

# Cambridge International School Dubai



*Your Choice at Thirteen Plus*

## Year 11 Curriculum Handbook 2025-2026

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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 2800 students from around 80 nationalities attending its current campus in Al Twar.

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 Years 10-11 (Key Stage 4) a wide range of courses are offered to prepare students for higher and further education, training and employment. We expect all students to select a balanced range of subjects and encourage students to continue through to Post-16. This will equip them to make choices from a wide range of universities and education providers, as well as preparing them for future employment.

A large percentage of our students who move on to Post-16 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.

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.

# Letter to Parents

Dear Parents and Guardians,

Year 10 (Key Stage 4) marks the beginning of the IGCSE examination courses that will be examined at the end of Year 11. Decisions now need to be made about the most appropriate courses to be studied for individuals.

In choosing subjects, students should think carefully about the following points:

- What do I enjoy?
- What am I good at?
- What do I need for future A-Level choices?
- Do I have a balance of subjects?

Please read this Year 10 Curriculum Booklet. If you have any questions please do not hesitate to contact the relevant Faculty Leader, Head of Year or our Career Counsellor.

## **The KS4 Curriculum**

All students must study the following subjects:

- Arabic (mandatory for Arabs and non- Arabs)
- Islamic Studies (for Muslims) &
- Global Perspectives/Global Futures (Non- Muslims)
- Atleast one Science subject (Biology, Chemistry, Physics)
- English Language
- Mathematics
- UAE Moral Social Cultural Studies
- Physical Education
- 5 other subjects including the Science subjects.

**All options selected are preferences and subject confirmation is dependent on course numbers, teacher recommendations and CAT4 scores.**

Feel free to approach the Faculty Leader or Head of Year for any further clarification.

Yours sincerely,

Ms. Lourdina Franco  
Vice Principal



**Subject: Ministry of Education legislation which will affect schools offering UK curriculum**

There has been a recent change of legislation by the Ministry of Education (MOE), which will improve Arabic and Islamic Studies provision for British school curriculum students but will also have an impact for those pupils who wish to leave Secondary Education in Year 12 and require an MOE High School Equivalency Certificate.

The background is that, as you will probably know, the British system operates in a different grading system to the IB, MOE and American counterparts in terms of naming the various age stages of learning. So, for example, a six-to seven-year-old entering Year 2 in a British school would be at Grade 1 level in a non-British institution and a 16 to 17-year-old entering Year 12 would be at Grade 11 in an American, MOE or IB school.

In order to align the MOE has decided to remedy the situation by aligning Years and Grades in all schools based in the UAE and some Emirates have done this before others (Abu Dhabi and Sharjah). From **2022-23**, all British curriculum students will have to complete Year 13 before leaving Secondary Education as a result of the MOE Resolution No. (883) of 2019 which we shared with you previously and during the Options Evening.

Year 12 students from British schools (i.e. aged 16-17) can still leave school at this age, but they will not obtain the Equivalency Certificate. This may impact their ability to go into further education, particularly here in the UAE or other regional institutions such as in Egypt. This will depend on the requirements of the various universities. As well as the duration of national services.

We appreciate these new changes to the system are somewhat challenging and so our schools will also offer more explanation as necessary should you wish to discuss further the implications for your child.

Rest assured, the school will support you fully in securing the best possible outcome for your child.

Kind regards,

**Lourdina Franco**  
**Vice Principal & Head of Secondary**

# High School Equivalency Requirements

1. For Private Schools that apply the **British educational system**, the following requirements must be met to equalize the high school certificate to the Ministry's secondary school certificate (without defining any track)
  - a. Apply the general conditions stipulated in Article 4 of this Resolution.
  - b. The student must complete the 12th grade (Year 13) or equivalent.
  - c. The student must pass 5 GCSE or IGCSE courses with grades: (A \*, A, B, C, D) or (3 to 9). These 5 courses must include:
    - Mathematics
    - One of the science subjects (Physics, Chemistry, Biology)
    - One of the following two English subjects: either English Language or English literature.
  - d. Students must pass two (2) subjects in GCE Advanced Level in one of the success grade scales: (A \*, A, B, C, D) or equivalent grades.
  - e. Islamic Education and Arabic Language are not counted in both levels but are mandatory for Muslims and Arabs
  - f. Subjects studied should be chosen from the list defined by the relevant Ministry regulations.

## High School Equivalency Requirements Based on Ministerial Decree 199 in 2019

Approved Courses in the British Curriculum (IGCSE and GCSE)							
الرياضيات و تكنولوجيا المعلومات و الاتصالات	علوم الكمبيوتر	Computer Science	Mathematics and ICT	فنون ولغات	الفن و التصميم: التصميم الجرافيكى	Art and Design: Graphic Design	Arts & Language
	الرياضيات	Mathematics			الأدب العالمى	World Literature	
	الرياضيات (متقدم)	Further Mathematics			الأدب (إنجليزي / أمريكي)	Literature (English) (US)	
	الرياضيات البحتة	Pure Mathematics			الأدب باللغة الإنجليزية	Literature in English	
علوم	الزراعة	Agriculture	Sciences	العلوم الإنسانية	الإنجليزية كلغة ثانية	English as a Second Language	English
	التغذية و الصحة	Food and Nutrition			الإنجليزية كلغة أولى	First Language English	
	فيزياء	Physics			تاريخ	History	
	احياء	Biology			جغرافيا	Geography	
	علوم مشتركة	Combined Sciences			الإسبانية	Spanish	
	علوم متممة (مزدوجة)	Co-ordinated Sciences (Double)			الفرنسية	French	
	كيمياء	Chemistry			البرتغالية	Portuguese	
العلوم الاجتماعية	دراسات الأعمال	Business Studies	Social Sciences	لغات	الألمانية	German	Languages
	تجاره	Commerce			اليابانية	Japanese	
	محاسبة	Accounting			الصينية	Chinese	
	اقتصاد	Economics			تكنولوجيا المعلومات و الاتصالات	ICT	
	علم نفس	Psychology			التصميم و التكنولوجيا	Design and Technology	
	علم الاجتماع	Sociology			الرياضيات و تكنولوجيا المعلومات و الاتصالات	Mathematics and ICT	

## Year 11 -Option List of Options 2025-2026

**Mandatory Subjects: English, Mathematics (CIE or Edexcel Higher, Foundation), Moral Social Cultural Studies, Physical Education, Islamic Studies (only Muslims), Global Perspectives/ Global Futures (Non- Muslims) and Arabic**

**Option 1: Students complete the course and appear for the IGCSE examination in May/ June 2025.**

Option 1	Option 2	Option 3	Option 4	Option 5
Business	Physics	Chemistry	Biology	Computer Science
Sociology	Biology	ICT	Chemistry	Physics
ICT	Business (CIE)	Travel & Tourism	Economics	Psychology
Computer Science	Business (Edexcel)	Economics	Art	Business
French	Psychology	Environmental M	Accounting	Accounting
		Physical Education		English Literature

At least **one Science subject (Chemistry, Biology, Physics)** must be chosen to fulfil the MOE Equivalency requirement.

Please select your first and second preference. You may only select one from each Option block:

	Option 1 (currently studying in Year 10)	Option 2	Option 3	Option 4	Option 5
First Preference					
Second Preference					

**All options selected are preferences and subject confirmation is dependent on course numbers, teacher recommendations and CAT4 scores. If we are unable to offer the 1<sup>st</sup> preference, we will consider the second preference in that particular option block**

I, (student name) \_\_\_\_\_ in class \_\_\_\_\_ confirm my preferred choices

and recognise that these may be amended after consultation.

Signed \_\_\_\_\_ Date \_\_\_\_\_

Countersigned (Parent) \_\_\_\_\_

# 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 good to do?

\_\_\_\_\_

\_\_\_\_\_

What will the Post 16 requirements/needs be?

\_\_\_\_\_

\_\_\_\_\_

What levels do I need to access these courses and what am I predicted to achieve?

Subject						
Level						
CAT4 Prediction						
What I need to achieve						

## Positive Education and Curriculum for Life

Cambridge International School recognises the importance of Martin Seligman's Positive Psychology approach and introduced the **Positive Education Enhanced Curriculum (PEEC)** in January 2021. It is a whole school, proactive approach that endeavors to provide students with skills and knowledge for when difficulties arise. At all times, we strive to adopt a strength-based approach; the idea of having a language about what is right within our community. We encourage students to learn from their mistakes, to evaluate if it is increasing the wellbeing of students and giving them the resilience and the ability to successfully cope and manage with life's challenges.

PEEC is an evidence-based approach, that is continually evolving as we tailor it to our curriculum and the needs of students at CIS. This year, we have introduced a **NEW** Curriculum for Life across the whole school. The Curriculum for Life comprises of explicit PEEC lessons that link to the six domains (Positive Engagement, Positive Accomplishment, Positive Purpose, Positive Emotions, Positive Relationships and Positive Health) and bespoke sessions on financial literacy, future careers and sustainability development goals.

The amount of time spent teaching Wellbeing differs across departments and year groups and is reviewed annually.

In our Curriculum, we have timetabled 40 minutes of this session called Curriculum for Life. Though we do run other pastoral programs- Moral Ed, House Assemblies, House families or even the Head of Year (HoY) Assembly, this program will be taught by the Learning Manager (LM).

At Cambridge International School, we are committed to promoting positive mental health and emotional wellbeing to all students, their families and members of staff and governors. Wellbeing is at the heart of everything that we do! Our open culture allows students' voices to be heard and by using effective policies and procedures we ensure a safe and supportive environment for all. It is our mission to create students who are emotionally resilient, flexible and inspired to reach their full potential.

Studies have shown that where students have access to Positive Education, their performance has remained high – meeting the criteria of HPL, where everyone is a high performer!

It is important that the relationship and rapport that a teacher has with their students is the best Positive Education tool available and that is why it is important for teachers and students to align and work in collaboration for the wellbeing of both.

The curriculum provides opportunities for our teachers and parents in our community to learn the principles of Positive Education. We endeavor to role model and live according to these principles. We will be explicitly and implicitly teaching the related topics of wellbeing. We endeavor to embed these principles in our whole school practices and policies.

## Wellbeing Vision and Mission

Wellbeing is at the heart of everything that we do!



Cambridge International School  
DUBAI

### Vision

At CIS, our vision is for all students to flourish in a safe and nurturing environment, where we uphold our core values of respect, empathy, honesty, responsibility and perseverance.

### Mission

We strive to create an inclusive community that empowers all students to be high performance learners, through the promotion of wellbeing and positive mental health.





CIS curriculum empowers our learners to aim high. As an accredited High Performance Learning school and on a journey to becoming World Class School, we develop an evidence-based set of HPL values and attributes. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and concepts that they need in order to lead fulfilling lives and become lifelong learners.

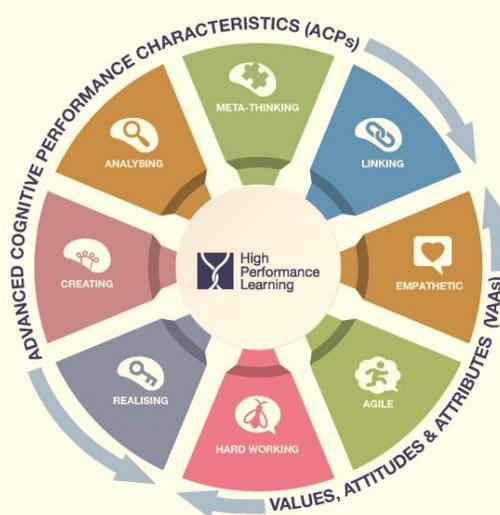
High Performance Learning is a research-based, pedagogy-led philosophy that responds to our growing understanding of human capability. It normalises high performance for all students and uses a unique teaching and learning framework to systematically develop the cognitive skills, values, attitudes, and attributes needed for lifetime success.

As part of the CIS curriculum for all learners, the concept of enhancing learning and life skills, as well as knowledge, is seen as a key priority. HPL identifies key characteristics and attributes that prepare young people to succeed in learning and in life and categorises these into Cognitive Performance characteristics (ACPs) and Values, Attitudes, Attributes (VAAs).



### Advanced Cognitive Performance characteristics (ACPs)

- **Meta-Thinking:** Reflecting on their own thinking, knowingly using a wide range of thinking approaches, and transferring knowledge from one circumstance to another.
- **Self-regulation:** The ability to monitor, evaluate and self-correct; Big picture thinking; Working with big ideas and holistic concepts.
- **Linking:** Use connections from past experiences to seek possible generalisations and assist conclusions.
- **Analysis:** Critical or logical thinking; the ability to deduct, hypothesise and reason; Complex and multi-step problem solving; The ability to break down a task, decide on a suitable approach and then act.
- **Creating:** Intellectual playfulness; The ability to abandon one idea for another or generate multiple solutions.
- **Realising:** The ability to use some skills with such ease as they no longer require active thinking.



### Values, Attitudes and Attributes (VAAs)

- **Empathetic:** Collaborative Seeking out opportunities to receive responses to work, to present their own ideas to others clearly and concisely and to listen to and act upon the views of others.
- **Agile Thinking:** Enquiring; Being curious, proactive and thinking independently Creative and enterprising; open-minded and flexible in thought processes.
- **Hard-working:** Resilience; Overcoming setbacks and remaining confident, focused, flexible and optimistic; Perseverance; Being able to keep going, to face obstacles and difficulties but never give up.

## CIE Accounting IGCSE SYLLABUS 0452



### Course Outline

Accounting is the language of business. It is the study of the processes involved in translating financial transaction data into information used to assist decision-makers to make relevant, accurate and timely decisions. The course covers the concepts of accounting, the use of journals and ledger accounts, and the preparation and analysis of financial statements.

Students focus on the skills of recording, reporting, presenting and interpreting financial information. It forms an ideal foundation for further study and for a future career within the profession.

### Assessment Summary

Two written examinations

**Paper 1 Multiple Choice** One hour 15 minutes  
30% of marks (35 marks)

**Paper 2 Structured Written Paper** One hour 45 minutes  
70% of marks (100 marks)

### Post 16, University Pathways and Careers

IGCSE Accounting provides a foundation for further studies in Management Accounting, Financial Accounting, Chartered Accounting and other business-related subjects. Students have gone on to work in the areas of professional accountancy, investment banking, investment analysis, management consultancy and financial management.

## CIE Art and Design IGCSE SYLLABUS 0400

### Course Outline

Cambridge IGCSE Art & Design has been designed to offer a broad choice of media and approaches so that candidates can produce a personal response and schools can play to their strengths in terms of staff expertise and interests. The broad areas of study are: Painting and related media, print making, three-dimensional design, photography, digital and lens-based media, graphic communication, textiles and fashion.

*Candidates can respond to either component using any of the media above*

The syllabus helps equip learners with lifelong skills including:

- Confidence and enthusiasm as they develop technical skills in two- and/or three-dimensional form and composition
- The ability to identify and solve problems in visual and tactile forms
- The ability to develop ideas from initial attempts to outcomes.



### Assessment Summary

#### **Component 1** Coursework 50% -100 marks

Candidates research, develop and realise a project from one area of study in the subject content from a theme set by the teacher.

There are two parts to the coursework:

- a portfolio and
- a final outcome

#### **Externally Assessed**

#### **Component 2:** (8 hours) Externally Set Assignment (50%)- 100 marks

Candidates respond to one starting point set by Cambridge International. Candidates may produce work from the same area of study as Component 1, but they do not have to.

There are two parts to the assignment:

- supporting studies and
- a final outcome, produced during a supervised test of 8 hours' total duration. Externally assessed

### Post 16, University Pathways and Careers

Below are a few careers to guide you:

**Writing/Analytical:** Art Curriculum Writer - Art Historian - Art Critic - Arts Administrator - Arts & Cultural Planner - Website Owner/Blogger

**Spatial Design:** Architect - Landscape Architect - Urban Designer/Town Planner - Playground/Theme Park/ Sports Arena/Golf Course Designer

**Arranging/Display:** Food Stylist - Floral Arranger - Display & Exhibition Planner - Art/Design/Colour Consultant - Gallery Owner/Assistant

**Organisation/People Management:** Art School Director - Primary/Elementary Teacher - Middle/High School Art Teacher - University Lecturer/Professor - Private Art Instructor - Art Therapist - Art Dealer

**Photography:** Advertising Photographer - Fashion Photographer - Photo Journalist - Food Photographer - Portrait Photographer

**Graphic Designer:** Advertising Director - Logo/Brand Designer - Advertisement Designer - Sign Writer - Magazine Layout Designer -

**Fine Art:** Airbrush Artist/Spray Painter - Architectural Illustrator - Book Illustrator - Graphic Illustrator –

**Fashion Textiles:** Fibre Artist - Accessory Designer (Shoes/Bags/Hats) - Dressmaker - Embroiderer - Fashion Consultant - Fashion Designer / Sports **Costume Designer** - Quilt/Rug/Linen Designer - Fabric/Textile

**CIE Biology: 0610**  
**CIE Chemistry: 0620**  
**CIE Physics: 0625**

**Course outline**

For the IGCSE course, students must choose Physics and either Chemistry or Biology or both. Teaching of each IGCSE Science subject route ensures that scientific enquiry is taught through context to satisfy knowledge, skills and understanding.

All skills, concepts and background knowledge that students would need will be covered in years 7, 8 and 9. IGCSE Science involves studying concepts in more detail therefore requires a greater understanding of topics and application of knowledge gained which needs to be complemented with analytical and experimental skills.



**Assessment Summary**

At the end of two years study, students will sit the IGCSE exam as Core or Extended doing **three** papers for each.

Paper No.	Paper Title	Content Assessed	Duration	Weighting
1	Multiple Choice (Core)	Core only	45 minutes	30 %
2	Multiple Choice (Extended)	Core and Supplement	45 minutes	30 %
3	Theory (Core)	Core only	1 hour 15 minutes	50 %
4	Theory (Extended)	Core and Supplement	1 hour 15 minutes	50 %
6	Alternative to Practical Test	Core and Supplement	1 hour	20 %

Candidates following the Core curriculum should take paper 1, paper 3 and paper 6. Grades C – G will be available to these candidates. Candidates following the extended curriculum should take paper 2, paper 4 and paper 6. The full range of Grades A\* - G will be available to these candidates.

**Post 16, University Pathways and Careers**

The list is endless for careers as well as the job opportunities after taking Science subjects for IGCSE. It gives you a head start and easier beginning to studying Science at A level or its equivalents.

<b>Careers using BIOLOGY</b>
Biology Teacher, Biochemist, Genetic Engineer, Dietician, Doctor, Ecologist, Health Officer, Medical Lab Technician, Marine Biologist, Microbiologist
<b>Careers using CHEMISTRY</b>
Chemistry Teacher, Biotechnologist, Chemical Engineer, Pharmacist, Crime Officer, Forensic Scientist, Material Scientist, Metallurgist, Research Scientist, Chemical Plant Operator
<b>Careers using PHYSICS</b>
Physics Teacher, Aeronautical Engineer, Astronomer, Cyberneticist, Surveyor, Meteorologist, Flight Manager, Engineer, Biophysicist, Nuclear Scientist

# CIE 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

### Paper 1 Short Answer and Data Response

Written paper, 1 hour 30 minutes, 80 marks.

### Paper 2 Case Study

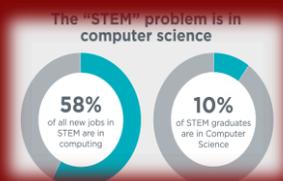
Written paper, 1 hour 30 minutes, 80 marks.

## 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.

# CIE Computer Science IGCSE SYLLABUS 0478



## Course Outline

Cambridge IGCSE Computer Science provides an ideal foundation in computer science. Learners gain confidence in computational thinking and programming, an appreciation of automated and emerging technologies and the benefits of their use. They develop an understanding of the main principles of problem-solving by creating computer-based solutions using algorithms and a high-level programming language. Learners also develop a range of technical skills including the ability to test effectively and to evaluate solutions. The aims are to enable students to develop:

- computational thinking skills
- an understanding of the main principles of solving problems using computers
- the skills necessary to solve computer-based problems using a high-level programming language
- an understanding of the component parts of computer systems and how they interrelate
- an understanding of the internet as a means of communication and its associated risks
- an understanding of the development and use of automated and emerging technologies.

## Assessment Summary

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

Paper 1 - Computer Systems	Paper 2 – Problem Solving and Programming
1hour 45 minutes duration	1hour 45 minutes duration
50% - weightage 75 marks - Short-answer and structured questions Questions will be based on Topics 1–6 of the subject content.	50%- weightage This written paper contains short-answer and structured questions and a scenario-based question. Questions will be based on Topics 7–10 of the subject content

## 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.

## CIE Economics IGCSE SYLLABUS 0455



### Course Outline

Economic events and economic choices affect everybody and every day of their lives. The study of Economics will help students understand these events and participate effectively in today's world. 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. They 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.

### Assessment Summary

Two written examinations

**Paper 1 Multiple Choice** 45 minutes

30% of the marks (30 marks)

**Paper 2 Structured Questions** Two hours and 15 minutes

70% of the marks (90 marks)

### Post 16, University Pathways and Careers

AS Level and A-Level Economics, B.A./B.Sc. Honours – Economics, B.A Honors – Finance, MBA Finance and Marketing, Bachelor of Business Administration, Computer Information Systems.

Students go on to pursue careers in the financial sector, for example in banking and financial services, analytical and trading fields, take up positions as economic or management consultants, engage in entrepreneurial activity, or pursue careers in Marketing or Law.

# Edexcel International GCSE Business SYLLABUS 4BS1



## Course Outline

Edexcel International GCSE in Business 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

<b>Paper 1: Investigating small businesses</b>	<b>*Paper code 4BS1/01</b>
<b>Content summary</b> The question scenarios are based on a small business – up to 49 employees.	50% of the total International GCSE
<b>Assessment</b> Examination of 1 hour and 30 minutes, consisting of four compulsory questions, each worth 20 marks Total of 80 marks in Paper 1. The sub-questions are a mixture of multiple-choice, short-answer, data-response, and open-ended questions.	
<b>Paper 2: Investigating large businesses</b>	<b>*Paper code 4BS1/02</b>
<b>Content summary</b> This paper will draw on topics taken from the whole of the subject content. The question scenarios are based on a large business – more than 250 employees.	50% of the total International GCSE
<b>Assessment</b> Examination of 1 hour and 30 minutes, consisting of four compulsory questions, each worth 20 marks Total of 80 marks in Paper 2. The sub-questions are a mixture of multiple-choice, short-answer, data-response, and open-ended questions.	

## Post 16, University Pathways and Careers

Edexcel International GCSE in Business 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 and general management.

# CIE Environmental Management IGCSE SYLLABUS 0680



## Course Outline

Cambridge IGCSE Environmental Management is a challenging and interesting subject concerned with sustainable development in a world where the security of resources and life-sustaining systems is endangered by human impact.

The syllabus draws upon disciplines such as Biology, Earth Science, Geography, Economics and Anthropology. The course is structured in such a way that it starts with the interdependence of the Earth's natural systems and how people use natural resources, and moves on to examine the impact of development on the environment. Issues such as environmental pollution and resource depletion are examined to discuss, plan and implement environmental sustainability.

## Assessment Summary

<b>Paper 1 (Theory)</b> <b>1 hour 45 minutes</b>	<b>Paper 2 (Management in context)</b> <b>1 hour 45 minutes</b>
<b>Section A:</b> short and structured questions – 20 marks <b>Section B:</b> short-answer and extended response questions based on source material – 60 marks	Short, and extended response questions based on source material
Total: 80 marks 50% of total assessment	Total 80 marks: 50% of total assessment

## Post 16, University Pathways and Careers

Environmental Management equip the individuals to work with decision-makers, governments, and large businesses, making a practical contribution towards solving environmental problems. Environmental Management graduates work with Ecology, Energy Management, Health and safety, Quality management, Quarry Management, Recycling, Waste management, Air Quality Monitoring, Emergency Response, Environmental Science and consultancy, Environmental Compliance, Environmental Education, Policy and Regulation Development.

Environmental Management is a corporate social responsibility and every organization has a competent person in charge of that responsibility.

## CIE Literature in English IGCSE SYLLABUS 0475

IGCSE Cambridge Literature (English) offers learners the opportunity to read, interpret, evaluate and respond to a range of literature in English. The range includes drama, prose and poetry from the works of Shakespeare to contemporary literature. This course enables learners to deepen their understanding and appreciation of the ways in which writers use English to express meaning and achieve effects. Cambridge IGCSE Literature (English) will stimulate learners to read for pleasure, to explore wider and universal issues, promoting a better understanding of themselves and the world.



### Course Outline

The aims are to develop learners who:

- enjoy the experience of reading literature
- understand and respond to literary texts in different forms and from different periods and cultures
- communicate an informed personal response appropriately and effectively
- appreciate different ways in which writers achieve their effects
- experience literature's contribution to aesthetic, imaginative and intellectual growth
- explore the contribution of literature to an understanding of areas of human concern.

### Assessment Summary

Assessment Objective	Component 1 Poetry & Prose	Component 2 Drama	Weighting
AO1	25%	25%	25%
AO2	25%	25%	25%
AO3	25%	25%	25%
AO4	25%	25%	25%

### Post 16, University Pathways and Careers

Universities and employers accept Cambridge IGCSE Literature (English) as proof of knowledge and understanding of Literature in English.

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

The skills you develop through the study of English Literature (effective written and verbal communication, time-management, organisational skills, teamwork, 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. Academic careers are also popular choices.

# CIE First Language English IGCSE SYLLABUS 0500



## Course Outline

The aims are to enable students to:

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

## Assessment Summary

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

## Post 16, University Pathways and Careers

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

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

## Pearson Edexcel International GCSE in English as a Second Language (4ES1) 9-1 Grading Scale



### Course Outline

The aims and objectives of this qualification are to enable students to develop:

- an understanding of a wide variety of complex reading texts, recognising implicit meaning and adapting own style and speed of reading to different texts and purposes.
- an understanding of standard spoken language, whether live or broadcast, on both unfamiliar and familiar topics normally encountered in personal, social, academic or vocational contexts.
- the ability to write clear, well-structured texts using an appropriate style, highlighting relevant salient issues, expanding and supporting points of view with supporting arguments (where relevant) and showing controlled use of organisational patterns, connectors and cohesive devices the ability to express themselves fluently, spontaneously and appropriately in a range of speaking contexts with little obvious searching for expressions or use of avoidance strategies.
- an understanding of the nature of language in different cultural contexts in order to build up competence in communication.

### Assessment Summary

International GCSE	
Paper 1: Reading and Writing 4ES1/01	66 2/3 % of the total
Paper 2: Listening 4ES1/02	33 1/3 % of the total

### Post 16, University Pathways and Careers

Universities and employers accept GCSE in English as a Second Language as proof of knowledge and understanding of English for further study or employment, either in English-speaking countries or where English is used as the main medium of communication for business and commerce.

# Global Futures Singularity University



## Course Outline

The Global Futures Curriculum (GFC) provides students with the insight, conceptual framework and tools to understand, and succeed in, a rapidly changing society.

More specifically, it provides students with:

- Deep intellectual insight into a range of exponential technologies (e.g. Artificial Intelligence, Digital Biology, Robotics, etc.)
- Conceptual frameworks for discussing both the positive and potentially negative implications of these technologies from an ethical perspective, for society as a whole and for them as individuals.
- A “tool kit”, centred around design, future forecasting and critical thinking approaches that will help students to make more informed career and life decisions in an era of exponential change.
- An appreciation of the extent to which both technically and non-technically minded students can leverage exponential technologies and thinking in addressing some of society’s greatest challenges.

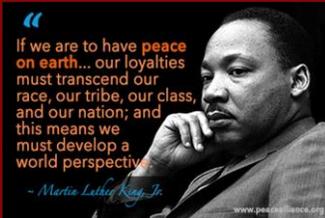
## Assessment Summary

Assessment in Global Futures is based on student’s development of skills within the curriculum. There will be a range of assessments that occur including but not limited to formal written assessments, presentations in groups and independently, peer to peer assessment on contribution and performance. Students will be assessed on their ability to think outside the box, their ability to apply new ideas to Global Challenges, their ability to bring in aspects of other subjects to aid their thinking process. Global Futures is very much about preparing the students for the future and enable them to be successful. Singularity University are also accrediting this course and certification will be provided by the university along with the opportunity for the best ideas to be developed through the university.

## Post 16, University Pathways and Careers

By studying Global Future, you will gain a comprehensive and flexible qualification that will equip you to take up career paths that include entering into Entrepreneurship, Science related careers, IT based careers, Politics, Law, Environmental based careers among many others. This course is incredibly flexible.

# CIE Global Perspectives IGCSE SYLLABUS 0457



## Course Outline

Cambridge IGCSE Global Perspectives provides opportunities for enquiry into, and reflection on, key global issues from a personal, local/national and global perspective. Young people globally 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. Students will have opportunities to acquire and apply a range of skills, including gathering, synthesising and communicating information, collaborating with others to achieve a common outcome, analysing and evaluating planning, processes and outcomes, developing and justifying a line of reasoning, students will explore stimulating topics that have global significance. They will assess information critically and explore lines of reasoning. They will learn to collaborate with others from another culture, community or country, directing much of their own learning and developing an independence of thought.

## Assessment Summary

Component 1 Written Examination	Component 2 Individual Report	Component 3 Team Project
Written examination consisting of four compulsory questions, based on a range of sources provided with the question paper. Sources will present an issue of global significance from a range of different perspectives – personal, local and/or national, global – and will be on a topic from the topic list. Externally assessed	Candidates research a significant global issue of their choice from the topic list. They research a range of different perspectives – local and/or national and global – on the global issue and reflect on their own personal perspective. Candidates devise their own title and write a report. The report must be 1500–2000 words and be written in continuous text. Internally set and externally marked	Candidates work in teams to choose from the topic list and identify a local issue. They devise and develop a collaborative project on an aspect of the issue considered from a range of perspectives. The Team Project has two elements. <b>Team Element</b> (25 marks) Each team produces one <b>Explanation of Research and Planning</b> and one <b>Evidence of Action</b> . The Explanation of Research and Planning must be 300–400 words. <b>Personal Element</b> (45 marks) Each candidate writes a Reflective Paper on their research, their contribution to the Team Element and their personal learning. The Reflective Paper must be 750–1000 words. Internally assessed and externally moderated
Total: 70 marks 35% of total assessment	Total: 60marks 30% of total assessment	Total: 70 marks 35% of total assessment

## Post 16, University Pathways and Careers

By studying Global Perspectives, you will gain a comprehensive and flexible qualification that will equip you to take up career paths that include entering into International Relations, Trade, Foreign Affairs, Diplomacy, Politics, Local Government, Environmental Research and Planning and International Development.

## CIE 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 (CIE). The examination consists of two papers, the details of which can be found in the table below.

<b>Paper 1 Theory 40% 80 marks</b>	<b>Paper 2 Practical Document Production, Data Manipulation and Presentations 30% 70 marks</b>
<b>1 hour 30 minutes Examination</b>	<b>2 hours 15 minutes Examination</b>
Questions will be based on sections 1–21 of the subject content. All questions are compulsory Externally assessed	This test assesses the practical skills needed to use the applications covered in sections 17, 18 and 19 of the subject content Candidates must demonstrate the practical skills relevant to sections 11–16 All tasks are compulsory Externally assessed
<b>Paper 3 Practical Data Analysis and Website Authoring 30% (70 marks)</b>	
<b>2 hours 15 minutes Examination</b>	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.

## Edexcel International GCSE in Mathematics A (4MA1)

Edexcel International GCSE Mathematics Curriculum encompasses a comprehensive range of topics designed to equip students with foundational mathematical knowledge and problem-solving skills. It begins with fundamental arithmetic operations, including fractions, decimals and percentages and progresses to algebraic concepts such as equations, inequalities, and graphing functions. Geometry components such as equations, inequalities, and graphing functions. Geometry components cover properties of shape, measurements, and basic trigonometry. Students also delve into statistical analysis, learning to interpret data, calculate measures of central tendency and dispersion, and understand basic probability concepts. The curriculum emphasizes practical application through handling data and applied Mathematics encouraging students to apply mathematical reasoning to real-world scenarios. Overall, this syllabus aims to foster a solid understanding of mathematical principles and their relevance in various contexts, preparing students for further academic pursuits and practical problem-solving challenges.

### Course Outline

Years 10 to 11 (**Edexcel Higher**) will follow the Edexcel International GCSE (4MA1).

For more information about syllabus and examinations, you may visit.

<https://qualifications.pearson.com/content/dam/pdf/International%20GCSE/Mathematics%20A/2016/Specification%20and%20sample%20assessments/International-GCSE-in-Mathematics-Spec-A.pdf>

The International GCSE qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total subject mark where 9 is the highest grade. For Higher Tier grades 9–4 is available (grade 3 allowed). If you wish to study Mathematics further at AS and A Level, then you will need to achieve a point scale 8 or above.

### Assessment Summary

#### Edexcel International GCSE (4MA1) - A two-year programme

Students should be able to demonstrate problem-solving skills by translating problems in mathematical and non-mathematical contexts into a process or a series of mathematical processes. Questions will assume knowledge from the Foundation Tier leading to Higher Tier subject content.

#### International GCSE Higher curriculum

Point scale available 9-4 with 3 allowed

#### Paper 1H (2 hours)

100 Marks Weightage: 50%

Calculator paper

#### Paper 2H (2 hours)

100 Marks Weightage: 50%

Calculator paper

### Post 16, University Pathways and Careers

Candidates can study Mathematics Edexcel Higher syllabus where the available Point Scales are 9-4 with 3 allowed. If you wish to study Mathematics further at AS or A levels, then you will need to achieve a Point Scale 8/9 in this curriculum.

International GCSE Mathematics is a useful introduction to Edexcel IAL, AS and A-Level Mathematics. Mathematics is also a relevant qualification for many careers such as:

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

## Edexcel International GCSE in Mathematics A (4MA1)

Edexcel International GCSE Mathematics Curriculum encompasses a comprehensive range of topics designed to equip students with foundational mathematical knowledge and problem-solving skills. It begins with fundamental arithmetic operations, including fractions, decimals and percentages and progresses to algebraic concepts such as equations, inequalities, and graphing functions. Geometry components such as equations, inequalities, and graphing functions. Geometry components cover properties of shape, measurements, and basic trigonometry. Students also delve into statistical analysis, learning to interpret data, calculate measures of central tendency and dispersion, and understand basic probability concepts. The curriculum emphasizes practical application through handling data and applied Mathematics encouraging students to apply mathematical reasoning to real-world scenarios. Overall, this syllabus aims to foster a solid understanding of mathematical principles and their relevance in various contexts, preparing students for further academic pursuits and practical problem-solving challenges.

### Course Outline

Years 10 to 11 (**Edexcel Foundation**) will follow the Edexcel International GCSE (4MA1).

For more information about syllabus and examinations, you may visit.

<https://qualifications.pearson.com/content/dam/pdf/International%20GCSE/Mathematics%20A/2016/Specification%20and%20sample%20assessments/International-GCSE-in-Mathematics-Spec-A.pdf>

The International GCSE qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total subject mark where for Foundation Tier, 5 is the highest grade, (grades 5–1 is available). Students who have taken the International GCSE Mathematics Foundation Tier are typically ineligible to enroll in AS or A-Level Mathematics courses at CIS.

### Assessment Summary

#### Edexcel International GCSE (4MA1) - A two-year programme.

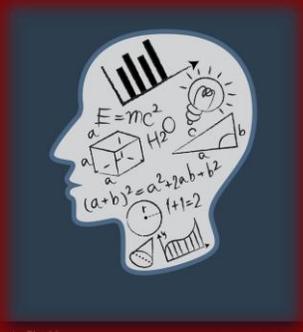
Students should be able to demonstrate problem-solving skills by translating problems in mathematical and non-mathematical contexts into a process or a series of mathematical processes. Questions will assume knowledge from the Foundation Tier subject content only. A Foundation Tier formulae sheet (*Appendix 4*) will be included in the written examinations.

International GCSE Foundation curriculum
Point scale available 5-1
<b>Paper 1F</b> (2 hours) 100 Marks Weightage: 50% Calculator paper
<b>Paper 2F</b> (2 hours) 100 Marks Weightage: 50% Calculator paper

### Post 16, University Pathways and Careers

Candidates can study Mathematics through the **Edexcel International GCSE Foundation syllabus**, which is assessed on a **5–1 grade scale**, with **Grade 5 being the highest**. This course is designed to build **strong fundamental skills** in mathematics, with a focus on developing **numeracy, logical thinking, and problem-solving abilities** that are essential for life and further education. It offers a supportive pathway for students who benefit from a more accessible level of mathematical challenge. While the Foundation Tier provides excellent preparation for a range of post-16 courses and career pathways, **students who complete the Foundation Tier are typically not eligible to enroll in AS or A-Level Mathematics courses at CIS**, as these require the extended content covered in the Higher Tier. However, students can still pursue a variety of rewarding academic and vocational options where mathematical understanding is valued, such as: Business and Finance, Information and Communication Technology (ICT), Health and Social Care, Economics, Environmental Science, Travel and Tourism, Creative Design and Technology.

## CIE Mathematics IGCSE SYLLABUS 0580



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

### Course Outline

Years 10 to 11 will follow the Cambridge IGCSE (0580).

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

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

### Assessment Summary

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

Extended candidates take Paper 2 and Paper 4. The questions are based on the extended subject content only.

IGCSE Extended curriculum
Grades available A* -E
<b>Paper 2 (Extended)</b> (2 hours) 100 Marks Weightage: 50% Structured and Unstructured questions Non -Calculator paper
<b>Paper 4(Extended)</b> (2 hours) 100 Marks Weightage: 50% Structured and Unstructured questions Calculator paper

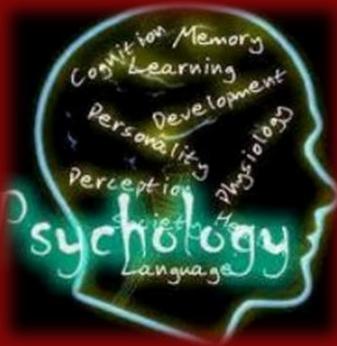
### Post 16, University Pathways and Careers

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

IGCSE Mathematics is a useful introduction to AS and A-Level Mathematics. Mathematics is also a relevant qualification for many careers such as:

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

**EDEXCEL  
Psychology  
GCSE SYLLABUS 1PS0  
9-1 grading scale**



A negative mind  
will never give you  
a positive life.



Be  
authentically  
yourself, and  
then you will  
know that you  
are special.

150

OSHO

**Course Outline**

Welcome to the fascinating world of human mind - Psychology — the science concerned with the power to investigate, explore and identify the behaviour of all living things. One of the earliest and most exciting adventure into mind, Psychologists follow scientific methods, using careful observation, experimentation and analysis. Students are encouraged to carry out practical work to develop a working understanding of how psychologists carry out research. Students learn **five** compulsory topics: Memory, Development, Psychological Problems, Social Influence and The Brain and Neuropsychology. They also study **two** optional topics from a list of 5: Language, Communication and Thought, Criminal Psychology, Perception, The Self and Sleep and Dreaming.

**Assessment Summary**

**Paper 1: 1PS0/01 Paper 2: 1PS0/02**

Paper	Duration	Marks	Weightage
Paper 1	1 hour 45 minutes	98	55%
Paper 2	1 hour 20 minutes	79	45%

**Post 16, University Pathways and Careers**

Psychology students generally report being pleased that what they studied in school has helped prepare them for both life and work. Psychology is a straightforward path towards career in becoming clinical Psychologist, Researcher, University Professor, Psychophysics Psychologist, Developmental Psychologist, Counseling Psychologist, Army and Air-force Psychologists, Child Psychologist, Cognitive Neuroscientist, Forensic Psychologist, Gerontologist, Geriatric Psychologist and many, many more such lucrative and high- profile careers.

**EDEXCEL  
GCSE PE SYLLABUS  
1PE0  
9-1 grading scale**

**Course Outline**

The GCSE in Physical Education will equip students with the knowledge, understanding, skills and values they need to be able to develop and maintain their performance in physical activities. Students will also gain understanding of how physical activities benefit health, fitness and wellbeing.

**Assessment Summary**

Components	Duration	Marks	Weightage
Fitness and Body Systems (*Component code: 1PE0/01)	1 hour 30 minutes	80	36%
Health and Performance (*Component code: 1PE0/02)	1 hour 15 minutes	60	24%
Practical Performance (*Component code: 1PE0/03)	Non-examined assessment: internally marked and externally moderated	105 marks (35 marks per activity)	30%
Personal Exercise Programme (PEP) (*Component code: 1PE0)	Non-examined assessment: internally marked and externally moderated	20	10%

**Unit 16, University Pathways and Careers**

SE Physical Education students can pursue the following options –  
 Level Physical Education (PE) - Offered at other schools, which focuses on deepening understanding of anatomy, physiology, biomechanics, and sports psychology. This route is suitable for students aiming to pursue university degrees in sports science or related fields.

- Sports Science – Focuses on physiology, biomechanics, nutrition, and performance analysis.
- Sports Psychology – Centres on mental health and support for athletes.
- Physiotherapy / Sports Therapy – Requires strong science grades and is ideal for those interested in injury recovery and rehabilitation.
- Physical Education Teaching – Prepares students to teach in international or local schools, with further options such as a PGCE or a Master's of Education.
- Sports Management – Combines business and sport, suitable for careers in clubs, academies, or event management.



## Physical Education (All Students)

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 Physical Education 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 4 (Year 10-11) students will be taught:

- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [For Example: Basketball, Cricket, Badminton, Football, Hockey, Netball, Rounders, and Tennis]
- Develop their technique and improve their performance in other competitive sports [For Example: Athletics, Basketball, Swimming, Badminton, Cricket, Football, Netball and Rounders]
- 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.

## UAE Moral Social Cultural Studies

According to the Ministry of Education ruling, it is compulsory that students study UAE Moral Social Cultural Studies. Students receive 2 lessons per week (min. 40 minutes)



### Course Description

The Moral Education Program prepares learners for the ever-rapid changes in social fabric, as well as the need to assess and track trends and changes in moral, community, civic and cultural aspects. It safeguards accomplishments in the formation of a unique local character, preserves national heritage and deters adverse behavior. The Social Studies for Non-Arabs Curriculum deepens learners' understanding of social, political and economic systems; improves their comprehension of movements in local and world history; enables them to analyze the relationships between humans and their natural environment, and facilitates the development of a strong appreciation of the importance of relating knowledge of past people, events and civilizations to present and future challenges.

### What will students learn?

The Moral Education and Social Studies today is an integrated curriculum, enhanced and comprehensive curriculum, which:

- Preserves the rationale, purpose and intended learning outcomes of both curricula
- Consists of a clearly structured framework
- Contains a well-planned and progressive scope and sequence of units
- Ensures comprehensive and efficient coverage of all learning outcomes

### The study 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

Civics- Rights and privileges of belonging to communities inside and outside of UAE. The factors that shape nations and governing structures both locally and globally.

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 the role of government in developing national and international economies.

UAE Culture, Heritage and Tolerance-Identify milestones of UAE national development and elements of its heritage. Explain the responsibilities and privileges of living in the UAE and demonstrate a sense of belonging to the UAE community

### Assessment

Assessment methods are both summative (Mid Term and Unit tests, Research Based tasks, and presentations) and formative (quizzes, discussions, role-plays, and other class activities)

**Pearson Edexcel  
Level 1/Level 2 GCSE  
(9-1) in Physical  
Education (1PE0)**



**Course Outline**

- Component 1: Fitness and Body Systems
- Component 2: Health and Performance
- Component 3: Practical Performance
- Component 4: Personal Exercise program (PEP)

**Assessment Summary**

<b>Students must:</b>		<b>% in GCSE</b>
<b>AO1</b>	Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport	25
<b>AO2</b>	Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport	20
<b>AO3</b>	Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport	15
<b>AO4</b>	<ul style="list-style-type: none"> <li>• Demonstrate and apply relevant skills and techniques in physical activity and sport</li> <li>• Analyse and evaluate performance</li> </ul>	40
<b>Total</b>		<b>100</b>

**Breakdown of Assessment Objectives**

Component	Assessment Objectives				Total %
	AO1 %	AO2 %	AO3%	AO4%	
Component 1: Fitness and Body Systems	15	12	9	0	36
Component 2: Health and Performance	10	8	6	0	24
Component 3: Practical	0	0	0	30	30
Component 4 Personal Exercise Programme (PEP)	0	0	0	10	10
<b>Total</b>	<b>25</b>	<b>20</b>	<b>15</b>	<b>40</b>	<b>100</b>

**Post 16, University Pathways and Careers:**

GCSE PE is a very diverse course that can help to develop students career pathway. GCSE PE can help develop a career in Physiotherapy & Medicine, Teaching and Sports Coaching, Leisure-Management, Armed forces/military service, Outdoor Adventures, Sports Science and Sports Journalism.

## Faculty: Islamic

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



### Course Description

Students receive 2 Islamic lessons a week (50 minutes each). We have two sections for each year group (Islamic for Arabs and Islamic for Non-Arabs)

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

Since the role model of Islam is the Prophet Muhammad (PBUH); students will extract the learned lessons from His biography and apply them in their life.

### What will students learn?

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

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

### Assessment

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

## التربية الإسلامية

قسم التربية الإسلامية  
رئيسة قسم التربية  
الإسلامية : 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 وسوف تكون المدة الزمنية للحصة خمسة وخمسون دقيقة، كما ينقسم الطلاب في المرحلة الدراسية إلى قسمين: قسم التربية الإسلامية للعرب وقسم التربية الإسلامية لغير العرب .

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

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

### منهج التربية الإسلامية للطلاب العرب

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

• الوعي الكامل لمفاهيم (الإسلام) و(الإيمان) عن طريق ممارسات دينية متوافقة مع الواقع .

• الوعي بكيفية تغلغل القضايا الروحية والأخلاقية مثل (الإحسان) في الخبرات الحياتية والتي تتعلق بحياة الطلاب الخاصة.

• احترام التقاليد الدينية والثقافية لدولة الإمارات العربية المتحدة والعالم أجمع.

• تطوير المهارات العقلية كالبحث و التفكير الناقد لتمكين الطلاب من اتخاذ قرارات مستنيرة وخيارات صحيحة. وفقاً لتعاليم الدين الإسلامي الصحيح .

التقييم :

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

## اللغة العربية للطلاب الناطقين

### بها

القسم : اللغة العربية  
للناطقين بها  
المعلم : صهيب طالب  
المنهج : منهج اللغة  
العربية للطلاب العرب  
التابع لوزارة التربية  
والتعليم .

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

وصف المنهج :

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

وذلك من خلال تكيف الطالب مع عدد ساعات لتعلم اللغة العربية ( 160 دقيقة ) في الأسبوع لطلاب الصف ( 11 ) 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 للبحث من خلال إعداد الأسئلة المناسبة المتعلقة بالبحث، وتطبيق إستراتيجيات البحث المتعددة للمادة المرجعية. ( سردية ) ينتج المتعلم نصوصة وإقناعية ووصفية ( ومعلوماتي ) كلمة لكل نص، 250 من ( ا في كتابته تقيده بمعايير مظهر النحو والإملاء، موظفا بعض الأساليب البلاغية.

• مهارة القراءة : يحلل بالتفصيل العلاقات بين الموضوعات الرئيسية المتعددة، والحكايات، ووجهات النظر المختلفة في نص معين. - يقرأ النص الأدبي قراءة معبرة منعمة. 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 خرى.

# 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 Research- based

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

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

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

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

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

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

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

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

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

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

### **Year 10**

Year 10 students will undertake both formative and summative assessments through the term and records of all subjects will be kept in Phoenix mark sheets tracking progress against a quantitative measure of attainment.

Assessments in Year 10 will be consistent with the IGCSE criteria. Assessments are 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.

### **External Examinations**

At the end of Year 10 (Summer 2025), students will sit for the external examination for the subject course started in Year 9 (Option 1). They will continue to study the remaining 6 IGCSEs courses started in Year 10 and will sit the external examinations in Year 11 (Summer 2026).

## 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.

## IGCSE/ GCSE/ AS & A Level:

Cambridge Assessment International Examinations (CIE), Pearson Edexcel and AQA are the world’s largest providers of international education programmes and qualifications for 5-19 years old. Universities, education providers and employers recognise these qualifications across the world. At CIS students in Year 10 embark on IGCSE/GCSE courses that include English Language, Mathematics, Sciences such as Physics, Chemistry, Biology, Humanities such as Sociology, Psychology, Environmental Management, Commerce subjects such as Accounting, Economics, Business, Travel & Tourism and Creative subjects such as Arts, Physical Education or Creative Media.

At 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 include internally and externally verified and assessed. The BTEC courses are currently under the MOE consideration.

## Assessment Cycle in the Calendar

### Proposed dates 2025-2026

- The school calendar will publish the summative assessment dates

Year	Internal Examinations/ Assessments													
	Baseline	CAT4	NGRT A	PASS 1	Pre-Mock	Term1	NGRT B	Mock	Term 2	NGRT C	PASS 2	Term3	IGCSE	Progress Test
10	Sept	Oct	Oct	Oct	Nov- Dec	Nov-Dec	Jan	Feb-March	March	April	April	May	May	June

### Report Release Dates:

Year Group	Dates	Report
Year 10	December	Term 1
Year 10	January	Pre-Mock (One IGCSE subject)
Year 10	April	Term 2 and Mock
Year 10	June	Final (Term 3)

CIS - Point Scale				
Marks	Indicator by colour	Point Scale	IGCSE Grade	Descriptor
91 -100		9	A*	Student demonstrates both breadth and depth of knowledge and understanding of the topic/curriculum standard. Originality and insight are consistently evident.
85 - 90		8	A*	
80 - 84		7	A	Student demonstrates extensive knowledge and understanding of the topic using them effectively in a wide range of contexts. Originality and insight are generally evident.
77 - 79		6+	B+	Student applies a wide range of technique to exhibit his/her understanding of the topic and use abstract knowledge in a range of contexts.
74 - 76		6	B	
71 - 73		6-	B-	Student is able to apply and use knowledge and understanding in unfamiliar contexts. Analysis, synthesis and evaluation are occasionally evident. He/ She meets the expected curriculum standards.
68 - 70		5+	C+	
65 - 67		5	C	
62 - 64		4	C-	Student understands and relates to the topic using appropriate terminology. He/She applies and uses knowledge and understanding in familiar contexts.
59 - 61		3	D	Student shows his/her developing knowledge and understanding of the topic. He/She begins to identify the different the ways in which the topic is represented and suggest answers relevant to the questions.
56 - 58		2+	D-	
53 - 55		2	E	
50 - 52		2-	E-	
40 - 49		1+	F	Student shows his/her emerging knowledge and understanding of the topic. He/She begins to recognise and respond to the questions with the help of prompts and suggestions.
30 - 39		1	F-	
20 - 29		1-	G	
0 - 19			U	Ungraded

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For further details on course content please speak to the relevant Faculty Leader or simply go online and research your courses for yourself.

CIE  
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