

Cambridge International School Dubai



Key Stage 3 Curriculum

Year 9 Curriculum Handbook
2021-2022



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Welcome to Cambridge International School

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

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

In Year 9 (Key Stage 3) will continue to follow the National Curriculum that provides our students with an introduction to the essential knowledge that they need to be educated citizens. It introduces them to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.

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

Along with the National Curriculum, Year 9 students will be introduced to the IGCSE Curriculum and will start the IGCSE course for one optional subject. This course will be studied for two years and in Summer 2023, the students will sit their first IGCSE examination. The remaining six IGCSE subjects will be undertaken for study in Year 10 and will be tested at the end of Year 11.

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

Global Citizenship



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

Growing by Learning



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

Pursuing Excellence



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

Leading through Innovation



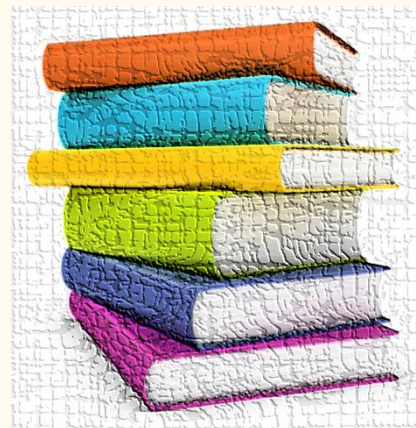
Innovation requires bold thinking, fresh ideas and brave leadership. It's about entrepreneurship. Finding better ways of doing things... and doing them. To make a real contribution to a better future we must lead individual by individual, idea by idea, taking calculated risks, spotting opportunities,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



KS 3 (Year 9) Curriculum 2021-2022

MANDATORY COURSE DESCRIPTIONS:

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



CURRICULUM STRUCTURE:

Year 9 students will study the following courses:

Subjects	Number of lessons per week		IGCSE Subject (Choose one) Examination in May 2023
English	5		4 lessons per week
Mathematics	5		*French
Science	4		*Sociology
Arabic	3		*Computer Science
Islamic Studies / PSHE	2		**ICT
Social Studies	2		**Business
Humanities	1		
Moral Education	1		
Physical Education	2		
Art	1		

* This subject will **not** be offered as a new subject again in Year 10 (2022-2023)

** This subject **will be** offered as a new subject again in Year 10 (2022-2023)



Year 9 - List of IGCSE Subject Choices 2021-2022

Year 9 students will continue to study the Key Stage 3 National Curriculum. Students will select **One** IGCSE subject. The course will run for two years and at the end of these two years in Year 10, students will sit the external examination.

National Curriculum Subjects	MOE Subjects	IGCSE Subject
English	Arabic (A & B)	*French
Mathematics	Islamic Studies/ PSHE	*Sociology
Science	Social Studies	*Computer Science
Humanities	Moral Education	**ICT
Physical Education		**Business

* This subject will **not** be offered as a new subject again in Year 10 (2022-2023)

** This subject **will be** offered as a new subject again in Year 10 (2022-2023)

Please select your first and second preference.

	IGCSE Subject
First Preference	
Second Preference	

The selected subjects are preferences and subject confirmation is dependent on course numbers, teacher recommendations and CAT4 scores.

I, (student name) _____ in class _____ confirm my preferred choice and recognise that this may be amended after consultation.

Signed _____ Date _____

Countersigned (Parent) _____

اللغة العربية للطلاب الناطقين بها

القسم : اللغة العربية
لناطقين بها

المعلم : عبير الديناري
سيد

المنهج : منهج اللغة
العربية للطلاب العرب
التابع لوزارة التربية
والتعليم .

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

وصف المنهج :

يعتمد المنهج الوزاري لدولة الإمارات العربية المتحدة على أسس وطرائق التعلم العالمية لإكساب اللغات لأبنائها، وتأتي اللغة العربية على رأس أولوياتها بفروعها المختلفة، حتى يتمكن الطلاب من إتقانها ويكونوا قادرين على تطوير مهاراتهم اللغوية وجعلهم يقرؤون بصورة مستقلة، يحللون، يناقشون، يبدعون، يبحثون.

وذلك من خلال تكيف الطالب مع عدد ساعات لتعلم اللغة العربية (165 دقيقة) في الأسبوع لطلاب الصف (7) وذلك حسب توجيهات الوزارة.

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

- مهارة الكتابة : يقتبس دائما من مصادر رقمية عدة في أعماله الكتابية. مكتملة العناصر يكتب نصا ذا جودة الإخراج. مراعي مشروعات يخطط مستقلا البحث من خلال إعداد الأسئلة المناسبة المتعلقة بالبحث، وتطبيق إستراتيجيات البحث المتعددة للمادة المرجعية. ١ (سردية) ينتج المتعلم نصوصة وإقناعية ووصفية (معلوماتي) كلمة لكل نص، 250 من (١) في كتابته تقيده بمعايير مظهر النحو والإملاء، موظفا بعض الأساليب البلاغية.
- مهارة القراءة : يحلل بالتفصيل العلاقات بين الموضوعات الرئيسية المتعددة، والحبكات، ووجهات النظر المختلفة في نص معين. - يقرأ النص الأدبي قراءة معبرة منغمة. م بعض الأمثلة على يحدد ويقي اللغة المجازية، والمعاني الدلالية، ويذكر دور الخيال والأساليب البلاغية. - يذكر دائما أوجه التشابه لاف بين النتائج المختلفة في موضوع محدد. - يحلل دائما الأعمال القصصية ا على الأنماط الحديثة اعتماد الموجودة في الأدب .
- مهارة الاستماع والمحادثة : يشارك دائما بفعالية في النقاشات الجماعية من خلال القراءة الضرورية والبحث عن الموضوعات المناسبة، ويقدم ا مراعية فرديا معلوماتي عروض استخدام الهياكل التنظيمية والتواصل البصري واللفظ الواضح. م دائما يحلل ويفسر ويقي الوسائط الرقمية المناسبة والعروض المرئية للبيانات، ويحدد الهدف ووجهة النظر ا. المقدمة شفوي - يقدم دائما آراءه والنتائج التي توصل إليها مع ذكر الأوصاف والحقائق والأمثلة المحددة ويستخدم الهياكل التنظيمية، والتواصل البصري المناسب، والكتب، واللفظ الواضح، والأدوات الأخرى للتحدث أمام الجمهور.

تقدير:

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

Faculty: Arabic (B)

Leader: Ramy

Wagdy

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



Course Description

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

What will students learn?

Listening

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

Speaking

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

Reading

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

Writing

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

Assessment

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

Faculty: Islamic
Leader: Lina Ismail
Abdelsalam

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



Course Description

Students have 2 Islamic lessons a week (55 minutes each). We have two sections for each year group (Islamic for Arabs and Islamic for Non-Arabs) We hope every Muslim student at CIS is proud to be a Muslim and learns the basic knowledge of the religion. Our aim is to acknowledge all Muslim students regarding the Islamic values that Qur'an and Sunnah are assert on, so they can reflect what they learned in real life situations. Also, to refer to Qur'anic verses and Ahadith to analyze contemporary issues in accordance to the Islamic shari'ah.

We will cover the themes and the stands of the Islamic education in our curriculum: Divine revelation, Islamic beliefs, Islamic Ruling and Aims, Islamic values and manners, Biographies, Identity and the contemporary issues.

What will students learn?

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

The students will memorise surah Yasin and recite the Quranic surahs assigned in the curriculum by intoning. Students will show the meanings of some Quranic vocabularies. Students will memorise some Ahadiths (traditions) of the prophet (PBUH), explain the general meaning for it. To link between seeking knowledge and worship of Allah, the Exalted, the Majestic. Demonstrate the importance of seeking the knowledge from the noble Quran and the Sunnah. Appreciate the value of brotherhood and being away from Individual disputes and selfishness. Clarify the judgments for prohibition of frightening people in Islam. Students will show their belief in fate and destiny. Students will recognise the biography of the prophet (PBUH) and some scholars.

Assessment

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

التربية الإسلامية

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

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

وصف المنهج:

سيقوم الطلاب بدراسة حصتين للتربية الإسلامية في الأسبوع و سوف تكون المدة الزمنية للوحدة خمسة وخمسون دقيقة، كما ينقسم الطلاب في المرحلة الدراسية إلى قسمين: قسم التربية الإسلامية للعرب وقسم التربية الإسلامية لغير العرب .

ونأمل أن يكون كل طالب مسلم من طلاب مدرسة كامبردج الدولية فخوراً بكونه مسلماً وأن تتكون عنده المعرفة الأساسية للدين الإسلامي، كما أن هدفنا هو أن يتعرف الطلاب المسلمون على القيم الإسلامية التي أكدها القرآن الكريم والسنة النبوية فيمكنهم حينها تطبيق ما تعلموه في مواقفهم الحياتية، كما يمكنهم تحليل القضايا المعاصرة مع الاستدلال بآيات من القرآن الكريم والأحاديث النبوية والشرعية الإسلامية .

سوف يقوم الطلاب بدراسة سيرة سيدنا محمد صلى الله عليه وسلم؛ فهو قدوتنا في الإسلام وسوف يستخلص الطلاب الدروس المستفادة من سيرته العطرة وتطبيقها في حياتهم . يعتمد منهج التربية الإسلامية على مجالات و محاور المنهاج الدراسي الموصى به في دولة الإمارات و هي كالتالي: الوحي الإلهي، العقيدة، أحكام الإسلام و مقاصده، قيم الإسلام و آدابه ، السير و الشخصيات، الهوية و القضايا المعاصرة.

منهج التربية الإسلامية للطلاب العرب

منهج التربية الإسلامية للطلاب العرب

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

سيقوم الطلاب بحفظ سورة يس وتلاوة السور القرآنية المقررة في المنهج من خلال تطبيق أحكام التجويد وشرح معاني بعض المفردات القرآنية كما سيقوم الطلاب بحفظ بعض الأحاديث للنبي صلى الله عليه وسلم ، وشرح المعنى الإجمالي للأحاديث. ولبيان أهمية طلب العلم وعبادة الله تعالى ، سيظهر الطالب أهمية البحث عن المعرفة من القرآن الكريم والسنة. سيتعرف الطلاب على قيمة الأخوة والابتعاد عن الخلافات الفردية والأنانية. كما يتم توضيح أحكام الأيمان و النذور. سوف يتعرف الطلاب على سيرة الرسول صلى الله عليه وسلم وبعض العلماء المسلمين .

التقييم :

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

Faculty: UAE Social Studies

Leader: Meena Mehrotra

According to the Ministry of Education ruling, it is compulsory that students study UAE Social Studies. Students receive 2 Social Studies lesson per week (55 minutes)



Course Description

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

What will students learn?

Topics of study include but are not limited to:

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

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

Knowledge of Social Studies component

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

Assessment

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

Faculty: English

Leader: Reema Mughis

English is a mandatory course that is studied substantially from EYFS1 onwards.

Students receive five English lessons a week (55 minutes each)

The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.



Course Description

The course aims to ensure that all students:

- Have the skills needed for life through English lessons. For example, the ability to plan effectively, to handle several pieces of information at the same time, to understand instructions, to work under pressure, to make effective presentations, to listen and respond to others and to write in a range of forms.
- Develop as people during English classes. This includes learning to make informed choices, using their imaginations, experiencing a range of wonderful books and films, developing an awareness of issues that affect the world and acquiring the language needed to articulate their feelings.

Year 9 is a fundamental year in preparation for IGCSE courses. This allows students to experience the course content and skills. The assessments are also practice assessments and exams for GCSE and this allows your child to gain valuable feedback ready for their IGCSE in Year 11.

What will students learn?

Throughout key stage 3 (Year 7 - 9) students will be taught:

Reading

Short texts from Inspire English International

Novel: The Strange Case of Dr. Jekyll and Mr. Hyde

Poetry: How Asian Are You? By Alex Dang

Develop an appreciation and love of reading, and read increasingly challenging material independently through:

- Reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors.
- choosing and reading books independently for challenge, interest and enjoyment
- rereading books encountered earlier to increase familiarity with them and provide a basis for making comparisons

Understand increasingly challenging texts through:

- learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
- making inferences and referring to evidence in the text
- knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
- Checking their understanding to make sure that what they have read makes sense

(continue....)

Read critically through:

- knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning
- recognising a range of poetic conventions and understanding how these have been used
- studying setting, plot, and characterisation, and the effects of these
- understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play
- making critical comparisons across texts studying a range of authors, including at least 2 authors in depth each year

Writing

Description, letter, explanation article, poetry analysis and comparison

Write accurately, fluently, effectively and at length for pleasure and information through:

- writing for a wide range of purposes and audiences, including: well-structured formal expository and narrative essays; stories, scripts, poetry and other imaginative writing; notes and polished scripts for talks and presentations and a range of other narrative and non-narrative texts, including arguments, and personal and formal letters
- summarising and organising material, and supporting ideas and arguments with any necessary factual detail
- applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form
- drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing

Plan, draft, edit and proofread through:

- considering how their writing reflects the audiences and purposes for which it was intended
- amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness
- paying attention to accuracy in grammar, punctuation and spelling; applying the spelling patterns

(continue....)



Grammar and vocabulary

Consolidate and build on their knowledge of grammar and vocabulary through:

- studying the effectiveness and impact of the grammatical features of the texts they read
- drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects
- knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English
- using Standard English confidently in their own writing and speech
- discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology

Speaking

- Research Based Learning Task
- Classroom Discussion
- Informative Speeches and Presentations
- Formal debates and structured discussions
- Role Play

Speak confidently and effectively, including through:

- using Standard English confidently in a range of formal and informal contexts, including classroom discussion
- giving short speeches and presentations, expressing their own ideas and keeping to the point
- participating in formal debates and structured discussions, summarising and/or building on what has been said
- improvising, rehearsing and performing play scripts and poetry in order to generate languages and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact

Assessment

Reading and Writing is assessed twice per term

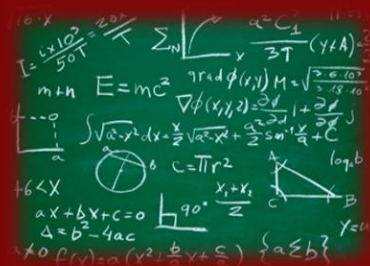
Speaking and Listening is assessed once per term

Student assessment will include informal and formal assessment. Assessment will include observation of class participation, oral presentations, written anthologies, compositions, essays, vocabulary, reading responses, and reading comprehension.

Faculty: Mathematics Leader: Joseph Thomas

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

Mathematics is important in everyday life and we all use Maths every day. Your child will find that many jobs require an understanding of mathematical concepts and college places depend on good results. Most subjects use ideas encountered in Maths.



Course Description

It is a core subject and it is therefore compulsory and is studied throughout Key Stages 1 - 4.

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

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

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

- Number and algebra - this includes numbers and the number system, calculations, ways of problem solving and algebra.
- Shape and space - measure, shape and co-ordinates.
- Handling data - working out which questions can be answered by collecting data, processing it and working out what it tells us in answer to the original questions.
- Ratio and proportions-use scale factors, scale diagrams and maps express one quantity as a fraction of another, where the fraction is less than 1 and greater than 1
- Using and applying Mathematics - solving increasingly demanding problems, including problems that call for them to think through several steps.
- Introduction to Trigonometry

What will students learn?

- Numbers: Round numbers and measures to an appropriate degree of accuracy, use approximation through rounding to estimate answers and calculate possible resulting errors expressed using inequality notation $a < x \leq b$, appreciate the infinite nature of the sets of integers, real and rational numbers, standard form of numbers, Ratios, percentages and applications, Mixed fractions and operations
- Data Handling & Probability: Discrete and continuous data and representations, pictorial representations of data, scatter graphs, probability
- Algebra: solving linear, simultaneous and quadratic equations, straight line graphs
- Geometry: polygons and their areas, solids and volumes, Transformations, graphs of curves, Pythagoras' theorem, scale drawing

Assessments

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

Faculty: Science Leader: Princy Jackson

Science is a mandatory course in Year 9. Students receive 4 lessons a week (55 minutes each)

Course Description

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



What will students learn?

BIOLOGY:

Structure and function of living organisms: cells and organization, the skeletal and muscular systems, nutrition and digestion, gas exchange systems, reproduction, health. Material cycles and energy: photosynthesis, cellular respiration. Interactions and interdependencies: relationships in an ecosystem. Genetics and evolution: inheritance, chromosomes, DNA and genes.

PHYSICS:

Energy: calculation of fuel uses and costs in the domestic context, energy changes and transfers, changes in systems. Motion and forces: describing motion, forces, pressure in fluids, balanced forces, forces in motion. Waves: observed waves, sound waves, energy and waves, light waves. Electricity and electromagnetism: current electricity, static electricity, magnetism. Matter: physical changes, particle model, energy in matter, space physics.

CHEMISTRY:

The particulate nature of matter, atoms, elements and compounds, pure and impure substances, chemical reactions, energetics, the periodic table, materials, earth and atmosphere.

WORKING SCIENTIFICALLY:

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

Assessment

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

Faculty: Arts
Course: Art
Leader: Sanjana Saxena



Students broaden specified studio skills in the areas of drawing, painting, printmaking, and design. Emphasis is on the development of artistic skills in various media. Creative problem solving and experimentation continue, with an aim to begin development of personal style.

Course Description

The National Curriculum for Art and Design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

What will students learn?

Throughout Key Stage 3 (Year 7 - 9) students will be taught:

- To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- To use a range of techniques and media, including painting
- To increase their proficiency in the handling of different materials
- To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

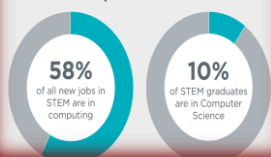
Assessment

Teacher observation, participation in class, sketchbook, and projects are used to assess students.

CAIE Computer Science IGCSE SYLLABUS 0478



The "STEM" problem is in computer science



Course Outline

Computer science is the study of the foundational principles and practices of computation and computational thinking and their application in the design and development of computer systems.

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

Assessment Summary

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

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

Post 16, University Pathways and Careers

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

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



EDEXCEL French GCSE SYLLABUS 1FR0 9-1 Grading scale



Course Outline

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

Assessment Summary

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

Post 16, University Pathways and Careers

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



CAIE Information And Communication Technology IGCSE SYLLABUS 0417

Course Outline

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



Assessment Summary

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

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

Post 16, University Pathways and Careers

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

CAIE Sociology IGCSE SYLLABUS 0490



SOCIOLOGY THE SCIENCE OF SOCIETY

TAKE A CLOSER LOOK AT SOCIETY

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

DEVELOP

GLOBAL OUTLOOK AND CROSS CULTURAL UNDERSTANDING

LEADERSHIP, CRITICAL THINKING, RESEARCH SKILLS

COMMUNICATION, CONFIDENCE, INTELLECTUAL SKILLS

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

Professor Gary Crawford, University of Salford

Course Outline

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

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

Assessment Summary

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

Post 16, University Pathways and Careers

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

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

CAIE Business Studies IGCSE SYLLABUS 0450



Course Outline

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

Assessment Summary

Two written examinations

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

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

Post 16, University Pathways and Careers

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

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

Faculty: Physical Education

Leader: Pechetti Sri Vani

A high-quality Physical Education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness



Course Outline

The National Curriculum for PE aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active life

What will students learn?

Throughout Key Stage 3 (Year 7 - 9) students will be taught to:

- use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, basketball, badminton, cricket, football, netball, rounder's, and tennis]
- develop their technique and improve their performance in other competitive sports [for example, athletics, swimming, basketball, cricket, badminton, football, Netball, Rounder's and volleyball]
- take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
- take part in competitive sports and activities outside school through community links or sports clubs.

Assessment Summary

The course is designed to test students' understanding of the material using a variety of assessment methods including skill performance tests and peer-assessments, self-assessments and group assessments in addition to daily points allotted for attendance and participation.

Faculty: Moral Education

Leader: Nishrin Gilitwala

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

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	
Morality in the context of communication	Valuing diversity	The growth of consultative governance in the UAE	Morality in the context of states	Dealing with conflict

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)
- Projects and Presentations
- Formative assessments (Class discussions and activities)

Faculty: Social Sciences

Leader: Jyothi Nambiar

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



Course Outline

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

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

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

What will students learn?

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

The topics are:

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

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

Assessment Summary

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

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

Student assessment will include both formal and informal assessment



ASSESSMENT

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

Types of Assessment

Assessment for / of Learning / as Learning:

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

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

- Internal School Examinations

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

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



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.

II. External Assessments at CIS

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

The Cognitive Abilities Test (CAT4):

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

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

Progress Tests (PT)

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

Year 9

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

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



PASS Survey Report

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

Assessment Cycle in the Calendar

Proposed dates 2021-2022

The school calendar will publish the summative assessment dates

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

Report Release Dates:

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



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