

Cambridge International School Dubai



Your Choice at Thirteen Plus

Year 10 Curriculum Handbook 2022-2023

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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 2700 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 and Combined Science)
- English Language
- Mathematics
- UAE Moral Social Curriculum
- Games (PE)
- 5 other 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.

The above mentioned, changes, will also affect students in the current academic year (**2021-22**) as the MOE will now not grant its High School Equivalency Certificate until all elements, including Arabic and Islamic studies, have been completed. This can only be achieved in Year 13.

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 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) or Combined Science Subject
 - 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.
 - 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 الجرافكي	Art and Design: Graphic Design	Arts & Language
	الرياضيات	Mathematics			الأدب العالمي	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 منسقة (مزدوجة)	Co-ordinated Sciences (Double)			الفرنسية	French	
العلوم الاجتماعية	كيمياء	Chemistry	Social Sciences	لغات	البرتغالية	Portuguese	Languages
	دراسات الأعمال	Business Studies			الألمانية	German	
	تجارة	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 10 -Option List of Options 2022-2023

Mandatory Subjects: English, Mathematics, Moral Social Curriculum, Physical Education, Islamic Studies (only Muslims), Global Perspectives/ Global Futures (Non- Muslims) and Arabic

Option 1: This subject is already selected in Year 9. Students will continue studying the subject and will sit the external IGCSE examination in Year 10 (May/ June 2024). New students have the option of self- studying the content covered in Year 9.

Option 1	Option 2	Option 3	Option 4	Option 5
Business	Physics	Chemistry	Biology	Combined Science
Sociology	Biology	ICT	Chemistry	Computer Science
ICT	Business	Travel & Tourism	Economics	Physics
Computing	Enterprise	Psychology	Art	Psychology
French	Geography	Economics	Environmental M	Business
	Drama	History	Accounting	Accounting
			Physical Education	English Literature

Atleast **one Science subject (Chemistry, Biology, Physics or Combined Science)** 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 9)	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 1st 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 Enhanced Curriculum (PEEC)

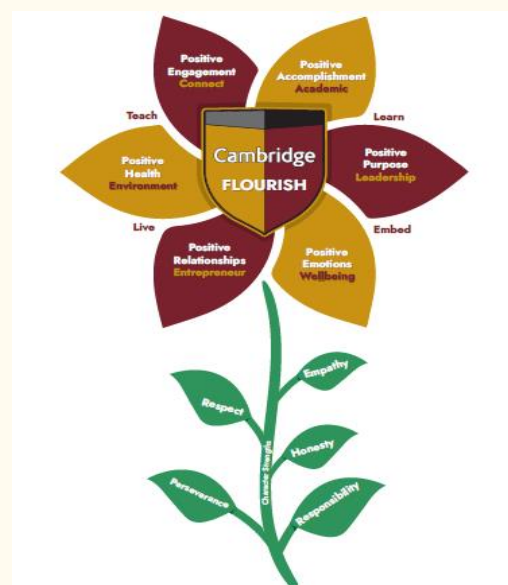
CIS has implemented across FS1 to Year 13 the model of Positive Education constructed by Geelong Grammar School Australia. It is vital that all teachers and students align to this model of Positive Education called PEEC- an acronym for Positive Education Enhanced Curriculum. It is a curriculum that has been designed to support teachers and value add to their practice, wisdom and experience in delivering Positive Education.

In our Curriculum, we have timetabled 40 minutes of this session called well-being that will be dedicated to the explicit teaching of PEEC. 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).

Every student will have an e- folder created by the LM and managed by the HoY. All assignments will be uploaded on Phoenix classroom. This applies to all years groups of the Secondary School. 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.

So, beginning with the inside of the CIS model- where it simply says Flourish- This is the desired outcome we have for our students, teachers, staff, parents and the wider community. In simple words we can describe flourish as feeling good and doing good. And by feeling good this leads to a feeling of cultivated resilience, healthy levels of optimism, energy and emotional stability. Whereas, doing good refers to caring for others, nurturing positive relationship and using ones' skills and knowledge to contribute to society. Next, we move onto the character strengths- stalk/ stem. This highlights the importance of schools introducing a common language of what is right, what works, a language of the positive human qualities when actioned contribute to living a good life.



The character strengths link to the six related domains of our model into wellbeing- Positive Engagement, Positive Accomplishment, Positive Purpose, Positive Emotions, Positive relationships and Positive health.

Each of these domains contribute to a meaningful overall wellbeing and is also supported by Science.

Finally, as we move to the outside of the flower- Learn, live, teach and embed. This is how the model will be brought to life. 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. As you know CIS is passionate about further strengthening wellbeing which is the heart of our school.



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.

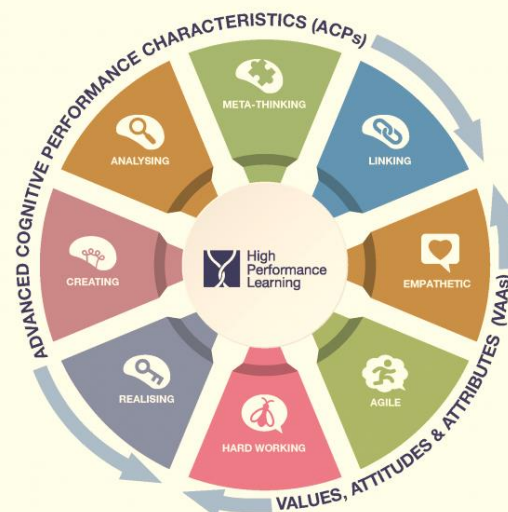
High Performance Learning is a research-based, pedagogy-led philosophy that responds to our growing understanding of human capability. It normalises high performance for all students and uses a unique teaching and learning framework to systematically develop the cognitive skills, values, attitudes and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

CAIE 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 I One hour 15 minutes (Multiple choice questions)	30% of marks
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Paper II One hour 45 minutes (Structured written paper)	70% of marks
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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.

CAIE 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

CAIE Biology: 0610
CAIE Chemistry: 0620
CAIE 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 and 8. 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.

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

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.

**Oxford AQA
International
GCSE Combined
Science Double
Award Extension
Tier
Syllabus 9204E**



Course Outline

This qualification is linear, with three question papers to be taken in the same examination series. Students must take the same tier of paper for biology, chemistry and physics. Mixed tiering is prohibited. In order to achieve the award, students must complete all assessments at the end of the course and in the same series.

In all written papers, questions will be set that examine application of the knowledge and understanding gained in discussing, evaluating and suggesting implications of data and evidence in both familiar and unfamiliar situations. All applications will use the knowledge and understanding developed through the substantive content.

Assessment Summary

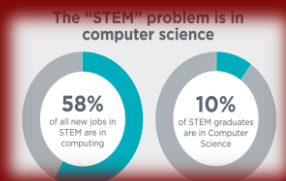
Component	Duration	Maximum Marks
Biology Paper 1	1 hour 45 minutes	100
Chemistry Paper 2	1 hour 45 minutes	100
Physics Paper 3	1 hour 45 minutes	100

Post 16, University Pathways and Careers

After completion of A levels there are many options for everyone with an interest in

- **Biology** e.g. Biology Educator, Bio Chemist, Genetic Engineering, Dietician, Doctor, Ecologist, Health officer, Medical Lab, Marine Biologist, Microbiologist, Radiographer, Veterinary Doctor, Beauty Therapist, Agriculturist, Oceanographer, Pathologist) and many more.
- **Chemistry**: e.g. Chemistry Educator, Biotechnologist, Pharmacist, Forensic Scientist, Research Scientist, Industrial Scientist and many more.
- **Physics**: e.g. Physics Educator, Aeronautical Engineer, Astronomer, Flight Engineer, Biophysicist, Nuclear Scientist, Space Scientist and many more

A digital tunnel with glowing blue data streams and computer monitors. The image shows a perspective view of a tunnel formed by glowing blue lines of data (resembling binary code) that converge towards a bright light at the end. Several computer monitors are visible in the foreground, displaying similar data patterns. The overall color scheme is dominated by blue and white, creating a high-tech, futuristic atmosphere.



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.

Assessment Summary

Paper 1 - Theory

1hour 45 minutes duration

This written paper contains short-answer and structured questions. There is no choice of questions
60%- weightage

Paper 2 – Problem Solving and Programming

1hour 45 minutes duration

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

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.

AQA Drama GCSE SYLLABUS 8261

Course Outline

AQA GCSE Drama offers students the opportunity to explore drama as a practical art form in which ideas and meaning are communicated to an audience through choices of form, style and convention. Students will create, perform and respond to drama informed by their theoretical knowledge of drama and theatre. The subject content details the knowledge, understanding and skills that students are expected to develop throughout the course of study.



Assessment Summary

Components	Weightage
Component 1: Understanding drama Written exam: 1 hour and 45 minutes <ul style="list-style-type: none"> Open book (80 marks) 40% of GCSE Questions Content Overview <ul style="list-style-type: none"> Section A: multiple choice (4 marks) Section B: four questions on a given extract from the set play chosen (44 marks) Section C: one question (from a choice) on the work of theatre makers in a single live theatre production (32 marks) 	40%
Component 2: Devising Drama (practical) Devising Log (60 marks) <ul style="list-style-type: none"> Devised performance (20 marks) 80 marks in total 40% of GCSE This component is marked by teachers and moderated by AQA Content Overview <ul style="list-style-type: none"> Process of creating devised drama Performance of devised drama (students may contribute as performer or designer) Analysis and evaluation of own work -How it's assessed 	40%
Component 3: Texts in practice (practical) Performance of Extract 1 (20 marks) and Extract 2 (20 marks) <ul style="list-style-type: none"> 40 marks in total 20% of GCSE This component is marked by AQA. Content overview Performance of two extracts from one play (students may contribute as performer or designer) Free choice of play but it must contrast with the set play chosen for Component 1 	20%



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.

Two written examinations

Paper II Two hours and 15 minutes 70% of the marks
(Structured questions)

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.

CAIE Enterprise IGCSE SYLLABUS 0454



Course Outline

Enterprise is the study, which exposes candidates to the processes involved in starting up and running a business. Learners develop their enterprise skills by planning and implementing their own enterprise. It imparts business, management and enterprise skills and understanding of the business processes applicable to the development of knowledge-based enterprises. Learners find solutions to enterprise problems and issues. It forms an ideal foundation for further study and for a future career within the profession

Assessment Summary

One written examination and coursework

Component I One hour 30 minutes 50% of marks
100 marks

(Short structured and open- ended questions)

This paper is based on a pre-released case study

Component II Coursework 50% of marks
60 marks

Portfolio of evidence from tasks based on candidate's own enterprise project.

Internally assessed and externally moderated

Post 16, University Pathways and Careers

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

Students pursue careers in Management Consultancy, Investment Banking, General Management and Public Sector Management, among other areas.

CAIE 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

Paper 1 (Theory) 1 hour 45 minutes	Paper 2 (Management in context) 1 hour 45 minutes
Section A: short and structured questions – 20 marks Section 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.

EDEXCEL French GCSE SYLLABUS 2FR01 9-1 Grading scale



Course Outline

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

Assessment Summary

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

Post 16, University Pathways and Careers

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

CAIE 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.

CAIE 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 3/2 % 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

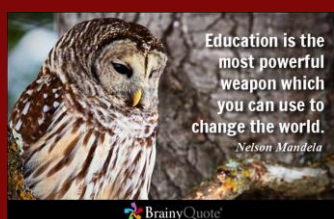
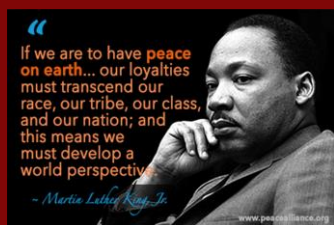
Assessment Summary

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.

CAIE Global Perspectives IGCSE SYLLABUS 0457



Course Outline

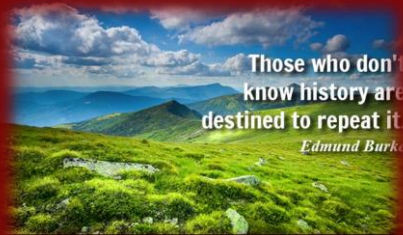
Cambridge IGCSE Global Perspectives provides opportunities for enquiry into, and reflection on, key global issues from a personal, local/national and global perspective. Young people globally face unprecedented challenges in an interconnected and information-heavy world, not least, in how they will gain 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
Candidates answer four compulsory questions based on a range of sources. Sources will present a global issue from a range of perspectives, personal, local and/or national, global, and will be drawn from a list of eight topics. Externally assessed	Candidates research one topic area of personal, local and/or national and global significance and submit a report based on their research. The title is devised by candidates themselves. The report must be 1500–2000 words and written in continuous prose. Internally set and externally marked	Candidates devise and develop a collaborative project into an aspect of one topic. The Team Project comprises two elements. Team Element Candidates produce as a team one Outcome and one Explanation as a Collaboration. The Explanation must be 200–300 words. (10 marks) Personal Element Candidates each write a Reflective Paper on their research, contribution and personal learning. The paper must be 750–1000 words. (60 marks) Internally assessed and externally moderated
(70 marks: 35 % of total assessment)	60 marks: 30 % of total assessment	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.



If you don't know
history, then you
don't know anything. You
are a leaf that doesn't
know it is part of a tree.

Michael Crichton

We believe that through taking a more engaging and more honest look at the past, we can help equip students with the analytical tools to make sense of — and improve — the world today.

History is the study of the past. This syllabus offers the opportunity to study world history from the nineteenth century to the beginning of the twenty-first century. Learners will explore history from a diversity of perspectives, including social, economic, cultural and political. Cambridge IGCSE History encourages learners to raise questions and to develop and deploy historical skills, knowledge and understanding in order to provide historical explanations. Learners studying Cambridge IGCSE History are given the opportunity to:

- develop an interest in and enthusiasm for learning about and understanding the past, explore historical concepts such as cause and consequence, change and continuity, and similarity and difference, appreciate historical evidence and how to use it, gain a greater understanding of international issues and inter-relationships and learn how to present clear, logical arguments

Paper 1 – 2 hours Written Paper	Paper 2- 2 hours Written Paper	Paper 4 – Alternative to Coursework 1 hour [Written Paper]
Candidates answer three essay questions [Externally marked]	Candidates answer six questions on one prescribed topic taken from the Core Content.	Candidates answer one question on an in-depth study. [Externally marked]
(60 marks: 40 % of total assessment)	50 marks: 33 % of total assessment	40 marks: 27 % of total assessment

The rigorous research, communication skills and writing requirements asked of history majors also offer excellent preparation for careers in Law, Journalism, Public Relations, Technical Writing, Administration, Domestic and Foreign Government Service, Educators, Docents, Education Directors, Curators, Guides, and Interpreters, Historical Consultants, Contract Archivists, Public Historians, Writers, and even Filmmakers.

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

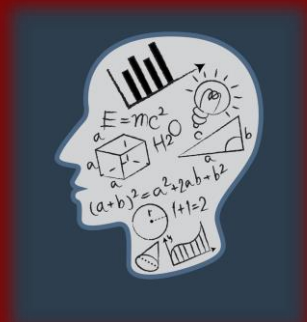
Students sit an external examination set by the Cambridge Assessment International Education (CAIE). The examination consists of two papers, the details of which can be found in the table below.

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 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

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 years programme

IGCSE Extended curriculum

Grades available A* -E

Paper 2 (Extended) (1 hour 30 minutes)

70 Marks Weightage: 35%

Short answer type questions

Calculator paper

Paper 4(Extended) (2 hours 30 minutes)

130 Marks Weightage: 65%

Structured questions

Calculator paper

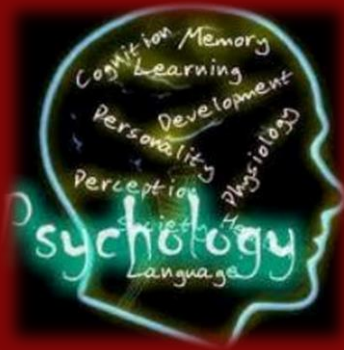
Post 16, University Pathways and Careers

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

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

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

**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	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.

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).



IGCSE Travel and Tourism is designed to help meet the need for skilled and knowledgeable individuals in this rapidly diversifying industry. The syllabus develops practical skills across a range of working roles, as well as providing a global and local perspective on travel and tourism. Students gain an overview of the industry, and learn about popular destinations, customer care, working procedures, travel and tourism products and services and Marketing and promotion. Through their studies, students will gain an understanding of the concepts, models and theories used within the industry, and enhance their skills of investigation, analysis, interpretation and evaluation. It is a journey of real-life learning, empowering students to develop a knowledge and understanding of this fast-growing industry.

Two written examinations

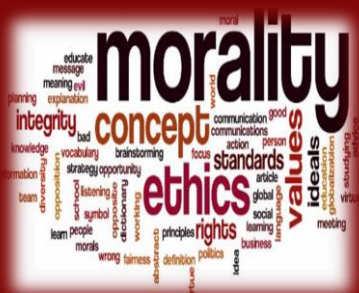
50% of the marks

50% of the marks

Travel and Tourism provides employment directly and indirectly to millions of people worldwide. A career in the travel and tourism industry can provide opportunities in a number of sectors and organisations, such as State Tourism Agencies, Immigration and Customs Services, Airlines, Hotels and Transport Providers. Specific roles include; Tour Operations Assistant and Manager, Travel Agent, Customer Service Agent, Hotel and Resort Manager, Tourism Marketing roles, Strategic Tourism Development and numerous others. The tourism industry is made up of large multinational companies as well as many small to medium sized organisations, which provides an appropriate platform for enterprising individuals wishing to develop and establish their own business.

Moral Education

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



Course Outline

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	
Introduction to Global Ethics	Financial Awareness	What should be preserved and how	Governments, Authority and the Judiciary System in the UAE	Governments, Authority and the Judiciary System in the UAE	Being an Active Citizen (Part 1)

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)

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



The National Curriculum for Physical Education aims to ensure that all pupils:

- ## 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.

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 Social Studies

The Social Studies curriculum provides an integrated and holistic course of study contextualized to meet the needs of the students. The curriculum provides scaffolded spiral learning opportunities in which students develop relevant and up-to-date information literacy skills to explore interesting and pertinent content and concepts in the disciplines of history, geography, political science, economics, anthropology, psychology, law, archaeology, and sociology.



Course Outline

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

What will students learn?

Topics of study include but are not limited to:

- UAE Connecting to the World, looking at UAE's location in the continent and on the globe, students will explore landforms and how societies interact with their environments. Common commodities and natural resources, imports and exports, transportation, and other aspects of looking at how parts of the world are interconnected.
- Students learn about the UAE from Pre- History through Trucial states period to modern day. There is an emphasis on UAE Constitution, economic policies, sustainability and initiatives for future development.

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 will describe economic principles, markets and systems

Assessment

Assessment methods are both summative (periodical tests, research-based projects, 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

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

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
Total	25	20	15	40	100

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.

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 2023), 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 2024)

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 (CAIE), 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 or Combined Sciences, Humanities such as Sociology, Psychology, Geography, History, Environmental Management, Commerce subjects such as Accounting, Economics, Business, Travel & Tourism or Enterprise and Creative subjects such as Drama, 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 are internally and externally verified and assessed. The BTEC courses are currently under the MOE consideration.

Assessment Cycle in the Calendar

Proposed dates 2022-2023

- The school calendar will publish the summative assessment dates

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

Report Release Dates:

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

CIS - Point Scale				
Marks	Indicator by colour	Point Scale	IGCSE Grade	Descriptor
91 -100	Blue	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	Green	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	Green	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	Yellow	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	Yellow	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	
56 - 58	Red	2+	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.
53 - 55		2	E	
50 - 52		2-	E-	
40 - 49	Red	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	Red		U	Ungraded

Contact for subject specific query:

Faculty	Faculty Leader	Email
English	Sara Inayat	s.inayat_cis@gemsedu.com
English AFL	Sophie Morfett	s.morfett_cis@gemsedu.com
Mathematics	Joseph Thomas	j.thomas2_cis@gemsedu.com
Mathematics AFL	Shali Ambrose	s.ambrose_cis@gemsedu.com
Science	Princy Jackson	p.jackson_cis@gemsedu.com
Science AFL	Sunu Sara Joshua	s.joshua_cis@gemsedu.com
Humanities	Arogya Mary Kantha	a.kantha1_cis@Gemsedu.com
ICT	Leni Kurian	l.kurian_cis@Gemsedu.com
Arts	Sanjana Saxena	s.saxena1_cis@Gemsedu.com
French	Abdelrahman Ahmed Mohamed	a.mohamed3_cis@gemsedu.com
Arabic B	Ramy Wagdy Aboudishish	r.aboudishish_cis@Gemsedu.com
Arabic A	Abier Eldenary Mohamed	a.mohamed_cis@gemsedu.com
Islamic	Lina Ismail Abdelsalam Maged	l.maged_cis@gemsedu.com
Moral Education	Nishrin Gilitwala	n.gilitwala_cis@gemsedu.com
Social Sciences	Jyothi Nambiar	JYOTHI.E_CIS@gemsedu.com
PE	Srivani Pechetti	Pechetti.V_CIS@gemsedu.com
Social Studies	Meena Mehrotra	Meena.K_cis@gemsedu.com
Business	Lynda Fernandes	Fernandes.D_CIS@gemsedu.com
Business (AFL)	Rency John	r.john_cis@gemsedu.com
Performing Arts	Chelsey Tunstill	c.tunstill_cis@gemsedu.com

For further details on course content please speak to the relevant Faculty Leader or simply go online and research your courses for yourself. Each course specification number is given on the subject page. The examination board websites are:

CAIE www.cie.org.uk

BTEC/EDEXCEL www.edexcel.org.uk

Oxford AQA International www.oxfordaqaexams.org.uk/



Cambridge International School, Dubai
P.O. Box 60835
Dubai
United Arab Emirates
Tel: 9714 2824646
Fax: 9714 282 4109
cambridge@emirates.net.ae
www.gemscis-dubai.com

