

# Cambridge International School Dubai



*Your Choice at Post 16*

*Year 12 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.

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

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

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

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

## GEMS Education

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

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

### Global Citizenship



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

### Growing by Learning



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

### Pursuing Excellence



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

### Leading through Innovation



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

## **Extend Your Post 16 Education at Cambridge**

### **What's on offer at CIS Dubai?**

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

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

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

Here are some important features of our Post 16 provision:

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

### **Expectations of Post 16 students at CIS Dubai**

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

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

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

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

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

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

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



# The Post 16 Curriculum

## Important Notes Regarding the Post 16 Curriculum

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

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

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

Additionally, to the curriculum subjects chosen students will also have to meet the following Ministry of Education criteria to apply for High School Certificate of equivalency:

- **Arabic is compulsory for all Arab students until Year 13**
- **Islamic Studies is compulsory for Muslim students until Year 13**
- Moral Social Curriculum is compulsory for all students
- To be able to gain the Ministry of Education High School Equivalency Certificate (needed if intending to study in the UAE or if attested certificates are required for further education in another country especially GCC countries, students must complete a minimum of 2 full A level subjects by the end of Year 13. These subjects must be on the MOE list. Arabic and Islamic studies are not included as one of the qualifying two subjects
- For the High School Equivalency Certificate, it is also compulsory that students complete Year 13, (Grade 12) therefore we do advise all students to complete their full studies including Year 13 – please note if you are intending to leave after Year 12 we will require a waiver to state that you are aware you would not qualify for the MOE certificate.
- **It is mandatory for all Arab students to study Arabic until Year 13 to qualify for the High School Equivalency Certificate**
- **It is mandatory for all Muslim students to study Islamic until Year 13 to qualify for the High School Equivalency Certificate**
- **Students who leave after Year 12, must sign the undertaking saying that school is not responsible for the student not qualifying for equivalency**

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

BTEC qualifications are based solely on coursework; however, changes by Pearson, the provider of BTEC, have brought about some examinable aspects to the courses in the form of Pearson Set Assessments for Mandatory Units. All BTEC courses are subject to Standards Verification by subject specific Standards Verifier who visits the school from the UK. Consequently, these qualifications require registration near to the start of the course. Students are expected to complete the **two years** 360 Guided Learning Hours

(GLH) for Level 3 BTEC Subsidiary Diploma in Creative Media and Performing Arts which is broadly equivalent to 1 A level.

Students are also offered a 1 year, 180 Guided Learning Hours BTEC Level 3 Certificate Course in Sport equivalent to 1 AS Level and Subsidiary Diploma (360 GLH) for those continuing into Year 13 equivalent to 1 A Level. Please ensure that you read the BTEC Level 3 section on the variety of courses available and speak to Ms. Sangeetha Philip for more information

## Selecting the right course of study

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

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

## BTEC Level 3 Qualifications

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

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

Students work on assignments, both individually and in groups, such as a group event or manager-employee role-play. BTEC courses provide opportunities for students to gather evidence in a wide variety of ways other than written text, e.g. film clips, project proposals, business plans and training booklets. Most assignments will also be linked to the real workplace through visits or visiting speakers. Clear guidelines are given on what students have to achieve and how they can do this. Students will have to meet deadlines set by teachers but can do this at their own pace rather than having to perform to the



time constraints of an exam. The progress of individuals is monitored by teachers who provide personal support and guidance, helping students develop their learning skills and to reach their full potential. Students get to learn progressively starting from small-scale and simple topics, progressing to larger more complex themes.

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

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

BTEC courses are vocational, work-related qualifications.

The course has **360 GLH** completed over a period of 2 years of which 180 GLH will be completed in Year 12 and 180 GLH in Year 13 to achieve an overall Award (Subsidiary Diploma) equivalent to 1 A level

A certain number of **mandatory** and **optional** units will be covered as part of the qualification. All units are assignment based, allowing the learner to build up a portfolio of their work. There are no exams. Assessment will be through written assignments, practical work, coursework, and presentations for which a Pass, Merit or Distinction Grade can be achieved

Students must meet the minimum requirement for all the learning outcomes for each unit with pass to be able to complete the unit.

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

Course of Study	Cost (AED)	What does this cost cover?
<b>Level 3 Courses</b> <ul style="list-style-type: none"> <li>Creative Media Production</li> <li>Performing Arts</li> <li>Sport</li> </ul>	AED 2500	This cost covers the registration of your son/daughter with the exam board and the external moderation of the coursework. This fee covers <b>only Year 12.</b>

## **CIS Post 16 Community Service**

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

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

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

## **Induction: Making a Successful Start to Post 16**

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

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

## **Careers and Higher Education Guidance**

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

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

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

### **Higher Education Application Support**

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

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

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

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

## **Learning Manager Support and Guidance**

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

### **Year 12 and Private Study**

Some students may have a slightly reduced timetable in Year 12 due to the number of subjects they have selected in their final year of study. Students are encouraged to use this time to maintain some balance in their lives beyond the school, not only to complete the work set but also to extend themselves through reading, review and revision. It is vital for Post 16 students to appreciate the demands of A Level courses before they begin and to learn to manage time effectively. In order to achieve this, we provide a structure at first as students learn essential skills, and then gradually give students the responsibility for their own time, until they have the independence and maturity to cope with the total freedom of University. Year 12 students will also be accessing the community service programme during this time.

## **Further Opportunities at Cambridge**

### **Sport**

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

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

### **Debate, Public Speaking, Model United Nations and Journalism**

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

## Post 16 Student Council and Leadership Body Opportunities

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

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

### Gaining Entry to Post 16

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

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

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

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

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

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

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

## Criteria for Admissions to Year 12 are as follows:

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

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

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

What to do when you receive your IGCSE results in August 2022

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

1. If you achieved the entry requirements for the subjects you selected at interview; contact the Vice Principal by e-mail at [l.franco\\_cis@gemsedu.com](mailto:l.franco_cis@gemsedu.com) to confirm your place (subject to receiving a conditional offer letter from the school).
2. If you did not achieve the grades required, you must contact the school and attend an interview straight away to discuss what options are available to you.

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

Head of Year 12: Mrs. Gishy Koshy [GISHY.K\\_CIS@gemsedu.com](mailto:GISHY.K_CIS@gemsedu.com)





**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	الفن و التصميم: التصميم: الجرافيك الأدب العالمي الأدب (إنجليزي / أمريكي) الأدب باللغة الإنجليزية الإنجليزية كلغة ثانية الإنجليزية كلغة أولى	Art and Design: Graphic Design World Literature Literature (English) (US) Literature in English English as a Second Language First Language English	Arts & Language	English
	الرياضيات	Mathematics					
	الرياضيات (متقدم)	Further Mathematics					
علوم	الرياضيات البحتة	Pure Mathematics	Sciences	العلوم الإنسانية	History Geography	Humanities	Languages
	الزراعة	Agriculture					
	التغذية و الصحة	Food and Nutrition					
	فيزياء	Physics					
	احياء	Biology					
	علوم مشتركة	Combined Sciences					
	علوم منسقة (مزدوجة)	Co-ordinated Sciences (Double)					
العلوم الاجتماعية	كيمياء	Chemistry	Social Sciences	لغات	Spanish French Portuguese German Japanese Chinese	Mathematics and ICT	Mathematics and ICT
	دراسات الأعمال	Business Studies					
	تجارة	Commerce					
	محاسبة	Accounting					
	اقتصاد	Economics					
	علم نفس	Psychology					
	علم الاجتماع	Sociology					

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

Approved Courses in the British Curriculum (AS/AL)									
الرياضيات و تكنولوجيا المعلومات و الاتصالات	علوم الكمبيوتر	Computer Science	Mathematics and ICT	AL/AS	فنون ولغات	الفن و التصميم: التصميم الجرافيك	Art and Design: Graphic Design	Arts & Language	AL/AS
	تكنولوجيا المعلومات و الاتصالات التطبيقية	Applied ICT		AL/AS		الوسائط الرقمية و التصميم	Digital Media and Design		AL/AS
	تقنية المعلومات	Information Technology		AL/AS		اللغة و الأدب في اللغة الانجليزية	Language and Literature in English		AS
	التصميم و التكنولوجيا	Design and Technology		AL/AS		اللغة الإنجليزية	English Language		AL
علوم	الإدارة البيئية	Environmental Management	Sciences	AS	العلوم الإنسانية	الأدب باللغة الإنجليزية	Literature in English	Humanities	AL/AS
	علوم الغذاء	Food Studies		AL		الدراسات الكلاسيكية	Classical Studies		AL/AS
	احياء	Biology		AL/AS		تاريخ	History		AL/AS
	كيمياء	Chemistry		AL/AS		جغرافيا	Geography		AL/AS
	فيزياء	Physics		AL/AS		اليابانية	Japanese	Languages	AS
العلوم الاجتماعية	القانون	Law	Social Sciences	AL/AS	لغات	الاسبانية	Spanish		AL/AS
	الأعمال	Business		AL/AS		الفرنسية	French		AL/AS
	علم النفس	Psychology		AL/AS		البرتغالية	Portuguese		AL/AS
	علم الاجتماع	Sociology		AL/AS		الصينية	Chinese		AS
	المحاسبة	Accounting		AL/AS		الرياضيات (مقدم)	Further Mathematics	Mathematics and ICT	AL
	الاقتصاد	Economic		AL/AS		الرياضيات البحتة	Pure Mathematics		AL
						الرياضيات	Mathematics		AL/AS

## 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.

<b>My desired career is...</b>						
<b>What qualifications are needed? (i.e. degree, vocational cert' etc...)</b>						
↓						
<b>What are the pre-requisites in order to achieve the above/what would be good to do?</b>						
↓						
↓						
<b>What are the Year 13 requirements/needs?</b>						
↓						
↓						
<b>What are the Year 12 requirements?</b>						
↓						
↓						
<b>What grades do I need to access these courses and what am I predicted to achieve?</b>						
Subject and grade						
Currently predicted						

## Year 12 Option Groupings 2022-23

**Mandatory Subjects: Moral Social Curriculum, Islamic Studies (only Muslims), PSHE (Non- Muslims), Arabic (only Arabs), International Project Qualification (Non-Arabs)**

Option 1	Option 2	Option 3	Option 4
Art	Economics	Biology (CAIE/Oxford AQA)	Psychology
Maths: CAIE Mechanics (M1) or CAIE Statistics (S1)	History	IT	Physics (CAIE/ Oxford AQA)
Accounting	Chemistry (CAIE)/ Oxford AQA)	Law (9084)	BTEC Sport
Sociology	Digital Media and Design (9481)	CAIE Maths Statistics (S1)	BTEC Creative Media
Geography	Computer Science	Economics (Oxford AQA)	Business Studies (CAIE)/Oxford AQA)
Business Studies	Maths Edexcel Statistics (S1)	Psychology	English Literature
	English Language	Computer Science	Drama (AQA)

### Important notes

Select one subject from each option block, to make a total of four subjects. CAIE does not allow the combination of Computer Science and IT. All courses will only run if there are minimum 15 students.

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

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

All course and examination fees are payable at the start at the point of admission. Should exam boards increase their fees after this point, parents will be informed of the fee change.

## Subject Specific Requirements

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

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



## 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.

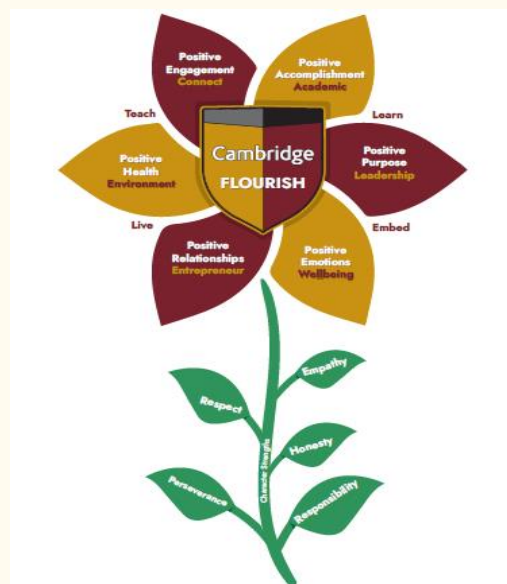
So, beginning with the inside of the CIS model- where it simply says Flourish- This is the desired outcome we have for our students, teachers, staff, parents and the wider community. In simple words we can describe flourish as feeling good and doing good. And by feeling good this leads to a feeling of 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.

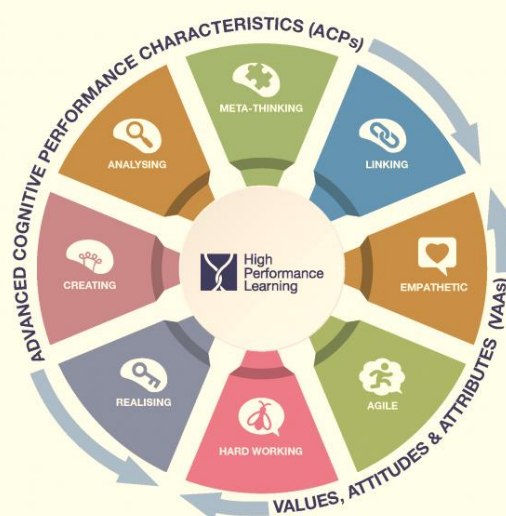
High Performance Learning is a research-based, pedagogy-led philosophy that responds to our growing understanding of human capability. It normalises high performance for all students and uses a unique teaching and learning framework to systematically develop the cognitive skills, values, attitudes and 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 deduce, 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 AS/ A Level Syllabus 9706

### Course Outline

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



### Assessment Summary

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

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

### Career and University Pathways

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

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



### Course Outline

The study of Art helps to develop in-depth subject knowledge and understanding which are so important to universities and employers. The course stimulates interest, enjoyment and personal enrichment as well as introducing artistic exploration and design thinking.

Students gain lifelong skills, such as the ability to communicate concepts and feelings, research and evaluation skills. Students develop an understanding and appreciation of practical design problems and how to solve these.

### Assessment Summary

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

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

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

### Career and University Pathways

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

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

## CAIE Biology AS/A Level Syllabus 9700



### Course Outline

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

### Assessment Summary

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

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

A2 candidates are required to enter for Papers 4 & 5

### Career and University Pathways

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

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



## **Oxford AQA International Biology AS/A Level Syllabus 9610**



### **Course Outline**

These qualifications are modular. The full International A-level is intended to be taken over two years. The specification content for the International AS is half that of an International A-level. International AS and A-level exams in Biology allow students to demonstrate knowledge and understanding of scientific, mathematical and practical techniques, principles and concepts. Students also apply their knowledge and understanding of Scientific, Mathematical and Practical techniques, principles and concepts

### **Assessment Summary**

Unit	Duration	Maximum Marks
1	1 hour 30 minutes	75
2	1 hour 30 minutes	75
3	1 hour 30 minutes	75
4	1 hour 30 minutes	75
5	1 hour 30 minutes	75

AS candidates are assessed for Unit 1, 2

A2 candidates are assessed for Unit 3, 4 & 5

### **Career and University Pathways**

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



## CAIE Business AS/A Level Syllabus 9609

### Course Outline

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



### Assessment Summary

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

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

### Career and University Pathways

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

## Oxford AQA International Business AS/A Level Syllabus 9625



### Course Outline

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

### Assessment Summary

Unit 1: Business and Markets	Unit 2: Managing operations, human resources and finance
Written exam: 1 hour and 30 minutes (80 marks)	Written exam: 1 hour and 30 minutes (80 marks)
<b>Three compulsory sections:</b> <b>Section A</b> has multiple choice, short answer and data response questions worth approximately (17 marks). <b>Section B</b> has extended response questions worth approximately (27 marks). <b>Section C</b> has extended response questions worth approximately (36 marks).	<b>Three compulsory sections:</b> <b>Section A</b> has multiple choice, short answer and data response questions worth approximately (17 marks). <b>Section B</b> has extended response questions worth approximately (27 marks). <b>Section C</b> has extended response questions worth approximately (36 marks).

### Career and University Pathways

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

## CAIE Chemistry AS/ A Level Syllabus 9701



### Course Outline

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

### Assessment Summary

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

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

A2 candidates are required to enter for papers 4 & 5

### Career and University Pathways

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

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

**Oxford AQA  
International  
Chemistry  
AS/ A Level  
Syllabus  
9621/ 9622**



## Course Outline

These qualifications are modular. The full International A-level is intended to be taken over two years. The specification content for the International AS is half that of an International A-level. International AS and A-level exams in Chemistry allow students to demonstrate knowledge and understanding of scientific, mathematical and practical techniques, principles and concepts. Students also apply their knowledge and understanding of scientific, mathematical and practical techniques, principles and concepts

## Assessment Summary

Unit	Duration	Maximum Marks
1	1 hour 30 minutes	70
2	1 hour 30 minutes	70
3	1 hour 30 minutes	80
4	1 hour 30 minutes	80
5	1 hour 25 minutes	60

AS candidates are assessed for Unit 1, 2

A2 candidates are assessed for Unit 3, 4 & 5

## Career and University Pathways

After completion of A levels there are many options for everyone with an interest in Chemistry: eg: Chemistry Educator, Biotechnologist, Pharmacist, Forensic Scientist, Research Scientist, Industrial Scientist and many more.

The aim of the Cambridge International AS and A Level Computer Science syllabus is to encourage learners to develop an understanding of the fundamental principles of computer science and how computer programs work in a range of contexts.



**Progression** Cambridge International A Level Computer Science provides a suitable foundation for the study of Computer Science or related courses in higher education. Equally, it is suitable for candidates intending to pursue careers or further study in Computer Science or ICT, or as part of a course of general education. Cambridge International AS Level Computer Science constitutes the first half of the Cambridge International A Level course in Computer Science and provides a suitable foundation for the study of Computer Science at Cambridge International A Level and then for related courses in higher education. Depending on local university entrance requirements, it may permit or assist progression directly to university courses in Computer Science or some other subjects. It is also suitable for candidates intending to pursue careers or further study in Computer Science or ICT, or as part of a course of general education. Analyst, IT Coordinator, Technicians, and Database Administrator.

## CAIE Digital Media and Design AS/ A Level Syllabus 9481

The aim of the Cambridge International AS and A Level Digital Media and Design syllabus is to use digital media creatively as a way of expressing meaning, develop the skills needed for the study of digital media and design in higher education and prepare for working in a collaborative industry.



### Course Outline

The subject content allows space for teaching and learning to be creative. It is grouped into three broad areas of study:

- Digital photography
- Moving image
- Mobile and multimedia applications.

All three areas of study will not be delivered in this qualification. The structure of the course can revolve around a single area of study or a combination of two or three areas of study. Candidates can complete the assessment components in any of the areas of study. The subject content includes a list of skills, knowledge and understanding common to all areas of study as well as skills, techniques, knowledge and understanding specific to individual areas of study

### Assessment Summary

The two assessment objectives in Computer Science are knowledge and understand and problem-solving skills

#### AS Level

Component 1	Component 2	Component 2
<b>Portfolio</b> 100 marks Candidates choose a theme from the list in the syllabus. There are two elements to the portfolio: • supporting studies and • a proposal <b>Externally assessed</b> <b>50% of the AS Level</b> <b>25% of the A Level</b>	<b>Externally Set Assignment</b> 10 hours 100 marks Candidates choose one assignment from the question paper. There are two elements to the assignment: • supporting studies and • a final outcome, produced during a supervised test of 10 hours' total duration <b>Externally assessed</b> <b>50% of the AS Level</b> <b>25% of the A Level</b>	<b>Personal Investigation</b> 100 marks (weighted to 200 marks) This is a practical component supported by written work. Candidates research a topic or theme of their choice. There are two elements to the investigation: • a final practical outcome and • written analysis (1000–1500 words) <b>Externally assessed</b> <b>50% of the A Level</b>

### Career and University Pathways

Digital Media and Design is the future of the technology era. A career in Digital Media and Design often entails designing and developing content for marketing initiatives, websites, video games and animation. If you are interested in working in the digital media field, it's important to learn how to get started and jobs you can consider such as: Digital Media Photographer, Video Editor, Animator, Graphic Designer, Web Analytics and Specialist Web Developer to name a few.



## CAIE Economics AS/ A Level Syllabus 9708

### Course Outline

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

### Assessment Summary

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

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

### Career and University Pathways

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

## Oxford AQA International Economics AS/ A Level Syllabus 9604



### Course Outline

Oxford AQA International content is designed to provide a stimulating course that students will enjoy through studying topics and issues that are relevant in today's society. It will provide excellent preparation for students who wish to progress to study the subject at university. Students will acquire a firm foundation in micro and macroeconomics and will have ample opportunities to apply their knowledge to a variety of interesting and challenging national and global issues.

### Assessment Summary

Unit 1: The Operation of Markets, Market Failure and the Role of Government	Unit 2: The National Economy in a Global Environment
Written exam: 1 hour and 45 minutes 80 marks	Written exam: 1 hour and 45 minutes 80 marks
Two compulsory sections: <b>Section A</b> has multiple choice questions worth 15 marks. <b>Section B</b> has one data response context with short answer, calculations/diagrammatical and extended response questions worth 65 marks.	Two compulsory sections: <b>Section A</b> has multiple choice questions worth 15 marks. <b>Section B</b> has one data response context with short answer, calculations/diagrammatical and extended response questions worth 65 marks.

### Career and University Pathways

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

## CAIE English Language AS/ A Level Syllabus 9093

Cambridge International A Level English Language provides a foundation for the study of English or related courses in higher education. Equally it is suitable as part of a course of general education.



**Career**  
Education  
Research  
Leadership  
Business  
Art

### Scope

- ✓ Study in Top Universities
- ✓ Visa & Travel Opportunities
- ✓ Employability
- ✓ Business and market value
- ✓ Saves you from Foundation Course

## Course Outline

Cambridge International AS & A Level English Language develops a set of transferable skills. These include critical analysis; constructing arguments; presenting knowledge and understanding; and writing English in a balanced, articulate and fluent manner. Learners can apply these skills across a wide range of subjects and real-world situations. These skills will also equip them well for progression to higher education or directly into employment.

## Assessment Summary

Students sit an external examination set by the Cambridge International Examinations Board (CAIE). The examination consists of four papers (AS level: Paper 1 & 2 and A level: Paper 3 & 4) the details of which can be found in the table below.

Paper	Description	Duration	Weighting
1	<b>Reading:</b> Candidates answer two compulsory questions: Question 1 in Section A, and Question 2 in Section B. Externally assessed	2 hours 15 minutes	50% of the AS Level 25% of the A Level
2	<b>Writing:</b> compulsory question from Section A, and one question from a choice of three in Section B. Externally assessed	2 hours	50% of the AS Level 25% of the A Level
3	<b>Language Analysis:</b> Candidates answer two compulsory questions: Question 1 in Section A, and Question 2 in Section B. Externally assessed	2 hours 15 minutes	25% of the A Level
4	<b>Language Topics:</b> Candidates answer two compulsory questions each on a separate topic area: Question 1 in Section A, and Question 2 in Section B. Externally assessed	2 hours 15 minutes	25% of the A Level

## Career and University Pathways

AS Level English Language makes up the first half of the Cambridge International A Level course in English Language and provides a foundation for the study of English Language at Cambridge International A Level. Depending on local university entrance requirements, students may be able to use it to progress directly to university courses in English Language or some other subjects. It is also suitable as part of a course of general education.

## CAIE Literature in English AS/ A Level Syllabus 9695

### Course Outline

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

### Assessment Summary

Students sit an external examination set by the Cambridge International Examinations Board (CAIE). The examination consists of four papers (AS level: Paper 1 & 2 and A level: Paper 3 & 4) the details of which can be found in the table below.

Paper	Description	Duration	Weighting
<b>1</b>	<b>Drama and Poetry:</b> Candidates answer two questions: one question from Section A: Drama and one question from Section B: Poetry. Externally assessed	2 hours	50% of the AS Level 25% of the A Level
<b>2</b>	<b>Prose and Unseen:</b> Candidates answer two questions: one question from Section A: Prose and one question from Section B: Unseen. Externally assessed	2 hours	50% of the AS Level 25% of the A Level
<b>3</b>	<b>Shakespeare and Drama:</b> Candidates answer two questions: one question from Section A: Shakespeare and one question from Section B: Drama. Externally assessed	2 hours	25% of the A Level
<b>4</b>	<b>Pre- and Post-1900 Poetry and Prose:</b> Candidates answer two questions: one question from Section A: Pre-1900 Poetry and Prose, and one question from Section B: Post-1900 Poetry and Prose. Candidates respond to both a poetry and a prose text. Externally assessed	2 hours	25% of the A Level

### Career and University Pathways

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

## CAIE Geography AS/A Level Syllabus 9696



### Course Outline

Students will develop awareness of the relevance of geography to understanding and solving contemporary environmental problem. Also, understand the main elements of physical geography and human geography and the interdependence between them. Students develop a concern for accuracy and objectivity in collecting, recording, processing, presenting, analysing and interpreting geographical data



### Assessment Summary

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

Component	AS Level	A Level
<b>Paper 1: Core Physical Geography</b> Section A: Three data response questions (30 marks) Section B: One structured question from a choice of three (30 marks) <b>Maximum marks 60 marks 1 hour 30 minutes</b>	50%	25%
<b>Paper 2: Core Human Geography</b> Section A: Three data response questions (30 marks) Section B: One structured question from a choice of three (30 marks) <b>Maximum marks 60 marks 1 hour 30 minutes</b>	50%	25%
<b>Paper 3: Advanced Physical Geography Options</b> Candidates answer questions on two of the optional topics. Each topic consists of one structured question (10 marks) and a choice of essay questions (20 marks). <b>Maximum marks 60 marks 1 hour 30 minutes</b>	-	25%
<b>Paper 4: Advanced Human Geography Options 1 hour 30 minutes</b> Candidates answer questions on two of the optional topics. Each topic consists of one structured question (10 marks) and a choice of essay questions (20 marks). <b>Maximum marks 60 marks 1 hour 30 minutes</b>	-	25%

### Career and University Pathways

An AS/A Level Geography provides an appropriate foundation for the study of Geography or related courses in higher education. Equally, it is suitable for candidates intending to pursue careers or further study in Aviation, Town/ City Planning, Environmental Subjects, Development, Tourism, Geology, Climatology, and many more. Geography opens a wide range of options for a career choice like Cartographer, Photogrammetry, Geographical Information System officer, Conservation officer, landscape architect etc.

## CAIE History AS/A Level (9489)

**Aims** -The aims describe the purposes of a course based on this syllabus.

The aims are to enable students to develop:

- An interest in the past and an appreciation of human endeavor
- Greater knowledge and understanding of historical periods or themes
- An empathy with people living in different places and at different times
- A firm foundation for further study of History.

### Course Outline

- A greater awareness of historical concepts such as cause and consequence, change and continuity, similarity and difference, significance and interpretations
- an appreciation of the nature and diversity of historical sources available, and the methods used by historians
- An exploration of a variety of approaches to different aspects of history and different interpretations of particular historical issues
- The ability to think independently and make informed judgements on issues

### Assessment Summary

Paper 1	Paper 3
<ul style="list-style-type: none"> <li>• Document question 1 hour 15 mins 40 marks</li> <li>• 1 Question</li> <li>• Candidates answer one two-part document</li> <li>• Question on one of the options given.</li> <li>• Candidates must answer both parts of the question they choose. Externally assessed</li> <li>• 40% of the AS Level</li> <li>• 20% of the A Level</li> </ul>	<ul style="list-style-type: none"> <li>• Interpretations question</li> <li>• 1 hour 15 minutes</li> <li>• 40 marks</li> <li>• 1 Question</li> <li>• Candidates answer one interpretations question on one of the options given in the syllabus.</li> <li>• Externally assessed</li> <li>• 20% of the A Level</li> </ul>
Paper 2	Paper 4
<ul style="list-style-type: none"> <li>• Outline study -1 hour 45 minutes</li> <li>• 60 marks</li> <li>• Answer two questions</li> <li>• Candidates answer two two-part questions from three on one of the options given.</li> <li>• Candidates must answer both parts of the questions they choose. Externally assessed</li> <li>• 60% of the AS Level</li> <li>• 30% of the A Level</li> </ul>	<ul style="list-style-type: none"> <li>• Depth study -1 hour 45mins 60 marks</li> <li>• Answer two questions</li> <li>• Candidates answer two questions on their chosen depth study.</li> <li>• Externally assessed</li> <li>• 30% of the A Level</li> </ul>



## CAIE Information Technology AS/A Level Syllabus 9626

### Course Outline

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



### Assessment Summary

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

#### AS Level

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

### Career and University Pathways

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

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

## CAIE Law AS/ A Level Syllabus 9084

The syllabus encourages students to appreciate law in real- world situations through an understanding of the main principles of the law of England and Wales. Students develop analysis and problem-solving skills and learn to communicate legal argument.



### Course Outline

Cambridge International AS & A Level Law introduces students to the study of the law of England and Wales. They learn about some of the legal systems in the world and the place of English law before going on to study English law in more depth. The term 'English law' is used in this syllabus to refer to the law of England and Wales.

In studying these areas of law, students develop skills which are transferable. Students work with legal concepts, principles and rules, learning to analyse and how to apply these. They learn to construct and to communicate an argument. They grow to understand how law can make a difference in real-life scenarios. The transferable skills they develop can help students in other subject areas, and can help equip them for higher education or employment.

### Assessment Summary

Paper 1	Paper 2
<b>English Legal System</b> 1 hour 30 minutes 75 marks <b>Section A:</b> five compulsory questions. There are four short answer questions and one extended answer question. <b>Section B:</b> two essays from a choice of three. There are two parts to each essay. <b>Externally assessed</b> 50% of the AS Level 25% of the A Level	<b>Criminal Law</b> 1 hour 30 minutes 60 marks <b>Section A:</b> one compulsory scenario-based problem question using source material. There are three parts to the question. <b>Section B:</b> one question from a choice of two. There are two parts to the question: one short answer question and one essay. <b>Externally assessed</b> 50% of the AS Level 25% of the A Level
Paper 3	Paper 4
<b>Law of Contract</b> 1 hour 30 minutes 75 marks <b>Section A:</b> one scenario-based problem question from a choice of two <b>Section B:</b> two essays from a choice of three Externally assessed 25% of the A Level	<b>Law of Tort</b> 1 hour 30 minutes 75 marks <b>Section A:</b> one scenario-based problem question from a choice of two <b>Section B:</b> two essays from a choice of three Externally assessed 25% of the A Level

### Career and University Pathways

Possible job titles related to Law are: Administrative Lawyer, Advocate, Arbitrator, Attorney, Case Manager, Commercial Rights Manager, Compliance officer and Compliance Specialist.



# CAIE International Project Qualification AS/ A Level Syllabus 9980

The Cambridge IPQ will equip learners with a coherent theoretical and practical basis of transferable skills and key knowledge suitable for a range of careers in any profession. Depending on local university entrance requirements, the Cambridge IPQ may permit or assist progression directly to university courses in a range of subjects.



## Course Outline

We live in the digital era, an information-rich society in which young people need the skills and dispositions to think critically and creatively. Thinking critically will enable learners to identify, analyse and evaluate situations, ideas and information. Thinking creatively will enable learners to solve new problems and approach new challenges

The Cambridge International Project Qualification (Cambridge IPQ) is a brand- new standalone qualification, designed to provide an opportunity for learners to develop these skills and dispositions by carrying out research into a topic of their choice linked to their AS or A Level studies. Through completing this qualification young people will gain the confidence to successfully navigate the opportunities and challenges of the digital era. The qualification exemplifies the educational philosophy of learn, discover, achieve. It challenges learners with an authentic assessment task that fosters deep learning, and seeks to stretch and develop them as inquisitive learners. Studying for the Cambridge IPQ allows learners to demonstrate engagement with their chosen topic beyond preparation for an exam. Academic evidence suggests that this sort of deeper engagement will help develop their ability to learn and foster the strategies to be lifelong learners

## Assessment Summary

The Cambridge IPQ is a single component which is externally assessed.

Component	Weighting
Research Project Candidates complete a research project on a topic of their own choice. Candidates devise and develop a research question and then conduct research to answer this question. They record their progress in a research log and write a research report. The research report must not exceed 5000 words. <b>80 marks</b>	100%

## Career and University Pathways

By developing a range of transferable skills, such as independent learning, critical thinking and research, the IPQ gives students an opportunity to stand out from the crowd when applying to top universities and employers.

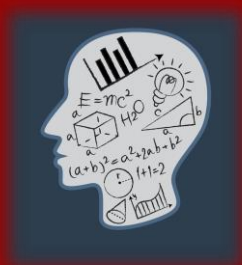
**"...a high predicted or actual grade in this award will be considered a positive attribute when selecting amongst applicants with similar levels of overall achievement."** Durham University, September 2017

**"...valued by Russell Group universities."** Russell Group

**"...a useful introduction to the way you will study at university."** University of Bristol

**CAIE Mathematics  
AS/ A Level  
Syllabus 9709**

**AS LEVEL  
Paper 1: Pure  
Mathematics 1  
(9709/12) and  
Paper 4: Mechanics  
(9709/42) or  
Paper 5:  
Probability  
Statistics 1  
(9709/52)**



**A LEVEL  
Paper 3: Pure  
Mathematics 3  
(9707/32) and Paper 4  
Mechanics (9709/42)  
or  
Paper 5: Probability  
Statistics 1 (9709/52)  
or Paper 6:  
Probability Statistics  
2 (9709/62)**

**Course Outline**

**P1:**

- 1.1 Quadratics
- 1.2 Functions
- 1.3 Coordinate geometry
- 1.4 Circular measure
- 1.5 Trigonometry
- 1.6 Series
- 1.7 Differentiation
- 1.8 Integration

**P3:**

- 3.1 Algebra
- 3.2 Logarithmic and exponential functions
- 3.3 Trigonometry
- 3.4 Differentiation
- 3.5 Integration
- 3.6 Numerical solution of equations
- 3.7 Vectors
- 3.8 Differential equations
- 3.9 Complex numbers

**P4:**

- 4.1 Forces and equilibrium
- 4.2 Kinematics of motion in a straight line
- 4.3 Momentum
- 4.4 Newton's laws of motion
- 4.5 Energy, work and power

**P5:**

- 5.1 Representation of data
- 5.2 Permutations and combinations
- 5.3 Probability
- 5.4 Discrete random variables
- 5.5 The normal distribution

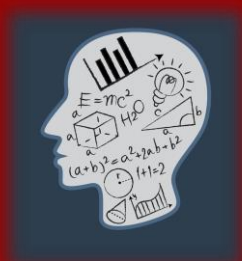
**P6:**

- 6.1 The Poisson distribution
- 6.2 Linear combinations of random variables
- 6.3 Continuous random variables
- 6.4 Sampling and estimation
- 6.5 Hypothesis tests

Continued.....

## CAIE Mathematics AS/ A Level Syllabus 9709

**AS LEVEL**  
**Paper 1: Pure Mathematics 1 (9709/12) and Paper 4: Mechanics (9709/42) or Paper 5: Probability Statistics 1 (9709/52)**



**A LEVEL**  
**Paper 3: Pure Mathematics 3 (9707/32) and Paper 4 Mechanics (9709/42) or Paper 5: Probability Statistics 1 (9709/52) or Paper 6: Probability Statistics 2 (9709/62)**

## Assessment Summary

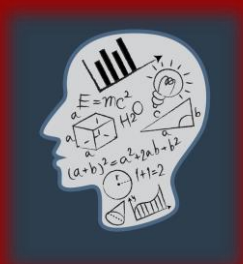
P1	P4 or P5
Pure Mathematics 1 1 hour 50 minutes 75 marks 10 to 12 structured questions based on the Pure Mathematics 1 subject content Written examination Externally assessed 60% of the AS Level 30% of the A Level Compulsory for AS Level and A Level	Mechanics or Probability & statistics 1 1 hour 15 minutes 50 marks 6 to 8 structured questions based on the Mechanics subject content Written examination Externally assessed 40% of the AS Level 20% of the A Level Offered as part of AS Level or A Level

P3	P6 or P5 or P4
Pure Mathematics 3 1 hour 50 minutes 75 marks 9 to 11 structured questions based on the Pure Mathematics 3 subject contents Written examination Externally assessed 30% of the A Level only Compulsory for A Level	Probability & Statistics 2 Or Probability & Statistics 1 or Mechanics 1 hour 15 minutes 50 marks 6 to 8 structured questions based on the Probability & Statistics 2 subject content Written examination Externally assessed 20% of the A Level only Offered only as part of A Level

## Career and University Pathways

Every year thousands of students with Cambridge International AS & A Levels gain places at leading universities worldwide. Cambridge International AS & A Levels are accepted across 195 countries. They are valued by top universities around the world including those in the UK, US (including Ivy League universities), Europe, Australia, Canada and New Zealand.

# **EDEXCEL** **Mathematics (IAL)** **AS/ A Level** **Syllabus XMA01** **YMA01**



## **Course Outline**

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

For more information on GCE in Mathematics, visit

<https://qualifications.pearson.com/en/home.html>

## **Assessment Summary**

### **AS Level**

Unit	Unit code	Duration	Marks	AS Weighting	Weighting
P1: Pure Mathematics	WMA11/01	90 mins	75	33.33%	16.67%
[Applied unit] M1 or S1	WME01/01 WST01/01	90 mins	75	33.33%	16.67%
P2: Pure Mathematics	WMA12/01	90 mins	75	33.33% S	16.67%

### **A Level**

Unit	Unit code	Duration	Marks	AS Weighting	Weighting
P3 Pure Math	WMA13/01	90 mins	75	33.33%	16.67%
P4 Pure Maths	WMA14/01	90 mins	75	33.33%	16.67%
[Applied unit] M2, S2 or S1	WME02/01 WST12/01 WST01/01	90 mins	75	33.33%	16.67%

Calculators may be used in all examinations.

## **Career and University Pathways**

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

## CAIE Physics AS/ A Level Syllabus 9702



### Course Outline

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

### Assessment Summary

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

AS candidates are required to enter for paper 1, 2 and 3

A Level candidates are required to enter for 4 & 5

### Career and University Pathways

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

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

**Oxford AQA  
International  
Physics  
AS/ A Level  
Syllabus  
9631/ 9632**



## Course Outline

These qualifications are modular. The full International A-level is intended to be taken over two years. The specification content for the International AS is half that of an International A-level. International AS and A-level exams in Physics allow students to demonstrate knowledge and understanding of scientific, mathematical and practical techniques, principles and concepts. Students also apply their knowledge and understanding of scientific, mathematical and practical techniques, principles and concepts.

## Assessment Summary

Unit	Duration	Maximum Marks
1	2hour	80
2	2hour	80
3	2hour	80
4	2hour	80
5	2hour	80

AS candidates are assessed for Unit 1, 2

A2 candidates are assessed for Unit 3, 4 & 5

## Career and University Pathways

After completion of A levels there are many options for everyone with an interest in Physics e.g. Physics Teacher, Aeronautical Engineer, Astronomer, Flight Engineer, Biophysicist, Nuclear Scientist, Space Scientist and many more.



## CAIE Psychology AS/ A Level Syllabus 9990



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



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

### Course Outline

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

### Assessment Summary

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

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

### Career and University Pathways

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

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



## CAIE Sociology AS/A Level Syllabus 9699



### TAKE A CLOSER LOOK AT SOCIETY

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

#### DEVELOP

GLOBAL OUTLOOK AND CROSS CULTURAL UNDERSTANDING

LEADERSHIP, CRITICAL THINKING, RESEARCH SKILLS

COMMUNICATION, CONFIDENCE, INTELLECTUAL SKILLS

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

Professor Gary Crawford, University of Salford

## Course outline

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

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

## Assessment Summary

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

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

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

## **BTEC LEVEL 3 Subsidiary Diploma in Creative Media Production (2 years)**



### **Course Outline**

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

Students develop as independent learners which help with key skills in research and analysis needed for higher education subjects.

#### **Units of study include :**

A1- Skills Development (270 GLH)

A2- Responding to a Brief (90 GLH)

It is desirable that students entering into this course of study have a background in Media and good skills in English Literature.

### **Assessment Summary**

This course is Assignment based with a Pearson Set Assessment for some units. The work is internally verified and then subject to external Standards Verification. At the end of the course learners will be awarded a Pass, Merit or Distinction grade. This will be calculated from the points achieved throughout the course.

### **Career and University Pathways**

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

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

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

## AQA A Level Drama and Theatre Syllabus 7262

### Course Outline

A-level Drama and Theatre 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.

All the world's a  
stage.  
*William Shakespeare*



### Assessment Summary

#### Component 1: Drama and theatre

- Knowledge and understanding of drama and theatre
- Study of two set plays, one chosen from List A, one chosen from List B
- Analysis and evaluation of the work of live theatre makers
- Written exam: 3 hours
- 80 marks - 40% of A-level Questions

**Section A:** One question (from a choice) on one of the set plays from List A (25 marks)

**Section B:** one three-part question on a given extract from one of the set plays from List B (30 marks)

**Section C:** one question (from a choice) on the work of theatre makers in a single live theatre production (25 marks)

#### Component 2: Creating original drama (practical)

- Process of creating devised drama
- Performance of devised drama (students may contribute as performer, designer or director) Devised piece must be influenced by the work and methodologies of one prescribed practitioner How it's assessed
- Working notebook (40 marks)
- Devised performance (20 marks)
- 60 marks in total - 30% of A-level

This component is marked by teachers and moderated by AQA.

#### Component 3: Making theatre (practical)

What's assessed:

- Practical exploration and interpretation of three extracts (Extract 1, 2 and 3) each taken from a different play Methodology of a prescribed practitioner must be applied to Extract 3. Extract 3 is to be performed as a final assessed piece (students may contribute as performer, designer or director)
- Reflective report analysing and evaluating theatrical interpretation of all three extracts How it's assessed
- Performance of Extract 3 (40 marks)
- Reflective report (20 marks)
- 60 marks in total - 30% of A-level

This component is marked by AQA.

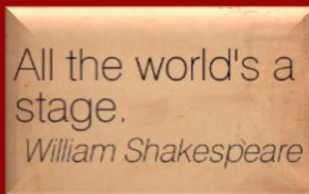
Any courses that relate to performance be it, acting, performing arts, film, stage management, lighting, sound design, set design

### Career and University Pathways

Any courses that relate to performance be it, acting, performing arts, film, stage management, lighting, sound design, set design.

## **BTEC Level 3 Subsidiary Diploma Performing Arts (Acting)**

**(2 Years)**



### **Course Outline**

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

### **Assessment Summary**

The 360 GLH Level 3 Subsidiary Diploma offers a qualification designed to support learners who are interested in learning about the performing art industry alongside other fields of study

Units of study include:

- F16 –Planning a Career in the Industry
- A2- Creating Performance Material
- A3- Performing for an Audience

It also includes coursework in any of these formats:

- Actors logbook
- Short projects
- Performances

### **Career and University Pathways**

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

Pearson  
BTEC  
Level 3  
Subsidiary  
Diploma  
in Sport  
(2 Years)



The work students carry out can include the following activities:

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

Learners taking this qualification will study units:

- Unit 1: Health, Wellbeing and Sport
- Unit 29: Technical and Tactical Skills in Sport
- Unit 33: Rules, Regulations and Officiating in Sport

The qualification is designed to support learners who want an introduction to the sector through applied learning and those who are interested in learning about the Sports industry alongside other fields of study with a view to progressing to a wide range of higher education courses not necessarily in sport-related subjects.

#### Assessment Summary

Most units in the sector are internally assessed and subject to external standards verification. In these qualifications in sport, fitness and personal training, all units are internally assessed.

Synoptic assessment requires learners to demonstrate that they can identify and use effectively, in an integrated way, an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole sector as relevant to a key task.

Internally-assessed units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P), and Unclassified (U). All mandatory and optional units contribute proportionately to the overall qualification grade. Qualifications in the suite are graded using a scale of P to D\*.

#### Career and University Pathways

This is intended for post-16 learners who want to progress directly to employment in the health and fitness sector as a gym instructor. When studied alongside another Level 3 qualification as part of the study programme, it supports progression to higher education programmes related to sport and fitness.

## Student Contract for BTEC Vocational Courses-2022-2023

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

### Deadlines

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

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

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

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

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

### Research

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

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

**BTEC students to bring in school their own laptops for all lessons complying with the school's BYOD policy.**

### Plagiarism/Copying

This will not be tolerated. Any student found to have copied the work of another (from a book or a fellow student) will receive no mark for that unit. In severe cases you may be excluded from the course.



In cases where work has been copied from another student, both students will be penalised unless it can be proven that that student was unaware of the copying. Please look after your work and do not allow others access to it.

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

### **Submission of Work**

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

### **When You Can Expect Your Marked Work to be Returned**

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

### **What to do if You Disagree with Your Grade**

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

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

### **Fees and Registrations**

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

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

Student Name:

Student Signature:

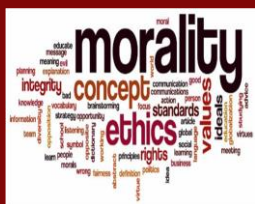
Parent Name:

Parent Signature:



## Faculty: Moral Education

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



## Course Outline Year 12

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

### What will students learn?

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

### Topics of Study:

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

### Assessment Summary

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

# 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 is mediating the curriculum and thus inform his/her future planning.
- This includes:
  - a. Weekly tests
  - b. Home work
  - c. Class work
  - d. Group Activity – Project work etc

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

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

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

## **V.External Assessments at Post 16**

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

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

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

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

### **ALPS (A Level Performance System)**

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

### **PASS Survey Report**

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

### **AS & A Level:**

Cambridge Assessment International Examinations (CAIE) & Pearson Edexcel are the world's largest providers of international education programmes and qualifications for 5-19 year old. These qualifications are recognised by universities, education providers and employers across the world.

At CIS AS/ A levels students choose 4 subjects to pursue their career pathways. At AS/ A level we offer a range of BTEC Vocational courses that are internally and externally verified and assessed. The BTEC courses are currently under the MOE consideration.

## Assessment Cycle in the Calendar

### Post 16

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

### Proposed dates 2022-2023

- The school calendar will publish the summative assessment dates

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

### Report Release Dates:

Dates	Report
January	Term 1
January	Pre- Mock
April	Term 2
April	Mock
June	Final Predicted
August	External Result

Contact for subject specific query:

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

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](http://www.cie.org.uk)

BTEC/EDEXCEL [www.edexcel.org.uk](http://www.edexcel.org.uk)

Oxford AQA International [www.oxfordaqaexams.org.uk/](http://www.oxfordaqaexams.org.uk/)



## Post 16 2022-23 Application form Year 12

### Personal Details

Name (as in passport):
Date of Birth:
Gender:
Name of Present School:

### Parents Details

Title:    Name (as in passport):	Tel No:
Email address:	
Title:    Name (as in passport):	Tel No:
Email address:	

### Subjects taken at IGCSE/GCSE:

Subject	Term 1 Grade	Mock 1 Grade	Subject	Term 1 Grade	Mock 1 Grade
1			6		
2			7		
3			8		
4			9		
5			10		

### Year 12 Options Selection

Option Choice	Subject (Minimum 4)
Option 1	
Option 2	
Option 3	
Option 4	

**Note:** - All students must complete 4 subjects. Please be aware that some subjects may not run if there are insufficient numbers of students to make the course viable.

Please fill out the following sections in as much detail as possible:

Interests in and out of school (e.g. involvement with clubs/teams/groups/drama, music, sport, etc. as well as individual interests):

Any positions of responsibility (e.g. prefect, sports captains, school council):

Any awards received/qualifications gained (e.g. school prizes, music exams):

What career plans do you have?



Any other information you wish the school to be aware of:

**Please note:**

- All students need to complete the application form accurately.
- All students need to have a completed confidential reference form. For internal candidates this form should be completed and given to your Learning Manager along with the relevant subject choices. Learning Managers will complete your reference.
- External candidates must send this reference form and option choices to the school along with the application form.
- The signed Post 16 contract MUST be completed and signed before an interview can take place.

## Reference Form



### Internal candidates

Dear Learning Manager, please comment on the student's attitude towards his/her IGCSE studies, contribution to school life and their ability to cope with an A Level programme as well as punctuality and attendance. Your accurate view of the student will be highly appreciated in a way for us to come to a decision.

### External Candidates

Please attach a reference to your application form, this must be on school headed paper with your school stamp.

Signature of Teacher: \_\_\_\_\_

Name: \_\_\_\_\_

Position: \_\_\_\_\_

**Notes for Cambridge students:**

Write down your grades in the table above. A reference from your Learning Manager is essential. The Learning Manager must give the completed reference form directly to the Post 16 team as this is a confidential document.

It is important to note that the payment of the re-enrollment fee will be considered the booking fee, after which only the student will be qualified for an interview with the Sixth Form selection team. This fee must be paid before we begin the interview process in April 2022. Your place on a course will only be confirmed if you achieve the grades you have been asked for. As soon as the results are declared in August 2022 you must re-confirm with us that you have met the admission criteria set by Cambridge International School. A copy of your examination results needs to be brought into school, so we can fully process your application, along with the required school fees.

**Notes for External applicants (Non-CIS students):**

New students applying to CIS need to get the predicted grades in the subjects opted at the IGCSE/GCSE from their current school teachers along with a reference.

Your place on a course will only be confirmed if you achieve the grades you have been asked for. As soon as the results are declared in August 2022 you must re-confirm with us immediately that you have met the admission criteria set by Cambridge International School. A copy of your examination results needs to be brought into school, so we can fully process your application, along with the required first term school fees.

If you are applying from a different curriculum, such as Indian curriculum, placements will be confirmed in May/ June 2022, when the board results are released.

I confirm the information in the application form to be true.

Students Signature..... Date.....

Parents Signature..... Date.....

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.

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.

### **Ministerial Decision No. (883) for the Year 2019 Equivalence System of Private School Certificates**

#### **Article 4**

The following are the general conditions that must apply as part of the requirements for issuing an equivalency certificate of completion of high school:

1. The educational system and curriculum in the Private School must be recognized in UAE.
2. The awarding body that issues the certificate must be recognized by the Ministry of Education in UAE.
3. The Private School must be licensed and authorized to operate in UAE.
4. The Private School must be recognized by the awarding body that issues the certificate.
5. The educational ladder in the country awarding the certificate should be comparable to the educational ladder in UAE.
6. The student should complete 12 years of school education post Kindergarten grades, which are 2 years of education.
7. The high school certificate issued by the Private School should entitle the student to enroll in an accredited Bachelor program in the country of the education system.
8. Complying with all the rules and regulations relevant to the National requirements.

#### **Article 6**

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)
  - Apply the general conditions stipulated in Article 4 of this Resolution.
  - The student must complete the 12th grade or equivalent.
  - 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.

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.

Islamic Education and Arabic Language are not counted in both levels.

Subjects studied should be chosen from the list defined by the relevant Ministry regulations.



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

#### Approved Courses in the British Curriculum (AS/AL)

الرياضيات و تكنولوجيا المعلومات و الاتصالات	علوم الكمبيوتر	Computer Science	Mathematics and ICT	AL/AS	فنون ولغات	الفن و التصميم: التصميم الجرافيكى الوسائط الرقمية و التصميم	Art and Design: Graphic Design	Arts & Language	AL/AS
الرياضيات و تكنولوجيا المعلومات و الاتصالات	تكنولوجيا المعلومات و الاتصالات التطبيقية	Applied ICT		AL/AS	الإنجليزية	اللغة و الألب في اللغة الإنجليزية	Digital Media and Design	English	AL/AS
	تقنية المعلومات	Information Technology		AL/AS		اللغة الإنجليزية	Language and Design	English Language	AS
	التصميم و التكنولوجيا	Design and Technology		AL/AS		الألب باللغة الإنجليزية	Literature in English	Humanities	AL
	الإدارة البيئية	Environmental Management		AS		الدراسات الكلاسيكية	Literature in English	Classical Studies	AL/AS
علوم	علوم الغذاء	Food Studies	Sciences	AL	العلوم الإنسانية	تاريخ	History	Humanities	AL/AS
	احياء	Biology		AL/AS		جغرافيا	Geography		AL/AS
	كيمياء	Chemistry		AL/AS		اليابانية	Japanese	Languages	AS
	فيزياء	Physics		AL/AS		الإسبانية	Spanish		AL/AS
	القانون	Law		AL/AS	لغات	الفرنسية	French	Mathematics and ICT	AL/AS
العلوم الاجتماعية	الأعمال	Business	Social Sciences	AL/AS		البرتغالية	Portuguese		AL/AS
	علم النفس	Psychology		AL/AS		الصينية	Chinese		AS
	علم الاجتماع	Sociology		AL/AS		الرياضيات (متقدم)	Further Mathematics		AL
	المحاسبة	Accounting		AL/AS		الرياضيات البحتة	Pure Mathematics		AL
	الاقتصاد	Economic		AL/AS		الرياضيات و تكنولوجيا المعلومات و الاتصالات	Mathematics		AL/AS



**CAMBRIDGE INTERNATIONAL SCHOOL DUBAI**  
**Post 16 Community Contract**  
**2022-2023**

**Student's Name:** \_\_\_\_\_ **Form:** \_\_\_\_\_

We understand that my son/daughter \_\_\_\_\_ has accepted a place at Cambridge International School Post 16 Community conditional upon the following requirements being met at all times.

(Name) \_\_\_\_\_ shall:

- Attend all school lessons and other activities within their Post 16 timetable regularly and punctually
- Be present for every registration session and shall attend assemblies and well-being sessions as required
- Use any non-timetabled time for individual private study in allocated areas
- Not leave the school site during lesson time unless previously agreed and discussed with the Head of Year 12 or the Head of Year 13 respectively and in consultation with parents
- Wherever possible make routine appointments with the doctor, dentist etc. outside of school hours.
- Adhere to the Post 16 Dress Code by being smart and presentable at all times
- Meet all deadlines set for homework and coursework for all subjects
- At all times set a good example to the younger students in the school
- Behave in an exemplary manner in accordance with the school's Code of Behaviour
- Respect his/her surroundings and recognize the right of other students to study in peace
- Notify the Learning Managers / Head of Year 12 or the Head of Year 13 respectively in case of absence
- Will use any study lessons effectively and be at the correct designated place

I/We agree that \_\_\_\_\_ shall meet the above requirements at all times and understand that failure to do so will result in a meeting to discuss her/his continuing education at Cambridge International School Post 16 Community.

***We have also read and understand the requirements and expectations of the courses being opted for.***

Signed \_\_\_\_\_ (Parent) Signed \_\_\_\_\_ (Student)

Parent's Name \_\_\_\_\_ Date \_\_\_\_\_





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

