



Congratulations

to our A-level students
on the excellent results



ENTRIES ACHIEVING
A*-A GRADES

ENTRIES ACHIEVING
A*-B GRADES



ARYA RAJESH
School Topper

4 A*

MOHAMED ADAM KHAN
School Topper

4 A*

DEWNYA MUDALIGE
School Topper

3 A*, 2A

ASTON UNIVERSITY, UK
MEDICINE

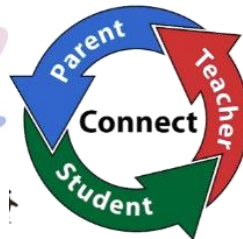
WIN student since
2019

UNIVERSITY OF WARWICK, UK
MECHANICAL ENGINEERING

WIN student since
2012

CARDIFF UNIVERSITY, UK
MEDICINE

WIN student since
2008



AIM HIGH ORIENTATION- KS5 AY-2023-24



Congratulations

to our BTEC students
on the excellent results



ENTRIES ACHIEVING
DISTINCTION *



ENTRIES ACHIEVING
D*-D GRADES

“

I am delighted by the exceptional achievements of our talented BTEC students. Over the past year, you have shown remarkable determination in pursuing their chosen pathways. Through your diligence and perseverance, you have demonstrated the true essence of the BTEC programme, which emphasises practical skills, hands-on learning, and preparing for the world of work. To our BTEC students, I want to express my sincere admiration for your accomplishments. We celebrate your success and look forward to witnessing your continued growth and accomplishments in the future.

”

SHALINI RAJAN
Head of BTEC

I am so proud and thrilled with the class of 2023 – ‘The Strivers’! You have made strenuous efforts to achieve your goals, and you should be as impressed and proud of your achievements as are all your teachers, leaders and parents.

A huge well done! We wish you continued success in life, at college and beyond. I am confident that you will thrive and succeed, reaching new heights in this next phase of life. Our best wishes, and we look forward to hearing of your achievements.

MEENAKSHI DAHIYA
Principal/CEO

”



The Senior Leadership Team



Ms. Meenakshi Dahiya
Principal & CEO



Ms. Harpreet Kaur
Vice Principal



Ms. Jaya Paliwal
Head of Primary



Ms. Preeti Manoj
Head of Secondary



Mr. Gaber Sayah
Head of Arabic



Ms. Anna Cherukara
Head of Innovation &
Curriculum
Enrichment



Ms. Elizabeth Jacob
Head of Professional
Development



Ms. Kathryn Darashah
Head of Innovation &
Curriculum Enrichment



Ms. Debbiejo Miranda
Head of Well Being



Ms. Deepika Dayal
Deputy Head of Primary



Mr. Nisar Mohamed
Deputy Head of Secondary &
Academic Advisor

Extended Leadership Team



Ms. Sujaya Sen
Head of examinations



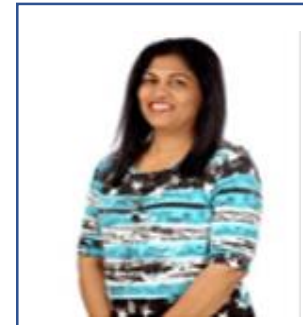
Ms. Shirin Farzana
Education Technology Advisor



Ms. Deisree Scott
Head of Foundation



Mr. Neijin Pathrose
Health & Safety Advisor



Ms. Shalini Rajan
Future Learning & Experiential
learning Advisor



Sixth Form Team



Ms. Seema Vickeyraj
Head of Sixth Form



Ms. Syed Sahista
Deputy Head of Sixth Form



Ms. Reshmi Puzhankara
Career Counselor



Ms. Sherin Walder
Head of Year 13



Mr. Richa Shrimali
Health of Year 12

Secondary Team-Head of Department



Ms. Akifa
Head of English



Ms Aditi Kapoor
Head of Science



Ms. Tahmeena
Head of Math



Mr. Jalloul
Head of French



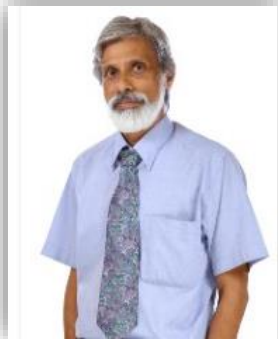
Mr. Ahmed
Head of Arabic



Mr. Libson
Head of PE



Ms. Shirin
Head of ICT



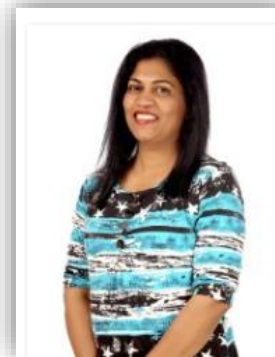
Mr. Angelo Dias
Head of Art



Ms. Lincy Shibu
Head of Business



Ms. Meera Jacob
Head of Humanities



Ms. Shalini Rajan
Head of BTech



Ms. Reshmi Puzhankara
Career Counselor



Ms. Ruchi Bhatia
Student Counselor

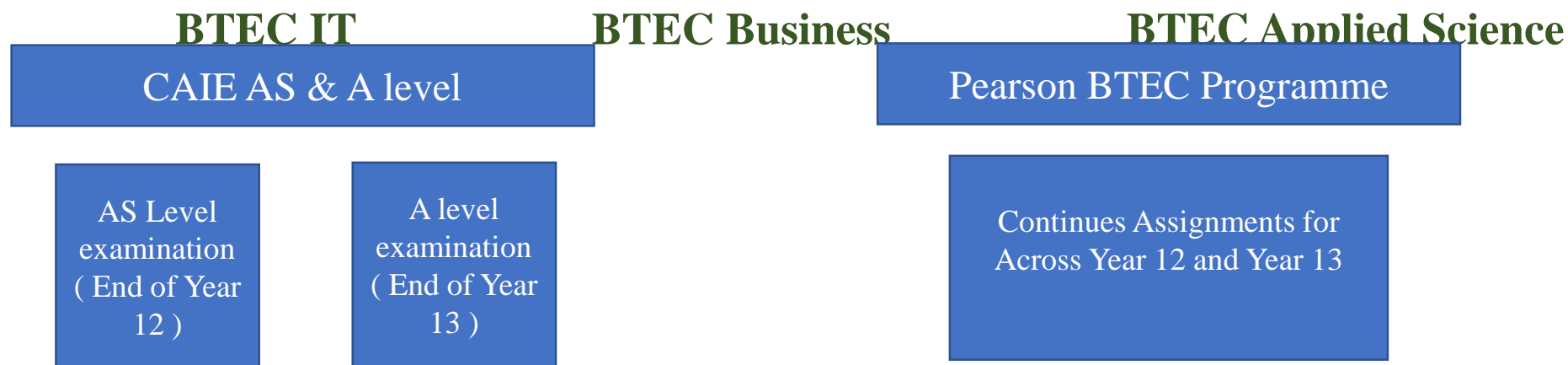


Introduction to KS5 (Sixth-Form)

KS5 is the Final two years of education for Students of Post-16 at the Sixth Form. In Our School students either follow Cambridge AS and A level in these two Years or BTEC programme in the Following Subjects

Accounting Art & Design Biology Business Studies Chemistry Computer Science

Economics English ICT Mathematics Physics Psychology Sociology Travel & Tourism



Structure and Benefits of CAIE A level



- Exams taken at the end of Year 12 for AS level and end of 13 for A level.
- The final grade of A level is cumulative of AS and A level exams
- Each subject receives a separate grade.
 - ▶ Grades are from A* to E, with A* being the highest.
 - ▶ Grades of A level is highly recognised and accepted for Universities across the world



**Cambridge
Assessment**

Your child's needs as a learner are at the heart of our approach to education. We encourage students to become:

- **confident** in working with information and ideas – their own and those of others
- **responsible** for themselves, responsive to and respectful of others
- **reflective** and developing their ability to learn
- **innovative** and equipped for new and future challenges
- **engaged** intellectually and socially, ready to make a difference...



BTEC Pathway

- Alongside A levels, BTEC Nationals are the most widely-recognised qualification for admission to higher education. They are level 3 vocational qualifications that provide specialist, work-related learning across a range of sectors. BTEC Nationals are designed to equip students with the specialist knowledge, practical skills and understanding they need to progress along their chosen learning and career paths.



BTEC Applied Science

BTEC Information
Technology

BTEC Business

One BTEC is equivalent to 2 A level and double graded from D*D* to PP



Assessment Overview- Example A level Physics

Assessment overview

Paper 1

Multiple Choice 1 hour 15 minutes
40 marks
40 multiple-choice questions
Questions are based on the AS Level syllabus content.
Externally assessed
31% of the AS Level
15.5% of the A Level

Paper 2

AS Level Structured 1 hour 15 minutes
Questions
60 marks
Structured questions
Questions are based on the AS Level syllabus content.
Externally assessed
46% of the AS Level
23% of the A Level

Paper 3

Advanced Practical Skills 2 hours
40 marks
Practical work and structured questions
Questions are based on the experimental skills in the Practical assessment section of the syllabus. The context of the questions may be outside the syllabus content.
Externally assessed
23% of the AS Level
11.5% of the A Level

Paper 4

A Level Structured Questions 2 hours
100 marks
Structured questions
Questions are based on the A Level syllabus content; knowledge of material from the AS Level syllabus content will be required.
Externally assessed
38.5% of the A Level

Paper 5

Planning, Analysis and 1 hour 15 minutes
Evaluation
30 marks
Candidates answer two compulsory questions.
Questions are based on the experimental skills in the Practical assessment section of the syllabus. The context of the questions may be outside the syllabus content.
Externally assessed
11.5% of the A Level

Understanding Grade Thresholds-Example Physics



June 2022-AS level

Option	Maximum mark after weighting	Combination of components	A*	A	B	C	D	E
S1	130	11, 21, 31	–	92	80	69	58	47
S2	130	11, 21, 32	–	93	83	71	60	49
S3	130	12, 22, 33	–	97	84	70	57	44

June 2022-A level

Option	Maximum mark after weighting	Combination of Components	A*	A	B	C	D	E
AX	260	11, 21, 31, 41, 51	191	167	143	117	91	65
AY	260	12, 22, 33, 42, 52	187	162	137	109	81	53
AZ	260	13, 23, 35, 43, 53	191	166	141	114	88	62

June 2023-AS level

Option	Maximum mark after weighting	Combination of components	A*	A	B	C	D	E
S1	130	11, 21, 31	–	89	75	62	49	37
S2	130	11, 21, 32	–	89	75	62	49	37
S3	130	12, 22, 33	–	88	74	60	46	32

June 2023-A level

Option	Maximum mark after weighting	Combination of components	A*	A	B	C	D	E
AX	260	11, 21, 31, 41, 51	205	177	149	124	99	75
AY	260	12, 22, 33, 42, 52	209	180	151	124	97	71
AZ	260	13, 23, 35, 43, 53	206	178	150	124	99	74



Learner Guide

Revision checklists

The tables below can be used as a revision checklist: **It doesn't contain all the detailed knowledge you need to know, just an overview.** For more detail see the syllabus and talk to your teacher.

The table headings are explained below:

You should be able to	Ways to practise skills	R	A	G	Comments
Here is a list of the skills you need to cover and work on.	Here are some suggestions of how to practise your skills.	You can use the tick boxes to show when you have revised an item and how confident you feel about it. R = RED means you are really unsure and lack confidence; you might want to focus your revision here and possibly talk to your teacher for help A = AMBER means you are reasonably confident but need some extra practice G = GREEN means you are very confident. As your revision progresses, you can concentrate on the RED and AMBER items in order to turn them into GREEN items. You might find it helpful to highlight each topic in red, orange or green to help you prioritise.			You can use the Comments column to: <ul style="list-style-type: none">• add more information about the details for each point• add formulae or notes• include a reference to a useful resource• highlight areas of difficulty or things that you need to talk to your teacher about or look up in a textbook.

Student Sample Responses

C.Example candidate response

Question 1(a)

The scene depicts Cleopatra finding out about Antony's marriage to Octavia, Caesar's sister through a messenger. Her 'infinite variety' and hyperbolic nature are highlighted here as her mood and tone swing dramatically from violent to slightly calmer, with her language reflecting this, though immediately after this scene she attacks the messenger even more violently. Shakespeare has used vivid language and imagery to portray the full complexity of her character to the audience. ①

Prior to this event, we have seen Cleopatra bored by Egypt's hedonistic lifestyle, because Antony has left her to go to Rome. Shakespeare sets up the audience's anticipation of this scene, because we have just witnessed Antony's marriage, his solemn promises to Octavia and his friend Enobarbus's comment, 'he will to his Egyptian dish again!' As soon as the messenger enters, she is anxious to hear his message: 'O! from Italy! And we are eager to see how she reacts. The rhetorical 'O!' along with the exclamation mark and shorter line aptly convey her excitement at receiving the messenger. Others watching this might also think she is perhaps positive because the previous messenger who arrived from Rome brought her a pearl, kissed by Antony. Ironically, this messenger does not bear good news. ②

It is Cleopatra who speaks first to the messenger, not letting him utter more than just 'madam, madam –' before interrupting him. Her passionate nature is evident as she tells the messenger in strong language and imagery to 'ram [his] fruitful tidings! The stressed 'ram' is emphatic and perfectly conveys her passionate mood and excitement. The reference to her 'ears' being 'barren' for a long time suggests the Antony has not sent her any message in a long time, which we know is not true. The image of emptiness is a motif in the play, picked up later by Enobarbus in his suicide speech, and here aptly characterises how Cleopatra feels due to Antony's absence. All of this language could also be interpreted as having a sexual undertone, in keeping with Shakespeare's presentation of Cleopatra and her relationship with Antony generally. ③

① The learner has already shown knowledge and understanding AO1 by quoting the text.

② These first two paragraphs are very well focussed setting out the direction of the essay – very good AO4 communication.

③ Notice the different interpretations mentioned here with some sharp analysis of language, imagery and their effects AO2 and AO5.



Examiner Report

MATHEMATICS

Paper 9709/11
Pure Mathematics 1

Key messages

The question paper contains a statement in the rubric on the front cover that 'no marks will be given for unsupported answers from a calculator.' This means that clear working must be shown to justify solutions, particularly in syllabus items such as quadratic equations and trigonometric equations. In the case of quadratic equations, for example, it would be necessary to show factorisation, use of the quadratic formula or completing the square as stated in the syllabus. Using calculators to solve equations and writing down only the solution is not sufficient for certain marks to be awarded. It is also insufficient to quote only the formula: candidates need to show values substituted into it. When factorising, candidates should ensure that the factors always expand to give the coefficients of the quadratic equation.

Errors in notation were very common, often leading to incorrect use of appropriate methods or, in some cases, use of methods that were irrelevant to the question as seen. Candidates should be reminded that correct use of notation will enable them to demonstrate their understanding of the techniques involved and will also help them to successfully progress with their working.

General comments

Some very good responses were seen but the paper proved very challenging for many candidates. In AS and A Level Mathematics papers the knowledge and use of basic algebraic and trigonometric methods from IGCSE or O Level is expected, as stated in the syllabus.

Comments on specific questions

Question 1

Many candidates successfully found the equation of the curve, including evaluating the constant of integration. A significant number of candidates omitted the constant. Weaker responses used differentiation instead of integration.

Question 2

Many candidates were able to successfully apply the formula for the sum of n terms in this question. To find a and d , it was necessary to substitute the values given into the formula to create two simultaneous equations then to solve them. Candidates should be reminded to think carefully about the most efficient way to solve these equations: complicated substitutions are more prone to error than elimination. A common error was to find the sum of 60 terms instead of the 60th term. Candidates are reminded to read the question carefully to ensure they are answering what is required.

Question 3

While most candidates used the binomial expansion formula (provided in the List of Formulae MF19), weaker responses involved multiplying out five brackets, which often generated multiple errors.

- (a) Several candidates did not include the constant term so were unable to gain one of the marks. Other candidates gave three terms from the term in x^5 downwards, which was not what the question had asked.

Personalisation-How do teachers use data



Assessment and Data Collection

Assess students' performance using various tools such as tests, quizzes, and observations.

Collect student interests from their profiles.

These assessments and information provide valuable data points that help identify individual strengths and areas where your child may need additional support.

Identifying learning targets

Once data is collected, teachers use it to set specific learning target for each student.

These targets are personalized based on your child's current abilities and areas that require improvement.

Differentiated Instruction

Teachers adapt their teaching methods to address the diverse needs of students.

Your child may receive additional challenges, remedial support, or alternative approaches to learning based on their data.

Individualized support

Data helps teachers identify struggling students early on, allowing for timely interventions and support.

Teachers may provide break time and registration time , small group instruction, or resources to help your child succeed.

Tracking Progress

Teachers continuously monitor your child's progress and adjust their instruction accordingly. This ensures that your child is making steady improvements toward their learning goals.

Parent –teacher communication

Teachers share your child's data with you during parent-teacher conferences to keep you informed about their progress. You can also reach out to teachers to discuss your child's data and any concerns you may have.

How Parents can support



**Understanding your
child's strength and
weakness**

**Regular review of
your child's
portfolio and
profile**

**Set realistic
goals**

**Create a
learning
environment
at home**

**Regular
communication
with teachers**

**Set a Routine and
Manage Screen
Time**

**Celebrate
Achievements**

**Seek additional
support if needed**

**Promote a growth
mindset**

Sixth Form – AS and A level- Preparing for Universities



Year 12

- **Selecting Correct Subject Option According to career Aspiration.**
- **Attending University Talks, Fairs and Presentations**
- **Building Portfolio and Personal Statement**
- **Attending Volunteer Works and extra Curricular Activities**
- **Preparing for Admission, Test, Interviews and language Tests**
- **Short-Listing Universities and courses**



Year 13

- ✓ **Starting Application to universities through UCAS, Common-App and other platforms**
- ✓ **Preparing Personal Statements**
- ✓ **Applying Letter of recommendation**
- ✓ **Preparing and appearing competitive test like SAT, UCAT etc**
- ✓ **Focus on Academic Requirements of Universities**



Support at School

- Regular Career Assemblies and fairs
- Opportunities for various extra and co- curricular activities in school and beyond.
- One- to-One meeting with Career Counselor
- Extra Support lesson by Subject teachers
- Pre Mock and Mock exams.
- Personalized Application submission support by counselor on UCAS, Common App and other University Portals
- Support to write Personal Statements





Assessment

International benchmark Assessments

CAT4 for Year as per the requirement
PASS for Year AS and A level

ASSESSMENT AND REPORTING SYSTEM

	TERM 1	TERM 2	TERM 3
Year 12 and 13	Monthly Tests +Pre Mock Examination	Mock Examination	CAIE Examination

Learning Behaviors that lead to success



Self directed Learning

Take ownership of your education by actively seeking out resources, conducting independent research, and pursuing topics of personal interest.

Time management and planning

Manage your time effectively to balance academic studies, extracurricular activities, and personal commitments. Develop strong organizational skills to meet deadlines and achieve goals.

In Depth Research

Develop the ability to conduct thorough research using a variety of sources, including academic journals, books, and credible online platforms.

Deeper Engagement

Engage deeply with your subjects of study. Go beyond surface-level understanding and explore advanced concepts, theories, and real-world applications..

Advanced Study Techniques

Utilize advanced study techniques such as creating mind maps, summarizing complex ideas, and employing advanced note-taking methods.

Initiative and Leadership

Take the initiative to lead discussions, group projects, or academic clubs. Develop leadership skills that can be valuable in both academic and personal settings..

Networking and collaborative learning

Engage in networking opportunities with peers, teachers, and professionals in your field of interest. Collaborative learning experiences can offer diverse perspectives and insights.

Reflection and Metacognition

Regularly reflect on your learning experiences, strengths, challenges, and growth. Adjust your strategies based on self-assessment.

Preparation for Higher Education

If planning to attend university, research and prepare for application processes, entrance exams, and interviews.

Curriculum Enrichment



COMPETITION

Sports

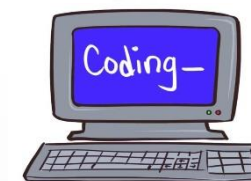
We have opportunities for our students to showcase their sports skills and we have various sports team for both the boys and girls- Football, Basketball, Cricket, Volley ball, Net ball, Tennis, athletics, swimming etc

Arts and Performing arts

School choir



EMIRATES
LITERATURE
FEST



Student Led Clubs

Book Club, Cooking Club, MUN, Debate, Dance, Music, Chess, Art, Science Club and many more

Leadership Enhancement-All students get opportunities to enhance leadership by leading and organising assemblies, leadership positions, clubs and initiatives etc.

Additional Learning

Opportunities- International School Trips, Overnight Camping Trips, Field trips, Participations in MUN, Debates, Diplomathon, World Scholars Cup, Olympiads, Participation in FLN, Technovision, Learning Market, WIN MUN, STEAM Carnival, International Coding Competition etc

Student Initiatives -

All Students are encouraged to share their talents, community awareness by initiating programmes/ activities for their peers





Safeguarding

Federal Law No. 3 of 2016 concerning child rights, also known as **Wadeema's Law**, stresses that all children must be provided with appropriate living standards, access to health services, education, equal opportunities in essential services and facilities without any kind of discrimination. The law protects children against all forms of negligence, exploitation, physical and psychological abuses. It is the combined duty of the parents and the school to ensure that students are healthy and safe and are able to access education continuously and consistently.

Parental Responsibility- Chapter 3 - Family Rights - Article 15

The child's parents or their equivalents and the custodian of the child shall provide the requirements of family safety to the child within a coherent and cooperative family.

The child's custodian shall assume the responsibilities and obligations entrusted to him/ her in raising, caring, guiding and developing the child in the best way.

Designated Safeguarding Lead: Ms Harpreet Kaur

Email id: harpreet.k_WIN@gemsedu.com

Deputy Designated Safeguarding Lead: Mr Neijin Pathrose

Email id: neijin.p_WIN@gemsedu.com

Deputy Designated Safeguarding Lead: Ms Preeti Manoj

Email id: preeti.m_win@gemsedu.com

Deputy Designated Safeguarding Lead: Ms Jaya Paliwal

Email id: jaya.p_win@gemsedu.com





Expectation Attendance, Uniform and Punctuality



- Attendance of 96% and more is required to register for the examination.
- Both Class and Subject attendance will count for overall attendance.
- The school expects all children/students to be in school latest by **7:30 am** and in their respective classroom/form rooms by **7:35 a.m.**



- Students entering the form class after 7:40am will be marked **late** and late SMS will be sent to the parents.
- Registration is between 7:40 a.m. and 8:00a.m. The school gate will close at **7:35 a.m.**
- Any child arriving after **7:55 a.m.** is required to log in at the security, and has to report to main reception. The child will be escorted to respective school secretary to mark the late

Uniform Policy



- Students are required to come to school in school uniform and should wear Lanyard at all time
- **Accessories:** Jewellery should not be worn with exception of a watch and 1 pair of small ear studs for girls. Friendship bands are not permitted. Jewellery should not be worn with exception of a watch for boys. No ear studs for boys.
- **Hair** must be brushed/combed neatly and out of the eyes. Long hair must be tied back. Outrageous hairstyles, highlights, outrageous colours, streaks, dip dying etc. are not permitted. Hair gel and spikes are not allowed. For Boys Hair must be evenly cut. Mohawk or other styles are not permitted.
- **Make Up:** Make-up is not permitted at all throughout the school day. Even eye shadow / mascara is not permitted. Lip balm should be colourless.



WIN Volunteering Program



Purpose and Aims of the WVP

Volunteer work presents a great opportunity for teenagers to prepare for the future, as well as to improve their communities. In addition to boosting socializing skills and awareness of local organizations and social issues, high school students who volunteer often may have an advantage over their peers when headed off to college.

Benefits of Volunteering

Organisational Skills

Network and collaborate

Learn new skills and technology

Discover the strengths

Make an impact

Gain insight into workplace culture

Create pathways to job after high school

Phase	No. of Hours completed per year	Certificate awarded
Secondary (Key Stage 3 and 4)	10 hours	Bronze Commendation Certificate
	15 hours	Silver Commendation Certificate
	20 hours	Gold Commendation Certificate
	25 hours	Platinum Commendation Certificate
Sixth Form	22 hours	Bronze Commendation Certificate
	40 hours	Silver Commendation Certificate
	60 hours	Gold Commendation Certificate
	75 hours	Platinum Commendation Certificate

EDUCATION



Parent-Teacher Communication

Face to face meetings

For Any meeting with the teacher , parents need to write an email and take prior appointment.

All meetings with teacher will take place after 2: 30 p.m.

Emails and phone calls

Teachers will get back to you within 24 hours.

Teachers will be unable to reply to any emails during contact time.

If there is any urgent message, we request you to call the School reception and leave a message. The teacher will call you back during her non-contact time

Other Communication channels

We will stay in close contact with you. This will be through our website, e-learning platform, calls, meetings, webinars, orientation workshops, assemblies, weekly updates and emails



Whom to Contact

Pastoral Issues	Subject Issues	Specific Issues
Form Tutor	Subject Teacher	Head of Key Stage
Head of Year	Head of Department	Student Counsellor
Head of Key Stage	Deputy Head of Secondary	Head of Well Being
Head of Secondary	Head of Secondary	Head of Secondary





Thank you for attending the Orientation

SCAN THE QR CODE TO SHARE YOUR VALUABLE FEEDBACK

