work that are structured and detailed • I can draw conclusions about periods in history independently and show these ideas clearly through my written work • I can use historical terminology confidently, reflecting on the way in which terms can change meaning according to context • I can produce consistently precise and coherent work

Ms J Rainford
Head of Department, Humanities (British Section)
(jrainford@mescairo.com)

Year 8 Creative Arts

The Creative Arts Department consists of Visual Art, Drama and Music. Each can imbue in our students a sense of achievement that comes from creating something, building their confidence and helping them express themselves intelligently. Exposure to the arts is beneficial in many ways and we seek to offer an educational journey that best supports our students' personal interests, and helps them enjoy their learning. We scaffold our teaching on the IGCSE assessment criteria to fully prepare our students should they choose to continue on into Year 9. We introduce students to the wide range of vocational options available and help them understand how the skills they develop are highly transferable across many other industries.

Ms Jean Bennet Head of Department, Creative Arts (British Section and IB Diploma Section) (jbennett@mescairo.com)

Year 8 Art Course Overview
Carousel Rotation

Introduction
Art has a unique part to play in developing creative and critical thinking, enabling learners to make decisions and to work through problems irrespective of their skills and potential as artists. Art forms an important means of communication and expression with opportunities for risk-taking and reflection leading to individual and cultural development.
Enquiry and research into the visual arts, both past and present, can stimulate and promote an open-minded understanding essential to a multi-cultural society. Art nurtures inventiveness and engages students in developing their self-esteem, self-discipline, cooperation and self-motivation. Students' natural abilities can be developed, through the arts, into a wide range of qualities and skills. It is the intention of the department to give every student the opportunity to extend and refine their skills and to develop as an individual. In Year 8 students follow a course of study devised to explore a variety of media, techniques and approaches to learning.

Aims
- Develop students' creativity and imagination through observation, recording, designing, touching and the use of relevant ICT
- Develop practical, technical and critical thinking skills
- Use language and visual language to communicate their ideas, feelings and meanings
- Learn to reflect, evaluate and make practical decisions
- Explore ideas and meanings in the work of artists, crafts people and designers
- Learn about the diverse roles and function of art and design in the modern world and in different times and cultures

Objectives
- To provide appropriate experiences and conditions to encourage study and analysis of the world in which we live, developing lifelong learners

- To encourage students to express and be responsible for themselves
- To introduce a wide range of skills and techniques, knowledge of tools, materials and processes, and to use them confidently
- To develop and train the creative capacity of all students, by enabling them to experience as many forms of visual art as possible in order to find a vehicle for their individual creativity.
- To develop the ability of students to appraise and analyse their results verbally, using relevant vocabulary.
- To recognize the diverse methods used by a range of artists
- Relate art within social, historical and cultural context
- To develop understanding and knowledge on how art impacts all areas of design such as fashion, architecture and media

Homework

Homework is set weekly during timetabled lessons. Parents can support and encourage their children's learning by providing necessary materials and by checking learning objectives have been met. The school provides materials but students need the following equipment at home to be able to complete their homework:

- Drawing pencils (2B, 4B, 6B)
- Eraser
- Sharpener
- Colour pencils
- Glue
- Scissors
- Set of paints (watercolour, poster or acrylic – not oil)
- A good fine liner drawing pen

Parental Support

There are many ways you can support your child's art education and you do not need any specialized background or resources, just the desire to help your child discover and learn.

- Talk about art – encourage your children to talk about art. What they like or not like, and why? Talk about the history of a special work of art in your own home.
- Discuss how art enriches our lives, is prevalent in our clothing, architecture, environment and media, and is intertwined throughout Egypt's rich cultural history.
- Provide materials and a place to create art, such as an old table, and a drawer or shelf to store the materials.
- Visit local art galleries, museums and cultural centres. Stimulate your child's interest by talking about what you will see or do.
- Read about art and artists together using books, magazines and the internet.

Assessment

Assessment is based upon class and homework assignments. In every case the assessment objectives are clearly explained when the task is set. Students are marked for effort and achievement and every grade is accompanied by a constructive comment. Students are encouraged to be involved with their assessment, learning and set targets. Formative teacher assessment is given through constructive comments and discussion during lessons. Students are encouraged to independently reflect on their work, self-assess and support co-operative learning through peer assessment. At the end of year students prepare for and take a practical exam which tests the skills they have developed.

UK assessment criteria, based on thresholds will be used throughout the year, with students expect to start Year 8 at the emerging/developing levels. There are five levels – emerging, developing, meeting, exceeding and mastering used for competence in execution of the skills and techniques outlined. Students are expected to move up one threshold level a term.

Differentiation
We aim to include and encourage all students through the art curriculum.   We do this through classwork and homework tasks, providing both additional support and direction for work beyond the initial task. We also encourage the philosophy of extension, enrichment and acceleration by providing challenging extension activities and welcoming students into the department at break times. They are often inspired by, and interested in work they see around them created by older students.

Extra-Curricular Activities
A wide range of after school activities are run in the Art department. These provide the opportunity for students to participate in additional art and craft activities which enrich, extend and build on work that is achieved in class. These activities give students the opportunity to work with students of all ages, on specialised projects that cannot be covered in the curriculum.

Technology
ICT is integrated into the Art curriculum in the following areas:
- Research: Students are directed to appropriate websites to research specific artists, art history and art movements
- Presentation: Students have the opportunity to create presentations on the above, using a range of programmes such as PowerPoint, Picture Editor, PhotoShop with animation and sound elements.

Year 8 Art Overview

At the beginning of the year the students will be set two mini tests, one for creativity and one for technical drawing skills. From these tests and year 8 assessment the art department can set revised targets for the year and understand how to progress learning on an individual basis.
Term 1
Students will concentrate on their drawing skills by studying perspective and tone, building up their proficiency on their use of the formal elements, technical drawing and selection of media. Students will be set a number of smaller tasks that integrate elements of the graduate profile, such as problem solving, critical thinking, reflection, evaluation create, flexibility, independence, resilience, resourcefulness and inspiration. All students will have the opportunity to personalise their final outcomes, developing their own styles and creativity.
Term 2

Students will explore the elements of commercial design with a view to designing their own cards or posters for sale at a range of events/occasions, with a set theme. Students will use a hand press to be able to create multiple prints and explore mass production. Additional use of typography and logos will be experimented with to create brand identity.

Term 3 **EOY (End of Year) Exam**
EOY Exam Assessment Project – Thematically Based Students' end of year assessment project will be based on all the skills and techniques learnt throughout the year and set to a specific theme. Students will be asked to research an individually chosen artist with related artworks to create a series of studies in a range of mediums that have been inspired and influenced by the theme. They will create preparatory work that clearly outlines their plans and development from initial idea to a final outcome, and should use all the techniques and skills learnt throughout the year. For their final exam they will be able to independently choose the mediums that are the most appropriate to create a successful outcome. Exams will be run as a precursor for their IGCSE exam should they choose to take it.

Y8 Assessment and Thresholds

Year 8 assessment objectives are built on the same criteria used for IGCSE assessment, helping the students understand the requirements, terminology, outcomes, skill set, grading and expectations of the IGCSE, as well as giving them an excellent foundation for all creative learning. Assessment objectives are consistent throughout the year and every term's scheme of work (curriculum) incorporates more detail specific to the set ToTAL Learning themes. The thresholds help students to self-assess and help them reflect on how to improve their learning.

AO1: Gathering, recording, research and investigation
AO2: Exploration and development of ideas
AO3: Organisation and relationships of visual and/or other forms
AO4: Selection and control of materials, media and processes
AO5: Personal vision and presentation

Year	Term	Units of Work	Core Knowledge & Skills Assessment A01, 2, 3, 4 & 5 for the year
8	1 2 3	Plan For Grad Enterprise EOY Exam	AO1: To be able to gather information, record, investigate and research from a variety of sources. AO2: To be able to explore and develop ideas through manipulation of images using a variety of processes. AO3: To demonstrate recognition and organization of images and other forms, communicating ideas and aesthetic judgements. AO4: To demonstrate selection and control of materials, media and processes. AO5: To be able to show personal and creative vision and presentation in all personal responses including evaluation and critical thinking.

Term 1		
Year 8	Threshold	Key Knowledge & Key Skills
	Mastering	AO1: Outstanding ability to record visual observations, written and other forms, through contextual information and studies based on personal history and direct observation. To demonstrate outstanding knowledge and understanding of key vocabulary. AO2: Outstanding exploration and manipulation of images to create family portraits that are developed through composition and use of personal symbolism. AO3: Outstanding ability in recognition and organization of visual and other forms. Highly accomplished ability to express ideas and make aesthetic judgments through homework presentations and final outcomes. AO4: Outstanding ability in use of drawing techniques and processes, pencils, charcoal and acrylic paint to create tone, perspective and use of scale. Highly accomplished ability to select and control drawing mediums and processes. AO5: Outstanding creative personal response demonstrating highly accomplished personal evaluation, interpretation of own community and critical thinking.
	Exceeding	AO1: Excellent ability to record visual observations, written and other forms, through contextual information and studies based on personal history and direct observation. To demonstrate excellent knowledge and understanding of key vocabulary. AO2: Excellent exploration and manipulation of images to create family portraits that are developed through composition and use of personal symbolism. AO3: Excellent ability in recognition and organization of visual and other forms. Highly accomplished ability to express ideas and make aesthetic judgments through homework presentations and final outcomes. AO4: Excellent ability to use drawing techniques and processes, pencils, charcoal and acrylic paint to create tone, perspective and use of scale. Expert ability to select and control drawing mediums and processes. AO5: Excellent creative personal response demonstrating highly accomplished personal evaluation, interpretation of own community and critical thinking.
	Meeting	AO1: Very good to competent ability to record visual observations, written and other forms, through contextual information and studies based on personal history and direct observation. To demonstrate good knowledge and understanding of key vocabulary. AO2: Very good to competent exploration and manipulation of images to create family portraits that are developed through composition and use of personal symbolism. AO3: Very good to competent ability in recognition and organization of visual and other forms. Highly accomplished ability to express ideas and make aesthetic judgments through homework presentations and final outcomes. AO4: Very good to competent ability to use drawing techniques and processes, pencils, charcoal and acrylic paint to create tone, perspective and use of scale. Good ability to select and control mediums and processes.

		AO5: Very good to competent creative personal response demonstrating highly accomplished personal evaluation, interpretation of own community and critical thinking.
	Developing	AO1: Adequate to satisfactory ability to record visual observations, written and other forms, through contextual information and studies based on personal history and direct observation. To demonstrate satisfactory knowledge and understanding of key vocabulary. AO2: Adequate to satisfactory exploration and manipulation of images to create family portraits that are developed through composition and use of personal symbolism. AO3: Adequate to satisfactory ability in recognition and organization of visual and other forms. Highly accomplished ability to express ideas and make aesthetic judgments through homework presentations and final outcomes. AO4: Adequate to satisfactory ability to use drawing techniques and processes, pencils, charcoal and acrylic paint to create tone, perspective and use of scale. Adequate ability to select and control mediums and processes. AO5: Adequate to satisfactory creative personal response demonstrating highly accomplished personal evaluation, interpretation of own community and critical thinking.
	Emerging	AO1: Limited to some ability to record visual observations, written and other forms, through contextual information and studies based on personal history and direct observation. AO2: Limited to some ability in exploration and manipulation of images to create family portraits that are developed through composition and use of personal symbolism. AO3: Limited to some ability in recognition and organization of visual and other forms. Highly accomplished ability to express ideas and make aesthetic judgments through homework presentations and final outcomes. AO4: Limited to some ability in use drawing techniques and processes, pencils, charcoal and acrylic paint to create tone, perspective and use of scale. Slight AO5: Limited to some ability in creative personal response demonstrating highly accomplished personal evaluation, interpretation of own community and critical thinking.

Term 2		
Year 8	Threshold	Key Knowledge & Key Skills
	Mastering	AO1: Outstanding ability to record visual observations, written and other forms, through contextual information and studies based on their preferred social media apps. To demonstrate outstanding knowledge and understanding of key vocabulary. AO2: Outstanding exploration and development of ideas through manipulation of images and words using painting and design skills. AO3: Outstanding ability in recognition and organisation of images and other forms, communicating ideas and aesthetic judgements in the layout of all personal responses (paintings based on social media app, supporting material). AO4: Outstanding ability in selection and control of painting techniques, sketching, layout and design processes.

		AO5: Outstanding personal and creative vision and presentation in all personal responses including evaluation and critical thinking.
	Exceeding	AO1: Excellent ability to record visual observations, written and other forms, through contextual information and studies based on their preferred social media apps. To demonstrate outstanding knowledge and understanding of key vocabulary. AO2: Excellent exploration and development of ideas through manipulation of images and words using painting and design skills. AO3: Excellent ability in recognition and organisation of images and other forms, communicating ideas and aesthetic judgements in the layout of all personal responses (paintings based on social media app, supporting material). AO4: Excellent ability in selection and control of painting techniques, sketching, layout and design processes. AO5: Excellent personal and creative vision and presentation in all personal responses including evaluation and critical thinking.
	Meeting	AO1: Competent to very good ability to record visual observations, written and other forms, through contextual information and studies based on their preferred social media apps. To demonstrate outstanding knowledge and understanding of key vocabulary. AO2: Competent to very good exploration and development of ideas through manipulation of images and words using painting and design skills. AO3: Competent to very good ability in recognition and organisation of images and other forms, communicating ideas and aesthetic judgements in the layout of all personal responses (paintings based on social media app, supporting material). AO4: Competent to very good ability in selection and control of painting techniques, sketching, layout and design processes. AO5: Competent to very good personal and creative vision and presentation in all personal responses including evaluation and critical thinking.
	Developing	AO1: ability to record visual observations, written and other forms, through contextual information and studies Adequate to satisfactory based on their preferred social media apps. To demonstrate outstanding knowledge and understanding of key vocabulary. AO2: Adequate to satisfactory exploration and development of ideas through manipulation of images and words using painting and design skills. AO3: Adequate to satisfactory ability in recognition and organisation of images and other forms, communicating ideas and aesthetic judgements in the layout of all personal responses (paintings based on social media app, supporting material). AO4: Adequate to satisfactory ability in selection and control of painting techniques, sketching, layout and design processes. AO5: Adequate to satisfactory personal and creative vision and presentation in all personal responses including evaluation and critical thinking.
	Emerging	AO1: A little to some ability to record visual observations, written and other forms, through contextual information and studies based on their preferred social media apps. To demonstrate outstanding knowledge and understanding of key vocabulary. AO2: A little to some exploration and development of ideas through manipulation of images and words using painting and design skills.

		AO3: A little to some ability in recognition and organisation of images and other forms, communicating ideas and aesthetic judgements in the layout of all personal responses (paintings based on social media app, supporting material). AO4: A little to some ability in selection and control of painting techniques, sketching, layout and design processes. AO5: A little to some personal and creative vision and presentation in all personal responses including evaluation and critical thinking.

Term 3		
Year 8 – EOY Exam	Threshold	Key Knowledge & Key Skills
	Mastering	AO1: Outstanding ability to record visual observations, written and other forms, through contextual information and studies based on the environment and linked issues. To demonstrate outstanding knowledge and understanding of key vocabulary. AO2: Outstanding exploration and development of ideas through manipulation of images and words using 3D skills. AO3: Outstanding ability in recognition and organisation of images and other forms, communicating ideas and aesthetic judgements in the layout of all personal responses (3D materials). AO4: Outstanding ability in selection and control of sculptural techniques and design processes. AO5: Outstanding personal and creative vision in all personal responses including evaluation and critical thinking. Highly accomplished presentation of final sculpture.
	Exceeding	AO1: Excellent ability to record visual observations, written and other forms, through contextual information and studies based on the environment and linked issues. To demonstrate outstanding knowledge and understanding of key vocabulary. AO2: Excellent exploration and development of ideas through manipulation of images and words using 3D skills. AO3: Excellent ability in recognition and organisation of images and other forms, communicating ideas and aesthetic judgements in the layout of all personal responses (3D materials). AO4: Excellent ability in selection and control of sculptural techniques and design processes. AO5: Excellent personal and creative vision in all personal responses including evaluation and critical thinking. Highly accomplished presentation of final sculpture.
	Meeting	AO1: Competent to very good ability to record visual observations, written and other forms, through contextual information and studies based on the environment and linked issues. To demonstrate outstanding knowledge and understanding of key vocabulary. AO2: Competent to very good exploration and development of ideas through manipulation of images and words using 3D skills. AO3: Competent to very good ability in recognition and organisation of images and other forms, communicating ideas and aesthetic judgements in the layout of all personal responses (3D materials). AO4: Competent to very good ability in selection and control of sculptural techniques and design processes.

		AO5: Competent to very good personal and creative vision in all personal responses including evaluation and critical thinking. Highly accomplished presentation of final sculpture.	
	Developing	AO1: Adequate to satisfactory ability to record visual observations, written and other forms, through contextual information and studies based on the environment and linked issues. To demonstrate outstanding knowledge and understanding of key vocabulary. AO2: Adequate to satisfactory exploration and development of ideas through manipulation of images and words using 3D skills. AO3: Adequate to satisfactory ability in recognition and organisation of images and other forms, communicating ideas and aesthetic judgements in the layout of all personal responses (3D materials). AO4: Adequate to satisfactory ability in selection and control of sculptural techniques and design processes. AO5: Adequate to satisfactory personal and creative vision in all personal responses including evaluation and critical thinking. Highly accomplished presentation of final sculpture.	
	Emerging	AO1: A little to some ability to record visual observations, written and other forms, through contextual information and studies based on the environment and linked issues. To demonstrate outstanding knowledge and understanding of key vocabulary. AO2: A little to some ability in exploration and development of ideas through manipulation of images and words using 3D skills. AO3: A little to some ability in recognition and organisation of images and other forms, communicating ideas and aesthetic judgements in the layout of all personal responses (3D materials). AO4: A little to some ability ability in selection and control of sculptural techniques and design processes. AO5: A little to some ability in personal and creative vision in all personal responses including evaluation and critical thinking. Highly accomplished presentation of final sculpture.	

Year 8 Drama Course Overview
Carousel Rotation

The Drama course introduces students to different styles of theatre and its different uses. It also aims to develop confidence and multiple intelligences including emotional, empathic, and higher order thinking skills. Communication, both verbal and non-verbal are at the core of the subject and students are expected to be able to respond logically and sensitively to any stimulus. Drama is mainly a practical course and focuses upon developing three distinctive skills and knowledge areas:

- Devising
- Performing
- Responding

In addition to the areas of study which encompass an introduction to Stanislavski's system of acting, creating performance from page to stage and developing the quality of work through continual evaluation, students gain experience in:

- Creative and critical thinking
- Cooperative and collaborative learning by enquiry
- Self and social awareness

Aims

- To encourage students to work sensitively and creatively with others
- To enable students to distinguish between different forms and uses of Drama
- To encourage students to expand their understanding and experience of different forms of performance
- To enable students to present and perform with confidence
- To develop students' verbal and non-verbal communication skills

Objectives
By the end of the course students will:

- be able to perform a range of different forms of drama with confidence
- know how to respond imaginatively to and develop work for performance from a range of stimuli
- show that they can work effectively as a member of an ensemble, both in the creation and the performance of drama
- understand how to critically appraise their own work and the work of others in a critically constructive way

Assessment
Assessment tasks are varied and inclusive to give students the opportunity to prove and develop their understanding of dramatic concepts either within or outside of performances. These include observations of rehearsal and performance, written tasks for research, analysis and reflection, quizzes, peer and self-evaluation, planning diagrams, storyboards, script writing, annotation and memorisation.

Differentiation
Every student is treated as an individual in Drama lessons and teachers are made aware of student IEPs through the LDD department. In Term 1 differentiation will be achieved by 'outcome'; students will

devise work in groups and arrive at 'a personalised outcome depending on their level of ability'. In Term 2 students will participate in a unit designed upon differentiation by 'choice'; they will decide their own personal outcomes based upon set criteria. Finally, in Term 3 differentiation will be by design, as the teacher will assist students to choose scripts which a suited to their language/drama skills ability. Gifted and Talented students are offered opportunities to extend their learning throughout the course and to employ more sophisticated techniques to assist them in their development to the exceeding and mastering assessment levels.

Technology
Students use ICT to enhance their knowledge and understanding of taught drama concepts which reciprocally assists them to develop ICT skills in a variety of ways. These are:
- Digital presentations
- Word-processing of scripts
- Use of digital FX
- Filming their own work
- Projection of digital imagery to achieve multi-media performance

Extra-curricular activities
The annual show allows students to access theatre as a performer or technician. Auditions and sign-ups are communicated via the daily bulletin.

Homework
Occasionally students will be required to complete drama related activities at home. During the first term, this will to research careers in theatre and film. In term 2, there are options to create dioramas, props or costumes and in the third term, students will need to memorise their lines for a monologue performance.

How parents can help
There are many ways you can support your child's drama education and you do not need any specialised background or resources, just the desire to help your child discover and learn.

Occasionally students will require props or costumes to enhance or enrich their performances, they might choose to meet outside of school to further develop their devised work, or they might need help to memorise lines. Any assistance will be greatly appreciated.

Additionally, exposure to all the creative arts – drama, as well as art and music will help broaden their cultural understanding, supporting their learning and achievement directly linking to the MES Cairo graduate profile.

Drama Outline Scheme of Work
Year 8

	Term 1	Term 2	Term 3
Unit Title	Why Drama?	Prosperous Producers	Is it Real?
Overview	Students will devise drama from a variety of stimuli, looking at scenarios of what happens when proper preparation is not completed and exploring stereotypes in relation to the MES graduate profile. Within the process students will become aware of career possibilities in the Performing Arts industry, including engineering and design elements for theatre and film and television.	Students will work in teams to create a production proposal, building upon their research of career options in the arts in Term 1. They will have the opportunity to either create cooperatively by assigning roles to achieve a viable production model, or collaboratively to develop a holistic experimental piece of theatre	Students will develop monologue performances using the Stanislavski system elements introduced throughout the year. They will develop their spatial awareness using Spolin's "Building and Using the Where" activities and explore antithetical action to understand how to achieve suspense in performance and rapport with an audience
Skills and Knowledge	• To think creatively to find multiple perspectives for devising drama • To use Stanislavski's system of experimentation and evaluation to develop ensemble performances • To use the "magic if" to begin to achieve Realism • To develop dynamic vocal performances by using contrast in pitch and pace • To develop dynamic physical performance by using contrast in pace, levels and manipulation of characterisation skills To consider the aesthetic properties of a performance	• Research into design and communication of technical elements of theatre • Lighting, set, and costume designs with appropriate cue sheets • Stage management, identifying production needs and capturing images to add to the proposal • Numeracy: To budget effectively to create a profitable virtual theatre experience • Literacy: Reading and understanding a script Learning how to move from page to stage	• Understanding of an individual creative process • Using the Stanislavski system to achieve Realism • Develop spatial awareness and the use of physicality to utilise a complete acting area • Further development of personal vocal dynamics • Understanding objectives and motivation of characters • Beginning to explore the idea of internal dialogue Using antithetical action in performance

Assessment	• Observation of devising process	• Digital submission of research	• Observation of workshop participation
	• Observation of performance	• Design of theatre elements	• Observation of performance
	• Research into professional production careers	• Justification of ideas, group presentation,	• Self-evaluation pro forma for target setting
	• Self-evaluation related to MES Graduate Profile	• Performance of scripts	• Peer evaluation pro forma for comparative analysis
	• Peer evaluation and target setting for drama skills	• Group evaluation and target setting	• Reflective activity in a choice of format
	• Reflective task in a choice of format i.e., Newspaper review, blog discussion, presentation, essay etc.	• Spreadsheet to include all costs and ticket sales projections	• Quiz demonstrating understanding of taught concepts

Y8 Drama Assessment and Thresholds

Year 8 assessment objectives are built on the same criteria used for IGCSE assessment, helping the students understand the requirements, terminology, outcomes, skill set, grading and expectations of the IGCSE, as well as giving them an excellent foundation for all creative learning. Assessment objectives are consistent throughout the year and every term's scheme of work (curriculum) incorporates more detail specific to the Global Perspectives skills. The thresholds help students to self-assess and help them reflect on how to improve their learning.

AO1: Understanding repertoire
AO2: Devising
AO3: Acting skills

At key stage 3 students are taught Drama once per week, with weekly homework and are encouraged to use the thresholds to self-assess and help them reflect on how to improve their learning.

Year	Term	Units of Work	Core Knowledge & Skills Assessment A)1, AO2, AO3 for the year
8	1	Plan For Graduation	AO1: Understanding repertoire. This should cover 3 strands – the ability to bring a character to life based on understanding of the role and its function in the play from which it is taken. The ability to interpret this role in a manner that demonstrates understanding of the style/genre of the play. Understanding of the process of moving from page to stage and contribution to the working process in order to craft and shape the performance. AO2: This should cover 3 strands – the quality of the individual role that the candidate has devised within the ensemble piece, and the ideas that underpin it. The integrity of the individual role and its contribution to the overall piece. The ability to engage with the devising process in order to craft and shape the role. AO3: Acting skills. This should cover 4 strands - the quality of the candidate's voice and physical technique and use of the performance space. The ability to pace the performance and vary levels of emotional intensity. The confidence
	2	Enterprise	
	3	EOY Exam	

			and consistency of the performance. The nature of the candidate's rapport with the audience.

Assessment Criteria AO1: Understanding Repertoire

Skills and Knowledge	Emerging	Developing	Meeting	Exceeding	Mastering
Understanding Characters	Student sometimes shows understanding of a variety of character types	Student consistently shows understanding of a variety of character types	Student consistently shows understanding of a variety of character types and their function in a scene/play	Student consistently shows understanding of a variety of character types and their roles and function in a scene/play	Student consistently shows understanding of a variety of character types and their roles and function in a scene/play and can discuss in detail the social context which informs character traits
Understanding styles	Student relies on others to interpret and shape their performance style	Student consistently demonstrates their understanding of different styles of performance	Student consistently demonstrates their understanding of different styles of performance and can self-evaluate to interpret the needs of the role and adapt their performance accordingly	Student consistently demonstrates their understanding of different styles of performance and can evaluate to interpret the needs of the role and direct others to develop a scene/play	Student consistently demonstrates their understanding of different styles of performance and can evaluate to interpret the needs of the role and direct others to develop a scene/play with understanding of socio/cultural context
Page to Stage	Student sometimes demonstrates their understanding of how to create drama from stimulus	Student consistently demonstrates their understanding of how to create drama from stimulus	Student consistently demonstrates their understanding of how to create drama from stimulus and	Student consistently demonstrates their understanding of how to create drama from stimulus and can	Student consistently demonstrates their understanding of how to create drama from stimulus and

			can interpret scenes/play from a broader perspective	interpret scenes/play from a broader perspective demonstrating subplot	can interpret scenes/play from a broader perspective demonstrating subplot and an understanding of the socio/cultural context
Rehearsal techniques	Student is inconsistent in their approach to practice and improve their work; they often rely on others for direction	Student engages consistently in experimentation and evaluation of their work to continually improve the quality of their performance outcomes through focused practice	Student engages consistently in experimentation and evaluation of their work to continually improve the quality of their performance outcomes through focused practice and can assist others to do the same	Student engages consistently in experimentation and evaluation of their work to continually improve the quality of their performance outcomes through focused practice and adopts a directorial role to find solutions to staging problems	Student engages consistently in experimentation and evaluation of their work to continually improve the quality of their performance outcomes through focused practice and adopts a directorial role to find multiple solutions to staging problems

Assessment Criteria AO2: Devising

Skills and Knowledge	Emerging	Developing	Meeting	Excelling	Mastering
Character development	Student can create parts of a role suitable to the needs of a scene/play	Student can create a role suitable to the needs of a scene/play	Student can create a role suitable to the needs of a scene/play, showing understanding of character objectives	Student can create a role suitable to the needs of a scene/play, showing understanding of character objectives and motivation	Student can create a role suitable to the needs of a scene/play, showing understanding of character objectives, motivation and internal dialogue
Experimentation and Evaluation	Student sometimes contributes to the	Student makes an active contribution to the development	Student makes a strong contribution to the	Student makes a powerful contribution to the development	Student makes a powerful contribution to the development

	development of a scene by engaging in experimentation and evaluation	of scene by engaging in experimentation and evaluation	development of scene by engaging in experimentation and evaluation	of scene by engaging in experimentation and evaluation	of scene by engaging in experimentation and evaluation and is able to justify ideas based upon in-depth understanding of the context of the scene/play
Plot development	Student sometimes contributes to the development of a plot in rehearsal and performance	Student can contribute to the development of a plot in rehearsal and performance	Student can contribute to the development of a plot in rehearsal and performance by considering time, location and character circumstances	Student can contribute to the development of a plot in rehearsal and performance by considering time, location, character circumstances and sub-plot	Student can contribute to the development of a plot in rehearsal and performance by considering time, location, character circumstances, sub-plot and socio/cultural context
Collaborative processes	Student sometimes thinks creatively and critically in a devising process and sometimes communicates ideas openly with others	Student can think creatively and critically to engage in a devising process, always communicating openly with others	Student can think creatively and critically to engage in a devising process, always communicating openly and supportively with others	Student can think creatively and critically to engage in a devising process, always communicating openly and supportively with others and finding multiple solutions to problems	Student can think creatively and critically to engage in a devising process, always communicating openly and sensitively with others and finding multiple solutions to problems
Technical Aspects	Student can make some use of props, costume, set and lighting to develop their overall performance	Student can make use of props, costume, set and lighting to develop their overall performance	Student can make use of props, costume, set and lighting to develop their overall performance based upon research of genre	Student can make use of props, costume, set and lighting to develop their overall performance based upon research of genre and an in-depth understanding of how to create atmosphere	Student can make use of props, costume, set and lighting to develop their overall performance based upon research of genre and socio/historical context and an in-depth understanding of

					how to create atmosphere

Assessment Criteria AO3: Acting Skills

Skills and Knowledge	Emerging	Developing	Meeting	Excelling	Mastery
Dynamic physical performance	Student can demonstrate some manipulation of body language and gestures and some variation in pace	Student can consistently show a variety of character types by manipulating their body language and gestures with a variety of pace	Student can consistently show a variety of character types by manipulating their body language and gestures with a variety of pace showing a deep understanding of character motivation	Student can consistently show a variety of character types by manipulating their body language and gestures with a variety of pace showing a deep understanding of character motivation and objectives	Student can consistently show a variety of character types by manipulating their body language and gestures with a variety of pace showing a deep understanding of character motivation, objectives and internal dialogue
Dynamic vocal performance	Student is able to change their volume to begin to communicate character emotion	Student is able to adapt the pitch and pace of their voice to communicate character emotion	Student is able to adapt the pitch and pace of their voice to communicate character emotion showing a deep understanding of character motivation	Student is able to adapt the pitch and pace of their voice to communicate character emotion showing a deep understanding of character motivation and objectives	Student is able to adapt the pitch and pace of their voice to communicate character emotion showing a deep understanding of character motivation, objectives and internal dialogue
Spatial Awareness and proxemics	Student attempts to use the acting area but sometimes moves to inappropriate parts of the stage and sometimes shows their	Student is able to use the acting area to communicate the main circumstances of a character and their proximity to other characters allows for a believable relationship	Student is able to use the acting area to communicate location, time and circumstances of a character and their proximity to other characters allows for a	Student is able to use the acting area to communicate location, time and circumstances of a character and relate sensitively to others in the performance; their proximity to	Student is able to use the acting area to communicate location, time and circumstances of a character and relate sensitively to others in the performance; their proximity to

	back to the audience		believable relationship	other characters allows for a believable relationship	other characters and use of set, allows for a believable relationship
Stylistic understanding	Student can sometimes adapt their performance style to suit the needs of the genre they are performing	Student can adapt their performance style to suit the needs of the genre they are performing	Student can adapt their performance style to suit the needs of the genre they are performing with confidence and fluency	Student can adapt their performance style to suit the needs of the genre they are performing with flair and sensitivity	Student can adapt their performance style to suit the needs of the genre they are performing with flair and sensitivity and can justify the choices they make in discussion
Maintain a performance	Student sometimes breaks out of character	Student can maintain their character throughout a performance	Student can maintain their character throughout a performance and respond to other characters appropriately and consistently engage the audience	Student can maintain their character throughout a performance and respond sensitively to other characters and consistently engage with and receive empathy from the audience	Student can maintain their character throughout a performance and respond sensitively to other characters, consistently engaging with and receiving empathy from the audience or alienating them as required

Drama Skills Descriptors

Skills	*I can…*
Devising	- Think creatively to develop a character - Collaborate with others to devise drama - Be pro-active and rehearse scenes - Establish a character with control over voice and movement - Experiment with lots of ideas - Evaluate my ideas so that I share my best quality work - Plan and structure plays, showing knowledge of different Drama techniques

Performing	- Communicate using my body language and gestures - Express emotions using facial expression - Speak clearly and fluently in performance - Present my work confidently - Make efficient use of an acting area - Show that I understand different dramatic styles - Use movement and stillness to achieve more dynamic performance - Maintain character throughout my performance
Responding	- Use drama language to articulate my ideas and opinions - Discuss how plots are developed/characters portrayed and justify their effect - Evaluate my own work - Assess the work of others - Respond to stimulus to create drama - Interpret scripts to communicate a story effectively - Identify when rehearsals are not going well and make improvements

Year 8 Music Course Overview
Carousel Rotation

Students' understanding and enjoyment of music is developed through activities which bring together elements from performing, composing, listening and appraising. A variety of sources, including electronic instruments and IT are used to record and enhance the performances and compositions where appropriate and possible.

Aims

- To encourage students to listen with attention to detail when performing, composing, listening and appraising
- To enable students to distinguish various musical elements, such as pitch, dynamics, tempo, etc. by using the above elements
- To encourage students to extend their musical experience and knowledge by encouraging them to listen to and appraise music from diverse cultures and periods
- To enable students to use traditional musical notation and give them a working knowledge of it

Objectives

All students should be able to:

- Perform an individual part in a group and interpret the mood and effect of the music
- Develop musical ideas exploiting musical elements and a variety of resources
- Compose music for specific purposes using notation and/or IT to explore, develop and revise musical ideas
- Respond to music of various eras and periods identifying conventions used within different styles
- Critically appraise their own work taking account of their own intentions and the comments of others

Assessment

Assessment of various practical tasks and knowledge and understanding is carried out during each unit of work, based on the levels and expectations established as part of the National Curriculum of England.

Differentiation

Every student is treated as an individual in Music lessons and teachers are made aware of individual needs through the LDD register and personal observation. One aspect of Music education is the importance of team-work which includes using individuals' strengths and supporting each other in areas of weakness. The curriculum is largely self-differentiating although teachers do group students in a variety of ways across the year so that expertise can be shared.

Students on the Gifted and Talented register are frequently offered opportunities to extend their learning and employ more sophisticated technique.

Technology

Students are given frequent opportunities to use ICT in their Music lessons including Acoustica Mixcraft (sequencing software), Audacity (used for recording live instruments and composing) and Dance Ejay (used for initial introduction into music technology).

Extra-Curricular Activities

The Music Department offers a broad range of activities in music making – in choral, instrumental and the performing arts.

Clubs include:

- Band
- Choir

There is an array of performance opportunities throughout the academic year including:

- School productions
- Peripatetic music concerts
- Choir spectacular
- Seasonal concert
- Graduation Choir
- Assemblies
- House events

Music Outline Scheme of Work

Music Through Time   • Introduction to common traits of specific genres   • Understanding of the development of music through time   • Exploration of various music forms   • Demonstration of knowledge of the elements of music   • Further discussion of the question- What is music?
Intermediate Music Theory and Form   • Review of music notation   • Treble clef notation   • Bass clef notation   • Note values   • Basic terminology
Intermediate Piano & Composition   • Review of piano   • Explanation of use of music theory knowledge through playing piano   • Right hand   • Left hand   • Perform basic-intermediate piano selections   • Compose a simple song for piano and include improvisation
Music in Advertising   • Creating music with intention   • Creativity within an established structure   • Exploring the role of music in advertisements   • Collaborating in small groups   • Establishing connections across other departments   • Recording final compositions   • Using music technology to compose and record music
Popular Music   • Examining current popular music in Egypt and worldwide   • Exploring cover songs   • Exploration of what sounds to use to mimic the existing sounds in the work   • Understanding song-form   • Further development of listening skills   • Demonstration of knowledge of music elements through arranging a cover song of an existing work   • Performance

Music Threshold Descriptors

Thresholds	I can …
Emerging	- sing in tune - perform rhythmically simple percussion parts - improvise short repeated patterns - attempt to copy a rhythm when performing Call & Repeat - combine layers of sound in a group - justify my opinions of music in using basic musical vocabulary - make improvements to my own work and comment on whether this has the intended effect - perform/clap rhythmically simple parts (mainly crotchets) - recognise crotchets and understand that other musical symbols mean different durations - recognise when the pitch goes up and down from musical notation
Developing	- maintain my own part in group performance - suggests appropriate sounds and instruments for the genre - play two-note chords on the keyboard, vaguely sticking to a 12-bar structure - play a separate part within a group performance and stay in time with the group - use more detailed musical vocabulary when describing/evaluating music - suggest improvements for others' performance work and state how this is to be achieved - compose music as part of a group from different starting points – graphic score/ostinato - suggest appropriate sounds and instruments for a genre - identify and distinguish between a few musical genres
Meeting	- play triads in a 12-bar structure - provide rhythmic support and lead a group in terms of tempo - improvise a simple melody using the Blues scale - use the notation/tablature to check I am playing the correct part, and use notation to note down any variations I might create - suggest and implement improvements to a composition or performance, commenting on reasons for the success or failure of changes - describe and compare pieces of music using appropriate musical vocabulary and comment on structures, phrasing and effects - select and make expressive use of tempo, dynamics, phrasing and timbre - play a significant part in group composition, helping to shape music by suggesting tempo, dynamics, timbres and phrasing - create a composition that fits in a specific genre, and be able to identify what makes it fit in that genre - make subtle adjustments to fit my own part into a group performance - explain the influence of historical events on Music - improvise more complex pieces, using syncopated rhythms - make a significant contribution to group composition and performance

	• analyse, compare and evaluate how music reflects the context in which it is created, performed and heard • make improvements to my own and others' work in the light of the chosen genre
Exceeding	• identify and explain what type of Blues my group are performing • alter the genre of music, using the same compositional material, but changing the way in which it is played • perform with sensitivity to the overall performance • create a coherent composition drawing on internalised sounds and adapt, improvise, develop, extend and discard musical ideas • evaluate and make critical judgments about the use of musical conventions and other characteristics and how different contexts are reflected in my own and others' work • take a leading role in rehearsal, directing an ensemble • play from notated music and use notation for my own composition
Mastering	• discriminate between and exploit the characteristics and expressive potential of different sounds • discriminate between musical styles, genres and traditions commenting on the relationship between Music and its cultural context justifying judgments • sing with a sense of direction and shape and sing more complex parts within an ensemble • perform on instruments with a sense of direction and shape and sing more complex parts within an ensemble • take a leading role within a group when performing and composing • improvise with sense of direction and shape both melodically and rhythmically and to the overall form • compose extended compositions with a sense of direction and shape • make and justify my own judgments • use musical notation such as staff notation or tablature to record and develop ideas and interpret notations in order to perform the work of others

Year 8 Design and Technology Course Overview
Carousel Rotation

Aims and Objectives
Design Technology offers students opportunities to:
- Prepare young people to cope in a rapidly changing technological world
- Enable them to think and intervene creatively to improve that world
- Develop skills required to participate responsibly in home, school and community life (citizenship)
- Help students to become discriminating consumers and users of products
- Help students to become autonomous, creative problem-solvers
- Support students working as individuals and with others
- Equip students with the knowledge, skills and understanding about materials, tools and processes (knowledge of technology)
- Develop practical capability - being able to apply knowledge, skills and understanding when designing and making
- Encourage the ability to consider critically the uses, effects and values dimension of design and technology (technological awareness or literacy)

The Design Technology curriculum provides students with a range of activities, including:
- Investigative and experimental work
- Individual and group activities
- Problem-solving tasks
- Creative responses both within designing and making projects
- Evaluation of existing products and systems
- Development of systems thinking and application of control concepts
- Taught inputs/demonstrations, e.g. to teach techniques
- Discussion, e.g. of technological issues and value judgments

Homework
Homework is set weekly in accordance with the Homework Schedule and may be in the form of an Design task to complete at home or revision of theory studied in class to be tested either on paper or orally. Each lesson includes a good percentage of theory which students take down from the whiteboard and teacher, research independently and/or discuss as a class. These homework topics form the basis of the examinations. Thus revision throughout the year in homework time helps students prepare for their examination.

Assessment
Students are assessed continuously in class on practical assignments. At the end of Term 3 they are examined on the whole year's work. The examination is a theory paper drawing on the concepts discussed in class and on the methods they have used to construct and complete practical work. Students may be asked in the examination to complete a design process. In this manner, both the theoretical and practical component can be assessed in the examination. At the beginning of each lesson, some theory is taught and students present this in their design books. Once a subject has been introduced, students are required to research, specify and comment on their own designs, plan their making and answer questions, research topics and complete homework tasks.

Differentiation

We aim to include and encourage all students through the Design Technology curriculum.   We do this through differentiated classwork tasks and/or differentiated homework tasks. We also encourage the philosophy of extension, enrichment and acceleration by providing challenging extension activities and welcoming students into the department at break times and to after school activities. They are often inspired by work they see around them done by older students.

Technology

Computers and laptops are used regularly in the lessons. ICT is integrated into the design technology curriculum in the following areas:

- Product Research: Students are directed to appropriate websites to research specific products, materials and their properties and gain a greater understanding of the design world
- Design Software: Students have the opportunity to use design programmes such as Sketch Up and illustrator for design and graphic projects
- Presentations: They will use PowerPoint to present their research and ideas
- The regular use of the Interactive whiteboard in lessons

How Parents Can Help

It is essential that you and your child sign and return to school the Internet Acceptable Use Policy, as the use of the Internet is integral to the course. Students need to learn how to use this powerful resource appropriately and to understand that everything they see on the Internet is not necessarily the truth.

Students are not expected to 'surf the net' or carry out research for hours at a time at home. If you find your children doing this, they are not using their study time effectively.

Design Technology is a creative subject. Students often find idea generation at the start of the design process difficult. As parents you could help your child greatly just by sharing and discussing your ideas and experiences regarding the design brief.

Ms Shereen Taha
Head of Department
(staha2@mescairo.com)

Design Technology Outline Scheme of Work

NOTE: Projects may be moved around during term time due to availability of rooms, resources and staff

Term 1
Picture Frame Design and Make task Students will develop skills learnt in year 7 as they make a picture frame using traditional wood joints. The corners of the frame will be constructed using lap joints and the picture will be placed in a rebate joint. This will be coupled with a laser cut acrylic stand that they will design and draw themselves on 2dDesign CAD software. The CAD work will give opportunity for students to show their individual creativity and flair and is a very useful skill for those taking IGCSE DT.

Term 2
Graphic Products Task Students will further develop their Desk Top Publishing Skills from year 7 through the design and production of a pop-up promotional item. They could be promoting a new film, video game, food, music gig or theme park. This project will be produced from card and will have a reasonable degree of freedom of design to allow students to show their individuality. This Graphic Products project will really support students who are taking either DT subject for IGCSE (Graphic Products or Resistant Materials) because many of the skills learnt are transferable across both disciplines.

Term 3
CAD Modelling Students will learn a range of skills using Sketchup 3D CAD software. They will be walked through the process of modelling a number of different projects including how to produce architectural models to scale and rendered. Sketchup is a very powerful piece of software and provides a very good foundation for other CAD software students may encounter at university if they chose to study engineering or architecture. Proficiency in Sketchup will only come with extra time spent practicing in addition to DT lessons. For this reason we strongly encourage year 8 students to download Sketchup (the free version only) to their own laptops or home desktops.

Design Technology Threshold Descriptors

Thresholds	I can …
Emerging	• generate ideas and recognise that my designs have to meet a range of different needs • make realistic plans for achieving my aims • clarify ideas when asked and use words, labelled sketches and models to communicate the details of my designs • think ahead about the order of my work, choosing appropriate tools, equipment, materials, components and techniques • use tools and equipment with some accuracy to cut and shape materials and to put together components • identify where evaluation of the design and make process and my products has led to improvements
Developing	• generate ideas by collecting and using information • take users' views about aesthetic and technical issues into account as I respond to briefs • communicate alternative ideas using words, labelled sketches and models, showing that I am aware of constraints • apply my knowledge and understanding of materials and components, and work with them with some accuracy, paying attention to quality of finish and to function • use some ideas from others' designing to inform my own work • produce step-by-step plans and then select and work with a range of tools and equipment • identify what is working well and what could be improved to overcome technical problems • reflect on my designs as they develop, recognising the significance of knowledge and previous experience
Meeting	• develop ideas by drawing on and using various sources of information • clarify my ideas through discussion, drawing and modelling, showing understanding of aesthetic and economic dimensions • respond to briefs showing understanding of how culture and society are reflected in familiar products when developing and communicating my own ideas • show that I am aware of constraints as I apply knowledge and understanding of tools, materials, processes and techniques • use understanding of others' designing as I develop my work • work from my own detailed plans, modifying them where appropriate • work with a range of tools, materials, equipment, components and processes with some precision • check my work as it develops, solve technical problems and show some evidence of creativity as I modify my approach in the light of progress

	• test and evaluate my products, showing that I understand the situations in which the products will function
Exceeding	• draw on and use a range of sources of information, and show that I understand the form and function of familiar products as I develop and model ideas • respond creatively to briefs, exploring and testing my design thinking • develop detailed criteria for my products and use these to explore proposals • apply my knowledge and understanding by responding to several aspects of the problem • recognise the significance of others' designing and modify my approaches accordingly • produce plans that outline alternative methods of making progress • work with a range of tools, materials, equipment, components and processes, showing that I understand their characteristics • check my work as it develops and solve technical problems by modifying my approach in the light of progress • evaluate how effectively I have used information sources, using the results of my research to inform my judgements when developing products • evaluate my products as they are being used, and identify ways of improving them
Mastering	• investigate form, function and production processes • adapt methods of manufacture to changing circumstances as I solve technical problems • use my understanding of others designing by reinterpreting and applying learning in new contexts • use tools with precision • use accurate testing to inform judgements when solving technical problems

Year 8 Computing Course Overview
Carousel Rotation

Aims and Objectives

The national curriculum for computing aims to ensure that all students:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation

- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems

- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems

- are responsible, competent, confident and creative users of information and communication technology.

In Key Stage 3

Students should be taught to:

- design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems

- understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem

- use two or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions

- understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal]

- understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems

- understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits

- undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users

- create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability

- understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns.

Overview of the Year:

Module	Topic
1	Computing in the wider context
2	Understanding Computers
3	How data is represented in computers
4	Programming
5	Digital Creativity

Homework
Homework is set weekly in accordance with the Homework Schedule and may be in the form of a practical task to complete at home or revision of theory studied in class to be tested either on paper or orally. Each lesson includes a good percentage of theory which students take down from the whiteboard and teacher, research independently and/or discuss as a class. These homework topics form the basis of the examinations. Thus revision throughout the year in homework time helps students prepare for their examination.

Assessment
Students are assessed continuously in class on practical assignments. At the end of Term 3 they are examined on the whole year's work. The examination is a theory paper focusing on the concepts discussed in class and on the methods they have used to complete practical work. Both the theoretical and practical component can be assessed in the examination. At the beginning of each lesson, some theory is taught and students present this in their class books.

As this is a new course subject the Thresholds guides will be available in September.

Differentiation
We aim to include and encourage all students through the Computing curriculum.   We do this through differentiated classwork tasks and/or differentiated homework tasks. We also encourage the philosophy of extension, enrichment and acceleration by providing challenging extension activities and welcoming students into the department at break times and to after school activities.

How Parents Can Help
It is essential that you and your child sign and return to school the Internet Acceptable Use Policy, as the use of the Internet is integral to the course. Students need to learn how to use this powerful resource appropriately and to understand that everything they see on the Internet is not necessarily the truth.

Students are not expected to 'surf the net' or carry out research for hours at a time at home. If you find your children doing this, they are not using their study time effectively.

Computing is a creative subject. As parents you could help your child greatly just by sharing and discussing your ideas and experiences regarding the Computing brief.

Computing Outline Scheme of Work

Term 1
In Term 1 we will be covering three Units which introduces the concept of computing along with organisation and safety whilst using the computer Unit 1 - Under the hood of a computer - This Unit provides a brief outline of the history of computing, inputs, processing, outputs, data and binary. Unit 2 - Think like a computer scientist - This unit introduces students to computational thinking. Unit 3 - Drawing and manipulating shapes - This is designed to provide students with an understanding of the relationship between computer science and shape / patterns in order to be able to write algorithms in a range of computer programming languages to draw basic shapes and design artworks.
Term 2
In Term 2 we will be creating animation using algorithms including looking into how the Internet works. Unit 4 - Creating an Animation - Creating algorithms and using programs such as Scratch, Alice or Appinventor. Unit 5 - The foundations of computing - Understanding how computers have developed, students are encouraged to not only create programs to carry out arithmetic calculations, but to 'think' like a computer in order to so. Unit 6 - How the Web Works - Provides an opportunity to look at the way in which the web works technically, and cover the issues of reliability and e-safety.
Term 3
In Term 3 we will be looking into creating websites and learning the principles of Human Computer Interaction. Unit 7 - Web page creation from the ground up - Challenge creating and uploading web pages. Unit 8 - Designing for HCI: A handheld digital device - Introduces students to the concept and principles of Human Computer Interaction and its importance in providing usable solutions for a range of audiences and needs. Unit 9 - Designing for HCI: an operating system interface - Building on unit 8, this unit covers the importance of operating systems and how they might develop in relation to on-going changes in technology.

Homeroom Community Forum (HRCF) Course Overview
1 lesson / 2 week cycle

The general aims of the Homeroom Community Forum (HRCF) course are to promote students' personal, social and emotional development, as well as their health and wellbeing. It provides the knowledge, skills and attributes students need to lead healthy, safe, responsible and fulfilled lives.

Global Perspectives, a skill-based programme, will be embedded into the curriculum and across other subject areas to enhance learning and provide an opportunity to develop transferrable skills for all subjects and future learning.

Aim:
- To help students to develop principles for distinguishing between right and wrong.
- To help students to become responsible and active citizens, and to contribute to the development of a 'just society'.
- To help develop students' enjoyment of, and commitment to, learning.
- To help students form and maintain worthwhile, satisfying relationships.
- To help to promote enquiring minds.
- To help promote the capacity to think rationally.
- To build on students' strengths, interests and experiences.
- To develop transferrable skills to be used in future learning and across all subject areas.

Objective:
Students should be able to:
- Participate in class debate and discussion.
- Communicate their opinions on topical issues.
- Listen to the viewpoints of others.
- Distinguish between right and wrong.
- Learn to debate and discuss differing perspectives on key issues. This should be done rationally and logically whilst showing respect and empathy for the views of others.

Course Details
All students are expected to provide their own writing materials and the equipment necessary for the creation of coloured posters in lessons. These items include:
- Pen
- Pencil
- Ruler
- Coloured pencils

Homework
No formal homework will be issued to students in HRCF lessons. However, students may be asked to do some light reading or research on a topic to be studied in the future.

Assessment
There is no formal assessment for HRCF lessons.

Extra-curricular activities
Many of the ASA activities offered at school will enhance skills developed during HRCF lessons.

How Parents Can Help
Parents could offer support to their child's learning by:
- Providing encouragement to your child in his/her studies.
- Providing your child with books and other reading materials in order to extend his/her range of reading.

Students are supported during HRCF by their Homeroom Teacher. Senior Student Mentors also support during morning Homeroom.

Learning Development Department (LDD)

The Learning Development Department (LDD) at Modern English School Cairo provides staff and resources to support students identified as having mild learning differences within the classroom setting.

Aims:
- To support student learning
- To help students develop their full potential, both as individuals and as learners

Objectives:
- To identify students with learning differences and maintain a register of them on the Student Action List (SAL)
- To support student access to the curriculum by further differentiation, explanation and repetition
- To liaise with, and make referrals to outside agencies for further evaluation and testing, when necessary
- To process applications for special accommodations in external examinations, when appropriate
- To write, monitor and evaluate Individual Education Plans (IEPs) that include specific targets for students on SAL
- To share IEPs with parents, students and staff

Assessment
Students are initially identified as having additional learning needs by:
- Homeroom/subject teachers and/or parents
- observations from LDD staff
- previous primary LDD assessments
- school LDD assessments
- external sources (with a report provided to the school)

Once students are determined by the Learning Development Department to be eligible for LDD support in lessons, they are then added to the Student Action List (SAL) and Individual Education Plans (IEPs) are developed reflecting student targets and levels of LDD support. The department offer homework support during the after school A-Stars Club in the LMC.

Homework
No formal LDD homework will be given to students receiving LDD support. It is expected that all students do their homework, regardless of whether they receive LDD support or not. Occasionally, homework assignments may be differentiated or modified for students receiving LDD support.

Differentiation
Each student is a unique individual and has different needs. Targets will be set and written in Individual Education Plans (IEPs) for all students receiving LDD support. The LDD team support students to access the curriculum by further differentiation, explanation and repetition. Differentiated materials may be provided to students receiving LDD support (e.g. writing frames, graphic organisers, etc.) and additional work may be provided to LDD students to help with their understanding.

Students have access to our MES e-learning hub, which can be found at
https://sites.google.com/a/mescairo.com/mes-e-learning-hub/?pli=1 which provides support and
guidance on how to study, revise and learn more from each subject.

Gifted and Talented
Provision for those deemed 'gifted and talented' is provided to challenge the exceptional students to
maximize their learning potential. This is delivered by means of accelerated instruction through
enrichment through activities in class, small group work, projects and after school activities.

Students will be encouraged to achieve their full potential through numerous strategies – access to a
challenging curriculum, opportunities to develop specific skills and talents, after school activities and
differentiated work in classes.

All Gifted and Talented students are expected to attend at least one After School Activity as well as to
regularly check and use our Online Learning Platform.

Extra-Curricular Activities
The extra-curricular activities are run as after school activities (ASA) and are by invitation only

- A-Stars Club
- Gifted and Talented activities (ASA) that have a cross-curricular focus

How Parents Can Help
- Review and encourage your child to use the MES e-learning hub and to make use of the
  resources on it
- Read with your child daily. Provide a variety of fiction and non-fiction books and other reading
  materials in order to extend your child's range of reading, vocabulary and language skills
- Encourage your child in his/her studies and find them a quiet study space at home where they
  can do homework with a good light source and the right equipment
- Set time for homework the same time each day
- Praise your child when he/she makes progress, no matter how big or small
- Liaise with the school regularly
- Inform school immediately of any concerns about your child
- Attend all parent meetings
- Check that your child uses his/her school Planner daily and sign each week
- Help your child to get organised for school and ensure they have the correct equipment for
  lessons each day
- Ensure your child attends school regularly and catches up with any missed work due to absence
- Talk to your child about his/her learning everyday
- Encourage healthy lifestyle habits and routines for exercise, diet and sleep
- Encourage your child to participate in After School Activities
- Have high but realistic expectations and goals for your child

Ms Andrea Webb
Coordinator, British Section Learning Development Department
(awebb@mescairo.com)