



CAMBRIDGE INTERNATIONAL SCHOOL DUBAI



Your Choice at Thirteen Plus

Year 10 Curriculum Handbook 2020-2021

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Welcome to Cambridge International School

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

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

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

A large percentage of our students who move on to Post-16 carry on to higher education. The most common pathways chosen are UK, Canadian, American, Australian and UAE universities. Students are guided through the various application procedures in school. Information sessions are conducted throughout the year by CIS guidance staff as well as visiting guest speakers.

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

GEMS Education

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

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

Global Citizenship



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

Growing by Learning



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

Pursuing Excellence



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

Leading through Innovation



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

Letter to Parents

Dear Parents and Guardians,

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

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

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

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

The KS4 Curriculum

All students must study the following subjects:

- Arabic (mandatory for Arabs)
- Islamic Studies (for Muslims) &
- Global Perspectives/History/Global Futures (Non- Muslims)
- Atleast one Science subject (Biology, Chemistry & Physics)
- English Language
- Mathematics
- Social Studies
- Moral Education
- Games (PE)
- 5 other subjects

Please note that the MOE Directive 848 is cancelled and replaced with Resolution 833 so students will have to reselect their choices as the previously mandatory subjects such as Physics, Chemistry/ Biology and Humanities no longer apply.

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

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

Yours sincerely,

Ms. Lourdina Franco
Vice Principal

Year 10 -Option List of Options 2020-2021

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

All Arabs will choose Arabic A in Option 1.

Option 1	Option 2	Option 3	Option 4	Option 5
Physics	Chemistry	Literature	Computer Science	French
Accounting	BTEC Creative Media	Art	ICT	Drama
Psychology	Biology	Economics	Economics	Business
Enterprise	Accounting	Sociology	Physics	Psychology
Business	Computer Studies	Geography	Biology	Environmental Management
Arabic A	Travel & Tourism	History		Chemistry
		Environmental Management		ICT

Arabic A- must be selected as one subject for Arab students. This is the MOE Arabic. Arab students may choose to study an additional subject outside the curriculum and would be supported by teachers during Tuesdays ECAs and break time.

Atleast one Science subject must be chosen to fulfil the MOE Equivalency requirement

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

	Option 1	Option 2	Option 3	Option 4	Option 5	Option 6
First Preference						
Second Preference						

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

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

and recognise that these may be amended after consultation.

Signed _____ Date _____

Countersigned (Parent) _____

Undertaking of understanding when selecting BTEC courses

I (parent name) _____ understand that the BTEC courses are not currently recognised by the UAE Ministry of Education and therefore cannot be attested.

At present, the following UAE universities recognise BTEC without attestation- Middlesex, Heriot Watt and The American University in Dubai. Universities outside Dubai may or not recognise the qualification.

Charges for the BTEC courses are payable before completion of the course and are not refundable once the student is enrolled. Registration for BTEC Level 2 courses last year was 2500 AED; this cost is to be reviewed but is a guideline for the charges for the 2020-21 courses.

Signed _____ parent of _____
(print name in full, as on passport)


in class _____ Date _____

Note: Please return the form to the Media Teacher while joining the course.


PATHWAYS

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


My desired career is...




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





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






What will the Post 16 requirements/needs be?





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



Subject						
Level						
CAT4 Prediction						
What I need to achieve						

CAIE Accounting IGCSE SYLLABUS 0452



Course Outline

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

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

Assessment Summary

Two written examinations

Paper I One hour 15 minutes 30% of marks
(Multiple choice questions)

Paper II One hour 45 minutes 70% of marks
(Structured written paper)

Post 16, University Pathways and Careers

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

CAIE Art and Design IGCSE SYLLABUS 0400

Course Outline

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

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

The syllabus helps equip learners with lifelong skills including:

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



Assessment Summary

Component 1 Coursework 50% -100 marks

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

There are two parts to the coursework:

- a portfolio and
- a final outcome

Externally assessed

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

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

There are two parts to the assignment:

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

Post 16, University Pathways and Careers

Below are a few careers to guide you:

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

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

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

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

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

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

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

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



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

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

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

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

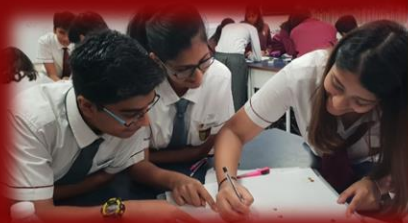
Students pursue careers in management consultancy, investment banking, general management and public sector management, among other areas.

CAIE Biology: 0610
CAIE Chemistry: 0620
CAIE Physics: 0625

Course outline

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

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



Assessment Summary

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

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

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

Post 16, University Pathways and Careers

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

Careers using BIOLOGY

Biology Teacher, Biochemist, Genetic Engineer, Dietician, Doctor, Ecologist, Health Officer, Medical Lab Technician, Marine Biologist, Microbiologist

Careers using CHEMISTRY

Chemistry Teacher, Biotechnologist, Chemical Engineer, Pharmacist, Crime Officer, Forensic Scientist, Material Scientist, Metallurgist, Research Scientist, Chemical Plant Operator

Careers using PHYSICS

Physics Teacher, Aeronautical Engineer, Astronomer, Cyberneticist, Surveyor, Meteorologist, Flight Manager, Engineer, Biophysicist, Nuclear Scientist

CAIE Computer Science IGCSE SYLLABUS 0478



The "STEM" problem is in computer science



Course Outline

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

Assessment Summary

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

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

Post 16, University Pathways and Careers

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

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

Edexcel Drama GCSE SYLLABUS 2DR01

Course Outline

Encourages you to work imaginatively and creatively in a collaborative context, creating, developing and communicating ideas. You will develop your devising and script exploration skills and demonstrate these through practical workshops and performance and written evaluation.

This course will help you develop your performing skills – through individual, pair, small group and whole class work.



Assessment summary

Components	Weightage
<p>Component 1: Devising (*Component code: 1DR0/01)</p> <p>Internally assessed.</p> <p>Coursework 40% of the qualification – 60 marks</p> <p>Content overview</p> <ul style="list-style-type: none"> • Create and develop a devised piece from a stimulus (free choice for centre). • Performance of this devised piece or design realisation for this performance. • Analyse and evaluate the devising process and performance. Performer or designer routes available 	40%
<p>Component 2: Performance from Text (*Component code: 1DR0/02)</p> <p>Externally assessed</p> <p>Coursework 20% of the qualification – 48 marks</p> <p>Content overview</p> <ul style="list-style-type: none"> • Students will either perform in and/or design for two key extracts from a performance text • Centre choice of performance text • Performer or designer routes available. 	20%
<p>Component 3: Theatre Makers in Practice (*Paper code: 1DR0/03)</p> <p>Externally assessed.</p> <p>Written examination: 1 hour 30 minutes 40% of the qualification (60 marks)</p> <p>Content overview</p> <ul style="list-style-type: none"> • Practical exploration and study of one complete performance text • Choice of eight performance texts • Live theatre evaluation – free choice of production. 	40%



Economic events and economic choices affect everybody and every day of their lives. The study of Economics will help students understand these events and participate effectively in today's world. Students who choose to study Economics are expected to be interested in world affairs and should remain abreast of world and local news. Levels of learning range from learning basic definitions of concepts to fully applying theoretical concepts to real-life situations and events. They should be able to present arguments, explain situations in terms of economic theory and should be able to communicate fluently in order to achieve good marks.

Two written examinations

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

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

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

CAIE English Literature IGCSE SYLLABUS 0486

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



Course Outline

The aims are to develop learners who:

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

Assessment Summary

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

Post 16, University Pathways and Careers

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

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

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

CAIE First Language English IGCSE SYLLABUS 0500

English is a compulsory subject in Years 10 and 11. Students follow either the CAIE IGCSE First Language English or English as a Second Language course depending upon their ability. The Year 9 English point score and IGCSE CAT 4 predictions are used to determine which course is most suitable.



Course Outline

The aims are to enable students to:

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

Assessment Summary

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

Post 16, University Pathways and Careers

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

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

CAIE Enterprise IGCSE SYLLABUS 0454



Course Outline

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

Assessment Summary

One written examination and coursework

Paper I One hour 30 minutes 50% of marks
(Short structured and open- ended questions)

Paper II Coursework 50% of marks
Internally assessed and externally moderated

Post 16, University Pathways and Careers

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

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

CAIE Environmental Management IGCSE SYLLABUS 0680



Course Outline

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

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

Assessment Summary

Paper 1 (Theory) 1 hour 45 minutes	Paper 2 (Management in context) 1 hour 45 minutes
Six structured questions	Case study analysis – Field work investigation
Total: 80 marks 50% of total assessment	Total 80 marks: 50% of total assessment

Post 16, University Pathways and Careers

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

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

EDEXCEL French GCSE SYLLABUS 2FR01 9-1 Grading scale



Course Outline

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

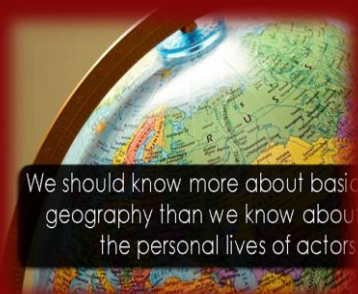
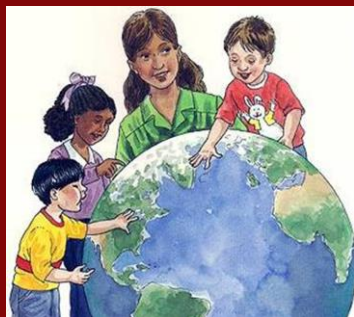
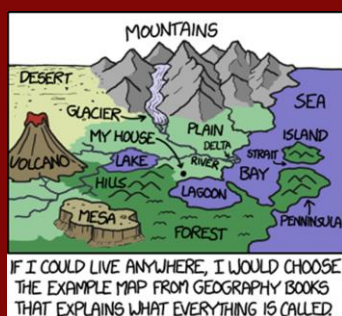
Assessment Summary

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

Post 16, University Pathways and Careers

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

CAIE Geography IGCSE SYLLABUS 0460



Course Outline

Geography is not just about maps, earthquakes, and wide oceans. It is all about **Physical Geography** – Why the Grand Canyon is what it is? **Economic Geography** – Why study the roots of the late 90's Asian Crisis? **Political Geography** – ethno-religious differences and conflicts around the world and their causes.

Cambridge IGCSE Geography is a challenging and interesting subject. The syllabus draws upon disciplines such as biology, earth science, Environmental Management, Economics and Anthropology. Underlying the syllabus there is recognition that cultural, social and political attitudes directly influence the economy of nature.

Successful Cambridge IGCSE Geography candidates develop lifelong skills, including, an understanding of the processes which affect physical and human environments; an understanding of location on a local, regional and global scale; the ability to use and understand geographical data and information; An understanding of how communities around the world are affected and constrained by different environments.

Assessment Summary

Paper 1 1 hour 45 minutes Geographical Themes	Paper 2 1 hour 30 minutes Geographical Skills	Paper 4 Alternative to coursework 1 hour 30 minutes
Three questions. 1-Population Theme 2-Natural Theme 3-Economic development Theme	The paper tests interpretation and analysis of geographical information, decision making and the application	Two compulsory written questions, including interpretation of fieldwork
75 marks: 45% of total assessment	60 marks: 27.5 % of total assessment	60 marks: 27.5% of total assessment

Post 16, University Pathways and Careers

By studying Geography you'll gain a comprehensive and flexible qualification that will equip you to work with local governments, the Civil Services, the Armed Forces, Ministry of Defense, Police Services, Private Companies; Environmental Consultancies, Environmental Protection Agencies, Facilities Management Companies, Information Systems Organizations, Real Estate and Foreign Services.

Global Futures Singularity University



Course Outline

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

More specifically, it provides students with:

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

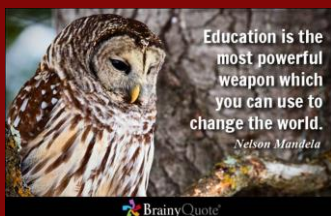
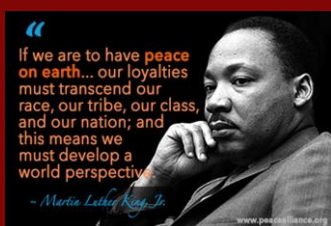
Assessment Summary

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

Post 16, University Pathways and Careers

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

CAIE Global Perspectives IGCSE SYLLABUS 0457



Course Outline

Cambridge IGCSE Global Perspectives provides opportunities for enquiry into, and reflection on, key global issues from a personal, local/national and global perspective. Young people globally face unprecedented challenges in an interconnected and information-heavy world, not least, in how they will gain a sense of their own active place in the world and cope with changes that will impact on their life chances and life choices. Students will have opportunities to acquire and apply a range of skills, including: gathering, synthesising and communicating information, collaborating with others to achieve a common outcome, analysing and evaluating planning, processes and outcomes, developing and justifying a line of reasoning, students will explore stimulating topics that have global significance. They will assess information critically and explore lines of reasoning. They will learn to collaborate with others from another culture, community or country, directing much of their own learning and developing an independence of thought.

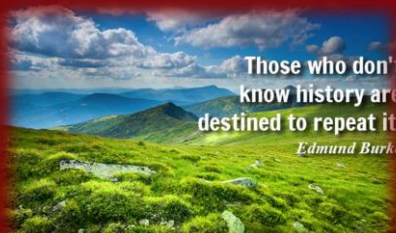
Assessment Summary

Individual Research	Group Project	Written Paper 1 hour 15 minutes
Candidates carry out research based on two topic areas and submit an Individual Research report on each topic. Internally assessed.	Group Element: Candidates collaborate to produce a plan and carry out a group project Individual Element: Candidates evaluate the plan, process and outcome of the group project as well as their individual contributions	The Written Paper consists of compulsory questions based on a range of sources provided with the paper. Sources will present global issues from a range of perspectives. [External Assessment]
(80 marks: 40% of total assessment)	60 marks: 30 % of total assessment	60 marks: 30% of total assessment

Post 16, University Pathways and Careers

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

CAIE History IGCSE SYLLABUS 0470



Course Outline

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

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

Assessment Summary

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

Post 16, University Pathways and Careers

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

CAIE Information And Communication Technology IGCSE SYLLABUS 0417

Course Outline

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



Assessment Summary

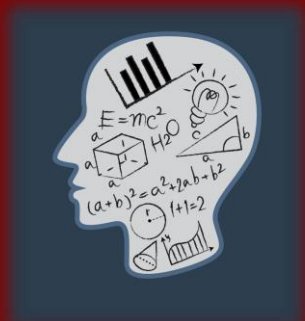
Students sit an external examination set by the Cambridge Assessment International Education (CAIE). The examination consists of two papers, the details of which can be found in the table below.

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

Post 16, University Pathways and Careers

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

CAIE Mathematics IGCSE SYLLABUS 0580



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

Course Outline

Years 9 to 11 will follow the Cambridge IGCSE (0580).

For more information about syllabus and examinations, you may visit www.cie.org.uk

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

Assessment Summary

Cambridge IGCSE (0580) - A two year programme

IGCSE Extended curriculum

Grades available A* -E

Paper 2 (Extended) (1 hour 30 minutes)

70 Marks Weightage: 35%

Short answer type questions

Calculator paper

Paper 4(Extended) (2 hours 30 minutes)

130 Marks Weightage: 65%

Structured questions

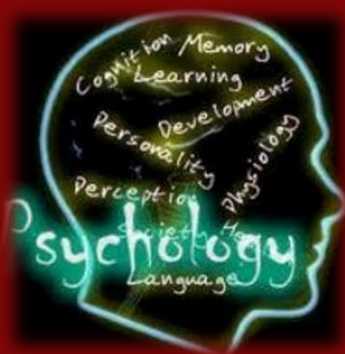
Calculator paper

Post 16, University Pathways and Careers

Candidates can study Mathematics Extended syllabus where the available grades are A* - E. If you wish to study Mathematics further at AS or A levels, then you will need to achieve a grade A and above. IGCSE Mathematics is a useful introduction to AS and A-Level Mathematics. Mathematics is also a relevant qualification for many careers such as:

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

EDEXCEL
Psychology
GCSE SYLLABUS 1PS0
9-1 grading scale



A negative mind
will never give you
a positive life.



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

#150

OSHO

Course Outline

Welcome to the fascinating world of human mind - Psychology — the science concerned with the power to investigate, explore and identify the behaviour of all living things. One of the earliest and most exciting adventure into mind, Psychologists follow scientific methods, using careful observation, experimentation and analysis.

Students are encouraged to carry out practical work to develop a working understanding of how psychologists carry out research.

Students learn **five** compulsory topics: Memory, Development, Psychological Problems, Social Influence and The Brain and Neuropsychology. They also study **two** optional topics from a list of 5: Language, Communication and Thought, Criminal Psychology, Perception, The Self and Sleep and Dreaming.

Assessment Summary

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

Post 16, University Pathways and Careers

Psychology students generally report being pleased that what they studied in school has helped prepare them for both life and work.

Psychology is a straightforward path towards career in becoming clinical Psychologist, Researcher, University Professor, Psychophysics Psychologist, Developmental Psychologist, Counseling Psychologist, Army and Air-force Psychologists, Child Psychologist, Cognitive Neuroscientist, Forensic Psychologist, Gerontologist, Geriatric Psychologist and many, many more such lucrative and high profile careers.

CAIE Sociology IGCSE SYLLABUS 0490





SOCIOLOGY THE SCIENCE OF SOCIETY

TAKE A CLOSER LOOK AT SOCIETY

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

DEVELOP

 GLOBAL OUTLOOK AND CROSS CULTURAL UNDERSTANDING

 LEADERSHIP, CRITICAL THINKING, RESEARCH SKILLS

 COMMUNICATION, CONFIDENCE, INTELLECTUAL SKILLS

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

Professor Gary Crawford, University of Salford

Course Outline

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

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

Assessment Summary

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

Post 16, University Pathways and Careers

IGCSE course in Sociology is accepted by schools, universities and employers as proof of knowledge and understanding about the socio-economic and political conditions of the world, people are part of. Sociology is an excellent preparation for careers in Law, Public Policy, Social Work, Public Administration, as Educators, Researchers, Public Relations, Consumer Research, Programming, Administration, Banking, Media (radio/television), Political organisations, Human Resources Management, Corporate Training and Development, Admissions, Advising, Alumni Relations, and Placement offices (and many more).

CAIE Travel And Tourism IGCSE Syllabus 0471



Course Outline

IGCSE Travel and Tourism is designed to help meet the need for skilled and knowledgeable individuals in this rapidly diversifying industry. The syllabus develops practical skills across a range of working roles, as well as providing a global and local perspective on travel and tourism. Students gain an overview of the industry, and learn about popular destinations, customer care, working procedures, travel and tourism products and services and

Marketing and promotion. Through their studies, students will gain an understanding of the concepts, models and theories used within the industry, and enhance their skills of investigation, analysis, interpretation and evaluation. It is a journey of real-life learning, empowering students to develop a knowledge and understanding of this fast growing industry.

Assessment Summary

Two written examinations

Paper I	Two hours	60% of the marks
(Short answer question paper)		

Paper II	Two hours and thirty minutes	40% of the marks
Alternative to Coursework		

Post 16, University Pathways and Careers

Travel and Tourism provides employment directly and indirectly to millions of people worldwide. A career in the travel and tourism industry can provide opportunities in a number of sectors and organisations, such as State Tourism Agencies, Immigration and Customs Services, Airlines, Hotels and Transport Providers.

Specific roles include; Tour Operations Assistant and Manager, Travel Agent, Customer Service Agent, Hotel and Resort Manager, Tourism Marketing roles, Strategic Tourism Development and numerous others. The tourism industry is made up of large multinational companies as well as many small to medium sized organisations, which provides an appropriate platform for enterprising individuals wishing to develop and establish their own business.

BTEC Creative Media Production Level 2 Extended Certificate



Course Outline

The BTEC Level 2 course in Creative Media Production is an exciting and challenging course, which encourages you to gain a basic understanding of the media industry enabling you to make informed choices with regard to a career or further study of the media industry.

The qualification is equivalent to two GCSE.

This course will help you develop the following skills:

- Communicating your ideas
- Working as part of a team to produce a product
- Developing professional knowledge of photography
- Understanding the advertising industry
- Using social media for academic purpose
- Working independently to create a project

Developing your ICT skills

Assessment Summary

Assessment is coursework based with no exams. All coursework is completed during class time over the two year course.

You will be completing two key projects intergrating the units as listed below

Components: Units of Study	Weighting
Unit 1 Pre Production – Core Unit Internally Assessed	25%
Unit 2 Communication Techniques for Creative Media Industries Core Unit Internally Assessed	25%
Unit 5 Video Production - Optional Unit Internally Assessed	25%
Unit 18 Advertising Production - Optional Unit Internally Assessed	25%

Post 16, University Pathways and Careers

Nearly all universities accept BTEC in relevant subject areas, similar to how they would with equivalent A-level qualifications. BTEC students can often be better prepared in terms of the independent studying that's required at degree level, due to the portfolio-based nature of BTEC courses. Candidates would be able to enter initial employment, at a junior level or as trainee managers in such areas as Marketing, Sales or Human Resources.

Student Contract for BTEC Vocational Courses-2020-2021

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

Deadlines

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

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

All deadlines **MUST** be met. Should you fail to meet a deadline, we will call your parents in to discuss your suitability to complete the course and you will be expected to stay back after school until the assignment deadlines are met. Deadlines have been very carefully set with course completion in mind. Should you be absent on the hand-in date, you should find an alternative way of getting your assignment to us, all staff are accessible by email. A medical certificate may be required in cases where an assignment has not been completed due to illness or other exceptional circumstances. Printer problems on hand-in day are **NOT** a valid excuse for handing work in late. Plan to complete your assignment early. This will enable you to avoid last-minute printer problems. Work being left at home or laptop issues are also not an acceptable problem. Students must have backup copies of all their work on a USB flash drive or cloud storage to evidence their progress.

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

Research

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

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

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

Plagiarism/Copying

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

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

Submission of Work

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

When Can You Expect Your Marked Work to be Returned?

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

What to do if you disagree with your grade?

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

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

Fees and Registrations

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

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

Student Name:

Student Signature:

Date:

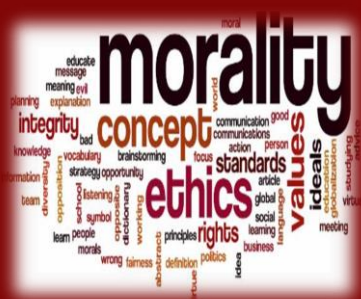
Parent Name:

Parent Signature:

Date:

Moral Education

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



Course Outline

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

What will students learn?

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

Topics of Study:

Term 1		Term 2		Term 3	
Introduction to Global Ethics	Financial Awareness	What should be preserved and how	Governments, Authority and the Judiciary System in the UAE	Governments, Authority and the Judiciary System in the UAE	Being an Active Citizen (Part 1)

Assessment Summary

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

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



The national curriculum for PE aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities
- Physically active for sustained periods of time
- Engage in competitive sports and activities
- lead healthy, active life

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

- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [For Example: Basketball, Cricket, Badminton, Football, Hockey, Netball, Rounders, and Tennis]
- Develop their technique and improve their performance in other competitive sports [For Example: Athletics, Basketball, Swimming, Badminton, Cricket, Football, Netball and Rounders]
- Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
- Take part in competitive sports and activities outside school through community links or sports clubs.

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

ASSESSMENT

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

1. Types of Assessment

Assessment for / of Learning / as Learning:

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

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

- Internal School Examinations

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

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

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

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

- e. Encouraging independence in learning

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

V. External Assessments at CIS

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

The Cognitive Abilities Test (CAT4):

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

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

Progress Tests (PT)

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

Year 10

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

Assessments in Year 10 will be consistent with the National Curriculum integrated with the IGCSE criteria. Assessment being an integral component of teaching and learning. CIS will use Progress Tests (PT) in English, Maths and Science to monitor progress and attainment. These are externally set and intended to provide feedback with respect to how well the student is grasping the concepts being taught. PT tasks are graded and these scores are maintained for the purpose of term end reports. However, all assessments conducted will be shared with parents on an ongoing basis.

PASS Survey Report

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

IGCSE/ GCSE/ AS & A Level:

Cambridge Assessment International Examinations (CAIE) & Pearson Edexcel are the world's largest providers of international education programmes and qualifications for 5-19 year olds. Universities, education providers and employers recognise these qualifications across the world. At CIS students in Year 9 embark on IGCSE/GCSE courses that include English Language, Mathematics Physics, either Chemistry or Biology or both and one Humanities as mandatory in addition to three Optional subjects.

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

Assessment Cycle in the Calendar

Proposed dates 2020-2021

- The school calendar will publish the summative assessment dates

Year	Internal Examinations/ Assessments													
	CAT4 ALIS	PASS 1	PASS 2	PT	IGCSE AS/A	Baseline/ Midline	Mid Term 1	Term1	PreMock	Mid Term 2	Term 2	Mock	Mid Term 3	Term 3
9	Oct	Oct	April	June		Sept	Sept- Oct	Nov- Dec		Feb	March		April	May
10														
11					May				Nov- Dec			Feb- March		

Report Release Dates:

Year Group	Dates	Report
Year 9-11	November	Interim Report 1
Year 9-11	January	Term 1
Year 11	January	Pre Mock
Year 9-11	February	Interim 2
Year 9-11	April	Term 2
Year 11	April	Mock
Year 11	June	Final Predicted
Year 9-11	May	Interim 3
Year 9-10	June	Final (Term 3)
Year 11	August	External Result

Contact for subject specific query:

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