

DARUL HUDA ISLAMIC SCHOOL, AL AIN



CURRICULUM TRANSITION: WHAT PARENTS NEED TO KNOW



Parental Awareness Note on Curriculum Switching and Its Implications

Challenges and Implications of Switching Curricula

Academic Disruption and Continuity Gaps

Switching from one curriculum to another may lead to academic discontinuity, as each curriculum follows a unique sequence, depth, and subject focus. This can result in students missing essential foundational concepts or facing unnecessary repetition of previously learned content.

Differences in Learning Styles

The teaching and learning approaches vary significantly—CBSE is textbook- and exam-oriented, IB is inquiry-based, the American curriculum is project-driven, and the British (IGCSE/A-Level) curriculum is modular and analytical. Such variations can make it difficult for students to adjust to a new learning environment.

Assessment Format Mismatch

Moving from descriptive exams (as in CBSE) to internal assessments or coursework (as in IB or American curricula) can create confusion and reduce student performance if adequate preparation and orientation are not provided.

Variations in Grading Systems

Each curriculum uses a different grading system—CBSE follows The Board shall put all the passed students in a rank order and will award grades as follows:

- A1: Top 1/8th of the passed candidates
- A2: Next 1/8th of the passed candidates
- B1: Next 1/8th of the passed candidates
- B2: Next 1/8th of the passed candidates
- C1: Next 1/8th of the passed candidates
- C2: Next 1/8th of the passed candidates
- D1: Next 1/8th of the passed candidates
- D2: Next 1/8th of the candidates

IB uses a 1–7 scale, the American system employs GPA and letter grades, while the British curriculum uses A*–U or numerical levels (9–1). These differences may affect student motivation and performance interpretation.

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Differences in Assessment Types

Adapting from final board exams (CBSE) to module-based assessments (IGCSE), research-based coursework (IB), or continuous internal evaluations (American) can be overwhelming and may impact academic outcomes during the transition period.

Equivalency Certificate Requirements in the UAE

The UAE Ministry of Education requires a Grade 12 Equivalency Certificate for university admissions if a student has not completed a national curriculum. Without this certification, admission to UAE universities—especially in regulated programs—may be delayed or denied.

University Program Eligibility Constraints

Certain university programs require specific curricula or subject combinations. Changing curricula mid-way may make students ineligible for some programs, especially those in the fields of medicine, engineering, or education.

Delayed Recognition of Academic Records

Academic records from some foreign or international curricula (e.g., IB or American) may require additional verification or documentation for recognition by UAE higher education institutions, potentially causing delays in application processing.

Increased Cognitive Load on Students

Students may face increased academic pressure when adjusting to a new system.



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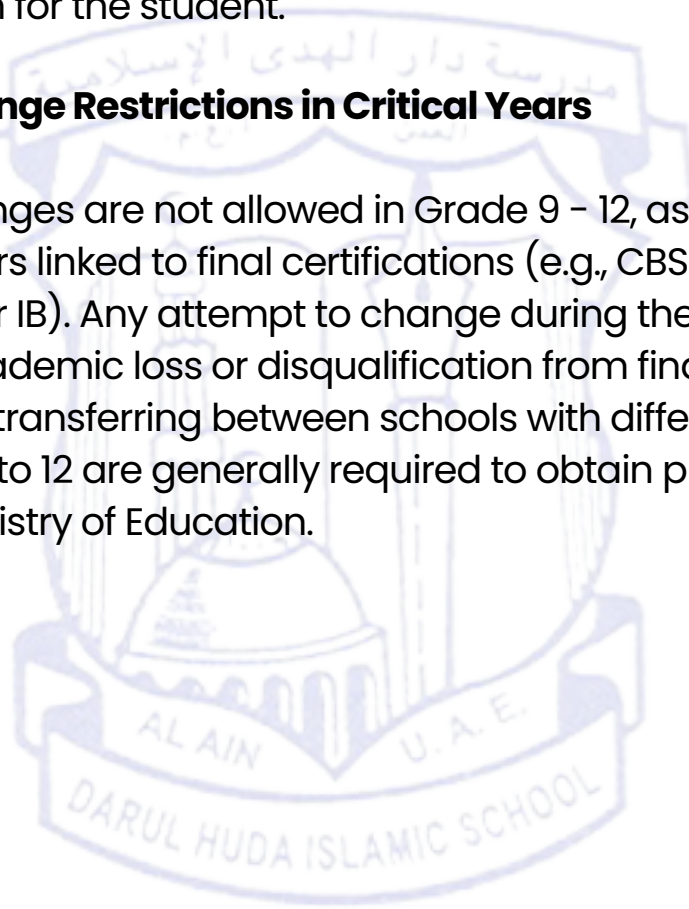


Peer Separation and Social Adjustment

Switching to a different curriculum often leads to class changes and separation from peers, which can result in emotional stress or a sense of isolation for the student.

Curriculum Change Restrictions in Critical Years

Curriculum changes are not allowed in Grade 9 – 12, as these are public exam years linked to final certifications (e.g., CBSE Board, IGCSE/O-Level, or IB). Any attempt to change during these years may result in academic loss or disqualification from final exams. Students transferring between schools with different curricula during Grades 9 to 12 are generally required to obtain prior approval from the UAE Ministry of Education.



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Parental Undertaking

I, the Parent/Legal Guardian of,
acknowledge that Darul Huda Islamic School has clearly explained
to me the implications of switching academic curricula. I understand
the potential challenges, regulatory requirements, and academic
risks involved. I confirm that I have been informed by the school
administration of the consequences, including restrictions in key
grades, equivalency conditions, and university eligibility concerns.

I fully accept responsibility for decisions made regarding my child's
curriculum path.

Parent/Guardian Name.....

Signature:.....



DARUL HUDA ISLAMIC SCHOOL, AL AIN



Parental Undertaking

I, the Parent/Legal Guardian of HAESA YOUSUF ALI, acknowledge that Darul Huda Islamic School has clearly explained to me the implications of switching academic curricula. I understand the potential challenges, regulatory requirements, and academic risks involved. I confirm that I have been informed by the school administration of the consequences, including restrictions in key grades, equivalency conditions, and university eligibility concerns.

I fully accept responsibility for decisions made regarding my child's curriculum path.

Parent/Guardian Name YOUSUF ALI

Signature: [Signature]

