



Committed  
Excellence..

# GCS SIXTH FORM

2023-24



**GEMS**

مدرسة جيمس كامبريدج إنترناشيونال الخاصة بالشارقة  
Cambridge International Private School  
SHARJAH





**GEMS** alumni have been accepted by the world's most prestigious universities...

INCLUDING... **ALL 8** IVY LEAGUE UNIVERSITIES IN THE USA, AND ... **ALL 24** RUSSELL GROUP UNIVERSITIES AND COLLEGES IN THE UK... WHERE WILL GEMS EDUCATION TAKE YOU?

Yale University



STANFORD UNIVERSITY



**GEMS**

مدرسة جيمس كامبريدج إنترناشيونال الخاصة بالشارقة  
**Cambridge International Private School**  
 SHARJAH



P.O. Box 32457, Sharjah, United Arab Emirates



## 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

Cambridge



## 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,

It is with great pleasure that I welcome you to Post-16 provision at GEMS Cambridge, Sharjah.

I am incredibly proud of what we offer for our A-level students because I believe that we provide a broad range of subjects for students of all types and abilities, in keeping with the inclusive ethos of our school. We offer subjects that ensure that we meet the needs of a wide variety of students preparing them for life after secondary school. Our subjects provide us with the opportunity to create bespoke programmes for our students to ensure that they engage in courses they are passionate about and which will open gateways into tertiary education following Post-16

A-level qualifications are subject-based qualifications that can lead to university, further study, training, or work. At GCS, we will continue to put our students first ensuring they are able to achieve their full potential.

Yours faithfully,

**Mr. Keiron Tucker**

Head of Secondary

k.tucker\_gcs@gemsedu.com





Dear Parents,

A Levels are the most exciting stage of your education and here at GCS we believe that we provide you with a stimulating environment in which you will excel. For me, A Levels is about looking ahead and we are here to help guide you as you make some very important decisions about your future. Learning in Year 12 is stimulating and fun as we aim to foster your intellectual curiosity and creativity. Smaller class sizes mean that you will have the opportunity to explore in real depth your chosen subjects, far beyond the confines of the syllabus, and you will engage in exciting academic debates as you develop a higher level of thinking and increased independence of thought.

At GCS we provide outstanding career guidance , mentoring and internship opportunities with both national and international partners. Being a student in Year 12 will allow you to develop your independent learning skills as well as inspiring you and empowering you to be the very best you can be!

Yours faithfully,

**Ms. Shahana Salman**

Head of Sixth form

s.salman\_gcs@gemsedu.com



**We are Ready..  
are you?**

# Index

Welcome To GCS - Post 16	8
Expectations	9
Introduction	
Compulsory Subjects	10
Entrance Exams	10
Optional Subjects	11
Entry Process	11
Examination Fees & Payment	12
Edexcel Subject Codes	
Direct Website Link	14-15
Post 16 Important Notes	16
Selecting the Right Course of Study	17
Post 16 Skill Development Programme	18-19
Careers and Higher Education Guidance	20
Further Opportunities at GCS	21
Student Council and Leadership Body Opportunities	22
Gaining Entry to Post 16	22
Criteria for Admissions	23
Ministry of Education Requirments	24
High School Equivalency Requirements	25-27
Planning Template	28
Subject Specific Requirments	29
Moral Education - Compulsory Subject	30
Assessment	31-33
Contact for subject specific query	34
Appendix	35-38
GCS Uniform Policy	39

## Year 12 Welcome to – Post 16

At GCS we offer an enriched selection of personalised learning at Post 16, all leading to University entrance. We offer our students a wide range of subjects allowing each student comprehensive opportunities to effectively 'Choose their 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, offer students an opportunity to specialise in four subjects in Year 12 and then focusing on their best three subjects 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 the A-Level provision will be subject to entry requirements which will be discussed on an individual basis.







## 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 Post 16. Your timetable will include Wellbeing, PSHE (Personal Social and Health Education) and other exciting activities.

**Study at Post 16 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. Their 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.

**Post 16 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 Post 16 dress code and respect the need for rules and responsibilities. Doing so will ensure that the Post 16 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 Post 16 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. It is taken at the end of Year 12.

Assessment is 100% examination.

## Compulsory Subjects

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

**Moral Education**

**Islamic (for Muslim students)**

**Arabic Studies**



## 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. Keiron Tucker (Head of Secondary)**

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.*

## Optional Subjects

Students will choose 4 subjects to take in Year 12. Most students will choose to only continue with 3 subjects on to Year 13 but further guidance about choices will be provided by the Senior Leadership.

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.

They are guided on steps needed to be ticked off to stand the best chance of completing the application successfully. Students can compare every US university, courses in the UK, undergraduate programmes taught in English in Europe, as well as opportunities in Canada, Australia and New Zealand. This platform is also one place to collaboratively draft all the materials needed for applications.

## Entry Process

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

*The minimum requirement of (i)GCSEs at grade 6 (b) or above.  
3 grade 7's in chosen subjects.*

*Individual subject requirements as per the course choice information.*

*Completion of a CAT4 assessment with A-Level predicted grades taken into account.*

*Successful interview with the Sixth Form team.*

*Students with UK curriculum are preferred. Reports for the past 2 years as well as a copy of the final GCSE results are required.*

*Must pass year 12 at grade C to proceed onto year 13*



## **GCS 2022-23**

### **A-LEVEL Curriculum**

### **Option Choices**

## **Compulsory Subjects**

**Islamic**  
**Arabic**  
**Moral Education**

## **Options**

**Biology**  
**Business**  
**Chemistry**  
**English Language**  
**Maths**  
**Psychology**  
**Physics**

All applications to A Level will be reviewed and a conditional 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. Students who do not meet the minimum requirements will be met with on an individual basis, to discuss predicted grades, attitude to learning and the best option for the next step.

## **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.

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

Choose  
Right

Study  
Well..





## **Biology**

*Edexcel Code - 18IOAS01*

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



## **Business**

*Edexcel Code - 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**

*Edexcel Code - 17IBAS11*

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



## **English Language**

*Edexcel Code - 18IBAE05*

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



## Maths

Edexcel Code - YMA01

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



## Psychology (NON-International)

Edexcel Code - 9PS0

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/psychology-2015.coursematerials.html#filterQuery=Pearson-UK:Category%2FSpecification-and-sample-assessments>



## Physics

Edexcel Code - 17IBAS12

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



## The Post 16 Curriculum

### Important Notes Regarding the Post 16 Curriculum

Additionally, to the curriculum subjects chosen, students 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 Arab students until Year 13
- Islamic Studies is compulsory for Muslim students until Year 13
- Moral Social Curriculum 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 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.
- It is mandatory for all Arab students to study Arabic until Year 13 to qualify for the High School Equivalency Certificate
- It is mandatory for all Muslim students to study Islamic until Year 13 to qualify for the High School Equivalency 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.



## Selecting the right course of study

- 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 helps students explore many different career opportunities. Students will have the latest academic and career information available, especially when choosing IGCSE and AS Level subjects.
- 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 satisfy 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 Post 16.

Cambridge



## GCS Post 16 Skill development Programme

GCS believes in holistic learning a part of our student skill development programme for our Year 12 students, therefore we will be allocating students for service in academic and administrative roles during term 1.

After reviewing the resumes of the Year 12 students , we wish to support them with tasks and activities by allowing them to gain expertise and experience in the following areas to support them with integrating and accessing future opportunities.

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 compete 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 the Lower, Middle and Senior schools as well as outside of school. This valuable addition to the Post 16 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, Middle School and Senior School classes
- Initiating and running after school stay backs with the support of staff
- Planning school events and organizing 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

Group 1 – SEN Intervention Mentor – SEND teachers	Group 2 – PE Coaches Mentor – PE Teachers	Group 3 – Administrative	Days and Time During self-study lessons
<p><b>Responsibilities</b> Students will be working with our primary Wave 1 &amp; 2 students and training them on their academic needs and social skills. SEN teachers will be providing them resources and material.</p>	<p><b>Responsibilities</b> Working alongside teachers to develop essential body management skills , promoting physical fitness as fun, developing teamwork, sportsmanship and cooperation.</p>	<p><b>Responsibilities</b> Adequate utilization of resources, stock taking , public dealing and understanding the principles of management which include planning, organizing, directing, coordinating, controlling and evaluating both human and non-human resources.</p>	
		<p><b>Administration Responsibilities</b> Reception management , Store In charge, IT Engineer mentor, Registrar mentor, Library management and Supporting medical team.</p>	



**GEMS**

مدرسة جيمس كامبريدج إنترناشيونال الخاصة بالشارقة  
Cambridge International Private School  
SHARJAH

**GEMS**  
EDUCATION

We see **genius**  
in every child



### **Student recommendation for developing their profiles :**

- Complete at least one community or volunteer work worth 40 hours during AY 2022- 2023 to improve their CV further,
- Try to be part of a cause or launch an initiative which impacts their loved ones/community,
- Join leadership opportunities within the school
- Participate in one or more international or national competitions and secure among the top 3.
- Attend webinars , university fairs to improve university related information.
- Research and read the work of successful professionals or entrepreneurs to inspire themselves further.
- Focus on super curricular activities

**The key is in not spending time, but in investing it!**

## Careers and Higher Education Guidance



[GCS Policies and guidance web link](#)

Higher Education choices are discussed from an early point in Year 11 and 12. This is done to establish the importance of AS level subject choices.

GCS has strong links with universities in a number of countries. Guests from visiting universities are invited to school to give presentations on a variety of aspects of university life such as how to apply and life on campus. The destination of all students is important and so our programme of support for students is strong and targeted at preparation for both university and the work-place. The school continues to develop students' ability to be prepared for higher education in many different ways, including:

- Experts in both careers and higher education brief students on the range of opportunities available to them and the process of application.
- All students receive an interview with a member of the Post 16 team which helps inform decision making.
- Representatives of various jobs and companies in the local community are invited in to deliver seminars outlining the demands and requirements of their area of work.
- Visits to local higher education fairs stimulate ideas and test out options.
- Students are trained in writing CVs, application forms and in interview skills.
- Mock interviews are carried out for work and university applications.
- An experienced and dedicated team oversees the applications of all students and writes positive, detailed references.

### Higher Education Application Support

The Careers Counsellor provides support to all senior students collaboratively with the Heads of Year and Learning Managers, irrespective of which country they are applying to study in.

Please visit the link to access our university counselling handbook

[GCS Policies and guidance web link](#)

Students are supported by a dedicated Careers Counsellor with all application processes. Students are encouraged to begin the application process early, with the first stage being to choose a subject area/specific course to study. Students are supported and guided through this application procedure in school but are encouraged to carry out their own personal research with their parents in order to make informed decisions.

## 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. Post 16 students will play a pivotal role in assisting in the production of the school newsletter and year-book, as well as the organisation of major school events.



## Post 16 Student Council and Leadership Body Opportunities

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 Post 16 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.

## Gaining Entry to Post 16

In order to make the right decisions about subjects of study, you need support from many people; subject staff, the Year 11 team and Post 16 team, family and friends. You will need to research thoroughly, looking into university access requirements prior to selecting courses of study.

All application forms are provided in the booklet. All you need to do is print them out, complete and submit them to the Post 16 team before the published deadlines, gaining support along the way.

You will find that most subject combinations can be accommodated in our option blocks. If your particular subject combination cannot be fitted, it is always worth letting us know in case there is sufficient demand for additional groups. Equally, it is possible that certain courses may not run if numbers are insufficient.

The Post 16 team will be drawn from our current pool of Learning Managers and leaders, including the student body. Those chosen will have prior experience of the needs of Post 16 students and how best to support them.

Detailed on the next few pages are the admissions criteria that all applicants need to meet in order to secure a place on courses of study. It is important to consider a range and combination of courses as the admissions criteria are achievable, yet challenging. It is also important to understand that subjects cannot be moved from one option block to another. When selecting options, you need to ask yourself the following three questions:

1. Have I achieved/Am I on target to achieve the required IGCSE grades to access the courses I want to study?
2. Are the subjects I want to study in separate blocks?
3. Are there 3 subjects that I will dedicate myself to?

If the answer to these questions is 'yes', you are well on the path towards making a successful application to Post 16. If the answer is no, you may need to seek some further advice.

## Criteria for Admissions to Year 13 are as follows:

- A minimum grade C at AS level in the subject you wish to continue at A level. (See Subject Admission Requirements page)
- Fully completed Post 16 Application Form, including a reference letter from the school
- A Post 16 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 2023

Places in Post 16 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 Shahana Salman s.salman\_gcs@gemsedu.com or Head of Secondary 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 align the MOE has decided to remedy the situation by aligning Years and Grades in all schools based in the UAE and some Emirates have done this before others (Abu Dhabi and Sharjah). From 2022-23, all British curriculum students will have 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 above mentioned, changes, will also affect students in the current academic year (2021-22) as 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 equalize 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 the 12th grade 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 والاتصالات	علوم الكمبيوتر	Computer Science	Mathematics and ICT	الفن واللغة	فن و تصميم وتصميم جرافيك	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	Sciences	إنجليزي	الإنجليزية كلغة ثانية	English as a Second Language	English
	الغذاء والتغذية	Food and Nutrition			لغة أولى إنجليزي	First Language English	
	الفيزياء	Physics			تاريخ	History	
	مادة الاحياء	Biology		جغرافية	Geography		
	العلوم مجتمعة	Combined Sciences		لغة	الاسبانية	Spanish	Language
	العلوم المنسقة (مزدوج)	Co-ordinated Sciences (Double)			فرنسي	French	
	كيمياء	Chemistry			البرتغالية	Portuguese	
دراسات الأعمال	Business Studies	ألمانية	German				
العلوم الاجتماعية	تجارة	Commerce	Social Sciences	الرياضيات وتكنولوجيا المعلومات والاتصالات	اليابانية	Japanese	Mathematics and ICT
	محاسبة	Accounting			صيني	Chinese	
	اقتصاديات	Economics			تكنولوجيا المعلومات والاتصالات	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)

Approved Courses in the British Curriculum (AS / AL)											
الرياضيات وتكنولوجيا المعلومات والاتصالات	علوم الكمبيوتر	Computer Science	Mathematics and ICT	AL / AS	الفن واللغة	فن و تصميم تصميم جرافيك	Art and Design Graphic Design	Art & Language	AL / AS		
	تكنولوجيا المعلومات والاتصالات التطبيقية	Applied ICT		AL / AS	إنجليزي	الوسائط الرقمية والتصميم	Digital Media and Design		AL / AS		
	تكنولوجيا المعلومات	Information Technology		AL / AS		اللغة الإنجليزية وادابها	Language and Literature in English	English	AS		
	التصميم والتكنولوجيا	Design and Technology		AL / AS	اللغة الانجليزية	English Lan- guage	AL				
علوم	الإدارة البيئية	Environmental Management	Sciences	AS	العلوم الإنسانية	الأدب باللغة الإنجليزية	Literature in English	Humanities	AL / AS		
	دراسات الغذاء	Food Studies		AL		الدراسات الكلاسيكية	Classical Studies		AL / AS		
	مادة الاحياء	Biology		AL / AS		تاريخ	History		AL / AS		
	كيمياء	Chemistry		AL / AS		جغرافية	Geography	AL / AS			
	الفيزياء	Physics		AL / AS		اليابانية	Japanese	AS			
	قانون	Law		AL / AS		الاسبانية	Spanish	AL / AS			
	اعمال	Business		AL / AS		فرنسي	French	AL / AS			
العلوم الاجتماعية	علم النفس	Psychology	Social Sciences	AL / AS	لغة	البرتغالية	Portuguese	Language	AL / AS		
	علم الاجتماع	Sociology		AL / AS		صيني	Chinese		AS		
	محاسبة	Accounting		AL / AS		صيني	Chinese		AL		
	اقتصاديات	Economics		Social Sciences		AL / AS	الرياضيات وتكنولوجيا المعلومات والاتصالات	مزيد من الرياضيات	Further Mathe- matics	Mathematics and ICT	AL
								الرياضيات البحتة	Pure Mathe- matics		AL / AS
								الرياضيات	Mathematics		AL / AS



## 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:

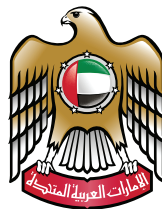
1. The educational system and curriculum in the Private School must be recognized in UAE.
2. The awarding body that issues the certificate must be recognized by the Ministry of Education in UAE.
3. The Private School must be licensed and authorized to operate in UAE.
4. The Private School must be recognized 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 UAE.
6. The student should complete 12 years of school education post Kindergarten grades, which are 2 years of education.
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

1. For Private Schools that apply the British educational system, the following requirements must be met to equalize 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 the 12th grade 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

# Planning Template for Students

What qualifications are needed ? (i.e. degree, vocational cert' etc.)

Four empty rounded rectangular boxes connected by horizontal lines, intended for listing required qualifications.

What are my current grades in subjects I am planning to study at A levels?

Four empty rounded rectangular boxes connected by horizontal lines, intended for listing current A-level grades.

What are my intended degree programmes for university?

Four empty rounded rectangular boxes connected by horizontal lines, intended for listing intended degree programmes.

What are my dream destination/countries for university?

Five empty rounded rectangular boxes connected by horizontal lines, intended for listing dream destinations or countries.

What are my dream universities?

Four empty rounded rectangular boxes, intended for listing dream universities.

What are my strengths?

Six empty rounded rectangular boxes, intended for listing personal strengths.

What are my areas of development?

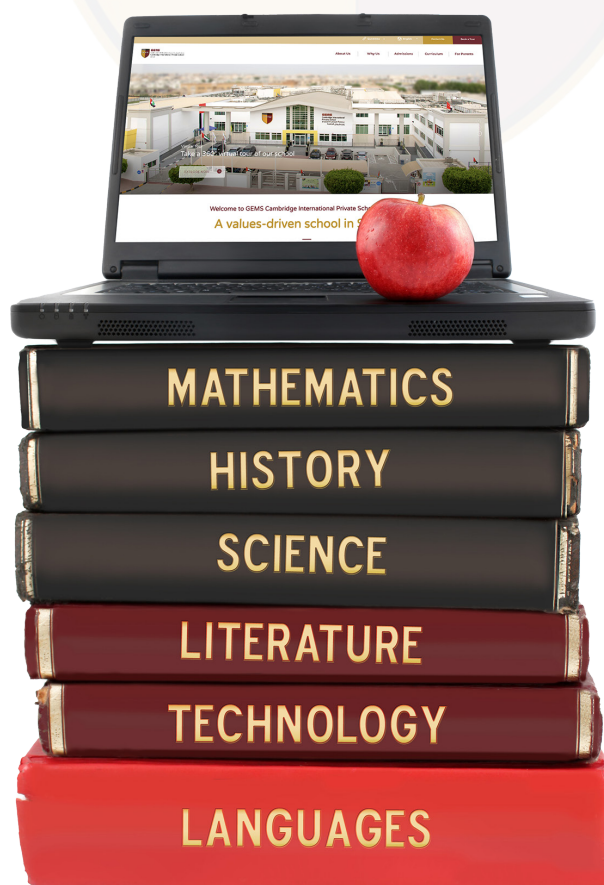
Six empty rounded rectangular boxes, intended for listing areas of development.

YO UR  
M Y SUBJECT

## Subject Specific Requirements

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 (7)	C	Minimum A grade in IGCSE/O Level First Language English.
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



## 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 in 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.





Cambridge Assessment International Examinations (CAIE) & Pearson Edexcel are the world's largest providers of international education programmes and qualifications for 5-19 year old. These qualifications are recognised by universities, education providers and employers across the world. At GCS AS/ A levels students choose 3 subjects to pursue their career pathways.

## Assessment Cycle in the Calendar

### Post 16

- Assessments are conducted, marked, moderated and recorded each term and at end of units
- External moderation to be carried out in core subjects annually
- Pre- Mock, Mock examinations are carried out for all subjects in December – April
- Annual review of all examination awarding body certification, CAIE, Pearson

## Proposed dates 2022-2023

The school calendar will publish the summative assessment dates					
Internal Examinations/ Assessments					
Year	Pass 1	AS/A External	Baseline	Term 1	Term 2
12	Nov.	January & May	Sept.	Nov-Dec	March
13					

### Report Release Dates:

Dates	Report
January	Term 1
April	Term 2
August	External Result

## Contact for subject specific query:

Faculty	Faculty Leader	Email
English	Ms. Laura Iacono	l.iacono_gcs@gemsedu.com
Mathematics	Mr. Cale Hugill	c.hugill1_gcs@gemsedu.com
Physics	Ms. Maisara Faisal	m.faisal_gcs@gemsedu.com
Chemistry	Ms. Noorie Bahadur	n.bahadur_gcs@gemsedu.com
Biology	Ms. Resmi R	r.r2_gcs@gemsedu.com
Psychology	Ms. Ana Silva	a.silva_gcs@gemsedu.com
Business	Mr. Shawn Khursheed	s.khursheed_gcs@gemsedu.com
Arabic A	Ms. Roba Abouhussin	r.abouhussin_gcs@gemsedu.com
Islamic	Ms. Fatima Yousef	f.yousef_gcs@gemsedu.com
MSC	Ms. Sawsan Ballouk	s.ballouk_gcs@gemsedu.com

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

EDEXCEL

[www.edexcel.org.uk](http://www.edexcel.org.uk)



(Appendix) — Post 16 2022-23 Application form Year 13

<b>Name:</b>	<b>Class:</b>
--------------	---------------

**Subjects studied in Year 12:**

1	2	3	4
---	---	---	---

**Intentions for 2022-23**

**If you are continuing:**

Subjects planning to study in Year 13 (minimum 3 choices as per the option block):

1	2	3	4
---	---	---	---

**Tick ✓ the appropriate one below:**

1. Arabic (Arabs)	2. International Project Qualification (Non- Arabs)	3. Islamic (Muslims)	4. PSHE (Non-Muslims)
-------------------	---	----------------------	-----------------------

**If you are leaving:**

State the reason

Which course?

Contact details:

E-mail address:

**Are you aware of the Ministry directive 883 regarding equivalency?      Yes/ No**

Please sign the Undertaking and return the same. This confirms you are aware that leaving after Year 12, you do not qualify for equivalency and you will not be holding the school responsible.

From 2022-23, all British curriculum students will have to complete Year 13 before leaving Secondary Education as a result of the MOE Resolution No. (883) of 2019.

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.

**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 2023 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 2022 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**

مدرسة جيمس كامبريدج إنترناشيونال الخاصة بالشارقة  
Cambridge International Private School  
SHARJAH



We see **genius**  
in every child

**Date:** \_\_\_\_\_

### **Important information regarding students moving into Year 13 at GCS**

Dear Families,

We are very proud of the opportunities we are offering in Year 13.

It is important that all parents and students are legally aware that enrollment into Year 13 is not an automatic process. Completing the enrolment documents and paying the necessary deposit fee does not mean that your child will be awarded a place here at GCS. As with all schools that run A Level courses in Year 13 students will only be accepted onto the courses if they meet the entrance criteria. This is set out below and includes expectations regarding attendance, attitude to studies, and achievement at AS level.

Students that do meet the criteria will not be awarded a place. Any re-enrollment fees that may have been paid will be refunded.

Entrance criteria for Year 13 at GCS

#### **Entry is conditional on students meeting the following prerequisites:**

- At least 3 AS Levels achieved at grade C.
- A good attendance and attitude to learning record across their time at GCS. The MOE defines good attendance as 95% and above.

As with all schools, GCS reserves the right not to offer a place to any student who fails to meet the entry requirements above, as well as for any student with a low attendance record or a record that demonstrates a poor attitude to learning. This decision will be made by the school only.

I understand the above terms and conditions and agree to comply and fulfill the criteria for Year 13.

**Parent's Sign:** \_\_\_\_\_

**Student's Sign:** \_\_\_\_\_

**GEMS**

مدرسة جيمس كامبريدج إنترناشيونال الخاصة بالشارقة  
Cambridge International Private School  
SHARJAH



We see **genius**  
in every child

## Certificate of Undertaking

From 2022-23, all British curriculum students will have 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 above-mentioned, requirements, also affect students in the current academic year (2022-23) as 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 the end of Year 12, but they will not obtain the Equivalency Certificate. Please take note that this may impact their ability to go into further education, particularly here in the UAE or in 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 if applicable.

### **Based on the above information please sign the undertaking below**

I, the undersigned, parent of \_\_\_\_\_ confirm that if my son/daughter wishes to graduate in Year 12 instead of Year 13 , he/she will not be eligible for a MOE Equivalency Certificate to pursue his/her university studies.

**Parent's Signature:** \_\_\_\_\_

**Student's Signature:** \_\_\_\_\_

**GEMS**

مدرسة جيمس كامبريدج إنترناشيونال الخاصة بالشارقة  
Cambridge International Private School  
SHARJAH

**GEMS**  
EDUCATION

We see **genius**  
in every child

## **GEMS Cambridge International Private School Sharjah Uniform Policy**

Last Amended: August 2022

Policy Review Date: August 2023

### **Uniform expectations for Sixth Form Students**

All Sixth form students are required to dress smartly and to set a very high standard of personal appearance whilst in school.

#### **Female Students:**

Female students are required to dress in a way that is respectful to the Muslim society in which we live.

- Smart black trousers (full length) and white blouse (no leggings, jeans or cords) with a black blazer or jacket.
- Neckties and black scarves are allowed.
- Clean formal shoes of a sensible height (no sandals, flip-flops, or training shoes).
- Blouses should not be made of a see-through material, should not be too tight, and should not be low cut. Sleeveless blouses are not acceptable unless covered by an appropriate jacket. T-shirts should not be worn.
- Shoulders should be covered and no bare midriffs.

#### **Male Students:**

- Smart black trousers and a formal shirt and tie (top button on the shirt done up) with a black jacket or blazer.
- All boys are expected to wear ties.
- Clean formal shoes (no sandals, flip flops, or training shoes)
- Clean-shaven every day or a trimmed moustache or beard

*Review Date: August 2022*



# SIXTH FORM

2023-24

The  
**First**  
step to a..

**Promising  
Future**



**GEMS**

مدرسة جيمس كامبريدج إنترناشيونال الخاصة بالشارقة  
Cambridge International Private School  
SHARJAH

