

Cambridge International School Dubai



Key Stage 3 Curriculum

Year 9 Curriculum Handbook
2024-2025



Contents

| | |
|--|----|
| Welcome to Cambridge International School Dubai and GEMS | 3 |
| GEMS Education | 4 |
| The Key Stage 3 Curriculum (2024-2025) | 9 |
| Assessments | 28 |
| Contacts | 31 |



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

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

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

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

Along with the National Curriculum, Year 9 students will be introduced to the IGCSE Curriculum and will start the IGCSE course for one optional subject. This course will be studied for two years and in summer 2026, the students will sit their first IGCSE examination. The remaining six IGCSE subjects will be undertaken for study in Year 10 and will be tested at the end of Year 11.

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



GEMS Education

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

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

Global Citizenship



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

Growing by Learning



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

Pursuing Excellence



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

Leading through Innovation



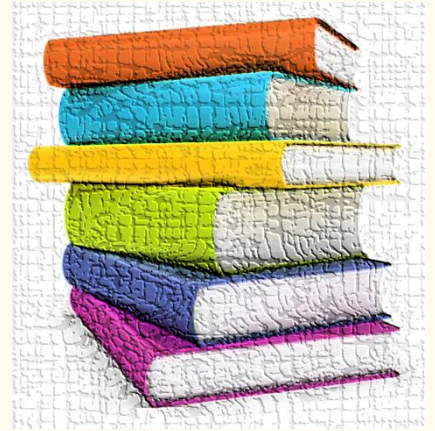
Innovation requires bold thinking, fresh ideas and brave leadership. It's about entrepreneurship. Finding better ways of doing things... and doing them. To make a real contribution to a better future we must lead individual by individual, idea by idea, taking calculated risks, spotting opportunities,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



KS 3 (Year 9) Curriculum 2024-2025

MANDATORY COURSE DESCRIPTIONS:

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



CURRICULUM STRUCTURE:

Year 9 students will study the following courses:

| Subjects | IGCSE Subject (Choose one) Examination in May 2026 |
|----------------------------------|---|
| English | *Sociology |
| Mathematics | **Business |
| Science | **Computer Science |
| Arabic A&B | **ICT |
| Islamic Studies / PSHE | ***French |
| Moral Social Cultural Studies | |
| Humanities | |
| Drama | |
| Physical Education | |
| Art | |
| Curriculum for Life (40 minutes) | |

* This subject will **not** be offered as a new subject again in Year 10 (2025-2026)

** This subject **will be** offered as a new subject again in Year 10 (2025-2026)

*** Non- Arab students if they wish, have a choice to study this subject for three year and sit the examination in Year 11 (2026-2027)



Year 9 - List of IGCSE Subject Choices 2024-2025

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

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

* This subject will **not** be offered as a new subject again in Year 10 (2025-2026)

** This subject **will be** offered as a new subject again in Year 10 (2025-2026)

*** Non- Arab students if they wish, have a choice to study this subject for three year and sit the examination in Year 11 (2026-2027)

Please select your first and second preference.

| | IGCSE Subject |
|-------------------|---------------|
| First Preference | |
| Second Preference | |

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

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

recognise that this may be amended after consultation.

Signed _____ Date _____

Countersigned (Parent) _____



Positive Education and Curriculum for Life

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

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

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

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

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

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

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

Wellbeing Vision and Mission

Wellbeing is at the heart of everything that we do!



Cambridge International School
DUBAI

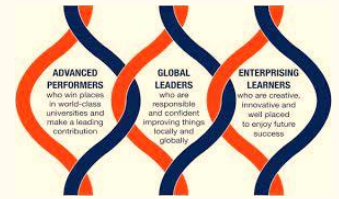
Vision

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

Mission

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

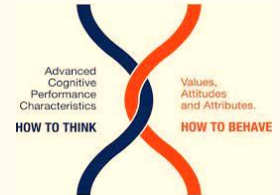




CIS curriculum empowers our learners to aim high. As an accredited High Performance Learning school and on a journey to becoming World Class School, we develop an evidence-based set of HPL values and attributes. The curriculum is the means by which the school achieves its objective of educating children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

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

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



Advanced Cognitive Performance characteristics (ACPs)

- **Meta-Thinking:** Reflecting on their own thinking, knowingly using a wide range of thinking approaches, and transferring knowledge from one circumstance to another.
- **Self-regulation:** The ability to monitor, evaluate and self-correct; Big picture thinking; Working with big ideas and holistic concepts.
- **Linking:** Use connections from past experiences to seek possible generalisations and assist conclusions.
- **Analysis:** Critical or logical thinking; the ability to deduct, hypothesise and reason; Complex and multi-step problem solving; The ability to break down a task, decide on a suitable approach and then act.
- **Creating:** Intellectual playfulness; The ability to abandon one idea for another or generate multiple solutions.
- **Realising:** The ability to use some skills with such ease as they 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.

اللغة العربية للطلاب الناطقين بها

القسم : اللغة العربية
لناطقين بها

المعلم : عبير الديناري
سيد

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

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

وصف المنهج :

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

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

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

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

تقدير:

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

Arabic (B)

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



Course Description

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

What will students learn?

Listening

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

Speaking

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

Reading

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

Writing

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

Assessment

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

Islamic

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



Course Description

Students have 2 Islamic lessons a week (50 minutes each). We have two sections for each year group (Islamic for Arabs and Islamic for Non-Arabs) We hope every Muslim student at CIS is proud to be a Muslim and learns the basic knowledge of the religion. Our aim is to acknowledge all Muslim students regarding the Islamic values that Qur'an and Sunnah are assert on, so they can reflect what they learned in real life situations. Also, to refer to Qur'anic verses and Ahadith to analyze contemporary issues in accordance to the Islamic shari'ah.

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

What will students learn?

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

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

Assessment

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

لتربية الإسلامية

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

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

وصف المنهج:

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

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

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

منهج التربية الإسلامية للطلاب العرب

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

- الوعي الكامل لمفاهيم (الإسلام) و(الإيمان) عن طريق ممارسات دينية متوافقة مع الواقع .
- الوعي بكيفية تغلغل القضايا الروحية والأخلاقية مثل (الإحسان) في الخبرات الحياتية والتي تتعلق بحياة الطلاب الخاصة.
- احترام التقاليد الدينية والثقافية لدولة الإمارات العربية المتحدة والعالم أجمع.
- تطوير المهارات العقلية كالبحث و التفكير الناقد لتمكين الطلاب من اتخاذ قرارات مستنيرة وخيارات صحيحة. وفقاً لتعاليم الدين الإسلامي الصحيح .

التقييم :

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

UAE Moral Social Cultural Studies

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

United Arab Emirates



Course Description

The Moral Education Program prepares learners for the ever-rapid changes in social fabric, as well as the need to assess and track trends and changes in moral, community, civic and cultural aspects. It safeguards accomplishments in the formation of a unique local character, preserves national heritage and deters adverse behavior.

The Social Studies for Non-Arabs Curriculum deepens learners' understanding of social, political and economic systems; improves their comprehension of movements in local and world history; enables them to analyze the relationships between humans and their natural environment, and facilitates the development of a strong appreciation of the importance of relating knowledge of past people, events and civilizations to present and future challenges.

What will students learn?

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

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

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

History-students show knowledge of how significant events and developments have impact and play a role in constituting other communities in the region over different periods of time and in different places

Civics- Rights and privileges of belonging to communities inside and outside of UAE.

The factors that shape nations and governing structures both locally and globally
 Geography- students are able to show knowledge of the earth, its properties how such are related to human interactions as well as between human societies and the natural environment

National Identity- students show sense of belonging and loyalty to their country society. Students are able to share the basis and different forms and duties of government and role of members of the society

Economics-Students understand the role of government in developing national and international economies.

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

Assessment

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

English

English is a mandatory course that is studied substantially from EYFS1 onwards. Students receive five English lessons a week (55 minutes each)

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



Course Description

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

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

Year 9 is a fundamental year in preparation for IGCSE courses. This allows students to experience the course content and skills. The assessments are also practice assessments and exams for GCSE and this allows your child to gain valuable feedback ready for their IGCSE in Year 11. English is a mandatory course and students receive five English lessons a week (50 minutes each)

What will students learn?

Throughout Key Stage 3 (Year 7 - 9) students will be taught: Reading Short texts, novel analysis and poetry to develop an appreciation and love of reading, and read increasingly challenging material independently through:

- Reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors.
- choosing and reading books independently for challenge, interest and enjoyment
- rereading books encountered earlier to increase familiarity with them and provide a basis for making comparisons
- Understand increasingly challenging texts through:
- learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
- making inferences and referring to evidence in the text
- knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
- Checking their understanding to make sure that what they have read makes

(continue....)

Read critically through:

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

Writing

Description, letter, explanation article, poetry analysis and comparison Write accurately, fluently, effectively and at length for pleasure and information through:

- writing for a wide range of purposes and audiences, including: well-structured formal expository and narrative essays; stories, scripts, poetry and other imaginative writing; notes and polished scripts for talks and presentations and a range of other narrative and non-narrative texts, including arguments, and personal and formal letters
- summarising and organising material, and supporting ideas and arguments with any necessary factual detail
- applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form
- drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing
- Plan, draft, edit and proofread through:
- considering how their writing reflects the audiences and purposes for which it was intended
- amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness
- paying attention to accuracy in grammar, punctuation and spelling; applying the spelling patterns

(continue...)

Grammar and vocabulary

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

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

Speaking

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

Assessment

Reading and Writing is assessed twice per term

Speaking and Listening is assessed once per term

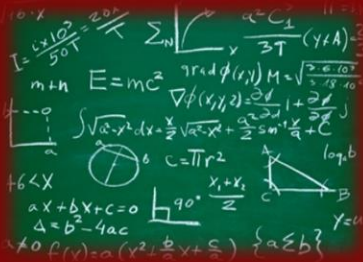
Student assessment will include informal and formal assessment.

- Assessment will include observation of class participation, oral presentations, written work, compositions, essays, vocabulary, reading responses, and reading comprehension.

Mathematics

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

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



Course Description

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

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

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

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

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

What will students learn?

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

Assessments

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

Science

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

Course Description

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



What will students learn?

BIOLOGY:

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

PHYSICS:

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

CHEMISTRY:

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

WORKING SCIENTIFICALLY:

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

Assessment

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

Arts



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

Course Description

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

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

What will students learn?

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

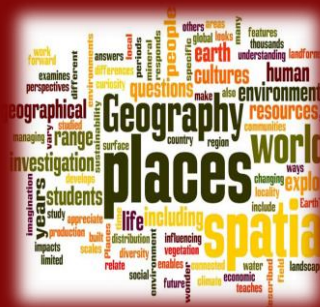
- To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- To use a range of techniques and media, including painting
- To increase their proficiency in the handling of different materials
- To analyse and evaluate their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

Assessment

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

Humanities

Students will be taught a wide range of skills from questioning to enquiry and thinking skills whilst looking at relevant and current Geographical topics and issues.



Course Description

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

- develop chronological understanding of the historical events of both World Wars, Cold War, outline prominent Leaders that participated in the War.
- analyze the cause and the impact of World Wars, Treaties, World Organizations & Cold War and to understand the impact of global war crisis on economic development of European and Russian alliance states, Far East. Compare/contrast reasons why events happened.

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

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time and are competent in the use of geographical skills.

What will students learn?

- Locational knowledge - extend their locational knowledge and deepen their spatial awareness of the countries in the world using maps.
- understand how human and physical processes interact to influence, and change landscapes, environment, and the climate; and how human activity relies on effective functioning of natural systems.
- interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs.
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

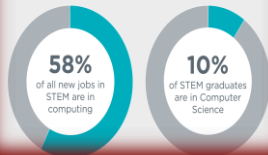
Assessment

Student assessment will include both formal and informal assessment.

CIE Computer Science IGCSE SYLLABUS 0478



The "STEM" problem is in computer science



Course Outline

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

The aims are to enable students to develop:

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

Assessment Summary

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

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

Post 16, University Pathways and Careers

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

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



EDEXCEL French GCSE SYLLABUS 1FRO 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.

CIE Information And Communication Technology IGCSE SYLLABUS 0417

Course Outline

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



Assessment Summary

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

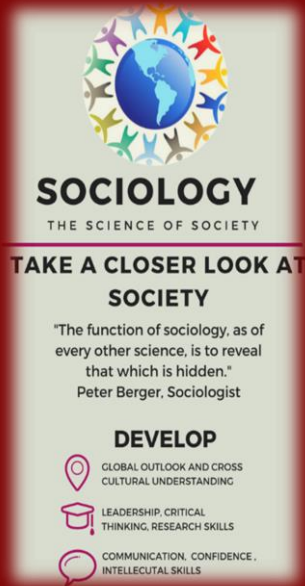
| | |
|---|--|
| Paper 1 Theory 40% 80 marks | Paper 2 Practical Document Production, Data Manipulation and Presentations 30% 70 marks |
| 1 hour 30 minutes Examination | 2 hours 15 minutes Examination |
| Questions will be based on sections 1–21 of the subject content. All questions are compulsory Externally 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% (70 marks) | |
| 2 hours 15 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

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



CIE Sociology IGCSE SYLLABUS 0495



Cambridge IGCSE Sociology encourages learners to think critically about contemporary social, cultural and political issues.

The syllabus provides opportunities to explore concepts and arguments that underpin the discipline of sociology. Learners are supported in developing key transferable skills such as the interpretation of evidence, analysis and evaluation while studying a range of stimulating topics and real-world issues.

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 | Weight - age |
|---------|-----------------|-------------|--|--------------|
| Paper 1 | 2 hours | 80 marks | Two structured questions: Question 1 Research methods(compulsory) – all candidates answer this question, which includes data response. Question 2 and Question 3 – candidates choose to answer either Question 2 or Question 3 | 50% |
| Paper 2 | 1 hour 45 min. | 80 marks | Two optional structured question from a choice of three | 50% |

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, Guidance, and counselling and many more.

Physical Education

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



Course Outline

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

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

What will students learn?

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

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

Assessment Summary

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

Drama



The arts promote freedom of expression through plays, creation activity such as devising, promotes team skills, leadership, equality and diversity within lessons, working with others in lessons, imagination and encourages students to be independent learners.

Course Description:

Drama enables pupils to explore, develop and express ideas and concepts which will help them make sense of reality. Drama is a life skill and a creative art form. The students learn how to be effective team members, develop their confidence when speaking to and performing in front of peers as well.

At Key Stage 3, all students in Year 9 have one lesson of Drama each week. In these lessons, students will be looking at a variety of techniques such as Oracy creating a business as well as key performance techniques, analysis and evaluation. Students will learn the art form of public speaking and delivering presentations enabling them to have the confidence to transfer this into other subjects.

What will students learn?

Term 1 - In Term 1, students will be focusing on:

- Physical Theatre
- The Business

Term 2 - In Term 2, students will focus on:

- Oracy
- Missing Persons – T.I.E

Term 3 - In Term 3, students will focus on:

- Evaluating Live Performance
- Scripts

Assessment: Assessment is based on participation, self-evaluation, and assignments both written and performed at the end of each unit.



ASSESSMENT

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

Types of Assessment

Assessment for / of Learning / as Learning:

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

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

- Internal School Examinations

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

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

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

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



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

II. External Assessments at CIS

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

The Cognitive Abilities Test (CAT4):

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

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

Progress Tests (PT)

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

Year 9

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

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

PASS Survey Report

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



Assessment Cycle in the Calendar

Proposed dates 2024-2025

The school calendar will publish the summative assessment dates

| Year | Internal Examinations/ Assessments & International Benchmark Assessments | | | | | | | | | |
|------|--|----------|--------|--------|---------|--------|--------|--------|--------|---------------|
| 9 | CAT4 | Baseline | PASS 1 | NGRT A | Term1 | Term 2 | NGRT C | PASS 2 | Term 3 | Progress Test |
| | Oct | Sept | Oct | Oct | Nov-Dec | March | April | May | May | June |

Report Release Dates:

| Year Group | Dates | Report |
|------------|----------|----------------|
| Year 9 | December | Term 1 |
| Year 9 | April | Term 2 |
| Year 9 | June | Final (Term 3) |

CIS Point Scale

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

Key contact:

- Head of Secondary: Mr. Peter Hart p.hart_cis@gemsedu.com
- Deputy Head of Secondary and Career Counsellor: Ms. Sandhya Menon s.menon1_cis@gemsedu.com
- Head of Year: Mr. Martin Mackenzie m.mackenzie_cis@gemsedu.com



Contact for subject specific query:

| Faculty | Faculty Leader | Email |
|-----------------------------------|------------------------------|--|
| English | Michelle Labrooy | m.labrooy_cis@gemsedu.com |
| English AFL | Sophie Morfett | s.morfett_cis@gemsedu.com |
| Mathematics | Rani John | r.john1_cis@gemsedu.com |
| Mathematics AFL | Nisha Louis | n.louis_cis@gemsedu.com |
| Science | Princy Jackson | p.jackson_cis@gemsedu.com |
| Science AFL | Sona Lepcha | s.lepcha_cis@gemsedu.com |
| Humanities | Arogya Mary Kantha | a.kantha1_cis@Gemsedu.com |
| ICT | Leni Kurian | l.kurian_cis@Gemsedu.com |
| Arts | Sanjana Saxena | s.saxena1_cis@Gemsedu.com |
| French | Abdelrahman Ahmed Mohamed | a.mohamed3_cis@gemsedu.com |
| Arabic B | Ramy Wagdy Aboudishish | r.aboudishish_cis@Gemsedu.com |
| Arabic A | Mohammad Hannoush | m.hannoush_cis@gemsedu.com |
| Islamic | Lina Ismail Abdelsalam Maged | l.maged_cis@gemsedu.com |
| PSHE | Nishrin Gilitwala | n.gilitwala_cis@gemsedu.com |
| Sociology | Praseeda Ramesh | p.ramesh_cis@gemsedu.com |
| Psychology | Harshitha Subramaniam | h.subramaniam_cis@gemsedu.com |
| PE | Srivani Pechetti | Pechetti.V_CIS@gemsedu.com |
| Director of Sports | Martin Mackenzie | m.mackenzie_cis@gemsedu.com |
| Social Moral and Cultural Studies | Meena Mehrotra | Meena.K_cis@gemsedu.com |
| Business | Rency John | r.john_cis@gemsedu.com |
| Business (AFL) | Fathima Munthas | f.munthas_cis@gemsedu.com |
| Music | Peterson Paul Aruldoss | p.paularuldoss_cis@gemsedu.com |
| Drama | Nayika Nagpal | n.nagpal_cis@gemsedu.com |
| BTEC Courses | Sangeetha Philip | S.PHILIP_CIS@gemsedu.com |

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

CAIE

www.cie.org.uk

BTEC/EDEXCEL

www.edexcel.org.uk



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



EDUCATION