



CAMBRIDGE INTERNATIONAL SCHOOL DUBAI



Your Choice at Post 16

Post 16 Curriculum Handbook 2020-2021

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Welcome to Cambridge International School Dubai

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.

At Post 16, (Years 12 and 13) a wide range of courses are offered to prepare students for higher and further education, training and employment. We expect all students to select four AS courses for Year 12 and encourage students to continue through to Year 13 to study three subjects at A2. This will equip them to make choices from a wide range of universities and education providers, as well as preparing them for future employment.

The Post 16 Curriculum is enriched by a robust community service programme, academic and careers education and a programme of learning that develops 21st century skills. The school is an approved center for international examination boards including Edexcel, BTEC, AQA, WJEC and Cambridge International Examinations (CAIE). The school has also gained Fellowship status, a prestigious award for continuing excellence in examination results, with CAIE. As of December 2017, Cambridge International School, Dubai has been accredited as an approved Test Centre for the SAT examinations. Our Center Code number is 52862. CIS students can write their SAT assessments in our school premises.

A large percentage of our Post 16 students carry on to higher education. The most common pathways chosen are UK, Canadian, American, Australian and UAE universities. Students are guided through the various application procedures in school. Information sessions are conducted throughout the year by CIS guidance staff as well as visiting guest speakers from various local and international institutions. An annual Careers Fair which is held on the campus at the beginning of term 1, gives students a further opportunity to meet with and discuss future options/plans with representatives from local and international universities.

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.

Extend Your Post 16 Education at Cambridge

There are many reasons for extending your education beyond 16:

- The desire to continue into Higher Education
- Improving qualifications already obtained
- To gain a wider range of experiences prior to committing yourself to a job or full time course of vocational study

Whatever your reasons maybe, think things through, establish what has motivated you and set yourself a clear, realistic target you can aim for. You may wish to speak to your Learning Manager or other professionals at school about your plans so that they may get involved in helping you to make the most appropriate choices that will set you on the right path.

What's on offer at CIS Dubai?

The Post 16 community is an integral part of the school and you will have many opportunities to play a full part in school life. As an older member of a community you have a lot to offer the younger members of the school; your experience, your abilities, your example and your time. How you decide to get involved and to what extent will depend upon you, but simply by establishing a mature presence in the school you will influence the attitudes and expectations of younger students.

There is a very distinctive ethos of respect for the maturity of Post 16 students. We aim to respect the choice which has been made to continue studying and to forge a new relationship between students and teachers based on a partnership in learning. We give considerable responsibility to our students and in return expect an adult approach to their work and looking after their working environment.

There are also considerable opportunities for broadening your experience and developing important skills and qualities through the wide range of extra-curricular opportunities which you will find described in this booklet.

Here are some important features of our Post 16 provision:

- Quality teaching and results
- Excellent links with Higher Education establishments around the World. The school has an annual careers fair that gives students and universities the opportunity to meet and speak about future academic and career plans.
- A refreshed, robust and extremely successful Student Leadership Programme
- A Community Service programme that is certificated

Expectations of Post 16 students at CIS Dubai

Cambridge International School, Dubai gives you an opportunity to choose the subjects that you want to study; whether as a preparation for further education or to gain the qualifications that you need in order to embark on the employment of your choice. It also gives you time to investigate more individual methods of study both in school and out of school, as you will be studying fewer subjects in Post 16. Your timetable will include HSS time (Health and Social Studies) and Community Service time.

Study at Post 16 is demanding, whether you undertake BTEC or AS and A level courses of study. The challenges it brings to you are equally as satisfying as it provides an opportunity to explore your own interests within subject areas as well as meeting the requirements of public examinations. It is expected that for each hour of instruction in class time you devote another hour out of class time to reviewing the subject matter. You are required to show a mature attitude to your studies and the extra opportunities open to you. Getting involved will ensure that you leave the school with the skills you need to be successful in your future.

You will be allocated a Learning Manager who will help in guiding you through your time with us. Their work is coordinated by the Head of Year 12. Learning Managers work with you in a variety of ways and act as a pivotal contact for you in school, such as registration, community based activities and a guiding hand in applications and other formal processes. Ultimately, the motivation and drive to excel and succeed must come from within.

Post 16 students play an important part in the life of the school and through your presence, and more obviously, by participating in positions of leadership; organizing clubs and societies for younger members of the school, you are expected to lead by example.

You are required to adhere to the Post 16 dress code and respect the need for rules and responsibilities. Doing so will ensure that the Post 16 community maintain the high status that it has set within and outside of the school.

The Post 16 community is all about achieving in personal and social development in addition to academic success. Teaching is even more of a partnership between students and staff. Community Service is a compulsory part of the programme and is a very important aspect of school life.

Attendance and punctuality are taken very seriously at Cambridge and relate directly to additional benefits; such as excursions, references and leadership opportunities. Whilst you study within the Post 16 community your teachers and the Post 16 team will create a picture of you. This picture will be developed by observing your progress, attitude and the relationships that you develop with staff and peers. We are often asked for references for onward study or employment and will be asked to comment on all of the above including attendance and punctuality. We therefore expect you to attend regularly and be on time for the school day and all lessons.

The Post 16 Curriculum

Students are required to select four AS levels in Year 12 and may drop one for Year 13, if they wish to. Full guidance will be given to students that need help in choosing their subjects. External examinations in most subjects will take place during May/June of Year 12 and Year 13. It is important to remember that all examination entries are payable by parents.

To be compliant to the Ministry of Education requirements, it is mandatory for Arab students to complete Arabic studies in Year 12.

BTEC qualifications are based solely on coursework; however, changes by Pearson, the provider of BTEC, have brought about some examinable aspects to the courses. All BTEC courses are quality assured by a moderator who visits the school from the UK. Consequently, these qualifications require registration near to the start of the course. Students are expected to complete the two year 120 credit Diploma course for BTEC Business, IT and Science which is broadly equivalent to two GCE A levels. Students are offered a two year 60 credit Subsidiary Diploma for BTEC Performing Arts and Creative Media which is broadly equivalent to one GCE A Level. Please ensure that you read the BTEC Level 3 section on the variety of courses available and speak to Ms. Sangeetha Philip for more information.

Selecting the right course of study

- Before you consider which subjects to select, research a range of university and career options so that the subjects you select satisfy the entry requirements
- You are advised to use our new online Career product called: Unifrog to assist you with subject selection as well as university and career options. This helps students explore many different career opportunities. Students will have the latest academic and career information available especially when choosing IGCSE and AS Level subjects.
- Think about which subjects are prerequisites for further study or your career path
- Ensure that you have the correct number and combination of AS, A level or BTEC subjects to satisfy any university or career requirements prior to application
- Think about which subjects you enjoy now but also consider new subjects you haven't experienced before but which sound interesting
- Prioritise your subjects in order of interest and value to you
- Decide how you are going to organise your subjects across the two years.

By getting the best grades possible at IGCSE or BTEC Level 2 you will ensure you have a wide range of options available at Post 16.

BTEC Level 3 Qualifications

BTEC Level 3 qualifications offer an excellent alternative to traditional A Levels and carry A Level equivalence. Many of our students have gone on to access studies in Medicine and Engineering using their BTEC qualification but it is important to research pathways thoroughly before selecting a course of study whether AS level or BTEC.

Learning is directed towards a particular vocational area but the skills learned are transferable and highly valued by employers and educational institutions worldwide. It is now widely acknowledged that the job market is changing rapidly and whilst knowledge is important, enterprising skills such as adaptability, creative thinking and decision making are highly sought after skills.

Students work on assignments, both individually and in groups, such as a group event or manager-employee role-play. BTEC courses provide opportunities for students to gather evidence in a wide variety of ways other than written text, e.g. film clips, project proposals, business plans and training booklets. Most assignments will also be linked to the real workplace through visits or visiting speakers. Clear guidelines are given on what students have to achieve and how they can do this. Students will have to meet deadlines set by teachers but can do this at their own pace rather than having to perform to the time constraints of an exam. The progress of individuals is monitored by teachers who provide personal support and guidance, helping students develop their learning skills and to reach their full potential. Students get to learn progressively starting from small-scale and simple topics, progressing to larger more complex themes.

The course is assessed by coursework and in some cases an element of examination and students may achieve a Pass, Merit or Distinction (equivalent to E, C and A respectively by the end of Year 12). BTECs offer active learning in a vocational context that, in turn, builds students' confidence, competence and motivation.

Students wishing to choose a BTEC course should have a minimum of 5 x A* - D grades including a minimum of a C grade in English. Students may mix and match AS levels with BTEC provided they meet the entry criteria of the relevant subjects. It is advised that students do not take more than two BTEC subjects due to the coursework demands and being able to meet deadlines.

The BTEC Business, IT and Science qualifications take up 2 option blocks as it will result in the equivalent of completing an A Level in one year (Level 3 Subsidiary Diploma). Students may extend their study into a second year and acquire the equivalent to 2 A Levels (Level 3 Diploma) in the chosen subject. The BTEC Media and Performing Arts take up one option block and will result in the student achieving a certificate which is equivalent to an AS grade, this also includes the option of extending into the second year to achieve a full A-level.

The registration fee per level 3 BTEC (Business, Science and IT) in 2019 was approximately AED 5000. The registration fee is the same whether students take the one- year Subsidiary Diploma or the two-year Diploma. If students take two BTEC courses then a registration fee must be paid for each course, this does however replace examination fees. If a student selects any of the certificate courses the cost in 2019 was approximately AED 2500, for the one- year course.

Please see the below table for a breakdown of the costs and what is included.

Course of Study	Cost (AED)	What does this cost cover?	Will there be further charges?
BTEC Business Studies	5000	This cost covers the registration of your son/daughter with the exam board and the external moderation of the coursework. This fee covers all two years of the course.	There can be minor adjustments though we expect it to be same.
BTEC Media Studies (Certificate)	2500	This cost covers the registration of your son/daughter with the exam board and the external moderation of the coursework. This fee covers only year 12.	There can be minor adjustments though we expect it to be same
BTEC Information Technology	5000	This cost covers the registration of your son/daughter with the exam board and the external moderation of the coursework. This fee covers all two years of the course.	There can be minor adjustments though we expect it to be same
BTEC Applied Science	5000	This cost covers the registration of your son/daughter with the exam board and the external moderation of the coursework. This fee covers all two years of the course.	There can be minor adjustments though we expect it to be same
BTEC Performing Arts (certificate)	2500	This cost covers the registration of your son/daughter with the exam board and the external moderation of the coursework. This fee covers only year 12.	There can be minor adjustments though we expect it to be same

Arabic B for Non-Arabs (Ministry)

Course Outline:

The syllabus content is organised around five broad topic areas which provide contexts for the acquisition of vocabulary and the study of grammar and structures. Through the study of these Topic areas, candidates gain insight into target language countries and communities. The topic areas are:

- Everyday activities
- Personal and social life
- The world around us
- The world of work
- The international world.

Course Aims:

The specific aim of the course is to enable students to:

- Communicate accurately, appropriately and effectively in writing.
- Understand and respond appropriately to what they read.
- Enjoy and appreciate the variety of language.

The course duration is one lesson per week and it will be conducted during the school hours. At the end of the course, the students will have a ministry exam and a certificate will be issued for them. The students later can get the certificate attested and use it for university applications.

Assessment Summary

Teachers will assess the progress each student makes during these classes to identify if further support is required. Progress will be monitored and updates will be provided to both parents and students to ensure success.

The exam will consist of one paper divided into two parts:

	Reading	Writing
Percentage	50%	50%
Marks	50 Marks	50 Marks
Type of the questions	Structured and extended writing questions Questions will be based on Arabic passages	Two composition tasks

Important Notes Regarding the Post 16 Curriculum

Select one subject from each option block, to make a total of four subjects.

Where a BTEC appears in two blocks, it will take up two of your option choices. For example, if choosing BTEC Business, it must be chosen in both Option 3 and Option 4. If a BTEC option appears in one block, it will only take up one of your option choices.

If a course is undersubscribed (less than 15 students selecting it), the course will be removed from the blocks and those students selecting that course will be contacted to select their options again.

BTEC courses are well recognised by universities in UK and many of our students are pursuing their engineering, hospitality and other courses with scholarships in universities in US also.

Additionally, to the curriculum subjects chosen students will also have to meet the following Ministry of Education criteria:

- Arabic is compulsory for all Arab students and optional for Non Arab
- Islamic studies is compulsory for Muslims
- Moral Education is compulsory for all students
- To be able to gain the Ministry of Education High School Equivalency Certificate (needed if intending to study in the UAE or if attested certificates are required for further education in another country student's must complete a minimum of 2 full A level subjects by the end of Year 13. These subjects must be on the MOE list. Arabic and Islamic studies are not included as one of the qualifying two subjects.
- For the High School Equivalency Certificate, it is also compulsory that students complete Year 13, (Grade 12) therefore we do advise all students to complete full studies including Year 13 – please note if you are intending to leave after Year 12 we will require a waiver to state that you are aware you would not qualify for the MOE certificate.

CIS Post 16 Community Service

The CIS Community Service Programme is a dynamic pastoral programme that is an integral part of the Post 16 curriculum. Every Post 16 student develops personal skills and attributes through the completion of a variety of Community Service activities across the Lower, Middle and Senior schools as well as outside of school. This valuable addition to the Post 16 curriculum is monitored and certificated by the school. Exactly what is selected will depend upon the AS level choices, personal interests and what lends itself best to a particular career pathway. Students are left to make their own decisions about their area of focus. Some examples of the work students have completed in the past include:

- Post 16 students assisting in foundation stage, middle school and senior school classes
- Initiating and running after school stay backs with the support of staff
- Planning school events and organizing fund raising events
- Supporting the ACE department with students in classes and around the school
- Developing the student careers support programme alongside the Careers Advisor

The Community Service Programme has developed greatly since its inception, particularly in the area of activities offered and the way it is successfully led with the assistance of the students. As the program is run for students by students it offers many opportunities for all those wanting to take an active leadership role within the school. Its success is also due to the cooperation and feedback from the students and staff who are regularly surveyed for their feedback and ideas on how it can be improved.

Induction: Making a Successful Start to Post 16

Post 16 students will take part in an induction programme at the start of term. Attendance is compulsory for all and is extremely important for new students joining CIS.

This interactive programme will focus on developing the necessary skills required for a successful transition into the Post 16 community, particularly if you are a student joining us from a different school. Concepts such as team building, target setting, research techniques, critical thinking and self-management will be explored. This induction is also an excellent way for students to interact with one another, get to know their Learning Manager and become familiar with the expectations of student life in the Post 16 community.

Careers and Higher Education Guidance

Higher Education choices are discussed from an early point in Year 11 and 12. This is done to establish the importance of AS level subject choices.

Cambridge has strong links with Universities in a number of countries. Guests from visiting universities are invited to school to give presentations on a variety of aspects of university life such as how to apply and life on campus. The destination of all students is important and so our programme of support for students is strong and targeted at preparation for both University and the work-place. The school continues to develop students' ability to be prepared for Higher Education in many different ways, including:

- Experts in both Careers and Higher Education brief students on the range of opportunities available to them and the process of application.
- All students receive an interview with a member of the Post 16 team which helps inform decision making.
- Representatives of various jobs and companies in the local community are invited in to deliver seminars outlining the demands and requirements of their area of work.
- Visits to local Higher Education fairs stimulate ideas and test out options.
- Students are trained in writing CVs, application forms and in interview skills.
- Mock interviews are carried out for work and university applicants.
- An experienced and dedicated team oversees the applications of all students and writes positive, detailed references.

Higher Education Application Support

The Careers Counsellor provides support to all Senior students collaboratively with Head of Year and Learning Managers, irrespective of which country they are applying to study in.

The Universities and Colleges Admissions Service (UCAS) is a central organisation that processes applications for the majority of courses in the UK. Their website www.ucas.com provides detailed information about courses and institutions in the UK. There is a parent section www.ucas.com/parents where parents can become more familiar with the application process and can sign up for bulletins from UCAS, which provide news and information, as well as important deadlines.

Students are supported by a dedicated Careers Counsellor with all applications processes. Students are encouraged to begin the application process early, with the first stage being to choose a subject area/specific course to study. The course search section of the UCAS website will help to narrow the options and help to make your decision.

UCAS applications are carried out online and candidates are required to pay a fee. Students are supported and guided through this application procedure in school but are encouraged to carry out their own personal research with their parents in order to make informed decisions.

Learning Manager Support and Guidance

The Learning Manager is the focal point for resolving any anxieties or concerns on the part of students, parents or teachers. Learning Managers see all students twice a day for a morning registration and form time; which enables close monitoring of attendance and a strong supportive relationship to develop. Learning Managers also meet with all students regularly through the year for personal progress reviews in which the focus is on academic performance and determining helpful targets and strategies for improvement.

Year 13 and Private Study

Some students may have a slightly reduced timetable in Year 13 due to the number of subjects they have selected in their final year of study. Students are encouraged to use this time to maintain some balance in their lives beyond the school, not only to complete the work set but also to extend themselves through reading, review and revision. It is vital for Post 16 students to appreciate the demands of A Level courses before they begin and to learn to manage time effectively. In order to achieve this, we provide a structure at first as students learn essential skills, and then gradually give students the responsibility for their own time, until they have the independence and maturity to cope with the total freedom of University. Year 13 students will also be accessing the community service programme during this time.

Further Opportunities at Cambridge

Sport

Students who wish to continue their sporting participation have the opportunity of both on-site and off-site activities, in competitive teams and for fitness and recreation. Our school teams compete successfully at the highest level and individual students have represented us in regional events. You will have the option of continuing core PE lessons in your Complementary Study time.

The post 16 students will have a timetabled session of sport in the week and will be expected to actively participate in this, studies have shown that exercise helps students to feel less stressed and to perform better. The sport session will be flexible to suit a range of different requirements.

Debate, Public Speaking, Model United Nations and Journalism

Cambridge has a very strong successful tradition in these arenas and this is something the school wants to build upon further. Students with a talent for writing or speaking have no shortage of opportunities for the development and practice of their skills. Post 16 students will play a pivotal role in assisting in the production of the school newsletter and yearbook, as well as the organisation of major school events.

Post 16 Student Council and Leadership Body Opportunities

Involvement in this committee gives students an opportunity to discuss issues that are of concern to them and play a role in helping positive change to take place. The committee meets regularly, planning upcoming social events and other extra-curricular activities. The Post 16 Student Council work as a team; helping to shape the future of their growing community.

There are significant opportunities for students to develop their leadership capacity and capabilities. At Cambridge there are a number of leadership roles that students can engage with and are encouraged, as a senior student in the school, to lead by example by role modeling excellent behaviour and attitudes.

Gaining Entry to Post 16

In order to make the right decisions about subjects of study, you need support from many people; subject staff, the Year 11 team and Post 16 team, family and friends. You will need to research thoroughly, looking into university access requirements prior to selecting courses of study.

All application forms are provided in the Options booklet. All you need to do is **print them out, complete and submit them to the Post 16 team before the published deadlines**, gaining support along the way.

You will find that most subject combinations can be accommodated in our option blocks. If your particular subject combination cannot be fitted, it is always worth letting us know in case there is sufficient demand for additional groups. Equally, it is possible that certain courses may not run if numbers are insufficient.

The Post 16 team will be drawn from our current pool of Learning Managers and leaders, including the student body. Those chosen will have prior experience of the needs of Post 16 students and how best to support them.

Detailed on the next few pages are the admissions criteria that all applicants need to meet in order to secure a place on courses of study. It is important to consider a range and combination of courses as the admissions criteria are achievable, yet challenging. It is also important to understand that subjects cannot be moved from one option block to another. When selecting options, you need to ask yourself the following three questions:

1. Have I achieved/Am I on target to achieve the required IGCSE/BTEC grades to access the courses I want to study?
2. Are the subjects I want to study in separate blocks?
3. Are there 4 subjects that I will dedicate myself to?

If the answer to these questions is 'yes', you are well on the path towards making a successful application to Cambridge Post 16. If the answer is no, you may need to seek some further advice.

Criteria for Admissions to Year 12 are as follows:

- A minimum of 5 A*-B grades (a minimum of a A (Sciences and Maths and B in the other subjects the student intends to study at AS level must be achieved: also see Subject Admission Requirements page)
- BTEC courses require five I/GCSE passes at A*-D with a C-grade in English
- A student studying AS level should have a minimum C in I/GCSE Mathematics and English as a **first language**
- Fully completed Post 16 Application Form, including a **reference letter** from the school
- A thorough interview with the Post 16 team
- A Post 16 contract signed by the student and parents committing to positive behaviour and regular attendance

Places at CIS are not confirmed until August, when results are received and confirmed, this applies to all candidates internal and external.

Progress from Year 12 to Year 13 is dependent on satisfactory completion of the Year 12 course and regular attendance.

What to do when you receive your IGCSE and BTEC results in August 2020

Places in Post 16 at Cambridge are limited so it is important to secure your place within 5 days of receiving your results or you may miss the opportunity to study at Cambridge next year.

1. If you achieved the entry requirements for the subjects you selected at interview; contact the school admissions department by e-mail at Elizabeth.V_cis@gemsedu.com to confirm your place (subject to receiving a conditional offer letter from the school).
2. If you did not achieve the grades required, you must contact the school and attend an interview straight away to discuss what options are available to you.

For further information please contact or visit the School and speak to:

Head of Year 12: Mrs. Leanne Oung at L.Ryder_cis@gemsedu.com

Pathways

The first step towards your future career is to plan out the journey. The activity below is designed to help you map this out effectively so that you are able to make better informed decisions. If you have a couple of different careers in mind, you will need to use multiple pathway maps. In order to complete your map, you will need to complete some research.

My desired career is...

What qualifications are needed? (i.e. degree, vocational cert' etc...)

What are the pre-requisites in order to achieve the above/what would be

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What are the Year 13 requirements/needs?

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What are the Year 12 requirements?

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What grades do I need to access these courses and what am I predicted to

Subject and grade						
Currently predicted						

Year 12 Option Groupings 2020-21

Option 1	Option 2	Option 3	Option 4
Art	Economics	Biology	Psychology
Maths: Mechanics (M1) or Statistics (S1)	History	IT	Physics
BTEC ICT	BTEC ICT	BTEC Business	BTEC Business
Accounting	Chemistry	BTEC Science	BTEC Science
Sociology	BTEC Creative Media	Maths Statistics (S1)	Business Studies
Geography	Computer Science	Psychology	English Literature
BTEC Performing Arts	Maths Statistics (S1)	Computer Science	Travel and Tourism
Business Studies	English Language		

Important notes

Select one subject from each option block, to make a total of four subjects. CAIE does not allow the combination of Computer Science and IT. Should a student wish to choose Computer Science and IT, then will have to opt for AQA Computer Science. This course will only run if there are minimum 15 students.

Where a BTEC appears in two blocks, it will take up two of your option choices. For example, if choosing BTEC Business, it must be chosen in both Option 3 and Option 4. If a BTEC option appears in one block, it will only take up one of your option choices.

If a course is undersubscribed (less than 15 students selecting it), the course will be removed from the blocks and those students selecting that course will be contacted to select their options again.

BTEC courses are well recognised by universities in UK and many of our students are pursuing their engineering, hospitality and other courses with scholarships in universities in US also. The UAE Ministry of Education is now attesting BTEC qualification certificates, with an additional cost. All course and examination fees are payable at the start at the point of admission. Should exam boards increase their fees after this point, parents will be informed of the fee change.

Year 13 Option Groupings 2020-21

Option 1	Option 2	Option 3	Option 4
Art	Economics	Biology	Psychology
Maths: Mechanics (M2) or Statistics (S1) or Statistics (S2)	Travel & Tourism	IT	Physics
BTEC ICT	BTEC ICT	BTEC Business	BTEC Business
Accounting	Chemistry	Maths Statistics (S2)	Business Studies
Sociology	BTEC Creative Media	Psychology	Travel & Tourism
BTEC Performing Arts	Maths Statistics (S2)	BTEC Science	BTEC Science
Business Studies	English Language	Computer Science	

Important note

Students who completed AS level Environmental Management last year and intend on dropping a different subject will need to select an additional AS level from the Year 12 provision. All Year 13 students must have a minimum of 3 blocks of study.

Subject Specific Admission Requirements

To gain access to a course, you should be attaining/predicted the following grades:

Subject	Year 12 Entry Grade	Year 13 Entry Grade	Additional Comments
Accounting	B	D	Min A grade in Maths if Accounting has not been studied at IGCSE.
Art and Design	B	D	If not studied at IGCSE, you will need to provide a portfolio of work to support your application
Biology	A*/A	D	Must have studied this subject at I/GCSE level
BTEC Courses	A* - D	Pass	Five I/GCSE passes at A*-D with C grade in English.
Business Studies	B	D	Min A Grade in Maths if Business Studies has not been studied at IGCSE.
Chemistry	A*/A	D	Must have studied this subject at I/GCSE level
Computing	B	D	Minimum grade A in Maths if Computing has not been studied at IGCSE
Economics	B	D	Min A grade in Maths if Economics has not been studied at IGCSE.
English Literature	A	C	Min A grade in IGCSE/O Level First Language English/Literature. An A* in English as a Second Language may be considered after a screening.
Geography	B	D	Min B grade in Geography , EM or 1 st Language English. An A*/A in second language English first lan,guage may be considered
History	B	D	Min B grade in History or 1 st Language English. An A*/A in second language English first lan,guage may be considered
IT	B	D	If IGCSE ICT, or equivalent, has not been completed, applicant requires a B grade in English first language and Maths
Maths	A* or A	D	Achievement profile to be considered if not achieved grade. Applicant requires a Min B grade in M1 in year 12 to opt M2 in year 13.
Media Studies	B	D	Min B grade in English 1 st Language/Literature. An A*/A in second language English may be considered
Physics	A*/A	D	Must have studied this subject at I/GCSE level
Psychology	B	D	Min B grade in Psychology or 1 st Language English. An A*/A in second language English first language may be considered
Sociology	B	D	Min B grade in Sociology or 1 st Language English. An A*/A in second language English first language may be considered
Travel and Tourism	B	D	Min B grade in English 1 st Language or A*/A in second language if T&T GCSE has not been studied.

CAIE Accounting AS/ A Level Syllabus 9706

Course Outline

The specific aim of the course is to develop a critical and analytical approach to examining and evaluating accounting policies and practices and develop skills of communication, analysis, interpretation and presentation of both qualitative and quantitative accounting information.



Assessment Summary

For Cambridge International AS and A Level Accounting, candidates follow a staged assessment route by taking Papers 1 and 2 (for the Cambridge International AS Level qualification) in one series, then Paper 3 (for the Cambridge International A Level qualification) in a later series.

Component	AS Level	A Level
Paper 1 (Multiple Choice) 1 hour Candidates answer 30 multiple choice questions on AS topics. There are 30 marks for this paper.	30%	15%
Paper 2 (Structured Questions) 1 hour 30 minutes Four structured questions on the AS Level syllabus content Question 1 on financial accounting (30 marks) Questions 2 and 3 on financial accounting (2 × 15 marks) Question 4 on cost and management accounting (30 marks) Total 90 marks	70%	35%
Paper 3 (Structured Questions) 3 hours Paper 3 tests the additional content for the A Level, but also requires a knowledge and understanding of the AS Level content. Section A: Four structured questions on financial accounting (4 × 25 marks) Section B: Two structured questions on cost and management accounting (2 × 25 marks) Total 150 marks	—	50%

Career and University Pathways

A level Accounting provides a sound base for students who seek careers in Accounting such as BBA, MBA. Success in this subject can also lead to further studies in Accounting such as Management Accounting, Financial Accounting, Chartered Accountancy, Financial Analyst, Cost Accountant and other Business related Projects. Many students also choose careers in Banking, Management, Insurance or Industry. Other accounting careers for you include Internal Auditing, Tax Preparation and Planning or Management Accounting. The world of finance attracts many top graduates. Household names such as J P Morgan, Merrill Lynch, CSFB and Morgan Stanley are synonymous with exciting assignments.

**CAIE Art and Design
AS/A Level
Syllabus 9704**



Course Outline

The study of Art helps to develop in-depth subject knowledge and understanding which are so important to universities and employers. The course stimulates interest, enjoyment and personal enrichment as well as introducing artistic exploration and design thinking. Students gain lifelong skills, such as the ability to communicate concepts and feelings, research and evaluation skills. Students develop an understanding and appreciation of practical design problems and how to solve these.

Assessment Summary

Cambridge International AS Level: AS candidates take Components 1 and 2 only.

Cambridge International A Level: Component 3 or A Level candidates can take all 3 components.

Component 1	Requirement	Weighting
15 hour practical examination assessed by Cambridge	Minimum three weeks preparatory time + 15 hour Controlled Test	100% of total marks
Component 2	Requirement	Weighting
Coursework Assignment* Internally set, External assessment	One final outcome plus supporting portfolio maximum size of outcome and portfolio - 5X2=A2 size	100% of total marks
Component 3	Requirement	Weighting
* A Level component Internally Set – assessment Centre based assessment, moderated by Cambridge	A2 size sheet of any appropriate number- <ul style="list-style-type: none"> • practical work and • written analysis of between 1000 and 1500 words. 	100% of total marks

Career and University Pathways

With the myriad of opportunities available for graduates focusing in on a career in Art and Design, the choices are as endless as the imagination of those that are looking for the employment opportunities. Students with art and design degrees find work in nearly every industry imaginable.

Currently, the most stable areas for graduates to focus on include working for Corporate Entities, Agencies, or Advertising firms.

CAIE Biology AS/A Level Syllabus 9700



Course Outline

Teaching of this subject is based on scientific enquiry through context to satisfy knowledge, skills and understanding as well as fulfilling university requirements. The subject also deals with the technological world with an informed interest in scientific matters, and excellent foundation beyond Cambridge International A Level in biological sciences, in further education and professional courses.

Assessment Summary

Paper	Paper Title	Duration
1	Multiple Choice	1 Hour
2	AS Structured Questions	1 Hour 15 minutes
3	Practical Test	2 Hours
4	Structured Questions (A2)	2 Hours
5	Planning, Analysis and Evaluation	1 Hour 15 minutes

AS candidates are required to enter for papers 1, 2 & 3

A2 candidates are required to enter for papers 4 & 5

Career and University Pathways

This course prepares students for a career in Biological Sciences. Studying Biology teaches us to ask questions, make observations, evaluate evidences and solve problems. Biologists learn how they interact with one another and how they evolve.

There are many options for everyone with an interest in Biology and rewarding career opportunities eg. Biology Educator, Bio Chemist, Genetic Engineering, Dietician, Doctor, Ecologist, Health officer, Medical Lab, Marine Biologist, Microbiologist, Radiographer, Veterinary Doctor, Beauty Therapist, Agriculturist, Oceanographer, Pathologist and many more.

CAIE Business AS/A Level Syllabus 9609

Course Outline

Students develop an understanding and appreciation of the nature and scope of business and its role in society whilst examining the various types of business organisations. As well as investigating the process of decision-making in business, the course aims to develop the student's own skills in terms of analysis of problems, interpretation of data and communication. A keen interest in the business world and an enthusiasm and willingness to read around the subject are essential.



Assessment Summary

For Cambridge International AS and A Level candidates follow a staged route taking Papers 1 and 2 (for Cambridge International AS Level qualification) in one series, then Paper 3 (for the Cambridge International A Level qualification) in a later series.

Component	AS Level	A Level
Paper 1- Short answer and essay 1 hour 15 minutes Section A: Four short answer questions (20 marks) Section B: One essay from a choice of three questions (20 marks) Based on the AS Level syllabus content 40 marks	20%	10%
Paper 2- Data response 1 hour 30 minutes Two data response questions based on AS Level syllabus content 60 marks	60%	30%
Paper 3 -Case study 3 hours Five questions and one essay (from a choice of two) based on a case study. Based on the additional A Level syllabus content and also assumes knowledge and understanding of the AS Level syllabus content 100 marks	--	50%

Career and University Pathways

Students with A Level Business Studies have access to a wide range of possible career and higher education opportunities. You learn and use a variety of transferable skills throughout the course. These include the important business skills of decision making and planning. You can start a career in business armed with an excellent knowledge of how businesses operate. You may choose a range of professional and business careers including Leisure Management, Financial Service, Retailing, Marketing, Public Service Management and Human Resource Management. The course would also be of interest to those that have ambitions to start their own business at some stage in their lives.

CAIE Chemistry AS/ A Level Syllabus 9701



Course Outline

This course is designed to stimulate students by creating and sustaining their interest in Chemistry, as well as understanding its relevance to the society. Students will develop skills and abilities that are paramount to the safe practice of Science and everyday life. This course also enables the students to become confident citizens in a technological world and to take an informed interest in matters of scientific importance.

Assessment Summary

Paper	Paper Title	Duration
1	Multiple Choice	1 Hour
2	AS structured questions	1 Hour 15 minutes
3	Practical Test	2 Hours
4	Structured questions (A2)	2 Hours
5	Planning, Analysis and Evaluation	1 Hour 15 minutes

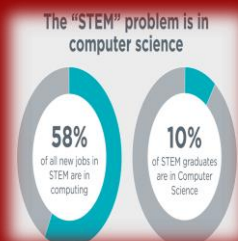
AS candidates are required to enter for papers 1, 2 and 3
A2 candidates are required to enter for papers 4 & 5

Career and University Pathways

CIE, Chemistry 9701, AS and A Level curriculum prepares the students to meet the challenges and the requirements outside Cambridge International school. The career options in chemistry are practically endless as chemistry is an integral part of Biology and Physics.

They help develop the in-depth subject knowledge and understanding which are so important to universities and employers. After the completion of a full A Level qualification candidates can then continue their university education for majoring into various fields in Science and Technology like Chemistry Educator, Biotechnologist, Pharmacist, Forensic Scientist, Research Scientist, Industrial Scientist and many more.

**AQA Computer
Science
AS/ A Level
Syllabus 7516,
7517**



Course Outline

Advances in computing are transforming the way we work and our computer science specifications have changed with the times.

These specifications focus on the skills students need to progress to higher education or thrive in the workplace.

The AS and A-level specifications work alongside each other and our schemes of work will show you how the two levels can be taught together.

Our free resources, events and support, along with professional development opportunities, will help you to inspire and help your students fulfil their potential.

Assessment Summary

Paper 1	Paper2
<p>What's assessed? This paper tests a student's ability to program, as well as their theoretical knowledge of computer science from subject content 1-4 above.</p>	<p>What's assessed? This paper tests a student's ability to answer questions from subject content 5-9 above.</p>
<p>Assessed On-screen exam: 1 hour 45 minutes 50% of AS</p>	<p>Assessed Written exam: 1 hour 30 minutes 50% of AS</p>
<p>Questions Students answer a series of short questions and write/adapt/extend programs in an Electronic Answer Document provided by us.</p> <p>We will issue preliminary material, a skeleton program (available in each of the programming languages) and, where appropriate, test data, for use in the exam.</p>	<p>Questions A series of short-answer and extended-answer questions.</p>

CAIE Economics AS/ A Level Syllabus 9708

Course Outline

Students learn to understand and interpret economic information and explain contemporary events and familiar phenomena with relevant economic principles and apply them in real-life situations. Students who choose to study Economics are expected to be interested in world affairs and should remain abreast of world and local news. Levels of learning range from learning basic definitions of concepts to fully applying theoretical concepts to real-life situations and events. Students should be able to present arguments, explain situations in terms of economic theory and should be able to communicate fluently in order to achieve good marks. In order to do this the students are encouraged to develop their skills of self-expression and, to support their studies, it is essential that they read critically to gain information about the changing economy in which we live.

Assessment Summary

Students sit an external examination set by the Cambridge International Examinations Board (CAIE). For Cambridge International AS and A Level Economics, candidates follow a staged assessment route by taking Papers 1 and 2 (for the Cambridge International AS Level qualification) in one series, then Papers 3 and 4 (for the Cambridge International A Level qualification) in a later series.

Component	AS Level	A Level
Paper 1 Multiple Choice 1 hour 30 multiple choice questions based on the AS Level syllabus content 30 marks	40%	20%
Paper 2 Data Response and Essay 1 hour 30 minutes Section A: one data response question (20 marks) Section B: one structured essay from a choice of three (20 marks) Based on the AS Level syllabus content 40 marks	30% 30%	15% 15%
Paper 3 Multiple Choice 1 hour 15 minutes 30 multiple choice questions based on the additional A Level syllabus content 30 marks	—	15%
Paper 4 Data Response and Essays 2 hours 15 minutes Section A: One data response question (20 marks) Section B: Two essays from a choice of six (50 marks) Based on the additional A Level syllabus content 70 marks	—	10% 25%

Career and University Pathways

An Economics degree develops a very useful contribution of attributes: Mathematical ability and Literacy. The course will promote the important skills of decision-making and problem solving. Careers paths may include a Professional Economist, a Banker, an Administrative Manager, an Entrepreneur, a Public Relations Officer and a Financial Journalist.

CAIE English Literature AS/ A Level Syllabus 9695



Course Outline

English Literature is an exciting and challenging subject which expands upon English and Literature taught at IGCSE level. The course is structured in such a way so as to cover a range of texts by modern and classical writers whilst utilising a range of media to support and enhance the overall learning process. It allows students to critically examine the world in which they live and gain an appreciation for the varying alternatives to life and living. In practical terms, students will develop as independent learners who will be able to research, read widely and write and think critically. This will help students across the curriculum.

Assessment Summary

Students sit an external examination set by the Cambridge International Examinations Board (CAIE). The examination consists of four papers (AS level: Paper 3 & 4 and A level: P5 & 7) the details of which can be found in the table below.

Paper	Description	Duration	Weighting
3	Poetry & Prose	2 hours	50%
4	Drama	2 hours	50%
5	Shakespeare and 20 th Century Texts	2 hours	50%
7	Comment and Appreciation	2 hours	50%

Career and University Pathways

The skills you develop through the study of English Literature (effective written and verbal communication, time-management, organisational skills, team-work, independent study and research, developing persuasive arguments) are applicable to a wide variety of professional areas. Some areas which have traditionally attracted English Literature graduates include Advertising, Marketing and PR work, Arts Administration, Library and Information Management, the Legal Profession, Editing and Publishing, Journalism and other areas of the Media. Teaching and academic careers are also popular choices for Literature students.

CAIE Environmental Management AS/ A Level Syllabus 8291

Course Outline

This course is designed to encourage learning through suitable case studies, both local and global and provides a good foundation for further study of Environmental Science and Management or related subjects in higher education. You do not need to have studied Environmental Science/Management before taking this course. The course is designed to attract candidates with a good scientific background along with an awareness of broad environmental matters. A good foundation for the course would be a combination of some, but not necessarily all of the following: Biology, Geography, General Science, Physics, and Chemistry and of course Environmental Science and Management.

Assessment Summary

Paper 1: 1 hour 30 minutes	Paper 2: 1 hour 30 minutes
Lithosphere and Atmosphere Paper 1 is divided into two sections. Section A: short answer questions based on sets of data, diagrams or extracts. Section B: Candidates choose one essay question from a choice of three. Each essay question is in two parts. Questions will be drawn from parts of the syllabus not covered in Section A. 80 marks	Hydrosphere and Biosphere Paper 2 is divided into two sections. Section A: short answer questions based on sets of data, diagrams or extracts. Section B: Candidates choose one essay question from a choice of three. Each essay question is in two parts. Questions will be drawn from parts of the syllabus not covered in Section A. 80 marks
Paper 3: Coursework Centre-based assessment	
Candidates produce a research report of 2000 words covering an issue arising during their course of study. The report may focus on a local, regional or global issue. It may be based on secondary source material and/or internet data, although the use of primary sources and field data collection should be undertaken where practicable. Proposals for Coursework topics must be submitted to Cambridge in advance. 40 marks	

Career and University Pathways

Environmental Management is accepted by universities and employers as proof of knowledge and understanding of the key issues affecting the environment on a variety of scales. Students may find career opportunities in a wide variety of areas such as Environmental Planning, Environmental Policy, Sustainability, Environmental Protection, Climate Change Adaptation and Mitigation, Industry-based Environmental Management, Waste Management, Environmental Education, Catchment Management, Water Resource Management, Land Rehabilitation, Pollution Control, Environmental Science, Wildlife Management, Conservation, and Coastal and Park Management.

CAIE Information Technology AS/A Level Syllabus 9626

Course Outline

This syllabus encourages learners to become effective and discerning users of IT. It helps them to develop a broad range of IT skills, knowledge and understanding. Learners study the structure and use of IT systems within a wide range of organisations, including the use of a variety of computer networks. As a result, learners gain an understanding of IT system life cycles, and how these affect the workplace. They also learn about the wider impact of IT on society in general. At A Level, learners also study simple programming for the web relevant to their own use of IT.



Assessment Summary

The two assessment objectives in Information Technology are knowledge and understand and problem solving skills

AS Level

Paper 1	Paper 2
Duration 1 hour 45 mins	Duration: 2 hour 30 mins
Paper 1 Theory 1 hour 45 min. This written paper tests sections 1–10 of the syllabus content. Candidates answer each question in the spaces provided on the question paper. All questions are compulsory.	Paper 2 Practical 2 hours 30 mins This paper tests sections 8–10 of the syllabus content. Candidates will also need to use their previous knowledge from sections 1–7. All tasks are compulsory. Candidates must use the most appropriate software and the most appropriate methods.
90 marks	110 marks

Career and University Pathways

Progression Cambridge International AS Level; Information Technology

Progression Cambridge International AS Level Information Technology provides a suitable foundation for the study of IT or related courses in higher education. Equally, it is suitable for candidates intending to pursue careers or further study in IT, or as part of a course of general education. Cambridge International AS Level Information Technology is the first half of Cambridge International A Level Information Technology. Depending on local university entrance requirements, the qualification may permit or assist progression directly to university courses in information technology or some other subjects.

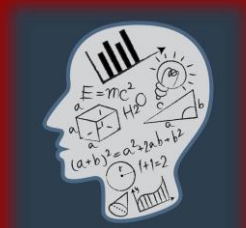
For more information about the relationship between the Cambridge International AS Level and Cambridge International A Level, see the 'Assessment' section of the syllabus overview.

**EDEXCEL
Mathematics (IAL)
AS/ A Level
Syllabus XMA11
YMA11**

Course Outline

The Pearson Edexcel International GCE in Mathematics enables students to follow a flexible course in mathematics, to better tailor a course to suit the individual needs and goals. This course encourages students to further develop and apply problem solving skills within the Maths arena. This two-year modular course and consists of six units in total; two compulsory units of Pure Mathematics: P1 and P2, and an applied unit: either M1 or S1. The successful completion of these units will result in an AS qualification. Further they will continue with two compulsory units of Pure Mathematics: P3 and P4, and an applied unit: M2, S2 or S1 to get the A level qualification in Mathematics.

For more information on GCE in Mathematics, visit www.edexcel.com/gce2018.



Assessment Summary

AS Level

Unit	Unit code	Duration	Marks	AS Weighting	Weighting
P1:Pure Mathematics	WMA11/01	90 mins	75	33.33%	16.67%
[Applied unit] M1 or S1	WME11/01 WST11/01	90 mins	75	33.33%	16.67%
P2:Pure Mathematics	WMA12/01	90 mins	75	33.33% S	16.67%

A Level

Unit	Unit code	Duration	Marks	AS Weighting	Weighting
P3 Pure Math	WMA13/01	90 mins	75	33.33%	16.67%
P4 Pure Maths	WMA14/01	90 mins	75	33.33%	16.67%
[Applied unit] M2, S2 or S1	WME12/01 WST12/01 WST11/01	90 mins	75	33.33%	16.67%

Calculators may be used in all examinations.

Career and University Pathways

A Maths qualification can assist with accessing university courses and lends itself well to subjects such as Physics, Psychology, Economics, Computing and Business Studies. The skills that the subject develops include problem solving, logic and analysis. These are all life-long critical thinking skills which employers desire in today's society. AS/A-level Mathematics is a relevant qualification for many careers including, for example Aeronautics, Medicine, Engineering, Computer Science, Business, Analysts, Actuary.

CAIE Physics AS/ A Level Syllabus 9702



Course Outline

The syllabus is designed to give a thorough to the study of Physics and scientific methodology. Student will develop a thorough understanding and application of scientific concepts and principles, rather than the recall of factual material. The curriculum also enables candidates to become confident citizens in a technological world and to take an informed interest in matters of scientific importance, and also to promote the use of IT as an aid to experiments and as a tool for the interpretation of experimental and theoretical results.

Assessment Summary

Paper	Paper Title	Duration
1	Multiple Choice	1 Hour 15 minutes
2	AS Structured Questions	1 Hour 15 minutes
3	Practical Test	2 Hours
4	Structured Questions (A2)	2 Hours
5	Planning, Analysis and Evaluation	1 Hour 15 minutes

AS candidates are required to enter for paper 1, 2 and 3
A Level candidates are required to enter for 4 & 5

Career and University Pathways

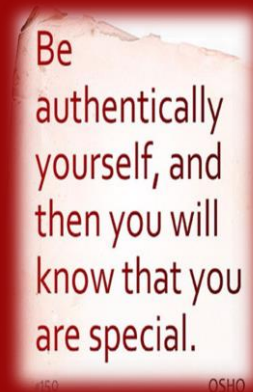
As a career Physics covers many specialized fields – from Acoustics, Astronomy and Astrophysics, to Medical Physics, Geophysics and Vacuum Physics.

After the completion of a full A Level qualification candidates can then continue their university education for majoring into various fields in science and technology like Physics Teacher, Aeronautical Engineer, Astronomer, Flight Engineer, Biophysicist, Nuclear Scientist, Space Scientist and many more.

CAIE Psychology AS/ A Level Syllabus 9990



Students will develop an understanding and appreciation of psychology through an exploration of many different studies. This exploration includes a review of research and provides an opportunity to look at the ways in which psychology is applied in a wider range of perspectives.



Course Outline

Students examine psychological concepts, theories, research findings and applications and develop an understanding of the range and limitations of psychological theory and practice. Students are encouraged to explore and understand the relationship between psychological findings and everyday life, thereby helping them to develop skills of analysis, interpretation, application and evaluation. They also develop an understanding of ethical issues in Psychology, including the moral and ethical implications of Psychological research.

Assessment Summary

For the Advanced Subsidiary qualification, the students take Papers 1 and 2. Both papers must be taken at the same exam session. For the Advanced Level qualifications, the students take Papers 3 and 4. Papers 1 and 2 are taken at the end of Year 12 and Paper 3 and 4 is taken at the end of Year 13.

Assessment Structure	Marks	Weighting %	
		AS	A
Paper 1: 1 hour 30 mins Approaches Issues and Debates	60	50	25
Paper 2: 1 hour 30 mins Research Methods	60	50	25
Paper 3: 1 hour 30 mins Specialist options: Theory	60	-	25
Paper 4: 1 hour 30 mins Specialist Options: Application	60	-	25

Career and University Pathways

The study of Psychology provides students with a wide range of opportunities and careers after Post 16. Many people go on to undertake postgraduate Psychology courses which lead on to specialist titles, such as Clinical Psychologist, Educational Psychologist, Forensic Psychologists, Environmental Psychologists, Organizational Psychologists, etc. These specialties can lead graduates into many and varied careers.

The field and study of Psychology also lends to other, less obvious career opportunities; for example, Psychology graduates have gone on to design cockpits for NASA and computer software interfaces. Some Psychologists design personnel selection systems, design age-appropriate toys, develop market research strategies, design surveys and train people in a variety of settings.

CAIE Sociology AS/A Level Syllabus 9699




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

AS and A Level Sociology offers students the opportunity to explore and stimulate awareness of contemporary social, cultural and political issues, and focus attention on the importance of examining these issues in a rigorous, reasoned and analytical way. The Cambridge International AS Level provides a solid grounding in the central ideas and approaches in Sociology, including family as well as theory and methods of Sociological research.

In further continuation of the subject, students can, at the Cambridge International A Level, choose to explore a variety of important areas of sociological enquiry including global development, education, religion and media. The structure and subject matter of the course leads to improved skills of communication, interpretation, analysis and evaluation.

Assessment Summary

At the end of the AS Level Sociology; students appear for exam wherein they are required to write Paper 1 and Paper 2. Students continuing with A Level Sociology appear for Paper 3 at the end of the AS – A levels.

Paper	Time (duration)	Total marks	Title of the Paper	Weightage
Paper 1	1hr 30 mins	50 marks	Unit 1: The Family	25%
Paper 2	1hr 30 mins	50 marks	Unit 2: Theory and methods	25%
Paper 3	3 hrs	75 marks	Unit 3: Education Unit 4: Global development Unit 5: Media Unit 6: Religion (any 3 of the above)	50%

With very high credits and life skills gained, the subject is highly valued and aids in the process of interviews for the universities and career in the long run.

CAIE Travel and Tourism AS/ A Level Syllabus 9395



Course Outline

Throughout the course students experience not only the theoretical aspects of Travel and Tourism, but also complete a coursework to develop broad skills, knowledge and understanding of the travel and tourism industry. It is a journey of real-life learning, empowering students to develop an in-depth knowledge and understanding of this fast growing industry.



Assessment Summary

Examination consists of two papers (Paper 1 and Paper 2) the details of which can be found in the table below. Candidates may opt to continue onto A Level Travel and Tourism in which case they sit another two papers (Paper 3 and Paper 4).

Component	AS Level	A Level
<p>Paper 1: The Industry 2 hours 30 minutes This is a written paper testing the core content of the syllabus. There are four structured questions, which require short and extended answers. Each question is based on original stimulus material. A maximum of 100 mark is available.</p>	67%	33%
<p>Paper 2: Planning and Managing a Travel and Tourism Event This is a coursework project, which involves planning and managing a travel and tourism event. Candidates work in a team but present their project individually. A maximum of 50 marks is available. Internally assessed, externally moderated</p>	33%	17%
<p>Paper 3: Destination Marketing 1hour 30 minutes Candidates answer two questions, each worth 25 marks. Each of these questions is based on stimulus material and is subdivided into three sub questions. Candidates answer all questions. A maximum of 50 marks is available.</p>		25%
<p>Paper 4: Destination Management 1hour 30 minutes Candidates answer two questions, each worth 25 marks. Each of these questions is based on stimulus material and is subdivided into three sub questions. Candidates answer all questions. A maximum of 50 marks is available.</p>		25%

Career and University Pathways

An AS/A2 in Travel and Tourism is a good foundation for either completing a degree in Travel & Tourism or for a range of jobs in the industry. A career in the travel and tourism industry can provide opportunities in a number of sectors and organisations, such as State Tourism Agencies, Immigration and Customs Services, Airlines, Hotels and Transport Providers. Specific roles include; Tour Operations Assistant and Manager, Travel Agent, Customer Service Agent, Hotel and Resort Manager, Tourism Marketing roles, Strategic Tourism Development and numerous others. The tourism industry is made up of large multinational companies as well as many small to medium sized organisations, which provides an appropriate platform for enterprising individuals wishing to develop and establish their own business within the industry.

BTEC Level 3 Subsidiary Diploma in Business

Course Outline

This subject examines the aims of businesses in a vocational context. Students are given the responsibility to work independently and the opportunity to gain skills in teamwork, IT, problem solving and communication. Students develop a high level of professionalism and business skills. The qualification for year 12 is equivalent to one A Level and is a one year course that can be extended into a second year (worth two A Levels called the BTEC Business Studies Diploma) and can be combined with other advanced courses.



Course Outline

The work students carry out can include the following activities:

- Reports
- Assignments
- Short projects
- Case Studies
- Presentations

The course consists of the following **four mandatory** units of work:

- Unit 1: The Business Environment
- Unit 2: Business Resources
- Unit 3: Introduction to Marketing
- Unit 4: Business Communication

As well as **two optional** units that will be chosen according to the current business needs and the needs of the group of students. Students need to have the following attributes in order to meet the entry requirements

- An excellent record of attendance and punctuality
- Extremely well organised, self-motivated and able to meet deadlines

Assessment Summary

This course is 100% coursework; the coursework is firstly internally assessed and is then externally assessed by a visiting exam board member. You will need to complete six units during the course of the year.

At the end of the course you will be awarded a Pass, Merit or Distinction grade. This will be calculated from the points achieved throughout the course. In order to gain the qualification you will need to obtain at least a pass in all six units of work.

Career and University Pathways

Following the completion of this course, successful candidates would be able to enter initial employment, at a junior level or as trainee managers in such areas as Marketing, Sales or Human Resources. The knowledge and skills gained in this course would also help anyone in starting up their own business.

Many of our students have continued on into further education in Universities in the UK, UAE, India and many other places around the world. The course carries an equivalence rating to entry requirements for many different educational systems.

BTEC Level 3 Subsidiary Diploma in IT

Course Outline

Students study IT in a vocational context in order to develop a more holistic approach to the subject and the way in which it is applied in the wider world. Students are given the responsibility to work independently and the opportunity to gain skills in teamwork, problem solving and communication. Students will develop a high level of professionalism and IT work skills. The qualification for year 12 is equivalent to one A Level and that can be extended into a second year (worth two A Levels called the BTEC Level 3 Diploma in IT) and can be combined with other advanced courses.



Course Outline

The work students carry out can include the following activities:

- Reports
- Assignments
- Short projects
- Case Studies
- Presentations

The course consists of the following **four mandatory** units of work:

- Unit 1: Communication and Employability Skills for IT
- Unit 2: Computer Systems
- Unit 3: Information Systems
- Unit 4: Impact of the use of IT on Business systems

As well as **two optional** units that will be chosen according to the current needs of the group of students. Students need to have the following attributes in order to meet the entry requirements;

An excellent record of attendance and punctuality

Extremely well organised, self-motivated and able to meet deadlines

Assessment Summary

This course is 100% coursework; the coursework is firstly internally assessed and is then externally assessed by a visiting exam board member. You will need to complete six units during the course of the year.

At the end of the course you will be awarded a Pass, Merit or Distinction grade. This will be calculated from the points achieved throughout the course. In order to gain the qualification you will need to obtain at least a pass in all six units of work.

Career and University Pathways

Following the completion of this course, successful candidates would be able to enter initial employment at a junior level as a Technical support person, IT Product Development Support, Telecommunications Technician or Junior Systems Analyst. The knowledge and skills gained in this course would also help in a range of career opportunities including Networking, Software Development and Project Management.

Many of our students have also continued on into further education in Universities in the UK, UAE, India and many other places around the world. The course carries an equivalence rating to entry requirements for many different educational systems.

BTEC LEVEL 3 Subsidiary Diploma in Creative Media Production (TV & FILM)



Course Outline

BTEC Media Studies is a vocational pathway for creative and analytical students. The course focus as on Film & TV analysis and production. With the ever increasing media saturated world that we live in, Media Studies allows students to research, investigate and form critical views and opinions on the digital world.

Students develop as independent learners which help with key skills in research and analysis needed for higher education subjects. Units of study could include Advertising Production, Promotional Video Production, and Communication Techniques for Creative Media, Factual Film Production and Research Methods and Techniques for the Media. It is desirable that students entering into this course of study have a background in level 2 BTEC Media, GCSE Media or strong skills in English Literature.

Assessment Summary

Assessment is through 100% coursework which is internally assessed. At the end of the course learners will be awarded a Pass, Merit or Distinction grade (D, B/C or A respectively). This will be calculated from the points achieved throughout the course.

Career and University Pathways

BTEC Media effectively prepares students for study at University or to work within a media industry field. Key skills will be learnt and developed throughout the study of this course which are important for all types of higher education courses and employment. These are effective written and verbal communication, time-management, organizational skills, team-work, independent study and research, developing opinions and applying critical analysis.

Career opportunities within the field of media may include some of the following;

- Film and Television Producer or Director
- Graphic Designer
- Advertising Executive
- Social Media Relations Officer
- Scriptwriter
- Actor

BTEC Level 3 Subsidiary Performing Arts (Acting)

All the world's a
stage.
William Shakespeare



Course Outline

This qualification offers an engaging programme for those who are clear about the area of employment in the Performing Arts industry and offers the flexibility of a choice of units. You will be given the responsibility to work independently and the opportunity to gain skills in teamwork and performances in dance, music and acting. You will develop a high level of professionalism and skills in your craft. You must have a IGCSE in English with at least a grade C (or equivalent). You need to have an excellent record of attendance and punctuality and it is essential that you are organised and are able to meet deadlines.

Assessment Summary

The 30-credit BTEC Level 3 Certificate offers a specialist qualification that focuses on particular aspects of employment within the appropriate vocational sector. The BTEC Level 3 Certificate is a qualification, which can extend a learner's programme of study and give vocational emphasis. The BTEC Level 3 Certificate is broadly equivalent to one GCE AS Level.

Units studied are selected by the students with guidance and could include:

- Performing to an audience
- Devising plays
- Contemporary plays

This is a practical one-year course but could be extended to a 60 credit Diploma over two years if students decide to continue through to Year 13. It also includes coursework in any of these formats:

Actors logbook & Assignments

Short projects

Performances

Assessment is through 100% coursework, which is internally assessed and externally moderated. At the end of the course you will be awarded a Pass, Merit or Distinction grade (C, B or A respectively). This will be calculated from the points achieved throughout the course.

Career and University Pathways

These BTEC qualifications in Performing Arts aim to provide a broad educational base for further training, further education and employment within the performing arts sector. The qualifications will develop learners' abilities through the knowledge and skills gained in different parts of the programme.

BTEC Level 3 Subsidiary Diploma in Applied Science

Course Outline

The BTEC Subsidiary Diploma in Applied Science are a suite of qualifications that reflect aspects of employment within science organizations or organizations that can use science and enable you to develop practical scientific skills. The students are given the responsibility to work independently and the opportunity to gain skills in teamwork, problem solving and practical skills. The students are trained to develop a high level of professionalism in handling equipment in the lab and in conducting practical experiments and presentations to meet the criteria of each assignment.



BTEC
Next Generation

Course Outline

The work students carry out can include the following activities:

- Reports
- Assignments
- Short projects
- Case Studies
- Presentations

The course consists of the following **four mandatory** units of work:

- Unit 1: Fundamentals of Science
- Unit 2: Working in the Science Industry
- Unit 3: Scientific Investigations
- Unit 4: Scientific Practical Techniques

As well as **two optional** units that will be chosen according to the current needs of the group of students.

Assessment Summary

This course is 100% coursework; the coursework is firstly internally assessed and is then externally assessed by a visiting exam board member. You will need to complete six units during the course of the year.

At the end of the course you will be awarded a Pass, Merit or Distinction grade. This will be calculated from the points achieved throughout the course. In order to gain the qualification, you will need to obtain at least a pass in all six units of work.

Career and University Pathways

The skills developed through BTEC Science enables students to get admission to university to pursue their higher studies in various fields related to IT and Science and Technology. The Applied Science programme will build and develop the necessary skills, techniques and attitudes to begin a successful professional career.

The focus of this qualification is to provide students with the opportunity to specialize in medical science and specific areas within this, such as human physiology and scientific techniques in various fields. Delivery of this course will be through a combination of theory and practical methods.

On completion of this programme, students will be equipped for university courses in related subjects. Ideal career pathways include careers such as Medical Laboratory Analysis, Bio-Medical Science, Forensic Science, Research and Education.

Student Contract for BTEC Vocational Courses-2020-2021

The nature of vocational courses is that you will take ownership of your work. You are responsible for meeting **deadlines** and ensuring you have covered the criteria set out for you. You are responsible for asking members of staff if there is something you do not understand. In taking a vocational course, you are preparing for the world of work, where you will be expected to work using initiative.

Deadlines

When you are given an assignment, you will be given a clear deadline. You **MUST** have all work completed for assessment by this deadline. Failure to do so will result in contact with parents and risk of not passing the criteria.

Once your work has been checked it will be handed back to you with details of whether you have achieved the criteria or not. No feedback or guidance will be given on how to improve the evidence to achieve higher grades. The learner must submit a signed and dated declaration of authenticity which confirms they have produced the evidence themselves. The Internal Verifier may authorise **one** opportunity for a learner to **resubmit** evidence based on certain conditions. If initial deadlines are not met, a resubmission will not be allowed and the learner will be Ungraded for the task.

All deadlines **MUST** be met. Should you fail to meet a deadline, we will call your parents in to discuss your suitability to complete the course and you will be expected to stay back after school till the assignment deadlines are met. Deadlines have been very carefully set with course completion in mind. Should you be absent on the hand-in date, you should find an alternative way of getting your assignment to us, all staff are accessible by email. A medical certificate may be required in cases where an assignment has not been completed due to illness or other exceptional circumstances.

Printer problems on hand-in day are **NOT** a valid excuse for handing work in late. Plan to complete your assignment early. This will enable you to avoid last-minute printer problems. Work being left at home or laptop issues are also not an acceptable problem. Students must have backup copies of all their work on a USB flash drive or cloud storage to evidence their progress.

If you need to speak to outside parties as part of your research, plan it early to ensure availability within your time-scale. If you need information to be sent to you, request it as soon as you receive your assignment. Waiting for information is **NOT** a valid excuse for a late assignment.

Research

You should not rely solely on resources given to you by your teacher. In order to gain higher grades you are expected to show wide ranging research. The internet alone is **NOT** wide ranging – although it can be a very useful resource.

In order to get full credit for the research you have done, ensure you include a bibliography. This should be updated as you go along. Ensure you include all sources.

BTEC students to get their laptops for all lessons complying with the school's BYOD policy.

Plagiarism/Copying

This will not be tolerated. Any student found to have copied the work of another (from a book or a fellow student) will receive no mark for that unit. In severe cases you may be excluded from the course. In cases where work has been copied from another student, both students will be penalised unless it can be proven that that student was unaware of the copying. Please look after your work and do not allow others access to it.

It appears to have become increasingly tempting to cut/copy and paste work from the internet to hand in as your own. This is classed as plagiarism. Information from the internet **MUST** be processed in some way to become your work. If you are in any doubt as to what you can/can't use, please ask your teacher.

Submission of Work

All assignment submissions to be on **Turnitin**. Once approved, digital submission (as suggested by the teacher) or printed work should be handed in plastic sleeves. Please ensure that you have ***proof read*** your work, checking spelling, punctuation and grammar before handing in. Work should be presented in a format suitable for the document type being assessed. Reports should generally be in size 12 font.

When You Can Expect Your Marked Work to be Returned

In most cases you should have your marked assignments returned within 2 working weeks.

What to do if You Disagree with Your Grade

A selection of student work is cross-marked by other assessors. This is done so that we can ensure your work is marked accurately and consistently. However, should you have a genuine cause to query your grade, you should ask your assessor to have it cross-marked. Work from all students is assessed by a standards verifier from Edexcel at the end of your course, allowing another opportunity to ensure your work is marked accurately and consistently.

There is an official appeals procedure for BTECS. Should you wish to initiate an appeal, you should see the Faculty Leader in the first instance.

Fees and Registrations

1. Students will be entered on to the course in the beginning of September
2. A letter will be given to parents (on enrolment) informing them of their child's registration and confirming the costs of the selected BTEC course. You also need to **provide a passport copy** for name verification.
3. If your name is on the SIMS register you will then be registered and have to pay for the course, this will happen either in Year 10 or Year 12, for those students in Year 10 you will be required to pay this year for your registration.
4. If you move out of the BTEC course between the 1st September and the 1st October you must make sure the Faculty Leader is aware otherwise you will be charged. **If you move out after the 1st October you will still be charged the registration fee.** The fee will then be added to your account and must be paid before you will be able to access reports or collect certificates at the end of the course, if you have not paid this will also delay the assessment of your work.

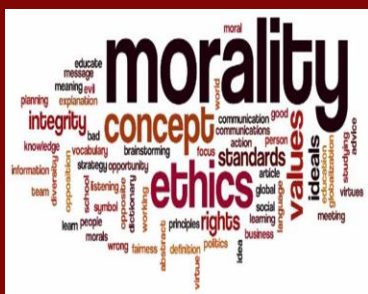
I have read and understood all parts of this contract and agree to the terms within it, I am also including a passport copy as requested.

Student Name:
Student Signature:
Date:

Parent Name:
Parent Signature:
Date:

Faculty: Moral Education

The UAE is committed to developing responsible, cultured, engaged adults ready for society. In reinforcing this commitment, Moral Education endorses an ethos of giving and volunteering that prepares responsible and resilient youth, who will contribute to the advancement of society and the wider world. The program develops in students, the modern skills needed to compete and become productive members of the UAE community.



Course Outline Year 12

Moral education seeks to foster in students a set of universal values, which will enable them to peacefully interact and connect with people from different cultural and social groups who hold different views and perspectives. It seeks to empower them to become active, responsible, local and global citizens. It enables them to develop mutual understanding, respect for difference and empathy in order to sustain our cohesive and prosperous society. Through dialogue and interaction, students are provided with opportunities to explore different worldviews, to challenge one another's assumptions and attitudes and to develop the knowledge, skills and attitude necessary to think critically, to make informed ethical decisions and to act on them in the interests of their society.

What will students learn?

The Moral Education Programme (MEP) covers four pillars of teaching and learning: Character and morality, The individual and the community, Civic studies and Cultural studies. The four pillars complement one another, using the lens of moral thinking and reasoning and building character. Underpinning the curriculum are the thinking, learning and communication skills relevant to the programme, which support development and progression.

Topics of Study:

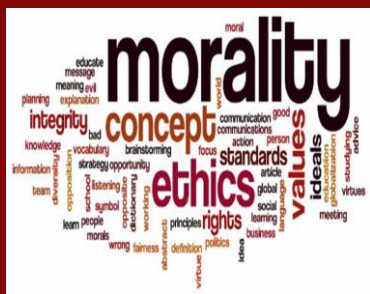
Term 1		Term 2		Term 3	
Peace and Conflict	Reflection and transition	Universal Culture	Global Citizenship	Global Citizenship	Developing a Global outlook

Assessment Summary

- Teacher observation
- Verbal and written feedback to students
- Open-ended, teacher-created summative assessments
- Attitude/behaviour check
- Projects and Presentations
- Formative assessments (Class discussions and activities)

Faculty: Moral Education

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Course Outline Year 13

Moral education seeks to foster in students a set of universal values, which will enable them to peacefully interact and connect with people from different cultural and social groups who hold different views and perspectives. It seeks to empower them to become active, responsible, local and global citizens. It enables them to develop mutual understanding, respect for difference and empathy in order to sustain our cohesive and prosperous society. Through dialogue and interaction, students are provided with opportunities to explore different worldviews, to challenge one another's assumptions and attitudes and to develop the knowledge, skills and attitude necessary to think critically, to make informed ethical decisions and to act on them in the interests of their society.

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The Moral Education Programme (MEP) covers four pillars of teaching and learning: Character and morality, The individual and the community, Civic studies and Cultural studies. The four pillars complement one another, using the lens of moral thinking and reasoning and building character. Underpinning the curriculum are the thinking, learning and communication skills relevant to the programme, which support development and progression.

Topics of Study:

Term 1	Term 2	Term 3
Managing real world finances	Ethics in real life	Living a moral life
		Morality in practice

Assessment Summary

- Teacher observation
- Verbal and written feedback to students
- Open-ended, teacher-created summative assessments
- Attitude/behaviour check
- Projects and Presentations
- Formative assessments (Class discussions and activities)

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.

1. 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 Post 16

At Post 16 students will take part in the Cognitive Abilities Test (CAT4), ALIS, PASS and 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.

ALPS (A Level Performance System)

Alps is a system that allows schools to get a measure of the value they add to a pupils' A level performance compared to what might be expected of them following their previous academic performance at IGCSE/ GCSE

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.

AS & A Level:

Cambridge Assessment International Examinations (CAIE) & Pearson Edexcel are the world's largest providers of international education programmes and qualifications for 5-19 year olds. These qualifications are recognised by universities, education providers and employers across the world. At CIS AS/ A levels students choose 4 subjects to pursue their career pathways. At AS/ A level we offer a range of BTEC Vocational courses that are internally and externally verified and assessed. The BTEC courses are currently under the MOE consideration.

Assessment Cycle in the Calendar

Post 16

- Assessments are conducted, marked, moderated and recorded each term and at end of units
- External moderation to be carried out in core subjects annually
- Pre Mock, Mock examinations are carried out for all subjects in December – April
- Annual review of all examination awarding body certification, BTEC, CAIE, Pearson

Proposed dates 2019-2020

- The school calendar will publish the summative assessment dates

Internal Examinations/ Assessments											
Year	CAT4 ALPS	PASS 1	PASS 2	AS/A External	Baseline/ Midline	Mid Term 1	Term1	Pre Mock	Mid Term 2	Term 2	Mock
12											
13	Oct	Oct	March	May	Sept	Sept- Oct	Nov-Dec	Nov- Dec	Feb	March	Feb-March

Report Release Dates:

Dates	Report
November	Interim Report 1
January	Term 1
January	Pre Mock
February	Interim 2
April	Term 2
April	Mock
June	Final Predicted
August	External Result

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EDUCATION