Kabojja International School
KAMPALA - UGANDA

CAMBRIDGE
International Education
Cambridge International School

KIS Cambridge Curriculum

Subject Options Booklet



Kabojja International School
KAMPALA - UGANDA

KABOJJA INTERNATIONAL SCHOOL

Cambridge Curriculum & Subject Guide

KS3 / KS4 / KS5

A parent and learner guide to curriculum pathways, subject learning, assessment, grading and progression.

"We Strive to Achieve"

CAMBRIDGE
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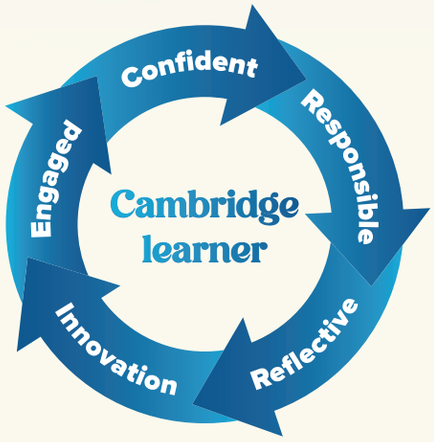
Welcome to the Cambridge Pathway at KIS

Kabojja International School (KIS) describes its Cambridge High School pathway as a knowledge-rich curriculum designed to develop strong thinking, independent learning, assessment-informed progress and readiness for university and future careers. The pathway moves from Cambridge Lower Secondary through Cambridge Upper Secondary to Cambridge Advanced.

The Cambridge Learner Attributes

Cambridge identifies five learner attributes that support success in school, higher education, work and life. At KIS, these provide a useful lens through which subject knowledge, skills and character can be developed together.



Attribute	What it looks like in learning
Confident	Working securely with information and ideas; communicating and defending reasoned views while respecting others.
Responsible	Taking ownership of learning, acting with integrity, collaborating and recognising impacts on people and the environment.
Reflective	Understanding how one learns, reviewing processes and outcomes, and using feedback to improve.
Innovative	Approaching unfamiliar challenges resourcefully and creatively, transferring knowledge to new contexts.
Engaged	Showing curiosity and enquiry, learning independently and collaboratively, and contributing constructively to society.

How the attributes connect to KIS subjects

Mathematics and the sciences build confident reasoning and innovative problem solving. Languages and humanities develop engaged, reflective communication and global awareness. Computing supports creative and analytical problem solving. Arts encourage originality and reflection. Physical Education develops responsibility, teamwork and healthy habits. This whole-school approach reflects KIS's emphasis on intellect, character, creativity, wellbeing and global citizenship.

KS3 | Cambridge Lower Secondary

Cambridge Lower Secondary is typically designed for learners aged 11–14 and provides a bridge into upper secondary study. KIS describes this stage as structured but adaptable, strengthening understanding and using assessment to guide next steps.

Curriculum at KIS

KIS publicly identifies the following curriculum areas. Exact timetables and subject combinations may vary by year and should be confirmed with the school.

school.	school.
Mathematics	Number, algebra, geometry, statistics and problem solving, building analytical fluency and reasoning.
Science	Scientific knowledge and enquiry through biology, chemistry and physics-related learning, including practical investigation.
English / Languages	Communication, reading, writing, speaking and listening; KIS also promotes foreign-language learning including French and Swahili.
Social Studies / Humanities	History, geography, economics and civics-related learning that builds global awareness and informed citizenship.
Computer Science / Digital learning	Computational and technology skills including coding and digital applications.
Fine Arts	Visual, musical and performing arts experiences supporting expression, interpretation and creativity.
Physical Education	Fitness, health, teamwork, movement and lifelong wellbeing.

Key assessment at KS3

- Ongoing classroom assessment: discussion, observation, classwork, assignments and subject-specific formative feedback are used to identify next steps.
- Cambridge Lower Secondary Progression Tests: internal tests available in English/English as a Second Language, Mathematics and Science for Stages 7, 8 and 9; marked by the school and useful for monitoring knowledge, skills and understanding.
- Cambridge Lower Secondary Checkpoint: normally taken at the end of Stage 9. English/English as a Second Language, Mathematics and Science tests are marked by Cambridge. Global Perspectives uses an individual research report marked by teachers and externally moderated by Cambridge.

Understanding Checkpoint results

Cambridge reports Lower Secondary Checkpoint performance on a 0–50 scale within performance bands. Learner reports include a subject-level Checkpoint score and performance information at strand/sub-strand or skill level. These are diagnostic benchmark results, not IGCSE letter grades.

KS4 | Cambridge Upper Secondary and IGCSE

KS4 moves learners into formal, qualification-focused study. Cambridge IGCSE develops subject knowledge, conceptual understanding and higher-order thinking, while assessment structures vary by syllabus and may include written examinations, practical work, oral work or coursework components.

Building an IGCSE programme

A balanced programme normally combines essential academic foundations with option subjects reflecting strengths and future pathways. KIS's published Cambridge curriculum highlights Mathematics, Science, Social Studies, Foreign Languages, Computer Science, Fine Arts and Physical Education; the precise IGCSE syllabus codes and options offered in a particular cohort should be checked against the school's current options form.

Core and Extended: what do they mean?

In some Cambridge IGCSE subjects, candidates can be entered for Core or Extended papers. Core and extended applies to Mathematics, Chemistry, Physics and Biology. This is an assessment tier, not a separate qualification. It allows the school to choose the level most appropriate to a learner's demonstrated attainment and target grades.

Feature	Core	Extended
Curriculum	Core content	Core content plus Supplement, giving additional content and/or depth
Curriculum	Core content	Core content plus Supplement, giving additional content and/or depth
Grades available	C, D, E, F, G	A*, A, B, C, D, E
Highest possible grade	C	A*
If below minimum	Below G is ungraded	Below E is ungraded

The grades C, D and E overlap between the two tiers. Cambridge explains that this overlap accommodates learners who perform better or worse than expected. Not every IGCSE subject has Core/Extended routes, and a learner does not have to be entered at the same tier in every subject.

What IGCSE grades mean

Grade	Plain-language interpretation
A*	Exceptional performance against the syllabus standard
A	Excellent performance
B	Very good performance
C	Good performance; also the maximum available on Core
D	Sound performance
E	Basic achievement; lowest grade available on Extended
F–G	Grades available through Core entry
U / Ungraded	The minimum standard for an awarded grade was not reached

Important: grades are standards, not fixed percentages. Cambridge sets grade thresholds after examinations have been taken and marked; thresholds can change between series to maintain a consistent awarding standard.

KS5 | Cambridge Advanced: AS & A Level

Cambridge Advanced is the pre-university phase, characterised by deeper subject expertise, academic independence and preparation for higher education. At KIS, assessment and tracking combine external Cambridge qualification assessments with internal mocks, portfolios and teacher feedback.

Structure and assessment

- Cambridge International AS Level is commonly the first part of the advanced pathway, while the full A Level represents a deeper and broader standard.
- Assessment is syllabus-specific and can include written examinations, structured responses, practical assessment and other components depending on the subject.
- KIS describes staged assessment through AS and then A2 as one pathway for tracking progress across two years.

Grades at Cambridge Advanced

Qualification	Grades awarded	Highest	Below minimum
Cambridge International AS Level	a, b, c, d, e	a	Ungraded
Cambridge International A Level	A*, A, B, C, D, E	A*	Ungraded

There is no A* grade at AS Level. As at IGCSE, grade thresholds are set after marking and may vary between examination series so that the standard required for a grade remains comparable.

Choosing KS5 subjects

Students should consider demonstrated attainment at IGCSE, genuine interest, preferred university courses, career direction, subject prerequisites and workload. Strong choices combine aspiration with evidence of readiness. University entry requirements vary, so students should research individual institutions and courses early.

Assessment Journey at a Glance

Stage	Purpose	Key external Cambridge assessment	How results are expressed
KS3 / Lower Secondary	Build foundations; identify strengths and learning needs	Checkpoint at end of Stage 9 where offered	0–50 Checkpoint score within performance bands; diagnostic strand/skill feedback
KS4 / Upper Secondary	Demonstrate subject achievement and readiness for advanced study	Cambridge IGCSE examinations and subject-dependent components	A*–G overall for standard Cambridge IGCSE grading; U if minimum standard not reached
KS5 / Advanced	Demonstrate advanced academic readiness for higher education	Cambridge International AS & A Level assessments	AS: a–e; A Level: A*–E; U if minimum standard not reached

Assessment for learning at KIS

External qualifications are only one part of the picture. KIS states that it uses ongoing classroom assessment, progression testing, topic tests, mock examinations, portfolios and teacher feedback to monitor learning and identify appropriate support. Assessment should therefore answer three questions: Where is the learner now? What is the next goal? What actions will help the learner get there?

Assessment for learning at KIS

Assessment habit	Learner attribute developed
Explaining reasoning and defending conclusions	Confident
Meeting deadlines and acting on feedback	Responsible
Analysing errors and setting improvement goals	Reflective
Applying learning to unfamiliar problems	Innovative
Investigating questions and collaborating purposefully	Engaged

KS3 Subject Frameworks / What learners study

The following concise profiles translate Cambridge Lower Secondary curriculum frameworks into friendly language. They describe the strands that organise teaching and learning rather than prescribing a term-by-term KIS scheme of work.

Subject / framework	Teaching and learning strands	Learning emphasis
Mathematics	Number; Algebra; Geometry and Measure; Statistics and Probability. Thinking and Working Mathematically connects the strands.	Fluency, patterns and relationships, reasoning, conjecturing, convincing, critiquing and improving solutions.
Science	Biology; Chemistry; Physics; Earth and Space; Thinking and Working Scientifically; Science in Context.	Scientific knowledge is developed alongside enquiry, practical work, models and representations, and application of science in real-world contexts.
English	Reading; Writing; Speaking and Listening.	Communication for varied audiences and purposes, comprehension and interpretation, purposeful writing, discussion and attentive listening.
Computing	Computational Thinking; Programming; Managing Data; Networks and Digital Communication; Computer Systems.	Algorithms, logic, coding, data, how networks communicate, and how computer systems process instructions and produce outputs.
Humanities	People; Past; Places.	People develops understanding of identity, communities, worldviews, power, rights and economics. Past develops historical knowledge, evidence and interpretation. Places develops geographical understanding of places, environments and spatial relationships.
Global Perspectives	Research; Analysis; Evaluation; Reflection; Collaboration; Communication.	Skills-led enquiry into issues through personal, local and global perspectives. Learners investigate evidence, compare perspectives, communicate reasoned findings and reflect on learning.
Physical Education	Moving Well; Understanding Movement; Moving Creatively; Taking Part; Taking Responsibility; Healthy Bodies.	Movement competence and fluency, tactics and composition, creativity, safe participation, teamwork, responsibility, reflection and understanding healthy active lifestyles.
Music	Making Music; Making Sense of Music.	Performance, composition and informed listening; musical creativity and communication; appreciation of music from different cultures, times and places; collaboration and confidence.

French	Listening and responding to spoken French Speaking, pronunciation and conversational interaction Reading and understanding a growing range of texts Writing for different purposes and audiences	develops learners' confidence and independence in communicating in another language. Students progressively build their vocabulary, grammatical understanding and ability to communicate meaningfully through listening, speaking, reading and writing.
Art	**Experiencing** Learners encounter and investigate art, craft and design from different cultures, historical periods and contemporary contexts. **Making** Learners explore and select materials, tools, technologies, techniques and processes to develop and realise their own creative ideas. **Reflecting** Learners analyse and evaluate their own work and the work of others. Thinking and Working Artistically Learners develop the habits and processes associated with artists and designers.	Developing creativity and visual communication through investigating art and design, experimenting with materials and processes, generating and refining ideas, making increasingly independent creative decisions, and critically reflecting on personal work and the work of others.

Humanities: an enquiry-led approach

Cambridge Lower Secondary Humanities deliberately connects three disciplines. "People" draws on humanities and social sciences such as economics, sociology and psychology; "Past" is closely related to history; and "Places" is closely related to geography. Learners engage with topics through enquiry so that knowledge and discipline-specific skills develop together.

Global Perspectives at KS3

Global Perspectives is a skills-based course rather than a conventional content-heavy subject. Cambridge organises it around six transferable skills: research, analysis, evaluation, reflection, collaboration and communication. Teaching uses topical issues and encourages learners to examine personal, local and global perspectives. Cambridge describes six Challenges per year, with flexible delivery. At the end of Lower Secondary, Checkpoint Global Perspectives is demonstrated through an individual Research Report.

Questions to Ask When Selecting Subjects

- *What subjects does the learner enjoy and engage with consistently?*
- *Where does current assessment evidence show strongest readiness?*
- *Which subjects are required or strongly preferred for possible university/career routes?*
- *Where Core/Extended applies, which tier best matches demonstrated attainment and target grades?*
- *Does the overall combination provide appropriate breadth, challenge and workload?*
- *What enrichment, STEM, arts, leadership or service opportunities can strengthen the learner's wider profile?*

A note for families

Subject choice is not simply about choosing the "hardest" route. The goal is an appropriately challenging programme in which the learner can gain secure knowledge, develop the Cambridge learner attributes and progress confidently. Decisions about examination tier and subject entry should be made using current assessment evidence and school guidance.

KS4 | Individual Subject Profiles

The profiles below are designed for subject-selection conversations. Exact syllabus codes, examination components and options must be matched to KIS's current annual options form and the syllabus for the examination year.

English (GCE AND IGCSE)

What learners study	Skills emphasised	Progression
Develops accurate, purposeful communication through reading and writing, with language analysis and response to varied texts. Literature, where offered separately, develops interpretation and evaluation of prose, poetry and drama.	Language analysis; communication; interpretation; writing for audience and purpose.	Languages, humanities, law, media and virtually all post-16 pathways.

Mathematics

What learners study	Skills emphasised	Progression
Builds knowledge and problem solving across number, algebra and graphs, coordinate geometry, geometry, mensuration, trigonometry, vectors and transformations, probability and statistics.	Reasoning; modelling; fluency; problem solving.	A Level Mathematics, sciences, economics, computing and quantitative courses.

Biology

What learners study	Skills emphasised	Progression
Develops understanding of physical principles and their applications alongside mathematical and practical scientific skills.	Models; calculation; data analysis; experimentation; application.	Physics, engineering, technology and other quantitative STEM routes.

Chemistry

What learners study	Skills emphasised	Progression
Develops understanding of matter, chemical change and quantitative and practical chemistry through theoretical and experimental study.	Chemical reasoning; calculations; experimental design; analysis of observations.	Chemistry, medicine-related pathways, engineering and physical sciences.

Physics

What learners study	Skills emphasised	Progression
Develops understanding of physical principles and their applications alongside mathematical and practical scientific skills.	Models; calculation; data analysis; experimentation; application.	Physics, engineering, technology and other quantitative STEM routes.

Computer Science

What learners study	Skills emphasised	Progression
Develops computational thinking and understanding of computational systems together with algorithmic problem solving and programming.	Algorithms; programming; logic; data representation; computer systems.	Computer Science, software, engineering and data-related pathways.

Geography

What learners study	Skills emphasised	Progression
Balances physical and human geography while embedding geographical skills. Learners investigate contemporary environmental, social and economic issues and develop decision-making and investigative ability.	Physical geography; human geography; geographical enquiry, investigation and decision making.	Geography, environmental science, development, planning and social sciences.

History

What learners study	Skills emphasised	Progression
Studies major international issues and selected regions/events in depth while developing historical knowledge and the use and evaluation of historical evidence.	Knowledge; causation and consequence; change and continuity; evidence and interpretation.	History, politics, international relations, law and humanities.

Global Perspectives

What learners study	Skills emphasised	Progression
Examines significant global issues from different perspectives. Learners research independently, collaborate in teams, analyse and evaluate evidence, and communicate reasoned responses.	Research; analysis; evaluation; reflection; collaboration; communication.	A broad preparation for research-rich A Levels and university study

Economics

What learners study	Skills emphasised	Progression
Economic terminology, concepts and principles; allocation of resources, markets, government, development, international trade, globalisation and contemporary economic issues.	Economic analysis; interpreting data; applying concepts; evaluation and reasoned judgment.	AS & A Level Economics, business, finance, development studies and related social sciences.

Business Studies

What learners study	Skills emphasised	Progression
Business activity and organisations, people in business, marketing, operations and finance, with attention to innovation, change and factors affecting business decisions	Application to business contexts; numeracy; analysis; enquiry; evaluation and decision making.	AS & A Level Business, management, entrepreneurship, finance and commerce.

Sociology

What learners study	Skills emphasised	Progression
Social relationships, processes and structures; continuity and change in social life; sociological research methods; and analysis of social, economic and political structures.	Research methods; evidence interpretation; comparison; critical analysis and evaluation of sociological explanations.	A Level Sociology and pathways in social sciences, psychology, education, law and public policy.

Physical Education

What learners study	Skills emphasised	Progression
Both theoretical and practical physical education, including safe and effective performance, principles of training, physical activity, health and well-being.	Practical performance; application of theory; analysis of performance; planning and evaluation; responsible participation.	Sport and Physical Education, sport science, coaching, health, fitness and related pathways.

Foreign Languages (Swahili and French)

What learners study	Skills emphasised	Progression
Develops increasingly independent communication and intercultural understanding across receptive and productive language skills.	Listening; reading; speaking; writing; linguistic and cultural awareness.	Art, design, architecture and creative industries.

Art & Design / Fine Arts

What learners study	Skills emphasised	Progression
Develops creative investigation, experimentation, refinement, personal response and visual communication through practical work.	Research; experimentation; development; making; reflection and evaluation.	Art, design, architecture and creative industries

Global Perspectives assessment at IGCSE

Cambridge IGCSE Global Perspectives (0457) uses the same broad transferable skill family developed at Lower Secondary and asks learners to engage with issues from different perspectives. The current 2025–2027 syllabus uses three components and a single topic list across them, combining an examination with individual and collaborative work. This makes the subject particularly useful for research, evidence evaluation, teamwork and independent learning.

KS5 | Cambridge Advanced Subject Profiles

At KS5, subjects become narrower, deeper and more academically demanding. Students usually select a smaller group of subjects closely connected to attainment, interests and intended university or career pathways. The profiles below are pathway summaries; KIS should insert its current AS & A Level syllabus codes and combinations from the annual options documentation.

Mathematics

Academic focus	Skills and learner development
Advanced pure mathematics and, depending on the route, applied mathematics such as mechanics, probability or statistics.	Abstract reasoning, proof, modeling and multi-step problem solving.

Biology

Academic focus	Skills and learner development
Deeper study of biological systems, processes and experimental science.	Data analysis, practical investigation, evaluation and scientific argument.

Chemistry

Academic focus	Skills and learner development
Advanced chemical principles, quantitative relationships, organic/inorganic chemistry and practical analysis.	Problem solving, calculation, experimental interpretation and synthesis of evidence.

Physics

Academic focus	Skills and learner development
Advanced physical principles, mathematical modelling and experimental analysis.	Quantitative reasoning, modelling, practical analysis and evaluation.

Computer Science

Academic focus	Skills and learner development
Deeper computational thinking, programming and understanding of computer systems and algorithms.	Algorithm design, abstraction, programming, evaluation and systematic problem solving.

Economics

Academic focus	Skills and learner development
Business and its environment, human resource management, marketing, operations, finance and accounting; at A Level, strategic decision making is developed more deeply.	Explaining and analysing economic issues; evaluating information; data interpretation; communicating evidence-based judgements.

Business

Academic focus	Skills and learner development
Advanced historical study using selected international and regional topics, with sustained attention to change, causation, significance, evidence and interpretations	Critical use of evidence, historical argument, comparison of interpretations, analytical writing and supported judgment.

Geography

Academic focus	Skills and learner development
Physical and human geography with contemporary issues, including physical processes, population, resources, urban management and advanced global environment/theme options.	Geographical investigation, data interpretation, evaluation, decision making and synoptic understanding.

History

Academic focus	Skills and learner development
Advanced historical study using selected international and regional topics, with sustained attention to change, causation, significance, evidence and interpretations.	Critical use of evidence, historical argument, comparison of interpretations, analytical writing and supported judgment.

English / Literature

Academic focus	Skills and learner development
Advanced interpretation and communication through close study of language and/or literary texts.	Critical reading, textual analysis, academic writing and independent argument.

The pathway from KS3 to KS5

KS3 foundation	KS4 qualification development	KS5 advanced study
Build knowledge, curiosity and disciplinary habits through Cambridge framework strands.	Apply knowledge independently in IGCSE contexts; analyse, evaluate, investigate and communicate under formal assessment conditions.	Specialise, construct sustained arguments, handle more complex evidence and prepare for academic study at university.

Cambridge framework and syllabus references for this expanded edition

- Cambridge Lower Secondary: Mathematics (0862), Science (0893), English (0861), Computing (0860), Humanities (0839), Global Perspectives (1129), Physical Education (0081) and Music (0078).
- Cambridge IGCSE: Global Perspectives (0457), Geography (0460), History (0470), Economics (0455), Business Studies (0450), Sociology (0495), Physical Education (0413), Mathematics (0580), Biology (0610), Chemistry (0620), Physics (0625) and Computer Science (0478).
- Cambridge School Support Hub provides the full curriculum frameworks, teacher guides, schemes of work and assessment guidance to registered schools.

Official sources used in this guide

- Cambridge International Education, “The Cambridge learner attributes,” cambridgeinternational.org.
- Cambridge International Education, “Cambridge Lower Secondary” and “Assessment / Cambridge Lower Secondary Checkpoint,” cambridgeinternational.org.
- Cambridge International Education Help Centre, “What is the difference between IGCSE Core and Extended?”
- Cambridge International Education, Cambridge IGCSE grading guidance and A*–G grading fact sheet.
- Cambridge International Education, Cambridge International AS & A Level grading and grade-threshold guidance.
- Kabojja International School, “Cambridge” and “Head of High School Cambridge / Assessment & Tracking,” kabojjainternational.com.

Editorial note: This guide synthesises public information available on 1 October 2026. Cambridge syllabuses, assessment components and school subject offers can change. Families should use the current syllabus, KIS options form and school guidance when making examination-entry decisions.



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