



GCS SIXTH FORM PROSPECTUS

Committed to Excellence

2025-26



GCS Alumni have been accepted to some of the most prestigious universities both here in the UAE and internationally.



ALWAYS LEARNING

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



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



EXCELLENCE

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



CARE

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



Dear Parents, guardians, and esteemed students,

I extend to you all a warm welcome to the Sixth Form at Gems Cambridge Private International School Sharjah. As the Headteacher of Secondary, it gives me great pleasure to stand before you today, marking the beginning of an exciting journey for our students as they embark on their final years of secondary education.

The Sixth Form is a pivotal stage in your academic and personal development, laying the groundwork for your future endeavors, whether it be higher education, career pathways, or other aspirations. Here at Gems Cambridge, we are committed to providing a nurturing environment where each student can flourish academically, socially, and emotion- ally.

Throughout the Sixth Form, you will encounter challenges, opportunities, and moments of growth. Our dedicated team of educators is here to support you every step of the way, offering guidance, encouragement, and expertise to help you achieve your goals and unlock your full potential. As you navigate this important phase of your educational journey, I encourage you to embrace curiosity, resilience, and a spirit of collaboration. Together, let us cultivate a culture of excellence, where hard work, determination, and a thirst for knowledge are celebrated.

To the new parents and guardians joining us, I extend my sincere gratitude for entrusting us with the education and well-being of your children. Your partnership and involvement in your child's education are invaluable, and together, we can ensure their success. Students, I say this: seize the opportunities that lie before you, push beyond your comfort zones, and dare to dream big. Your potential is limitless, and with dedication and perseverance, you can achieve great- ness.

Once again, welcome to the Sixth Form at Gems Cambridge Private International School Sharjah. Let us embark on this journey together, united in our pursuit of excellence and success.

Yours faithfully,

Mr. Keiron Tucker

Vice Principal/ Head of Secondary

k.tucker_gcs@gemsedu.com



Dear Parents, guardians, and esteemed students,

My name is Mr. Rhys Morgan and I am Deputy Headteacher for Secondary and Head of Sixth Form here, at GCS.

Welcome to GEMS Cambridge Sharjah, where excellence meets opportunity in Sixth Form education. As prospective students and parents seek the perfect destination for A-level studies, we proudly present GEMS Cambridge Sharjah as the premier choice.

At GEMS Cambridge Sharjah, we are committed to nurturing the academic, personal, and professional growth of our students. Our Sixth Form programme stands as a beacon of quality education, offering a comprehensive curriculum tailored to empower students to excel in their chosen fields.

Here, students find more than just classrooms; they find a supportive community dedicated to their success. We understand the diverse needs of our students and strive to provide unparalleled support in all aspects of their academic journey. From academic guidance to pastoral care and career counseling, our expert team ensures that every student receives the attention and assistance they need to thrive.

Our commitment to excellence extends beyond the classroom, with state-of-the-art facilities and resources designed to enrich the learning experience. Wherever students aspire to go after their A-levels, we equip them with the skills, knowledge, and confidence to achieve their goals.

At GEMS Cambridge Sharjah, we believe that every student has the potential to make a difference in the world. Join us and let us help you unlock your full potential as you embark on your journey towards a bright and successful future.

Best Regards

Mr. Rhys Morgan

Assistant Headteacher for Secondary and Head of Sixth form

r.morgan_gcs@gemsedu.com



Dear Parents

My name is Anu Gopan, and I am the Deputy Head of Sixth Form and Key Stage 5 Leader at GEMS Cambridge International School, Sharjah. It is my pleasure to welcome you to our Sixth Form, where we foster a culture of holistic excellence.

As the leading Sixth Form in Sharjah and among other GEMS schools, we are committed to providing students with the best possible academic experience. Our team of experienced teachers both challenges and supports students in their learning. Additionally, our outstanding pastoral care ensures that every student receives the guidance and support they need as they transition through school and prepare for university.

Students at GCS Sixth Form benefit from a wealth of opportunities. Alongside our Skill Development Programme, we offer the chance to pursue an Extended Project Qualification (EPQ) and take on leadership roles as part of the Student Leadership Team.

At GCS, we believe in nurturing well-rounded individuals who are not only academically successful but also confident, responsible, and prepared for the future. Our Sixth Form equips students with the knowledge, skills, and values they need to excel in higher education and beyond.

We are excited to support you on this journey and look forward to welcoming you to our thriving school community.

Best Regards

Ms Anu Gopan

Deputy Head of Sixth Form

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We are ready.

Are you?

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GEMS

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in every child

Year 12 Welcome to Sixth Form

At GCS, we offer an enriched selection of personalised learning at Sixth Form, all leading to university entrance. We offer our students a wide range of subjects allowing each student comprehensive opportunities to effectively shape their own future, by studying A-levels in subjects they are passionate about. All learning is delivered through traditional face-to-face classes and supported by independent study, combining the best of academic and digitally enhanced learning, leading directly to university or high-end employment.

Studying A-levels offers students an opportunity to specialise in two to four subjects in Year 12 and then to either continue with these subjects or reduce one subject in Year 13.

A-levels are assessed by a series of examinations although, for some subjects, there is a coursework element included as well.

Entry to Sixth Form will be subject to entry requirements which will be discussed during the interviews.





Expectations

GCS gives you an opportunity to choose the subjects that you want to study; whether as a preparation for further education or to gain the qualifications that you need in order to embark on the employment of your choice. It also gives you time to investigate more individual methods of study both in school and out of school, as you will be studying fewer subjects in Sixth Form.

Study at Sixth Form is demanding, regardless of the subjects you choose. The challenges it brings to you are equally as satisfying as it provides an opportunity to explore your own interests within subject areas as well as meeting the requirements of public examinations. It is expected that for each hour of instruction in class time, students devote another hour out of class time to review the subject matter covered. You are required to show a mature attitude to your studies and the extra opportunities open to you. Getting involved will ensure that you leave the school with the skills you need to be successful in your future.

All A-level students will be allocated a form tutor who will help in guiding you through your time with us. Your work is coordinated by the Head of School. Form tutors work with you in a variety of ways and act as a pivotal contact for you in school, such as registration, community-based activities and a guiding hand in applications and other formal processes. Ultimately, the motivation and drive to excel and succeed must come from within.

Sixth Form students play an important part in the life of the school and through your presence, and more obviously, by participating in positions of leadership; organising clubs and societies for younger members of the school, you are expected to lead by example.

Students are required to adhere to the Sixth Form dress code and respect the need for rules and responsibilities. Doing so will ensure that Sixth Form students continue to exhibit the GCS values.

A-level studies are about achieving in personal and social development as well as academic success. Giving back to the community is a compulsory part of the programme and is a very important aspect of school life.

Attendance and punctuality are taken very seriously at GCS and relate directly to additional rewards; such as excursions, references and leadership opportunities. Whilst you study within the Sixth Form community your teachers and leadership team will create a picture of you. This picture will be developed by observing your progress, attitude and the relationships that you develop with staff and peers. We are often asked for references for onward study or employment and will be asked to comment on all of the above including attendance and punctuality.

We therefore expect you to attend every day and be on time for the school day and all lessons.

Introduction

International AS & A-level

International A-levels are recognised by all the top universities worldwide. These are 2-year courses with assessments split over the 2 years. International A-levels are similar to A-levels but they have a more flexible, modular structure than A-level and the syllabus content is designed to have greater international relevance.

The AS is half the content of the A-level and counts towards the final A-level result.

Assessment is 100% examination.

Compulsory Subjects

At GCS, all students will take the following compulsory subjects:

Moral Education

Islamic (*for Muslim students*)

Arabic Studies

United Arab Emirates
Ministry of Education



الإمارات العربية المتحدة
وزارة التربية والتعليم

*During Moral Education,
Arabic MOE and Islamic Studies,
students will be studying the ministry
approved curriculum*

This is a requirement from SPEA.



Entrance Exams

Depending on multiple factors including country of origin, secondary schooling, language skills, and desired university, students may need to provide an IELTS score to universities to take entrance exams such as SAT, BMAT, LNAT, PSAT and/ or IELTS for universities to ensure their English language skills aptitude are adequate for accessing the curriculum.

For any further information please contact:

Mr. Rhys Morgan (Deputy Head of Secondary and Head of Sixth Form) or Ms. Anu (Deputy Head of Sixth Form).

Optional Subjects

Students can choose between 2 to 4 A-level subjects in Year 12, although most students will choose only 3. Further guidance about choices will be provided by the Sixth Form Leadership team in interview.

Personalised careers' guidance will be available to all A-level students to help them make the right individual choices and ensure they are prepared for life beyond school. As a school, we use 'Unifrog'. Unifrog is the complete destinations platform, a one-stop-shop for students across KS4 and KS5 regardless of their interests or academic ability. Students can explore how interests lead to different education and training pathways.

Students are expertly guided through their university applications by trained and experienced staff, including the Head of Sixth Form, Deputy Head of Sixth Form and Careers Counsellors. We assist with all aspects of the application process, including personal statements, letters of recommendation (LORs), predicted grades, letters of Good Conduct and references.

Cambridge

Entry Process

Entry to Sixth Form is conditional to meeting the following prerequisites:

- 1.1 *The minimum requirement of five (i)GCSEs at Grade 7(A) for the student's chosen subjects.*
- 1.2 *If a student is coming from a non-British Curriculum background, after a careful review of their school report, they will be invited to choose 2-4 subjects which they will sit entrance tests for. These entrance tests will be full iGCSE mock exams in the chosen subjects. Students must achieve a Grade 7(A) in each subject if they wish to gain entry.*
2. *Successful interview with the Deputy Head of Sixth Form.*
3. *Reports for the past 2 years as well as a copy of the final GCSE results are required.*

We do not accept student entry in Year 13. It is also imperative to note that students must pass Year 12 with a grade C in all their subjects to proceed onto Year 13.



GCS 2025-2026 A-level

Compulsory Subjects

Islamic
Arabic
Moral Education
PE

Subjects

Maths YMA01
English Language YEN01
Biology YBI11
Chemistry YCH11
Physics YPH11
Psychology 9685
Business YBS11
Computer Science (9618)
Art (9FA0 Fine Arts))
Economics (YEC11)
Arabic (YAA01)
EPQ

All applications to A-level will be reviewed and either a conditional or unconditional offer may be made, subject to the information mentioned. The condition will be based on GCSE results. A Sign-Up day will be held in August, prior to the start of the term and after GCSE results are released.

Examination Fees and Payment

Our A-level students will be entered for course examinations over the 2-year period. Families are expected to meet the costs of all examinations.

Examination costs are published at the start of the new academic year following release by the respective examination boards. All fees will be collected by our school cashier before students are entered for any examinations. EPQ clear guidance will be shared by the HoSF.

Once an invoice is sent during Term 2, payments needs to be made within 2 weeks.



Choose Right
Study Well



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English Language

Pearson EDEXCEL – YEN01

<https://qualifications.pearson.com/en/qualifications/edexcel-international-advanced-levels/english-language-2015.coursematerials.html#filter-Query=Pearson-UK:Category%2FSpecification-and-sample-assessments>

Biology

Pearson EDEXCEL – YBI11

<https://qualifications.pearson.com/en/qualifications/edexcel-international-advanced-levels/biology-2018.coursematerials.html#filter-Query=Pearson-UK:Category%2FSpecification-and-sample-assessments>

Business

Pearson EDEXCEL – YBS11

<https://qualifications.pearson.com/en/qualifications/edexcel-international-advanced-levels/business-2018.coursematerials.html#%2FfilterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments>

Chemistry

Pearson EDEXCEL – YCH11

<https://qualifications.pearson.com/en/qualifications/edexcel-international-advanced-levels/chemistry-2018.coursematerials.html#%2FfilterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments>

Maths

Pearson EDEXCEL – YMA01

<https://qualifications.pearson.com/en/qualifications/edexcel-international-advanced-levels/mathematics-2018.coursematerials.html#%2Ffilter-Query=category:Pearson-UK:Category%2FSpecification-and-sample-assessments>

Psychology (NON-International)

OXFORD AQA – 9685

<https://www.oxfordaqa.com/qualifications/international-as-a-level-psychology/>

Physics

Pearson EDEXCEL – YPH11

<https://qualifications.pearson.com/en/qualifications/edexcel-international-advanced-levels/physics-2018.coursematerials.html#filterQuery=Pearson-UK:Category%2FSpecification-and-sample-assessments>

Cambridge Computer Science

Cambridge International Examinations – 9618

<https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-computer-science-9618/>

EPQ

<https://qualifications.pearson.com/en/qualifications/edexcel-project-qualification/level-3.html>

Arabic

Pearson EDEXCEL- YAA01

<https://qualifications.pearson.com/content/dam/pdf/International%20Advanced%20Level/arabic/2016/specification-and-sample-assessments/ial-arabic-specification.pdf>

Economics

Pearson EDEXCEL

<https://qualifications.pearson.com/content/dam/pdf/International%20Advanced%20Level/Economics/2018/Specification-and-Sample-Assessment/International-A-Level-Economics-spec.pdf>

The Sixth Form Curriculum Important Notes

In addition to the A-level subjects students choose, they will also have to meet the following Ministry of Education criteria to apply for a High School Certificate of equivalency:

- Arabic is compulsory for all students with passports from Arab countries until the conclusion of Year 13
- Islamic Studies is compulsory for Muslim students until the conclusion of Year 13
- Moral Social Curriculum (MSC) is compulsory for all students
- To be able to gain the Ministry of Education High School Equivalency Certificate (needed if intending to study in the UAE or if attested certificates are required for further education in another country especially GCC countries), students must complete a minimum of 2 full A-level subjects by the end of Year 13 with a minimum of a D grade.
- These subjects must be on the MOE list. Arabic and Islamic studies are not included as one of the qualifying two subjects
- For the High School Equivalency Certificate, it is also compulsory that students complete Year 13, (Grade 12) therefore, we do advise all students to complete their full studies including Year 13 – please note if you are intending to leave after Year 12 we will require a waiver to state that you are aware you would not qualify for the MOE certificate
- Students who leave after Year 12, must sign the undertaking saying that the school is not responsible for the student not qualifying for equivalency
- Full guidance will be given to students that need help in choosing their subjects.

External examinations in most subjects will take place during May/June of Year 12 and Year 13. It is important to remember that all examination entries are payable by parents.

Head of Sixth Form's tips for selecting the right course of study

- It is strongly recommend that before you consider which subjects to select, research a range of university and career options so that the subjects you select satisfy the entry requirements
- You are advised to use our online Career portal: Unifrog to assist you with subject selection as well as university and career options. This will allow you to explore many different career opportunities. Students will have the latest academic and career information available, especially when choosing IGCSE and AS-level subjects.
<https://www.unifrog.org/>
- Think about which subjects are prerequisites for further study or your career path.
- Ensure that you have the correct number and combination of AS, A-level subjects to meet any university or career requirements prior to application
- Think about which subjects you enjoy now but also consider new subjects you haven't experienced before but which sound interesting.
- Prioritise your subjects in order of interest and value to you
- Decide how you are going to organise your subjects across the two years
- By getting the best grades possible at IGCSE you will ensure you have a wide range of options available at Sixth Form.

GCS Sixth Form Skill Development Programme

GCS believes in a holistic approach to learning. This approach is evidenced by our Sixth Form Skill Development programme (SPP) for our Year 12 and 13 students.

After reviewing the CVs of our Year 12 students, we will provide opportunities for them to participate in our Skill Development Programme. We will provide students with support with tasks and activities by allowing them to gain expertise and experience in areas and fields they are interested in pursuing in future.

The programme will start in October for Year 12 students and will be reviewed fortnightly to monitor student progress and individual profiles. Students will have a record diary where the in-charge staff members will sign the number of hours and days completed. Ideally each student must complete 40 hours in their respective position before switching to the other group however this is subject to change based on their roles and responsibilities.

This is a dynamic pastoral programme that is an integral part of the Post 16 curriculum. Every Post 16 student develops personal skills and attributes through the completion of a variety of Community Service activities across both schools as well as outside of school. This valuable addition to the Sixth Form curriculum is monitored and certificated by the school. Exactly what is selected will depend upon the AS-level choices, personal interests and what lends itself best to a particular career pathway. Students are left to make their own decisions about their area of focus. Some examples of the work students have completed in the past include:

- Post 16 students assisting in Foundation Stage and KS3 classes
- Initiating and running after school extracurricular activities with the support of staff
- Planning school events and organising fund raising events
- Supporting the Inclusion Department with students in classes and around the school
- Developing the student careers support programme alongside the Careers Advisor



Student recommendation for developing their profiles:

- Complete a minimum of 40 hours of community or volunteer work during Year 12 which will significantly improve your university applications and CV
- Try to be part of a cause or launch an initiative which has a positive impact on your loved ones/ community
- Join leadership opportunities within the school
- Attend webinars , university fairs to improve university related information
- Focus on extracurricular activities.

Careers and Higher Education Guidance



Dear Parents

My name is Neena Phogat and I am the career counselor for Secondary and Sixth Form at GEMS Cambridge Sharjah. I have been dedicated to assisting students in navigating the intricate process of university admissions for last two decades and specialize in guiding students who aspire to pursue higher education at leading institutions across the United States, the United Kingdom, Europe, Singapore, and other renowned global educational destinations.

At GEMS Cambridge Sharjah, we take great pride in our specialization in foreign admissions, offering a holistic and personalized approach to the university application process. We provide expert guidance at every stage, assisting students in selecting the universities and programs that best align with their academic interests and long-term career objectives. We work closely with each student to develop standout applications, offering support in crafting compelling personal statements and providing tailored advice and application strategies.

Our commitment is to guide students through every aspect of the application process, ensuring they are well-prepared to navigate university admissions and maximize their chances of success. With my in-depth experience and the comprehensive resources available at our institution, I am confident in our ability to empower each student to reach their full potential and fulfil their dreams of studying abroad.

Regards

Neena Phogat

Career Counsellor for Secondary & Sixth Form

Year 13 and Independent Learning

Some students may have a slightly reduced timetable in Year 13 due to the number of subjects they have selected in their final year of study. Students are encouraged to use this time to maintain some balance in their lives beyond the school, not only to complete the work set but also to extend themselves through reading, review and revision. It is vital for Post 16 students to appreciate the demands of A-level courses before they begin and to learn to manage time effectively. In order to achieve this, we provide a structure at first as students learn essential skills, and then gradually give students the responsibility for their own time, until they have the independence and maturity to cope with the total freedom of university.

Further Opportunities at GCS

Sport

Students who wish to continue their sporting participation have the opportunity of both on-site and off-site activities, in competitive teams and for fitness and recreation. Our school teams compete successfully at the highest level and individual students have represented us in regional events.

Debate, Public Speaking, Model United Nations and Journalism

GCS has a very successful tradition in these arenas and this is something the school wants to build upon further. Students with a talent for writing or speaking have no shortage of opportunities for the development and practice of their skills. Sixth Form students will play a pivotal role in assisting in the production of the school newsletter and yearbook, as well as the organisation of major school events.



Student Leadership

Involvement in this committee gives students an opportunity to discuss issues that are of concern to them and play a role in helping positive change take place. The committee meets regularly, planning upcoming social events and other extra-curricular activities. The Sixth form Student Council work as a team; helping to shape the future of their growing community.

There are significant opportunities for students to develop their leadership capacity and capabilities. At GCS there are a number of leadership roles that students can engage with and are encouraged, as senior students in the school, to lead by example by role modeling excellent behaviour and attitudes.



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Criteria for Admissions to Year 13 are as follows:

- A minimum of a grade C at AS-level in the subjects you wish to continue at A-level. (See Subject Admission Requirements page)
- Fully completed Sixth Form Application Form, including a reference letter from the school.
- A Sixth Form contract signed by the student and parents committing to positive behaviour and regular attendance.

Places at GCS are not confirmed until August, when results are received and confirmed, this applies to all candidates internal and external.

Progress from Year 12 to Year 13 is dependent on satisfactory completion of the Year 12 course and regular attendance.

What to do when you receive your AS results in August 2024?

Places in Sixth Form at GCS are limited, so it is important to secure your place within 5 days of receiving your results or you may miss the opportunity to study with us next year.

1. If you achieved the entry requirements for the subjects you selected at interview; contact the Head of Sixth Form Mr. Rhys Morgan at r.morgan_gcs@gemsedu.com or Head of Secondary at k.tucker_gcs@gemsedu.com to confirm your place (subject to receiving a conditional offer letter from the school).
2. If you did not achieve the grades required, you must contact the school and attend an interview straight away to discuss what options are available to you.





Subject:

Ministry of Education legislation which will affect schools offering UK curriculum

There has been a recent change of legislation by the Ministry of Education (MOE), which will improve Arabic and Islamic Studies provision for British school curriculum students but will also have an impact for those pupils who wish to leave Secondary Education in Year 12 and require an MOE High School Equivalency Certificate.

The background is that, as you will probably know, the British system operates in a different grading system to the IB, MOE and American counterparts in terms of naming the various age stages of learning. So, for example, a six-to seven-year-old entering Year 2 in a British school would be at Grade 1 level in a non-British institution and a 16 to 17-year-old entering Year 12 would be at Grade 11 in an American, MOE or IB school.

In order to ensure standardization, the MOE has decided to align Years and Grades in all schools based in the UAE. Some Emirates have done this before others (Abu Dhabi and Sharjah). From 2022-23, all British curriculum students have had to complete Year 13 before leaving secondary education as a result of the MOE Resolution No. (883) of 2019 which we shared with you previously and during the Options Evening.

The MOE will now not grant its High School Equivalency Certificate until all elements, including Arabic and Islamic studies, have been completed. This can only be achieved in Year 13.

Year 12 students from British schools (i.e. aged 16-17) can still leave school at this age, but they will not obtain the Equivalency Certificate. This may impact their ability to go into further education, particularly here in the UAE or other regional institutions such as in Egypt. This will depend on the requirements of the various universities. As well as the duration of national services.

We appreciate these new changes to the system are somewhat challenging and so our schools will also offer more explanation as necessary should you wish to discuss further the implications for your child.

Rest assured, the school will support you fully in securing the best possible outcome for your child.

High School Equivalency Requirements

For Private Schools that apply the British educational system, the following requirements must be met to equalise the high school certificate to the Ministry's secondary school certificate (without defining any track):

1. Apply the general conditions stipulated in Article 4 of this Resolution.
2. The student must complete Grade 12 or equivalent.
3. The student must pass 5 GCSE or IGCSE courses with grades: (A *, A, B, C, D) or (3 to 9). These 5 courses must include:
 - Mathematics
 - One of the science subjects (Physics, Chemistry, Biology) or Combined Science Subject
 - One of the following two English subjects: either English Language or English Literature.
4. Students must pass two (2) subjects in GCE Advanced Level in one of the success grade scales: (A *, A, B, C, D) or equivalent grades.
5. Islamic Education and Arabic Language are not counted in both levels.
6. Subjects studied should be chosen from the list defined by the relevant Ministry regulations.

High School Equivalency Requirements Based on Ministerial Decree 199 in 2019							
Approved Courses in the British Curriculum (IGCSE and GCSE)							
الرياضيات وتكنولوجيا المعلومات والنصائل	علوم الكمبيوتر	Computer Science	Mathematics and ICT	الفن واللغة	فن و تصميم تصميم غرافيك	Art and Design Graphic Design	Art & Language
	الرياضيات	Mathematics			الأدب العالمي	World Literature	English
	مزيد من الرياضيات	Further Mathematics			الأدب (الإنجليزية) (الولايات المتحدة)	Literature (English) (US)	
	الرياضيات البحتة	Pure Mathematics			الأدب باللغة الإنجليزية	Literature in English	
علوم	زراعة	Agriculture	العلوم الإنسانية	مادة كلفة ثانية	English as a Second Language	Humanities	
	الغذاء والتغذية	Food and Nutrition		لغة أولى إنجليزي	First Language English		
	الفيزياء	Physics		تاريخ	History		
	مادة الحياة	Biology	لغة	جغرافية	Geography	Language	
	العلوم مجتمعة	Combined Sciences		الأسبانية	Spanish		
	العلوم المنسقة (مزدوج)	Co-ordinated Sciences (Double)		فرنسي	French		
	كيمياء	Chemistry		البرتغالية	Portuguese		
العلوم الاجتماعية	دراسات الأعمال	Business Studies	الرياضيات وتكنولوجيا المعلومات والنصائل	ألمانية	German	Mathematics and ICT	
	تجارة	Commerce		اليابانية	Japanese		
	محاسبة	Accounting		صينية	Chinese		
	اقتصاديات	Economics		تكنولوجيا المعلومات والنصائل	ICT		
	علم النفس	Psychology		التصميم التكنولوجي	Design and Technology		
	علم الاجتماع	Sociology					

High School Equivalency Requirements Based on Ministerial Decree 199 in 2019

Approved Courses in the British Curriculum (AS / AL)

العلوم	المواد	المواضيع	المستوى	اللغة	المواضيع	المستوى	المواضيع	المستوى
الرياضيات وتكنولوجيا المعلومات واتصالات	علوم الكمبيوتر	Computer Science	Mathematics and ICT	الفن واللغة	فن و تصميم وتصميم عرافيك	إنجليزي	Art and Design Graphic Design	AL / AS
	تكنولوجيا المعلومات واتصالات التطبيقية	Applied ICT		الوسائط الرقمية والتصميم	Digital Media and Design		Art & Language	AL / AS
	تكنولوجيا المعلومات	Information Technology		اللغة الإنجليزية وأدبها	Language and Literature in English		English	AS
	التصميم والتكنولوجيا	Design and Technology		اللغة الإنجليزية	English Language			AL
علوم	الإدارة البيئية	Environmental Management	Sciences	العلوم الإنسانية	الأدب باللغة الإنجليزية	لغة	Literature in English	AS
	دراسات الغذاء	Food Studies			الدراسات الكلاسيكية		Classical Studies	Humanities
	مادة R1-حياء	Biology			تاريخ	History	AL / AS	
	كيمياء	Chemistry			جغرافية	Geography	AL / AS	
	الفيزياء	Physics			اليابانية	Japanese	AS	
	قانون	Law			الألمانية	Spanish	AL / AS	
	اعمال	Business			فرنسي	French	AL / AS	
العلوم الاجتماعية R1	علم النفس	Psychology	Social Sciences	الرياضيات وتكنولوجيا المعلومات واتصالات R1 والرياضيات	البرتغالية	لغة	Portuguese	AL / AS
	علم اجتماع R1	Sociology			صيني		Chinese	AS
	محاسبة	Accounting			صيني	Chinese	AL	
	اقتصاديات	Economics			مزيد من الرياضيات	Further Mathematics	Mathematics and ICT	AL
					الرياضيات البحتة	Pure Mathematics		AL / AS
					الرياضيات	Mathematics		



GEMS

مدرسة جيمس كامبريدج إنترناشيونال الخاصة بالشارقة
Cambridge International Private School
SHARJAH



We see **genius**
in every child

Ministerial Decision No. (883) for the Year 2019 Equivalence System of Private School Certificates

Article 4

The following are the general conditions that must apply as part of the requirements for issuing an equivalency certificate of completion of high school:

1. The educational system and curriculum in the Private School must be recognised in the UAE.
2. The awarding body that issues the certificate must be recognised by the Ministry of Education in the UAE.
3. The Private School must be licensed and authorised to operate in the UAE.
4. The Private School must be recognised by the awarding body that issues the certificate.
5. The educational ladder in the country awarding the certificate should be comparable to the educational ladder in the UAE.
6. The student should complete 12 years of school education post Kindergarten.
7. The high school certificate issued by the Private School should entitle the student to enroll in an accredited Bachelor program in the country of the education system.
8. Complying with all the rules and regulations relevant to the National requirements.

Article 6

For Private Schools that apply the British educational system, the following requirements must be met to equalise the high school certificate to the Ministry's secondary school certificate (without defining any track):

- Apply the general conditions stipulated in Article 4 of this resolution.
- The student must complete Grade 12 or equivalent.
- The student must pass 5 GCSE or IGCSE courses with grades: (A *, A, B, C, D) or (3 to 9).

These 5 courses must include:

- Mathematics
- One of the science subjects (Physics, Chemistry, Biology) or Combined Science Subject One of the following two English subjects: either English Language or English literature.
- Students must pass two (2) subjects in GCE Advanced Level in one of the success grade scales: (A *, A, B, C, D) or equivalent grades.
- Islamic Education and Arabic Language are not counted in both levels.

UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



الإمارات العربية المتحدة
وزارة التربية والتعليم

Subject Specific Requirement

To gain access to a course, you should be attaining/predicted the following grades:

Subject	Year 12 Entry Grade	Year 13 Entry Grade	Additional Comments
Biology	A*/A (7)	C	Must have studied this subject at I/ GCSE level
Chemistry	A*/A (7)	C	Must have studied this subject at I/ GCSE level
English Language	A*/A (7)	C	Must have studied this subject at I/ GCSE level
Maths	A* or A (7)	C	Must have studied this subject at I/ GCSE level
Physics	A*/A (7)	C	Must have studied this subject at I/ GCSE level
Business	A*/A (7)	C	Must have studied this subject at I/ GCSE level
Computer Science	A*/A (7)	C	Must have studied this subject at I/ GCSE level
Psychology	A*/A (7)	C	Must have studied this subject at I/ GCSE level

Moral Education - Compulsory Subject

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

What will students learn?

The Moral, Social & Cultural Studies (MSC) covers four pillars of teaching and learning: Character and morality, The individual and the community, civic studies and cultural studies. The four pillars complement one another, using the lens of moral thinking and reasoning and building character. Underpinning the curriculum are the thinking, learning and communication skills relevant to the programme, which support development and progression.

GCS Support for Students

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

Assessment

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

Types of Assessment

Assessment for/of Learning/as Learning:



- There are three principal functions of assessment—assessment for learning, assessment of learning and assessment as learning
 - Assessment for learning highlights and emphasises the contribution assessment can make to the day to day process of teaching and learning (formative)
 - Assessment of learning helps to create a cumulative record of students' progress and attainments (summative)
 - Assessment as learning is the use of a task or an activity to allow students the opportunity to use assessment to further their own learning. This offers students the chance to set their own personal goals and advocate for their own learning
- I. Summative is Assessment of Learning. It is used mainly to measure performance and clearly identifies a standard of pupil attainment against given criteria. It is carried out at the end of a period of learning. Examples:
- Internal School Examinations
- II. Formative is Assessment for student. It is ongoing and provides evidence of and for progression in learning.
- It supports learning through identifying difficulties, providing feedback and diagnosing future learning priorities.
 - Formative assessment can also be used to evaluate the effectiveness with which a teacher is mediating the curriculum and thus inform his/her future planning.
 - This includes:
 1. Weekly tests
 2. Home work
 3. Class work
 4. Group Activity – Project work etc.

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

1. Evaluating their own achievement against shared learning outcomes
2. Identifying their own strengths and areas for improvement
3. Encouraging individual learning goals and action plans for future progression
4. Fostering a self-reflective learning culture
5. Encouraging independence in learning

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

V. External Assessments at Post 16

At Post 16, students will take part in the Cognitive Abilities Test (CAT4), PASS and AS & A-level.

The Cognitive Abilities Test (CAT4):

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

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

PASS Survey Report

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

Contact for subject specific query

Faculty	Faculty Leader
English	Ms. Nafisa Waris
Mathematics	Mr. Martin Green
Physics	Ms. Narjis Fatima
Chemistry	Ms. Supriya Kumari
Biology	Ms. Resmi Ravi
Psychology	Ms. Aysha Shafiq
Business	Mr. Dawid Jansen
Computer Science	Ms. Sathiya Madalaimuthu
Arabic	Ms. Sara Abdelmoniem
Economics	Mr. Dawid Jansen

For further details on course content please speak to the relevant Faculty Leader or simply go online and research your courses for yourself. Each course specification number is given on the subject page. The examination board website is: www.edexcel.org.uk

Cambridge



Notes for students:

It is important to note that the payment of the re-enrollment fee will not be considered the booking fee, for Year 13. Your place on a course will only be confirmed if you achieve the grades as per the school policy. As soon as the results are declared in August 2024 you must re-confirm with us that you have met the admission criteria set by GCS. A copy of your examination results needs to be brought into school, so we can fully process your application, along with the required school fees

Notes for external applicants (Non GCS students):

New students applying to GCS need to get the predicted grades in the subjects opted at the AS level from their current school teachers along with a reference.

Your place on a course will only be confirmed if you achieve the grades you as per the school policy. As soon as the results are declared in August 2024 you must re-confirm with us immediately that you have met the admission criteria set by GCS. A copy of your examination results needs to be brought into school, so we can fully process your application, along with the required first term school fees.

I confirm the information in the application form to be true.

Students Signature..... Date.....

Parents Signature..... Date.....

GEMS Cambridge International Private School Sharjah Uniform Policy

Implemented on: January 2025

Policy Review Date: July 2026

Appearance

Personal appearance is very important, and a high standard of personal appearance is expected of all students at all times, both inside the school campus and outside in the local community when on school-based trips or visits. Our students are GCS ambassadors and what they do and say and how they look and conduct themselves is of great importance. Students must wear their official school lanyards at all times around their necks whilst on the school site.

Uniform

- Full and correct uniform must be worn in, and whilst travelling to and from the school. This also applies to extra-curricular after school activities and travelling home on all school trips.
- Full uniform must be worn to all parent teacher consultations and other formal school events.
- Shirts/blouses should be of an appropriate size. All students' shirts/blouses should be neatly presented and tucked in at the waist at all times.
- Leggings must not be worn. Burgundy tights are a core uniform and part of the GCS school uniform.
- Students may come to school in their PE kit on their PE lesson day but must wear the full appropriate kit.
- Students in the upper years, who do not have a designated PE day, may come to school on Thursday, as part of wellbeing Thursday, in their PE kit, if they choose.
- Ties should be worn year-round and be tied and worn covering the fastened top button.
- When sweaters are not being worn, they should not be tied around the waist.
- School uniform and personal items are the responsibility of the students and their family.
- Please ensure that all items of clothing and personal possessions are clearly labelled.

Footwear

- Black formal leather shoes only, except for FS1 and FS2.
- Shoes should be polished regularly.
- Trainers of any kind are not part of the school uniform and must not be worn with formal school uniform.
- White trainers should be worn with PE uniform.
- Socks must be worn with appropriate footwear; white with trainers for PE days, and dark coloured to be worn for shoes with uniform the rest of the time.



SIXTH FORM

2025-26

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First
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Promising
Future



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