



# CAMBRIDGE INTERNATIONAL SCHOOL DUBAI



*Key Stage 3 Curriculum*

## Year 9 Curriculum Handbook 2020-2021

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## **Welcome to Cambridge International School**

Cambridge International School is one of the most established and successful international schools in Dubai. The school was initially founded in 1983 in Karama as The Cambridge High School. The school has well over 2000 students from around 80 nationalities attending its current campus in Garhoud.

Cambridge International School has grown from strength to strength over the years and has a well-proven track record of success in both academic and extra-curricular activities.

In Year 7 (Key Stage 3) we follow the National Curriculum that provides our students with an introduction to the essential knowledge that they need to be educated citizens. It introduces them to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.

The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

Cambridge International School offers a unique international learning experience for students. Its education programme maintains a holistic perspective and is based on the principles of Global Citizenship, growing by Learning, Pursuing Excellence and Leading through Innovation.

# GEMS Education

GEMS, Global Educational Management Systems, manages a growing network of quality international schools, providing high standards of education to children from around the world. High service standards and a strong quality assurance programme are the hallmarks of GEMS systems. With decades of experience GEMS has the expertise to provide a variety of curriculum including the National Curriculum for England.

GEMS has the desire, passion and capability to unlock the potential of students. Four core principles form the foundation of GEMS educational programmes, designed to guide students to reach their full all round potential.

## Global Citizenship



We respect, care, and have empathy for all, accepting that we are all different but recognising that we are all the same. We see active participation in the community, from the most local to the most global, as the foundation of a valuable life. We celebrate diversity. We take pride in being generous. We believe social, cultural, economic and environmental awareness prepares us to play our part in shaping a sustainable future for ourselves and those around us.

## Growing by Learning



For us learning is about acquiring the knowledge, skills, behaviours and insight to expand our horizons and help us to grow. To grow, we must be open to learn. We foster the spirit of enquiry, encouraging equally creative and critical thinking. We value the mental agility to stay flexible in the face of change, adaptable in our relationships with others and nimble in our ability to put ideas into action.

## Pursuing Excellence



We see being great at something as a starting point, not an endpoint. We believe in having high standards and aspiring to be the best we can be. We strive to build resilience and strength of character, the moral compass to do the right thing, even when it's not the easy thing to do. We take accountability for our performance, and set ourselves goals we know we can't reach yet, because we know that by stretching to meet them we can get further than we imagined.

## Leading through Innovation

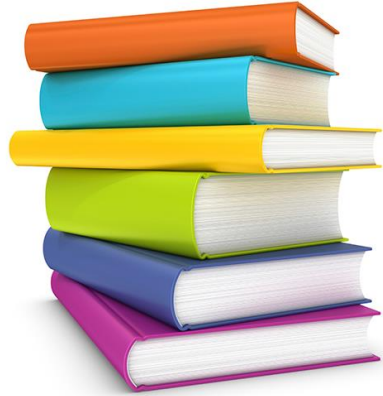


Innovation requires bold thinking, fresh ideas and brave leadership. It's about entrepreneurship. Finding better ways of doing things... and doing them. To make a real contribution to a better future we must lead individual by individual, idea by idea, taking calculated risks, spotting opportunities, and acting decisively. Knowing that, by relentlessly exploring our passions, we will open up new possibilities.

## KS 3 (Year 9) Curriculum 2020-2021

### MANDATORY COURSE DESCRIPTIONS:

- Arabic (For Arabs and Non-Arabs)
- Islamic (For Arabs and Non – Arabs) or PSHE (For Non-Muslims)
- UAE Social Studies (For Arabs and Non-Arabs)
- English
- Mathematics
- Science
- Moral Education
- **One** IGCSE subject (will sit the examination at the end of Year 10).



### CURRICULUM STRUCTURE:

Year 9 students will study the following courses:

Subjects	Number of lessons per week	IGCSE Subject ( Choose one) Examination in May 2022
English	5	4 lessons per week
Mathematics	5	*French
Science	5	*Sociology
Arabic	3	*Computer Science
Islamic Studies / PSHE	2	***ICT
Social Studies	2	***Business
Humanities	1	
Moral Education	1	
Physical Education	2	

\* This subject will **not** be offered as a new subject again in Year 10 ( 2021-2022)

\*\*\* This subject **will be** offered as a new subject again in Year 10 ( 2021-2022)

## اللغة العربية للطلاب الناطقين بها

القسم : اللغة العربية  
للناطقين بها  
المعلم : عبيد الديناري سيد  
المنهج : منهج اللغة العربية  
للطلاب العرب التابع لوزارة  
التربية والتعليم .

وفقا لوزارة التربية والتعليم يجب على كل الطلاب العرب دراسة اللغة العربية من الصف الأول حتى الصف الثاني عشر .

وصف المنهج :

يعتمد المنهج الوزاري لدولة الإمارات العربية المتحدة على أسس وطرائق التعلم العالمية لإكساب اللغات لأبنائها، وتأتي اللغة العربية على رأس أولوياتها بفروعها المختلفة، حتى يتمكن الطلاب من إتقانها ويكونوا قادرين على تطوير مهاراتهم اللغوية وجعلهم يقرؤون بصورة مستقلة، يحللون، يناقشون، يُبدعون، يبحثون. وذلك من خلال تكيف الطالب مع عدد ساعات لتعلم اللغة العربية ( 165 دقيقة ) في الأسبوع لطلاب الصف ( 7 ) وذلك حسب توجيهات الوزارة.

- المهارات التي ينبغي على الطالب إتقانها لهذا العام حسب معايير الوثيقة الوطنية هي:

- مهارة الكتابة : يقتبس دائما من مصادر رقمية عدة في أعماله الكتابية. مكتملة العناصر يكتب نصا ذا جودة الإخراج. مراعي مشروعات يخطط مستقلاً البحث من خلال إعداد الأسئلة المناسبة المتعلقة بالبحث، وتطبيق إستراتيجيات البحث المتعددة للمادة المرجعية. ( سردية ينتج المتعلم نصوصة وإقناعية ووصفية) ومعلوماتي ( كلمة لكل نص، 250 من ( ا في كتابته تقيده بمعايير مظهر النحو والإملاء، موظفا بعض الأساليب البلاغية.
- مهارة القراءة : يحلل بالتفصيل العلاقات بين الموضوعات الرئيسية المتعددة، والحبكات، ووجهات النظر المختلفة في نص معين. - يقرأ النص الأدبي قراءة معيرة منغمة. م بعض الأمثلة على يحدد ويقي اللغة المجازية، والمعاني الدلالية، ويذكر دور الخيال والأساليب البلاغية. - يذكر دائما أوجه التشابه لاف بين النتائج المختلفة في موضوع محدد. - يحلل دائما الأعمال القصصية ا على الأنماط الحديثة اعتماد الموجودة في الأدب .
- مهارة الاستماع والمحادثة : يشارك دائما بفعالية في النقاشات الجماعية من خلال القراءة الضرورية والبحث عن الموضوعات المناسبة، ويقدم ا مراعية فرديا معلوماتي عروض استخدام الهياكل التنظيمية والتواصل البصري واللفظ الواضح. م دائما يحلل ويفسر ويقي الوسائط الرقمية المناسبة والعروض المرئية للبيانات، ويحدد الهدف ووجهة النظر ا المقدمة شفوي - يقدم دائما آراءه والنتائج التي توصل إليها مع ذكر الأوصاف والحقائق والأمثلة المحددة ويستخدم الهياكل التنظيمية، والتواصل البصري المناسب، والكتب، واللفظ الواضح، والأدوات الأخرى للتحديث أمام الجمهور.

تقدير:

طرق التقويم هي كل من (اختبارات ، مشاريع كبرى ، عروض تقديمية) وتكوينية (مسابقات ، إملاء ، مناقشات ، لعب أدوار ، وأنشطة دراسية أخرى.



**Faculty:  
Arabic (B)  
Leader: Ramy  
Wagdy**

According to the Ministry of Education ruling, it is compulsory that students study Arabic from Year 1 to Year 12



## **Course Description**

Year 9 has three Arabic lessons each week. Each lesson is 55 minutes each. Students are grouped according to their ability and lessons are differentiated to support all learners.

### **What will students learn?**

#### **Listening**

- The listener can understand the meaning in narrative and descriptive texts composed of more than one paragraph and organised in clear and coherent linguistic structure
- The listener can understand the main facts and many other details. His understanding may be based on context and knowledge of linguistic structure and content

#### **Speaking**

- The speaker can successfully communicate in most informal conversations and a limited number of formal conversations related to work, current news and topics of general and social interest
- The speaker shows ability to narrate and describe using all tenses, present, past and future at the paragraph level
- The speaker generally commits errors verb conjugation and grammatical structure while talking
- The speaker's communication skills are stable in quality; he can rephrase, clarify and explain thoughts
- The speaker can participate in dialogues using appropriately correct, clear and precise linguistic structure to convey desired message

#### **Reading**

- The reader can understand narrative and descriptive text comprised of more than one paragraph; can understand main ideas and supporting details. Comprehension is derived mainly of knowledge from context and content
- The reader can clearly understand the information organisation (discourse) and linguistic used, though there maybe gaps in understanding them

#### **Writing**

- The writer can write narrative and descriptive text using all tenses and a variety of linguistic structures
- Paragraphs are cohesive in terms of structure and clarity of meaning and use of connectors
- The writer may resort to excessive inappropriate repetition and may resort to using oral and written patterns used in mother tongue

#### **Assessment**

Assessment methods are both summative (tests, major projects, and presentations) and formative (quizzes, dictation, discussions, role-plays, and other class activities).

**Faculty: Islamic  
Leader:Lina Ismail  
Abdelsalam**

According to the Ministry of Education ruling, it is compulsory that Muslim students study Islamic Studies.



### **Course Description**

Students have 2 Islamic lessons a week (55 minutes each). We have two sections for each year group (Islamic for Arabs and Islamic for Non-Arabs)

We hope every Muslim student at CIS is proud to be a Muslim and learns the basic knowledge of the religion. Our aim is to acknowledge all Muslim students regarding the Islamic values that Qur'an and Sunnah are assert on, so they can reflect what they learned in real life situations. Also, to refer to Qur'anic verses and Ahadith to analyze contemporary issues in accordance to the Islamic shari'ah.

Since the role model of Islam is the Prophet Muhammad (PBUH); students will extract the learned lessons from his biography and apply them in their life. All the resources will be available in our website <http://islamic.cis-dubai.com/>.

### **What will students learn?**

Cambridge's Islamic Education Syllabus is based on UAE recommended Curriculum of study and aims to develop in learners the following:

- An understanding of the concepts of commitment (Islam) and faith (Imaan) in a religious tradition.
- An awareness of how spiritual and moral issues (Ihsaan) permeate life experiences and the manner in which those may relate to students' own lives.
- A respect for the diverse range of religious and cultural traditions in the UAE and the wider world.
- A range of investigative, critical and moral thinking skills to enable them to make informed choices and decisions

### **Assessment**

Student assessment will include formative and summative evaluations. Informal assessments will include teacher observations, whole class and group discussions, oral recitation and daily coursework sheets. Formal assessments include projects, quizzes, tests, and oral testing for Qurán memorization and Suwar's meanings.



## التربية الإسلامية

قسم التربية الإسلامية  
رئيسة قسم التربية الإسلامية : ليلى  
إسماعيل عبد السلام  
المنهج : التربية الإسلامية الخاصة  
بالعرب

يجب على جميع الطلاب المسلمين دراسة مادة التربية الإسلامية وذلك طبقاً لقواعد وزارة التعليم.  
وصف المنهج:

سيقوم الطلاب بدراسة حصتين للتربية الإسلامية في الأسبوع و سوف تكون المدة الزمنية للحصة خمسة وخمسون دقيقة، كما ينقسم الطلاب في المرحلة الدراسية إلى قسمين: قسم التربية الإسلامية للعرب وقسم التربية الإسلامية لغير العرب .  
ونأمل أن يكون كل طالب مسلم من طلاب مدرسة كامبردج الدولية فخوراً بكونه مسلماً وأن تتكون عنده المعرفة الأساسية للدين الإسلامي، كما أن هدفنا هو أن يتعرف الطلاب المسلمون على القيم الإسلامية التي أكدها القرآن الكريم والسنة النبوية فيمكنهم حينها تطبيق ما تعلموه في مواقفهم الحياتية، كما يمكنهم تحليل القضايا المعاصرة مع الاستدلال بآيات من القرآن الكريم والأحاديث النبوية والشريعة الإسلامية .

سوف يقوم الطلاب بدراسة سيرة سيدنا محمد صلى الله عليه وسلم؛ فهو قدوتنا في الإسلام وسوف يستخلص الطلاب الدروس المستفادة من سيرته العطرة وتطبيقها في حياتهم.

سيتم توفير كافة المصادر اللازمة على موقعنا التالي:

<http://islamic.cis-dubai.com/>

### منهج التربية الإسلامية للطلاب العرب

يستند منهج كامبردج للتربية الإسلامية إلى المنهاج الدراسي الموصى به في دولة الإمارات العربية المتحدة والذي يهدف إلى تطوير المتعلمين فيما يلي:

- الوعي الكامل لمفاهيم (الإسلام) و (الإيمان) عن طريق ممارسات دينية متوافقة مع الواقع .
- الوعي بكيفية تغلغل القضايا الروحية والأخلاقية مثل (الإحسان) في الخبرات الحياتية والتي تتعلق بحياة الطلاب الخاصة.
- احترام التقاليد الدينية والثقافية لدولة الإمارات العربية المتحدة والعالم أجمع.
- تطوير المهارات العقلية كالبحث و التفكير الناقد لتمكين الطلاب من اتخاذ قرارات مستنيرة وخيارات صحيحة. وفقاً لتعاليم الدين الإسلامي الصحيح .

التقييم :

سيتم تقييم الطلاب من خلال التقييم المبدئي و التقييم الختامي و أيضاً من خلال ملاحظات المعلم، تلاوة و حفظ القرآن الكريم و تفسيره.

**Faculty:**  
**Humanities- UAE**  
**Social Studies**  
**Leader: Leanne**  
**Oung**

According to the Ministry of Education ruling, it is compulsory that students study UAE Social Studies. Studies receive 1 Social Studies lesson per week (55 minutes)



## **Course Description**

Social Studies program provides the student with an orientation to their place in the world both in terms of location and time. It explores the ways in which different people acquire and use resources and the way in which they organize and govern themselves to create productive societies. Students also learn the mutual impact people and landforms have on each other and the importance of geography in understanding the human condition. To assist students in their studies they learn to use maps, globes and a wide range of print and electronic resources. Social Studies units are often integrated with the writing program to provide an authentic context for student writing.

### **What will students learn?**

Topics of study include but are not limited to:

- UAE Connecting to the World, looking at UAE's location in the continent and on the globe, students will explore landforms and how societies interact with their environments. Common commodities and natural resources, imports and exports, transportation, and other aspects of looking at how parts of the world are interconnected.
- UAE, Yesterday, Today and Tomorrow: Students will learn about the roots of UAE and its role in history, moving through history to the present day, and projecting UAE's role in the future.

**The study of Social Studies will focus on the following key areas:**

### **Knowledge of Social Studies component**

- History-students show knowledge of how significant events and developments have impact and play a role in constituting other communities in the region over different periods of time and in different places
- Geography- students are able to show knowledge of the earth, its properties and how such are related to human interactions as well as between human societies and the natural environment
- National Identity- students show sense of belonging and loyalty to their country and society. Students are able to share the basis and different forms and duties of the government and role of members of the society
- Economics-Students understand how markets operate and the role of government in the development of national economy.

### **Assessment**

Assessment methods are both summative (tests, major projects, and presentations) and formative (quizzes, discussions, role-plays, and other class activities.)

# CAIE First Language English IGCSE SYLLABUS 0500

English is a compulsory subject in Years 10 and 11. Students follow either the CAIE IGCSE First Language English or English as a Second Language course depending upon their ability. The Year 9 English point score and IGCSE CAT 4 predictions are used to determine which course is most suitable.



## Course Outline

The aims are to enable students to:

- read a wide range of texts, fluently and with good understanding, enjoying and appreciating a variety of language
- read critically, and use knowledge gained from wide reading to inform and improve their own writing
- write accurately and effectively, using Standard English appropriately
- work with information and with ideas in language by developing skills of evaluation, analysis, use and inference
- listen to, understand, and use spoken language effectively
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions
- complement students' other areas of study by developing skills of a more general application (e.g. analysis, synthesis, drawing inferences)

## Assessment Summary

Component	A01 Reading	A02 Writing	Whole Assessment %
P1: Reading	80 marks	20 marks	50%
P2: Directed writing and composition	20 marks	80 marks	50%

## Post 16, University Pathways and Careers

Cambridge IGCSEs are general qualifications that enable learners to progress directly to employment or to proceed to further qualifications.

Candidates who are awarded grades A\* to C in Cambridge IGCSE First Language English are well prepared to follow courses leading to Cambridge International AS and A Level English Language, or the equivalent.

**Faculty:**  
**Mathematics**  
**Leader: Joseph**  
**Thomas**

Mathematics is mandatory course that is studied substantially from EYFS 1 onwards. Students receive 5 Maths lessons a week (55 minutes each)



## Course Description

Mathematics is important in everyday life and we all use Maths every day. Your child will find that many jobs require an understanding of mathematical concepts and college places depend on good results. Most subjects use ideas encountered in Maths. It is a core subject and it is therefore compulsory and is studied throughout Key Stages 1 - 4.

### Studying Maths will allow your child to develop the following skills:

- Problem solving.
- Logical reasoning.
- The ability to think in abstract ways

In Year 9 your child will build on knowledge gained in previous years. They will learn how to understand:

- Number and algebra - this includes numbers and the number system, calculations, ways of problem solving and algebra.
- Shape and space - measure, shape and co-ordinates.
- Handling data - working out which questions can be answered by collecting data, processing it and working out what it tells us in answer to the original questions.
- Using and applying Mathematics - solving increasingly demanding problems, including problems that call for them to think through several steps.

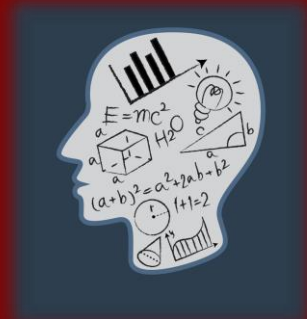
### What will students learn?

- Numbers: Index numbers and their operations, standard form of numbers, Ratios, percentages and applications
- Mixed fractions and operations, use of calculator
- Data Handling & Probability: Discrete and continuous data and representations, pictorial representations of data, scatter graphs, probability
- Algebra: solving linear equations, straight line graphs
- Geometry: polygons and their areas, solids and volumes, Transformations, graphs of curves, Pythagoras' theorem, scale drawing

### Assessments

Students' assessment include projects, home assignments, common assessments and term exams

# CAIE Mathematics IGCSE SYLLABUS 0580



Mathematics has been defined as the classification and study of all possible patterns. By a pattern, we mean any kind of regularity that can be recognized by the mind. Life is only possible since there are certain regularities in the world. Pattern is the only relatively stable thing in a changing world. Today is never exactly like yesterday. We never see a face twice from exactly the same angle. Recognition is possible not because experience ever repeats itself, but because in all the flux of life certain patterns remain identifiable. This definition of mathematics accounts for the power of mathematics, its numerous applications to natural science, and the beauty of mathematics, the fascination that it has for the mind.

## Course Outline

Years 9 to 11 will follow the Cambridge IGCSE (0580).

For more information about syllabus and examinations, you may visit [www.cie.org.uk](http://www.cie.org.uk)

Candidates can study Mathematics Extended syllabus where the available grades are A\* - E. If you wish to study Mathematics further at AS or A levels, then you will need to achieve grade A and above.

## Assessment Summary

### Cambridge IGCSE (0580) - A two year programme

IGCSE Extended curriculum
Grades available A* -E
<b>Paper 2 (Extended)</b> (1 hour 30 minutes) 70 Marks Weightage: 35% Short answer type questions Calculator paper
<b>Paper 4(Extended)</b> (2 hours 30 minutes) 130 Marks Weightage: 65% Structured questions Calculator paper

## Post 16, University Pathways and Careers

Candidates can study Mathematics Extended syllabus where the available grades are A\* - E. If you wish to study Mathematics further at AS or A levels, then you will need to achieve a grade A and above. IGCSE Mathematics is a useful introduction to AS and A-Level Mathematics. Mathematics is also a relevant qualification for many careers such as:

Accountancy, Actuarial work, Aeronautics, Air-traffic Control, Architecture, Business and Finance, Civil Engineering, Computer programming, Computer Science, Cryptography, Economics, Electrical Engineering, Forensic Science, Geodesy, Geophysical Mathematics, ICT, Law, Management, Mathematics, Medicine etc.



**Faculty: Science  
Leader: Mrs.  
Princy Jackson**

Science is a mandatory course in Year 9. Students receive 5 lessons a week (55 minutes each)

**Course  
Description**

Science in Year 9 continues to focus on developing safe techniques to use in the laboratory and an awareness of the risks associated with using apparatus and chemicals. Students continue to use scientific method to investigate how to collect and analyze data, draw conclusions and evaluate their methods. They study how science works in everyday situations and how we can explain this using scientific theory, while using practical work to support this theory.



**What will students learn?**

**BIOLOGY:**

Material cycle and energy, structure and function of living organisms, interaction and interdependence, Inheritance, chromosomes, DNA and genes, genetics and evolution, cells structure and its function, photosynthesis, human skeleton and its functions, reproduction in human, structure of eye and ear.

**PHYSICS:**

Energy changes and transfers, describing motion, pressure in fluids and density, balanced forces, forces and motion, sound waves, energy and waves, light waves, current electricity- circuits, static electricity, magnetism, physical changes and chemical changes, particle model, energy in matter, space physics, speed and moment, seasons, day and night formation.

**CHEMISTRY:**

The particulate nature of matter and diffusion, atoms, elements and compounds, pure and impure substances, chemical reactions – types of reactions, energetics, the Periodic Table –chemical symbols, groups, periods, metals and non- metals, electronic arrangements, structure of earth and atmosphere, materials, function of catalyst, types of rocks and rock cycle.

**WORKING SCIENTIFICALLY:**

Accuracy, precision, repeatability and reproducibility; make predictions using scientific knowledge and understanding; select, plan and carry out the most appropriate types of scientific enquiries to test predictions, including identifying independent, dependent and control variables, where appropriate; use appropriate techniques, apparatus, and materials during fieldwork and laboratory work; paying attention to health and safety; make and record observations and measurements using a range of methods for different investigations; and evaluate the reliability of methods and suggest possible improvements; apply sampling techniques, apply mathematical concepts and calculate results; present observations and data using appropriate methods, including tables and graphs, interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions; present reasoned explanations, including explaining data in relation to predictions and hypotheses; evaluate data, showing awareness of potential sources of random and systematic error. Identify further questions arising from their results, understand and use SI units and IUPAC (International Union of Pure and Applied Chemistry) chemical nomenclature, use and derive simple equations and carry out appropriate calculations and undertake basic data analysis including simple statistical techniques

**Assessment**

Student assessment will include informal and formal assessment. Assessment will also include class participation, quizzes, tests, scientific investigations, and projects.









## Health and Social Sciences

Young people face unprecedented challenges in an interconnected and information-heavy world, not least, in how they will gain a sense of their own active place in the world and cope with changes that will impact on their life chances and life choices



### Course Outline

Students will have opportunities to acquire and apply a range of skills to support them including:

- researching, analysing and evaluating information
- developing and justifying a line of reasoning
- reflecting on processes and outcomes
- communicating information and reasoning
- collaborating to achieve a common outcome

Students explore stimulating topics that have global significance. They learn to collaborate with others from another culture, community or country. They assess information critically and explore lines of reasoning. They learn to direct their own learning and develop an independence of thought.

### What will students learn?

The topics offer a context within which students can begin to develop and demonstrate an understanding of these global issues from personal, local and/or national and global perspectives. Students can use research, reasoning and questioning to gain this understanding and form their own judgements. It is suggested that teachers look at several topics over the term of the course to help develop candidates' skills.

### The topics are:

- Education
- Climate change and its impact
- Values of Empathy, Truthfulness and Honesty
- Traditions, cultures and identity
- Globalisation and its impact

In developing the skills of working with information, critical thinking, decision-making, planning, communication, reflection, teamwork and independent learning, candidates will engage with a range of sources. These sources might include data sets, articles from the media and personal testimony. The sources that candidates use should encourage them to become actively involved in considering issues from different perspectives. It is important, then, that candidates learn to engage with a contrasting breadth and depth of relevant material.

### Assessment Summary

Assessment will be based on Individual Report and research done along with Team Project.

Every piece of work given will carry a minimum of 5 marks and maximum of 25 marks.

Student assessment will include both formal and informal assessment.

## CAIE Business Studies IGCSE SYLLABUS 0450



### Course Outline

The IGCSE Business Studies syllabus develops students' understanding of business activity in the public and private sectors, and the importance of innovation and change. Students learn how the major types of business organization are established, financed and run, and how their activities are regulated. Factors influencing business decision-making are also considered, as are the essential values of cooperation and interdependence. The course gives an overview of marketing, Human Resource, operations and financial management. Successful IGCSE Business Studies students gain lifelong skills, including confidence to calculate and interpret business data; communication skills including the need to support arguments with reasons.

### Assessment Summary

Two written examinations

**Paper I** One and half hour 50% of the marks  
(Short answer and structured questions)

**Paper II** One and half hour 50% of the marks  
(Based on case study)

### Post 16, University Pathways and Careers

IGCSE Business Studies provides a foundation for all management courses such as Bachelor of Business Administration, Master of Business Administration, Chartered Accountancy and Management Information Systems.

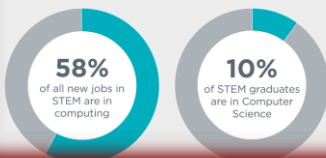
Students pursue careers in management consultancy, investment banking, general management and public sector management, among other areas.



# CAIE Computer Science IGCSE SYLLABUS 0478



The "STEM" problem is in computer science



## Course Outline

Computer science is the study of the foundational principles and practices of computation and computational thinking and their application in the design and development of computer systems. This syllabus aims to encourage candidates to develop computational thinking, that is thinking about what can be computed and how, and includes consideration of the data required. Learning computational thinking involves learning to program, that is to write computer code, because this is the means by which computational thinking is expressed. Students should be working at level 6a or above in ICT and Maths at the end of KS3, for them to be considered for this subject option.

## Assessment Summary

Students sit an external examination set by the Cambridge Assessment International Education (CAIE). The examination consists of two papers, the details of which can be found in the table below.

Paper 1 - Theory	Paper 2 – Problem Solving and Programming
1hour 45 minutes duration	1hour 45 minutes duration
This written paper contains short-answer and structured questions. There is no choice of questions 60%- weightage	This written paper contains short-answer and structured questions. There is no choice of questions. 20 of the marks for this paper are from questions set on the pre-release material. 40%- weightage

## Post 16, University Pathways and Careers

Student may continue with Applied ICT and Computing in AS and A level after completing this course.

This qualification will provide an option to prepare for an advanced level of ICT qualification in their further education. Professions and areas IT graduates can take up in future include Computer Networking, Information System Management, Information Analyst, IT Coordinator and Technicians, Database Administrator and programmer.



## EDEXCEL French GCSE SYLLABUS 2FR01 9-1 Grading scale



### Course Outline

- Develop an understanding of French in a variety of contexts
- Acquire a knowledge of French vocabulary and structures
- Build transferable language skills
- Be able to get the ability to communicate effectively in French
- Increase awareness and understanding of countries and communities where French is spoken
- **Manageable content:** A flexible programme of study that allows time for a focused revision period at the end of the course
- Assessments that place an emphasis on spontaneity and grammar, as well as providing plenty of opportunities for students to apply their knowledge independently, creatively, and in authentic situations
- Straightforward and clear question papers and mark schemes.
- **Continuous progression** –a specification that builds on KS3 prior learning and provides a firm foundation for students to make a smooth transition to A level

### Assessment Summary

- Emphasis is placed on the four core skills of Speaking, Listening, Reading and Writing
- 100% external assessment –all exam papers will be set and marked by the Awarding Organisation
- 25% assessment weightings per skill (listening, speaking, reading and writing)

### Post 16, University Pathways and Careers

This includes studying French at AS and A-Level. Knowledge of French can also open doors to a whole range of different careers in the fields of Languages, Law and Diplomacy providing opportunities in Medicine, the Environment, Business, Engineering, Science and Technology.

## CAIE Information And Communication Technology IGCSE SYLLABUS 0417

### Course Outline

The syllabus aims to summarise the context in which you should view the syllabus content and describe the purposes of a course based on this syllabus. The aim is to develop: knowledge of ICT including new and emerging technologies; autonomous and discerning use of ICT skills to enhance work produced in a range of contexts; skills to analyse, design, implement, test and evaluate ICT systems; skills to consider the impact of current and new technologies on methods of working in the outside world and on social, economic, ethical and moral issues; ICT-based solutions to solve problems; the ability to recognise potential risks when using ICT, and use safe, secure and responsible practice.



### Assessment Summary

Students sit an external examination set by the Cambridge Assessment International Education (CAIE). The examination consists of two papers, the details of which can be found in the table below.

<b>Paper 1 Theory 40%</b> <b>100 marks</b>	<b>Paper 2 Practical Document Production, Data Manipulation and Presentations 30%</b> <b>80 marks</b>
<b>2 hours</b> Examination	<b>2 hours 30 minutes</b> Examination
Questions will be based on sections 1–21 of the subject content. All questions are compulsory Externally assessed	This test assesses the practical skills needed to use the applications covered in sections 17, 18 and 19 of the subject content. Candidates must demonstrate the practical skills relevant to sections 11–16 All tasks are compulsory Externally assessed
<b>Paper 3 Practical</b> Data Analysis and Website Authoring 30% (80 marks)	
<b>2 hours 30 minutes</b> Examination	This test assesses the practical skills needed to use the applications covered in sections 20 and 21 of the subject content. Candidates must demonstrate the practical skills relevant to sections 11–16. All tasks are compulsory Externally assessed

### Post 16, University Pathways and Careers

Student may continue with Applied ICT and Computing in AS and A level after completing this course. This qualification will provide an option to prepare for an advanced level of ICT qualification in their further education. Professions and areas IT graduates can take up in future include Computer Networking, Information System Management, Information Analyst, IT Coordinator and Technicians, Database Administrator and Programmer.

## CAIE Sociology IGCSE SYLLABUS 0490



### SOCIOLOGY THE SCIENCE OF SOCIETY

#### TAKE A CLOSER LOOK AT SOCIETY

"The function of sociology, as of every other science, is to reveal that which is hidden."  
Peter Berger, Sociologist

#### DEVELOP



GLOBAL OUTLOOK AND CROSS CULTURAL UNDERSTANDING



LEADERSHIP, CRITICAL THINKING, RESEARCH SKILLS



COMMUNICATION, CONFIDENCE, INTELLECTUAL SKILLS

"The skills and ideas we get from sociology can be applied to such a wide range of subjects and professions; it is a subject that has taken me to many interesting places and allowed me to study a wide variety of areas. There are always new and exciting areas to be explored and researched. The social around us is constantly changing and is, therefore, never dull."

Professor Gary Crawford, University of Salford

## Course Outline

Sociology is an exciting and illuminating field of study that studies, analyses and explains human social relationships and institutions. Sociology's subject matter is diverse, ranging from crime to religion, from the family to the state, from the divisions of race and social class to the shared beliefs of a common culture, and from social stability to radical change in whole societies.

Sociology provides the candidates with lifelong skills, including: a better understanding of how we become who we are, the ability to analyse human behaviour within their own society, between different cultures and across different periods of time, the ability to use sociological evidence and ideas to challenge one's own beliefs and the beliefs of other people about social issues at the local, national and international level.

## Assessment Summary

Paper	Time (duration)	Total marks	No. of questions to be attempted	Weightage
Paper 1	2 hours	80 marks	<b>One</b> Compulsory data response <b>One</b> structured question from a choice of two	60%
Paper 2	1 hour 45 min.	70 marks	<b>Two</b> optional structured question from a choice of four	40%

## Post 16, University Pathways and Careers

IGCSE course in Sociology is accepted by schools, universities and employers as proof of knowledge and understanding about the socio-economic and political conditions of the world, people are part of.

Sociology is an excellent preparation for careers in Law, Public Policy, Social Work, Public Administration, as Educators, Researchers, Public Relations, Consumer Research, Programming, Administration, Banking, Media (radio/television), Political organisations, Human Resources Management, Corporate Training and Development, Admissions, Advising, Alumni Relations, and Placement offices ( and many more).

# ASSESSMENT

Assessment is an integral part of Teaching and Learning and is required to optimise all students' learning and teachers' teaching by providing a picture of progress and achievements and to identify the next steps to success.

## Types of Assessment

### Assessment for / of Learning / as Learning:

- There are three principal functions of assessment- **assessment for learning, assessment of learning** and **assessment as learning**
- Assessment for learning highlights and emphasises the contribution assessment can make to the day to day process of teaching and learning (formative)
- Assessment of learning helps to create a cumulative record of children's progress and attainments (summative)
- Assessment as learning is the use of a task or an activity to allow students the opportunity to use assessment to further their own learning. This offers students the chance to set their own personal goals and advocate for their own learning

**I. Summative** is Assessment **of** Learning. It is used mainly to measure performance and clearly identifies a standard of pupil attainment against given criteria. It is carried out at the end of a period of learning. Examples:

- Internal School Examinations

**II. Formative** is Assessment **for** Learning. It is ongoing and provides evidence of and for progression in learning.

- It supports learning through identifying difficulties, providing feedback and diagnosing future learning priorities.
- Formative assessment can also be used to evaluate the effectiveness with which a teacher in mediating the curriculum and thus inform his/her future planning.
- This includes:
  - a. Weekly tests
  - b. Home work
  - c. Class work
  - d. Group Activity – Project work etc

**III. Self-Assessment** encourages pupils to take responsibility for their own learning by:

- a. Evaluating their own achievement against shared learning outcomes
- b. Identifying their own strengths and areas for improvement
- c. Encouraging individual learning goals and action plans for future progression
- d. Fostering a self-reflective learning culture
- e. Encouraging independence in learning

**IV. Peer Assessment** is used when relevant. Pupils are encouraged to clarify their own ideas and understanding of both the learning intention and assessment criteria while assessing other pupils' work.

#### **V. External Assessments at CIS**

CIS takes part in the Cognitive Abilities Test (CAT4), and Progress Tests (PT English, Maths and Science), TIMSS, PISA, PASS and IGCSE, GCSE, AS & A level.

##### **The Cognitive Abilities Test (CAT4):**

CAT4 assesses a pupil's ability to reason with and manipulate different types of material through a series of Verbal, Non-Verbal, Quantitative and Spatial Ability tasks. Together, these four tests provide teachers with a comprehensive profile of a pupil's reasoning abilities, and as such the core abilities related to learning.

The resulting data can then be used to identify a pupil's strengths, weaknesses and learning preferences, providing accurate and reliable information that is essential for personalised learning. The more we know about a pupil, the better position we should be in to offer a learning environment and ways of teaching and learning that allow pupils to maximise their potential. Information about a pupil's reasoning ability will be key to many decisions and is considered alongside attainment data and other factors known to impact on learning, such as attendance and attitude.

##### **Progress Tests (PT)**

These are nationally benchmarked assessments. They will *be* used year-on-year to support teachers at CIS in identifying current levels of attainment and monitoring progress. The group of tests reflects the English National Curriculum as well as the other UK curricula, making it up-to-date and highly relevant.

##### **Year 9**

Year 9 students will undertake both formative and summative assessments through the term and records of all subjects will be kept in SIMS mark sheets tracking progress against a quantitative measure of attainment.

Assessments in Year 9 will be consistent with the National Curriculum. Assessment being an integral component of teaching and learning, CIS will use Progress Tests (PT) in English, Maths and Science to monitor progress and attainment. These are externally set and intended to provide feedback with respect to how well the student is grasping the concepts being taught. PT tasks are graded and these scores are maintained for the purpose of term end reports. However, all assessments conducted will be shared with parents on an ongoing basis.

## PASS Survey Report

The success of young people's educational experience is heavily determined by the attitudes that they bring to their learning, their sense of aspiration and the feelings they have about their place in the broader social context of the school. The PASS diagnostic is a powerful, multi-factorial measure of students' attitudes to school, learning and success. Its robust nature enables the data it yields to be used as a means of establishing baselines and to support effective planning, implementation and evaluation of interventions at individual, group and whole school levels. The data combined with other student data such as GL CAT4, Progress Test, gives staff in school, in collaboration with the young people, greater opportunity to make informed decisions about their future learning and to help them towards further success

## Assessment Cycle in the Calendar

### Proposed dates 2020-2021

The school calendar will publish the summative assessment dates

Year	Internal Examinations/ Assessments & International Benchmark Assessments										
9	CAT4	PASS 1	PASS 2	PT	Baseline/ Midline	Mid Term 1	Term1	Mid Term 2	Term 2	Mid Term 3	Term3
	Oct	Oct	May	June	Sept	Sept- Oct	Nov-Dec	Feb	March	April	May

### Report Release Dates:

Year Group	Dates	Report
Year 9	November	Interim Report 1
Year 9	January	Term 1
Year 9	February	Interim 2
Year 9	April	Term 2
Year 9	May	Interim 3
Year 9	June	Final (Term 3)



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EDUCATION