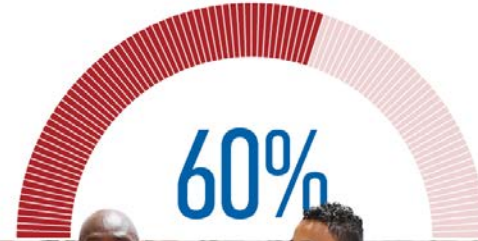


ENTRIES ACHIEVING
A* - A GRADES



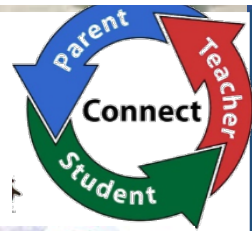
ENTRIES ACHIEVING
A* - B GRADES



I am immensely proud of our students' achievements and yet another year of fantastic A-level results. Almost all our students have got their choice of university acceptance. This is great achievement and has been possible with a very focused and strategic approach to excel. I am really proud with the contributions and sincere efforts of all stakeholders for this outstanding achievement.

**MEENAKSHI
DAHIYA**

Principal/CEO,
GEMS Winchester School



AIM HIGH ORIENTATION- KS5

AY- 2024-25



Outline

1. Meet the team

3. Assessment and Progress

5. Support systems-
Counselling and Curricular
Enrichment

7. Safeguarding

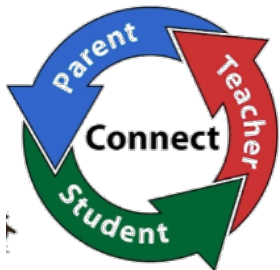
9. Q&A

2. Curriculum
Exploration

4. . Support and Resources

6. School Policies and
Procedures

8. Parental
Engagement



The Senior Leadership Team



Ms. Meenakshi Dahiya
Principal & CEO



Ms. Harpreet Kaur
Vice Principal



Ms. Jaya Paliwal
Head of Primary



Ms. Preeti Manoj
Head of Secondary



Mr. Gaber Sayah
Head of Arabic



Ms. Anna Cherukara
Head of Innovation &
Curriculum
Enrichment



Ms. Elizabeth Jacob
Head of Professional
Development



Ms. Kathryn Darashah
Head of Inclusion



Ms. Debbiejo Miranda
Head of Well Being



Ms. Deepika Dayal
Deputy Head of Primary



Mr. Nisar Mohamed
Deputy Head of Secondary &
Academic Advisor

Extended Leadership Team



Ms. Sujaya Sen
Head of examinations



Ms. Shirin Farzana
Education Technology Advisor



Ms. Shalini Rajan
Future Learning & Experiential
learning Advisor



Ms. Deisree Scott
Head of Foundation



Mr. Neijin Pathrose
Health & Safety Advisor

Middle Leaders



Head of Key Stage 3- Ms Nirmal Rani



Head of English – Ms Akifa Ijaz



Head of Business Education – Ms Lincy Shibu



Head of French – Mr Jalloul Jari



Head of Key Stage 4- Mr Ernest Musa



Head of Science – Ms Aditi Kapoor



Head of Humanities- Ms Meera Jacob



Head of Art – Mr Angelo Dias



Head of Sixth Form - Ms Seema Vickyraj



Head of Mathematics- Ms Tahmeena Khan



Head of ICT- Ms Shirin Farzana



Head of Physical Education – Mr Libson



Assistant Head of Sixth Form – Ms Shaista Syed



Head of Arabic and Islamic- Mr Ahmed Khalaf



Head of BTEC- Ms Shalini Rajan



Career Counsellor- Ms Reshmi Jayakrishnan



Key Stage Team



Ms Seema Vickyraj
Head of Sixth Form



Ms Shaista Syed
Assistant Head of Sixth Form



Ms Harshpreet Kaur
Student Counsellor



Ms Sherin Walder
Head of Year 12



Ms Richa Shrimalli
Head of Year 13



Federal Law No. 3 of 2016 concerning child rights, also known as **Wadeema's Law**, stresses that all children must be provided with appropriate living standards, access to health services, education, equal opportunities in essential services and facilities without any kind of discrimination. The law protects children against all forms of negligence, exploitation, physical and psychological abuses.

It is the combined duty of the parents and the school to ensure that students are healthy and safe and are able to access education continuously and consistently.

Parental Responsibility- Chapter 3 - Family Rights - Article 15

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

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



It is the combined duty of the parents and the school to ensure that students are healthy and safe and are able to access education continuously and consistently.

Students must attend school regularly and parents must engage effectively in their learning and keep themselves updated about the expectations and policies.

In case there is a valid reason for absence, parents must communicate the same immediately to the Form Tutor and Head of Key Stage.



Safeguarding is the action that is taken to promote the welfare of children and protect them from harm.

Safeguarding means:

- protecting children from abuse and maltreatment
- preventing harm to children's health or development
- ensuring children grow up with the provision of safe and effective care
- taking action to enable all children and young people to have the best outcomes.

Child protection is part of the safeguarding process.

It focuses on protecting individual children identified as suffering or likely to suffer significant harm. This includes child protection procedures which detail how to respond to concerns about a child.



Neglect

- Tired/listless
- Unkempt
- Poor hygiene
- Untreated medical conditions
- Medical appointments missed
- Constantly hungry or stealing food
- Over-eats when food is available
- Poor growth
- Poor/late attendance
- Being regularly left alone or unsupervised
- Dressed inappropriately for the weather condition
- Having few friends and/or being withdrawn
- Ill equipped for school
- Change in behaviour

Emotional

- Failure to thrive
- Attention seeking
- Over ready to relate to others
- Low self esteem
- Apathy
- Depression/self-harm
- Drink/drug/solvent abuse
- Not wanting to leave school at the end of the day
- Persistently being overprotective
- Constantly shouting at, threatening or demeaning a child
- Withholding love and affection
- Regularly humiliating a child
- Change in behaviour

Physical

- Unexplained injuries
- Injuries on certain parts of the body
- Injuries in various stages of healing
- Injuries that reflect an article used
- Flinching when approached
- Reluctant to change
- Crying/ instability
- Afraid of home
- Behavioural extremes
- Apathy/depression
- Wanting arms and legs covered even in very hot weather
- Change in behaviour

Sexual

- Age inappropriate sexual behaviour/knowledge/promiscuity
- Wary of adults/ running away from home
- Eating disorders/depression/self-harm
- Unexplained gifts/ money
- Stomach pains when walking or sitting
- Bedwetting
- Recurrent genital discharge
- Sexually transmitted diseases
- Change in behaviour



- ✓ A child's behaviour can help us determine if there are concerns.
- ✓ Most importantly- the child's voice is what will guide us.
- ✓ Embedding a safeguarding culture of care, support, listening allows us to differentiate between behaviours concerns and safeguarding concerns.

Support Positive Behavior and Safe environment through:

- ✓ Positive Behavioral/Pastoral System
- ✓ Embedded Safeguarding Culture
- ✓ Understanding your students

A negative/ harmful behavior that is repeated even with intervention and support- may warrant further investigation as a safeguarding concern.... Investigate the why?? **Investigate via Guard**

Protect, Prevent, Provide = Safeguarding





Ms Harpreet Kaur
Vice Principal
Designated Safeguarding Lead

Deputy Safeguarding Leads (DDSL)



Ms Preeti Manoj
Head of Secondary



Mr Gaber Sayah
Head of Arabic and Islamic



Ms Elizabeth Jacob
Head of Professional development



Ms Debbiejo Miranda
Head of Wellbeing



Ms Jaya Palliwal
Head of Primary



Mr Mohammed Nisar
Deputy Head of Secondary



Ms Anna Francis
Head of Curriculum Enrichment and Innovation



Ms Kathryn Darshah
Head of inclusion



Mr Neijin Pathrose
Health and Safety Advisor



Ms Deepika Dayal
Deputy head of Primary

A level Core Structure

Duration: Typically 2 years (AS Level in the first year and A2 Level in the second year).

Assessment: Combination of coursework, practical assessments, and final exams.

Key Components

AS Level (Year 1): Introductory stage focusing on foundational knowledge and skills. Provides a pathway to the full A-Level qualification.

A2 Level (Year 2): Advanced study building on AS Level content, with an emphasis on deeper understanding and specialization.

Accounting

English

Business Studies

Mathematics

Economics

Psychology

Travel & Tourism

Sociology

Physics

Information
Technology

Chemistry

Computer
Science

Biology

Art & Design





TERM 1

Monthly Tests + Pre-mock examination

Term 2

Mock Examination

examination
comprehension
standardized
final
overview
Summa
analytical
evaluative
conclusive



Term 3

CAIE Examination

Standardized assessments – PASS



This comprehensive assessment programme replicates real exam conditions, providing a practice opportunity for students to experience the format, timing, and pressure of the actual exam, helping to refine their performance and exam strategies.



Format-Based on the subjects .

Eg.

Multiple Choice

Structured Paper

Duration and Timings

Varies with subjects

Weighting

Based on subjects

Written Assessments, Practical Assessments in Science ,IT and Computer Science, Coursework in Art and design.

A Level Mathematics

Assessment overview

Pure Mathematics components

Paper 1

Pure Mathematics 1 1 hour 50 minutes
75 marks

10 to 12 structured questions based on the
Pure Mathematics 1 subject content
Written examination

Externally assessed
60% of the AS Level
30% of the A Level
Compulsory for AS Level and A Level

Paper 2

Pure Mathematics 2 1 hour 15 minutes
50 marks

6 to 8 structured questions based on the
Pure Mathematics 2 subject content
Written examination

Externally assessed
40% of the AS Level
Offered only as part of AS Level

Paper 3

Pure Mathematics 3 1 hour 50 minutes
75 marks

9 to 11 structured questions based on the
Pure Mathematics 3 subject content
Written examination

Externally assessed
30% of the A Level only
Compulsory for A Level

Mechanics components

Paper 4

Mechanics 1 hour 15 minutes
50 marks

6 to 8 structured questions based on the
Mechanics subject content
Written examination

Externally assessed
40% of the AS Level
20% of the A Level
Offered as part of AS Level and A Level

Probability & Statistics components

Paper 5

Probability & Statistics 1 1 hour 15 minutes
50 marks

6 to 8 structured questions based on the
Probability & Statistics 1 subject content
Written examination

Externally assessed
40% of the AS Level
20% of the A Level
Compulsory for A Level

Paper 6

Probability & Statistics 2 1 hour 15 minutes
50 marks

6 to 8 structured questions based on the
Probability & Statistics 2 subject content
Written examination

Externally assessed
20% of the A Level only
Offered only as part of A Level



Cambridge
Assessment



Assessments

Grading System

Each subject receives a separate grade.

► Grades are from A* to E, with A* being the highest.



June 2022-AS level

S1	130	11, 21, 31	–	92	80	69	58	47
S2	130	11, 21, 32	–	93	83	71	60	49
S3	130	12, 22, 33	–	97	84	70	57	44

June 2022-A level

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

June 2023-AS level

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

June 2023-A level

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



Q. What is the difference between AS Levels and A2 Levels?

A. AS Levels cover the first year of A-Level study and provide a foundation in the subject. A2 Levels, completed in the second year, build on this foundation with more advanced content and are combined with AS results to determine the final A-Level grade.

Q. How do A-Level grades impact university applications?

A. A-Level grades are crucial for university admissions. Universities typically make conditional offers based on predicted or actual A-Level grades. Higher grades can increase the likelihood of securing a place at a preferred institution or program.

Q. How are the grades determined at A levels?

A. AS Level: AS Level grades are awarded separately and are generally on the same scale as A-Level grades, but they only reflect the performance in the first year of the A-Level course.

A2 Level: The A2 Level is the second part of the A-Level and combines with the AS Level grade to give the final A-Level grade.

Q. What are the grading boundaries?

A. Grading boundaries are the minimum scores required to achieve each grade and can vary from year to year based on overall student performance. CAIE set these boundaries after reviewing exam results.

Q. What happens if a student does not achieve the required grades?

A. If students do not achieve the required grades, they may need to consider alternative options such as resitting exams, exploring other career or educational pathways.



Support and Resources

External Resources

Revision checklists

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

The table headings are explained below:

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

C.Example candidate response

Question 1(a)

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

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

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

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

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

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

B. Mark scheme

The examiner uses the band descriptors in the mark scheme below to assess your response to this question. The band descriptors describe the specific evidence examiners are looking for to award a mark in a certain band. The descriptors in the mark scheme are based on the assessment objectives being tested in the question. Remember, assessment objectives are the areas of knowledge, understanding and skills you need to show you have by the end of your course. Assessment objectives W1 to W5 are tested here (You saw these in Section 3).

Marks	Content (maximum 8 marks)	Marks	Language (maximum 8 marks)
7–8	Relevance <ul style="list-style-type: none"> Task is fulfilled. Consistently appropriate style and register for the text type. Excellent sense of purpose and audience. Development of ideas <ul style="list-style-type: none"> Content is very well developed, at appropriate length. Content is communicated skilfully and effectively. 	7–8	Range and accuracy <ul style="list-style-type: none"> Uses a wide range of common and less common vocabulary effectively. Uses a wide range of structures, both simple and complex, effectively. High level of accuracy of language throughout. Occasional errors may be present but these do not impede communication. Errors are related to less common vocabulary or more complex structures. Organisation <ul style="list-style-type: none"> Effectively organised and sequenced. Uses a wide range of linking words and other cohesive devices, effectively.

To achieve this band you need to:

- Write about all the bullet points in the question in some detail
- Use an excellent style of writing throughout
- Write in the correct register (informal) throughout
- Give a clear sense that you are writing for a real person
- Write a story that has several ideas in it – make it fun and interesting
- Keep within the word limit.

To achieve this band you need to:

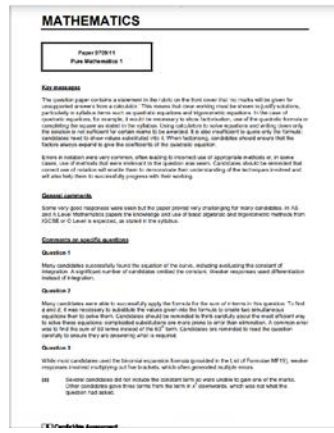
- Use plenty of interesting words
- Use lots of different and complex sentence types
- Use different sentence lengths effectively, for example simple and short for suspense, longer and more complex for description
- Make very few mistakes
- Tell the events in a logical order
- Link the events and paragraphs together with lots of good linking words.

Learner Guides

Sample Student Responses

Examiner's Report

Marking Schemes



Dynamic Career Assemblies and Fairs: Regular events showcasing diverse career paths and opportunities.

Expansive Extracurricular Opportunities: A wide range of in-school and external activities to enrich student experiences.

Personalized Career Counseling Sessions: One-on-one meetings with dedicated career advisors to guide and inspire.

Targeted Support Lessons: Specialized lessons provided by subject teachers to bolster academic performance.

Strategic Preparation with Pre-Mock and Mock Exams: Comprehensive practice tests to build confidence and readiness.

Tailored Application Assistance: Expert guidance on UCAS, Common App, and other university application platforms.

Crafting Impactful Personal Statements: Support in writing compelling personal statements to enhance application success.



Navigating Your Path to University Success

Year 12

- **Tailored Subject Selection:** Choose the right subjects aligned with your career aspirations.
- **Engage with University Insights:** Participate in talks, fairs, and presentations to explore potential institutions.
- **Develop Your Portfolio:** Build a robust portfolio and craft a standout personal statement.
- **Expand Your Experience:** Get involved in volunteer work and extracurricular activities to enrich your profile.
- **Prepare for Admissions:** Get ready for entrance tests, interviews, and language assessments.
- **Curate Your University List:** Research and shortlist universities and courses that match your goals.



Year 13

- **Initiate Your Applications:** Start applying to universities through UCAS, Common App, and other platforms.
- **Refine Your Personal Statement:** Continue perfecting your personal statement with guidance.
- **Secure Recommendation Letters:** Request and apply for strong letters of recommendation.
- **Ace Competitive Tests:** Prepare for and take competitive exams like the SAT, UCAT, etc.
- **Align with Academic Requirements:** Ensure you meet the specific academic criteria of your chosen universities.



Support Systems

Curricular Enrichment



Sports

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

Student Led Clubs

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

Additional Learning

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

Student Initiatives -

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



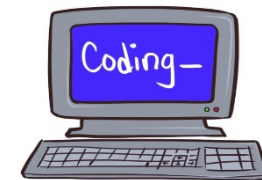
Arts and Performing arts

School choir

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



EMIRATES
LITERATURE
FEST



Building student profiles and career action plan from Year 7

Volunteering opportunities

Option assemblies and taster lessons at year 9

Career assemblies and career fairs

Study skills workshops

Career talks with specialists and alumni

Individual counselling



Policies and Procedures

Attendance, Uniform and Punctuality



- All students should arrive by 7:30 a.m. and be in their classrooms by 7:35 a.m.
- To ensure re-enrollment, students must maintain a 96% attendance rate.
- Both class and subject attendance are considered.



Importance of Punctuality for Students

- Registration is from 7:40 a.m. to 8:00 a.m., and the school gate closes at 7:35 a.m.
- Students arriving after 7:40 a.m. will be marked late, with parents notified via SMS.
- Latecomers after 7:55 a.m. must check in at security and report to the main reception, where they will be escorted to the secretary to record their late arrival.



Uniform Policy

- Students must wear school uniform and a lanyard at all times.
- Accessories are limited: girls can wear a watch and small ear studs, while boys may only wear a watch. Friendship bands and extra jewelry are not allowed.
- Hair should be neat and away from the face; long hair must be tied back, and extreme styles such as spikes, hair gels or colors are not permitted. Boys' hair should be evenly cut with no Mohawks.
- Makeup, including eye shadow and mascara, is not permitted; only colorless lip balm is allowed.



Before You Post **THINK**

- T** - is it True?
- H** - is it Helpful?
- I** - is it Inspiring?
- N** - is it Necessary?
- K** - is it Kind?



Mobile phones are not permitted on school premises. If a student must bring a phone, it should be kept on silent or turned off, and stored in their bag or locker. If a phone is used within the school, it will be confiscated and held at the Head of School's office, to be collected only by a parent. This will result in a warning letter and the student will be placed on a behavior contract for re-enrollment consideration.

Please visit the UAE cyber law website :
[Cyber safety and digital security](#) - The Official Portal of the UAE Government for more details.



GEMS Ambassador Programme



INVITE, INSPIRE, EARN

The GEMS Ambassador Programme is our way of saying 'thank you' to our best advocates, our parent community. Through this programme, parents are given the opportunity to be rewarded for successful student referrals. For each referred child enrolled in one of the selected GEMS schools, the referring parent receives 4% of the referred child's school fees as GEMS Points.



GEMS AMBASSADOR PROGRAMME

Step-by-Step Guide

To submit your referral, simply...



Approval Process



Terms and Conditions

- The referred child should not be from the GEMS Education network of schools.
- The referrer must be a parent with a child, or children, already enrolled in a GEMS school. (This condition is not applicable to GEMS Staff, except teaching staff).
- Referral rewards (GEMS Points) are paid once:
 - o The child has been successfully enrolled
 - o First term tuition fees have been paid
 - o The student has attended school for at least 2 weeks
- Referral rewards are not applicable for siblings of existing GEMS students.
- Referral rewards are not applicable for students transferring within the GEMS network.
- Multiple referrals of the same student will be rewarded on a first referral-first reward basis.
- Referrals must be submitted online prior to registration and admission through the GEMS Rewards App, GEMS Connect App.
- Student referral is possible only among schools participating in the Ambassador programme.
- GEMS reserves the right to withdraw or change the terms of the promotion.

Download the app
& start earning today!



GEMS
EDUCATION

GEMS
REWARDS

www.gemseducation.com

GEMS
EDUCATION



Parent Communication

Face to face meetings

For Any meeting with the teacher , parents need to write an email and take prior appointment. All meetings with teacher will take place after 2: 30 p.m.

Emails and phone calls

Teachers will get back to you within 24 hours. Teachers will be unable to reply to any emails during contact time. If there is any urgent message, we request you to call the School reception and leave a message. The teachers will call you back during their non-contact time

Other Communication channels

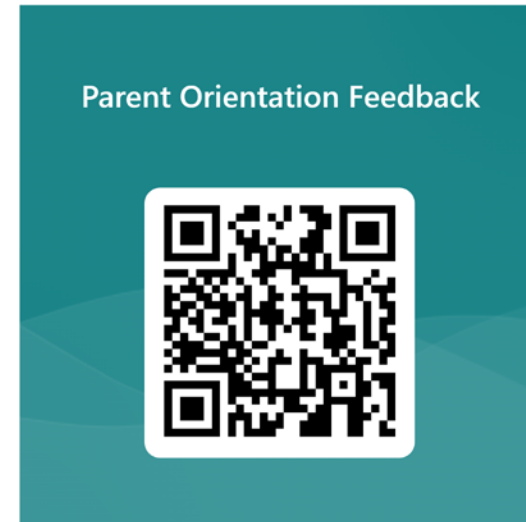
We will stay in close contact with you. This will be through our website, e-learning platform, calls, meetings, webinars, orientation workshops, assemblies, weekly updates and emails

Whom to Contact

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



**USE THE BELOW LINK OR SCAN THE
QR CODE
TO SHARE YOUR VALUABLE FEEDBACK**



<https://forms.office.com/r/gA3M107dLp>

