

PART 1: SCOPE AND SEQUENCE of CURRICULUM

1.1 STANDARDS

The CBSE School Curriculum gets its lead from National Curriculum Framework.

National Curriculum Framework 2005

The CBSE envisions a robust, vibrant and holistic school education that will engender excellence in every sphere of human endeavor. The CBSE Board is committed to provide quality education to promote intellectual, social and cultural vivacity among its learners. It works towards evolving a learning process and environment, which empowers the future citizens to become global leaders in the emerging knowledge society. The Board advocates Continuous and Comprehensive Evaluation with an emphasis on holistic development of learners. The Board commits itself to providing a stress-free learning environment that will develop competent, confident and enterprising citizens who will promote harmony and peace.

The NCF proposes five guiding principles for curriculum development:

(i) connecting knowledge to life outside the school; (ii) ensuring that learning shifts away from rote methods; (iii) enriching the curriculum so that it goes beyond textbooks; (iv) making examinations more flexible and integrating them with classroom life; and (v) nurturing an overriding identity informed by caring concerns within the democratic polity of the country. In all the areas of the school curriculum, i.e. language, mathematics, science and social sciences, significant changes are made with a view to making education more relevant to the present day and future needs, and in order to alleviate the stress with which children are coping today .

1.1 The CBSE CURRICULUM adopts the following standards:

To facilitate learners' spiritual, ethical, social, cognitive, mental, and physical growth and development; to enhance learner's innate potentials, to foster constitutional values and tolerance for different cultures; to develop scientific outlook and transformative competencies to meet the demands of the changing society.

The aim of education is not just to let learners obtain basic knowledge but to make them life-long learners. It is to nurture future citizens who are mentally and physically robust, assertive, confident, empathetic and helpful to the community, intellectually inquisitive and reflective, tolerant and with creative vision and global perspective. Our school will accomplish such standards through the promotion of values based learning activities which emphasize humanity, practicality, individuality, inclusiveness, and modernity. Such activities involve collaborations between oneself and others, individuals and the community, as well as humans and nature. To achieve this, we guide our learners to achieve the following curriculum goals:

- *To enhance self-awareness and explore innate potential;*
- *To promote capabilities related to goal setting, decision making and lifelong learning;*
- *To nurture communication and interpersonal skills;*
- *To learn to be empathetic towards others, display dignity and respect to all, to contribute for the community, and focus on preserving environment;*
- *To foster cultural learning and international understanding in an interdependent society;*
- *To strengthen knowledge and attitude related to livelihood skills;*
- *To acquire the ability to utilize technology and information for the betterment of humankind;*
- *To develop abilities related to thinking skills and problem solving.*
- *To develop creativity and the ability to appreciate art and showcase one's own talents*

1.2 Major Contents of CBSE Subject Learning Area are:

Language Literacy (English, Hindi and French)

(Special Arabic –Grade 10th)

Languages include Hindi, English, and French which focus on listening, speaking, reading and writing skills, along with developing effective communicating proficiencies.

Our curriculum will ensure that every child has openness to new thinking and ideas. Every child will think creatively and independently, link and apply new kinds of learning in new situations. We emphasize on the reading skills which enables our students to communicate effectively building strong vocabulary. Speaking skills are developed in each student to communicate their own beliefs and views of the world. Effective activities include role play emphasizing on discussion and debate. Participate in group research and writing projects. Wide reading, discussions and project work allow students to develop a better understanding and appreciation of others, thus leading to stronger social cohesion. Active participation in linguistic activities and in collaborative tasks leads students to a better understanding of themselves and others. Through involvement in projects, research work and group activities, students develop confidence and the ability to manage themselves and through their use of appropriate language they contribute to society as active responsible citizens.

Speaking, Listening, Writing, and Viewing

Speak clearly enough to be understood and at an appropriate volume. Speak to give a point of view or opinion, and to express thoughts and feelings. Speak to describe, clarify, negotiate, or persuade Describe familiar people, places, things, and events with some detail .Describe relationships among objects, events, and people. Take part in conversations with adults and peers .Learn and follow rules for listening, speaking, and discussing .Show attentiveness to presentations. Learn new vocabulary through listening. Make sense of pictures, symbols, and other visual features. Draw conclusions based on information from digital and visual media. Students also produce a range of written texts, using conventions, forms and styles correctly. Their writing reveals originality and a variety of structures. Due attention is given to accuracy, purpose and audience.

Mathematics

Mathematics curriculum at any level or for any topic identifies what students should know and be able to do at a particular grade or course. However, intricately connected to and supporting all mathematics content and curriculum are mathematical processes that are common to all strands and specific expectations. Students at all levels focuses on the skills to calculate and organize, improve logical thinking and analytical ability. Learners will be able to reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others. Students should be able to model with mathematics and use appropriate tools strategically. They should look for and make use of structure and should be able to express regularity in repeated reasoning. Students foster the learning of principles of reasoning and problem solving. Students communicate mathematically and share feelings and opinions through written, oral, symbolic and visual terms of representations.

Science and Technology

The teaching of science topics and the corresponding standards at all grades are intricately interwoven with scientific practices and crosscutting concepts. Students learn and describe scientific practices that scientists use as they investigate the natural world and engineering practices that engineers use as they design and build models and systems. In addition, they present crosscutting concepts that apply across all the topics and fields of science. Students need consistent experience and connection with these two dimensions of science education (practices and cross-cutting concepts) as they work with the third dimension (core science content topics). Students will be able to identify and learn Science and Engineering Practices. They will be able to ask questions (science) and defining problems (engineering), create and develop models, design and carryout investigations. Students at their own level will be able to organize and interpret data, use mathematics and computational thinking.

At various levels students will be able to construct explanations (science) and designing solutions (engineering), engaging in argument from evidence, obtaining, evaluating, and communicating information. The Crosscutting Concepts which will be developed will be various patterns, cause and effect, scale, proportion, and quantity, systems and system models, structure and function, stability and change. Students will show curiosity to learn about the world. They will use senses and tools to observe, investigate, ask questions, solve problems, and draw conclusions. Students will also explain, predict, analyze, and generalize about a science event, suggest solutions or answers and give evidence for the answers. Learners will foster their communication skills digitally with available technology, collaborate digitally with available technology, know and follow age-appropriate practices for safe use of technology, use accurate terminology related to technology, show appropriate care and maintenance for digital equipment. Students present information by using charts, graphs and pictograms, use scales in drawings and models to present ideas and information.

Social Studies (History, Geography, Political Science and Economics)

The below mentioned themes of social studies serve as a background framework for the teaching of the social sciences at all grades. They weave through all content and are interrelated with one another. An understanding of research methods and their limitations will be a key component of the syllabus. Students will also be expected to recognize the significance of class, gender, ethnic and age differences within societies engage in cross-cultural and historical comparisons and analysis so as to develop an objective understanding of their own society as well as assess the influence of local and global issues that impact on their lives. Students need exposure to and development of these themes throughout the grades. Culture, Time, continuity, and change, People, places, and environments, Individual development and identity, Power, authority, and governance, Global connections and Civic ideals and practices. In addition, there are social studies practices and habits and literacy skills that will be fostered and integrated with all social studies content. Students at all levels will foster their skills by sharing appropriate experiences that develop and polish these practices. Students will gather, interpret and use evidence from various sources. They will apply critical thinking skills to organize, use, and evaluate information.

Problem solving and decision making processes will be enhanced .They will develop chronological reasoning and understanding of causation, and will also learn to compare and understand events and relationships in context. Students will be able to communicate knowledge, research conclusions, and ideas in written, oral, and visual forms. Students will enhance their knowledge on Self, Family, and Community. They will be able to exhibit understanding and appreciation of diversity (racial, ethnic, religious, national origins, beliefs, traditions, family structures, etc.)

UAE Ministry Subjects

Arabic

Arabic is the official language and as a mark of respect Arabic has special position in the curriculum of ADIS.The teaching of Arabic Language follows the rules and regulations of the Ministry of Education in the UAE.Arabic Language is a mandatory subject for all the students regardless of nationality. In studying Arabic, pupils develop skills in speaking, listening, reading and writing. It enables them to express themselves and communicate in an Arabic Speaking Society. Arabic is taught by well trained teachers who are able to employ a wide range of teaching and learning strategies, present a lesson that motivates the students, develops cultural awareness and develop appreciation for language, expressions and to exhibit presentation skills, provides useful and relevant language practice, and helps the students gain confidence in using Arabic. Our Arabic teachers adapt instruction to take into account differences in students, learning styles, capabilities and needs. The curriculum helps promote a deep interest and respect for Arabic Culture and traditions.

Islamic Studies

ADIS provide Islamic Studies for all Muslim Students. The curriculum is built on exploring verses of Quran and sayings of the prophet Muhammad (Hadith). It aims to give pupils a clear understanding of Islamic teachings, moral behavior and Islamic etiquette. In addition to the above, some of the important figures in Islamic History are also studied, such as the lives of Prophets: Adam, Moses, Jesus, Solomon, David and of course Muhammad. Students also learn about Muslims' contribution to modern science. Our school uses the Ministry's curriculum for Islamic Studies in UAE for Arabs and for the Non Arabs. It consists of a series "I love Islam" for Primary students and learning Islam. It aims at creating an enjoyable, practical method of learning and teaching Islam. The ISLAM school holds the subject in great importance in order to promote harmonious development in diverse culture.

U.A.E Social Studies

At ADIS, UAE Social Studies as a ministry subject is taught from Grade 4 to Grade 9, in order to promote understanding of the UAE Family and its common values and culture. We provide the students an opportunity to study the historical background of the UAE, the expansion of ISLAM in UAE, the birth of UAE, its constitution, the achievements of the Union, its foreign affairs and characteristics of the UAE Society. The UAE Social Studies encourages students to get to know the culture and tradition of the UAE and to realize the growth of the country from its birth in 1971 to an internationally recognized voice in world affairs today. Students learn about the role of government in providing various services for the welfare of the people, Feasts and festivals, the birth of Prophet (PBUH) and his Emigration, the importance of UAE National Day. The learners in every class adopt researching and discovering more about the nation: from a desert-dwelling Bedouin society to the creation of the Federation.

Computer Science

At ADIS, Computer Science is imbibed in our curriculum from Grade1 onwards until Grade 10 from simple basic ICT Skills to higher order computer skills. The knowledge imparted to students consists of introduction of windows, programming in scratch, algorithms and flowcharts, techniques using flow charts. Students are taught different types of Programming termed as QBASIC, Wireless and Cloud Technologies. Learners' knowledge is enhanced on how to protect oneself from cyber threats, Concepts of C++, Character set and Identifiers.

(PERFORMING AND VISUAL ARTS) Music, Dance and Arts

Students will learn to experiment with musical instruments, move to different musical beats and rhythms, perform and create artistic movements and patterns. Learners will read, write, and perform simple patterns of sounds and rhythms. Students will use voice to speak, chant, and sing, listen to, describe, and respond to a variety of music. Students will experience and describe music representing different cultures. Students will identify some common musical instruments by sight and sound. They will sing age-appropriate songs with accuracy from memory. Students will improvise dramatizations of stories or ideas. Creative students do not see things for what they are, they see them for what they can create. Students will observe patterns in nature and works of art.

Students will experiment with visual art using a variety of materials and techniques. Students will create and share original works of visual art in various dimensions. Students will express observations, ideas, or feelings through visual art. Identify and discuss some well-known works of visual arts and some artists, actors, writers, musicians, choreographers, or composers. Describe and respond to creative works. Students will use several forms of art for self-expression of ideas, personality, or thoughts. Demonstrate appropriate audience skills while watching live performances.

Health and Safety

Health education will provide the students with the necessary knowledge of nutritional needs for a healthy lifestyle. They will also be acquainted with changing needs and will develop the necessary knowledge, skills and attitudes to understand and manage changes in their body, behavior and actions as well as those of their peers. Educators will define and give examples of health choices and their consequences. Students will practice good personal hygiene; take measures to prevent the spread of disease. Students will learn to identify and make healthy food choices. Students will participate regularly in active play and other physical activities and will also understand reasons to get enough sleep and relaxation. Students will learn and follow safety rules during play and daily activities (walking, being near streets, water play, riding in a car, biking, etc.), identify and name objects that may be dangerous. Discussions will take place about causes and symptoms of common illnesses. Identify health services in own community. Distinguish between helpful and harmful situations. Recognize and follow practices for responding to emergencies. Know how to get out of house or school in event of fire. Use telephone in emergency; provide name, address, and telephone number. Show appropriate behavior during fire, earthquake, and other disaster drills. Understand and show ways to interact safely with strangers. Identify safe behaviors when uncomfortable or unsafe around another person. Students exhibit development of self-confidence and self-esteem. Demonstrate respect and consideration for all individuals'. Develop resiliency and bonds with peers and adults'. Show positive social and practices with peers, in home, and community.

Physical Education

Health and physical education will contribute significantly to the development of a fit and balanced youth in all aspects of life. The students will also learn about the benefits of regular physical activity on the physical, mental, emotional and social well-being of an individual. Participation in a variety of strenuous physical activities develops physical fitness and resistance to diseases. Team games and activities develop the notions of fair play, respect for others, discipline and other personality traits, necessary for the person's development as a citizen.

Learning about body movements, body mechanics and skills in games and sports will improve their understanding of movement efficiency and give the students the skills for performance improvement, while participating in challenging outdoor and adventurous activities they will develop strong character and personality, team spirit, respect for others and their environment. It is also expected that engaging in physical activities will help students' better cope with the stress of daily life.

Co-Curricular Activities

Our curriculum develops in students the various life skills through co-scholastic activity which is conducted weekly once. The uniformity of our teaching methodologies across the school ensures a uniform learning outcome. Learners develop the optimistic attitude towards life by exhibiting various talents that builds self-confidence. The students do a research work and acquire knowledge on various aspects of life. The major competencies developed through these activities are creativity and collaborative learning. Learners will gain in depth knowledge of subject through practical application. The students also learn the importance of competition as means of motivation to excellence and not as an end itself. Through various activities learning situations are created in which students develop communicative skills. Our curriculum works on the students' prior knowledge and to further enhance their skills and understanding based on their ability.

Extracurricular Activities

Values of honesty, trust, co-operation, self-reliance and hard work are inculcated through activities. Our curriculum provides children with the range of stimulating educational visits, periodic exhibitions and a variety of display boards in the school afford ample opportunities for students to express their creativity and skills. The chance to perform or play musical instruments, physical training or inter school sporting opportunities or other rich experiences will always stay with the primary school child in the form of activities.

1.3 The Core Values or Skills of CBSE School Curriculum draws its strength, by keeping pace with the 21st century and the global trends of educational transformations, as well as keeping in view that India is an independent nation with a rich variegated history, extraordinarily complex cultural diversity, and commitment to democratic values and general well-being. One of the basic aims of education is to nurture in the learner a sound mind and strong values driven character. Learners should be educated to uphold the democratic values, respect the Rules of Law, and support humanitarian ideals; they should engage in healthy practices to be able to develop robust and healthy physique, learn how to think for themselves and be creative. We aim at nurturing responsible citizens with a sense of patriotism and a global perspective. In principle, education is a learning progression to help learners explore their innate capacity and talents as well as develop their potential to improve and enhance sustainable nature of their living environment. Keeping this in mind we need to have **a rationale with Core Components as follows:**

CBSE CORE COMPETENCES ARE AS FOLLOWS

"Nurturing Life-skills" includes developing an improved self-esteem, building empathy towards others and different cultures, etc. Improving on their critical and creative thinking and making them better at problem solving with a balanced approach towards decision-making. The core life-skills must be integral to the whole process of education.

"Integration" includes creating harmony of sense with sensibility, a connection between knowledge and application, and integrating human sciences with technological innovations.

"Upholding Constitutional values" safeguarding values expressed in the Constitution- sovereignty, socialism, secularism, democracy, republican character, justice, liberty, equality, fraternity, human dignity and the unity and integrity of the Nation.

"A global perspective" keeping pace with the 21st century and the global trends, enhance learner's ability to understand her status and position in the community and the world. Develop understanding how we all are interconnected and how we can bring about transformations as well as the individual's responsibility in this change process.

"Lifelong learning" to see education as a liberating process, leading to active exploration, problem solving, and the utilization of information and languages leading to socially transformative practices.

"Appreciating Individual Differences" to promote and nourish wide range of capacities and skills in learners. As intelligence is diverse in its dimension, pedagogy and evaluation should aim at making it possible for this diversity to bloom. Excellence in diverse areas should be accepted and rewarded.

SCF CORE COMPETENCES AND VALUES which are imbibed with our CURRICULUM are as follows:

Communication

Collaboration

Teamwork

Problem solving

Digital competence

Critical thinking

Cultural awareness/Citizenship

Creativity

Independent learning

Leadership and responsibility

Self-confidence Entrepreneurship

Initiative/Self-direction

Global and Environmental Awareness

*The **Core Values** proposed for the Abu Dhabi SCF are resilience, respect, empathy, integrity, honesty, care and, vitally for Abu Dhabi's multicultural society, tolerance. These values promote a positive attitude in students and provide a foundation for the development of the framework competences. Values are exemplified, not formally assessed.*

1.4 PERFORMANCE DESCRIPTORS

Task management

Initiation and turn taking

Appropriate and Relevant

Cohesion and coherence

Speed of delivery of sequence

Accuracy

Pronunciation, Stress and Intonation

Group Discussion

Activity Projects

Mental Ability

Environmental Sensitivity

Talent (Strength, Stamina and Speed)

Creativity

Team Spirit

Self-Control

1.5 Main Pedagogical Outcomes for Curriculum Learning Areas

- 1. Learners use language to comprehend, acquire and communicate ideas and information and to interact with others.*
- 2. Learners identify, integrate and apply numerical and spatial concepts and techniques. They have clarity of concepts and are able to connect them to the real world.*
- 3. Learners understand and appreciate the physical, biological and technological world and acquire the knowledge, and develop attitude, skills and values to make rational decisions in relation to it.*
- 4. Learners understand their cultural, geographical and historical milieus and gain in depth knowledge, attitude, skills and values necessary to bring about transformation for a better India.*
- 5. Learners rationalize and reason about pre-defined arrangements, norms and relationships in order to comprehend, decode, validate and develop relevant patterns.*

6. Learners think laterally, critically, identify opportunity, challenge their potential and are open to challenges. They are aware of consequences and take ownership of their deeds.
7. Learners interact harmoniously with people and cultures from across the globe and are tolerant and empathetic towards others.
8. Learners involve themselves in cultural pursuits as well as appreciate, respect and acknowledge the artistic, cultural and intellectual work of others.
9. Learners value and engage in practices that promote personal, physical as well as mental and cognitive development, and wellbeing.
10. Learners appreciate and value everyone's right to feel respected and safe, and, in this regard, also understand their constitutional rights as well as duties, and behave responsibly.

PART 2: Assessment

Assessment is the active process of gathering, analyzing and using, relevant and valid information about the progress of a learner (Black & William, 1998)

Assessment in education serves diverse purposes. However, the priority of the school and the aim is to ensure that no child is left behind. The inclusion of **continuous assessment** in our education system is a step forward to achieve this objective. **Continuous assessment**, which can be complementary to the end-of-year summative assessment, must help to reduce students' anxiety about sitting for a high-stake exam at the end of the academic year which, on its own, may not reflect the aptitudes, skills and knowledge gained by the student throughout the year. The **continuous assessment method** is therefore designed to monitor the achievement throughout the year, thus providing a means to assist teachers in taking remedial measures immediately if needs be. The teachers are empowered to develop the relevant skills so as to be able to effectively implement assessment at our school, ADIS, AlWathba. Both formal and informal assessments are carried out on a regular and continuous basis as forms of continuous assessment. The purpose of assessment is to support the teaching and learning process in two main ways; to improve students' learning and to improve the quality of learning programs.

The gathering and use of assessment information:

- Improves students' learning by providing both teachers and students with the evidence they need to move the student to the next level.*
- Helps teachers to develop an understanding of their students' ability and to set the next steps for their students' learning.*
- Provide students with feed-back and feed-forward to help them move towards the next stage in their learning.*

There are two main types of assessment:

Formative Assessment

Summative Assessment

2.1 Assessment for Learning

Assessment is driven by the curriculum. The learning outcomes are the criteria used as guidelines for assessment. Since the curriculum highlights the process rather than the product of learning, the focus of assessment is on assessing the multidimensional aspects of learning as it is taking place in the classroom.

Formative and continuous assessment is given more emphasis. Assessment in the subjects under Scholastic Area A, Scholastic Area B, and Co-Scholastic Areas is undertaken by the school in terms of Grades as per the scheme of Studies. The evaluation for subjects under Scholastic Area B and co Scholastic areas shall be based on Cumulative Record of the candidate during their continuous assessment in the school.

Formative Assessment is qualitative by nature and involves a range of activities from mere informal social conversation between teachers and students to more formal classroom tests. Such activities can include concept maps, games, drawings, posters, graphic organizers', news reports, matching exercises and so on. ***Formative Assessment*** enables the development of critical thinking skills. It enables a departure from a traditional approach to teaching and learning to an innovative pedagogy that encourages lateral thinking. ***Formative Assessment*** is based on the principle that any child is likely to make mistakes in the process of learning. Teachers must be able to identify mistakes and errors in thinking and understanding which would serve as a basis for planning future learning and target setting. ***Formative Assessment*** offers to teachers the necessary information regarding the level and nature of competences developed by children at the very beginning of education.

2.2 Assessment of Learning

While formative assessment is necessary in the teaching and learning process, it is recognized that students must attain a set of competencies which is publicly and objectively visible. **Summative Assessment** will consist mostly of formal continuous assessment which determines whether the stated outcomes for each level and each learning area are being attained. This will be multi-faceted and will use several measurement devices such as curriculum embedded tests, term wise assessment, projects. These are school based. The following structure is implemented.

2.3 GRADE I

3 Terms

5 cycles of continuous assessments : 20% weightage for each (100 marks)

Reports will be given on the basis of continuous class assessments.

2.4 GRADES II – VIII

2 Semesters

2 Summative assessments & 4 cycles of weekly tests

SA 1 : 30% weightage

FA 1 : 10% weightage (10% weightage for cycle test 1 and activities)

FA 2 : 10% weightage (10% weightage for cycle test 2 and activities)

SEMESTER 1: SA 1 (30%) + FA 1 (10%) + FA 2 (10%) = 50%

SA 2 : 30% weightage

FA 3 : 10% weightage (10% weightage for cycle test 3 and activities)

FA 4 : 10% weightage (10% weightage for cycle test 4 and activities)

SEMESTER 2: SA 2 (30%) + FA 3 (10%) + FA 4 (10%) = 50%

OVER ALL GRADE: 40% weightage of FA (FA 1 + FA 2 + FA 3+ FA 4) + 30% weightage of SA 1 + 30% weightage of SA 2

2.5 GRADE IX and GRADE X

2 Semesters: 2 Summative assessments & 3 cycles of weekly tests

SA 1 : 30% weightage

FA 1 : 10% weightage (10% weightage for cycle test 1 and activities-class assignments, projects, practical's)
FA 2:10% weightage (10% weightage for cycle test 2 and activities -class assignments, projects, practical's)

SEMESTER 1: SA 1 (30%) + FA 1 (10%) + FA 2 (10%) = 50%

SA 2 : 30% weightage

FA 3 :10% weightage (10% weightage for cycle test 3 and activities -class assignments, projects, practical)

FA 4 : 10% weightage (Interdisciplinary project/assignment)

SEMESTER 2: SA 2 (30%) + FA 3 (10%) + FA 4 (10%) = 50%

OVER ALL GRADE: 40% weightage of FA (FA 1 + FA 2 + FA 3+ FA 4) + 30% weightage of SA 1 + 30% weightage of SA 2

For **UAE Ministry Subjects** in which weekly tests are not conducted (Arabic, Islamic Studies /Moral Science, and USST), there will be **3 term** exams except in Grade I as it is part of Continuous Assessment.

Term 1 : 30%

Term 2 : 35%

Term 3 : 35%

2.6 GRADE IX

OTBA (Open Text Based Assessment)

The question paper in each main subject of class IX will have a separate section of 10 marks for OTBA.

*The **OTBA Section** will comprise of text materials accompanied by 2-3 questions based on that text. The questions based on text will be of higher order thinking skills requiring students to apply learning to the situations given in the article/report/case study and draw inferences/conclusions there from. The questions based on the text will be open ended, extrapolative, inferential and look at personal response justifying a point of view. With the addition of OTBA of 10 marks, the total marks for Summative Assessment in a subject will be of 100 marks. However weightage of SA II will remain the same viz. 30%.*

2.7 GRADE X

CBSE Board Examination (EXTERNAL BOARD)

2.8 GRADING OF EXAMINATIONS –

At the Secondary School Examination, assessment of subjects under Scholastic Area A shall be in numerical scores to be converted to Grades on a nine-point scale which shall be indicated in the Statement of Subject wise Performance/Certificate of Continuous Comprehensive Evaluation. Assessment in subjects under Scholastic Area B shall also be in grades, as per Scheme of Studies.

(b) The qualifying grade in each subject under Scholastic Area A shall be a minimum Grade D.

(c) The students will be assessed in subjects under Scholastic Area A using the conventional numerical marking and later converted into the grades and the same shall be awarded as under:

(d) Cumulative Grade Point Average (CGPA) would also be reflected in the Statement of Subject wise Performance /Certificate of Continuous and Comprehensive Evaluation.

MARK RANGE	GRADE	GRADE POINT
91-100	A1	10.0
81-90	A2	9.0
71-80	B1	8.0
61-70	B2	7.0
51-60	C1	6.0
41-50	C2	5.0
33-40	D	4.0
21-32	E1	-
20 AND BELOW	E2	-

Note: Cumulative Grade Point Average (CGPA) is the average of Grade Points obtained in all the subjects excluding 6th additional subject as per Scheme of Studies. Subject wise and overall indicative Percentage of Marks can be assessed as under:

- Subject wise indicative percentage of marks = 9.5 x GP of the subject***
- Overall indicative percentage of marks = 9.5 x CGPA***

2.9 Other International Assessments (Optional)

- Olympiad***
- International Benchmark Test (ACER)***

***FOR FURTHER INFORMATION ON CBSE CURRICULUM
COMPETENCES/ACADEMICS/GRADINGS/ASSESSMENT VISIT THE OFFICIAL
WEBSITE***

cbse.nic.in