



مدرسة وستمنستر
THE WESTMINSTER SCHOOL



2025 - 2026

**Key Stage 3 and 4
Years 7-11**

HANDBOOK



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From the Principal's desk

At The Westminster School we believe in supporting every individual to achieve his or her dreams, no matter how big they may be. Our students are ambitious, inquisitive and hardworking, ever embracing challenges and striving for their best. We recognise that all children have different abilities and talents, and we are committed to helping them discover and develop these in a nurturing environment. Inclusion is an important part of life at TWS.

The Westminster School has a long history of providing an exceptional education for young people and this is down to our teachers, students and support staff. Our students achieve excellent examination results and at the same time develop into well-rounded young adults who have the skills, attributes and moral fibre to lead successful lives. We believe that an education should stretch young people academically and also develop them socially, all the while supporting them emotionally and ensuring their health, safety and happiness.

We provide a quality academic education based on the rigorous National Curriculum for England enhanced with an international flavour. Our curriculum is designed to be broad and balanced to keep opportunities open while giving excellent preparation for further study, and a large proportion of our students go on to study at universities both locally and globally. All students study the core subjects of English, Mathematics, Science, Arabic, Islamic, Social Studies and Moral Education, supplemented with programmes in humanities, languages, the arts, sports and technology. Students also have every opportunity to be fully engaged with our diverse extra-curricular programme.

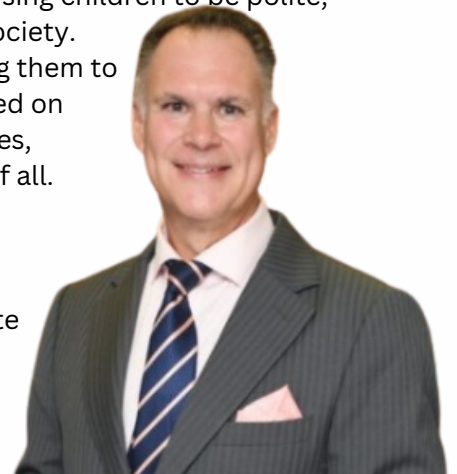
As a GEMS Education school, we pride ourselves on delivering a values-driven international education, expressed through four core values – leading through innovation, pursuing excellence, growing by learning, and global citizenship. These are woven into each of our academic and extra-curricular activities and form the basis of everything we do.

Accordingly, through our formal and informal curriculum, we encourage creative and critical thinking alongside stimulating and meaningful experiences. Integrated into our learning is the development of a range of key skills, attributes and attitudes that we know will serve our students well in their later lives. The development of leadership skills is an important part of our curriculum, and all students have the chance to be involved in school leadership activities.

The Westminster School is an international community with over 70 nationalities, and we firmly believe in developing our students into global citizens who can excel on the world stage. To do this, we provide a range of opportunities to celebrate and embrace cultural differences while understanding and respecting the importance of Islamic values in our society. We aim to develop a tolerant school community, reflecting the heritage of our students and recognising that we all come from different backgrounds.

As Principal of The Westminster School and as a parent myself, I believe in raising children to be polite, respectful and responsible citizens, able to make a positive contribution to society. Of equal importance is children's social and emotional development, enabling them to become confident, assured and happy. I believe in building a community based on traditional values and mutual respect, where students take pride in themselves, their work and their school, contributing fully on a daily basis to the benefit of all.

If you are considering The Westminster School for your child, I warmly encourage you to visit us and experience first-hand our unique environment and culture. We welcome visitors throughout the year, so please don't hesitate to get in touch and make an appointment.



Mr Carl Roberts
Executive Principal/ CEO



Message from the Head of School

We are delighted to present our comprehensive guide to the Key Stage 3 and 4 curriculum for the academic year 2024-2025. This handbook serves as a valuable resource for students, parents, and educators, detailing our curriculum, assessments, and pastoral expectations.

We encourage students to take advantage of earning opportunities, ask for help when needed, and aim for excellence in all they do.

Parents, your support is crucial. Your involvement helps your child succeed.

Together, we can create a positive educational environment that helps our students reach their full potential.

Welcome to a year of growth, learning, and achievement!



Dr Vijaya Kumari Sathyan
Head of School/Dy.CEO



Message from Assistant Principal

Welcome to another exciting and rewarding academic year at The Westminster School, Dubai. As you embark on your journey through Key Stage 3 and 4, you are stepping into a crucial phase of your educational journey, where the foundation you build today will shape your future success.

We are proud to offer a diverse and comprehensive curriculum that caters to your interests and future aspirations. Each subject is designed to challenge you intellectually and creatively, while providing you with the skills and knowledge needed to excel in your future endeavors.

To ensure you are well-prepared for your examinations, it is important to be aware of the examination boards and syllabus codes for each subject as outlined in the handbook.

At The Westminster School, we are proud to be part of the GEMS Education family, which is built on the following core values:

- **Care:** We care deeply about our students, their well-being, and their future. We create a nurturing environment where everyone feels safe, respected, and valued.
- **Excellence:** We strive for excellence in all that we do, from academic achievements to personal development. We encourage you to aim high and be the best version of yourself.
- **One Team:** We believe in the power of collaboration and teamwork. Together, we can achieve more and create a supportive and inclusive school community.
- **Always Learning:** Learning is a lifelong journey, and we are committed to continuously improving and growing. We encourage you to embrace challenges, be curious, and never stop learning.

Remember, we are here to support you every step of the way. Your success is our priority, and we are committed to helping you achieve your goals.

Wishing you all the best for the academic year ahead.



Ms Grace Aluoka
Assistant Principal- Secondary



Message from Deputy Head of Secondary

Dear Students,

Welcome to a new and exciting academic year at TWS!

As your Deputy Head of Secondary, I am pleased to have you as part of our school community. This handbook is here to help you understand our expectations and make the most of the opportunities available to you.

Secondary school is a time of growth, discovery, and preparation for the future. As you progress through your studies, I encourage you to embrace every learning opportunity, take on new challenges, and engage with our school community. Remember, your attitude, effort, and choices will shape your experiences here. The habits you build now will shape your future. Make them positive ones, and you'll set yourself up for success in whatever you choose to pursue.

We understand that the journey through secondary school can sometimes be challenging. Please know that we are here to support you every step of the way. Whether you need academic advice, personal guidance, or just someone to talk to, our doors are always open.

As you embark on this new year, I encourage you to set high expectations for yourself, be kind to others, and make the most of your time. Together, we can achieve great things.

Wishing you a successful and fulfilling year ahead!



Ms Snehal Fernandes
Deputy Head of Secondary

Message from the Career Counsellor

Welcome to the Secondary School handbook of The Westminster School, designed to assist you and your child in choosing subjects that align with their future career aspirations. We believe in fostering a close, genuine, and visible relationship with both students and parents. The decisions made in these two years can significantly impact your child's future accomplishments.

Making informed decisions at every stage of life is crucial for a fulfilling future. The subjects chosen now will influence what your child can achieve later. It's essential to select subjects that match their abilities and career interests. If your child has a specific career in mind, it's important to identify the necessary subjects. Whether they opt for a Science stream, a Commerce stream, or a combination of both, these decisions will shape their career path. To aid you in this process, here are a few pointers to consider for making an informed and successful decision:

As **PARENTS**, understanding your child is crucial:

- Evaluate your child's aptitude, strengths, and weaknesses.
- Identify the subjects they excel in, those they need to work on, and those they are not interested in.
- Differentiate between your career aspirations for your child and their own career goals.
- Research on each subject or combination of subjects to understand how they can help your child achieve their career aspirations.

As a **STUDENT**, it's important to understand the subjects you enjoy.

Ask yourself:

- What subjects do I like to study now?
- Which extracurricular activities do I enjoy, both within and outside school (e.g., playing music, volunteering, thinking creatively, art, etc.)?
- Which career am I most inclined towards?
- Ask my subject teachers and seniors for suggestions.

Your career goals

Identify any additional subjects you need to study, beyond the main subjects, to achieve your career goals. Any additional exams you need to prepare for to reach your future goals?

Assess your skills, aptitude, interests, and personality, and understand how these can help you achieve your desired goals.

"At the end of the day, the most overwhelming key to a child's success is the positive involvement of parents" – Jane D. Hull

Parents are the first role models for their children, serving as friends, philosophers, and guides throughout their lives. When it comes to career selection, children often seek significant support and assistance from their parents. Parental guidance is crucial in helping them make well-informed career decisions. While younger students may be attracted to emerging career paths, parents often prefer traditional, safer routes. This is where career counselling becomes essential, bridging the gap between parents' and children's perspectives.

Career Education and Guidance at TWS

Career Guidance programs aim to provide students with a strong foundation as they transition through different phases. In Years 9 and 10, students receive information on various career fields and guidance on subject choices. In Years 11 to 13, they are supported in making appropriate decisions related to their desired careers, preparing them to transition from being students to active members of the world beyond school. To book a one-to-one meeting, please email us to schedule an appointment and participate in the career sessions held at school.



Ms.Lali Saji Mathew

Career Counsellor

Email id: lali.m-tws@gemsedu.com



Message from the HTLAs

As the Head of Teaching, Learning, and Assessment for Secondary Boys and Girls, we are delighted to introduce the Secondary handbook for the academic year 2024-2025. This comprehensive guide is designed to support our students, parents, and educators through the dynamic and enriching learning environment at The Westminster School Dubai.

At the heart of our educational approach is a robust curriculum for Key Stages 3 and 4, firmly aligned with the National Curriculum for England. Our curriculum is enriched with essential elements such as Wellbeing, STEAM (Science, Technology, Engineering, Arts, and Mathematics), Robotics, and Sustainability. These components ensure that our students receive a modern, engaging, and holistic educational experience, preparing them not only for academic success but also for their future roles in a rapidly evolving world.

Assessments are a crucial part of our educational journey, and this booklet outlines our comprehensive approach to both formative and summative evaluations. Our assessment framework is meticulously designed to measure and enhance student progress. Through these evaluations, we ensure that each learner is on a path to realizing their full potential, with assessments tailored to provide meaningful feedback and support continuous improvement.

We believe that a supportive environment is key to a student's success, both academically and personally. Our pastoral care framework, detailed in the booklet, is aimed at fostering a safe, inclusive, and nurturing atmosphere. This environment is where students can thrive, building confidence and resilience alongside their academic skills.

Recognizing the diverse interests and career aspirations of our students, the booklet also describes a wide range of elective subjects available at Key Stage 4. From sciences and humanities to arts and technology, our elective options encourage students to explore and excel in areas that align with their passions and future ambitions.

We also understand the pivotal role that parents play in their children's educational journey. The booklet offers insights and practical tips on how parents can actively engage in and support their child's learning process. This partnership between the school and home is crucial in creating a collaborative effort toward academic excellence and personal growth.

In conclusion, the Secondary Booklet for 2024-25 is more than just a guide; it is a roadmap for a successful and enriching academic year. It embodies our commitment to delivering high-quality education that empowers students to become confident, capable, and compassionate global citizens. I invite you to explore the booklet and join us in making this academic year remarkable and fulfilling for our students.



Ms. Ebini Chacko C.
HTLA-Boys



Ms. Annies Kuruvilla
HTLA-Girls



Message from the Head of Pastoral

Dear Students,

Welcome to a new academic year! As the Head of Pastoral Care, I am excited to support you in your journey at our school. Our team is here to ensure you have a safe, inclusive, and enriching environment. We encourage you to embrace new challenges, support one another and strive for personal and academic growth. Remember, our doors are always open for guidance, support, or just a chat. Let's make this year a memorable and successful one together.



Mr. Sunu
Head of Pastoral
Secondary Boys

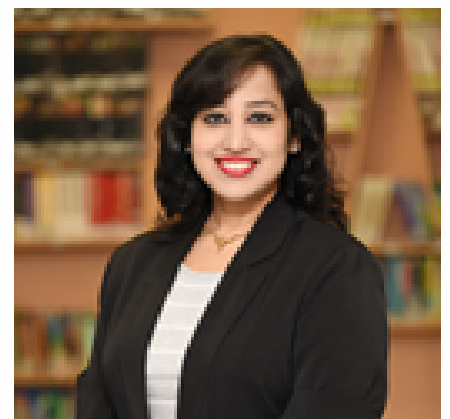
Dear Students,

As the Pastoral Head, I want to emphasize the importance of a few key areas that contribute significantly to our school community's well-being and success.

First and foremost, creating a safe environment for all students is paramount. This involves not just physical safety but also emotional and psychological well-being. Each one of us plays a crucial role in fostering a supportive atmosphere where everyone feels respected and valued.

Additionally, I would like to highlight the significance of attendance, punctuality, and proper school uniform. These aspects are not merely rules to follow but essential practices that help maintain discipline and ensure your holistic development. Being present and on time not only demonstrates your commitment to learning but also ensures that you are fully engaged in all aspects of school life. I encourage you to take these responsibilities seriously and to strive towards excellence in all areas. Should you have any concerns or need support in meeting these expectations, please do not hesitate to reach out to me or any member of the pastoral team. We are here to assist you in any way we can.

Let's work together to make our school environment safe, welcoming, and conducive to learning for everyone.



Ms. Marshanil Sinha Roy
Head of Pastoral, Secondary Girls



OUR VISION

Empowering learners, Creating the future

To inspire a diverse and multicultural community of learners to achieve academic excellence and develop the skills and attributes to become successful global leaders. To empower each other to lead happy and fulfilling lives in a culture of tolerance, innovation and creativity. To create a safe, respectful and equitable learning environment where everyone is free to express their opinion and to have that opinion fully respected.

We are committed to co-operation, planning, discussion and teamwork. We believe that this should be a learning school where each of us appreciates that things can always be improved. The GEMS Core Values play a pivotal role in all our undertakings.

GEMS CORE VALUES



CARE

I respect the needs of my stakeholders. I will ensure they feel listened to and cared for.



We care because we care.



EXCELLENCE

I dream big, setting ambitious goals, aiming to be the best at what I do.



We care because we care.



ONE TEAM

I am a team player. I work with the bigger picture in mind. I put the team's needs ahead of my own.



We care because we care.



ALWAYS LEARNING

My open minded curiosity fuels my love for learning. I ask questions & listen so that I continuously learn & improve.



We care because we care.



To deliver high- quality British education at an affordable price



LEADERSHIP TEAM DIRECTORY

Sr. No.	Name	Designation	Email Address
1	Mr. Carl Roberts	Executive Principal / CEO	carl.r_tws@gemsedu.com
2	Dr. Vijayakumari Sathyan	Head of School / Deputy CEO	vijaya.s_tws@gemsedu.com
3	Mr. Ahmed Abdelwahab	Asst. Principal Arabic and Islamic Studies	ahmed.m_tws@gemsedu.com
4	Ms. Grace Aluoka	Assistant Principal – Secondary	grace.a_tws@gemsedu.com
5	Ms. Snehal Fernandes	Deputy Head of Secondary	snehal.f_tws@Gemsedu.com
6	Ms. Ebini Chacko C.	Head of Teaching, Learning and Assessment – Secondary Boys	ebini.c_tws@gemsedu.com
7	Ms. Annies Kuruvilla	Head of Teaching, Learning and Assessment – Secondary Girls	annies.k_tws@gemsedu.com
8	Mr. Sunu Philip	Head of Pastoral – Secondary Boys	sunu.a_tws@gemsedu.com
9	Ms. Marshanil Sinha Roy	Head of Pastoral – Secondary Girls	marshanil.s_tws@gemsedu.com



SUMMARY OF TERM DATES

THE WESTMINSTER SCHOOL, DUBAI | 2025-2026 CALENDAR

13 Reporting Day-All New Staff/ All Leaders
18 Reporting Day-All Staff
21 Parent orientation
22 Orientation Day- FS and New students
25-27 Staggered Reopening

AUGUST '25						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						5

SEPTEMBER '25						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
						21

5 Prophet's Birthday
17 Leadership Assembly

26/8 – 30/9 CAT4 Assessments (Years 4/6/7/8/10)

4 Interscholar Quran Competition
13-17 Mid-Term Break
13-16 Booster lessons Year 11-13

OCTOBER '25						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
						18

23 Awards Day (IGCSE/AS/A Level)

26/8 - 11/10 NGRT Form A (Years 2-10)

NOVEMBER '25						
S	M	T	W	Th	F	S
					1	
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						20

1 International Day
17 Year 3 & 4 Sports Day
18 Year 5 & 6 Sports Day
20 Year 1 & 2 Sports Day
26 FS Sports Day
27 National Day Celebrations

2-3 UAE National Day
4 Parent Consultation Day (Non-instructional working day)
8/12 to 2/1 Winter Break
8-18 Booster lessons Year 11-13

DECEMBER '25						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			3

JANUARY '26						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
						20

5 School reopens.
5/1 to 16/1 -Term1 Examinations (Year 10-13)
24 Model Arabic League
29/1 to 4/2 Art Exhibition

6/1 – 14/2 NGRT Form B (Years 2-10)
Arabic Benchmark Assessment (Years 4-10)

10 Sports Day – Boys/Sixth Form
11 Sports Day – Girls
12 Primary Pulse
18 Ramadan starts

FEBRUARY '26						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
						20

Arabic Benchmark Assessment (Years 4-10)

MARCH '26						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				12

16 – 27 Spring Break
16-18 Booster lessons Year 11-13

30 School reopens.

9 Parent Consultation Day (Non-instructional working day)

APRIL '26						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
						22

IGCSE/AS/A Level Exams

MAY '26						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						17

FS Concert
26-29 Eid AL Adha

14/4 – 23/5 NGRT Form C (Years 2-10)
28/4 – 27/6 Progress Tests (Years 2-10)
IGCSE/AS/A Level Exams

8/6 – 25/6 End of Year Exams
16 Islamic New Year
20 Graduation

JUNE '26						
S	M	T	W	Th	F	S
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				21

28/4 – 27/6 Progress Tests (Years 2-10)
IGCSE/AS/A Level Exams

JULY '26						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	3

2/7 Parent Consultation Day (Non-instructional working day)
3/7 Last working day

Holidays	
First/ Last working day	
Total no. of working days in the month	3

NOTE: Due to unforeseen circumstances or adverse weather conditions, there may be changes to the scheduled dates for some events or assessments. As a result, please note that no holidays will be approved during term time.



SCHOOL CURRICULUM

The Westminster School, Dubai has designed its curriculum to empower the learners and create their future. Primarily, we offer the National Curriculum for England; however, we also incorporate the goals and values of GEMS Education and the rich national influence of the UAE. This results in students being offered a modern, exciting, and educationally advanced curriculum. A vibrant & creative learning environment.

Core Curriculum: *National Curriculum for England*

Language of Instruction: *English*

The National Curriculum for England is a broad and balanced curriculum applied in over 150 countries across the world. It is based on a structured and broad framework that outlines expected levels of achievement through all stages of a student's school life.

The students of Westminster School move on to higher education across the world, many to prestigious universities.

In addition to the development of specific skills and competencies, the curriculum emphasizes innovation, enquiry, creativity, analytical evaluation, and other 21st century skills needed to meet the challenges of the future.

Through innovative styles of teaching, workshops, projects and experiments students are given the opportunity to explore aspects of the curriculum and develop a variety of practical skills. Under the guidance of their teachers, students learn aspects of management, instruction and leadership, enhancing their knowledge, confidence and skills, so that they can make more defined career choices.

Key Stage 3 (Year 7, 8 and 9) and Key Stage 4 (Year 10 to Year 11)

Year 7 and Year 8

Years 7 and 8 follow the National Curriculum for England with the integration of Wellbeing, STEAM, Robotics and Sustainability which inspire students and meet the unique needs of their teenage brains during a time when many are overwhelmed by the combination of the transition from primary to secondary education.

At this stage, the learning goals seek to encourage the holistic development of internationally-minded learners. Rigorous and deep learning is represented under the categories of knowledge, skills and understanding through enquiry, research and problem-solving learning.

Opportunities to experience and practice individual qualities and dispositions like resilience, morality, communications, thoughtfulness, respect and adaptability are built in the learning tasks within the curriculum.

Subjects at this level

- Islamic Education (in Arabic and in English)
- Arabic for Arabs
- Arabic for non-Arabs
- English
- Mathematics
- Science
- Moral, Social and Cultural studies
- Life Skills
- Computer Science
- French / Urdu
- Physical Education (PE)
- Global Perspectives
- Art
- Performing arts

Year 9 to Year 11

Key Stage 4 prepares students for the IGCSE Examination. In Year 9, the students are introduced to IGCSE curriculum. In Years 10 and 11 students study IGCSE subjects as per their choice made at the end of year 9. Assessment in Key Stage 4 is carried out according to a point scale system of the IGCSE, from grades A to G. Skills learned at Key Stages 1, 2, and 3 are brought into sharp focus as the student enters this level. Our students are inspired to learn through a range of interesting skills. Independent thinking, research, resource collection and effective communication are the essential skills focused on at this level. Wellbeing and Sustainability lessons are integrated into the curriculum.

Opportunities for individual experiences are encouraged as they communicate and actively participate in the world around them; these include work experience, university seminars and workshops, and other relevant activities that we feel will add value to student development and preparation.

Core Subjects

- English
- Mathematics
- Arabic (for Arabs)
- Arabic (for Non-Arabs – till end of Year 10)
- Islamic Education (in Arabic and in English)
- Life skills
- Computer Science or Information Communication Technology
- Physical Education
- Moral, Social and Cultural Studies

Electives

Furthering our commitment to individual student-development, we offer a variety of elective subjects for students to select from when designing their curriculum. These electives include:

- Biology
- Chemistry
- Physics
- Combined Science (Double Award)
- Economics
- Business Studies
- Accounting
- Enterprise
- Psychology
- Global Perspectives
- Environmental Management
- IGCSE Physical Education
- Geography
- French
- Urdu
- Art and Design
- English Literature
- BTEC Business–Level 2

Pearson BTEC International Level 2 Award in Business

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.

The Pearson BTEC International Level 2 qualifications in Business are designed for learners who wish to start a career in business where learners can take units across different business areas such as marketing, logistics, and entrepreneurship, or learn skills that can apply to a wide range of different careers such as communication, working in teams and managing personal finances. This qualification is designed to support learners who want an introduction to the sector through applied learning and for whom an element of business would be complementary. The qualification supports progression to further study at Level 3/pre-tertiary education as part of a programme of study that includes BTEC International Level 3 qualifications and/or International A levels. 120 GLH Equivalent in size to one International GCSE. Four units, of which three are mandatory and assessed by a Pearson Set Assignment. Mandatory content (75%).

After-school enrichment programmes are offered in sports and skill-based activities

- Basketball
- Cricket
- Football
- Badminton
- Student-led clubs – MUN Debate / Public Speaking / Chess / Graphic or web-designing / Photography / Music / Art

IGCSE PROGRAMME COMMENCING IN YEAR 9

IGCSE Programme commencing in Year 9 (2025-26)

Name of the Student: Year / Sec:

Computer ID No.

Compulsory Subjects	
1	English as First Language
2	Mathematics
3	Physics
4	Chemistry
5	Biology
6	Islamic Education /Life skills (Non-IGCSE)
7	Arabic A/ B (Non-IGCSE)
8	Social Studies (Non-IGCSE)

Optional Subjects (Select ONE subject from each of the block below)	
Second language/other alternative subjects (Chosen in Year 9 and IGCSE Exam will be done at the end of Year 10, May/June 2027)	Technology (Chosen in Year 9 and IGCSE Exam will be done at the end of Year 11, May/June 2028)
Urdu	Computer Science
French	ICT
Art & Design	
English Literature	
Geography	
Environmental Management	
Global Perspective	

*All subjects in red font are not in the list of approved subjects for MoE Equivalency - The British System.

IGCSE PROGRAMME COMMENCING IN YEAR 10

Name of the Student: Year / Sec:

Computer ID No.

Compulsory Subjects	
1	Islamic Education /Life skills (Non-IGCSE)
2	Arabic A/B (Non- IGCSE)
3	Moral education and Social Studies (Non-IGCSE)
4	English
5	Mathematics

Optional Subjects (Select ONE subject from each of the blocks below)		
Option 1	Option 2 (Double award students need not choose this option)	Option 3
Physics	Biology	Business Studies
Business Studies	Economics	Chemistry
BTEC Business Level 2		BTEC Business Level 2
Combined Science – Double award		Accounting
		IGCSE Physical Education (Only students who take Biology/Combined Science)
		Psychology (Only students who take Biology /Combined Science)

*All subjects in red font are not in the list of approved subjects for MoE Equivalency - The British System.

SUBJECT CODE FOR BOARD SUBJECTS

No.	Subject Name	Subject Code	Examination Board
1	Art and Design	0400	Cambridge
2	First Language English	0500	Cambridge
3	English as a Second Language	0510	Cambridge
4	English Literature	9275 (Route A)	Oxford AQA
5	Urdu	1URO	Pearson
6	French	1FRO	Pearson
7	IGCSE PE (Year 10)	0413	Cambridge
8	Economics	4ECI	Pearson
9	Business Studies	0450	Cambridge
10	Accounting	4AC1	Pearson

SUBJECT CODE FOR BOARD SUBJECTS

No.	Subject Name	Subject Code	Examination Board
11	Physics	0625	Cambridge
12	Mathematics (Year 11)	0580	Cambridge
13	Information and Communication Technology	0417	Cambridge
14	Environmental Management	0680	Cambridge
15	Global Perspective	0457	Cambridge
16	Geography	0460	Cambridge
17	Psychology	IPSO	Pearson Edexcel
18	Chemistry	0620	Cambridge
19	Biology	0610	Cambridge
20	Computer Science	0478	Cambridge
21	Enterprise	0454	Cambridge
22	Combined Science	9204	Oxford AQA Double award

ENGLISH

KS3 National Curriculum in England

Course description:

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially, and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society.

Aims

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

- read easily, fluently, and with a good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar, and knowledge of linguistic conventions for reading, writing, and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately, and coherently, adapting their language and style in and for a range of contexts, purposes, and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others, and participating in debate.

Spoken language

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially, and linguistically. Spoken language continues to underpin the development of pupils' reading and writing during key stage 3 and teachers should therefore ensure pupils' confidence and competence in this area continue to develop. Pupils should be taught to understand and use the conventions for discussion and debate, as well as continuing to develop their skills in working collaboratively with their peers to discuss reading, writing, and speech across the curriculum.

Reading and Writing

Reading at key stage 3 should be wide, varied, and challenging. Pupils should be expected to read whole books, to read in-depth, and to read for pleasure and information. Pupils should continue to develop their knowledge of and skills in writing, refining their drafting skills and developing resilience to write at length. They should be taught to write formal and academic essays as well as writing imaginatively. They should be taught to write for a variety of purposes and audiences across a range of contexts. This requires an increasingly wide knowledge of vocabulary and grammar. Opportunities for teachers to enhance pupils' vocabulary will arise naturally from their reading and writing. Teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language.

Pupils should be taught to control their speaking and writing consciously, understand why sentences are constructed as they are and to use Standard English. They should understand and use age-appropriate vocabulary, including linguistic and literary terminology, for discussing their reading, writing, and spoken language. This involves consolidation, practice, and discussion of language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

Assessment: Assessment Overview

Assessment is a crucial element of teaching and learning, aligning closely with the National Curriculum for England. It focuses on highlighting students' strengths and identifying areas where they need additional support.

Formative Assessments

Formative assessments are ongoing evaluations, including class tests and quizzes, conducted throughout the academic year. These assessments serve to continually monitor student progress and provide timely feedback to support learning.

Summative Assessments

Summative assessments are conducted in a unified paper format, covering Reading Comprehension, Writing, Grammar, and Literature. They are adapted as necessary to support students with special educational needs (SEND). These assessments serve as a tool for teachers to evaluate student learning at the culmination of a unit or term, assessing the impact of their instructional methods. They provide a reflection of student performance against National Curriculum expectations and are complemented by formative assessment data to develop a

a comprehensive understanding of each child's academic progress. The results of these assessments are meticulously monitored and documented, ensuring the visibility of learning outcomes to all stakeholders.

Standardized Tests

Students of TWS participate in a range of external assessments aligned with the criteria specified by DSIB and the National Agenda. Below are the details of these assessments:

NGRT (New Group Reading Test)

- Standardized assessment of literacy and reading ability.
- Measures reading skills against the national average.
- Helps identify and address reading problems precisely and quickly.
- Administered once per term for all students in KS3.

GL Progress Tests

- Progress Test in English (PTE)
- Assesses technical English skills (spelling, grammar, punctuation) and reading comprehension

FIRST LANGUAGE ENGLISH

Examination Board & Specification: CIE IGCSE– 0500

Course description:

Cambridge IGCSE First Language English (0500) provides candidates with a robust framework to cultivate their proficiency in Reading, Writing, Speaking, and Listening. The course is structured around three main components: Reading Passages (Paper 1), Writing (Paper 2), and Speaking and Listening . Through engagement with diverse texts, creation of varied written compositions, and active participation in oral communication tasks, candidates enhance their English language skills essential for both academic pursuits and practical applications in the real world. The course fosters critical thinking, creativity, and effective communication, equipping learners for success in further education and beyond.

Aims: The course aims to enable students to:

- Read a diverse range of texts fluently and with comprehension, appreciating various styles of language.
- Critically analyze texts and apply insights gained from reading to enhance their own writing.
- Write accurately and effectively, utilizing Standard English appropriately.
- Work proficiently with information and ideas through skills in evaluation, analysis, usage, and inference.
- Listen to, comprehend, and effectively utilize spoken language.
- Expand and apply an extensive vocabulary, alongside understanding grammatical terminology and linguistic conventions.

Assessment:

All candidates take two papers. Paper 1, and Paper 2

Candidates will be eligible for grades A* to G.

All candidates take:

Paper	Duration	Marks	Details	Percentage of Total Marks
Paper 1-Reading	2 hours	80	Structured and extended writing questions Questions will be based on three reading texts Externally assessed	50%
Paper 2-Directed writing and composition task	2 hours	80	Extended writing question and a composition task Externally assessed	50%

Careers

The Cambridge IGCSE First Language English (0500) provides learners with adaptable skills in Reading, Writing, Speaking, and Listening. The combination of knowledge and skills in Cambridge IGCSE First Language English gives learners a solid foundation for further study and is accepted as equivalent to UK GCSEs by leading universities worldwide. It also prepares them for diverse career paths, where effective communication and language proficiency are crucial. Some of the career fields are as follows:

- Journalism
- Public Relations and Communications
- Translation and Interpretation
- Marketing and Advertising
- Publishing
- Business and Administration
- Freelance Work
- Further Academic Study

ENGLISH LITERATURE

Examination Board & Specification: AQA OXFORD GCSE 9275 Route A

Course description:

This International GCSE qualification takes a skills-based approach to the study of English literature that is consistent across the genres. The course will develop skills in independent research and learning and provide invaluable preparation for higher level study.

Aims: The course aims to enable students to:

- Focus on developing skills of text/language analysis, prepare students to respond to unseen texts
- Engage students in a challenging and wide range of both fiction and non-fiction texts
- Introduce key literary features such as plot, characters, setting, mood etc.
- Study a selection of poems linked by various themes, develop skills of comparison and making links between texts.

Assessment Objectives: The International GCSE English Literature exams will measure how students have achieved the following assessment objectives:

AO1: Understanding of, and engagement with, themes, ideas and contexts.

AO2: Analysis of how writers create meanings and effects.

AO3: Express informed, personal responses to literary texts, using appropriate terminology, and coherent, accurate writing.

Assessment:

Paper 1: Prose and drama Assessed 1 hour 30 minutes, 60 marks

Section A – Prose fiction: Great Expectations by Charles Dickens

Section B – Drama: Macbeth by William Shakespeare

Paper 2a: Poetry and unseen texts Assessed– People and Places, Anthology of Poems (20 poems) 2 hours 15 minutes 90 marks

Section A– Comparing poems based on themes (Open book)

Section B– Responding to unseen poem

Section C– Responding to unseen text

Careers

Throughout English literature program, you likely became an expert in all things writing and rhetoric. Students also get experienced when it comes to expressing their thoughts and communicating effectively. Reading analytically, thinking critically and communicating clearly are foundational proficiencies that can help you pursue jobs in a variety of fields, such as publishing, media and journalism, academia, law and marketing and public relations.

Focus on developing skills of text/language analysis, preparing students early in the course for responding to unseen texts. Engage students in a wide range of different challenging texts, both non-fiction and literary non-fiction (autobiography, letters, travel writing etc) on modern world themes and issues; could even incorporate short stories to introduce key literary features (plot, narrative structure, character etc).

ENGLISH AS A SECOND LANGUAGE

Examination Board & Specification: CIE IGCSE– 0510

Course description:

Cambridge English as a Second Language course develops skills for understanding and communicating in a range of situations in English. These skills include the ability to understand written and spoken texts and selecting relevant information from them. This information may be directly stated or implied. Learners develop the linguistic skills required for progression to further studies or employment through being able to communicate clearly in writing and speaking, on both familiar and less familiar topics.

Cambridge IGCSE English as a Second Language encourages learners to be:

- confident, using a range of language to communicate ideas and information effectively in writing and speaking
- responsible, seeking opportunities to use and develop their language skills
- reflective, considering different opinions and information in written or spoken form, and responding to them appropriately
- innovative, using language creatively to express ideas and information
- engaged, developing different learning strategies and using their language skills in a range of situations
-

Cambridge IGCSE English as a Second Language offers learners the opportunity to develop practical communication skills in reading, writing, listening and speaking. Learners will be presented with a variety of texts that will build up their skills in reading and writing. They will learn to select relevant details, understand the difference between what is directly stated and implied, and practice writing for different purposes and audiences.

Learners will listen to a range of spoken material, including talks and conversations, to develop listening skills. Learners will engage in conversations on a variety of topics and develop their skills in responding to different situations and audiences with a degree of accuracy and clarity.

Cambridge IGCSE English as a Second Language will enable learners to become independent users of English both to support further study and to communicate effectively in a variety of practical contexts.

Assessment:

All candidates take three components. Candidates will be eligible for grades A* to G.
All candidates take:

Paper 1

2 hours Reading and Writing 70%

60 marks

Candidates respond to six exercises: four reading and two writing

Structured and essay style questions

Externally assessed

Paper 2

Approximately 50 minutes Listening 30%

40 marks

Candidates listen to five exercises of short and longer texts

Multiple-choice style questions

Externally assessed

Paper 3

Approximately 10–15 minutes Speaking Separately endorsed

40 marks

Candidates take part in an interview, short talk and discussion

Internally assessed and externally moderated



MATHEMATICS

Examination Board & Specification: CIE IGCSE– 0580

Course description:

Cambridge IGCSE Mathematics supports learners in building competency, confidence, and fluency in their use of techniques and mathematical understanding. Learners develop a feel for quantity, patterns, and relationships, as well as developing reasoning, problem-solving, and analytical skills in a variety of abstract and real-life contexts. Cambridge IGCSE Mathematics provides a strong foundation of mathematical knowledge both for candidates studying mathematics at a higher level and those who will require mathematics to support skills in other subjects. The course is tiered to allow all candidates to achieve and progress in their mathematical studies. Our approach in Cambridge IGCSE Mathematics encourages learners to be: confident, in using mathematical language and techniques to ask questions, explore ideas, and communicate responsibly, by taking ownership of their learning, and applying their mathematical knowledge and skills so that they can reason, problem solve, and work collaboratively reflectively, by making connections within mathematics and across other subjects, and in evaluating methods and checking solutions innovatively, by applying their knowledge and understanding to solve unfamiliar problems creatively, flexibly and efficiently engaged, by the beauty, patterns and structure of mathematics, becoming curious to learn about its many applications in society and the economy.

Content overview:

All candidates study the following topics:

- 1 Number
- 2 Algebra and graphs
- 3 Coordinate geometry
- 4 Geometry
- 5 Mensuration
- 6 Trigonometry
- 7 Transformations and vectors
- 8 Probability
- 9 Statistics Cambridge

IGCSE Mathematics is tiered to enable effective differentiation for learners.

The Core subject content is intended for learners targeting grades C–G, and the Extended subject content is intended for learners targeting grades A*–C. The Extended subject content contains the Core subject content as well as additional content.

Assessment Overview

All candidates take two components.

Candidates who have studied the Core subject content, or who are expected to achieve a grade D or below, should be entered for Paper 1 and Paper 3

These candidates will be eligible for grades C to G.

Candidates who have studied the Extended subject content, and who are expected to achieve a grade C or above, should be entered for Paper 2 and Paper 4.

These candidates will be eligible for grades A* to E.

Assessment

Core assessment :

Paper 1 Non-calculator (Core)

Written paper, 1 hour 30 minutes, 80 marks, use of a calculator is not allowed.

This paper consists of questions based on the Core subject content, except for C1.14 Using a calculator.

This paper will be weighted at 50% of the total qualification.

This is a compulsory component for Core candidates.

This written paper is an externally set assessment, marked by Cambridge.

Paper 3 Calculator (Core)

Written paper, 1 hour 30 minutes, 80 marks

A scientific calculator is required.

This paper consists of questions based on the Core subject content.

This paper will be weighted at 50% of the total qualification.

This is a compulsory component for Core candidates.

This written paper is an externally set assessment, marked by Cambridge.

Extended assessment:

Paper 2 Non-calculator (Extended)

Written paper, 2 hours, 100 marks, use of a calculator is not allowed.

This paper consists of questions based on the Extended subject content, except for E1.14 Using a calculator.

This paper will be weighted at 50% of the total qualification. This is a compulsory component for Extended candidates.

This written paper is an externally set assessment, marked by Cambridge.

Paper 4 Calculator (Extended)

Written paper, 2 hours, 100 marks

A scientific calculator is required.

This paper consists of questions based on the Extended subject content.

This paper will be weighted at 50% of the total qualification.

This is a compulsory component for Extended candidates.

This written paper is an externally set assessment, marked by Cambridge.

Weightage of Papers

Paper	Weightage
1	50%
2	50%
3	50%
4	50%

Careers: In any career you choose, you can apply what you have learned in Mathematics.

Examination Board & Specification: IGCSE – Pearson Edexcel

The Pearson Edexcel International GCSE in Mathematics (Specification A) is part of a suite of International GCSE qualifications offered by Pearson. This qualification is not accredited or regulated by any UK regulatory body. This specification includes the following key features.

Course Description:

Structure: the Pearson Edexcel International GCSE in Mathematics (Specification A) is a linear qualification. It consists of two examinations available at Foundation and Higher Tier. Both examinations must be taken in the same series at the end of the course of study.

Content: relevant, engaging, up to date and of equivalent standard to Pearson's regulated GCSE in Mathematics.

Assessment: consists of tiers of entry (Foundation and Higher) that allow students to be entered for the appropriate level, with questions designed to be accessible to students of all abilities in that tier and papers that are balanced for topics and difficulty.

Approach: a solid basis for students wishing to progress to Edexcel AS and Advanced GCE Level, or equivalent qualifications.

Qualification aims and objectives:

The Pearson Edexcel International GCSE in Mathematics (Specification A) qualification enables students to:

- develop their knowledge and understanding of mathematical concepts and techniques
- acquire a foundation of mathematical skills for further study in the subject or related areas
- enjoy using and applying mathematical techniques and concepts, and become confident in using mathematics to solve problems
- appreciate the importance of mathematics in society, employment and study.

Content overview:

All candidates study the following topics:

- 1: Numbers and the number system
- 2: Equations, formulae and identities
- 3: Sequences, functions and graphs
- 4: Geometry and trigonometry
- 5: Vectors and transformation geometry
- 6: Statistics and probability

Assessment overview :

Foundation Tier :

*Component/paper code 4MA1/1F and 4MA1/2F

- Externally assessed

Two papers: 1F and 2F Each paper is 50% of the total International GCSE

- Each paper is assessed through a 2-hour examination set and marked by Pearson.
- The total number of marks for each paper is 100.
- Each paper will assess the full range of targeted grades at Foundation Tier (5–1).
- Each paper will have approximately equal marks available for each of the targeted grades.
- There will be approximately 40% of questions targeted at grades 5 and 4, across papers 1F and 2F to aid standardisation and comparability of award between tiers.

Higher Tier :

*Component/paper code 4MA1/1H and 4MA1/2H

- Externally assessed
- Two papers: 1H and 2H Each paper is 50% of the total International GCSE
- Each paper is assessed through a 2-hour examination set and marked by Pearson.
- The total number of marks for each paper is 100.
- Questions will assume knowledge from the Foundation Tier subject content.
- Each paper will assess the full range of targeted grades at Higher Tier (9–4).
- Each paper will have approximately 40% of the marks distributed evenly over grades 4 and 5 and approximately 60% of the marks distributed evenly over grades 6, 7, 8 and 9.
- There will be approximately 40% of questions targeted at grades 5 and 4, across papers 1H and 2H, to aid standardisation and comparability of award between tiers.

Relationship of assessment objectives to units:

Unit number	Assessment objective		
	AO1	AO2	AO3
Papers 1F and 2F	28.5–31.5%	11–14%	6–9%
Papers 1H and 2H	28.5–31.5%	11–14%	6–9%
Total for International GCSE	57–63%	22–28%	12–18%

- Assessment objectives and weightings

		% in International GCSE
AO1	Demonstrate knowledge, understanding and skills in number and algebra: <ul style="list-style-type: none"> • numbers and the numbering system • calculations • solving numerical problems • equations, formulae and identities • sequences, functions and graphs. 	57–63%
AO2	Demonstrate knowledge, understanding and skills in shape, space and measures: <ul style="list-style-type: none"> • geometry and trigonometry • vectors and transformation geometry. 	22–28%
AO3	Demonstrate knowledge, understanding and skills in handling data: <ul style="list-style-type: none"> • statistics • probability. 	12–18%
TOTAL		100%

Relationship of problem-solving and mathematical reasoning skills to tier.

	Problem solving	Mathematical reasoning
Foundation (1F and 2F)	25%	15%
Higher (1H and 2H)	30%	20%

Careers: In any career you choose, you can apply what you have learned in Mathematics.

Engineering

Computers, Electronics, Mechanical, Chemical, Civil

Scientific Research

Basic and Industrial





Merchant Navy

Engineer, Navigator, Radio



Civil Aviation

Pilot

SCIENCE - YEARS 7 AND 8

Course description:

Science requires a holistic approach by considering scientific thinking and practical skills alongside knowledge and understanding which is vital for explaining the world around us.

The syllabus supports us in demonstrating the relevance of science to the candidates. Improving learners' awareness of science in the world around them develops their sense that 'science is for me' and starts learners on a journey of connecting themselves to the subject. Alongside Science in Context, the whole structure of the Science Curriculum Framework is designed to support and enable effective teaching of science within and across the lower secondary stages. We are provided with clearly sequenced strands of science skills and knowledge that will enable learners to describe, explain and investigate the world around them at an age-appropriate level.

Learners will systematically develop their scientific knowledge through the strands Biology, Chemistry, Physics and Earth and Space while developing scientific practices through the Thinking and Working Scientifically strand. An understanding of science through these strands of study gives learners knowledge and skills to prepare them for the future and to make informed choices. This includes considering sustainability issues and meeting the challenges facing our environment.

Careers

Any career you choose, the knowledge and skills you gain from studying science will be invaluable. It can also pave the way for you to become a professional scientist.

PHYSICS

Examination Board & Specification: CIE IGCSE– 0625

Course description:

The aims are to enable students to:

- acquire scientific knowledge and understanding of scientific theories and practice
- develop a range of experimental skills, including handling variables and working safely
- use scientific data and evidence to solve problems and discuss the limitations of scientific methods
- communicate effectively and clearly, using scientific terminology, notation and conventions
- understand that the application of scientific knowledge can benefit people and the environment
- enjoy science and develop an informed interest in scientific matters which support further study

Assessment:

The three assessment objectives in Physics are:

- Knowledge with understanding
- Handling information and problem-solving
- Experimental skills and investigations
 - Paper 1 & 2 (45 Minutes) (Multiple Choice)
 - Paper 3 & 4 (1 hour 15 minutes) (Theory)
 - Paper 6 (1 hour) (Alternate to Practical)

Weightage of Papers

Paper	Weightage
1 & 2	30%
3 & 4	50%
6	20%

Careers

A physics degree is a great starting point for a career in scientific research, as well as in a range of careers in the business, finance, IT and engineering sectors

All candidates take Paper 6: Alternative to Practical

1hour

40marks

Weightage 20%

Questions will be based on the Experimental Skills

Careers

Biology offers a wide array of career opportunities across various sectors. Here are some potential career paths you could explore with a background in biology:

1. **Research Scientist:** You could work in research institutions, universities, or private companies conducting experiments, analyzing data, and publishing findings in areas such as genetics, microbiology, ecology, or biotechnology.
2. **Biotechnologist:** This field involves using biological systems, organisms, or derivatives to develop products and technologies. Biotechnologists work in areas like pharmaceuticals, agriculture, environmental remediation, and industrial manufacturing.
3. **Healthcare Professional:** With further education or training, you could become a doctor, nurse, pharmacist, or allied health professional. Biology provides a strong foundation for understanding human anatomy, physiology, and diseases.
4. **Environmental Scientist:** If you're passionate about the environment, you could work in fields such as conservation, ecology, environmental consulting, or environmental policy. You might assess pollution levels, study ecosystems, or develop strategies for sustainable resource management.
5. **Bioinformatics Specialist:** This interdisciplinary field involves using computational techniques to analyze biological data, such as genomic sequences or protein structures. Bioinformatics plays a crucial role in genetics research, drug discovery, and personalized medicine.
6. **Science Writer/Communicator:** If you have a talent for writing and a passion for science, you could work as a science journalist, technical writer, or science communicator. You would translate complex scientific concepts into accessible language for the general public.
7. **Biomedical Engineer:** Combining principles of biology and engineering, biomedical engineers design and develop medical devices, prosthetics, diagnostic tools, and biomedical imaging systems. This field is at the forefront of innovation in healthcare.
8. **Teacher/Educator:** You could inspire the next generation of scientists by becoming a Biology Teacher at the Secondary School level or Higher Education institutions. You might also work in informal education settings such as museums or science centers.

COMBINED SCIENCE

Examination Board & Specification: OXFORD AQA Double Award: 9204

Course description:

The content and assessments will both stimulate students' interest in and enthusiasm for science and provide an excellent grounding for further study. This specification contains a broad range of topics that are designed to engage students whilst providing the knowledge and understanding required for progression to Level 3 qualifications.

Science is an enquiry-based discipline involving practical and investigational skills as well as knowledge. The specification emphasises scientific knowledge, the application of science and the scientific process.

Assessment:

This qualification is linear, with three question papers to be taken in the same examination series.

Careers

Skills in CS can offer you an incredible wide range of jobs. There are almost no job sectors which don't make use of skills related to Computer Science. Those who study computer science, consequently, can specialize in a wide range of interrelated subfields, from artificial intelligence and cryptography to computer engineering and software development. Computer science careers can be found in various industries and organizations, including computer software companies, game development studios, financial services, and even the government.

- Oxford AQA International GCSE Combined Science Double Award Core Tier 9204/C
- Oxford AQA International GCSE Combined Science Double Award Core Tier 9204/E

Biology Paper 1	Chemistry Paper 2	Physics Paper 3
1h 45mins, 100marks	1h 45mins, 100marks	1h 45mins, 100marks
Weightage 100%	Weightage 100%	Weightage 100%
Content from any part of the chemistry section of the specification may be assessed. Struct Structured and open questions.	Content from any part of the chemistry section of the specification may be assessed. Struct Structured and open questions.	Content from any part of the chemistry section of the specification may be assessed. Struct Structured and open questions.

Careers

Combined science students, who typically study a mix of biology, chemistry, and physics, have a wide array of career opportunities available to them due to their broad knowledge base and versatile skill set.

1. Healthcare and Medicine

- Doctor or Nurse: Pursue further studies in medical school or nursing programs.
- Pharmacist: Study pharmacy and work in hospitals, community pharmacies, or research.
- Medical Laboratory Technician: Conduct tests and research in medical labs.
- Public Health Officer: Work in health promotion, disease prevention, and health policy.

2. Scientific Research and Development

- Research Scientist: Work in laboratories conducting experiments and developing new products or solutions.
- Biotechnologist: Develop products and technologies in agriculture, medicine, and environmental science.
- Chemical Analyst: Analyze substances to determine their composition and concentration.

3. Environmental Science and Conservation

- Environmental Scientist: Study and solve environmental problems.
- Conservation Officer: Protect natural resources and wildlife.
- Ecologist: Study ecosystems and work on conservation projects.

4. Education and Outreach

- Science Teacher: Teach at primary, secondary, or post-secondary levels.
- Science Communicator: Write, speak, or create content to explain scientific concepts to the public.
- Educational Program Coordinator: Develop and manage educational programs for schools or museums.

5. Engineering and Technology

- Biomedical Engineer: Design and develop medical devices and equipment.
- Chemical Engineer: Work in chemical production, pharmaceuticals, and materials science.
- Environmental Engineer: Develop solutions to environmental problems

6. Forensics and Criminology

- Forensic Scientist: Analyze physical evidence for criminal investigations.
- Crime Scene Investigator: Collect and analyze evidence from crime scenes.

7. Business and Industry

- Quality Control Specialist: Ensure products meet certain standards and regulations.
- Technical Sales Representative: Sell scientific and technical products.
- Project Manager: Oversee projects in scientific or technical fields.

8. Data Science and Analysis

- Data Analyst: Analyze and interpret data to help businesses make decisions.
- Bioinformatician: Use computer science and statistics to understand biological data.

9. Pharmaceutical and Biotechnology Industries

- Clinical Research Associate: Manage clinical trials and ensure they comply with regulations.
- Regulatory Affairs Specialist: Ensure products meet all regulations and standards.

10. Agriculture and Food Science

- Agricultural Scientist: Research ways to improve crop yields and farming methods.
- Food Scientist: Develop and improve food products and safety practices.

Combined science students have the flexibility to pursue various career paths across numerous industries. Their diverse skill set and comprehensive scientific knowledge prepare them for roles in healthcare, research, education, industry, and more. Further specialization through higher education can enhance their prospects even further.

BUSINESS STUDIES

Examination Board & Specification: CIE IGCSE– 0450

Course description:

Cambridge IGCSE Business Studies helps students understand the various business concepts and techniques across a range of different businesses. The syllabus is designed to engage learners by applying knowledge to current issues and problems within a business context. It focuses on key areas such as business organization, finance, marketing, and operations management.

Aims of the Course:

The course aims to enable students to:

- Apply knowledge to current business issues.
- Analyze and evaluate data to make informed business decisions.
- Understand the roles of various business stakeholders.
- Develop skills necessary for further academic and professional study in business.

Content Overview:

- 1.Understanding Business Activity
- 2.People in Business
- 3.Marketing
- 4.Operations Management
- 5.Financial Information and Decisions
- 6.External Influences on Business Activity

Assessment Overview:

- Paper 1: Short Answer and Data Response (1 hour 30 minutes, 50% of total grade)
- Paper 2: Case Study (1 hour 30 minutes, 50% of total grade)

Both papers are externally assessed.

Careers

Studying IGCSE Business Studies provides foundational knowledge and skills applicable in various business-related careers. It prepares students for further studies, including Cambridge International AS & A Level Business, and equips them with skills beneficial for both academic and professional success in a global business environment.

Additional Information:

- **Entry Requirements:** No previous study in Business Studies is required.
- **Learning Hours:** Approximately 130 guided learning hours recommended.
- **Assessment Objectives:** Knowledge and Understanding (40%), Application (20%), Analysis (25%), and Evaluation (15%).

ENTERPRISE

Examination Board & Specification: CIE IGCSE– 0454

Course description:

Cambridge IGCSE Enterprise is designed to give learners insight into the dynamics of business and the role of enterprise in the modern world. Through the course, students will develop practical skills and theoretical knowledge necessary for the successful setting up and operation of an enterprise. Learners engage with practical activities such as creating and executing a small enterprise project, which simulates real-world economic activity.

Syllabus Overview:

The syllabus encourages understanding of enterprise concepts, enhancing skills in planning, organizing, financing, and evaluating enterprise activities. Students undertake tasks that include creating business plans, conducting market research, and handling finances, which prepare them for real-world business challenges.

Assessment:

Component 1: Written Paper (50%)

- Duration: 1 hour 30 minutes
- Format: Short-answer and structured questions based on a pre-released case study.

Component 2: Coursework (50%)

- Portfolio of evidence from tasks based on the candidate's own enterprise project.

Coursework Details:

- 1.Choosing a suitable project
- 2.Planning the project
- 3.Implementing the plan

Weightage of Papers

- **Paper 1:** 50%
- **Coursework:** 50%

Careers

This course equips learners with entrepreneurial skills that can be applied in various future careers in business management, marketing, project management, and self-employment among others

ACCOUNTING

Examination Board & Specification: Pearson Edexcel International GCSE 4AC1

Course description:

Accounting qualifications can be particularly valuable for students wishing to progress into accountancy or financial careers; accountant graduates tend to have excellent employment prospects*, allowing many students to work in a range of global sectors and industries.

The content and assessment approach for this qualification has been designed to meet student's needs in the following ways.

Two-paper assessment – through a new, two-paper model which provides learners with better opportunities to prepare for and focus on different aspects of Accounting. We will test knowledge, understanding and application in paper 1 'Introduction to Bookkeeping', and focus the assessment on two realistic case studies in paper 2 'Financial Statements'.

Real-life application – In paper 2 learners apply their knowledge in realistic case studies to produce and correct Financial Statements.

Clear and straightforward question papers – our question papers are clear and accessible for all students of all ability ranges. Our mark schemes are straightforward so that the assessment requirements are clear

Assessment:

The three assessment objectives in Accounting are:

- Demonstrate a knowledge and understanding of accounting terminology, principles, procedures and techniques.
- Select and apply their knowledge and understanding of accounting procedures to a variety of accounting problems.
- Analyze, evaluate and present information in appropriate accounting formats and communicate reasoned explanations

Weightage of Papers

- **Paper 1** (2hrs) 1/4AC1/O1 66.6% Weightage
- **Paper 2** (1hr 15min) 2/4AC1/O2 33.3% Weightage

Careers

A career in accounting means one will have the opportunity to work within almost any industry imaginable compensation varies according to the level of education, certification and specialization within journal accountants are well paid.

ECONOMICS

Examination Board and Specification: Pearson Edexcel – 4EC1

Course:

The Pearson Edexcel International GCSE in Economics is designed for use in schools and colleges. It is part of a suite of International GCSE qualifications offered by Pearson.

The Pearson Edexcel International GCSE in Economics is designed as a two-year course. As students' progress through the course, they are introduced to new ideas and concepts while continuing to use and reinforce previously learned concepts and skills. The course is designed to give students a sound understanding of economics, and the ability to use knowledge, skills and understanding appropriately in the context of individual countries and the global economy.

Assessment:

The four assessment objectives in Economics are:

- Knowledge
- Application
- Analysis
- Evaluation

Paper 1: Microeconomics and Business Economics (1 hour 30 minutes)

Paper 2: Macroeconomics and the Global Economy (1 hour 30 minutes)

Weightage of Papers

Paper	Weightage
1	50%
2	50%

Careers

The understanding of economics and skills developed through lessons will enhance your decision-making skills. The professional pathways that can be chosen with this subject are Management Consultant, Budget Analyst, Securities Trader, Data Scientist etc.

COMPUTER SCIENCE

Examination Board & Specification: CIE IGCSE– 0478

Course description:

Cambridge IGCSE Computer Science helps learners develop an interest in computational thinking and an understanding of the principles of problem-solving using computers. They apply this understanding to create computer-based solutions to problems using algorithms and a high-level programming language. Learners also develop a range of technical skills, and the ability to effectively test and evaluate computing solutions.

Studying Cambridge IGCSE Computer Science helps learners appreciate current and emerging computing technologies, the benefits of their use and recognise their potential risks. It provides an ideal foundation for progression to Cambridge International AS & A Level and is valuable for other areas of study and everyday life.

Details of the Assessment:

Paper 1–

1 hour 45 minutes, 75 marks , Weightage 50%

This question paper consists of short-answer and structured questions set on Topics 1–6 of the subject content.

Calculators are not allowed in this examination.

Paper 2–

Written paper, 1 hour 45 minutes, 75 marks , Weightage 50%

This question paper consists of short-answer and structured questions set on Topics 7–10 of the subject content.

Scenario question–

The final question in Paper 2 is a 15-mark unseen scenario question.

Candidates will be required to write an algorithm using pseudocode or program code for the context provided.

Careers:

Skills in CS can offer you an incredible wide range of jobs. There are almost no job sectors which don't make use of skills related to Computer Science. Those who study computer science, consequently, can specialize in a wide range of interrelated subfields, from artificial intelligence and cryptography to computer engineering and software development. Computer science careers can be found in various industries and organizations, including computer software companies, game development studios, financial services, and even the government.

INFORMATION TECHNOLOGY

Examination Board & Specification: CIE IGCSE– 0417

Course description:

The aims are to enable students to:

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 a 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 (1 hour 30 minutes) (Theory)

Paper 2 (2 hours 15 minutes) (Practical)

Paper 3 (2 hours 15 minutes) (Practical)

Weightage of Papers

Paper	Weightage
1	40%
2	40%
3	40%

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. It enables students to develop the skills to understand the impact of current and new technologies on methods of working in the outside world.

PSYCHOLOGY

Examination Board & Specification: Pearson EDEXCEL GCSE (9–1) in Psychology (1PSO)

Course description:

Psychology is the scientific study of the mind and behavior. The aim of the course is to introduce students to psychology as a subject area, to develop their scientific skills and understanding, and to provide understanding and learning that is both enjoyable and worthwhile.

The course contains six compulsory topics, as follows: developmental psychology (focusing on cognitive development), memory, psychological problems (focusing on depression and addiction), the brain and neuropsychology, social influence (focusing on obedience and conformity), Research Method. In addition, students will study two of the optional topics. These are: Criminal Psychology, The Self, Perception, Sleep and dreaming, and Language, thought and communication.

Assessment:

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Psychology consists of two externally-examined papers. Students must complete all assessments in May/June in any single year.

The exam paper covers AO1, AO2 and AO3 content through a mixture of question types, demand levels and response structures throughout the exam paper.

Assessment Objectives

Students must:		% in GCSE
AO1	Demonstrate knowledge and understanding of psychological ideas, processes and procedures	35
AO2	Apply knowledge and understanding of psychological ideas, processes and procedures	35
AO3	Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions	30
Total		100%

Paper 1 (1 hours 45minutes) (1PSO/01)

This is a written examination in which all questions must be answered.

- The paper consists of six sections. The first five sections each cover one of the topics listed above. These sections will include multiple-choice, short-open and open-response questions.
- The sixth section will contain two extended open-response questions. These questions will focus on debates within psychology and the interrelationships between the core areas of psychology.

Paper 2 (1 hour 20 minutes) (IPSO/O2)

Section A: Research methods – How do you carry out psychological research?

This section will focus primarily on Topic 11: Research methods – How do you carry out psychological research. This section will contain question types that include calculations, multiple-choice, short-open and open response questions, and one extended open-response question.

Sections B to F: Optional topics

Each of these sections covers one of the optional Topics 6 to 10. These sections will include multiple-choice, short-open and open-response questions, and one extended open-response question.

Weightage of Papers

Paper	Weightage
1	55%
2	45%

Careers

There is a wide array of potential careers with a psychology degree, including jobs in counseling, marketing, social work, and more.

GEOGRAPHY

Examination Board and Specification: CIE IGCSE– 0460

Course Description:

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

The syllabus is divided into three themes: Theme 1: Population and settlement
Theme 2: The natural environment Theme 3: Economic development

Assessment:

- AO1 Knowledge with understanding
- AO2 Skills and analysis
- AO3 Judgement and decision-making

Paper 1 Geographical Themes (1 hour 45 minutes) 75 marks.

Paper 2 Geographical Skills (1 hour 30 minutes) 60 marks.

Paper 4 Alternative to Coursework (1 hour 30 minutes) 60 marks.

Weightage of papers:

Paper	Weightage
1	45%
2	27.5%
3	27.5%

Careers:

A geography degree opens up careers in a range of fields, including those in the education, commerce, industry, transport, tourism and public sectors. You'll also have many transferable skills, attracting employers from the business, law and finance sectors. Employers include: the armed forces, the Civil Service, environmental consultancies, environmental protection agencies, information systems organizations, local government, Ministry of Defense, private companies, utility companies.

Jobs directly related to Geography degree are Architectural technologist, Business analyst, Cartographer Data analyst, Environmental consultant, Geographical information systems officer, Secondary school teacher, Social researcher, Town Planner.

ENVIRONMENTAL MANAGEMENT

Examination Board and Specification: CIE IGCSE- 0680

Course Description:

The syllabus encourages learners to draw upon disciplines such as Biology, Earth science, Geography, Economics, and Demographics to consider the interdependence of Earth's natural systems and resource usage. It examines the impact of development on the environment, including pollution and resource depletion, and explores sustainable development. The syllabus focuses on the human impact on the planet and the necessary behavioral patterns to preserve and manage the environment sustainably. The course links to new thinking in environmental management, economics, and alternative technologies, using case studies for local and global perspectives. It recognizes that human behavior is influenced by survival needs, perceptions, values, and cultural, social, and political attitudes. A core principle is that sustainability requires changes in thinking and decision-making, calling learners to help define the future of their world.

The syllabus is divided into nine topics-

- 1 Rocks and minerals and their exploitation
- 2 Energy and the environment
- 3 Agriculture and the environment
- 4 Water and its management
- 5 Oceans and fisheries
- 6 Managing natural hazards
- 7 The atmosphere and human activities
- 8 Human population
- 9 Natural ecosystems and human activities.

Assessment:

The three assessment objectives in ENVIRONMENTAL MANAGEMENT are:

- Knowledge and understanding- (phenomena, facts, definitions, concepts and theories technological applications and their environmental impacts)
- Information handling and analysis- (e.g. graphical or numerical data, organize and present information from a variety of sources, interpret and evaluate data, trends and draw inferences)
- Investigation skills and making judgement-(plan investigations, identify limitations of methods and suggest improvements , present reasoned explanations for phenomena, patterns and relationships, make reasoned judgements and conclusions based on qualitative and quantitative information)

Weightage of papers:

Paper	Weightage
1	50%
2	50%

Careers:

An Environmental Management course can lead to careers as environmental scientists, environmental engineers, or sustainability specialists. Graduates can work in various industries, including agriculture, energy, and conservation. Potential job roles include Environmental Consultant, Environmental Health Officer, Environmental Engineer, Conservation Officer, Environmental Scientist, and positions within local government.

SOCIAL STUDIES

Examination Board & Specification: MOE Curriculum

Course description:

The Social Studies Curriculum helps learners understand social, political, and economic systems better. It also teaches them about important events and movements in local and world history. The curriculum shows how humans interact with their environment and helps students appreciate how learning about the past can help with present and future problems.

Skills developed through this curriculum include critical thinking, historical analysis, geographical literacy, and cultural awareness. Students learn how to research, communicate well, solve problems, work with others, and make good decisions. These skills help them understand and contribute to the world around them.

Careers

Studying Social Studies can open doors to a wide range of opportunities. Students can become a sociologist, teacher, lawyer, political scientist. It can also provide a strong foundation for careers in journalism and community development.

GLOBAL PERSPECTIVES

Examination Board and Specification: CIE IGCSE– 0457

Course Description:

Cambridge IGCSE Global Perspectives gives learners the opportunity to think about significant global issues and to consider these from different perspectives. It develops a set of transferable skills in research, analysis, evaluation, communication, collaboration and reflection. It encourages learners to construct arguments, present views, work collaboratively, research, and reason and reflect on their place in a connected world. These transferable skills will support student learning across all of their studies. Our approach in Cambridge IGCSE Global Perspectives encourages learners to be: confident, making independent judgements and justifying opinions based on reasoning and evidence, allowing them to present ideas on and solutions to issues of global interest responsible, directing their own learning by exploring diverse and varied sources to present suggestions and courses of action to members of their local community reflective, developing an empathetic understanding by analysing why others have certain attitudes and take the positions they do, while understanding that there is a range of perspectives on any given issue, and so developing their own perspective innovative, using critical thinking to propose sustainable solutions to global issues at global, national and local levels engaged, collaborating, sharing new ideas and reaching mutual understanding of possible courses of action, allowing new ideas to be explored in unfamiliar contexts.

Assessment:

- AO1 Research, analysis and evaluation
- AO2 Reflection
- AO3 Communication and collaboration

Paper 1 (1hours, 25 Minutes) (Written Exam)

Paper 2 (Individual Report Writing)

Paper 3 (Team Project)

Weightage of papers:

Paper	Weightage
1	35%
2	30%
3	35%

PHYSICAL EDUCATION

Examination Board & Specification: CIE IGCSE– 0413

Course description:

Physical Education is the right subject, if students enjoy learning about the world of Sport and Physical Education, keeping up to date with sporting issues, performing and developing your own practical performances, communicating and explaining your ideas, independent thinking, reflective learning and problem solving.

In this context, the students will be given exciting opportunities on several different physical activities, being active and promoting a healthy lifestyle, sport and exercise, learning about how your body and mind respond and adapt to the demands of exercise, exploring the challenges all sports face in the modern commercial climate.

Assessment:

The two assessment objectives in Physical Education are:

All candidates take:		and:	
Paper 1	1 hour 45 minutes	Component 2	
Theory	50%	Coursework	50%
100 marks		100 marks	
Short and structured questions.		Candidates undertake four physical activities	
Candidates answer all questions.		from at least two different categories.	
Externally assessed		Internally assessed/Externally moderated	

Weightage of Papers

Paper	Weightage
1	50%
2	50%

Careers

Sports retailing, armed services, sports journalism, sports broadcasting, health promotion, sports coaching, outdoor pursuits, teaching, physiotherapy, sports science, sports medicine, fitness instruction, community sports, sports centre management, police, physiology, firefighting, personal training, professional sport, sport administration etc.

URDU

Examination Board & Specification: Pearson Edexcel International GCSE Urdu

Course description:

Pearson Edexcel GCSE Urdu has been developed to help students of all abilities progress and develop a passion for languages through culturally engaging content. Pearson Edexcel has created an engaging and inspirational course of study that enables students to manipulate and use the target language effectively, independently, and creatively, providing a solid foundation for progression to A Level or employment.

Assessment:

The four components of the qualification are:

- Paper 1 Listening and understanding in Urdu
- Paper 2 Speaking in Urdu
- Paper 3 Reading and understanding in Urdu
- Paper 4 Writing in Urdu

Assessment overview

Students are assessed on their ability to communicate and interact effectively through speaking in Urdu for different purposes and in different settings.

There are three tasks which must be conducted in the following order:

Task 1 – a role play based on one topic that is allocated by Pearson

Task 2 – questions based on a picture stimulus based on one topic that is allocated by Pearson

Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is allocated by Pearson.

The assessments are conducted by teachers in one session within a prescribed assessment window and the recordings then submitted to Pearson for external marking.

Paper 3: Reading and understanding in Urdu
(Paper code: 1UR0/3F and 3H)
Written examination

Foundation tier: 50 minutes; 50 marks

Higher tier: 1 hour 5 minutes; 50 marks

25% of the total qualification

Assessment overview

Students are assessed on their understanding of written Urdu across a range of different types of texts, including advertisements, emails, letters, articles and literary texts. Students are required to respond to multiple-response and short-answer questions based on these texts.

Students must answer all questions in each of the three sections:

Section A is set in English. The instructions to students are in English.

Section B is set in Urdu. The instructions to students are in Urdu.

Section C includes a translation passage from Urdu into English with instructions in English.

Paper 4: Writing in Urdu (Paper code: 1UR0/4F and 4H)
Written examination

Foundation tier: 1 hour 15 minutes; 60 marks

Higher tier: 1 hour 25 minutes; 60 marks

25% of the total qualification

Assessment overview

Students are assessed on their ability to communicate effectively through writing in Urdu for different purposes and audiences. Students are required to produce responses of varying lengths and types to express ideas and opinions in Urdu. The instructions to students are in Urdu. Word counts are specified for each question. Students must answer all questions.

Foundation tier – three open-response questions and one translation into Urdu.

Higher tier – two open-response questions and one translation into Urdu.

Careers:

Translator and Interpreter, Language Teacher/Instructor, Media and Journalism, Publishing Government and Diplomatic Services, Tourism and Hospitality, Business and Trade, Cultural and Social Services, Research and Academia, Freelancing.

FRENCH

Examination Board and Specification: Pearson Edexcel GCSE 1FRO

Course Description:

A language is an essential skill. The job market gets more competitive every day. Can you afford not to have skills in a second language? In GCSE French you will learn to use four main aspects of essential skills in communication in French (and indeed, in any language): Listening, Speaking, Reading and Writing.

This course will encourage students to develop their ability and ambition to communicate with native speakers both written and verbally. The study of French will also broaden their horizons and encourage them to step beyond familiar cultural boundaries

Assessment:

The four assessment objectives in French are:

- Listening & Understanding
- Speaking
- Reading & Understanding
- Writing

- Paper 1 (45 minutes)
- Paper 2 (10–12 minutes)
- Paper 3 (1 hour)
- Paper 4 (1 hour 20 minutes)

Weightage of papers:

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

Careers:

A GCSE in French is extremely useful for a variety of jobs, not just teaching or translating, for example, interpretation, editing, proofreading, travel & tourism, hospitality, foreign service, tourism, web design, medicine, engineering or ICT. If you are thinking you would like a career in any of these fields, or you just want to keep your options open for the future – a GCSE in languages may be just what you need!

ART AND DESIGN

Examination Board and Specification: CIE IGCSE– 0400

Course Description:

Cambridge IGCSE Art & Design encourages a range of skills, stimulates aesthetic awareness, knowledge and critical understanding of art, and provides opportunities for learners to develop a range of skills. Crucially, a personal and independent perspective is encouraged at all times. The syllabus is designed to accommodate a wide range of abilities, materials and resources, and allows the different skills of the teaching staff to be fully used. The syllabus appeals to learners who wish to explore practical work through a range of two- and/or three-dimensional processes and include new media and technologies in addition to traditional media and processes. The syllabus helps equip learners with lifelong skills including:

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

Our programmes balance a thorough knowledge and understanding of a subject and help to develop the skills learners need for their next steps in education or employment.

Assessment:

Component 1

Coursework 50%– 100 marks.

Candidates research, develop and realize a project from one or more of the areas of study and should explore a theme. 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 areas 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

Weightage of Papers

Assessment objective	Weighting in components %
Component 1	Component 2
AO1 Record 25	25
AO2 Explore 25	25
AO3 Develop 25	25
AO4 Present 25	25
Total 100	100

Careers:

- Animator
- Cinematographer
- Video editor
- Multi media designer
- Fashion Designer
- Art Consultation
- Concept artist
- Web Developer

MUSIC/ DRAMA

Course Description:

1. Introduction to Music

- Basic elements of music: Rhythm, Melody, Harmony, Texture, Dynamics, Timbre, Form
- Musical notation: Notes, Rests, Time Signatures, Key Signatures

2. Rhythm and Percussion

- Understanding and creating rhythms
- Introduction to different percussion instruments
- Rhythm exercises and games

3. Melody and Harmony

- Scales and intervals
- Building and recognizing chords
- Harmonizing a melody

4. World Music

- Exploration of music from different cultures: African, Indian, Chinese, Latin American
- Identifying key characteristics of each style

5. Music Technology

- Basics of using music software (GarageBand, Audacity)
- Introduction to recording and editing sound

6. Performance Skills

- Vocal techniques and exercises
- Basic instrumental skills (keyboard, guitar, etc.)
- Group performances and ensemble work

7. Music History

- Overview of major musical periods: Baroque, Classical, Romantic, 20th Century
- Key composers and their works

8. Listening and Appraising

- Developing listening skills
- Analyzing pieces of music using the elements of music

10. Melody and Harmony

- Exercise 1: Scale Practice
 - Learn and practice major and minor scales.
 - Identify intervals within these scales.
- Exercise 2: Chord Building
 - Build triads on different degrees of the scale.
- Practice playing these chords on a keyboard.

Careers:

Studying music at Key Stage 3 and 4 can open the door to a variety of career paths within the music industry. Here's a detailed guide to potential careers in music, categorized by different sectors of the industry:

Performance and Creation

1. Musician/Performer

- Instrumentalist: Playing in orchestras, bands, or as a solo artist.
- Vocalist: Singing in choirs, bands, opera, or as a solo artist.

2. Composer/Songwriter

- Classical Composer: Writing symphonies, operas, chamber music.
- Songwriter: Creating songs for pop, rock, and other genres.
- Film/TV Composer: Writing scores for movies, TV shows, and video games.

3. Conductor

- Leading orchestras, choirs, or ensembles in performances and recordings.

Education and Outreach

4. Music Teacher

- School Teacher: Teaching music at primary or secondary schools.
- Private Tutor: Providing individual lessons on instruments or voice.
- University Lecturer: Teaching music theory, history, or performance at higher education institutions.

5. Community Music Leader

- Running music workshops and programs in community centers, prisons, or healthcare settings

6. Sound Engineer

- Studio Engineer: Recording, mixing, and mastering music in a studio.
- Live Sound Engineer: Managing sound for live performances and events.

7. Music Producer

- Overseeing the recording process, shaping the sound of recordings, and working closely with artists.

8. DJ/Remixer

- Playing and mixing music for live audiences or creating remixes and mashups in a studio.

9. Music Manager

- Representing and managing the careers of artists and bands.

10. Music Promoter

- Organizing and promoting concerts, tours, and other music events.

11. Record Label Executive

- Working in A&R (Artist and Repertoire), marketing, or sales for a record label.

12. Music Journalist

- Writing articles, reviews, and interviews for magazines, newspapers, and online platforms.

13. Music Critic

- Reviewing concerts, albums, and performances for publications or broadcasts.

14. Music Librarian

- Managing collections of music scores, recordings, and related materials in libraries.

15. Music Therapist

- Using music to help individuals improve their mental health and well-being.

16. Ethnomusicologist

- Studying the music of different cultures and the social aspects of music.

Careers with Music-Related Skills

17. Event Coordinator

- Planning and organizing music-related events, such as festivals, conferences, or weddings.

18. Music Software Developer

- Creating and maintaining software for music production, education, or entertainment.

19. Music Publisher

- Working with composers and songwriters to manage the rights and distribution of their music.

Many of these careers may require further education or specialized training beyond Key Stage 3 and 4. Here are some steps to consider:

1. Continued Education

- A-Level Music or BTEC in Music: Advanced study of music theory, performance, and technology.
- University Degree: Degrees in Music, Music Technology, Music Education, or related fields.

2. Professional Development

- Workshops and Masterclasses: Specialized training sessions in areas such as conducting, composition, or music production.
- Internships and Apprenticeships: Hands-on experience in music companies, studios, or performance venues.

3. Networking and Experience

- Join Music Societies and Clubs: Participate in music-related activities and events.
- Perform and Create: Gain experience by performing in local venues, composing music, or working on projects.

MORAL, SOCIAL AND CULTURAL STUDIES

Course Description:

The Moral Education Program (MEP) covers four pillars of teaching and learning: character and morality; the individual and the community; civic studies; and cultural studies. The program blends academic content with an exploration of character and ethics. It has been designed as a progressive series of units to be taught over twelve years of schooling from grade 1 to grade 12.

Moral Education is designed to deliver meaningful lessons to all age groups. It encourages students to build on their own learning and experiences over the course of their schooling in the UAE. Adopting a truly innovative approach to teaching methodology, the moral education's curriculum encourages teachers to engage students using a variety of tools and techniques suited to their ages.

These extend beyond textbooks and classroom teaching, providing students with an engaging educational experience that includes informal learning methods such as field trips and community outreach initiatives. Extensive efforts are underway to train teachers and administrators across the UAE, to ensure that teaching methods are impactful and consistent.

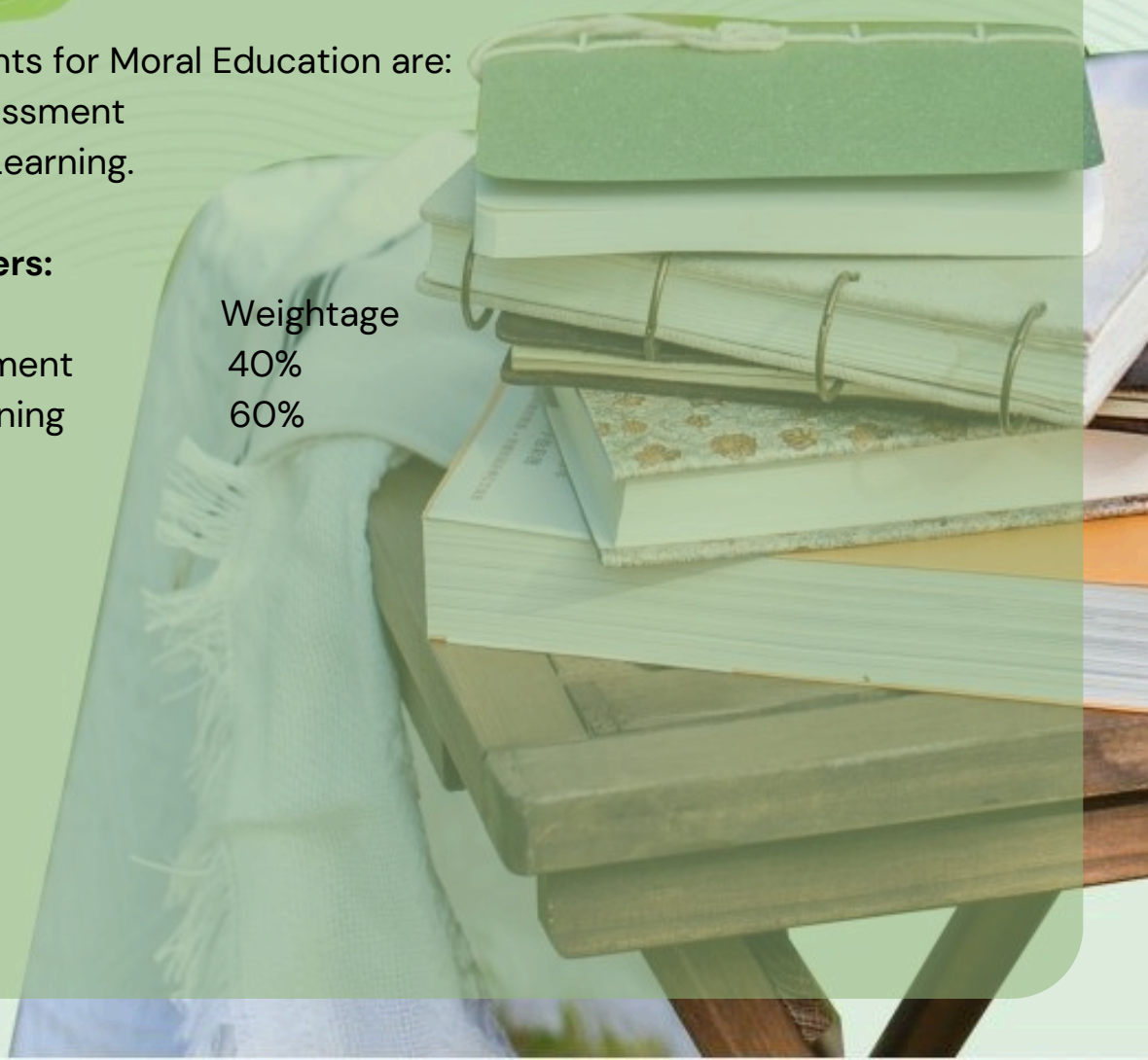
Assessment:

The two assessments for Moral Education are:

- Formative Assessment
- Project Based Learning.

Weightage of Papers:

Paper	Weightage
Formative Assessment	40%
Project Based Learning	60%



BTEC International Level 2

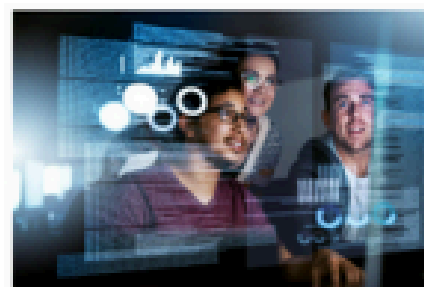
BTEC International Level 2 offers learners aged 14 and above the knowledge, understanding and skills that they need to prepare for a career or continue in further education.

Why BTEC International Level 2?

- Available in a range of sectors for learners who wish to explore a work-related qualification or specific industry area
- Offers learners industry knowledge, transferable skills and behaviours to prepare them for a career or to continue education
- Flexible and modular course structure to fit in with existing curriculum requirements
- Delivered at schools and colleges in 50 countries
- Available in 3 or 4 sizes:
 - **Award**
 - **Certificate**
 - **Extended Certificate**
 - **Diploma**



Business



IT

The demand for workforce skills is increasing and the need for global certification in technical and vocational areas is growing. BTEC qualifications are uniquely placed to respond to these skills gaps by providing practical skills assessment and up-to-date



BUSINESS

**Pearson BTEC
International Level 2**

Why study BTEC Level 2 Business?

The BTEC Level 2 Business course is designed to introduce students to the basic concepts and principles of business operations. It prepares students for further study in the business field or for entry-level positions in various business environments.



What does the course cover? (Main theme/Units)

- | | |
|---------------------------------------|-------------------------------|
| 1. Business Purposes | 4. People in Organizations |
| 2. Business Organizations | 5. Using Office Equipment |
| 3. Financial Forecasting for Business | 6. Providing Business Support |

These units introduce students to the foundational aspects of running and supporting a business, including understanding different business types, basic financial practices, and office management.

How will I be assessed? (Assessment structure for BTEC Level 2)

The BTEC Level 2 Business course assessment includes both coursework and practical assignments. Students are assessed based on their ability to apply theoretical knowledge in practical scenarios, ensuring they are ready for progression to more advanced studies or into the workforce.



Career Prospects with Business BTEC Level 2

Completing the BTEC Level 2 Business qualification helps students to develop skills that are directly applicable to the workplace. It provides a pathway to Level 3 studies or entry-level roles such as administrative assistants, customer service operatives, or sales support personnel.



ASSESSMENTS

Assessment is an integral part of Teaching and Learning which is evident in every lesson. Objectives and outcomes link and provide information to improve teaching and learning and acknowledge achievement.

To achieve the objectives, assessment is conducted which can be identified as three types of assessments–

Formative Assessments (Assessment for learning) are continuous, which occur during learning, improve learning and provide evidence of how a student progresses.

- These are recorded on the Phoenix Progress Tracker against the Learning objectives. Students' progress in learning is monitored over a period of time from Autumn 1 to Summer 2.
- The gaps in learning are identified and intervention strategies are provided to the students.
- The gaps in the curriculum are reviewed and concepts are revisited.
- Personalised feedback is given to students with advice on the next steps for improvement. Students' involvement in the review process raises the standard, and it empowers students to take charge of their learning.
- General guidelines to marking are used by teachers and students for peer and self-assessment.

Summative Assessments (Assessment of learning) are assessment employed by the teacher at the conclusion of a defined instructional period—typically at the end of a unit, term, or school year. They are:

- administered to determine whether long term learning goals have been met.
- given at the conclusion of a specific instructional period, and therefore they are generally evaluated, rather than diagnostic.
- recorded as grades/marks which will be shared with parents at the end of the Term.

International Benchmark Assessments are a set of standardized assessments. These tests give standardized individual reports on students' ability, attainment, progress and attitude. The data is comprehensively used to inform the next steps in the provision and personalized support.

1) The Cognitive Ability Test (CAT4) helps us identify the cognitive skills of the student which supports the teachers in setting targets for individual students, grouping of students in classroom learning and plan intervention strategies for all groups of students.

2) The Progress tests (PTE, PTM & PTS) identify the performance level of the student against international standards in English, Maths and Science and abilities in the various domains of the subject

3) The New Group Reading Test (NGRT) is a standardized assessment to measure reading skills of students aged 5 to 16 years against the national average. NGRT provides information about sentence completion and comprehension skills.

The school conducts the following International Benchmark Assessments for the different year groups.

INTERNATIONAL BENCHMARK ASSESSMENTS 2024-25

CAT4	Year 7, 8 and 9
NGRT FORM A,B AND C	Year 7- 10
Progress Tests in English, Maths and Science	Year 7-10 (Year 7- Only PTE and PTS)
ABT (Arabic A and B)	Year 7 to 10
PASS	Year 7 and 8

Assessment for Learning (Formative Assessments)

- **Teachers** use student data to inform their teaching.
- **Students** receive feedback from teachers about the learning journey and how to improve.
- **Tools** used are online tools subjective and objective tests, hand signals, Brain Dumps, Concept maps, exit cards, Think/Pair/Share, informal presentations, reflection journals, homework, projects.

Assessment as Learning

- **Students** are involved in the learning process by monitoring their own progress, asking questions and practicing skills.
- **Students** use self-assessment, peer assessment and teacher feedback to reflect on their learning, consolidate their understanding and work towards learning goals.
- **Tools:** rubrics, checklists, success criteria are used by students to assess their own learning.

Assessment of Learning (Summative Assessments)

- Assists **teachers** to use evidence of student learning to assess student achievement against learning goals and standards.
- **Tools** used are teacher created tests, multiple choice, portfolios, checklists, projects, essays.



PASTORAL EXPECTATIONS

Introduction

At The Westminster School, we are committed to creating a nurturing and inclusive environment that supports the academic, emotional, and social well-being of all students. The Pastoral care includes not only monitoring but also creating an environment where student voices are heard and valued. The pastoral expectations outlined below are designed to guide our community in fostering respect, integrity, and empathy.

Core Values

Our pastoral care is founded on the following core values:

- **Respect:** Treating everyone with kindness and consideration.
- **Responsibility:** Taking ownership of one's actions and learning.
- **Integrity:** Demonstrating honesty and strong moral principles.
- **Empathy:** Understanding and sharing the feelings of others.
- **Inclusivity:** Valuing and embracing diversity.

Behavioral Expectations

Students are expected to:

1. Respect Others:

- Treat peers, staff, and visitors with respect.
- Use polite language and listen to others.
- Respect differing opinions and cultures.

2. Demonstrate Responsibility:

- Be punctual to the school.
- Be punctual and prepared for all classes and activities.
- Complete assignments and participate actively in learning.
- Be presentable and smartly dressed
- Follow school rules and policies.

3. Show Integrity:

- Be honest in all academic work and interactions.
- Avoid cheating, plagiarism, and dishonesty.
- Report any instances of bullying or misconduct.

4. Exhibit Empathy:

- Offer support to peers in need.
- Practice active listening and provide encouragement.
- Engage in acts of kindness and community service.

5. Promote Inclusivity:

- Include and welcome new students and peers.
- Participate in activities that celebrate cultural diversity.
- Challenge discriminatory behavior and language.

6. Leadership and Initiative

- Active participation in planning and executing student-led initiatives.
- To share innovative and creative ideas and solutions.
- Contributing to a long-term vision for the improvement and growth of the school community

Support Systems

To support our students, we provide the following resources:

- **Counseling Services:** Professional counselors are available to help students with personal, social, and academic concerns.
- **Mentorship Programs:** Older students or staff mentors provide guidance and support to younger students.
- **Workshops and Seminars:** Regular sessions on topics such as mental health, healthy lifestyles, study skills, and conflict resolution.
- **Student voice:** Opportunities for students to be involved in decision-making processes through student councils or similar bodies.
- **Life after school:** Providing career guidance and work experience support for future educational and career planning.

Reporting and Addressing Concerns

Students are encouraged to report any concerns or issues they encounter. We have established the following procedures:

- **Confidential Reporting:** Students can report concerns anonymously if they wish.
- **Open Door Policy:** Students can approach any staff member with concerns.
- **Mediation Services:** Trained mediators are available to help resolve conflicts peacefully.

Consequences for Not Meeting Expectations

Failing to meet pastoral expectations may result in:

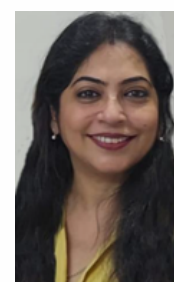
- **Warnings:** Verbal or written warnings for minor infractions.
- **Counseling Sessions:** Meetings with counselors to address issues.
- **Disciplinary Actions:** Detention, suspension, or other appropriate measures for serious or repeated offenses.
- **Restorative Practices:** Opportunities to repair harm and restore relationships

We believe that by adhering to these pastoral expectations, we can create a school environment where every student feels valued, supported, and empowered to succeed. Let's work together to uphold these principles and make The Westminster School a place of respect, responsibility, and community

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IMPORTANT LINKS FOR REFERENCE

<https://www.gov.uk/government/collections/national-curriculum>

Cambridge Lower Secondary (cambridgeinternational.org).

Cambridge Upper Secondary (cambridgeinternational.org).

Pearson qualifications | Edexcel, BTEC, LCCI and EDI | Pearson qualifications

<https://www.oxfordqaexams.org.uk/subjects>

<http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/>

<https://www.savemyexams.com/igcse/>

<https://pastpapers.co/cie/index.php>

<https://pastpapers.papacambridge.com/papers/caie/igcse>

<https://bestexamhelp.com/exam/cambridge-igcse/pp-igcse.php>

<https://www.physicsandmathstutor.com/past-papers/gcse-physics/>