



مدرسة وينشستر
The Winchester School
Jebel Ali

MORAL EDUCATION

TRUST, RESPECT, RESPONSIBILITY, EMPATHY, CARING, CITIZENSHIP

Character Education

UAE SOCIAL STUDIES
A storytelling journey

Lifelong Reading

GROWTH MINDSET

ISLAMIC EDUCATION

LITERATURE

Physics

Chemistry

psychology

SOCIOLOGY

Cambridge IGCSE COMBINED SCIENCES

Food & Nutrition

Mathematics

ICT

COMPUTER SCIENCE

TOURISM & TRAVEL

Business Studies

BIOLOGY

Economics

Music

History

Arabic

Learn FRENCH!

art and design

STEAM

ACCOUNTING

EDUCATIONAL FIELD TRIPS

AFTER SCHOOL CLUBS

IGCSE OPTION BOOKLET
2022-2024

Problem Based Learning

Study Skills Workshops

Softskills

Case Study

Critical thinking, Problem solving, Initiative, People skills, Judgment, Responsibility, Creativity, Resilience, Communication, Problem solving, Initiative, People skills, Judgment, Responsibility, Creativity, Resilience

Design Thinking

TEDx Youth@Winchester
x = independently organized TED event

Inquiry-based Teaching Strategy

Problem Statement: Determine what to be investigated and formulate a question or hypothesis.

Data Collection: Gather as much information about the topic from appropriate sources.

Analysis: Examine and discuss the findings and provide explanations or clarify.

Conclusions: Based on analysis, determine solutions related to the original problem statement.

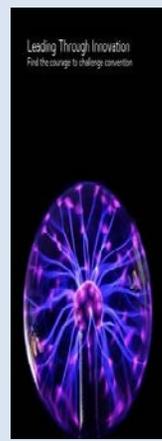
INNOVATION

Leadership, Innovation, Management

WELLY DIRECTION SUCCESS

CAREER COUNSELLING

career advice



A School with a Difference

Our present Year 9 will go to Year 10 in August 2021 to complete their IGCSE exams in June 2023.

Our aim is to offer our students a broad and balanced curriculum which enables them to become not only successful professionals but also global citizens.

We offer a broad range of strategies to support students moving from Year 9 to Year 10. A comprehensive tutorial system will be in place and the complete support of staff is offered at all times. We would like to invite you to share our success and enjoy the challenges of learning in a stimulating and safe environment. We know that our staff are exceptional and will do everything they can to ensure that students achieve and exceed their potential and we hope that in the future you will look back on your time with us with happy memories and as the first step towards a successful career.

We have our own Library, STEAM Café, ICT facilities, 3D room, Food and Nutrition Lab, B TEC Lab, Science laboratories and playing fields. We offer a wide range of community services, work experience opportunities, additional learning opportunities, enrichment support, visits to Al-Noor Centre for special needs, achievement centre support and internship opportunities etc. The Winchester School offers a unique international learning experience for students. We are proud to be associated with organisations like SCIFEST and TEDx. Our participation in Debate Dubai, MUN, Makers day, STEAM Carnival, STEAM Fest, Global Innovation Challenge, DEWA Innovation Challenge and Think Science enhances innovation, entrepreneurship and enterprise skills in our students. We have extensive career counselling sessions available to help our students pick their right career paths.

Our education programme is structured keeping in mind a ‘World-centred’ perspective based on the principles of GEMS core values: ‘Leading through Innovation, Pursuing Excellence, Growing by Learning, and Global Citizenship.’

Year 9 going to Year 10 Options Selection 2022-24

Dear Parents,

As you are aware, it is time for your child to choose subjects for the IGCSE program. The choice of these subjects will be significant in determining the educational future of your child. The process of selection of the right subjects is very crucial and has far-reaching consequences.

To help you to make this process easier and more meaningful, we had organized Options assembly for the Year 9 students on April 2022, where the Heads of Departments addressed the students about the subjects on offer, their course content, assessment style and career options with those subjects.

We have also conducted taster lessons for Year 9 students for all new subjects like Accounting, Business Studies, Economics, Travel and Tourism, Global Perspectives and Sociology to give them a fair idea about these new subjects.

Please see below new guidelines from Ministerial resolution No (883). Article Six.

- Secondary school certificates from Private Schools applying the British System shall be equivalenced to the general secondary certificate, without specifying the courses, in accordance with the following general conditions:
 - Arabic is compulsory for all Arab students till Year 13 and for all Non-Arab students till Year 10.
 - The student shall complete the twelfth grade or equivalent (Year 13).
 - The student shall pass five (5) subjects in the general level courses (IGCSE or GCSE) in one of the success grades (A*, A, B, C, D), or (3, 4,5, 6, 7, 8, 9), including the following subjects:
 - ❖ Mathematics.
 - ❖ One of the science subjects (Physics, Chemistry or Biology) or a double science subject.
 - ❖ English language or English literature.
 - The student shall pass two (2) subjects in the advanced level courses (GCE Advanced Level) with one of the success grades (A*, A, B, C, D).
- Islamic education and the Arabic language are excluded in both levels.

As a British curriculum school, we offer National Curriculum for England. Students do their exams from CAIE and Edexcel board in Year 11 and Year13.

We also offer Pearson BTEC Level 2 Diploma program in Year 10/11 and Pearson BTEC Level 3 Diploma program in Year 12/13.

Key stage	Age appropriate	Curriculum	Grading
KS3 (Year 7,8&9)	11-13	NCfE	A* to E
KS4 (Year 10&11)	14-15	IGCSE (2 Years program) from CAIE Pearson BTEC Level 2 Diploma (2 Years Program)	A* to G Pass, Merit, Distinction and Distinction*
KS5 Year 12 &13)	16-18	A level from CAIE (2 Years program) Pearson BTEC Level 3 Diploma (2 Years program)	A* to E Pass, Merit, Distinction and Distinction*

We at Winchester offer two pathways to our students after Year 9

Path way 1 IGCSE

The following subjects are compulsory for Equivalency.

- Arabic is compulsory for all Arab students till Year 13 and for all Non-Arab students till Year 10
- UAE Social Studies is mandatory for all students till Year 10
- Moral Education is mandatory for all students till Year 13.
- All Muslim students till year 13 must take Islamic Education (MOE).
- All students must take IGCSE English as a First Language and IGCSE Mathematics
- All students must take one of the Science subjects (Physics, Chemistry or Biology)
- Select 5 subjects from the below option form. One subject from each vertical column.
- Please note that you need to get a minimum grade C in your Year subject to take the subject in IGCSE.
- Students must achieve a minimum of grade B in writing to opt for English Literature as an option.
- An option will be considered viable only if at least 10 students sign up for it.
- All subjects offered are from CAIE board except GCSE Psychology and GCSE Statistics which is from Edexcel board.

Option 1	Option 2	Option 3	Option 4	Option 5
Accounting	Business Studies	Economics	Physics	Business Studies
Physics	Biology	Chemistry	Information and Communication Technology	History
Information and Communication Technology	Art & Design	Food and Nutrition	Biology	Chemistry
Physical Education	Geography	Psychology	Global Perspectives	Information and Communication Technology
English Literature	Computer Science	French	Psychology	Travel & Tourism
Environmental Management	Sociology	Statistics	Economics	Computer Science

1. Please note that IGCSE certification will only be given only at the end of two-year course.

Additional Subjects:

Keeping in mind the growing trend in university requirements, we recommend students to do one or two additional subjects as self-study, however these are not mandatory.

Please note that students can select either of the following subjects as additional subjects which will be supported but not timetabled.

- Geography
- History
- Business Studies
- Sociology
- Travel & Tourism
- EVM
- French

NOTE: Any subject with course work & practical application cannot be done as additional subjects

Students taking additional subjects must;

- Complete the syllabus as per the time line provided by the teacher
- Must attend break time support
- Must practice past paper questions topic wise and submit to the subject teacher for feedback
- Will be registered for the final CAIE exams only if they attempt Pre-Mock and Mock exam for these additional subjects at school.

School will provide support to the students through;

- Break time support lessons
- Teachers will share the timeline with the students to complete the syllabus
- Teacher will mark the past papers and give feedback
- School will administer Pre-Mock and Mock exam for these additional subjects and give detailed feedback.

The students can give the exam for the additional subjects in either of the following sessions.

- May/June 2023
- October/November 2023
- May/June 2024

Pathway 2

Pearson BTEC International Level 2 Diploma Program.

Pearson BTEC International Level 2 qualifications are part of BTEC International suite. These qualifications are designed in a range of sectors for learners who wish to explore a work-related qualification or specific industry area. They offer knowledge, understanding and skills that students need to prepare for a career.

BTECs enable a learner-centered approach to education, with a flexible, unit-based structure and knowledge applied to project-based assessments. BTECs focus on the holistic development of the practical, interpersonal and thinking skills required to be successful in employment and higher education.

Each BTEC subject is a 60-credit course which is completed in two years.

The following subjects are compulsory:

Arabic, UAE SST, Moral Education, IGCSE English as a First Language, IGCSE Mathematics are mandatory for all students

- Islamic Education is mandatory for all Muslim students.
- BTEC Applied Science is mandatory for all students. This is equivalent to 4 GCSEs
- Student can choose one BTEC subject from the below table. Each BTEC subject is equivalent 3 GCSEs.

BTEC Hospitality	BTEC ICT	BTEC Business
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Please note BTEC certificate will be given only after completing the two years course.

Progression

For students who opt for BTEC Level 2 in Year 10 and 11 will only progress to BTEC level 3 Diploma Program in Year 12 and 13. Students are not eligible to pursue A level program in Year 12 and 13 after having done BTEC level 2 in Year 10 & 11.

For students who opt for IGCSE in Year 10 and 11 will have three options in Year 12:

- A level from CAIE with minimum three subjects.
- BTEC level 3 Diploma program from Pearson Qualification with two BTEC subjects.
- Hybrid program with one BTEC subject and minimum one A level subject.

CAIE: Cambridge Assessment International Education

<https://www.cambridgeinternational.org>

Edexcel: Pearson Qualification Edexcel and BTEC

<https://qualifications.pearson.com>

MOE Equivalency Guidelines:

MOE Equivalency is required for any student who wants to pursue College/University education in UAE or needs Equivalency from MOE for their own home countries.

For students who do not need equivalency from UAE MOE, they will need to confirm the same to the school through the below undertaking.

Please do a thorough research of what you want to pursue in the universities which course you need to pursue in AS level and then make an informed decision for Pathway (IGCSE /Pearson international BTEC Level 2). Please note in order to take subjects at an AS level certain IGCSE subjects are required as a prerequisite. Students must require minimum grade B in their IGCSE subjects to further pursue the subjects at an AS level. If the subject has been taken as core at an IGCSE level, that subject cannot be taken at an AS level.

Stay safe!

Yours sincerely,

Preeti Manoj

Head of Secondary

preeti.m_win@gemsedu.com

Undertaking

- I want to choose Pathway 1- IGCSE
- I know Arabic, UAE SST, Moral Education, IGCSE English as a First Language, IGCSE Mathematics and any one Science (Physics, Chemistry or Biology) are mandatory.
- I am Muslim and know Islamic Education is mandatory.

Please write your selected options subjects below:

Option 1	Option 2	Option 3	Option 4	Option 5

*Additional Subject 1: _____

*Additional Subject 2. _____

Please tick the session your child wants to appear for additional subjects:

- May/June 2023
- October/November 2023
- May/June 2024

* Not Mandatory

- I want to choose Pathway 2- **Pearson BTEC International Level 2 Diploma Program.**
- I know Arabic, UAE SST, Moral Education, IGCSE English as a First Language, IGCSE Mathematics and BTEC Applied Science are mandatory.
- I am Muslim and know Islamic Education is mandatory.

Please tick the subject you want to pursue in BTEC level 2:

BTEC Hospitality	BTEC ICT	BTEC Business

- I have clearly read and understood the requirements of MOE UAE Equivalency.
- I have made an informed decision.

Students name _____ Student Sign _____

Parent Name _____ Parent Sign _____

Parent email Id _____

Parent phone no _____ Date _____

Universities accredited by the CAA and MOE:
<https://www.caa.ae/caa/DesktopModules?Institutions.aspx>

<u>Name</u>	<u>Name (Arabic)</u>
<u>AL WASL UNIVERSITY (FORMERLY: ISLAMIC AND ARABIC STUDIES COLLEGE - DUBAI)</u>	جامعة الوصل (سابقاً، كلية الدراسات الإسلامية والعربية دبي)
<u>ABU DHABI POLYTECHNIC</u>	بوليتيكنيك أبوظبي
<u>ABU DHABI SCHOOL OF MANAGEMENT</u>	كلية أبوظبي للإدارة
<u>ABU DHABI UNIVERSITY</u>	جامعة أبوظبي
<u>ABU DHABI VOCATIONAL EDUCATION AND TRAINING INSTITUTE</u>	معهد أبوظبي للتعليم والتدريب المهني
<u>AJMAN UNIVERSITY</u>	جامعة عجمان
<u>AL AIN UNIVERSITY (PREVIOUSLY, AL AIN UNIVERSITY OF SCIENCE & TECHNOLOGY)</u>	جامعة العين (سابقاً، جامعة العين للعلوم والتكنولوجيا)
<u>AL DAR UNIVERSITY COLLEGE</u>	كلية الدار الجامعية
<u>AL GHURAIR UNIVERSITY</u>	جامعة الغرير
<u>AL KHAWARIZMI INTERNATIONAL COLLEGE</u>	كلية الخوارزمي الدولية
<u>AL QASIMIYA UNIVERSITY</u>	جامعة القاسمية
<u>AMERICAN COLLEGE OF DUBAI</u>	الكلية الأمريكية في دبي
<u>AMERICAN UNIVERSITY IN DUBAI</u>	الجامعة الأمريكية في دبي
<u>AMERICAN UNIVERSITY IN THE EMIRATES</u>	الجامعة الأمريكية في الإمارات
<u>AMERICAN UNIVERSITY OF RAS AL KHAIMAH</u>	الجامعة الأمريكية في رأس الخيمة
<u>AMERICAN UNIVERSITY OF SHARJAH</u>	الجامعة الأمريكية في الشارقة
<u>ARAB ACADEMY FOR SCIENCE, TECHNOLOGY AND MARITIME TRANSPORT</u>	الأكاديمية العربية للعلوم والتكنولوجيا والنقل البحري
<u>BRITISH UNIVERSITY IN DUBAI</u>	الجامعة البريطانية في دبي
<u>CANADIAN UNIVERSITY DUBAI</u>	الجامعة الكندية في دبي
<u>CITY UNIVERSITY COLLEGE OF AJMAN</u>	كلية المدينة الجامعية بعجمان
<u>DUBAI INSTITUTE OF DESIGN AND INNOVATION</u>	معهد دبي للتصميم والابتكار
<u>DUBAI MEDICAL COLLEGE FOR GIRLS</u>	كلية دبي الطبية للبنات
<u>DUBAI PHARMACY COLLEGE FOR GIRLS</u>	كلية دبي للصيدلة
<u>DUBAI POLICE ACADEMY</u>	أكاديمية شرطة دبي
<u>EMIRATES ACADEMY FOR IDENTITY & CITIZENSHIP (FORMERLY: EMIRATES INSTITUTE FOR CITIZENSHIP AND RESIDENCE)</u>	أكاديمية الإمارات للهوية والجنسية (سابقاً: معهد الإمارات للجنسية والإقامة)
<u>EMIRATES ACADEMY OF HOSPITALITY MANAGEMENT</u>	أكاديمية الإمارات لإدارة الضيافة
<u>EMIRATES AVIATION UNIVERSITY</u>	جامعة الإمارات للطيران
<u>EMIRATES COLLEGE FOR ADVANCED EDUCATION</u>	كلية الإمارات للتطوير التربوي
<u>EMIRATES COLLEGE OF TECHNOLOGY</u>	كلية الإمارات للتكنولوجيا
<u>EMIRATES DIPLOMATIC ACADEMY</u>	أكاديمية الإمارات الدبلوماسية
<u>EMIRATES INSTITUTE FOR BANKING AND FINANCIAL STUDIES</u>	معهد الإمارات للدراسات المصرفية والمالية
<u>EUROPEAN INTERNATIONAL COLLEGE</u>	الكلية الأوروبية الدولية
<u>EUROPEAN UNIVERSITY COLLEGE</u>	الكلية الأوروبية الجامعية
<u>FATIMA COLLEGE OF HEALTH SCIENCES</u>	كلية فاطمة للعلوم الصحية
<u>GULF MEDICAL UNIVERSITY</u>	جامعة الخليج الطبية
<u>HAMDAN BIN MOHAMMED SMART UNIVERSITY</u>	جامعة حمدان بن محمد الذكية
<u>HIGHER COLLEGES OF TECHNOLOGY</u>	كليات التقنية العليا
<u>IMAM MALIK COLLEGE FOR ISLAMIC SHARIA AND LAW</u>	كلية الإمام مالك للشريعة الإسلامية والقانون
<u>INSEAD- THE BUSINESS SCHOOL FOR THE WORLD, ABU DHABI</u>	إنسياد- كلية إدارة الأعمال العالمية- أبوظبي
<u>INSTITUTE OF MANAGEMENT TECHNOLOGY-DUBAI</u>	معهد تكنولوجيا إدارة الأعمال دبي - أي. أم. تي
<u>JOINT COMMAND AND STAFF COLLEGE - ABU DHABI</u>	كلية القيادة والأركان المشتركة - أبوظبي

<u>JUMEIRA UNIVERSITY</u>	جامعة جميرا
<u>KHALIFA BIN ZAYED AIR COLLEGE</u>	كلية خليفة بن زايد الجوية
<u>KHALIFA UNIVERSITY (FORMERLY: KHALIFA UNIVERSITY OF SCIENCE AND TECHNOLOGY)</u>	جامعة خليفة (سابقاً: جامعة خليفة للعلوم والتكنولوجيا)
<u>MENA COLLEGE OF MANAGEMENT</u>	كلية مينا للإدارة
<u>MOHAMMED BIN RASHID SCHOOL OF GOVERNMENT</u>	كلية محمد بن راشد للإدارة الحكومية
<u>MOHAMMED BIN RASHID UNIVERSITY OF MEDICINE AND HEALTH SCIENCES</u>	جامعة محمد بن راشد للطب والعلوم الصحية
<u>MOHAMMED V UNIVERSITY- ABU DHABI</u>	جامعة محمد الخامس - ابوظبي
<u>NATIONAL DEFENSE COLLEGE</u>	كلية الدفاع الوطني
<u>NEW YORK INSTITUTE OF TECHNOLOGY</u>	معهد نيويورك للتكنولوجيا
<u>NEW YORK UNIVERSITY, ABU DHABI</u>	جامعة نيويورك
<u>POLICE COLLEGE, ABU DHABI</u>	كلية الشرطة - أبوظبي
<u>POLICE SCIENCES ACADEMY- SHARJAH</u>	أكاديمية العلوم الشرطية بالشارقة
<u>RABDAN ACADEMY</u>	أكاديمية ريدان
<u>RAS AL KHAIMAH MEDICAL AND HEALTH SCIENCES UNIVERSITY</u>	جامعة رأس الخيمة للطب والعلوم الصحية
<u>RASHID BIN SAEED AL MAKTOUM NAVAL COLLEGE</u>	كلية راشد بن سعيد آل مكتوم البحرية
<u>ROCHESTER INSTITUTE OF TECHNOLOGY- DUBAI</u>	معهد روشيستر للتكنولوجيا
<u>ROYAL COLLEGE OF SURGEONS IN IRELAND- DUBAI</u>	الكلية الملكية للجراحين في أيرلندا
<u>SAINT JOSEPH UNIVERSITY</u>	جامعة سان جوزف
<u>SHARJAH PERFORMING ARTS ACADEMY</u>	أكاديمية الشارقة للفنون الأدائية
<u>SKYLINE UNIVERSITY COLLEGE</u>	كلية الأفق الجامعية
<u>SORBONNE UNIVERSITY, ABU DHABI (PREVIOUSLY, PARIS SORBONNE UNIVERSITY, ABU DHABI)</u>	جامعة السوربون - أبوظبي (سابقاً جامعة باريس السوربون- أبوظب)
<u>SYSCOMS COLLEGE</u>	كلية سيسكومس
<u>UMM AL QUWAIN UNIVERSITY (FORMERLY: EMIRATES CANADIAN UNIVERSITY COLLEGE)</u>	جامعة أم القيوين (سابقاً: الكلية الإماراتية الكندية الجامعية)
<u>UNITED ARAB EMIRATES UNIVERSITY</u>	جامعة الإمارات العربية المتحدة
<u>UNIVERSITY COLLEGE OF MOTHER AND FAMILY SCIENCES</u>	الكلية الجامعية للأم والعلوم الأسرية
<u>UNIVERSITY OF BALAMAND IN DUBAI</u>	جامعة البلمند في دبي
<u>UNIVERSITY OF BIRMINGHAM DUBAI</u>	جامعة برمنجهام دبي
<u>UNIVERSITY OF DUBAI</u>	جامعة دبي
<u>UNIVERSITY OF FUJAIRAH</u>	جامعة الفجيرة
<u>UNIVERSITY OF SCIENCE AND TECHNOLOGY OF FUJAIRAH</u>	جامعة العلوم والتقنية في الفجيرة
<u>UNIVERSITY OF SHARJAH</u>	جامعة الشارقة
<u>UNIVERSITY OF STRATHCLYDE BUSINESS SCHOOL- UAE</u>	جامعة ستراثكلد- كلية إدارة الأعمال بالإمارات
<u>UNIVERSITY OF WOLLONGONG IN DUBAI</u>	جامعة ولونغونغ في دبي
<u>ZAYED II MILITARY COLLEGE</u>	كلية زايد الثاني العسكرية
<u>ZAYED UNIVERSITY</u>	جامعة زايد

AS Level (Year 12) Options Form 2022-2024

1. Ministry Arabic is compulsory for all Arabs. It is not an AS subject.
2. Arabic is compulsory for Arabs and Non- Arabs who wish to attend any UAE University (International/local) in the future.
3. Islamic Studies is compulsory for all Muslim students.
4. Please note that EMSAT examination is the ministry requirement for admission into local UAE University both National and International. Further details can be found on the individual university websites and can defer.
5. A student must achieve a minimum B grade in the IGCSE examination in all subjects that he/she wants to pursue further in AS/A level.
6. English and Mathematics are not compulsory.
7. Students can take only one subject in AS based on English IGCSE grade. Please note that for AS English, Psychology and Sociology, IGCSE First Language English is required, if they have not taken Sociology and Psychology as IGCSE subject.
8. IT and Computer science cannot be written in the same setting as per CIE.
9. An option will be considered viable only if at least 10 students sign up for it.

BTEC is a 2-year programme. BTEC can be studied alone or in combination with A levels. One BTEC is equivalent to 2 A levels. Students can also choose either 2 BTEC Options or hybrid option: 1 BTEC and 2 AS options.

10. Students must choose minimum 3 subjects, one from each option block.

Option 1	Option 2	Option 3	Option 4
Accounting (Grade A*-B in IGCSE) <input type="checkbox"/>	Economics (Grade A*-B in IGCSE) <input type="checkbox"/>	*Travel and Tourism (Grade A*-B in IGCSE TT or A*-B in English 1st or 2nd Lang) <input type="checkbox"/>	Business (Grade A*-B in IGCSE Business or A*-B in English 1st or 2nd Lang) <input type="checkbox"/>
Physics (Grade A*-B in IGCSE) <input type="checkbox"/>	Biology (Grade A*-B in IGCSE) <input type="checkbox"/>	Chemistry (Grade A*-B in IGCSE) <input type="checkbox"/>	Computer Science (Grade A*-B in IGCSE) <input type="checkbox"/>
Information Technology (Grade A*-B in IGCSE) <input type="checkbox"/>	Mathematics (Grade A*-B in IGCSE) <input type="checkbox"/>	*Psychology (Grade 9-5 in GCSE Psychology or A*-B in IGCSE English 1st Lang.) <input type="checkbox"/>	Mathematics (Grade A*-B in IGCSE) <input type="checkbox"/>
English Language (Grade A*-B in IGCSE English 1st Language) <input type="checkbox"/>	*Sociology (Grade A*-B in IGCSE Sociology or A*-B in English 1st Lang) <input type="checkbox"/>	Geography (Grade A*-B in IGCSE Geography) <input type="checkbox"/>	History (Grade A*-B in IGCSE History) <input type="checkbox"/>
Psychology (Grade A-B in IGCSE English 1st Lang.) <input type="checkbox"/>	Art and Design (Grade A*-B in IGCSE) <input type="checkbox"/>	Mathematics (Grade A*-B in IGCSE) <input type="checkbox"/>	Information Technology (Grade A*-B in IGCSE) <input type="checkbox"/>
BTEC ICT <input type="checkbox"/>	BTEC Business <input type="checkbox"/>	BTEC Hospitality <input type="checkbox"/>	BTEC Applied Sciences <input type="checkbox"/>

Academic and Behaviour Contract

The purpose of this contract is to enable the student to become a responsible, self-motivated, and productive person, achieving high academic and behavioural standards in a positive environment.

I, _____ of Year _____ agree to the following behaviour and academic contract.

- I will make the right choices with regard to my behaviour both in and outside school and will follow the code of conduct as laid down in the school planner.
- I will follow school uniform and attendance policy (as mentioned in school planner).
- I will not take any controversial matter into my own hands or behave inappropriately.
- I will not be involved in any form of verbal / physical / cyber bullying.
- I will be responsible for my own devices and will not use them for any non-academic work in school. I will not upload any photos/videos/any other content on social media which would be considered inappropriate according to UAE laws and school ethos.
- I will report to the school management about any observed or perceived attempt at bullying by any other student.
- I will be attentive in lessons and be an active participant with total commitment.
- I will turn in all my home learning/ assignments/projects/coursework on time.
- I will be well prepared for all my assessments to show good attainment.
- I will study at home in an organised manner each day to consolidate school learning.
- I will not disrupt the learning environment for my fellow students or waste my time by loitering around during lessons.
- I will be respectful towards my teachers and fellow students and show respect towards their culture and religion.
- I will abide by the school's plagiarism and cheating policy.
- I will follow the rules of segregation and will not show any inappropriate display of affection.
- I will not engage in any sort of financial transaction for unethical purpose.
- I will not carry, possess or use any illegal or inappropriate items/substance in the school.

I understand that if I do not honour my contract and do not show a conscious effort to make the right choices in terms of appropriate behaviour and attitude towards learning, the school reserves the right to take very strict action.

Name of the student _____ Sign _____

I have read the above contract carefully and will support my child to abide by the school's expectations.

Name of the parent _____ Sign _____

Dated _____

Attendance and Punctuality Contract

The school expects all children/students to be in the respective classroom/form rooms by 7:30am. Registration is between 7:40am – 8:00am. The school gate is closed at 7:30am. Any child arriving after 7:40am, is required to log in at the security gate where they will receive a late slip, which must be submitted to the Form Tutor. Child arriving after 8:00am must report to the respective Secretary of the Head of School and submit the late slip so the Secretary marks their attendance.

Each time a child arrives late, the parent/child is spoken to. Upon receiving two late slips, the Class Teacher/Form Tutor either writes or calls the parent. If regular lateness impacts on learning then a meeting must be called. All late slips and record of phone call/email/note in planner needs to be shared with the parent in the meeting. Notes will be taken using the lateness and attendance form and a record kept that a meeting has taken place.

If punctuality continues to be a cause for concern then the teacher should escalate this up to the Head of Year for action and then if necessary to Head of Key Stage/SLT.

Students' absenteeism and tardiness affect the school's ability to provide effective educational services, the achievements of consistently absent or late students and disrupt the learning experiences of other students in the school. Parents, the students and the school must work together to improve and maintain high attendance rates.

Please find the implications of tardiness and absenteeism below:

Offence	Frequency	Implications
Tardiness-this refers to being late in coming to school at the start of the school day and to instances of being late to lessons within the school day	The first five (5) incidents of tardiness in a short period of time such as a month or an academic term	Written warning to student and notify parents. Tardiness will be noted in the students' progress report.
	Up to an additional three (3) instances of tardiness in a short period of time, such as a month	Parents and student to be called to a meeting with the principal or a designated person by the principal. Parents and student to sign a written pledge not to repeat the offence. Tardiness to be noted in students' progress report.
	Any additional incidents to the above	At the discretion of the school, decision might include one or more of the following: <ul style="list-style-type: none"> • Community hours at the school or beyond. • Detention during school break or after school hours. • Temporary suspension for up to three days where the student will receive a "zero" on any test administered during suspension days. • A written notice announcing refusal to re- enroll the
Offence	Frequency	Implications
Absenteeism – this refers to frequent or habitual absence from school or from lessons without a valid medical or family related excuse.	The four (4) incidents of absenteeism in a short period of time such as a month or an academic term	Written warning to student and notify parents. Absent days will be noted in the students' progress report.
	Up to an additional three (3) instances of absenteeism in a short period of time	Parents and student to be called to a meeting with the principal or a designated person by the principal. Parents and student to sign a written pledge not to repeat the offence.

	Any additional incidents to the above	At the discretion of the school, decision might include: <ul style="list-style-type: none">• Community hours at the school or beyond.• Detention.• Temporary suspension for up to three days where the student will receive a “zero” on any test administered during suspension days. A written notice announcing refusal to re- enroll the student in the school for the following academic year.
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Name of the student _____ Sign _____

I have read the above policy carefully and will support my child to abide by the school’s expectations

Name of the parent _____ Sign _____

Dated _____

Policies for Change of Option

We understand that in spite of giving clear and relevant information, our youngsters may wish to change their options. A few of the reasons may be:

- Change of career plans
- No aptitude/interest for the subject

The students have an opportunity to change their choice of subject on or before Friday, 7th October 2022, for which they need to follow the following procedures.

- A letter from the parent, requesting a change of option, with relevant details including the student's name, class, chosen subject, new subject that the student wishes to choose, reason for the change, date and signature of the parent, needs to be given to the Head of Year 10.
- The HOY would give the student a form which needs to be completed and returned to the Head of Year.
- HOKS-4 would issue a letter sanctioning/ not sanctioning the change after due consideration and discussion with respective HOD on availability, feasibility and ability of the student.

We also wish to remind you that submitting a request does not guarantee a change of option as sometimes there may not be a vacancy in the subject group or the reason for change may not be valid. **A student will not be allowed to change subjects without the approval letter signed by the HOKS 4.**

Requests for change of option need to be submitted still Friday, 7th October 2022. Any requests after the above-mentioned dates will not be considered. Please understand that the time frame for change is planned in such a way as to minimise loss of learning time for the student.

We look forward to your support and co-operation in this matter of great importance.

Policy on Plagiarism and Cheating

Plagiarism

Excellent well – formulated ideas of written expression are a basic skill for academic and career success. If a student adopts plagiarism this gives a false view of his/her academic strength and affects next steps in learning.

Plagiarism includes:

- Copying someone else’s assignment or a part of the course work and submitting it as one’s own.
- Submitting work written by someone else or rephrasing it.
- Asking a friend, parent, sibling or a tutor to write the assignment.
- Submitting an assignment from the samples of work available from the internet or books available in the market as one’s own.

Cheating

Winchester is a student-centred school and focuses on education which is based on learning specific skills, encouraging students to develop the habit of lifelong learning, and guiding our students to be mature with individual abilities which are unique. Cheating brings a lot of symptoms to our notice, like over-commitment of a student, too many extracurricular activities or no clear sense of direction. Stress and depression steers students to make unethical choices. This may lead to loss of self – esteem and also lose their competency. Cheating includes:

- Copying, emailing, printing or in any other way of duplicating the assignment wholly or in part or as original work.
- Exchange of a handwritten or computer-generated assignment.
- Any form of computerised memory or other memory format used to help in revising or expressing.
- Using a computer or other means to translate an assignment from one language into another language and submitting it as an original translation
- Taking credit for group work when the student has not contributed an equal or appropriate share towards the final result.
- It is the student's responsibility to secure his or her papers so other students will not have the opportunity or the temptation to copy.

Consequences: Any form of Plagiarism or Cheating in any internal or external examination will result in termination of candidate’s entry to appear in any external examinations.

I hereby accept the terms and conditions mentioned above.

Name of the student: _____ of Year _____

Name of Parent: _____ Contact No: _____

Signature of Parent: _____ Date: _____

Letter to parents of Year 10 students for meeting the criteria for AS-A level admissions – Year 12

Dear Parents,

Being an ever-reflective school, we are constantly evaluating what best can be done to motivate and encourage our students as they are in the crucial external examination years. We hope that you understand the significance of students putting in maximum effort to their academics and personal development continuously so that they are able to maximize their potential and their performance, attitude and behavior does not become a hindrance in achieving the required grades for higher education.

Please understand that in order to be eligible for admission into the AS-A level programme (2022-2024), a student must meet the following criteria

1. Minimum 'B' grade in the subjects they want to pursue in Year 12
2. A letter of recommendation of good behaviour from the HOK-4.
3. Attendance in Years 10 and 11 to be very good. (at least 96%)

Please note that any student who is not able to meet the above criteria will not be eligible for admission in AS-A level course. Looking forward to your continued support in making your child realize the importance of focusing on and achieving good academic and personal development.

Yours sincerely,

Preeti Manoj
Head of Secondary
preeti.m_win@gemsedu.com

Acknowledgement Slip for meeting the criteria for AS-A level admission

I am in receipt of the letter informing me about meeting the criteria in Year 10 to be able to continue in AS-A level programme.

Name of the Student _____

Year _____

Signature of the Student _____

Name of the Parent _____ Signature of the Parent _____

Career Counsellor's Note : 'Encourage, Empower, Execute'

The office of Career Counselling at the Winchester School is committed to the development of skills, attitudes and knowledge through a planned program of learning experiences, assisting all students to make informed decisions about school & post school options. Career Education provides a coordinated and comprehensive program of learning experiences which addresses the developmental needs of all students.

Our focus is to encourage our students to explore the diverse options of study available to them by helping our students identify their own learning styles, aptitude and natural tendencies to effectively support and guide their educational and career decisions as they prepare for transition into young adulthood.

We empower them with the knowledge of various upcoming curriculum options & destinations of higher education through weekly assemblies and informational sessions held by field experts.

Execution of their aspiration and goals are assisted as we are a student-centered support service: we offer one-on-one counselling appointments, consultations throughout the career planning process and goal achievement through a variety of career exploration activities.

Career counselling takes care of various aspects like personal insight, support and even a better understanding. Other than these, it helps in building a high motivational level by understanding the individualistic needs of every student. It ensures that every individual sets up some goals of consequence and gives their best in achieving them.

The best part about career counselling is that it inspires every individual to make a career for themselves in a field in which their interest and passion lies. By doing so, it aids every individual to know their own powers and the success that lies nowhere else, but inside them self. Careers cannot be taken for granted. Choices must be made carefully to ensure every student has the chance to pursue their appropriate career path.

Reena Guglani

Career Counsellor

reena.g1_win@gemsedu.com

Student Counsellor's Note

'Every child matters', shown with pride as a badge on every shoulder, reflects innate strengths and the uniqueness of every student at The Winchester School. Without exception, every one of our students has access to equal opportunities for learning and growth. Counselling snowballs student development as academic achievers and as makers of their own destiny in choosing the right path in higher education. Counselling provides much needed emotional, psychological and social support necessary for providing a sounding board in the first step of this journey. Success is experienced when every student, however young or old, feels completely at ease discussing matters that hurt or hinder their growth. The 'School Counsellor' is a friend, whose non-judgmental and composed presence assures confidentiality and is indeed the foundation for a solid relationship that will steadily help the student. They will feel safe to speak freely of their joys and fears alike. They will find nurturing support in their personal growth sessions and improving communication skills and overcome obstacles in their way-be it psychological or emotional. Such positive guidance will help unburden negative thoughts and feelings, leaving students free to discover and develop wings to create one's own unique identity in the world.

Ruchi Bhatia

School Counsellor / Teacher

ruchi.b_win@gemsedu.com

Arabic

Following the rules and regulations laid by KHDA, Arabic is compulsory for Arab students in Years 1 to 13, in the United Arab Emirates. For Non-Arabs it is compulsory till Year 10. However, some universities in the U.A.E do require Arabic. All Arab students are required to take Arabic in option 5 and Non-Arabs can choose to take Arabic. In Year 10, all follow the curriculum prescribed by Ministry of Education that will link to IGCSE curriculum for examination at the end of Year 11. The reasons for studying Arabic are:

- ➔ To enable the students to communicate accurately, appropriately and effectively in writing. To enable the students to understand and respond appropriately to what they read.
- ➔ To encourage the students to enjoy and appreciate the language of the host country.
- ➔ To complement other areas of study, by developing skills of a more general application (example: analysis, synthesis, and drawing of inferences).
- ➔ To promote the students' personal development and an understanding of themselves and other people.
- ➔ To ensure the eligibility criteria for admission into University and approval of certificate on completion of course.

Arabs

Arabic language for Arabs uses the curriculum prescribed by the Ministry of Education and finally progresses to IGCSE First Language Arabic examination conducted by CIE at the end of the Year 11.

Non-Arabs

Arabic language for non-Arabs uses the curriculum prescribed by Ministry of Education and finally progresses to IGCSE.

SCHEME OF ASSESSMENT

FIRST LANGUAGE: (CODE: 0508)

All candidates are entered for Paper 1 and Paper 2, which are compulsory papers. These papers will contain questions and will be graded A* to G. Discrimination between the papers will be based on the assessment objectives.

Paper	Duration	Marks	Weightage	Description
1 (Reading)	2 hrs	50	50%	Directed writing, Language Analysis and Summary
2 (Writing)	2 hrs	50	50%	Directed Writing and Composition.

SCHEME OF ASSESSMENT

Second language: (Code: 0544) For Non-Arab Students

All candidates are entered for Paper 1, Paper 2, paper 3 and paper 4, which are compulsory papers. These papers will contain questions and will be graded A* to G. Discrimination between the papers will be based on the assessment objectives.

Paper	Duration	Marks	Weightage	Description
1 (Listening)	Approximately 45 minutes	40	25%	Candidates listen to a number of recordings and answer multiple-choice and matching questions Externally assessed

2 (Reading)	1 Hour	45	25%	Candidates read a number of texts and answer multiple-choice and matching questions as well as questions requiring short answers.
3 (Speaking)	Approximately 10 minutes	40	25%	Candidates complete one role-play and conversation on two topics. internally assessed and externally
4 (Writing)	1 hour	45	25%	Candidates complete one from-filling task, one directed writing task and one task in the format of an email/letter or an article /blog.

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Islamic Education

Following the rules and regulations of Ministry of Education, Islamic Education is a compulsory subject for Muslim students in Years 1 to 12.

The reasons for studying Islamic are:

- ➔ To educate the students about their religion.
- ➔ To teach the students the five Pillars of Islam and how to perform them.
- ➔ To teach the students about all the Prophets.
- ➔ To teach the students good morals.
- ➔ To enable the students to differentiate between Halal and Haram.
- ➔ To educate the students about life, death and the Last Day
- ➔ To know more about Fiqh and interpretation of Quran.

More about Islamic Education

- Islamic Education for both Arabs and Non-Arab students is based on the book 'Islamic Education'-from the Ministry of Education.
- Passing the exam is essential to pass the Year.
- Pass marks are 50%.
- There is only one paper each for Islamic Education for Arabs and non - Arabs.
- It is assessed internally.



Accounting at IGCSE Level helps students to:

- Develop an understanding of the principles and purposes of Accounting in providing information systems for monitoring and decision-making appropriate to the needs of individuals, businesses and non-trading organisations and society as a whole.
- Develop an understanding of accounting concepts, conventions, procedures and terminology.
- Develop skills of numeracy, literacy, communication enquiry, presentation and interpretation.
- Encourage attitudes of accuracy, orderliness and logical thought.

Assessment overview

All candidates take two papers.

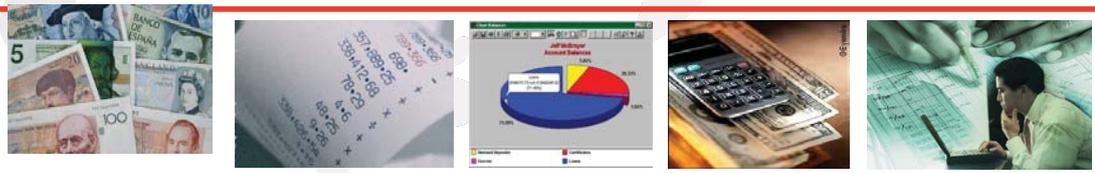
All candidates take:

Paper 1 1 hour 15 minutes
 Multiple Choice 30%
 35 marks
 Multiple-choice questions
 Questions will be based on all syllabus content
 Externally assessed

and:

Paper 2 1 hour 45 minutes
 Structured Written Paper 70%
 100 marks
 Questions will be based on all syllabus content
 Externally assessed

After completing IGCSE Accounting, students can take up further studies in Accounting such as Management Accounting, Financial Accounting, Chartered Accounting and other Business-related subjects.



Economics

Economics investigates the ways in which the decisions of firms, consumers, and Government affect business and economic performance. The syllabus provides students with a broad education and personal skills of analysis, critical thought and expression, which enable them to take up a wide range of careers. Students could go on to some form of further study, either research, a higher degree or vocational training for courses such as Teaching, Banking, Management or Journalism

SCHEME OF ASSESSMENT

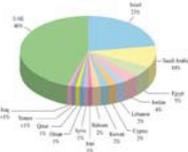
All candidates will be required to take two papers.

Paper	Description	Weightage
Paper 1 (45 minutes)	30 Multiple choice questions	30%
Paper 2 (2 hours 15 minutes)	Structured Questions	70%

Candidates answer one compulsory question, which requires them to interpret and analyse previously unseen data relevant to a real economic situation, and three optional questions from a choice of four.

Course Options after IGCSE

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



The IGCSE Business Studies course is divided into 5 distinct areas, which are studied in depth:

- ➔ Understanding business activity
- ➔ People in business
- ➔ Marketing
- ➔ Operations management
- ➔ Financial information and decisions External
- ➔ influences on business activity

Assessment of Work

100% written Examination. No Coursework involved.

Weightage of each paper

Paper	Marks	Weightage	Description
1	80	50%	Short Answer and Data Response
2	80	50%	Case Study

IGCSE Business Studies requires students to:-

- ➔ Develop knowledge with understanding
- ➔ Be able to analyse information in narrative, numerical and graphical forms
- ➔ Be able to make judgments, recommendations and decisions on given situations/problems
- ➔ Make effective use of relevant terminology, concepts and methods and evaluate the strengths and limitations of the ideas used.

COURSE OPTIONS AFTER IGCSE

IGCSE Business Studies provides a basic foundation for all management courses such as:

- ➔ Bachelor of Business Administration
- ➔ Master of Business Administration
- ➔ Chartered Accountancy
- ➔ Management Information System



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 also enhance their skills of investigation, analysis, interpretation and evaluation.

AIMS

The aims of the Travel and Tourism syllabus are to provide students with:

1. Understanding of the travel and tourism industry
2. Theoretical knowledge of the industry and related sectors, including:
Knowledge of travel and tourism products and services; the infrastructure on which they depend and the transport system needed to operate them
3. Practical ability in a range of skills and procedures related to working in the travel and tourism industry, including the knowledge of the essential personal and professional skills required by individuals working in the service sector
4. Critical awareness of the physical, social and economic environments in which travel and tourism take place, including: understanding of the global, regional and local perspectives of travel and tourism

DESCRIPTION OF EXAM PAPERS

Students will be required to take two papers.

Paper 1 (2 hours, weightage 60%)

Core Paper 100 marks

This paper comprises four scenario-based questions which require students to provide short answers. The scenarios are set in an international Travel and Tourism environment. Students will also be expected to study photographs and extracts (posters, news reports, brochures) and will be required to answer questions based on these resources as well as their own subject knowledge.

Paper 2 (Alternative to Coursework – 2½ hours, weightage 40%) 100 marks

This paper comprises scenario-based questions which require students to provide short answers. This paper requires a broad understanding of the principles of marketing and promotion and of the ways in which marketing and promotion are used within the Travel and Tourism industry.



Why Study English

"Studying English helps you develop the insight of an artist, the analytical precision of a scientist, and the *persuasiveness* of a lawyer." - Prof Maureen Moran

What potential employers want most is someone with motivation, intelligence, and a proven ability to work. Getting an English IGCSE shows that you have all of those qualities.

The ability to communicate is also very valuable for almost any job. Studying English teaches you how to write clearly and effectively. Most courses also require presentations and seminar discussions to develop your spoken communication skills.

All that reading is useful, too. Studying English, teaches you how to analyse complex information with the help of sophisticated ideas and theories. The ability to read, reflect, and critique- and then synthesise your conclusions clearly- is essential to many kinds of work- as is the ability to construct and defend an argument.

Aims

To encourage:

- A critical and informed response to writing in a range of forms, styles and contexts.
- The interdependent skills of reading, analysis and communication.
- Effective and appropriate communication.

Assessment Objectives

The aims are to:

1. enable students to communicate accurately, appropriately and effectively in speech and writing;
2. enable students to understand and respond appropriately to what they hear, read and experience;
3. encourage students to enjoy and appreciate variety of language;
4. complement students' other areas of study by developing skills of a more general application (e.g. analysis, synthesis, drawing of inferences);
5. Promote students' personal development and an understanding of themselves and others.

Scheme of Assessment

IGCSE First Language English (Extended) All students will attempt IGCSE 1st Language.

	Duration of Examination	Weightage of Papers
Paper 1 –Reading Comprehension -Directed writing -Language Analysis -Summary	2 hours	50%
Paper 2-Directed Writing and Composition	2 hours	50%

Future Prospects

The analytical and communication abilities that an English IGCSE provides are called 'transferable skills': they're useful in almost any occupation. When you're looking for a job, they're often the most valuable skills to have.

Because of this flexibility, English students find careers in a wide range of fields, like publishing, teaching, advertising, law, journalism, mass media, or charitable organisations.



AIMS

- Enjoy the experience of reading literature
 - Understand and respond to literary texts in different forms and from different periods and
 - 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
- AO1 Show detailed knowledge of the content of literary texts in the three main forms (drama, poetry and prose), supported by reference to the text.

ASSESSMENT OBJECTIVES

- **AO1** - Show detailed knowledge of the content of literary texts in the three main forms (drama, poetry and prose), supported by reference to the text.
- **AO2** - Understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes.
- **AO3** - Recognise and appreciate ways in which writers use language, structure and form to create and shape meanings and effects.
- **AO4** - Communicate a sensitive and informed personal response to literary texts.

ASSESSMENT OVERVIEW

All candidates take Paper 1 Poetry and Prose, **AND** Paper 2 Drama.

Paper 1	1 hour 30 minutes
Poetry and Prose	50%
50 marks	
Two questions on two texts: one poetry and one prose	
<i>Externally assessed</i>	
Paper 2	1 hour 30 minutes
Drama	50%
50 marks	
Two questions on two texts	
<i>Externally assessed</i>	

COURSE OPTIONS AFTER IGCSE

- AS & A Level English
- Psychology
- Sociology
- History
- Media & Journalism
- Law



AIMS

The aims of the syllabus are the same for all students.

The aims are to:

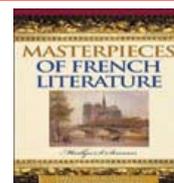
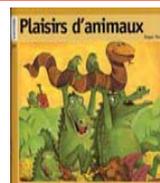
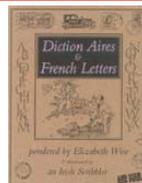
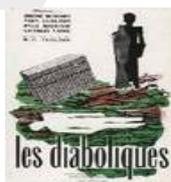
- 1 develop the ability to use the language effectively for purposes of practical communication within the country of residence, where appropriate, and in all the countries where the language is spoken.
- 2 form a sound base of the skills, language and attitudes required for further study, work and leisure.
- 3 offer insights into the culture and civilisation of the countries.
- 4 encourage fuller integration into the local community, where relevant.
- 5 develop a fuller awareness of the nature of language and language learning.
- 6 encourage positive attitudes toward language learning and towards speakers of other languages and a sympathetic approach to other cultures and civilisations.
- 7 provide enjoyment and intellectual stimulation.
- 8 complement other areas of study by encouraging skills of a more general application (e.g. analysis, memorising, drawing of inferences).

ASSESSMENT OBJECTIVES

The one assessment objective is Communication, which incorporates the four sub-skills:

- A Listening
- B Reading
- C Speaking
- D Writing

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French (Continued)

SPECIFICATION GRID

The relationship between the four sub-skills and the components of the scheme of assessment.

	Paper 1	Paper 2	Paper 3	Paper 4
A Listening	✓	—	✓	—
B Reading	—	✓	✓	✓
C Speaking	✓	—	✓	—
D Writing	✓	✓	—	✓

SCHEME OF ASSESSMENT

- All candidates have access to all elements of the examination
- All candidates have to do all 4 components.

The elements in the assessment are as follows:

Extended Curriculum

Grades available: A* to G

Paper 1 Listening

(45 minutes) Sections 1, 2 and 3

Paper 2 Reading

(1 hour) Sections 1, 2 and 3

Speaking Paper 3* Speaking (15 minutes) 5 minutes for presentation, 5 minutes for conversation and 5 minutes for speech

Paper 4 Writing

(1 hour) Section 1, 2 and 3

* Individual Centres are responsible for conducting the tests and for the initial assessment, which is then subject to moderation by Cambridge.

WEIGHTAGE OF PAPERS

Paper	Weightage: Extended
1	25%
2	25%
3	25%
4	25%

Future Careers

Translator, interpreter, teacher, flight attendant, UN workers, ambassador or lawyer.

Introduction

The teaching of Geography at the school is intended to help students understand contemporary problems and to develop skills in the evaluation and interpretation of geographical information. Basic to these is the development of a sense of place and understanding of various locations on local, regional and global scales. Processes affecting development in a range of physical and human environments are featured.

At IGCSE level, the study of Geography may help students to prepare for further education and employment in Education, Industry, Town and Country Planning, Meteorological Stations, Geological Surveyor, Aviation, Environmental consultants, Marketing, Business Administration and Management Decision Making.

Aims

- An understanding of relative location on a local, regional and global scale.
- An awareness of the characteristics, distribution and processes affecting contrasting physical and human environments.
- An understanding of the contrasting opportunities and constraints presented by different environments.
- An understanding of the ways in which people interact with each other and with their environments.
- An appreciation of the earth including its people, places, landscapes, natural processes and phenomena.

Assessment Objectives

The three assessment objectives (AO) are:

AO1: Knowledge with Understanding.

AO2: Skills and Analysis

AO3: Judgement and Decision Making

Scheme of Assessment

Paper	Time	Weightage	Type of Questions
1 - Geographical Themes (75 marks)	1 hour 45 minutes	45%	Structured questions based on themes. Selecting one question from each section, students to answer 3 questions altogether.
2 – Geographical Skills (60 marks)	1 hour 30 minutes	27.5%	Students must answer all the questions. The paper tests skills of application, interpretation and analysis of geographical information.
4 – Alternative to Coursework (60 marks)	1 hour 30 minutes	27.5%	Students must answer two compulsory questions, completing a series of written tasks.



All of us take for granted the importance of order in social life. What Sociology does is to treat this taken-for-granted aspect of our lives as something worthy of investigation and try to explain its various forms and the processes by which they change.

Everyone who lives in society is, and must be, a kind of sociologist. However, the study of Sociology as an academic subject enables one to look behind and beyond the everyday assumptions and judgements through which most people form a picture of their social world.

IGCSE Sociology provides students with the theories, empirical knowledge and the technical language you need to explore and understand the different ways of investigating social life.

Aims :

1. Promote candidates' awareness, knowledge and understanding of human societies.
2. Develop an understanding of sociological method, including the collection, analysis and interpretation of data.
3. Provide an introduction to sociological concepts, theories and research findings.
4. Stimulate awareness of the range and limitations of sociological theory and research.
5. Promote candidates' understanding of continuity and change in social life.
6. Encourage a critical awareness of social, economic and political processes and their effects.
7. Develop the capacity for the critical evaluation of different forms of information and evidence.
8. Promote an appreciation and understanding of individual, social and cultural diversity.
9. Enhance candidates' ability to apply sociological knowledge and understanding to their own lives and participation within society.

Assessment Objectives

The three assessment objectives (AO) are-

AO1- Knowledge and Understanding

AO2- Interpretation of Evidence

AO3- Analysis and Evaluation

Scheme of Assessment

Paper	Time	Weightage	Type of Questions
1 (80 marks)	2 hours	54%	Structured answer one compulsory data response question and one optional structured question from a choice of two.
2 (70 marks)	1 hour 45 minutes	46%	Students answer two optional structured questions from a choice of four.



Studying Environmental Management helps students to understand human's impact on Earth. It recognizes human's basic need to survive, their perceptions, their sense of values and their behaviour patterns towards preserving and managing the environment in a self-sustaining way. To achieve sustainability, human needs to consider the way they think and make decisions.

Material studied in this course is drawn from a wide range of traditional disciplines such as Biology, Chemistry, Earth Sciences, Geological Science, Geography, Economics and Anthropology.

Students are encouraged to examine the inter-dependence of the earth's natural systems and how human kind uses natural resources. The course is structured to help students understand development strategies in selected areas whilst preparing them to be participants in defining the future of their world.

At IGCSE level, Environmental Management may help students prepare for Higher Education or for employment in Public Administration, Education, Aviation, Industry, Commerce, Agriculture, Civil and Environmental Engineering, Human Resource Management, Weather Stations and Environmental Management.

Aims

- a knowledge of natural systems which make life possible on Earth.
- an understanding that humans are part of this system and depend on them.
- an appreciation of the diverse influences of human activity on the natural system.
- an awareness of the need to manage natural systems.
- an understanding of sustainable development to meet the needs of the present, without compromising the ability of future generations to meet their own needs.
- a sense of responsibility and concern for the welfare of the environment and all organism.
 - an awareness of their own values concerning environmental issues.
 - an awareness of the values of others.
 - a willingness to review their own attitudes in the light of new knowledge and experiences.
 - a sound basis for further study, personal development and participation in local and global environmental concerns.

Assessment Objectives

The three assessment objectives (AO) are-

AO1- Knowledge and Understanding

AO2- Information Handling and Analysis

AO3- Investigation Skills and making Judgements

Scheme of Assessment

Paper	Time	Weightage	Type of Questions
1- Theory (80 marks)	1 hour 45 minutes	50%	This paper contains two sections. Section A comprises short and structured questions while section B comprises short and extended response questions. Students answer all questions.
2 – Management in Context (80 marks)	1 hour 45 minutes	50%	This paper consists of short-answer, data processing and analysis, and extended response questions based on source material. Students answer all questions.



Cambridge IGCSE Global Perspectives provides opportunities for enquiry into, and reflection on, key global issues from a personal, local/national and global perspective. Global Perspectives encourages awareness of global problems and offers opportunities to explore possible solutions through cooperation and collaboration. Students will develop transferable skills that will be useful for further study and for young people as active citizens of the future.

Aims

The aims are to enable students to:

- become independent and empowered to take their place in an ever-changing, information-heavy, interconnected world
- develop an analytical, evaluative grasp of global issues and their causes, consequences and possible courses of action
- enquire into, and reflect on, issues independently and in collaboration with others from different cultural perspectives
- work independently as well as part of a team, directing much of their own learning with the teacher as an active facilitator
- consider important issues from personal, local and/or national and global perspectives and understand the links between these
- critically assess the information available to them and support judgements with lines of reasoning
- communicate and empathise with the needs and rights of others.

Assessment Objectives

The assessment objectives (AOs) are:

AO1 Research, analysis and evaluation

AO2 Reflection

AO3 Communication and collaboration

Scheme of Assessment

Component	Time	Weightage	Type of Questions
1 – Written exam (70 marks)	1 hour 15 minutes	35%	Structured answer four compulsory questions based on range of sources.
2 – Individual Report (60 marks)	NA	30%	Candidates research one topic area of personal, local and/or national and global significance and submit a 1500-2000 words report in continuous prose.
3 – Team Project (70 marks)	NA	35%	Candidates devise and develop a collaborative project into an aspect of one topic. The Team Project comprises two elements: Team Element- Candidates produce as a team one Outcome and one Explanation as a Collaboration. The Explanation must be 200–300 words. Personal Element- Candidates each write a Reflective Paper on their research, contribution and personal learning. The paper must be 750–1000 words.



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. A course in History can open the career options to be a lawyer, journalist, anthropologist, event planner, archivist, curator, research analyst to name a few.

Syllabus aims:

The aims of Cambridge IGCSE History are to:

- stimulate an interest in and enthusiasm for learning about the past
- promote the acquisition of knowledge and understanding of individuals, people and societies in the past
- ensure that learners' knowledge is rooted in an understanding of the nature and use of historical evidence
- promote an understanding of key historical concepts: cause and consequence, change and continuity, and similarity and difference
- provide a sound basis for further study and the pursuit of personal interest
- encourage international understanding
- encourage the development of historical skills, including investigation, analysis, evaluation and communication skills.

Assessment objectives:

The assessment objectives (AO) are:

AO1 - An ability to recall, select, organise and deploy knowledge of the syllabus and content.

AO2 - An ability to construct historical explanations using an understanding of:

- cause and consequence, change and continuity, similarity and difference;
- the motives, emotions, intentions and beliefs of people in the past.

AO3 - An ability to understand, interpret, evaluate and use a range of sources as evidence, in their historical context.

Scheme of Assessment:

Paper	Time	Weightage	Type of Questions
1 (60 marks)	2 hours	40%	Candidates answer two questions from Section A (Core Content) and one question from Section B (Depth Studies). All questions are in the form of structured essays
2 (50 marks)	2 hours	33%	This is a source-based paper. Candidates answer six questions on one prescribed topic taken from the Core Content.
4 – Alternative to Coursework (40 marks)	1 hour	27%	Candidates answer one question on the Depth Study.



Edexcel GCSE (9-1) Psychology

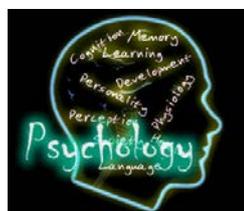
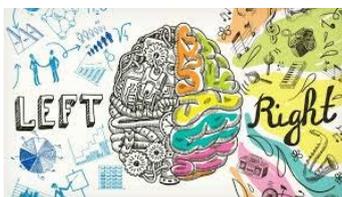
This curriculum is an opportunity to engage students as they explore human behaviour, helping them to develop an understanding of themselves and others. Through the study of a wide range of engaging and contemporary topics, students will gain knowledge and understanding of key features in the following core areas of psychology.

- Biological** – An understanding of biological concepts in psychology, including neuroscience and genetics as contributors to behaviour.
- Cognitive** – An understanding of thought, information and mental processing as contributors to behaviour.
- Social** – An understanding of the social area of psychology, the impact of social and environmental factors on behaviour and the influence of groups.
- Developmental** – An understanding of how individuals change throughout their lives, with a particular focus on childhood and how both nature and nurture can affect individuals.
- Individual differences** – an understanding of the complex nature of human behaviour and experiences and why and how people are different.

Component	Overview	Assessment
Paper 1 55%	All topics: <ul style="list-style-type: none"> • How did you develop? • How does your memory work? • How would psychological problems affect you? • How does your brain affect you? • How do others affect you? 	Written examination.  1hr 45mins  98 marks
Paper 2 45%	Two topics from: <ul style="list-style-type: none"> • Why do people become criminals? • What makes you who you are? • How do you interpret the world around you? • Why do you need to sleep and dream? • How do you communicate with others? And: • How do you carry out psychological research? (Research Methods and Math Skills.) 	Written examination.  1hr 20mins  79 marks

Assessment Objectives:

A01 35%	Demonstrate knowledge and understanding of psychological ideas, processes and procedures.
A02 35%	Apply knowledge and understanding of psychological ideas, processes and procedures.
A03 30%	Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions.



Mathematics

Mathematical questions arise quite often in everyday life.

Have you ever thought?

- How many dollars will I get for 1000 dirhams?
- How much will I pay with a 30% discount?
- If I buy a stereo by installments how much more will I pay?
- Which size packet of soap is more economical?
- If one tin of varnish covers 8 square metres then how much varnish will I need for 24 square metres?

Our courses in the Secondary School will ensure that you never get stuck on questions like these as they develop higher logical thinking and application skills.

A good grade in IGCSE Mathematics will also open doors to:

- a better job
- AS and A-level courses
- further and higher education

What courses can I pursue after studying IGCSE/AS/A levels?

Mathematics are employed in a wide range of careers such as:

Accounting, Business and Finance, Engineering, Law, Management, Medicine, Scientific Work and Teaching.
An AS or A level qualification is useful for pursuing virtually any further or Higher Education course.

What courses will I study?

At IGCSE you will follow the CIE syllabus 0580. Students are entered at Core curriculum or the Extended curriculum.

In the Core curriculum course the papers are targeted at grades in the range C – G and in the Extended curriculum course the papers are targeted at grades in the range A* – D.

Cambridge IGCSE Mathematics is assessed via two components. All students take two written papers.

Students who follow the Core curriculum take Papers 1 and 3 and are eligible for grades C to G.

Students who follow the Extended curriculum take Papers 2 and 4 and are eligible for grades A* to E.

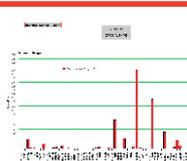
Entry Requirements for Extended and Core:

Entry to the Extended and core curriculum is determined by performance in Year 8. A minimum level of Secure C is required for a child to be in extended curriculum. Due to the nature and degree of difficulty of the extended curriculum syllabus, pupils are expected to obtain a minimum of a C grade to study this course.

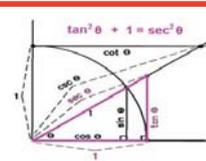
Those who do not meet this requirement will be advised to follow the Core curriculum syllabus.

Pupils' progress is monitored regularly in Year 10 and 11 through a series of assessment cycles. Further advice regarding a change from Extended to Core is given after the Mock Examinations in Year 10 and 11.

To ensure that all pupils achieve the best possible grade commensurate with their ability in the final IGCSE examinations, it is required that students in the Extended curriculum achieve at least a C grade in the December Mock Examinations.



$$S = \frac{\pi A k c^3}{2hG}$$



Core and Extended: Entry Requirements.

Entry to the **Extended and Core** levels is determined by performance in Year 8. Due to the nature and degree of difficulty of the extended syllabus, pupils are expected to obtain a minimum of a C grade to study this course. Those who do not meet this requirement will be advised to follow the Coresyllabus.

Pupils' progress is monitored regularly in Year 10 and 11 through a series of assessment cycles. Further advice regarding a change from Extended to Core is given after the Pre-Mock Examinations in Year 10 and 11.

To ensure that all pupils achieve the best possible grade commensurate with their ability in the final IGCSE examinations, it is required that Extended pupils achieve at least a C grade in the December Pre-Mock Examinations.

Students who wish to study Mathematics in the Sixth Form should also be aware that a minimum of a B grade is required on the Extended level at IGCSE.

Assessment overview

All students take two papers.

Pupils who have studied the Core syllabus content, or who are expected to achieve a grade D or below, should be entered for Paper 1 and Paper 3. These students will be eligible for grades C to G.

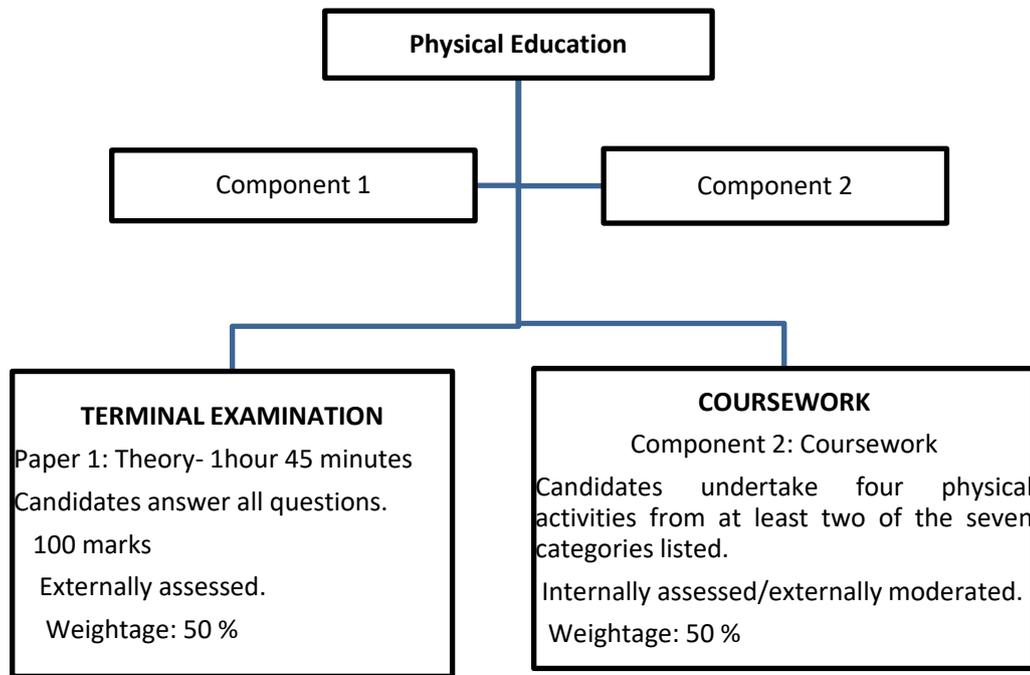
Pupils who have studied the Extended syllabus content and who are expected to achieve a grade C or above should be entered for Paper 2 and Paper 4. These students will be eligible for grades A* to E.

Components	Number %	Algebra %	Shape and space %	Probability and statistics %	Grades Available
Core (Papers 1 and 3)	30–35	20–25	30–35	10–15	C-G
Extended (Papers 2 and 4)	15–20	35–40	30–35	10–15	A*-E

- Calculators are allowed throughout the assessment.
- Learners should know when and how to use their calculator, how to check their answers and how to apply rounding appropriately when solving a problem.
- Learners should be able to show their working and be able to communicate mathematically, using appropriate notation and structure to communicate their reasoning within a problem.
- Three significant figures will be required in answers (or one decimal place for answers in degrees) except where otherwise stated.
- Students should use the value of π from their calculator or the value of 3.142.
- Tracing paper may be used as an optional additional material for each of the written papers.

Core candidates take:	Extended candidates take:
Paper 1 (Core) 1 hour 35% 56 marks Short-answer questions Questions will be based on the Core curriculum Externally assessed	Paper 2 (Extended) 1 hour 30 minutes 35% 70 marks Short-answer questions Questions will be based on the Extended curriculum Externally assessed
Paper 3 (Core) 2 hours 65% 104 marks Structured questions Questions will be based on the Core curriculum Externally assessed	Paper 4 (Extended) 2 hours 30 minutes 65% 130 marks Structured questions Questions will be based on the Extended curriculum Externally assessed

The syllabus provides candidates with an opportunity to study both the practical and theoretical aspects of Physical Education. It is also designed to foster enjoyment in physical activity. The knowledge gained should enable candidates to develop an understanding of effective and safe physical performance.



This subject will be shown on the IGCSE certificate as PHYSICAL EDUCATION.

SCHEME OF ASSESSMENT

Component	Name	Duration	Weightage
1	Paper 1	1 Hr. 45 min	50%
2	Coursework	On going	50%

Candidates take one paper and coursework. Grades available are A*-G.



Physical Education (Continued)

Paper 1 is made up of three units.

-  Anatomy and physiology
-  Health, fitness and training
-  Skill acquisition and psychology
-  Social, cultural and ethical influences

Coursework is made up of seven categories of practical activity:

-  Games Activities
-  Gymnastic Activities
-  Dance Activities
-  Athletic Activities
-  Outdoor and Adventurous Activities
-  Swimming
-  Combat Activities

SYLLABUS AIMS

Candidates should be encouraged to:

- develop their knowledge and understanding of the theory underpinning physical performance in a modern world
- use and apply this knowledge and understanding to improve their performance
- perform in a range of physical activities, developing skills and techniques, and selecting and using tactics, strategies and/or compositional ideas
- understand and appreciate safe practice in physical activity and sport
- understand and appreciate the benefit of physical activity and sport for health, fitness and well-being
- gain a sound basis for further study in the field of Physical Education

ASSESSMENT OBJECTIVES: The assessment objectives are:

- Assessment Objective 1: To demonstrate knowledge and understanding of the theoretical principles that underpin performance in physical activity/sport.
- Assessment Objective 2: To apply knowledge and understanding of the theoretical principles to a variety of physical activities/sports, including the analysis and evaluation of performance
- Assessment Objective 3: To demonstrate the ability to select and perform appropriate skills to produce effective performance in practical activities



Science

Science is undoubtedly an integral part of modern culture. It stretches the imagination and creativity of young minds. Its challenges are enormous and understanding of it is invaluable. Studying science teaches young people to be good at analysing and helps them to make the complex simple. It trains the mind in a way that industry prizes.

Scientific ideas contribute to technological change having an impact on industry, business, and medicine and improving the quality of life. Students learn to discuss personal, social and health-based issues that may affect their lives, the direction of society and the future of the world.

During Key Stage 4, students are offered three single sciences out of which they have a choice of taking one, two or all four sciences: Physics, Chemistry, Biology and Food & Nutrition. Teaching of each branch ensures that scientific enquiry is taught through context to satisfy knowledge, skills and understanding.

Physics (0625) deals with the topics related to mechanics, waves, different forms of energy such as heat, light, electricity and electronics energy.

Chemistry (0620) is related to the study of elements, mixtures, compounds, mole concept, electrochemistry and factors affecting the various types of chemical reactions.

Biology (0610) deals with the understanding of the structure and function of plants and animal bodies and their interaction with the non-living world on this planet.

Food and Nutrition (0648) Food and Nutrition (0648) deals to develop the understanding of nutrition and health problems associated with diet, the creative side and enjoyment of food and the skills necessary for food preparation and food preservation.

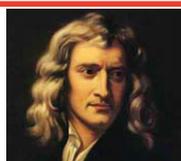
Combine Sciences (0653): Cambridge IGCSE Combined Sciences gives learners the opportunity to study Biology, Chemistry and Physics, each covered in separate syllabus sections. It is a single award qualification, earning one grade. Learners gain an understanding of the basic principles of each subject through a mix of theoretical and practical studies, while also developing an understanding of the scientific skills essential for further study.

Teaching of each Science is supported by various types of resources and activities such as Videos, Lab Experiments, Models, Projects, and Field Trips etc. to stimulate students' Audio, Visual and Kinesthetic learning styles.

At the end of two years' study, students will sit the IGCSE exam as Core or Extended doing 3 papers for each.

Paper No.	Paper Title	Content Assessed	Duration	Weightage
1	Multiple	Core	45 mins	30%
2	Multiple	Extended	45 mins	30%
3	Structured	Core	1 hour 15 mins	50%
4	Structured	Extended	1 hour 15 mins	50%
6	Alternative to practical	laboratory based procedures.	1 hour	20%

Candidates following the Core curriculum should take paper 1, paper 3 and paper 6. Grades C – G will be available to these candidates. Candidates following the extended curriculum should take paper 2, paper 4 and paper 6. The full range of Grades A* - G will be available to these candidates. Please note that students scoring less than 60% in Year 9 science exam will be advised to take Core in Science.



$$m = \frac{y_2 - y_1}{x_2 - x_1}$$



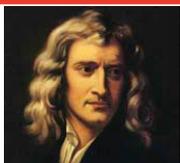
Science (Continued)

Skills needed – All skills, concepts and background knowledge that students need would have been covered in years 7 - 9. Key Stage 4 Science will involve 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.

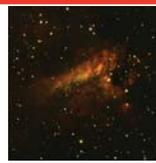
The list is endless for careers as well as the job opportunities after taking Science subjects for IGCSE. It gives you a head start and easier beginning to studying Science at A level or its equivalents.

Some of the career options open to students after studying one or more sciences are:

Careers using BIOLOGY	Careers using CHEMISTRY	Careers using PHYSICS
Biology Teacher	Chemistry Teacher	Physics Teacher
Biochemist	Biotechnologist	Aeronautical Engineer/Pilot
Genetic Engineer	Chemical Engineer	Astronomer
Dietician	Pharmacist	Cyberneticist
Doctor	Crime Officer	Surveyor
Ecologist	Forensic Scientist	Meteorologist
Health Officer	Material Scientist	Flight Manager
Medical Lab Technician	Metallurgist	Engineer
Marine Biologist	Research Scientist	Biophysicist
Microbiologist	Chemical Plant Operator	Nuclear Scientist
Radiographer	Industrial Chemist	Optometrist
Veterinary Doctor	Water Technologist	Geophysicist
Beauty Therapist	Quality Control Officer	Medical Physicist
Nurse	Biochemist	Bioengineer
Agriculturist	Lab Technician	Science Fiction writer
Oceanographer	Medicine	Space Scientist
Pathologist.....	Environmentalist.....	Satellite Specialist....



$$m = \frac{y_2 - y_1}{x_2 - x_1}$$



Science (Continued)

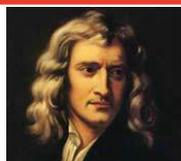
Food and Nutrition (0648): We have introduced another subject **Food and Nutrition (0648)** from this academic year 2018. Food and Nutrition (0648) deals to develop the understanding of nutrition and health problems associated with diet, the creative side and enjoyment of food and the skills necessary for food preparation and food preservation. At the end of two years' study, students will sit the IGCSE exam doing 2 papers, one Theory and one Practical.

Paper 1 Theory 2 hours
Written paper consisting of short-answer questions, structured questions and open-ended essay questions. 100 marks
50% of total marks

Paper 2 Practical Test 2 hours 30 minutes with Planning Session of 1 hour 30 minutes
Candidates have a Planning Session of 1 hour 30 minutes one week before the Practical Test Practical Test of 2 hours 30 minutes. 100 marks
50% of total marks

Some of the career options open to students after studying Food and Nutrition

- Dietitians,
- Nutritionist
- School Nurses
- Extension Agents,
- Public Health Professionals,
- School Food Service Professionals.
- Research Scientist (medical)
- Secondary School Teacher



$$m = \frac{y_2 - y_1}{x_2 - x_1}$$



Science (Continued)

Combined Science (0653)



Syllabus overview

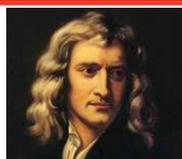
The syllabus content that follows is divided into three sections: Biology (B1–B12), Chemistry (C1–C12) and Physics (P1–P6). **Candidates must study all three sections.**

Candidates can either follow the Core syllabus only, or they can follow the Extended syllabus which includes both the Core and the Supplement. Candidates aiming for grades A* to C should follow the Extended syllabus.

It is important that, throughout this course, teachers should make candidates aware of the relevance of the concepts studied to everyday life, and to the natural and man-made worlds.

Assessment

Core candidates take:		Extended candidates take:
<p>Paper 1 45 minutes</p> <p>A multiple-choice paper consisting of 40 items of the four-choice type.</p> <p>(This paper will test assessment objectives AO1 and AO2.) Questions will be based on the Core syllabus content.</p> <p>40 marks</p> <p>This paper will be weighted at 30% of the final total mark.</p> <p>Externally assessed.</p>		<p>Paper 2 45 minutes</p> <p>A multiple-choice paper consisting of 40 items of the four-choice type.</p> <p>(This paper will test assessment objectives AO1 and AO2.) Questions will be based on the Extended syllabus content (Core and Supplement).</p> <p>40 marks</p> <p>This paper will be weighted at 30% of the final total mark.</p> <p>Externally assessed.</p>
and:		and:
<p>Paper 3 1 hour 15 minutes</p> <p>A written paper consisting of short-answer and structured questions.</p> <p>(This paper will test assessment objectives AO1 and AO2.) Questions will be based on the Core syllabus content.</p> <p>80 marks</p> <p>This paper will be weighted at 50% of the final total mark.</p> <p>Externally assessed.</p>		<p>Paper 4 1 hour 15 minutes</p> <p>A written paper consisting of short-answer and structured questions.</p> <p>(This paper will test assessment objectives AO1 and AO2.) Questions will be based on the Extended syllabus content (Core and Supplement).</p> <p>80 marks</p> <p>This paper will be weighted at 50% of the final total mark.</p> <p>Externally assessed.</p>



$$m = \frac{y_2 - y_1}{x_2 - x_1}$$



or:

Paper 6

1 hour

Alternative to Practical

This paper will test assessment objective AO3.

Questions will be based on the experimental skills in Section 6.

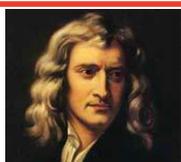
40 marks

This paper will be weighted at 20% of the final total mark.

Externally assessed.

All candidates must enter for three papers.

Paper	Marks	Time	Weightage
Paper 1 Multiple Choice Questions - Core	40	40 minutes	30%
Paper 2 Multiple Choice Questions - Extended	40	40 minutes	30%
Paper 3 Short-answer and structured question- Core	80	1 hour 15 Mins	50%
Paper 3 Short-answer and structured question- Extended	80	1 hour 15 Mins	50%
Paper 6 Alternative to Practical	40	1 Hour	20%



$$m = \frac{y_2 - y_1}{x_2 - x_1}$$



Syllabus

Aims and Objectives

Cambridge IGCSE Art and Design 0400

3.1 Introduction and aims

An Art and Design course should encourage personal expression, imagination, sensitivity, conceptual thinking, powers of observation, an analytical ability and practical attitudes. It should lead to greater understanding of the role of the visual arts in the history of civilisations and widen cultural horizons and enrich the individual. In addition, it should combine a breadth and depth of study so that it may accommodate a wide range of abilities and individual resources.

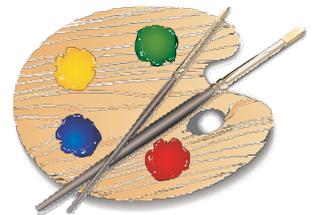
Art and Design complements literary, mathematical, scientific and factual subjects. It is especially concerned with the development of visual perception and aesthetics and is a form of communication and a means of expressing ideas and feelings.

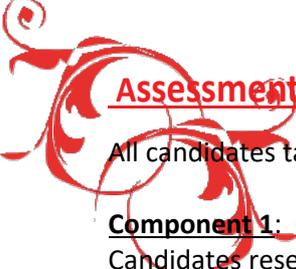
This syllabus is intended as a broad course exploring practical and critical/contextual work through a range of two-dimensional and/or three-dimensional processes. Where Art and Design as a title or descriptor is used in this syllabus, it also encompasses new media and technologies in addition to traditional media and processes.

Cambridge IGCSE Art and Design is designed as a two year course for examination at age 16 plus.

It encourages candidates to develop:

1. an ability to record from direct observation and personal experience;
2. an ability to identify and solve problems in visual and/or other forms;
3. creativity, visual awareness, critical and cultural understanding;
4. an imaginative, creative and personal response;
5. confidence, enthusiasm and a sense of achievement in the practice of Art and Design;
6. growing independence in the refinement and development of ideas and personal outcomes;
7. engagement and experimentation with a range of media, materials and techniques, including new media where appropriate;
8. experience of working in relevant frameworks and exploration of manipulative skills necessary to form, compose and communicate in two and/or three dimensions;
9. knowledge of a working vocabulary relevant to the subject and an interest in, and a critical awareness of, other practitioners, environments and cultures;
10. investigative, analytical, experimental, interpretative, practical, technical and expressive skills which aid effective and independent learning.





Assessment overview

All candidates take two components. All candidates take:

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

Assessment objectives:

The assessment objectives (AOs) are:

AO1 Record: Record ideas, observations and insights relevant to intentions as work progresses

AO2 Explore: Explore and select appropriate resources, media, materials, techniques and processes

AO3 Develop: Develop ideas through investigation, demonstrating critical understanding

AO4 Present: Present a personal and coherent response that realises intentions and demonstrates an understanding of visual language

Weighting for assessment objectives:

The weightings allocated to each of the assessment objectives (AOs) are summarised below.

Assessment objectives as a percentage of each component

	<u>Component 1</u>	<u>Component 2</u>
AO1 Record	25	25
AO2 Explore	25	25
AO3 Develop	25	25
AO4 Present	25	25

Details of the assessment:

Component 1 Coursework

This is an internally set assignment which is marked by Cambridge International. There is no question paper for this component.

There are two parts to this component: • a portfolio and • a final outcome.

Candidates can choose to work in any of the areas of study and should explore a theme, producing a portfolio of work that leads to a resolved final outcome.

Portfolio:

The portfolio may be presented in a number of ways depending on the approach, for example:

- practical work with little annotation but including relevant sketches, photographs and prints
- practical work with some written analysis and annotation
- illustrated written analysis including practical work and photographs.



The portfolio should contain work which shows the research, exploration, development and evaluation relevant to the final outcome. The portfolio can be up to four sheets of A2. This applies to both the portfolio and the final outcome.

Component 2 Externally Set Assignment

This is an externally set assignment which is marked by Cambridge International. There is a question paper for this component.

There are two parts to this component:

- supporting studies created during the preparation period and
- a final outcome, produced during a supervised test of 8 hours' total duration

Candidates can choose to work in any of the areas of study and should explore one starting point set by Cambridge International. Candidates produce their supporting studies during the preparation period, after receipt of the paper and before the supervised test.

Candidates should select supporting studies that show how they have:

- recorded ideas and observations from first-hand studies, such as their own drawings and photography, and secondary imagery from books, magazines and the internet
- explored and experimented with different media, techniques and processes
- carried out relevant research into artists, designers and cultural influences related to their ideas
- selected, reviewed and refined their ideas as work progresses to plan and produce a personal and coherent final outcome.

Component 2 is marked against the assessment criteria at the end of this section. Cambridge International will assess both the supporting studies and the final outcome together and award a single mark out of 100.

Subject content:

The areas of study listed below provide a framework of art and design practice and indicate an approach that encourages exploration. Learners may use either traditional media or new media or a combination of both, providing all assessment objectives are met.

Candidates are encouraged to produce a variety of creative responses through exploration with a range of materials, processes and techniques.

- Candidates are not expected to produce work from all the areas of study. They are, however, expected to: identify and research a particular aspect of art and design
- carry out relevant exploration of media, materials, techniques and appropriate processes
- document and evaluate ideas and concepts against intentions as the work progresses
- develop these into a cohesive final outcome.

Painting and related media

In response to studies within this area, candidates are expected to demonstrate skills in either a representational or a descriptive manner, or they may be more imaginative and interpretative. The work should evolve through investigation and development by the candidate. Responses may be based on a directly observed starting point or subject, or they may be the candidate's personal response to a theme.

Subjects could include:

- landscapes
- figure studies
- portraits
- the natural or built environment
- still-life
- artefacts
- abstract notions or feelings
- personal experiences
- visual ideas inspired by literary sources

Candidates learn to use a sketchbook to make visual and/or other appropriate research and develop their ideas. They also show knowledge of art and design from other cultures or history and relate it to their own studies.

Painting and drawing Candidates should be encouraged to work from direct observation and to explore the use of tone, colour and composition, materials and context. This can be shown through the use of processes and the use of media such as charcoal, pencil, pastels, acrylic, water colour, oil and inks.



Overview

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. Learning computational thinking involves learning to program, that is to write computer code, because this is the means by which computational thinking is expressed.

Cambridge IGCSE Computer Science enables learners to develop an interest in computing and to gain confidence in computational thinking and programming. They develop their understanding of the main principles of problem-solving using computers.

Learners apply their understanding to develop computer-based solutions to problems using algorithms and a high-level programming language. They also develop a range of technical skills, as well as the ability to test effectively and to evaluate computing solutions. This qualification will help learners appreciate current and emerging computing technologies and the benefits of their use. They learn to recognise the ethical issues and potential risks when using computers.

Assessment and Weightage

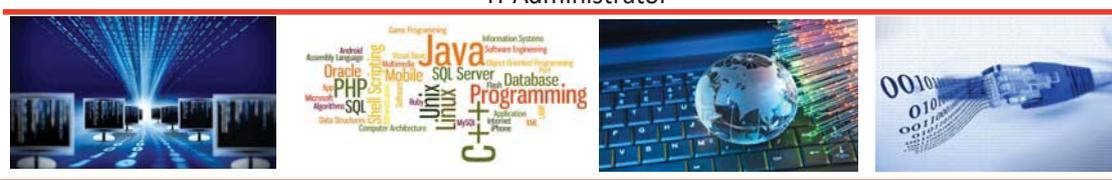
	Paper 1	Paper 2
	Theory	Problem-solving and Programming
Duration	1 hour 45 minutes	1 hour 45 minutes
Marks	75 marks	50 marks
Weightage	60%	40%

Note 20 marks are from the questions set on the pre-release material.

These are written paper contains short-answer and structured questions.
 All questions are compulsory.
 No calculators are permitted in this paper.
 Externally assessed.

Careers

- Software Developers
- App Developers
- Software Engineers
- Web Developers
- Graphic Designer
- IT Managers
- IT System Engineer
- Network Administrator
- IT Administrator



Examination Board & Specification: CIE IGCSE- 0417

Overview

Information Communication Technology is an applied subject and all candidates will require frequent access to computer and Internet facilities to develop their skills.

The syllabus encourages the investigation and study of Information Communication Technology in the variety of contexts, home, school, recreation, community, business and industry. In these contexts, the students will be given opportunities to acquire competence, capability and critical skills through the creation, implementation, use and evaluation of a range of information systems. Candidates from all backgrounds and both genders can develop their interest in, enjoyment of, and critical reflection about ICT as an integral part of modern society.

Assessment

The two assessment objectives in Information Technology are:

- * Practical Skills
- * Knowledge and understanding.

Paper 1 (2 hours) (Theory)

Paper 2 (2 hour 30 minutes) (Practical)

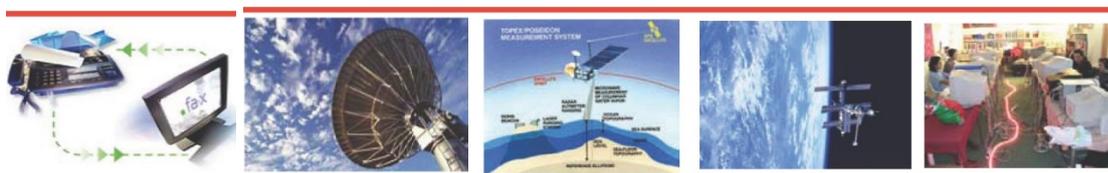
Paper 3 (2 hour 30 minutes) (Practical)

Weightage of Papers

Paper	Weightage
1	40%
2	30%
3	30%

Careers

Any career you choose, you will be able to apply what you have learnt in ICT. It can also lead you to being a Computer Professional.



STEAM

Overview:

STEAM is an educational approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics as access point for guiding student's inquiry, dialogue and critical thinking and project based learning.

STEAM means accepting the need to change traditional teaching methods and develop 21st Century Skills to develop Critical thinking ,independent learning ,collaboration skills among students.

Object Detection

Design ways to avoid accidents between vehicles and objects in the road.

Connect

Make sure that you can answer the following questions:

- In what driving situations can a car hit an obstacle?
- What factors are crucial to be aware of in order to avoid collisions with obstacles?
- What causes traffic jams in high density areas?

Think about what you have learned, then document it. Describe the problem in your own words. Creatively record your ideas and findings.



Construct

Build

Start by constructing this model.

Program

Program your robot to detect any obstacles that might appear while the robot is moving forward (or backward). Make the robot stop when it detects an object that is less than 20 cm away.

Think about what you have learned, then document it. Describe your pseudocode for this task. Creatively record your ideas and findings.

Consider using these blocks in your solution:



Contemplate

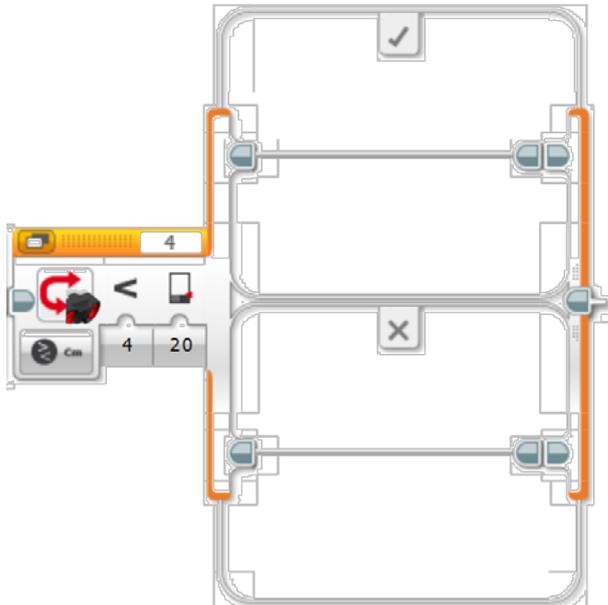
On the road, when a driver sees an object, they slow their car down before coming to a full stop. Program your wheeled robot to do the same.

If the Ultrasonic Sensor:

- Detects an object less than 10 cm away, make the robot stop
- Detect an object between 10 and 20 cm away, make the robot slow down

- Does not detect any object, continue to move at full speed
- Consider using this block in your solution.

Think about what you have learned, then document it. Describe your pseudocode for this task. Creatively record your ideas and findings.



Differentiation Option

Get together with the other teams.

Place all of the robots in a vertical line with varying amounts of space between them (just like cars in a traffic jam).

Have everyone start their programs at the same time and see what happens.

Refine your program so that all of the robots continue driving at the same speed with equal distances between them (like well-flowing traffic on a road).

Share

Consider the following questions:

What does “efficiency in programming” mean?

How many variations did the class as a whole come up with? Compare the many possible solutions to the given problem.

Think about what you have learned, then document it. Creatively record and present your ideas, creations, and findings.

Continue

Explore text-based programming solutions for this activity and compare these solutions using different programming languages.

MORAL EDUCATION-Curriculum

SL. NO.	Term	Pillar	Unit
1	1a	CHARACTER AND MORALITY	<p>CM17 – Introduction to global ethics</p> <p>Unit Description In cycle 2 so far, students have been introduced to a number of approaches to morality and ethics, including virtue ethics, duty-based ethics and communitarian ethics. The scope of students’ moral concern has been extended from the interpersonal to communities and to the level of the state. This unit deepens students’ understanding of ethics and introduces them to key current issues in international and global ethics. The purpose of the unit is to trigger students’ interest in reading and thinking about, and discussing, global ethical challenges and to prepare them for advanced study of two areas: ethics and the global economy in Grade 10, and peace and conflict studies in Grade 11.</p> <p>Learning outcomes Students will be able to do the following by the end of this unit:</p> <ol style="list-style-type: none"> 1. Explain what is meant by ‘ethics’ and ethical enquiry in the context of international relations 2. Discuss the UAE’s relations with other states and its role in international organisations and other global forums 3. Name the key ethical challenges for humanity and know how to find out more about them (using reliable sources on the Internet and elsewhere) 4. Outline ways in which people and collective actors (such as states, regional and international organisations) might go about alleviating a specific global ethical challenge.

	1b	<p data-bbox="435 159 762 188">IC17 – Financial awareness</p> <p data-bbox="435 232 639 262">Unit Description</p> <p data-bbox="435 271 1433 584">The unit aims to prepare students for the complex financial decisions that they will make in the short, medium and long term, as well as developing an appreciation of the value of money. Students will develop intrapersonal skills through making connections between saving, budgeting, borrowing and spending. This will enable students to have greater confidence when making financial decisions in the future, to avoid debt and to make sensible decisions when investing and spending. In addition, students will be able to develop their entrepreneurial and decision-making skills through role play in which they will be asked to decide on how to invest, borrow, take risks and manage the costs of a ‘business’.</p> <p data-bbox="435 593 1406 797">Students will also develop interpersonal skills through exploring the value of money and how irresponsible money management by businesses, banks and consumers can have serious consequences, particularly for vulnerable groups. There will also be the opportunity to develop empathy for those who have financial hardship and to appreciate how philanthropy plays an important role in supporting good causes – how wealth can be a force for good.</p> <p data-bbox="435 806 676 835">Learning Outcomes</p> <p data-bbox="435 844 1198 873">Students will be able to do the following by the end of this unit:</p> <ol data-bbox="435 916 1426 1601" style="list-style-type: none"> <li data-bbox="435 916 1378 1016">1. Make informed decisions about how to responsibly budget, save, invest and borrow, which can be evidenced through students being asked to budget responsibly over the course of a week in response to a range of scenarios <li data-bbox="435 1061 1426 1164">2. Develop their entrepreneurial skills through being asked to invest in a ‘business’ – produce a business plan and take financial decisions based on how the company is coping with economic and global pressures <li data-bbox="435 1209 1394 1312">3. Confidently discuss how to avoid financial complications through providing examples of financial mismanagement, greed, poor governance (banking crises, third world countries and corrupt leaders) <li data-bbox="435 1357 1426 1460">4. Demonstrate an appreciation of the value of money by articulating how less-fortunate groups and communities can be financially supported through improved financial management and philanthropy <li data-bbox="435 1505 1385 1608">5. Provide evidence that they have acted responsibly when using money, for example opening a bank account and using a budget that has a combination of necessities and luxuries.
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2	2a	CIVIC STUDIES	<p>CUS9 – What should be preserved and how</p> <p>Unit Description</p> <p>The aim of this unit is to encourage schools and their students to participate in awareness and conservation programmes designed to safeguard: heritage sites and places (the tangible heritage); traditional literature, art and dance and other aspects of the intangible heritage; and the natural environment (the natural heritage).¹</p> <p>The unit includes:</p> <ul style="list-style-type: none"> • Concepts in the cultural and natural heritage, and why heritage is important • The interrelationship between culture and nature; understanding a historic place, artefact or intangible element; visiting a heritage site; surveying and monitoring; formulating hypotheses; causes of decay; natural and human threats facing the cultural heritage • Conservation and site management Socio-economic and tourism development; how cultural heritage contributes to economic development; interest groups • Awareness and outreach; saving the endangered heritage; ‘What can I do to preserve my heritage?’ <p>Learning Outcomes</p> <ol style="list-style-type: none"> 1. Students will be able to do the following by the end of this unit: Understand and describe the links between historical and natural environments and the necessity of preserving them for future generations 2. Describe a selected site or aspect of the intangible heritage in terms of its historical, cultural and socio-economic value. 3. Recognize the various threats to the cultural heritage. 4. Understand and explain the various alternatives available for heritage conservation and its management, and the potential benefits and dangers of tourism 5. Evaluate the role they can play in preserving their heritage and how they can contribute in a variety of ways
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	2b	<p style="text-align: center;">CIVIC STUDIES</p> <p>CIS5 and CIS6 – Governments, authority and the judiciary</p> <p>Unit Description This is a double unit (12 weeks). It builds upon the work done in CIS4 (The growth of consultative governance in the UAE) by considering in greater detail the current organs of federal and local government in the UAE. Given the nature of the topic, there is a relatively high cognitive element in this unit.</p> <p>It includes the following:</p> <ul style="list-style-type: none"> • The main principles embodied in the Constitution of the UAE • The federal system of government: the role and work of the Supreme Council, the President, the Vice-President, the Council of Ministers (Cabinet), the Federal National Council, the Federal Judiciary, federal ministries • Patterns of local government and legal codes • The relationship between federal and local government • Main political developments in the system of governance since the establishment of the Federation <p>Learning Outcomes By the end of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Describe the main features, principal bodies, and activities of government and the judiciary within the UAE 2. Identify significant changes in the political system since the establishment of the Federation 3. Understand how the work of government seeks to implement the principles expressed in the Constitution 4. Discuss the relationship between the federal government of the UAE and the local system of government with which they are most familiar
3	3a	<p style="text-align: center;">CHARACTER AND MORLAIITY</p> <p>CIS5 and CIS6 – Governments, authority and the judiciary system in the UAE</p> <p>Unit Description This is a double unit (12 weeks). It builds upon the work done in CIS4 (The growth of consultative governance in the UAE) by considering in greater detail the current organs of federal and local government in the UAE. Given the nature of the topic, there is a relatively high cognitive element in this unit.</p> <p>It includes the following:</p> <ul style="list-style-type: none"> • The main principles embodied in the Constitution of the UAE • The federal system of government: the role and work of the Supreme Council, the President, the Vice-President, the Council of Ministers (Cabinet), the Federal National Council, the Federal Judiciary, federal ministries • Patterns of local government and legal codes • The relationship between federal and local government • Main political developments in the system of governance since the establishment of the Federation <p>Learning Outcomes By the end of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Describe the main features, principal bodies, and activities of government and the judiciary within the UAE 2. Identify significant changes in the political system since the establishment of the Federation 3. Understand how the work of government seeks to implement the principles expressed in the Constitution 4. Discuss the relationship between the federal government of the UAE and the local system of government with which they are most familiar

	3b	INDIVIDUAL AND COMMUNITY	<p>CIS7 – Being an active citizen (part 1)</p> <p>Unit description ‘A citizen is a person furnished with knowledge of public affairs, instilled with attitudes of civic virtue and equipped with skills to participate in the public arena.’</p> <p>Heater, D. (2004) <i>Citizenship: The Civic Ideal in World History, Politics and Education</i>. Manchester University Press.</p> <p>Learning outcomes Students will be able to do the following by the end of this unit:</p> <ol style="list-style-type: none"> 1. Demonstrate a willingness to develop and apply the competencies necessary for effective civic engagement 2. Identify how they can make a positive difference to the local community and wider society in which they live 3. Demonstrate personal skills such as leadership and good teamwork
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UAE Social Studies

YEAR 10 UAE SOCIAL STUDIES: Students will do UAE Social Studies in their English lessons (60 min) once in a week. They will be assessed Termly by English teachers in their lessons. Following topics will be included in Year 10 UAE Social Studies.

National Identity	To understand one's social role starting with national identity.	To recognize some contemporary social issues and their causes.
Citizenship	To review situations and heroics from UAE history.	To learn biographies and heroics of figures who made the history of UAE.
Country, Rule and Law	To recognize the achievements of Sheikh Zayed bin Sultan - may Allah have mercy upon him	To review the efforts of Sheikh Zayed bin Sultan - may Allah have mercy upon him - at the international level.
Values and Morals	To highlight the role of the UAE in the field of peaceful co-existence. To highlight the endeavours of the country's leaders in providing ways for citizens to have a decent life.	To recognize the experience of UAE in the field of peaceful co-existence. To recognize the role of state institutions that support human rights.
Individual and Community	To realize role of UAE in the field of cultural dialog, accepting others and seeking to benefit them. To recognize basic principles and concepts associated with the media, leadership and social productivity.	To recognize the characteristics of UAE society, based on dialog and accepting others. To understand the concept of media and their importance in society To clarify that communication between different cultures is the way to mutual respect.

Pearson BTEC International Level 2 qualifications

Pearson BTEC International Level 2 qualifications are part of BTEC International suite.

These qualifications are designed in a range of sectors for learners who wish to explore a work-related qualification or specific industry area. They offer learners the knowledge, understanding and skills that they need to prepare for a career. Once completing a BTEC International Level 2, learners can progress to continue education with our BTEC International Level 3 or something similar.

BTECs enable a learner-centred approach to education, with a flexible, unit-based structure and knowledge applied to project-based assessments. BTECs focus on the holistic development of the practical, interpersonal and thinking skills required to be successful in employment and higher education.

- When creating the BTEC International Level 2 qualifications in this suite, we worked with many employers, colleges and schools to ensure that we met their needs.
- BTEC addresses these needs by offering:
- a range of BTEC qualification sizes, each with a clear purpose, so that there is something to suit each learner's choice of study programme and progression plans
- internationally relevant content, which is closely aligned with employer and further education needs
- assessments and projects chosen to help learners progress; this means that some assessments and projects are set by you to meet local needs, while others are set by Pearson, ensuring a core of skills and understanding common to all learners.

Pearson BTEC International Level 2 Diploma in Applied Science

What do these qualifications cover?

The content of these qualifications has been designed to support progression to particular roles in science, most likely via further study at Level 3 and then through higher education routes in the particular areas.

All learners will be required to take mandatory content that is directly relevant to progression routes in all of the identified areas.

In addition, learners take optional units that support the progression route identified in the qualification title.

What could these qualifications lead to?

These qualifications support progression to further study in science, for example courses in BTEC International Level 3 in Applied Science

How do these qualifications provide transferable skills?

In the BTEC International Level 2 units, there are opportunities during the teaching and learning phase for learners to practise developing transferable skills. Where we refer to transferable skills in this specification, we are generally referring to skills in the following three main categories:

- **cognitive and problem-solving skills** – using critical thinking, approaching non-routine problems, applying expert and creative solutions, using systems and technology
- **interpersonal skills** – communicating, working collaboratively, negotiating and influencing, self-presentation
- **intrapersonal skills** – self-management, adaptability and resilience, self-monitoring and development.

How do the qualifications provide transferable knowledge and skills for further and higher education?

All BTEC International Level 2 qualifications provide transferable knowledge and skills that prepare learners for progression to university. The transferable skills that universities value include:

- the ability to learn independently
- the ability to research actively and methodically
- the ability to give presentations and be active group members.

BTEC learners can also benefit from opportunities for deep learning, where they are able to make connections across units and select areas of interest for detailed study.

Title	Size and structure	Summary purpose
Pearson BTEC International Level 2 Diploma in Applied Science	480 GLH Equivalent in size to four International GCSEs. Sixteen units, of which 10 are mandatory and four units are assessed by a Pearson Set Assignment. Mandatory content (25%).	This qualification is designed to support learners who want to study applied science as a one-year, full-time course, or for those wanting to take it alongside another area of complementary or contrasting study as part of a two-year, full-time study programme. The qualification would support progression to Level 3/pre-tertiary level courses if taken as part of a programme of study that included other BTEC International Level 2 qualifications or International GCSEs.

Mandatory units

There are 10 mandatory units, which include six internal units and four set assignment units. Learners must complete and achieve a Pass or above in all mandatory units.

Optional units

Learners must complete at least six optional units.

Pearson BTEC International Level 2 Diploma in Applied Science				
Unit number	Unit title	GLH	Type	How assessed
Mandatory units – learners complete and achieve all units				
1	Principles of Science	30	Mandatory	Set assignment
2	Chemistry and Our Earth	30	Mandatory	Internal
3	Energy and Our Universe	30	Mandatory	Internal
4	Biology and Our Environment	30	Mandatory	Internal
5	Applications of Chemical Substances	30	Mandatory	Internal
6	Applications of Physical Science	30	Mandatory	Internal
7	Health Applications of Life Science	30	Mandatory	Internal
8	Scientific Skills	30	Mandatory	Set assignment
9	Practical Scientific Project	30	Mandatory	Set assignment
11	How Scientifics Theories are Formulated	30	Mandatory	Set assignment
Optional units – learners must complete six optional units				
10	World Energy	30	Optional	Internal
12	The Living Body	30	Optional	Internal
13	Monitoring the Environment	30	Optional	Internal
14	Growing Plants for Food	30	Optional	Internal
15	Investigating a Crime Scene	30	Optional	Internal
16	Science in Medicine	30	Optional	Internal
17	Understanding Human Behaviour	30	Optional	Internal
Optional units – learners must complete six optional units <i>continued</i>				
18	Designing and Making Useful Devices in Science	30	Optional	Internal
19	Chemical Analysis and Detection	30	Optional	Internal
20	Exploring Our Universe	30	Optional	Internal
21	Electronics in Action	30	Optional	Internal
22	Biotechnology Procedures and Applications	30	Optional	Internal
23	Further Chemistry	30	Optional	Internal

24	Further Physics	30	Optional	Internal
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Pearson BTEC International Level 2 Diploma in Information Technology

The Pearson BTEC International Level 2 Diploma qualifications in Information Technology have been developed to:

- give full-time learners the opportunity to enter employment in the IT sector or to progress to vocational qualifications
- provide education and training for those employed in IT
- give those employed in IT opportunities to achieve a Level 2 vocationally specific qualification
- give learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

This specification provides content and structures that help learners to acquire the skills and knowledge needed to work as professionals in the IT sector. Key aspects include:

- flexibility in unit structures so that the centre and learners can choose appropriate combinations of optional units to meet their interests and aspirations
- units based on the UK National Occupational Standards and contextualised to the business environment
- simple and consistent nesting of qualifications to allow learners to choose specialist pathways later in their programmes of study.

Pearson BTEC International Level 2 Diploma in Information Technology	
Total Notional Learning Hours (NLH)	600 (including 360 Guided Learning Hours (GLH))
Qualification value (NLH/10)	60
Assessment	This qualification is internally assessed
Unit grading information	Pass/Merit/Distinction
Overall qualification grading information	Pass/Merit/Distinction/Distinction*

The Pearson BTEC International Level 2 Diploma in Information Technology qualification totals 600 Notional Learning Hours (NLH).

Learners must achieve three mandatory units **and** optional units that provide for a combined total value of 60 to achieve the qualification.

This qualification is **not** designed to allow units to be imported from other Pearson qualifications.

Mandatory units				
Unit	Unit title	Level	Notional Learning Hours	Unit value (NLH/10)
1	Communicating in the IT Industry	2	50	5
2	Working in the IT Industry	2	50	5
3	Computer Systems	2	100	10
Optional units				
Unit	Unit title	Level	Notional Learning Hours	Unit value (NLH/10)
4	Business IT Skills	2	100	10
5	Supporting Organisations with IT	2	100	10
6	Project Planning using IT	2	100	10
7	Installing Computer Hardware	2	100	10
8	Installing Computer Software	2	100	10
9	Customising Software	2	100	10
10	Setting up an IT Network	2	100	10
11	IT Security	2	100	10
12	IT Support	2	100	10
13	IT Fault Diagnosis and Remedy	2	100	10
14	Mobile Communications Technology in IT	2	100	10
15	Mathematics for IT	2	100	10
16	Database Systems	2	100	10
17	Website Development	2	100	10
18	Software Design	2	100	10
19	Object Oriented Programming	2	100	10
Unit	Unit title	Level	Notional Learning Hours	Unit value (NLH/10)
20	Procedural Programming	2	100	10
21	Event driven Programming	2	100	10
22	Doing Business Online	2	100	10
23	Computer Graphics	2	100	10
24	Telecommunications Technology	2	100	10
25	Home Entertainment Systems	2	100	10
26	Developing Computer Games	2	100	10
27	Spreadsheet Modelling	2	100	10
28	Multimedia Design	2	100	10
29	Presenting Information Using IT	2	100	10

Optional units (continued)				
30	Animation Techniques	2	100	10
31	Interactive Media Production	2	100	10
32	Software Design and Development	3	100	10
33	Database Design	3	100	10
34	Website Production	3	100	10
35	Digital Graphics	3	100	10
36	Spreadsheet Modelling	3	100	10

Pearson BTEC International Level 2 Diploma in Business

The Pearson BTEC International Level 2 Certificate, Extended Certificate and Diploma qualifications in Business have been developed in the business sector to:

- give full-time learners the opportunity to enter employment in the business sector or to progress to Level 3 vocational qualifications
- provide education and training for business employees
- give opportunities for business employees to achieve a Level 2 vocationally specific qualification
- give learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

The Pearson BTEC International Level 2 qualifications in Business have been designed to address the needs of Level 2 learners in key areas, including interpersonal skills and customer service. Learners have the opportunity to develop skills to support them as they build relationships with a wide variety of customers, internal and external, to a range of business environments. A range of specialist units are included to allow centres to offer innovative, imaginative and creative curriculum to meet their learner needs.

Specialist areas include:

- finance, both personal and business, together with bookkeeping, which supports development of basic financial principles
- working in business teams and team leading
- business support or administration, which supports development of practical administration skills including office systems and equipment, meeting support and filing systems
- personal selling, which helps learners to understand the personal selling process
- aspects of business online and how this can support businesses to develop opportunities
- aspects of retailing such as promoting, branding and visual merchandising
- consumer rights business ethics
- lean management techniques logistics
- enterprise and business start-up, which is available at both Level 2 and Level 3 in the qualification.

The Pearson BTEC International Level 2 Diploma in Business qualification has a minimum total of 600 Notional Learning Hours (NLH).

Learners must achieve four mandatory units **and** optional units that provide for a combined minimum total value of 60 to achieve the qualification.

This qualification is **not** designed to allow units to be imported from other Pearson qualifications.

Mandatory units				
Unit	Unit title	Level	Notional Learning Hours	Unit value (NLH/10)
1	Business Purposes	2	50	5
2	Business Organisations	2	50	5
3	Financial Forecasting for Business	2	50	5
4	People in Organisations	2	50	5
Optional units				
Unit	Unit title	Level	Notional Learning Hours	Unit value (NLH/10)
5	Using Office Equipment	1	50	5
6	Providing Business Support	2	50	5
7	Verbal and Non-verbal Communication in Business Contexts	2	50	5
8	Business Communication through Documentation	2	50	5
9	Training and Employment in Business	2	50	5
10	Personal Selling in Business	2	50	5
11	Customer Relations in Business	2	100	10
12	Business Online	2	100	10
13	Consumer Rights	2	50	5
14	Business Ethics	2	50	5
15	Bookkeeping for Business	2	50	5
16*	Business Enterprise	2	100	10
17*	Starting a Small Business	3	100	10
Optional units (continued)				
Unit	Unit title	Level	Notional Learning Hours	Unit value (NLH/10)
18	Working in Business Teams	2	50	5
19	The Marketing Plan	2	50	5

20	Managing Personal Finances	2	50	5
21	Promoting and Branding in Retail Business	2	100	10
22	Visual Merchandising and Display Techniques for Retail Business	2	100	10
23	Lean Organisation Techniques in Business	2	50	5
24	Business Improvement Tools and Techniques	2	50	5
25	Enterprise in the Workplace	2	100	10
26	Sourcing and Buying in the Supply Chain	2	50	5
27	Technology in the Logistics Sector	2	50	5
28	Warehousing Skills in Logistics	2	50	5
29	Transport, Distribution and the Storage of Goods within the Logistics Industry	2	50	5

Pearson BTEC International Level 2 Diploma in Hospitality

Pearson BTEC International Level 2 Diploma qualifications in Hospitality are designed for international schools and colleges. They are part of an international suite of BTEC Firsts qualifications offered by Pearson.

The purpose of this specification is to set out:

- the aim/objective of the qualifications
- the structure and rules of combination of these qualifications
- the resources required by the centre to offer these qualifications
- the knowledge, skills and understanding which will be assessed as part of these qualifications
- the method of assessment and any associated requirements relating to it
- the criteria against which learners' level of attainment will be measured (for example assessment criteria).

Pearson BTEC International Level 2 Diploma in Hospitality	
Minimum total Notional Learning Hours (NLH)	600 (including 360 Guided Learning Hours (GLH))
Minimum qualification value (NLH/10)	60
Assessment	This qualification is internally assessed
Unit grading information	Pass/Merit/Distinction
Overall qualification grading information	Pass/Merit/Distinction/Distinction*

The Pearson BTEC International Level 2 Diploma in Hospitality qualification has a minimum total of 600 Notional Learning Hours (NLH).

Learners must achieve all four mandatory units **and** optional units that provide for a combined minimum total value of 60 to achieve the qualification.

Mandatory units				
Unit	Unit title	Level	Notional Learning Hours	Unit value (NLH/10)
1	Working in the Hospitality Industry	2	100	10
2	Products, Services and Support in the Hospitality Industry	2	10	1
3	Customer Service Skills in the Hospitality Industry	2	100	10
4	Providing Customer Service in Hospitality	2	40	4
Optional units				
Unit	Unit title	Level	Notional Learning Hours	Unit value (NLH/10)
5	Planning and Running a Hospitality Event	2	100	10
6	Healthy Lifestyles, Foods and Menu Choices	2	100	10
7	Hospitality Workplace Skills	2	100	10
8	Preparing, Cooking and Presenting Food	2	100	10
9	Contemporary World Food	2	100	10
10	Serving Food and Beverages	2	100	10
11	Accommodation Services in Hospitality	2	50	5
12	Hospitality Front Office Operations	2	50	5
13	Bookkeeping for Business	2	50	5
14	Consumer Rights	2	50	5
15	The UK Travel and Tourism Sector	2	50	5
16	Hospitality Operations in Travel and Tourism	3	50	5

Edexcel GCSE (9-1) Statistics

The aims and objectives of this qualification are to enable students to develop statistical fluency and understanding through:

- the use of statistical techniques in a variety of authentic investigations, using real-world data in contexts such as, but not limited to, populations, climate, sales etc.
- identifying trends through carrying out appropriate calculations and data visualisation techniques
- the application of statistical techniques across the curriculum, in subjects such as the sciences, social sciences, computing, geography, business and economics, and outside the classroom in the world in general
- critically evaluating data, calculations and evaluations that would be commonly encountered in their studies and in everyday life
- understanding how technology has enabled the collection, visualisation and analysis of large quantities of data to inform decision-making processes in public, commercial and academic sectors, including how technology can be used to generate diagrams and visualisations to represent data
- understand ways that data can be organised, processed and presented, including statistical measures to compare data, understanding the advantages of using technology to automate processing
- applying appropriate mathematical and statistical formulae, and building on prior knowledge.

Qualification at a glance

Content and assessment overview The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Statistics consists of two externally-examined papers. Students must complete all assessment in May/June in any single year, and students can only be entered for higher tier.

Component	Overview	Assessment
Paper 1 (*Paper code: 1ST0/1H) 50%	<u>Content overview</u> <ul style="list-style-type: none"> • The collection of data • Processing, representing and analysing data • Probability 	Written examination.  1hr 30mins  80 marks
Paper 2 (*Paper code: 1ST0/2H) 50%	<u>Content overview</u> <ul style="list-style-type: none"> • The collection of data • Processing, representing and analysing data • Probability 	Written examination.  1hr 30mins  80 marks

Assessment Objectives

Students must		% in GCSE
AO1	Demonstrate knowledge and understanding, using appropriate terminology and notation, of standard statistical techniques used to: <ul style="list-style-type: none"> • collect and represent information • calculate summary statistics and probabilities 	55
AO2	Interpret statistical information and results in context and reason statistically to draw conclusions Where questions/tasks targeting this Assessment Objective will also credit students for their ability to 'demonstrate knowledge and understanding of standard statistical techniques (AO1) and/or to 'assess the appropriateness of statistical methodologies and the conclusions drawn through the application of the statistical enquiry cycle' (AO3), an appropriate proportion of the marks for the question/task must be attributed to the corresponding Assessment Objective(s).	25
AO3	Assess the appropriateness of statistical methodologies and the conclusions drawn through the application of the statistical enquiry cycle Where questions/tasks targeting this Assessment Objective will also credit students for their ability to 'demonstrate knowledge and understanding of standard statistical techniques' (AO1) and/or to 'interpret statistical information and results in context and reason statistically to draw conclusions' (AO2), an appropriate proportion of the marks for the question/task must be attributed to the corresponding Assessment Objective(s).	20
Total		100

Breakdown of Assessment Objectives

Paper	Assessment Objectives			Total for all Assessment Objectives
	AO1 %	AO2 %	AO3 %	
Paper 1 (1H)	27.5	12.5	10	50%
Paper 1 (2H)	27.5	12.5	10	50%
Total for GCSE	55% ±3	25% ±3	20% ±3	100%



GLOBAL CITIZENSHIP

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in promoting
diversity and
building
communities



GROWING BY LEARNING

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Continuous Learning
is the fuel for
continual growth



PURSUIING EXCELLENCE

We Believe...

Great just isn't good
enough



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