



**ST. MARY'S *Catholic High School, Dubai***

## **ACCOUNTING**

### **PORTION FOR FIRST TERM EXAMINATION**

**JANUARY 2026**

## **Year 11**

**All the Yr. 9 & Yr.10 topics.**

Business documents

Types of Business organisations

Stake holders

ICT in Accounting

Professional Ethics

Financial statements of sole traders with all adjustments

Partnership Accounts.

Errors, rectification and suspense accounts.

Irrecoverable debts and Allowance for doubtful debts.

Accounting Ratios

Accounting concepts



# مدرسة القديسة مريم الكاثوليكية الثانوية – دبي ST. MARY'S CATHOLIC HIGH SCHOOL, DUBAI

## Portion of First Term Exam Academic year (2025-2026)

### Portion of year11 Arabic (A)

#### المادة المقررة لامتحان اللغة العربية الفصل الدراسي الأول

#### الصف الحادي عشر

#### القراءة

- 1- نص شعري من العصر الجاهلي : إذا المرء لم يدنس.
- 2- نص معلوماتي : الأمل والطموح
- 3- نص معلوماتي: تقنية الهولوجرام
- 4- سيرة ذاتية: اسمها تجربة
- 5- قصة قصيرة: مصباح الحمام.
- 6- قصة قصيرة: الخبز
- 7- نص خارجي لقياس المهارات القرائية.

#### النحو

- 1- صيغة المبالغة
- 2- الصفة المشبهة
- 3- جميع المهارات النحوية التي سبق دراستها  
( الممنوع من الصرف- الميزان الصرفي – العدد – الأفعال التي تنصب مفعولين )

#### البلاغة

- 1- الصور البيانية (التشبيه و الاستعارة)
- 2- المحسنات البديعية (المقابلة و الطباق، الترادف، والجناس ).
- 3-الاسلوب الخبري والانشائي بأنواعه.

#### الكتابة

- 1- كتابة في أحد أنواع النصوص التالية: السردية أو المعلوماتية أو الإقناعية أو الوصفية، أو مقال تحليلي.
- كتابة سيرة أدبية ( ذاتية – غيرية ).
- تلخيص لسيرة ذاتية.



مدرسة القديسة مريم الكاثوليكية الثانوية – دبي  
ST. MARY'S CATHOLIC HIGH SCHOOL, DUBAI

**PORTION FOR FIRST TERM EXAM JAN-2026**

**ARABIC (B) YEAR 11**

**Topic:**

**In this test we focus (for reading exam)**

- Work with passion (All work send through PPT and WS) درس الشغف بالعمل
- Job opportunities (All work send through PPT and WS) درس فرص العمل
- My role model's lesson -(All work send through PPT and WS) درس قدوتي
- school of mother poem قصيدة مدرسة الأم
- Unseen text.
- All the vocabularies done.
- All verbs done.
- All exercises done on the worksheets and notebook on all the topics.

**GRAMMAR:-**

- Review the Grammar of the Arabic language مراجعة القواعد والنحو اللغة العربية
- Question word.
- Similarity التشبيه.
- Connected word.
- Adverbs ( place and time ).
- The analyse الأعراب
- Sentence start with verb and noun الجملة الاسمية والفعلية
- Related pronouns الضمائر المتصلة
- Numbers الأعداد

**WRITING:-**

- Write about your role model اكتب عن قدوتك
- The importance of work and its benefits اكتب عن أهمية العمل وفوائده
- An article about the importance of planning. اكتب مقال عن أهمية التخطيط.
- Write about a person who created a job opportunity اكتب عن شخصية اوجدت فرصة عمل



## **BIOLOGY**

### **PORTION FOR FIRST TERM EXAMINATION**

**JANUARY 2026**

## **Year 11 – Paper 1**

### **Paper 1**

#### **Topic 1– Key Biological Concepts**

- 1a. Microscopes.
- 1b. Plant & animal cells.
- Core practical – Using Microscopes*
- 1c. Specialized cells .
- 1d. Inside bacteria.
- 1e. Enzymes & Nutrition.
- 1f. Testing foods.
- Core practical – Testing Foods*
- 1g. Enzyme action.
- 1h. Enzyme activity.
- Core practical – pH & enzymes*
- 1i. Transporting substances .
- Core practical – Osmosis in potato slices*

**Text Book – Pg.1 - 28**

#### **Topic 2– Cells and Control**

- 2a. Mitosis.
- 2b. Growth in animals.
- 2c. Growth in plants.
- 2d. Stem cells.
- 2e. The brain.
- 2f. Brain& spinal cord problems.
- 2g. The nervous system.
- 2h. The eye.
- 2i. Neurotransmission speeds.

**Text Book – Pg.30 - 49**

#### **Topic 3 – Genetics**

- 3a. Sexual and asexual reproduction.
- 3b. Meiosis.
- 3ci. DNA.
- 3cii. DNA extraction.
- 3d. Protein synthesis.
- 3e. Genetic variants & phenotypes.
- 3f. Mendel.
- 3g. Alleles.
- 3h. Inheritance.
- 3i. Multiple and missing alleles.
- 3j. Gene mutations.
- 3k. Variation.

**Text Book – Pg.50 - 74**

#### **Topic 4– Natural selection and Genetic modification**

- 4a. Evidence for human evolution.
- 4b. Darwin's theory.
- 4c. Development of Darwin's theory.
- 4d. Classification.
- 4e. Breeds and varieties.
- 4f. Tissue Culture.
- 4g. Genes in agriculture and medicine.
- 4h. GM and agriculture
- 4i. Fertilisers and biological control.

**Text Book – Pg.76 - 94**



## **BIOLOGY**

### **PORTION FOR FIRST TERM EXAMINATION**

**JANUARY 2026**

## **Year 11 – Paper 2**

### **Paper 2**

#### **Topic 5 – Health, Disease and the Development of medicines**

- 5a. Health and Disease.
- 5b. Non-communicable diseases.
- 5c. Cardiovascular diseases.
- 5d. Pathogens.
- 5e. Spreading pathogens.
- 5f. Virus life cycles
- 5g. Plant defences.
- 5h. Plant diseases.
- 5i. Physical and chemical barriers.
- 5j. The immune response
- 5k. Antibiotics.

*Core practical – Antibiotics*

5l. Monoclonal antibodies

**Text Book – Pg.96 - 122**

#### **Topic 6 – Plant Structures and their functions**

- 6a. Photosynthesis.
- 6b. Factors that affect photosynthesis.

*Core practical – Light intensity & Photosynthesis*

- 6c. Absorbing water & mineral ions
- 6d. Transpiration & translocation.
- 6e. Plant adaptations
- 6f. Plant hormones.
- 6g. Uses of plant hormones.

**Text Book – Pg.124 - 140**

#### **Topic 7– Animal Coordination, Control and Homeostasis**

- 7a. Hormones.
- 7b. Hormonal control of metabolic rate.
- 7c. The menstrual cycle
- 7d. Hormones & the menstrual cycle
- 7e. Control of blood glucose.
- 7f. Type 2 diabetes.
- 7g. Thermoregulation.
- 7h. Osmoregulation.
- 7i. The kidneys.

**Text Book – Pg.142- 160**

#### **Topic 8 – Exchange & transport in animals**

- 8a. Efficient transport and exchange
- 8b. Factors affecting diffusion

**Text Book – Pg.162 - 165**



**ST. MARY'S *Catholic High School, Dubai***

## **BUSINESS**

**PORTION FOR FIRST TERM EXAMINATION**

**JANUARY 2026**

### **Year 11**

#### **Paper 1**

Whole of Theme 1

#### **Paper 2**

Whole of Theme 2



**ST. MARY'S *Catholic High School, Dubai***

## **CHEMISTRY**

### **PORTION FOR FIRST TERM EXAMINATION**

**JANUARY 2026**

## **Year 11 - Paper 1**

**SC1 -States of matter**

**SC2-Methods of separating and purifying substances**

(SC2a, SC2b, SC2c, SC2d, SC2e)

**SC3-Atomic Structure**

(SC3a, SC3b, SC3c)

**SC4-The Periodic Table**

(SC4a, SC4b, SC4c)

**SC5-Ionic Bonding**

(SC5a, SC5b, SC5c)

**SC6 -Covalent Bonding**

**SC7-Types of Substance**

(SC7a, SC7b, SC7c, SC7d)

**SC8-Acids and alkalis**

(SC8a, SC8b, SC8c, SC8d, SC8e, SC8f, SC8g)

**SC9 – Calculations Involving Masses**

(SC9a, SC9b, SC9c)

**SC10 – Electrolytic Processes**

(SC10a, SC10b)



**ST. MARY'S *Catholic High School, Dubai***

## **CHEMISTRY**

### **PORTION FOR FIRST TERM EXAMINATION**

**JANUARY 2026**

**SC11 – Obtaining and using metals**

(SC11a, SC11b, SC11c, SC11d)

**SC13 – Transition metals, Alloys and Corrosion**

(SC13a, SC13b, SC13c, SC13d, SC13e)

**SC14 – Quantitative Analysis**

(SC14a, SC14b, SC14c, SC14d, SC14e)



**ST. MARY'S *Catholic High School, Dubai***

## **CHEMISTRY**

### **PORTION FOR FIRST TERM EXAMINATION**

**JANUARY 2026**

## **Year 11 - Paper 2**

### **SC3-Atomic Structure**

(SC3a, SC3b, SC3c)

### **SC4-The Periodic Table**

(SC4a, SC4b, SC4c)

### **SC5-Ionic Bonding**

(SC5a, SC5b, SC5c)

### **SC6 -Covalent Bonding**

### **SC7-Types of Substance**

(SC7a, SC7b, SC7c, SC7d)

### **SC9 – Calculations involving masses**

(SC9a, SC9b, SC9c)

### **SC18 – Rates**

(SC18a, SC18b, SC18c)

### **SC19 -Heat energy changes in chemical reactions**

(SC19a, SC19b)

### **SC20 – Fuels**

(SC20a, SC20b, SC20c, SC20d, SC20e, SC20f)

### **SC21 – Earth and Atmospheric science**



**ST. MARY'S *Catholic High School, Dubai***

## **CHEMISTRY**

### **PORTION FOR FIRST TERM EXAMINATION**

**JANUARY 2026**

(SC21a, SC21b, SC21c, SC21d)

#### **SC22 – Hydrocarbons**

(SC22a, SC22b)

#### **SC23a-Ethanol production**

#### **SC23b-Alcohols**

#### **SC25 – Qualitative Analysis**

(SC25a, SC25b, SC25c)

#### **SC26 – Bulk and surface properties of matter including nanoparticles**

(SC26a, SC26b, SC26c)



# **ST. MARY'S *Catholic High School, Dubai***

## **FIRST TERM EXAMINATION PORTION– JAN 2026**

### **IGCSE COMPUTER SCIENCE - YEAR 11**

#### **Unit 1: Problem Solving**

- Chapter 1 – Understanding Algorithms
- Chapter 2 – Creating Algorithms
- Chapter 3 – Sorting and Searching Algorithms
- Chapter 4 – Decomposition and Abstraction

#### **Unit 2: Programming**

- Chapter 5 – Develop code
- Chapter 6 – Making programs easy to read
- Chapter 7 – Strings
- Chapter 8 – Data structures
- Chapter 9 – Input / Output
- Chapter 10 – Subprograms
- Chapter 11 – Testing and Evaluation

#### **Unit 3: Data**

- Chapter 12 – Binary
- Chapter 13 – Data Representation
- Chapter 14 – Data Storage and compression
- Chapter 15 – Encryption

#### **Unit 4: Computers**

- Chapter 16 – Machines and computational models
- Chapter 17 –Hardware
- Chapter 18 – Logic
- Chapter 19 – Software
- Chapter 20 – Programming Languages

#### **Unit 5: Communication and the Internet**

- Chapter 21 – Networks
- Chapter 22 – Network security
- Chapter 23 – The Internet and the World Wide Web

## **Unit 6: The Bigger Picture**

Chapter 24 – Computing and the environmental impact of technology

Chapter 25 – Privacy

Chapter 26 – Digital Inclusion

Chapter 27 – Professionalism

Chapter 28 – Computing and the legal Impact of technology

### **EDEXCEL INTERNATIONAL GCSE (9-1) COMPUTER SCIENCE**

**Student Book (David Waller, Chris Charles, Pete Dring, Alex Hadwen-Bennett, Jason Welch,  
Shaun Whorton)**

**NOTE: REFER TEXTBOOK, POWERPOINT PRESENTATIONS AND ACTIVITIES  
POSTED IN GOOGLE CLASSROOM**



**ST. MARY'S *Catholic High School, Dubai***

## **ECONOMICS**

**PORTION FOR FIRST TERM EXAMINATION**

**JANUARY 2026**

### **Year 11**

Entire portion of Year 9, Year 10 and Year 11 as per board specification



# **ST. MARY'S *Catholic High School, Dubai***

## **PORTION FOR THE FIRST TERM EXAMINATION 2025-2026**

### **ENGLISH LANGUAGE - YEAR 11**

#### **PAPER 1– FICTION AND IMAGINATIVE WRITING**

**TOTAL MARKS: 64**

**Assessment duration: 1 hour and 45 minutes.**

#### **Overview of content**

- Study selections from a range of prose fiction.
- Develop skills to analyse and evaluate 19<sup>th</sup> century fiction extracts.
- Develop imaginative writing skills to engage the reader.
- Use spelling, punctuation and grammar accurately.

#### **Overview of assessment**

- Section A – Reading: questions on an unseen 19<sup>th</sup> century fiction extract.
- Section B – Writing: a choice of two writing tasks. The tasks are linked by a theme to the reading extract.

There will be two sections in the paper. Students should be advised to spend 1 hour on Section A and 45 minutes on Section B.

#### **SECTION A: 19<sup>th</sup> Century Fiction - Unseen Passage**

**(24 MARKS)**

- The length of the 19<sup>th</sup>-century fiction extract will be approximately 500-600 words.
- There will be a mixture of short and extended response questions on the extract.

#### **Assessment Objectives covered are AO1, AO2 and AO4.**

AO1: Identify and interpret explicit and implicit information and ideas. Select and synthesize evidence from different texts

AO2: Explain, comment on and analyze how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views

AO4: Evaluate texts critically and support this with appropriate textual references

## **SECTION B: Imaginative Writing**

**(40 MARKS)**

- Writing tasks are linked by a theme to the reading extract. Different aspects of the theme will be reflected in each task.
- One of the writing tasks will provide two images that students can use to help them generate ideas for their writing. Students can write a response that draws on just one or neither of the images.

**Assessment Objectives covered are AO5 and AO6.**

AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.

Organize information and ideas, using structural and grammatical features to support coherence and cohesion of texts

AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

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## **PAPER 2 NON-FICTION AND TRANSACTIONAL WRITING**

**Total Marks 96**

**Assessment duration: 2 hours 05 Minutes (Including reading time)**

There will be two sections in the paper. Students should be advised to spend 1 hour 20 minutes on Section A and 45 minutes on Section B

## **SECTION A: 20<sup>th</sup> and 21<sup>st</sup> Century Non-Fiction - Unseen Passages**

**(56 MARKS)**

- Two unseen non-fiction extracts, from 20<sup>th</sup>- and 21<sup>st</sup>-century texts. One of these texts will be literary non-fiction.
- The word count across the two extracts will be approximately 1000 words. The minimum length of an extract will be 300 words.
- Questions will be on Text 1, followed by Text 2. There will be a mixture of short and extended response questions on the extracts.
- Students' ability to synthesize across two texts will be assessed in a separate question.
- The final question of this section requires students to compare the writers' ideas and how they are presented in the two texts.

**Assessment Objectives covered are AO1, AO2, AO3 and AO4**

AO1: Identify and interpret explicit and implicit information and ideas. Select and synthesize evidence from different texts

AO2: Explain, comment on and analyze how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views

AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts

AO4: Evaluate texts critically and support this with appropriate textual references

## **SECTION B: Transactional Writing**

**(40 MARKS)**

- Writing tasks are linked by a theme to the reading extracts.
- It is possible for the same form (for example a letter, an article) to be present on both tasks in the same paper but with a different focus and/or audience.

The transactional writing tasks may include:

- Newspaper report
- Newspaper article
- Magazine article
- Speech writing
- Recount
- (Multiple) Diary entry
- Informative Writing (Leaflet/Guide)
- Travelogue

### **Assessment Objectives covered are AO5 and AO6**

AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.

Organize information and ideas, using structural and grammatical features to support coherence and cohesion of texts

AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

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## **PATTERN OF THE FIRST TERM EXAMINATION PAPER JANUARY 2026**

**SUBJECT: ENGLISH LANGUAGE (9-1)      CLASS: YEAR 11**

**Paper Reference: Specification Pearson Edexcel Level 1/Level 2 GCSE (9 - 1) in English Language (1EN0/01)**

### **PAPER 1    FICTION AND IMAGINATIVE WRITING**

**Total Marks 64**

**Time: 1 hour and 45 minutes.**

**(Including reading time)**

There will be **two** sections in the paper. Students should be advised to spend **1 hour on Section A and 45 minutes on Section B.**

#### **SECTION A: 19<sup>th</sup> Century Fiction- Unseen Passage (24 Marks)**

- The length of the 19th-century fiction extract will be approximately 650 words.
- There will be a mixture of short and extended response questions on the extract.

**Assessment Objectives covered are AO1, AO2 and AO4**

**AO1: Identify and interpret explicit and implicit information and ideas**

**Select and synthesize evidence from different texts**

**AO2: Explain, comment on and analyze how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views**

**AO4: Evaluate texts critically and support this with appropriate textual references**

#### **Section B: Imaginative Writing (Total marks 40)**

- Writing tasks are linked by a theme to the reading extract. Different aspects of the theme will be reflected in each task.
- One of the writing tasks will provide two images that students can use to help them generate ideas for their writing. Students can write a response that draws on just one or neither of the images.

**Assessment Objectives covered are AO5 and AO6.**

**AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.**

**Organize information and ideas, using structural and grammatical features to support coherence and cohesion of texts.**

**AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.**

## **PAPER 2 NON-FICTION AND TRANSACTIONAL WRITING**

**Total Marks 96**

**Time: 2 hours and 5 minutes.**

**(Including reading time)**

There will be **two** sections in the paper. Students should be advised to spend **1 hour 20 minutes** on Section A and **45 minutes** on Section B

### **SECTION A: 20<sup>th</sup> and 21<sup>st</sup> Century Non-Fiction- Unseen Passages (Total marks 56)**

- Two unseen non-fiction extracts, from 20th- and 21st-century texts. One of these texts will be literary non-fiction.
- The word count across the two extracts will be approximately 1000 words. The minimum length of an extract will be 300 words.
- Questions will be on Text 1, followed by Text 2. There will be a mixture of short and extended response questions on the extracts.
- Students' ability to synthesize across two texts will be assessed in a separate question.
- The final question of this section requires students to compare the writers' ideas and how they are presented in the two texts.

**Assessment Objectives covered are AO1, AO2, AO3 and AO4**

**AO1: Identify and interpret explicit and implicit information and ideas**

**Select and synthesize evidence from different texts**

**AO2: Explain, comment on and analyze how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views**

**AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts**

**AO4: Evaluate texts critically and support this with appropriate textual references.**

### **Section B – Transactional Writing (Total marks 40)**

- Writing tasks are linked by a theme to the reading extracts.
- It is possible for the same form (for example a letter, an article) to be present on both tasks in the same paper but with a different focus and/or audience.

**Assessment Objectives covered are AO5 and AO6.**

**AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.**

**Organize information and ideas, using structural and grammatical features to support coherence and cohesion of texts**

**AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.**



# **ST. MARY'S Catholic High School, Dubai**

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## **PORTION FOR THE FIRST TERM EXAMINATION 2025-26**

### **ENGLISH LITERATURE YEAR 11**

#### **PAPER 1**

**TOTAL MARKS 80**

**Assessment duration: 1 hour and 45 minutes.**

**Closed book (texts are not allowed in the examination).**

#### **MAIN OBJECTIVES**

- Develop skills to analyse how the language, form, structure and context of texts can create meanings and effects.
- Develop skills to maintain a critical style and informed personal response.

**Section A – Shakespeare: a two-part question, with the first task focused on an extract of approximately 30 lines. (20 MARKS)**

**The second task is focused on how a theme reflected in the extract is explored elsewhere in the play. (20 MARKS)**

**Macbeth Acts I-IV**

**Section B – Post-1914 British play or novel: ONE essay question. (40 MARKS)**

**An inspector calls Acts I & 2**

#### **PAPER 2**

**TOTAL MARKS 80**

**Assessment duration: 2 hours and 15 minutes.**

**Closed book (texts are not allowed in the examination).**

#### **MAIN OBJECTIVES**

- Develop skills to analyse how the language, form, structure and context of texts can create meanings and effects.
- Develop skills to maintain a critical style and informed personal response.
- Develop comparison skills.

**Section A** – 19th-century novel: a two part question, with the first part focused on an extract of approximately 400 words. (20 MARKS)

The second part is an essay question exploring the whole text. (20 MARKS)

Dr Jekyll chapter 1-7

**Section B** – Part 1: ONE question comparing a named poem from the Pearson Poetry Anthology collection to another poem from that collection. The named poem will be shown in the question paper. (20 MARKS)

Part 2: ONE question comparing two unseen contemporary poems. (20 MARKS)

**Poems:**

Poems in the Relationship Collection:

- La Belle Dame Sans Merci: A Ballad by John Keats (Romantic)
- A Child to his Sick Grandfather by Joanna Baillie (Romantic)
- She Walks in Beauty by Lord Byron (Romantic)
- A Complaint by William Wordsworth (Romantic)
- Neutral Tones by Thomas Hardy (Lit Heritage)
- My Last Duchess by Robert Browning (Lit Heritage)
- How do I love thee? (Sonnet 43) by Elizabeth Barrett Browning (Lit Heritage)
- 1st Date – She & 1st Date He by Wendy Cope (Contemporary)
- Valentine by Carol Ann Duffy (Contemporary)
- One Flesh by Elizabeth Jennings (Contemporary)
- i wanna be yours by Clarke John Cooper (Contemporary)
- Love's Dog by Jen Hatfield (Contemporary)
- The Manhunt (Laura's Poem) by Simon Armitage (Contemporary)
- My Father Would Not Show Us by Ingrid de Kok (Contemporary)

**Poems in the Belonging Collection:**

- **To My Sister by William Wordsworth (Romantic)**
- **The Sunday Dip by John Clare (Romantic)**
- **Clear and Gentle Stream by Robert Bridges (Lit Heritage)**
- **I Remember, I Remember by Thomas Hood (Lit Heritage)**
- **Island Man by Grace Nicholls (Contemporary)**
- **Peckham Rye Lane by Amy Blakemore (Contemporary)**
- **We Refugees by Benjamin Zephaniah (Contemporary)**
- **Us by Zaffar Kunial (Contemporary)**
- **In Wales, Wanting to be Italian by Imtiaz Dharker (Contemporary)**
- **Kumukanda by Kayo Chingonyi (Contemporary)**
- **Jamaican British by Raymond Antrobus (Contemporary)**
- **My Mother's Kitchen by Choman Hardi (Contemporary)**
- **The Émigrée by Carol Rumens (Contemporary)**

## **PATTERN OF THE FIRST TERM EXAMINATION PAPER JANUARY 2026**

**SUBJECT: ENGLISH LITERATURE (9-1) CLASS: YEAR 11**

**Paper Reference: Specification Pearson Edexcel Level 1/Level 2 GCSE (9 - 1) in English Literature (1ET0)**

**PAPER 1**

**Total Marks 80**

**Time: 1 hour and 45 minutes.  
(Including reading time)**

There will be **two** sections on the paper. Students should be advised to spend equal time ( **about 50 minutes** ) on each section of the paper.

**SECTION A: SHAKESPEARE- MACBETH (Total marks 20+20= 40 Marks)**

**Part a) is focused on the close language analysis of an extract (AO2). The extract will be approximately 30 lines in length.**

**Part b) is focused on how a theme from the extract is explored elsewhere in the play (AO1 and AO3). The focus will be on maintaining a critical style and demonstrating an understanding of the relationship between the text and the context in which it was written.**

- **Assessment Objectives covered are AO1, AO2 and AO3.**

**AO1 Read, understand and respond to texts Students should be able to: ● maintain a critical style and develop an informed personal response ● use textual references, including quotations, to support and illustrate interpretations**

**AO2 Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate**

**AO3 Show understanding of the relationships between texts and the contexts in which they were written**

**Section B – POST-1914 BRITISH PLAY OR NOVEL- AN INSPECTOR CALLS (40 MARKS)**

**Students answer ONE essay question from a choice of two on their studied text.**

- **Each question will be preceded by a short quotation from the text, to provide a stimulus for the response.**
- **Questions will focus on one of more of the following areas: plot, setting(s), character(s) and theme(s) and will require students to explore the question in relation to the context.**
- **Marks will also be given for accurate use of spelling, punctuation and grammar.**
- **Assessment Objectives covered are AO1, AO3 and AO4.**

**AO1 Read, understand and respond to texts Students should be able to: • maintain a critical style and develop an informed personal response • use textual references, including quotations, to support and illustrate interpretations**

**AO3 Show understanding of the relationships between texts and the contexts in which they were written**

**AO4 Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation**

## **PAPER 2**

**Total Marks 80**

**Time: 2 hours and 15 minutes.  
(Including reading time)**

There will be two sections on the paper. Students should be advised to spend equal time ( **about 1 hour and 5 minutes** ) on each section of the paper.

**SECTION A: 19th-century novel- Dr. Jekyll & Mr. Hyde**

**(Total marks 20+20= 40 MARKS)**

**Students complete a two part question.**

**Part 1 is focused on a close language analysis of an extract of approximately 400 words.**

**Part 2 questions may focus on different aspects of the text, requiring exploration of one of more of the following areas: plot, setting(s), character(s), and theme(s).**

**Assessment Objectives covered are AO1 and AO2.**

**AO1 Read, understand and respond to texts Students should be able to: • maintain a critical style and develop an informed personal response • use textual references, including quotations, to support and illustrate interpretations**

**AO2 Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate**

**Section B – Poetry since 1789**

**(Total marks 20+20= 40 MARKS)**

**Part 1: students answer ONE question on one named poem from the poetry anthology collection, reproduced in the question paper, and one poem of choice.**

**Students will compare the poems. Questions will focus on the language, form, structure of the poem (AO2) and the contexts in which the poems were written (AO3).**

**AO2 Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate**

**AO3 Show understanding of the relationships between texts and the contexts in which they were written.**

**Part 2: students answer ONE question comparing two unseen contemporary poems that are linked by a theme.**

**Students are required to compare the poets' portrayals of the theme through their use of language, form and structure (AO1 and AO2).**

**AO1 Read, understand and respond to texts Students should be able to: • maintain a critical style and develop an informed personal response • use textual references, including quotations, to support and illustrate interpretations**

**AO2 Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate**



# **ST. MARY'S Catholic High School, Dubai**

## **HISTORY**

### **PORTION FOR FIRST TERM EXAMINATION**

**JANUARY 2026**

#### **YEAR 11**

| <b><u>Unit1</u></b>                                                   | <b><u>Topic</u></b>                                                        | <b><u>TEXT BOOK Pages</u></b> |
|-----------------------------------------------------------------------|----------------------------------------------------------------------------|-------------------------------|
| Germany: Development of dictatorship, 1918-45<br><b>Units 3 and 4</b> | The Rise of Hitler and the Nazis<br>Nazi Germany 1933-39                   | 39-89                         |
| A World divided: Superpower relations:1943-72<br><b>Units 3 and 4</b> | The Cold War in the 1950s<br>Three Crises: Berlin, Cuba and Czechoslovakia | 39-76                         |
| The USA, 1918-41<br><b>Units 3 and 4</b>                              | The USA in Depression, 1929-33<br>Roosevelt and the New Deal               | 49-90                         |
| League and UN<br><b>Units 3 and 4</b>                                 | The UN in Korea- The UN and Namibia (included)                             | 45-85                         |

**STUDY THE FORMATS AND GO THROUGH THE NOTES SHARED IN CLASS.**



# **ST. MARY'S *Catholic High School, Dubai***

## **FIRST TERM EXAMINATION PORTION – JAN 2026**

### **IGCSE ICT- YEAR 11**

#### **Contents**

#### **UNIT 1: Digital Devices**

##### **Chapter 1: Digital Devices**

##### **Chapter 2: Software**

##### **Chapter 3: Memory and Processors**

#### **UNIT 2: Connectivity**

##### **Chapter 4: Digital communication**

##### **Chapter 5: Networks**

#### **UNIT 3: Operating Online**

##### **Chapter 6: Risks to data and personal information**

##### **Chapter 7: Impact of the internet**

##### **Chapter 8: Online communities**

##### **Chapter 9: The implications of digital technologies**

##### **Chapter 10: Online information**

##### **Chapter 12: The Cloud**

**EDEXCEL INTERNATIONAL GCSE (9-1)**

**Information and Communication Technology**

**Student book (Pete Bell)**

**NOTE: REFER TEXTBOOK, POWERPOINT  
PRESENTATIONS AND WORKSHEETS POSTED IN  
GOOGLE CLASSROOM**



# مدرسة القديسة مريم الكاثوليكية الثانوية - دبي ST. MARY'S CATHOLIC HIGH SCHOOL, DUBAI

Portion of Year 11 Islamic A Term 1 January 2026

المادة المقررة لامتحان التربية الإسلامية الفصل الدراسي الأول / الصف الحادي عشر (عرب)

الورقة الأولى:-

1 - أصحاب الكهف ( سورة الكهف 9 - 27 ) مع حفظ الآيات .

2 - المدارس الفقهية .

3 - السيدة سكينة بنت الحسين رحمها الله .

4 - مراحل جمع القرآن الكريم .

الورقة الثانية :-

1 - منهجية التفكير في الإسلام .

2 - الوقف عطاء ونماء .

3 - صاحب الجنتين ( سورة الكهف 28 - 44 ) مع حفظ الآيات .

\*\* ملحوظة :

\*\* سيتضمن الاختبار ما تم كتابته في الدفتر و أوراق العمل ، والتجويد القلقة والإظهار والإدغام والمد

( استخراج أحكام التجويد من الآيات فقط ) .



**ST. MARY'S** *Catholic High School, Dubai*

## **ISLAMIC STUDIES (NON ARABS)**

### **PORTION FOR FIRST TERM EXAMINATION**

**JANUARY 2026**

## **Year 11**

### Paper 1

1. Believing in Allah
2. Matters of life and Death
3. Marriage and the family
4. Religion and Community Cohesion
5. Additional Notes

### Paper 2

1. Section 1: Belief and values
2. Section 2: Community and tradition
3. Section 3: Worship and Celebration
4. Living the Muslim Life
5. Additional Notes



مدرسة القديسة مريم الكاثوليكية الثانوية - دبي

ST. MARY'S CATHOLIC HIGH SCHOOL, DUBAI

**MATHEMATICS FIRST TERM EXAMINATION PORTION- JAN 2026**

**YEAR 11**

**PAPER 1 - 1MA1/1H – NON CALCULATOR – 80 MARKS - 1 ½ HOURS**

**PAPER 2 - 1MA1/2H – CALCULATOR – 80 MARKS - 1 ½ HOURS**

**PAPER 3 - 1MA1/3H – CALCULATOR – 80 MARKS - 1 ½ HOURS**

UNIT 13 – More Trigonometry

UNIT 19 – Proportion and Graphs

UNIT 17 – More Algebra

UNIT 14 – Further Statistics

**REVISION UNITS**

UNIT 1 – Number

UNIT 2 – Algebra

UNIT 3 – Interpreting and Representing Data

UNIT 4 – Fractions and Percentages

UNIT 5 – Angles and Trigonometry

UNIT 6 – Graphs

UNIT 7 – Area and Volume

UNIT 8 – Transformations and Constructions

UNIT 9 – Equations and Inequalities

UNIT 11 – Multiplicative Reasoning

UNIT 12 – Similarity and Congruence

UNIT 15 – Equations and Graphs

**Note : Formula sheet will be provided**

### Higher Tier Formulae Sheet

#### Perimeter, area and volume

Where  $a$  and  $b$  are the lengths of the parallel sides and  $h$  is their perpendicular separation:

$$\text{Area of a trapezium} = \frac{1}{2} (a + b) h$$

Volume of a prism = area of cross section  $\times$  length

Where  $r$  is the radius and  $d$  is the diameter:

$$\text{Circumference of a circle} = 2\pi r = \pi d$$

$$\text{Area of a circle} = \pi r^2$$

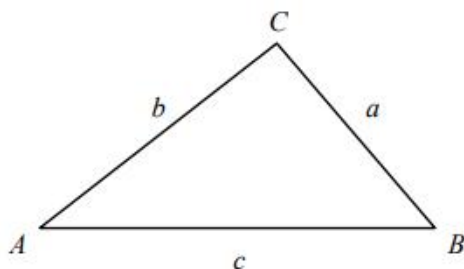
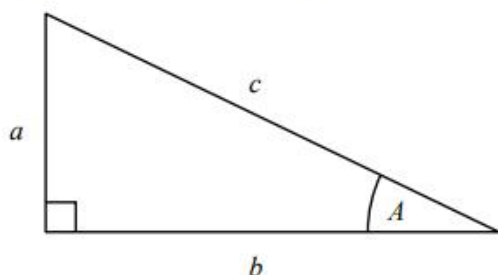
#### Quadratic formula

The solution of  $ax^2 + bx + c = 0$

where  $a \neq 0$

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

#### Pythagoras' Theorem and Trigonometry



In any right-angled triangle where  $a$ ,  $b$  and  $c$  are the length of the sides and  $c$  is the hypotenuse:

$$a^2 + b^2 = c^2$$

In any right-angled triangle  $ABC$  where  $a$ ,  $b$  and  $c$  are the length of the sides and  $c$  is the hypotenuse:

$$\sin A = \frac{a}{c} \quad \cos A = \frac{b}{c} \quad \tan A = \frac{a}{b}$$

In any triangle  $ABC$  where  $a$ ,  $b$  and  $c$  are the length of the sides:

$$\text{sine rule: } \frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$$

$$\text{cosine rule: } a^2 = b^2 + c^2 - 2bc \cos A$$

$$\text{Area of triangle} = \frac{1}{2} a b \sin C$$

#### Compound Interest

Where  $P$  is the principal amount,  $r$  is the interest rate over a given period and  $n$  is number of times that the interest is compounded:

$$\text{Total accrued} = P \left( 1 + \frac{r}{100} \right)^n$$

#### Probability

Where  $P(A)$  is the probability of outcome  $A$  and  $P(B)$  is the probability of outcome  $B$ :

$$P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$$

$$P(A \text{ and } B) = P(A \text{ given } B) P(B)$$

**END OF EXAM AID**

The following formulae will be provided for students within the relevant examination questions.

**Perimeter, area, surface area and volume formulae**

Where  $r$  is the radius of the sphere or cone,  $l$  is the slant height of a cone and  $h$  is the perpendicular height of a cone:

$$\text{Curved surface area of a cone} = \pi r l$$

$$\text{Surface area of a sphere} = 4\pi r^2$$

$$\text{Volume of a sphere} = \frac{4}{3}\pi r^3$$

$$\text{Volume of a cone} = \frac{1}{3}\pi r^2 h$$

## Portion for Moral Education (A) January First Term

Exam 2025-2026

| Year 11                                                                                                                                                                                     |                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| SL.NO                                                                                                                                                                                       | TOPIC                                     |
| 1.                                                                                                                                                                                          | ما المقصود بمصطلح عدم المساواة في الدخل ؟ |
| 2.                                                                                                                                                                                          | ما فوائد الحياة المعتدلة ؟                |
| 3.                                                                                                                                                                                          | ما الآثار المترتبة على الإدمان ؟          |
| <p>مراجعة جميع الأعمال المنجزة في دفتر الصف وكتاب التربية الأخلاقية لدولة الإمارات العربية المتحدة.</p> <p>مراجعة البوربوينت المنشور في GOOGLE CLASS ROOM</p> <p>قراءة الكتاب المدرسي .</p> |                                           |



# **ST. MARY'S Catholic High School, Dubai**

## **PHYSICS**

### **PORTION FOR FIRST TERM EXAMINATION**

**JANUARY 2026**

#### **Year 11 - Paper 1**

SP1 Motion (1a, 1b, 1c, 1d)

SP2 Motion and Forces (2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 2i)

SP3 Conservation of energy (3a, 3b, 3c, 3d, 3e, 3f)

SP4 Waves (4a, 4b, 4c, 4d, 4e, 4f, 4g)

SP 5 Light and the Electromagnetic Spectrum (5a, 5b, 5c, 5d, 5e, 5f, 5g, 5h, 5i)

SP 6 Radioactivity (6a, 6b, 6c, 6d, 6e, 6f, 6g, 6h, 6i, 6j, 6k, 6l, 6m)

SP 7 Astronomy (7a, 7b, 7c, 7d, 7e)

#### **Year 11 - Paper 2**

SP 8 Energy-forces doing work (8a)

SP9 Forces and their Effects (9a, 9b, 9c)

SP10 Electricity and circuits (10a, 10b, 10c, 10d, 10e, 10f, 10g, 10h, 10i)

SP11 Static Electricity (11a, 11b, 11c)

SP14 Particle model (14a, 14b, 14c, 14d, 14e)

SP15 Forces and matter (15a, 15b, 15c, 15d)

*And concepts from relevant practicals will be included.*



**Psychology-2025-2026**

**PORTIONS - Year 11**

***First Term Examinations -January2026***

| <b>Sr. No</b> | <b><u>Paper1</u></b> | <b>Topics</b>                        |
|---------------|----------------------|--------------------------------------|
| <b>1</b>      |                      | <b>Development</b>                   |
| <b>2</b>      |                      | <b>Memory</b>                        |
| <b>3</b>      |                      | <b>Psychological problems</b>        |
| <b>4</b>      |                      | <b>The Brain and Neuropsychology</b> |
| <b>5</b>      |                      | <b>Social Influence</b>              |
|               | <b><u>Paper2</u></b> |                                      |
| <b>1</b>      |                      | <b>Research methods</b>              |
| <b>2</b>      |                      | <b>Criminal Psychology</b>           |
| <b>3</b>      |                      | <b>The Self</b>                      |
| <b>4</b>      |                      | <b>Sleep and Dreaming</b>            |

**Refer to psychology textbook and notebook.**

**All relevant resources, Power Point presentation and notes are shared on Google classroom for your reference.**



**ST. MARY'S *Catholic High School, Dubai***

## **VALUES EDUCATION**

### **PORTION FOR FIRST TERM EXAMINATION**

**JANUARY 2026**

## **Year 11**

### **1. Paper 1: Beliefs and Values**

Section 1 (1.1 - 1.7)

Section 2 (2.1 - 2.8)

Section 3 (3.1 - 3.6)

Section 4 (4.1 - 4.5)

### **2. Paper 2: The Religious Community**

#### **Section 1: Origins and their Impact on the Community**

Section 1.1 - Religious Texts and Sources of Authority

Section 1.2 - Founders and Leaders

#### **Section 2: Celebration and Pilgrimage**

Section 2.1 - Festivals and Celebrations