

GCSE/BTEC OPTIONS

2020/2021



مدرسة ديرة الدولية
DEIRA INTERNATIONAL SCHOOL
FESTIVAL CITY

Al-Futtaim Education Foundation



CON

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ELYSSA KARAM
Deputy Head Girl

“Receiving my results was both an exciting and anxious experience,

I was obviously very proud of my achievements, however, I knew that no matter what the outcome the examination board had decided, I had dedicated the maximum amount of time and energy I possibly could into the subjects I love. I truly believe that as long as you work your hardest, any results obtained are those that you take with immense pride. ”

”

Elyssa Karam, Deputy Head Girl, achieved 11 A*s for her IGCSE subjects



DOUG PETTITT
Secondary Head Teacher

LETTER FROM OUR SECONDARY HEAD TEACHER

Throughout their time during Key stage 3, or in other national curriculums, students have followed a broad, balanced curriculum, enabling an effective grounding and appreciation of the major academic subjects.

During our time at school, there are occasions when we have to make very important decisions. Year 9 now find themselves in such a situation: making choices about GCSE subjects that they will study for the next two academic years.

The pages which follow in this booklet, together with presentations and tutorials with key staff within the School, will enable all students to make informed decisions. At this stage, it is important that students try to keep their options broad and balanced, but also try choosing subjects where their interests and talents lie.

How year 9 works from now on, both at home and at school, will place them in a position to

make choices rather than having decisions being made for them. By taking full advantage of the curricular and extracurricular activities on offer, all students have the opportunity to maximise their achievement, study Post-16 courses of their choice and work towards entering Universities that they really want to attend.

Please read this booklet carefully, listen to the presentations given, keep asking questions and ask for help if there is anything that you don't understand. If we all do this, then we can look forward to a happy and productive time in years 10 and 11 together with success in our (1)GCSE examinations.

Mr Doug Pettitt
Secondary Principal

INTRO

INTRODUCTION TO THE (I)GCSE

(I)GCSE (International General Certificate of Secondary Education)

These are the international versions of the GCSE and are highly regarded academically inside and out of Education. Grades range from A* to U but grades A* to C are considered a 'high level pass' and only U considered as a fail. Examination boards based in the UK include AQA, EDEXCEL and Cambridge.

The A- U system is gradually being replaced by a numerical scale of 9 to 1. Grade 9 is equivalent to an A*, grades 5 or 4 are equivalent to a C, grade 5 will be classed as a 'strong pass' and 4 will be classed as a 'standard pass'. Grade 0 is equivalent to the old U grade.

Some exams have tiered papers. The terms "Core" and "Foundation" tiers are used to describe exams in which the highest grade that can be gained is a C or 5. "Extended" and "Higher" indicate that grades A* to E or 9 to 3 can be achieved.

For more information on the 9 to 1 grading system, please visit:

- ➔ <https://qualifications.pearson.com>
- ➔ <https://www.gov.uk/government/publications/gcse-new-grading-scale-factsheets>

| New grading structure | Old Grading Structure |
|---|-----------------------|
| 9 | A* |
| 8 | |
| 7 | |
| 6 | B |
| GOOD PASS (Dfe) 5 & above = top of C & above | |
| 5 | C |
| 4 | |
| AWARDING 4 & above = bottom of C & above | |
| 3 | D |
| 2 | E |
| | F |
| 1 | G |
| U | U |

Students at Deira International School typically study between 9 to 11 GCSEs. 5 GCSEs at grades A* - C are often used as a benchmark of reasonable attainment for students of average ability, with many expecting English Language and Mathematics to be included. We set aspirational and realistic targets with our students which ensure that the vast majority achieve well in excess of average attainment.

At the end of Year 11, all students will undertake their final (I)GCSE examinations. These examinations dates are set by the UK based examination boards and cannot be changed by Deira International School.

Most exams are usually set during T3 (May to July) but be aware, that there may be exceptions. It is advised that students should not arrange travel plans around this time.

In addition to this, some examinations may be sat on Friday as this is a working day in the UK. Any student sitting an examination must wear school uniform, this includes Fridays.

INTRODUCTION TO BTEC LEVEL 2

ABOUT BTECS

BTECs are specialist work-related qualifications. They are available in a range of sectors suitable for a wide range of students. They provide a practical, real-world approach to learning.

BTECS - WHAT ARE THEY

- ➔ BTEC First are Level 2 qualifications which are the equivalent of traditional GCSEs grades A*- C.
- ➔ BTEC courses and qualifications have existed for over 27 years.
- ➔ There are currently over 60 BTEC First qualifications available, linked to industry sectors. The BTEC First is suitable for students aged pre-16 and is designed for those who wish to focus on a work-related vocational qualification.

WHAT YOU LEARN

BTECs First are divided into:

- ➔ Mandatory units & optional specialist units.

Each unit covers a specific area of knowledge, skills and understanding required by the industry sector.

Every BTEC First student will study the mandatory units, ensuring all students gain a solid foundation through a broad understanding and knowledge of the sector.

HOW YOU LEARN

BTEC students develop their knowledge and understanding by applying their learning and skills in a work-related context by completing different units.

In order to complete each unit, students must achieve against a specified set of outcomes. The assessment criteria address theory with practical exercises. The assessment process is ongoing, so it allows the student to analyse and improve their own performance throughout their course in much the same way as they would in a real workplace.

HOW YOU ARE ASSESSED

The assessment of BTECs is ongoing and portfolio-based and so often plays to the strength of those students who perform better through ongoing assessments. Furthermore, they can be taken as well as and alongside traditional GCSE qualifications.

The projects that students undertake form the basis of their unit results, which are graded as a Pass, a Merit or a Distinction.

HOW CAN BTEC QUALIFICATIONS BE USED

BTEC qualifications are recognised by schools, colleges, universities, employers and professional bodies across the United Kingdom and in over 100 countries worldwide.

BTEC qualifications give students the skills they need either to move on to higher education or to go straight into employment.

CURRIC

KEY STAGE 4 CURRICULUM

Parents and students in Year 9 are asked to study this booklet carefully when planning their programme of study for the years leading to (I)GCSE.

We are committed, furthermore, to ensuring that all our students acquire and develop the necessary skills, experience and qualifications needed for university and the world of work.

In keeping with UK educational practice, we aim to offer a broad and balanced curriculum for students of compulsory age.

COMPULSORY SUBJECTS

All students study the following subjects:

- ➔ GCSEs in English Language and English Literature
- ➔ GCSE Mathematics (one of 2 pathways)*
- ➔ GCSE Science (one of 2 pathways) *
- ➔ Core Physical Education (PE)
- ➔ National Studies: comprising Social Studies and Moral Education
- ➔ Islamic Education or Cultural Studies
- ➔ Arabic passport holders study Ministry Arabic

This leads to 5 (I)GCSE's for all students and the possibility of up to 7 (I)GCSE's for accelerated Mathematics and Science students.

In addition, students will choose four Option Subjects from those listed below (one must be a language so that students meet the entry criteria for the IBDP pathway).

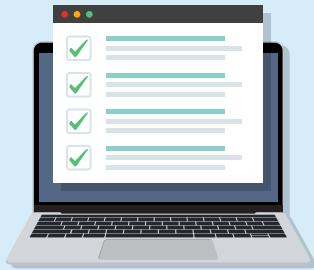
| | |
|------------------------|--------------------------|
| Arabic B | Geography |
| Art and Design | History |
| Business Studies IBTEC | Music |
| Business Studies IGCSE | Physical Education |
| Computer Science | Psychology |
| Design and Technology | Spanish |
| Drama | Travel and Tourism IBTEC |
| Economics | Sports IBTEC |
| French | |

CURRICULUM MODIFICATION

Deira International School are able to offer modified Key Stage 4 curriculum for students who require a bespoke studies programme. This will be discussed on an individual basis with the Assistant Head of Key Stage 4, Mr Ali.

* When considering your KS4 Pathway, it is suggested to review Key Stage 5 IB pathways.

USEFUL WEBSITES, FURTHER READING



EDEXCEL EXAMINATION BOARD

<http://qualifications.pearson.com/en/home.html>

AQA EXAMINATION BOARD

www.aqa.org.uk

CAMBRIDGE EXAMINATION BOARD

www.cambridgeinternational.org/programmesand-qualifications/cambridge-upper-secondary/Cambridge-igcse/

UK UNIVERSITY APPLICATIONS AND COURSES GUIDE

www.ucas.com

CHOOSING SUBJECTS

<https://www.myworldofwork.co.uk/choosing-mysubjects-0>

CHOOSING SUBJECTS

<https://www.careerpilot.org.uk/information/yourchoices-at-14>

CAREERS WEBSITE

www.careerswales.com

HIGHER EDUCATION OPTIONS IN EUROPE

www.study-in-europe.org

TIPS FOR MAKING THE RIGHT CHOICES

In choosing subjects to study at GCSE, students should think carefully about the following points:

- ➔ Which subjects do I most enjoy?
- ➔ What am I good at?
- ➔ Choose courses in which you are likely to achieve success
- ➔ What do I need for future IB choices and beyond?
- ➔ Do I have a balance of subjects that demonstrate a wide skill set?
- ➔ Have I considered my career aspirations and goals?
- ➔ Have I made the most informed decision that I can?
- ➔ Does the course specification look engaging and appealing to me
- ➔ Talk to your parents and your teachers, they will each have an important perspective

DO NOT:

- ➔ Choose subjects just because your friends are choosing them.
- ➔ Choose a subject just because you get on well with your teacher. You might have a different teacher at KS4.

PROGRESS TO KEY STAGE 5

At Deira International School, we offer three pathways into Post-16 IB Programmes and our Sixth Form.

1

IB DIPLOMA PROGRAMME (IBDP)

CORE SUBJECTS
6 Subjects
Core (CAS/ TOK/ EE)

COURSE ELEMENTS
3 Higher Level subjects
(HL)

3 Standard Level
subjects (SL)

2

IB CARREER RELATED PROGRAM (IBCP)

CORE SUBJECTS
BTEC Level 3
qualification
plus 3 IB subjects

COURSE ELEMENTS
Career Related BTEC
Level 3 qualification,
plus three IB subjects

3

IB COURSES

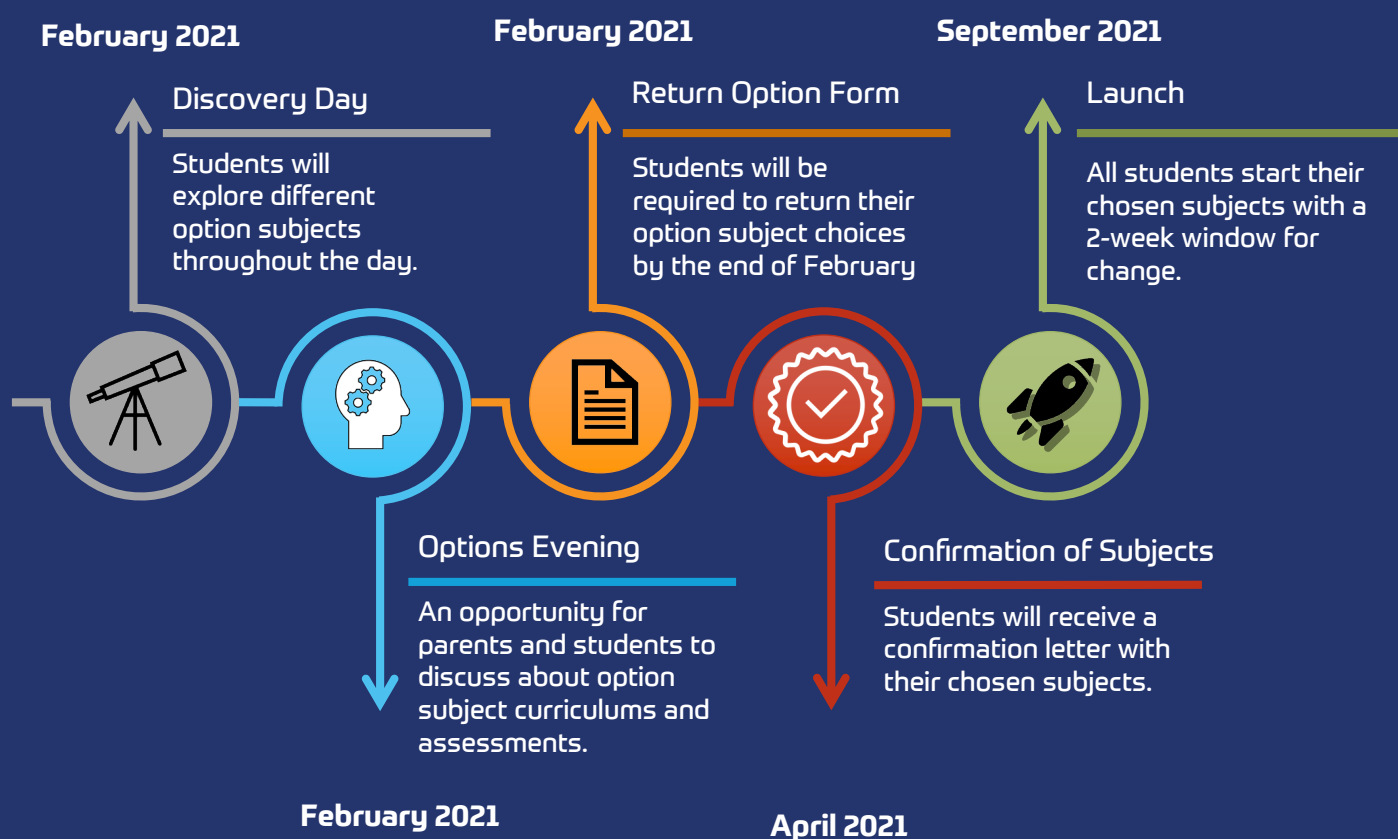
CORE SUBJECTS
Bespoke route with
an agreed number of
diploma subject
including CAS

COURSE ELEMENTS
Agreed level of
courses at Standard
and Higher Level.



MA PROGRAMME
MATHEMATICS:
ANALYSIS AND APPROACHES SL
OXFORD

YEAR 9 OPTIONS TIMELINES



COURSE OVERVIEW

| Subject | Examination Board | % Examination External Assessment | % Internal Assessment |
|-----------------------------------|------------------------------|-----------------------------------|-----------------------|
| IGCSE English Language | Edexcel 4EA1 | 60 | 40 |
| IGCSE English Literature | Edexcel 4ET1 | 60 | 40 |
| IGCSE Mathematics | Edexcel 4MA1 | 100 | 0 |
| IGCSE Mathematics Additional | Cambridge International | 100 | 0 |
| GCSE Science Combined Trilogy | AQA 8464 | 100 | 0 |
| GCSE Biology, Chemistry, Physics | AQA 8461, 8462, 8463 | 100 | 0 |
| IGCSE Arabic | Cambridge International 0544 | 66.66 | 33.33 |
| IGCSE First Language Arabic | Cambridge International 0508 | 100 | 0 |
| GCSE Arabic (non-native speakers) | Edexcel 1AA0 | 75 | 25 |
| IGCSE Art & Design: Fine Art | Edexcel 4FA1 | 50 | 50 |
| IGCSE Business Studies | Cambridge International 0450 | 100 | 0 |
| IGCSE Computer Science | Cambridge International 0478 | 100 | 0 |
| IGCSE Design & Technology | Cambridge International 0445 | 50 | 50 |
| IGCSE Drama | Cambridge International 0411 | 40 | 60 |
| IGCSE Economics | Cambridge International 0455 | 100 | 0 |
| IGCSE Enterprise | Cambridge International 0454 | 50 | 50 |
| IGCSE French | Cambridge International 0520 | 75 | 25 |
| IGCSE Geography | Cambridge International 0460 | 72.5 | 27.5 |
| IGCSE History | Cambridge International 0470 | 73 | 27 |
| IGCSE ICT | Cambridge International 0417 | 100 | |
| GCSE Music | Edexcel 0410 | 40 | 60 |
| IGCSE Physical Education | Cambridge International 0413 | 50 | 50 |
| GCSE Psychology | Edexcel 1PS0 | 100 | 0 |
| IGCSE Spanish | Cambridge International 0530 | 75 | 25 |

ENGLISH



Students study the new Edexcel IGCSEs for both Language and Literature in their four English lessons per week. They will receive two GCSE qualifications

KEY STAGE 4 ENGLISH PATHWAY

Students study the new Edexcel IGCSEs for both Language and Literature. These specifications have been written in response to the recent changes brought in by the UK Government. Students will no longer submit any coursework and there is an increased emphasis on the technical accuracy of students' writing.

All students will study both Language and Literature in their four English lessons per week. They will receive two IGCSE qualifications.

SUBJECT: IGCSE ENGLISH LANGUAGE

Examination Board & Course Code: Edexcel
4EA1

SUBJECT AIM

In IGCSE English language we aim to develop students' communication skills across the disciplines of reading, writing and spoken language. Through the topics and tasks completed over the two-year course, students are also exposed to a range of perspectives, viewpoints and text types which support them in building their empathy and imagination skills. By the end of their two years of study students' English skills and critical skills are well prepared to support them as they progress into post-16 education and beyond.

WHAT YOU WILL STUDY

Over the two years of the course, students study in preparation for an examination paper and for two pieces of coursework. The exam paper requires students to read an anthology of contemporary non-fiction texts which comprises of a range of text types presenting opinions, experiences and locations from across the world. Students learn how to analyse the construction of these texts and write in a similar style. For coursework, students refine their creative writing skills as well as explore the way in which language creates impact in a collection of poetry.

HOW WILL YOU BE ASSESSED

Students complete two pieces of coursework in Year 10, each piece is worth 20% of their final grade. In order to best prepare for their coursework student may submit one draft to their teacher and receive feedback before completing and submitting a final draft. The creative writing coursework should be 800-1000 words and the poetry coursework should be 1100 – 1400 words. As this is a linear GCSE course, students will also sit an examination paper at the end of Year 11. This paper is worth 60% of their final grade. Within the paper half of the marks are awarded for their successful analysis of the anthology texts; the other half of the marks are awarded for the ability to complete an extended transactional writing task.

WHAT THIS SUBJECT CAN LEAD TO

➔ Journalism, translation, digital copywriting, teaching, linguistics, proof-reader, editorial writer.

SUBJECT: IGCSE ENGLISH LITERATURE

Examination Board & Course Code: Edexcel
4ET1

SUBJECT AIM

The English literature GCSE course exposes students to a range of set texts which are engaging, popular and accessible. Students will experience texts written by a diverse range of writers and poets which encompass poetry, prose and drama. The literature course develops a broad range of deep skills including: the ability to engage with and develop the ability to read and respond to a wide range of literary texts from around the world; the appreciation of the ways in which writers use literary effects and develop the skills needed for literary study; the ability to explore the writer's use of language to create effects and find enjoyment in reading literature.

WHAT YOU WILL STUDY

Students will complete two pieces of coursework throughout year 10 and sit a final examination at the end of Year 11. The coursework is based on a drama piece. The first piece explores characterization in the modern drama *An Inspector Calls* by J.B. Priestley. The second piece of coursework is focused on literary heritage and students explore a theme throughout *Romeo and Juliet* by William Shakespeare. For the final examination at the end of Year 11, students will practice their analysis skills on a range of unseen poems. In addition, they will learn a collection of anthology poems and the novel *Of Mice and Men* by John Steinbeck in order to write focused essays based on unseen questions.

HOW WILL YOU BE ASSESSED

Students complete two pieces of coursework in Year 10, each piece is worth 20% of their final grade. In order to best prepare for their coursework student may submit one draft to their teacher and receive feedback before completing and submitting a final draft. The modern drama (*An Inspector Calls*) coursework should be 1000 -1400 words and the literary heritage (*Romeo and Juliet*) coursework should also be 1100 – 1400 words. As this is a linear GCSE course, students will also sit an examination paper at the end of Year 11. This paper is worth 60% of their final grade. Within the paper half of the marks are being awarded analysis of unseen poetry, anthology poetry and prose (*Of Mice and Men*).

WHAT THIS SUBJECT CAN LEAD TO

- ➔ Media and journalism, publishing, law, public sector, teaching and education.

SUBJECT: ENGLISH ENTRY LANGUAGE LEVEL CERTIFICATE

Examination Board & Course Code:
Pearson Edexcel NEN0

SUBJECT AIM

The English Entry Level Certificate is designed to prepare students for GCSE English Language by drawing on key skills while retaining the flavour of Entry Level with assessments that can be taken at any time during the course. The course is flexible which means students can be taught and assessed at any point throughout the course. Marks for each of the skills can be banked and students can re-take the assessments. The course promotes engagement as it is customisable allowing students to choose topics for the reading paper and a free choice for speaking and listening, and writing. Entry level English is a powerful course as it allows each student to achieve their full potential in English.

WHAT YOU WILL STUDY

Throughout the course, students will study a range of fiction and non-fiction texts, transactional and creative writing, and a speaking and listening element. Many of the texts are the same as those studied by students on the English language qualification. For example, an anthology of modern non-fiction texts and a range of poetry which presents ideas from around the world.

HOW WILL YOU BE ASSESSED

Three distinct levels of assessments encourage and motivate students to achieve, and give them a sense of success. The English Entry Level Certificate uses the same Assessment Objectives as GCSE English Language, however it is tailored at Entry Levels 1 and 2 to make it more accessible to students. Assessment of this qualification is continuous and students are assessed throughout the two year course. The examination papers are internally assessed by teachers and externally moderated at the end of Year 11.

WHAT THIS SUBJECT CAN LEAD TO

Strengthening the foundations in students reading, speaking, listening and writing.
Pearson Edexcel English Language

MATHE- MATICS

KEY STAGE 4 MATHEMATICS PATHWAY

There are two pathways for students to take in Mathematics at Deira International School. The pathways are decided by virtue of the students' sets in Year 9.

THE MAIN PATHWAY

All students at Deira International School begin the IGCSE mathematics course in Year 9. The first year focuses mainly on the foundation topics of the course. Halfway through Year 10 students begin to work on the higher grade 6,7,8, and 9 topics. These students sit their exam at the end of Year 11.

ACCELERATED STUDENTS

Students in the top two sets in Year 9 move through the course at a faster rate and these become the accelerated groups. These students move onto the higher graded topics towards the end of Year 9. They will sit their IGCSE examination at the end of Year 10 and then take Additional Mathematics IGCSE at the end of Year 11.

SUBJECT: IGCSE MATHEMATICS

Examination Board & Course Code: Edexcel
4MA1

SUBJECT AIM

In Mathematics there is a strong focus on developing problem-solving skills, reasoning and fluency. It aims to help students understand concepts, apply techniques, solve problems, reason, interpret and communicate mathematically. This will allow our students to appreciate the importance of mathematics in society, employment and study.

WHAT YOU WILL STUDY

The course will cover a wide range of topics in the four key areas of algebra, geometry, measure and data handling. Students will first be taught how to carry out routine procedures requiring multi-step solutions in all four areas, which will then allow them to reason, interpret and communicate mathematically and to progress on to solve problems both within mathematics and in other real-life contexts.

HOW WILL YOU BE ASSESSED

Candidates are entered at either Foundation Tier or Higher Tier. Questions in the Foundation Tier papers are targeted at grades 5 to 1. The highest grade which will be awarded at Foundation Tier is grade 5. Questions in the Higher Tier papers are targeted at grades 9 – 4. Some examination questions will be common to both tiers. Calculators are permissible for all papers in the foundation and higher tiers.

| | | |
|-------------------------------------|------------------------------|------------------------------|
| Foundation (Grades 1 - 5) | Paper 1 Calculator | Paper 2 Calculator |
| | 50% weighting 2 hours | 50% weighting 2 hours |
| Higher (Grades 4 - 9) | Paper 1 Calculator | Paper 2 Calculator |
| | 50% weighting 2 hours | 50% weighting 2 hours |

WHAT THIS SUBJECT CAN LEAD TO

- ➔ Engineering, Statistician, Mathematics teacher, Financial Advisor, Credit Analyst, Banker, Actuary, Pure Mathematics, Applied Mathematics, Research Mathematics, Computer Science, Biomathematics, Cryptography
- ➔ Support your appreciation and the importance of mathematics in society, employment and study.

SUBJECT: IGCSE ADDITIONAL MATHEMATICS

Examination Board & Course Code: Cambridge International

SUBJECT AIM

Cambridge IGCSE Additional Mathematics supports students in building competency, confidence and fluency in their use of techniques and mathematical understanding. This course helps students to develop a feel for quantity, patterns and relationships. It provides a strong foundation of mathematical knowledge both for students studying mathematics at a higher level and those who will require mathematics to support skills in other subjects.

WHAT YOU WILL STUDY

The course will consolidate and extend your mathematical skills, and use these in the context of more advanced techniques. Further develop your knowledge of mathematical concepts and principles, and use this knowledge for problem solving. Support you to acquire a suitable foundation in mathematics for further study in the subject or in mathematics-related subjects. Develop your confidence to apply your mathematical skills and knowledge in appropriate situations. Finally, derive enjoyment and satisfaction from engaging in mathematical pursuits, and gain an appreciation of the elegance and usefulness of mathematics.

HOW WILL YOU BE ASSESSED

All Candidates are entered at the same tier. The highest grade which will be awarded is grade A*. Calculators are permissible for both papers.

| Higher (Grades A* - E) | Paper 1 Calculator | Paper 2 Calculator |
|---------------------------|--------------------------|--------------------------|
| | 50% weighting 2 hours | 50% weighting 2 hours |

WHAT THIS SUBJECT CAN LEAD TO

- Cambridge IGCSE Additional Mathematics provides a strong foundation of mathematical knowledge for candidates studying mathematics at a higher level. It is designed to stretch the most able candidates and provides a smooth transition to IB Mathematics Higher Level.
- Engineering, Statistician, Mathematics teacher, Credit Analyst, Banker, Actuary, Pure Mathematics, Applied Mathematics, Research Mathematics, Biomathematics, Cryptography.

SUBJECT: ENTRY LEVEL MATHEMATICS

Examination Board & Course Code: Edexcel

SUBJECT AIM

The Entry Level course is to enable students to become confident in their use of fundamental mathematical knowledge and skills. It will indicate that students can demonstrate their understanding by applying their knowledge and skills to solve simple mathematical problems or to carry out simple tasks.

WHAT YOU WILL STUDY

In year 10, students will study towards Entry level 2 or 3 dependent on their prior knowledge. Both levels include 3 key areas;

Using numbers and the number system – whole numbers, fractions and decimals

Using common measures, shape and space

Handling information and data

HOW WILL YOU BE ASSESSED

Externally set, on-demand assessment, internally marked and externally verified.

| Assessment structure | Duration | Number of marks | Percentage of qualification |
|---------------------------|------------|-----------------|-----------------------------|
| Section A: Non-calculator | 25 minutes | 9 marks | 25% |
| Section B: Calculator | 75 minutes | 27 marks | 75% |

Externally set, on-demand assessment, internally marked and externally verified.

WHAT THIS SUBJECT CAN LEAD TO

- ➔ Strengthening functional skills in Mathematics to apply to real-life scenarios.

SCIENCE



We believe that science has something to offer every student. That's why we have a suite of science qualifications to suit students of all abilities and all aspirations.

SUBJECT: SCIENCE COMBINED TRILOGY

Need Course Code: AQA 8464

SUBJECT AIM

The course is taught by subject specialists with three teachers per class, one each for Biology, Chemistry and Physics and the course contains an equal amount of each subject. The content and skills taught in GCSE Combined Science are similar to elements in GCSE Biology, Chemistry and Physics. Our GCSE Physics, along with Chemistry and Biology, is a clear straightforward specification not just focusing on content but also skills, so all students can realise their potential not just at school but in their future careers. Students will also have the opportunity to explore big ideas and link this to the real world. This will allow students to become scholars who can use the knowledge of Scientific concepts to solve problems associated to their everyday life. By the end of the course students will receive two GCSEs in Science.

WHAT YOU WILL STUDY

| BIOLOGY | CHEMISTRY | PHYSICS |
|--|---|---|
| <ol style="list-style-type: none">1. Cell biology2. Organisation3. Infection and response4. Bioenergetics5. Homeostasis and response6. Inheritance, variation and evolution7. Ecology8. Key ideas | <ol style="list-style-type: none">1. Atomic structure and the periodic table2. Bonding, structure, and the properties of matter3. Quantitative chemistry4. Chemical changes5. Energy changes6. The rate and extent of chemical change7. Organic chemistry8. Chemical analysis9. Chemistry of the atmosphere10. Using resources11. Key ideas | <ol style="list-style-type: none">1. Energy2. Electricity3. Particle model of matter4. Atomic structure5. Forces6. Waves7. Magnetism and electromagnetism |

SUBJECT: SCIENCE COMBINED TRILOGY

HOW YOU WILL BE ASSESSED

| BIOLOGY | CHEMISTRY | PHYSIC |
|---|--|---|
| <p>Paper 1</p> <ul style="list-style-type: none">• Topics 1-4• Written exam: 1 hour 15 minutes• Foundation and Higher Tier 70 marks• 16.7% of GCSE <p>Paper 2</p> <ul style="list-style-type: none">• Topics 5-7• Written exam: 1 hour 15 minutes• Foundation and Higher Tier 70 marks• 16.7% of GCSE | <p>Paper 1</p> <ul style="list-style-type: none">• Topics 1-5• Written exam: 1 hour 15 minutes• Foundation and Higher Tier 70 marks• 50% of GCSE <p>Paper 2</p> <ul style="list-style-type: none">• Topics 6-10• Written exam: 1 hour 15 minutes• Foundation and Higher Tier 70 marks• 16.7% of GCSE | <p>Paper 1</p> <ul style="list-style-type: none">• Topics 1-4• Written exam: 1 hour 15 minutes• Foundation and Higher Tier 70 marks• 16.7% of GCSE <p>Paper 2</p> <ul style="list-style-type: none">• Topics 5-8• Written exam: 1 hour 15 minutes• Foundation and Higher Tier 70 marks• 16.7% of GCSE |

WHAT THIS SUBJECT CAN LEAD TO

- ➔ Medicine, Dentistry, Chemical Engineering, Pharmacy, Science teacher, Forensic Science, Civil Engineering, Astrophysics, Mechanical Engineering, Automotive Engineering, Computer Science, Optometry, Occupational Therapy, Radiography, Research Science.

SUBJECT: GCSE TRIPLE SCIENCE: BIO. CHEM. PHYS. (3 GCSEs)

AQA 8461, 8462, 8463

SUBJECT AIM

We believe that Science has something to offer every student. That's why we have a suite of Science qualifications for Key Stage 4 – to suit students of all abilities and all aspirations. You'll see that our GCSE Physics, along with Chemistry and Biology, is a clear straightforward specification not just focusing on content but also skills, so all students can realise their potential not just at school but in their future careers. Students also have the opportunity to explore big ideas and link this to the real world. This allows students to become scholars who can use the knowledge of Scientific concepts to solve problems associated to their everyday life. This subject will entice curiosity in every subject and prompt students to ask questions and establish an enquiry-based mindset.

WHAT YOU WILL STUDY

| BIOLOGY | CHEMISTRY | PHYSICS |
|--|---|---|
| <ol style="list-style-type: none">1. Cell biology2. Organisation3. Infection and response4. Bioenergetics5. Homeostasis and response6. Inheritance, variation and evolution7. Ecology8. Key ideas | <ol style="list-style-type: none">1. Atomic structure and the periodic table2. Bonding, structure, and the properties of matter3. Quantitative chemistry4. Chemical changes5. Energy changes6. The rate and extent of chemical change7. Organic chemistry8. Chemical analysis9. Chemistry of the atmosphere10. Using resources11. Key ideas | <ol style="list-style-type: none">1. Energy2. Electricity3. Particle model of matter4. Atomic structure5. Forces6. Waves7. Magnetism and electromagnetism |

SUBJECT: GCSE TRIPLE SCIENCE: BIO. CHEM. PHYS.

HOW YOU WILL BE ASSESSED

| BIOLOGY | CHEMISTRY | PHYSIC |
|---|--|---|
| <p>Paper 1</p> <ul style="list-style-type: none"> • Topics 1-4 • Written exam: 1 hour 15 minutes • Foundation and Higher Tier 70 marks • 16.7% of GCSE <p>Paper 2</p> <ul style="list-style-type: none"> • Topics 5-7 • Written exam: 1 hour 15 minutes • Foundation and Higher Tier 70 marks • 16.7% of GCSE | <p>Paper 1</p> <ul style="list-style-type: none"> • Topics 1-5 • Written exam: 1 hour 15 minutes • Foundation and Higher Tier 70 marks • 50% of GCSE <p>Paper 2</p> <ul style="list-style-type: none"> • Topics 6-10 • Written exam: 1 hour 15 minutes • Foundation and Higher Tier 70 marks • 16.7% of GCSE | <p>Paper 1</p> <ul style="list-style-type: none"> • Topics 1-4 • Written exam: 1 hour 15 minutes • Foundation and Higher Tier 70 marks • 16.7% of GCSE <p>Paper 2</p> <ul style="list-style-type: none"> • Topics 5-8 • Written exam: 1 hour 15 minutes • Foundation and Higher Tier 70 marks • 16.7% of GCSE |

WHAT THIS SUBJECT CAN LEAD TO

- ➔ Medicine, Dentistry, Chemical Engineering, Pharmacy, Science teacher, Forensic Science, Civil Engineering, Astrophysics, Mechanical Engineering, Automotive Engineering, Computer Science, Optometry, Occupational Therapy, Radiography, Research Science.

SUBJECT: ENTRY LEVEL SCIENCE

SUBJECT AIM

The aims and objectives of this qualification are to enable students to acquire a body of basic scientific knowledge and an understanding of some important scientific ideas consistent with the programme of study, develop basic experimental and investigative abilities, develop a basic understanding of some of the important technological and environmental applications of science and the economic, ethical and social implications of them.

WHAT YOU WILL STUDY

| BIOLOGY | CHEMISTRY | PHYSICS |
|---|--|--|
| 1A – Cells, genetics, inheritance and modification 1B – Health, disease and the development of medicines | 1A – Atoms, compounds and states of matter 1B – Separating mixtures, breaking down substances, acids and metals | 1A – Forces, movement and energy 1B – Waves and radiation |

HOW WILL YOU BE ASSESSED

Externally-set tests, administered and marked by the centre and moderated by Pearson. There is no set time for when each test is completed or how long the student takes to complete each test. Each assessment is weighed at 16.67% of the qualification 25 marks. There are 6 assessments all together. Students will be provided a pass or fail for the entry level qualification.

WHAT THIS SUBJECT CAN LEAD TO

- ➔ Strengthening functional skills and knowledge for fundamental concepts in Science to apply to real-life scenarios.
- ➔ Possible entry level 1 to 3 qualifications.



ARABIC

Our students develop their knowledge and have the opportunity to take the Cambridge IGCSE First Language Arabic exam, to test their analytical and written abilities against international standards.

SUBJECT: ISLAMIC EDUCATION

Year 10

SUBJECT AIM

Learning Islamic Education is compulsory for Muslim students up to Year 12 as per KHDA requirement. This syllabus enables students to develop an understanding of the Holy Qur'an and its science, Sunnah (Prophetic Tradition), Islamic Creed, the rulings of Islam and their purposes, national identity and current global issues. Students are encouraged to recite Qur'an accurately with correct pronunciation following the rules of Tajweed. They are expected to memorize the significant part of Surah Al Kahf.

WHAT YOU WILL STUDY

| | |
|---|---|
| Divine Revelation | The Holy Qur'an and its science Surah Al Kahf |
| Sunnah (The Prophetic Tradition) | The position of Sunnah in Shariah Different types of Prophet Sunnah Evidence of the authority of Sunnah |
| Islamic Creed | Reasoning and logic in Islam The methodology of thinking in Islam |
| The Rulings of Islam and Their Purposes | Principals of rulings Concept of Fiqh (Jurisprudence) Schools Causes behind the emergence of Fiqh |
| Prophet's Biography (Seerah) | The Prophet's methodology in Da'wah. Styles of Prophet's methodology in Da'wah |
| National Identity | Concept of Endowment Different types of Endowment |

HOW WILL YOU BE ASSESSED

Your work will be assessed based on the following:

- ➔ Written paper: 70%
- ➔ Holy Qur'an Recitation and Memorisation: 30%

WHAT THIS SUBJECT CAN LEAD TO

- ➔ Develop an understanding of characteristics of Makki and Madani Surahs and stages of the collection of Qur'an.
- ➔ Evaluate the relationship between the Prophet's Sunnah and the Holy Qur'an.
- ➔ Explain the effect of methodological thinking in Islam on society.

SUBJECT: ISLAMIC EDUCATION

Year 11

SUBJECT AIM

Learning Islamic Education is compulsory for Muslim students up to Year 12 as per KHDA requirement. This syllabus enables students to develop an understanding of the Holy Qur'an and its science, Sunnah (Prophetic Tradition), Islamic Creed, the rulings of Islam and their purposes, national identity and current global issues. Students are encouraged to recite Qur'an accurately with correct pronunciation following the rules of Tajweed. They are expected to memorize the significant part of Surah Al Ahzaab.

WHAT YOU WILL STUDY

| | |
|---|--|
| Divine Revelation | Surah Al Ahzaab Steadfastness to Truth Reverence of the Messenger of Allah |
| Sunnah (The Prophetic Tradition) | Diligence of Hadeeth Scholars The relationship between reason and revelation |
| Islamic Creed | Aql (Reasoning) and Naql (Revelation) |
| The Rulings of Islam and Their Purposes | The financial contracts in Islam Classification of financial contracts |
| Prophet's Biography (Seerah) | Planning milestone in Prophet's life |
| The Values and Morals of Islam | Manners and benefits of good listening |

HOW WILL YOU BE ASSESSED

Your work will be assessed based on the following:

- ➔ Written paper: 70%
- ➔ Holy Qur'an Recitation and Memorisation: 30%

WHAT THIS SUBJECT CAN LEAD TO

- ➔ Develop an understanding of the covenant of Prophets, the good role model and truthfulness in conduct and deeds.
- ➔ Differentiate between Mutawatir and Ahad Hadeeth.
- ➔ Explain the conditions of a Mutawatir Hadeeth.
- ➔ Value the foundation of family building in Islam and evaluate the aspects of care

SUBJECT: IGCSE ARABIC A

Examination Board & Course Code: Cambridge
0508

SUBJECT AIM

This course aims to:

- ➔ Communicate accurately, appropriately and effectively in writing.
- ➔ Understand and respond appropriately to what they read.
- ➔ Enjoy and appreciate the variety of language.
- ➔ Complement their other areas of study by developing skills of a more general application (e.g. analysis, synthesis, drawing of inferences).

WHAT YOU WILL STUDY

Cambridge IGCSE First Language Arabic offers students the opportunity to respond knowledgeably to a rich array of reading passages. Students will use some of these passages to inform and inspire their own writing and write in a range of text types for different audiences.

The passages cover a range of genres and types, including fiction and non-fiction, and may also include other forms of writing, such as essays, reviews and articles.

Candidates are encouraged to become appreciative and critical readers and writers in Arabic.

HOW WILL YOU BE ASSESSED

All candidates take two papers

| Paper 1 (2 hours) | Paper 2 (2 hours) |
|---|---|
| Reading 50% 50 marks Structured and extended writing questions Questions will be based on Arabic passages Externally assessed | Writing 50% 50 marks Two composition tasks Externally assessed |

WHAT THIS SUBJECT CAN LEAD TO

- ➔ Enable you to communicate accurately, appropriately and effectively in writing.
- ➔ Enable you to understand and respond appropriately to what you read.
- ➔ Encourage you to enjoy and appreciate the variety of language.
- ➔ Promote the students' personal development and an understanding of themselves and others

SUBJECT: IGCSE ARABIC B

Examination Board & Course Code: Cambridge
0544

SUBJECT AIM

The aims describe the purposes of a course based on this syllabus.

The aims are to enable students to:

- ➔ Develop the language proficiency required to communicate effectively in Modern Standard Arabic .
- ➔ Offer insights into the culture and society of countries and communities where Arabic is spoken
- ➔ Develop awareness of the nature of language and language learning
- ➔ Encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures
- ➔ Provide enjoyment and intellectual stimulation
- ➔ Develop transferable skills (e.g. memorising, drawing of inferences) to complement other areas of the curriculum
- ➔ Form a sound base of the skills, language and attitudes required for progression to work or further study, either

WHAT YOU WILL STUDY

The course will cover a wide range of topics in the four key skills of Listening, Speaking, Reading and Writing. The subject content is organized in five broad topic areas:

- ➔ Everyday activities
- ➔ Personal and social life
- ➔ The world around us
- ➔ The world of work
- ➔ The international world

These provide contexts for the acquisition of vocabulary and the study of grammar and structures. The study of these topic areas enables students to gain an insight into countries and communities where Arabic is spoken.

HOW WILL YOU BE ASSESSED

All candidates take two papers

| | Paper 1 Listening | Paper 2 Reading | Paper 3 Speaking | Paper 4 Writing |
|--|--|--|--|--|
| IGCSE Arabic B (Grades A*- G) | 25% weighting 40 marks 50 min approx. | 25% weighting 45 marks 1 hour | 25% weighting 40 marks 10 min approx. | 25% weighting 45 marks 1 hour |

WHAT THIS SUBJECT CAN LEAD TO

- ➔ An investor in the Middle East, Diplomat at The United Nations, businessman, Translator, interpreter, blogger, teacher, journalist, reporter, product localisation manager, field researcher, liaison officer, tour guide, podcaster, sales associate, motivational speaker, flight attendant, private tutor, Pilot...
- ➔ Support your appreciation and the importance of Modern Languages in society, employment and study.

**Please consult:
Head of Department**

SUBJECT: ASDAN LIFE SKILLS CHALLENGE

SUBJECT AIM

ASDAN Lifeskills Challenge consists of a series of short courses completed online with support and supervision of a qualified ASDAN coordinator. Teachers will choose from a bank of challenges based on the specific enables DIS to meet individual needs by providing a personalised curriculum for students with SEND or those facing barriers to learning. Challenges are mapped to the four Preparing for Adulthood pathways and support specific subject areas.

WHAT YOU WILL STUDY

Challenges are mapped to the four Preparing for Adulthood pathways, covering 12 subject areas and eight vocational areas. Students work through their chosen challenges and collect evidence (printed or electronic) of their achievements. Challenges and pathways are:

| | | | | | | |
|-------------------------|---|---|--|--|--|--|
| Subject Areas |  Citizenship |  Design and technology |  English |  Expressive arts |  Geography |  History |
| |  Languages |  Mathematics |  Physical education |  PSHE |  RSE |  Science |
| Preparing for Adulthood |  Community inclusion | |  Employment |  Good health | |  Independent living and housing |
| Vocational Pathways |  Computing |  Construction |  Hair and beauty |  Health and social care |  Hospitality and catering |  Land-based |
| |  Manufacturing |  Media |  Sport and leisure | | | |
| Skills |  Ability to learn |  IT skills |  Literacy |  Numeracy |  Problem solving |  Teamwork |

SUBJECT: ASDAN LIFE SKILLS CHALLENGE

HOW WILL YOU BE ASSESSED

- ➔ Students have an unlimited number of challenges. Challenges take 10, 20 or 30 notional learning hours to complete and are internally moderated. Students' achievements will be rewarded with certification for successfully completed challenges.

WHAT THIS SUBJECT CAN LEAD TO

The challenges recognise students' progress in curriculum areas that are important for success in adult life – the programme is about being able to do things, rather than about a significant body of knowledge. DIS will choose from existing challenges created by ASDAN practitioners or write and submit their own for approval by ASDAN. The programme will contain cross curricular links, develop necessary life skills and prepare students for adulthood.

SUBJECT: ART & DESIGN/ FINE ART

Examination Board & Course Code: Edexcel
IGCSE 4FA1

SUBJECT AIM

Fine Art can be defined as work developed primarily to communicate aesthetic, intellectual or purely conceptual ideas and meaning, rather than to serve a practical or commercial function. For example, work could be the outcome of personal experiences, thoughts and feelings, or simply observation and records of people, places and things in new and unique ways. Fine artwork will demonstrate an understanding and application of formal elements and creative skills, including mark-making. Students will use visual communication sensitively and thoughtfully to document their artistic journey and fully support their intentions. Students at DIS could experience and work alongside the British renowned artist 'Ian Murphy' whom exclusively works with DIS in the Visual Art's Department.

WHAT YOU WILL STUDY

Drawing

- The use of expressive and descriptive mark-making to record and communicate ideas.
- The use of a range of drawing materials, media and techniques such as graphite, pastel, charcoal, ink, chalk, digital drawing applications and a range of drawing surfaces.

Mixed Media

- The combining and manipulating of two-dimensional and three-dimensional media to communicate ideas.
- The combination of a range of mixed media materials and techniques such as wet and dry media, collage, objects, textiles, two- and three-dimensional elements, digital and non-digital application.

Lens-/light-based media

- The use of digital, film and/or video elements such as lighting, time, sound, editing, space and composition to communicate ideas.
- The use of a range of lens- and light-based media, materials and techniques such as montage, mixed media, installation, animation, studio and location photography, pre-and post-production manipulation.

Drawing

- The creation of surfaces from which an image can be transferred to communicate ideas.
- The use of a variety of materials, media and techniques such as linoleum, screen, intaglio, relief, lithography, drypoint, etching and monoprint, using a range of inks and printing surfaces.
- Painting
- The use of expressive and descriptive mark-making to record and communicate ideas.
- The use of a range of painting materials, tools and techniques such as gouache, water colour, acrylic, oil, dyes, brushes, digital painting applications and a range of painting surfaces.

HOW YOU WILL BE ASSESSED

Students will be assessed externally via the examination board the expectations from the student will be as follows;

- ➔ Three sheets of supporting studies (maximum size A2 for each sheet)
- ➔ One sheet of final outcome/s (maximum size A2)

| Assessment Objectives | | International GCSE Weighting |
|-----------------------|---|------------------------------|
| A01 | • Develop ideas through investigations, demonstrating critical understanding of sources | 25% |
| A02 | • Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes | 25% |
| A03 | • Record ideas, observations and insights relevant to intentions as work progresses | 25% |
| A04 | • Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language | 25% |

WHAT THIS SUBJECT CAN LEAD TO

- ➔ Architecture, Design Engineering, Motor vehicles Design, Animation, Graphic Artist, Advertisement Fashion Designing, Interior Designing, Photography, Fabric designer, Product Design are just some of the career paths which can be taken through studying Art.



As all our students are destined to be part of a business organisation in the future, we believe that a commerce subject is essential to prepare our students for their future careers. At DIS we offer a range of commerce subjects to develop future entrepreneurs and leaders.

SUBJECT: IGCSE BUSINESS STUDIES

Examination Board & Course Code: Cambridge International 0450

SUBJECT AIM

Business studies considers and reviews the actions and decisions taken by firms and looks at the work that various departments, such as marketing, finance, human resources, and production carry out. This course looks at how outside activities affect businesses, and in turn, how businesses react to these; for example, the effect of changes in government policy, competition and demand, and also ethical issues – such as ‘green trading’. Students will learn about the important decisions that businesses face in modern, competitive, and often global, environments.

WHAT YOU WILL STUDY

Structure and content outline- 6 Units over 2 Years

- ➔ Understanding business activity
- ➔ People in business
- ➔ Marketing
- ➔ Operations Management
- ➔ Financial information and decisions
- ➔ External influences on business activity

HOW WILL YOU BE ASSESSED

| | Paper 1 | Paper 2 |
|---|---|---|
| IGCSE Business Studies (Grades A* - G) | Short answer Data response 80 Marks 1 Hour 30 minutes 50% weighting | Case Study 80 Marks 1 Hour 30 minutes 50% weighting |

WHAT THIS SUBJECT CAN LEAD TO

Progress from IGCSE

- ➔ A knowledge of Business Studies is an essential when doing IB Business Management.
- ➔ At university, Business is a compulsory subject in all Commerce/Management courses.
- ➔ In industry, studying Business allows progression in all areas of business, for example:
 - Chartered management accountant
 - Corporate investment banker
 - Human resources officer
 - Management consultant
 - Operational researcher
 - Risk manager
 - Business analyst
 - Financial analyst
 - Academia (Lecturing and Teaching)
 - Account manager
 - Sales manager
 - Marketing Manager
 - Trading

**Please consult:
Head of Department**

SUBJECT: IBTEC BUSINESS

SUBJECT AIM

The Pearson BTEC International Level 2 Certificate, Extended Certificate and Diploma qualifications in Business have been developed in the business sector to:

- ➔ give full-time students the opportunity to enter employment in the business sector or to progress to Level 3 vocational qualifications
- ➔ provide education and training for business employees
- ➔ give opportunities for business employees to achieve a Level 2 vocationally specific qualification
- ➔ give students the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

The Pearson BTEC International Level 2 qualifications in Business have been designed to address the needs of Level 2 students in key areas, including interpersonal skills and customer service. Students have the opportunity to develop skills to support them as they build relationships with a wide variety of customers, internal and external, to a range of business environments. A range of specialist units are included to allow centres to offer innovative, imaginative and creative curriculum to meet their learner needs.

WHAT YOU WILL STUDY

Specialist areas include:

- ➔ finance, both personal and business, together with bookkeeping, which supports development of basic financial principles
- ➔ working in business teams and team leading
- ➔ business support or administration, which supports development of practical administration skills including office systems and equipment, meeting support and filing systems
- ➔ personal selling, which helps students to understand the personal selling process
- ➔ aspects of business online and how this can support businesses to develop opportunities
- ➔ aspects of retailing such as promoting, branding and visual merchandising
- ➔ consumer rights
- ➔ business ethics
- ➔ lean management techniques
- ➔ logistics
- ➔ enterprise and business start-up, which is available at both Level 2 and Level 3 in the qualification.

HOW WILL YOU BE ASSESSED

| Mandatory Units | | | | |
|-----------------|------------------------|-------|-------------------------|---------------------|
| Unit | Unit Title | Level | National Learning Hours | Unit Value (NLH/10) |
| 1 | Business Purposes | 2 | 50 | 5 |
| 2 | Business Organisations | 2 | 50 | 5 |

SUBJECT: IBTEC BUSINESS

| Optional Units | | | | |
|----------------|--|-------|-------------------------|---------------------|
| Unit | Unit Title | Level | National Learning Hours | Unit Value (NLH/10) |
| 3 | Financial Forecasting for Business | 2 | 50 | 5 |
| 4 | People in Organisations | 2 | 50 | 5 |
| 5 | Using Office Equipment | 1 | 50 | 5 |
| 6 | Providing Business Support | 2 | 50 | 5 |
| 7 | Verbal and Non-verbal Communication in Business Contexts | 2 | 50 | 5 |
| 8 | Business Communication through Documentation | 2 | 50 | 5 |
| 9 | Training and Employment in Business | 2 | 50 | 5 |
| 10 | Personal Selling in Business | 2 | 50 | 5 |
| 19 | The Marketing Plan | 2 | 50 | 5 |
| 20 | Managing Personal Finances | 2 | 50 | 5 |
| 25 | Enterprise in the Workplace | 2 | 100 | 10 |
| 26 | Sourcing and Buying in the Supply Chain | 2 | 50 | 5 |
| 27 | Technology in the Logistics Sector | 2 | 50 | 5 |
| 28 | Warehousing Skills in Logistics | 2 | 50 | 5 |
| 29 | Transport, Distribution and the Storage of Goods within the Logistics Industry | 2 | 50 | 5 |

WHAT THIS SUBJECT CAN LEAD TO

Business employers value employees who are able to communicate effectively both verbally and using electronic communication methods. The Pearson BTEC International Level 2 qualifications in Business provide opportunities for students to develop their communication skills as they progress through the course.

Potentially the qualification could prepare students for progression to an appropriate Level 3 programme in the same or related vocational area.



A Computer Scientist was born to solve problems that do not exist today. This is an essential skill for the digital age and the best way to predict the future is to invent it.

SUBJECT: COMPUTER SCIENCE

Examination Board & Course Code: Cambridge International 0478

SUBJECT AIM

Computer Science students study the principles and practices of computing whilst gaining confidence in computational thinking and programming. They learn to program by writing computer code and they develop their understanding of the main principles of problem-solving using computers. Students apply their understanding to develop computer-based solutions to problems using algorithms and through the use of high-level programming language. They also develop a range of technical skills, as well as the ability to test effectively and to evaluate computing solutions. This qualification helps students appreciate current and emerging computing technologies and the benefits of their use. They learn to recognise the ethical issues and potential risks when using computers.

WHAT YOU WILL STUDY

In this course you will study: computational thinking; looking at a problem in terms of representing it on a computer, how can a problem be split down to smaller parts to make it more manageable, how can a problem be converted into an algorithm and then into a program to solve the problem, how the data requirements for a problem can be found. How to write computer programs using a high-level programming language. The components that make up a computer system and their function. The ways that computers can communicate through both wired and wireless connections, including networks and across the internet.

HOW WILL YOU BE ASSESSED

| IGCSE Computer Studies (Grades A* - G) | Paper 1 | Paper 2 |
|---|---|---|
| | Theory 75 Marks 1 Hour 45 minutes 60% weighting | Algorithms and Programming 50 Marks 1 Hour 45 minutes 40% weighting |

WHAT THIS SUBJECT CAN LEAD TO

- ➔ If you take an IGCSE in Computer Science and then go on to study Computer Science at IB or university, you'll have an advantage over fellow students who are picking up the subject for the first time at these higher levels.
- ➔ The increasing importance of information technologies means there is already a growing demand for professionals who are qualified in this field. This IGCSE is very highly regarded and will be useful to you, whatever career you eventually embark upon.
- ➔ Engineering, financial and resource management, multimedia, games design, science and medicine.

SUBJECT: IGCSE DESIGN & TECHNOLOGY

Examination Board & Course Code: Cambridge International 0445

SUBJECT AIM

The Design and Technology syllabus enables students to identify, consider and solve problems through creative thinking, planning and design, and by working with different media, materials and tools.

WHAT YOU WILL STUDY

- ➔ Recall, select and communicate knowledge and demonstrate understanding in design & technology, including its wider effects.
- ➔ Apply knowledge, understanding and skills in a variety of contexts and in designing and making products.
- ➔ Analyse and evaluate products, including their design and production.

HOW WILL YOU BE ASSESSED

IGCSE Design and Technology candidates take three components. Candidates must take Paper 1, Papers 3 and Paper 5, which is a project.

Compulsory Component - All Candidates take:

Paper 1 - 1 hour and 15 minutes - 25%

Product design

50 Marks

Questions will be based on the Common Content: Product Design

Answer **one** question

Written/drawing paper

Externally Assessed

Component

Paper 1 - Product Design - 1 hour and 15 minutes - 25%

This is a compulsory written paper. It tests design thinking

50 Marks

Paper 3 - Resistant Materials - 1 hour - 25%

This is a theory and design-based assessment

50 Marks

Paper 5 - Project - 50%

The project is compulsory and is a school-based assessment

100 Marks

WHAT THIS SUBJECT CAN LEAD TO

If you are interested in taking your study of sport further, the subject-specific knowledge and skills outlined above, and developed through studying this qualification, will give you a strong foundation for academic or vocational study at level 3, including apprenticeships.

SUBJECT: IGCSE DRAMA

Examination Board & Course Code: Cambridge International 0411

SUBJECT AIM

IGCSE Drama is a dynamic exploratory course that develops self-expression, creativity, analysis and evaluation skills through practical and written assessment. Across two-years, students are given the opportunity to enquire, explore and create theatre while being exposed to a wide range of Drama theorists, genres and scripts from iconic playwrights. Through studying IGCSE Drama, students will enhance their communication skills, develop their confidence and self-esteem, take risks, learn to work collaboratively and independently to solve problems and justify their contributions and ideas. Students will learn about the world around them as well as exploring a variety of cultures and contexts through a range of stimuli and research tasks all while developing their personal resilience, critical minds and having fun!

WHAT YOU WILL STUDY

- ➔ Understanding repertoire – interpreting and realising scripted theatre
- ➔ Devising - devise dramatic material and be able to adapt and reflect
- ➔ Acting – performance skills and ability to communicate with an audience

HOW WILL YOU BE ASSESSED

| Component 1 Written Examination – 40% | Component 2 Practical – 60% |
|--|--|
| The question paper is made up of three sections: <ul style="list-style-type: none">• 6-8 short answers an unseen extract from a play• One essay style answer from the play we have studied• One essay style answer based on their original devised piece | You will be practically assessed on three performances: <ul style="list-style-type: none">• Solo monologue performance from a published play• One group performance from an extract from a play script• One original group performance devised from a stimulus |

WHAT THIS SUBJECT CAN LEAD TO

- ➔ Lawyer/ Barrister, Broadcast Journalist, Writer, Actor, Director, Designer, Public Relations, Performer, Political Careers, Sales, Cinematographer, Choreographer, Counsellor/Therapist, Critic, Hospitality, Business Management and Teacher just to name a few!

SUBJECT: ECONOMICS

Examination Board & Course Code: Cambridge International 0455

SUBJECT AIM

Economics is a social science that is concerned with key issues facing us today, including globalisation, pollution and poverty. It is essentially about choice: why different people and groups of people, such as governments, have to make choices; the choices that they make, and the consequences of those choices. Economics teaches students to think logically and to use theories to understand how economies operate. It plays a huge role in our daily lives and you will be taught methods used by economists and how to understand issues such as inflation, unemployment, pollution, demand and supply, exchange rates, interest rates, and the difficult decisions governments face when they attempt to steer the economy in a chosen direction.

WHAT YOU WILL STUDY

Structure and content outline- 8 Units over 2 Years

- ➔ Basic economic problem
- ➔ The allocation of resources: how the markets work; market failure
- ➔ The individual as a producer, consumer and borrower
- ➔ The private firm as a producer and employer
- ➔ Role of government in the economy
- ➔ Economic indicators
- ➔ Developed and developing economies: trends in production, population and living standards
- ➔ International aspects

HOW WILL YOU BE ASSESSED

| | Paper 1 | Paper 2 |
|--|--|---|
| IGCSE Economics (Grades A*-C) | Theory Multiple Choice 30Marks 45 Minutes 30% weighting | Structured Questions 90 Marks 2 hours 15 Minutes 70% weighting |

WHAT THIS SUBJECT CAN LEAD TO

- ➔ PROGRESS FROM IGCSE
- ➔ A knowledge of Economics is an essential when doing IB Economics
- ➔ At university, Economics can be studied as a BA, BComm, BEcon, BBA, MBA degrees
- ➔ In industry, Economists are hired in all areas of business, for example:
Stock Markets, International Law, Banking and Finance, Research and Statistical Analysis, Academia (Lecturing and Teaching), International Trade, Politics, Diplomatic services, Government Agencies.

SUBJECT: IGCSE ENTERPRISE

Examination Board & Course Code: Cambridge International 0454

SUBJECT AIM

IGCSE Enterprise brings the world of business into the classroom and gives you a clear insight into what it means to think like an entrepreneur. You will adopt the thoughts and actions of entrepreneurs and develop knowledge and understanding of the practicalities of setting up and running your own new enterprise. You will acquire a range of vital life skills for use in planning and organisation, communication and financial management.

WHAT YOU WILL STUDY

Structure and content outline- 9 Units over 2 Years

- ➔ Introduction to Enterprise
- ➔ Setting up a new enterprise
- ➔ Business opportunities, responsibilities and risk
- ➔ Negotiation
- ➔ Understanding finance
- ➔ Business planning
- ➔ Markets and customers
- ➔ Help and support for enterprises
- ➔ Communicating with other people

HOW WILL YOU BE ASSESSED

| All candidates take: | and: |
|--|--|
| Component 1 - 1 hour 30 minutes Written paper 50% 100 Marks <ul style="list-style-type: none">• Short-answer, structured and open-ended questions• This paper is based on a pre-released case study• Candidates answer all questions• Externally assessed | Component 2 Coursework 50% 60 Marks <ul style="list-style-type: none">• Portfolio of evidence from tasks based on candidates own enterprise project• Internally assessed and externally moderated |

WHAT THIS SUBJECT CAN LEAD TO

- ➔ PROGRESS FROM IGCSE
- ➔ A knowledge of Enterprise is an essential when doing IB Business Management.
- ➔ At university, Enterprise is a compulsory subject in all Commerce/Management courses.
- ➔ In industry, studying Enterprise allows progression in all areas of business, for example:
 - Entrepreneur
 - Management consultant
 - Operational researcher
 - Risk manager
 - Retail Management
 - Distribution and logistics management
 - Account manager
 - Sales manager
 - Banking
 - Advertising

Please consult:
Head of Department

SUBJECT: IGCSE FRENCH

Examination Board & Course Code: Cambridge IGCSE 0520

SUBJECT AIM

Cambridge IGCSE French encourages students to be: confident, using new and familiar structures and vocabulary to communicate with others in everyday situations responsible, seeking opportunities to use and develop their language skills reflective, considering how to communicate different ideas and attitudes innovative, applying language to a variety of situations engaged, developing learning strategies which help them to express their ideas and their understanding of other cultures.

WHAT YOU WILL STUDY

The course will cover a wide range of topics in the four key skills of Listening, Speaking, Reading and Writing. The subject content is organised in five broad topic areas:

- ➔ Everyday activities
- ➔ Personal and social life
- ➔ The world around us
- ➔ The world of work
- ➔ The international world

These provide contexts for the acquisition of vocabulary and the study of grammar and structures. The study of these topic areas enables students to gain an insight into countries and communities where French is spoken.

HOW WILL YOU BE ASSESSED

| | Paper 1 Listening | Paper 2 Reading | Paper 3 Speaking | Paper 4 Writing |
|---------------------------------------|---|--|--|--|
| IGCSE French (Grades A*-C) | 25% weighting 40 marks 50 min approx | 25% weighting 45 marks 1 hour | 25% weighting 40 marks 10 min approx. | 25% weighting 45 marks 1 hour |

WHAT THIS SUBJECT CAN LEAD TO

- ➔ Translator, interpreter, blogger, teacher, journalist, reporter, product localisation manager, field researcher, liaison officer, tour guide, podcaster, sales associate, motivational speaker, flight attendant, private tutor
- ➔ Support your appreciation and the importance of Modern Languages in society, employment and study

SUBJECT: IGCSE GEOGRAPHY

Examination Board & Course Code: Cambridge International 0460

SUBJECT AIM

IGCSE Geography encourages students to raise questions and to develop and deploy geographical skills, knowledge and understanding. This in turn fosters a developing students' interest in and enthusiasm for learning about and understanding the geography of the planet. Students will be given the opportunity to explore a wide range of concepts through the investigation of contemporary geographical issues effecting real people in real-life case studies.

WHAT YOU WILL STUDY

IGCSE Geography is a 2-year course that offers students the opportunity to study a range of geographical themes: Population & Settlement; The Natural Environment; Economic Development. Students will explore Geography from a diverse range of perspectives, including social, economic, cultural and political.

HOW WILL YOU BE ASSESSED

| Paper 1 Geographical Themes | Paper 2 Geographical Skills | Coursework |
|--|--|--|
| 1 hour and 45 minutes (45%) Candidates answer 3 questions in total, 1 from each of the Geographical Themes | 1 hour and 30 minutes (27.5%) Candidates answer all 6 questions. This will include a Map Skills section, interpretation of graphs, infographics and diagrams | Candidates will visit the Dubai Marina to conduct a Geographical investigation. Students will then write up and analyse their findings (27.5%) |

WHAT THIS SUBJECT CAN LEAD TO

- ➔ A wide variety of potential careers including (but not limited to): Town Planner, Geography Teacher, Meteorologist and Climatologist, Vulcanologist, Tourism Industry, The Foreign Office, Environmental Agencies, Resource Management
- ➔ A deeper and better understanding of people and places. A desire to help look after our planet for the benefit of future generations

SUBJECT: IGCSE HISTORY

Examination Board & Course Code: Cambridge International 0470

SUBJECT AIM

IGCSE History is a 2-year course that offers students the opportunity to study world history from the nineteenth century to the beginning of the twenty-first century. Students will explore history from a diversity of perspectives, including social, economic, cultural and political. IGCSE History encourages students to raise questions and to develop and deploy historical skills, knowledge and understanding in order to provide historical explanations. Studying History at IGCSE will develop students' interest in and enthusiasm for learning about and understanding the past.

WHAT YOU WILL STUDY

Students will be given the opportunity to explore historical concepts such as cause and consequence, change and continuity, and similarity and difference. This will focus around the following areas:

- The 20th century: International Relations since 1919
- Vietnam, Cold War, Causes of WWII, Peace after WWI, Cuban missile crisis, Interwar period politics, The Gulf 1970 to 2000
- Students will also investigate a depth study on Germany 1918 to 1945

HOW WILL YOU BE ASSESSED

| Paper 1 | Paper 2 | Coursework |
|---|---|--|
| 2 hours - 60 marks (40%) Candidates answer two questions from Section A (Core Content) and one question from Section B (Depth Study). All questions are in the form of structured essays, split into three parts: (a), (b) and (c). | 2 hours - 60 marks (33%) Candidates answer six questions on one prescribed topic taken from the Core Content. There is a range of source material relating to each topic. | 1 hour - 40 marks (27%) Candidates answer one question on a Depth Study. |

WHAT THIS SUBJECT CAN LEAD TO

- A wide variety of potential careers including (but not limited to): Archaeology, Politics, Teaching, Law, Curating/museum/gallery work, Research, Journalism/media work, Heritage industry/tourism, International development organisations/charities
- A deeper and better understanding of where we have come from and where we are heading. A desire to help look after our planet for the benefit of future generations

SUBJECT: ICT

Examination Board & Course Code: Cambridge IGCSE 0417

SUBJECT AIM

Information and Communication Technology encourages students to develop lifelong skills, including; understanding and using applications, using Information and Communication Technology (ICT) to solve problems, analysing, designing, implementing, testing and evaluating ICT systems, ensuring that they are fit for purpose, understanding the implications of technology in society, including social, economic and ethical uses. Awareness of the ways ICT can help in home, learning and work environments. A balance of theory and practical skills thorough knowledge and understanding of a subject and help to develop the skills students need for their next steps in education or employment.

WHAT YOU WILL STUDY

The course will cover a wide range of units which aims are to develop; knowledge of ICT including new and emerging technologies, autonomous and discerning use of ICT, skills to enhance work produced in a range of contexts, skills to analyse, design, implement, test and evaluate ICT systems, skills to consider the impact of current and new technologies on methods of working in the outside world and on social, economic, ethical and moral issues, ICT-based solutions to solve problems, the ability to recognise potential risks when using ICT, and use safe, secure and responsible practice.

HOW WILL YOU BE ASSESSED

| | Paper 1 | Paper 2 | Paper 3 |
|------------------------------------|---|---|--|
| IGCSE ICT (Grades A*-G) | Theory 100 Marks 2 hours 40% weighting | Document Production and Data Manipulation 80 Marks 2 hours 30 Minutes 30% weighting | Data Analysis and Website Authoring 80 Marks 2 hours 30 mins 30% weighting |

WHAT THIS SUBJECT CAN LEAD TO

- ➔ ICT provides opportunities to promote enterprise and entrepreneurial skills through the process of identifying an opportunity to design a system to meet a specific need, developing their own system and finally evaluating the whole process. Tasks linked to the practical elements provide opportunities to develop independent thinking skills, through candidates identifying relevant sources of information and developing specific performance criteria for their designs to guide their thinking
- ➔ The course provides a good foundation for further study at IB (ITGS) and university courses

SUBJECT: IGCSE MUSIC

Examination Board & Course Code: Cambridge International 0410

SUBJECT AIM

GCSE Music exposes students to a wide range of musical genres, enabling them to practically master their chosen instrument and enhance their musicality and theoretical understanding. Music has something for everyone. Regardless of your starting point, your cultural beliefs and your ability to perform, music is universal and has something for you! Choosing music will enhance your self-esteem, help you develop as a person and engage all areas of your brain which helps to improve your performance in all subjects. 'Getting lost' in music is great for students. It allows you to be creative, innovative and requires dedication and commitment. Students will work independently and collaboratively on various styles and pieces and develop a critical understanding of elements of music.

WHAT YOU WILL STUDY

The Music GCSE consists of 3 elements:

1. Listening and appraising music
2. Performing
3. Composing

HOW WILL YOU BE ASSESSED

| Component 1 Written Examination | Component 2 Coursework | Component 3 Coursework |
|--|---|---|
| 40% Listening Written examination based on CD recordings. (70 marks) | 30% Performing Two prepared performances (50 Marks) <ul style="list-style-type: none">• Individual• Ensemble | 30% Composing Two contrasting compositions (50) |

WHAT THIS SUBJECT CAN LEAD TO

- ➔ Performer, Composer, Researcher, Critic, Music Management, Music Therapist, Stage Management, Journalist, Production Management, Film, Radio, Musical Director and Teacher just to name a few!

SUBJECT: PHYSICAL EDUCATION

Examination Board & Course Code: Cambridge International 0413

SUBJECT AIM

IGCSE PE is a 2-year course that offers students the opportunity to study a wide variety of content within a sport and exercise context. The syllabus provides students with the opportunity to study both the theoretical and practical aspects of Physical Education. It has been designed to encourage enjoyment in physical activity by providing students with an opportunity to take part in a range of activities to develop an understanding of effective and safe physical performance. This helps students develop an appreciation of the necessity of sound understanding of the principles, practices and training that underpin improved performance, better health and well-being.

WHAT YOU WILL STUDY

Candidates will cover the following areas of study:

- ➔ Anatomy and Physiology
- ➔ Health, fitness and training
- ➔ Skill acquisition and psychology
- ➔ Social, cultural, and ethical influences

HOW WILL YOU BE ASSESSED

| | Paper 1 Theory | Practical (Assessed against 4 activities) |
|---|--|---|
| IGCSE Physical Education (Grades A*-G) | 50% weighting 100 marks 1hr 45 mins | 50% weighting 100 marks Students are assessed across 4 physical activities from at least two of the seven categories listed: (Games activities, Gymnastics activities, Dance, Athletic activities, Outdoor adventurous activities, Swimming activities, Combat activities). Each sporting activity is marked out of 25. |

WHAT THIS SUBJECT CAN LEAD TO

- ➔ Physiotherapist
- ➔ Gym Instructor
- ➔ PE teacher
- ➔ Sports Science
- ➔ Sports Coach
- ➔ Nutritionist

**Please consult:
Head of Department**

SUBJECT: IBTEC SPORTS

(EDEXCEL)

SUBJECT AIM

The Pearson BTEC International Level 2 qualifications in Sport have been designed for those who wish to explore a vocational route at this level. They provide a suitable foundation for further study within the sector through progression on to Level 3 vocational qualifications. Alternatively, the underpinning knowledge, practical and vocational skills learnt on the Pearson BTEC International Level 2 qualifications in Sport will enhance and support the progression to a competency-based course.

The Pearson BTEC International Level 2 qualifications in Sport enable learners to develop the knowledge, understanding and skills that enable progression within specific areas of employment such as exercise and fitness, leadership support and land/water-based outdoor and adventurous activities.

WHAT YOU WILL STUDY

Learners must achieve the mandatory unit and one mandatory specialist unit, from a choice of two (see below), for a combined total value of 15 to achieve the Certificate qualification. Learners can also strive to achieve the Extended Certificate by completing further optional units.

Mandatory Unit

| Unit | Unit Title | Level | Notional Learning Hours | Unit Value (NLH/10) |
|------|------------------------------|-------|-------------------------|---------------------|
| 1 | Fitness Testing and Training | 2 | 50 | 5 |

Mandatory Specialist Units - select one of these units

| Unit | Unit Title | Level | Notional Learning Hours | Unit Value (NLH/10) |
|------|------------------------------------|-------|-------------------------|---------------------|
| 2 | Practical Sport | 2 | 100 | 10 |
| 3 | Outdoor and Adventurous Activities | 2 | 100 | 10 |

HOW WILL YOU BE ASSESSED

All units in the Pearson BTEC International Level 2 qualifications are assessed through internal assessment. The work will be marked and moderated by the subject's Internal Verifier. Learners can achieve a 'pass', 'merit' or 'distinction' for each unit and then overall.

WHAT THIS SUBJECT CAN LEAD TO

The Pearson BTEC International Level 2 Certificate offers a work-related vocational qualification that focuses on particular aspects of employment in the appropriate vocational sector. The Pearson BTEC International Level 2 Certificate is a qualification that can be part of a learner's programme of study and provide a vocational learning experience. Potentially the qualification could prepare learners for progression to an appropriate Level 3 programme in the same or related vocational area.

SUBJECT: GCSE PSYCHOLOGY

Examination Board & Course Code: Edexcel IPSO

SUBJECT AIM

The GCSE Psychology course is an engaging exploration of human behaviour. Students will develop an awareness of themselves, others and of how psychology can be used to explain everyday behaviour. Students will acquire knowledge and understanding of Psychology including core areas such as biological, cognitive and social theories of human behaviour. Each theory and study has been carefully selected based on their relevance to our students today.

Students will build an understanding of how psychological research is conducted, including the role of the scientific method and data analysis. They will learn to present information, develop arguments, and draw conclusions through a critical approach to psychological evidence. Students will also explore psychological issues and debates and develop an understanding of ethical issues in psychology as well as the contributions of the discipline to understand individual, social and cultural diversity.

The course will provide an excellent base for progression to any higher-level Psychology course.

WHAT YOU WILL STUDY

You will study the following units on this course:

- ➔ Memory
- ➔ Child Development
- ➔ Psychological Problems
- ➔ Neuropsychology
- ➔ Social Influence
- ➔ Criminal Psychology
- ➔ Sleep and Dreaming
- ➔ Research Methods

HOW WILL YOU BE ASSESSED

| | Paper 1 - Core Content | Paper 2 - Options Content |
|-------------------------------------|--|--|
| GCSE Psychology (Grades 9-1) | 50% weighting 98 marks in total 1 hour 45 minutes examination | 50% weighting 79 marks in total 1 hour 20 minutes examination |

WHAT THIS SUBJECT CAN LEAD TO

- ➔ Studying Psychology can be beneficial to most careers, in particular, careers as a psychologist, therapist and mental health worker.
- ➔ It is also very useful for careers in business, management and social work, as the course will help you to understand the mindset of your clients, customers and employees.

SUBJECT: SPANISH

Examination Board & Course Code: Cambridge IGCSE 0530

SUBJECT AIM

Cambridge IGCSE Spanish encourages students to be: confident, using new and familiar structures and vocabulary to communicate with others in everyday situations responsible, seeking opportunities to use and develop their language skills reflective, considering how to communicate different ideas and attitudes innovatively, applying language to a variety of situations engaged, developing learning strategies which help them to express their ideas and their understanding of other cultures.

WHAT YOU WILL STUDY

The course will cover a wide range of topics in the four key skills of Listening, Speaking, Reading and Writing. The subject content is organised in five broad topic areas:

- ➔ Everyday activities
- ➔ Personal and social life
- ➔ The world around us
- ➔ The world of work
- ➔ The international world

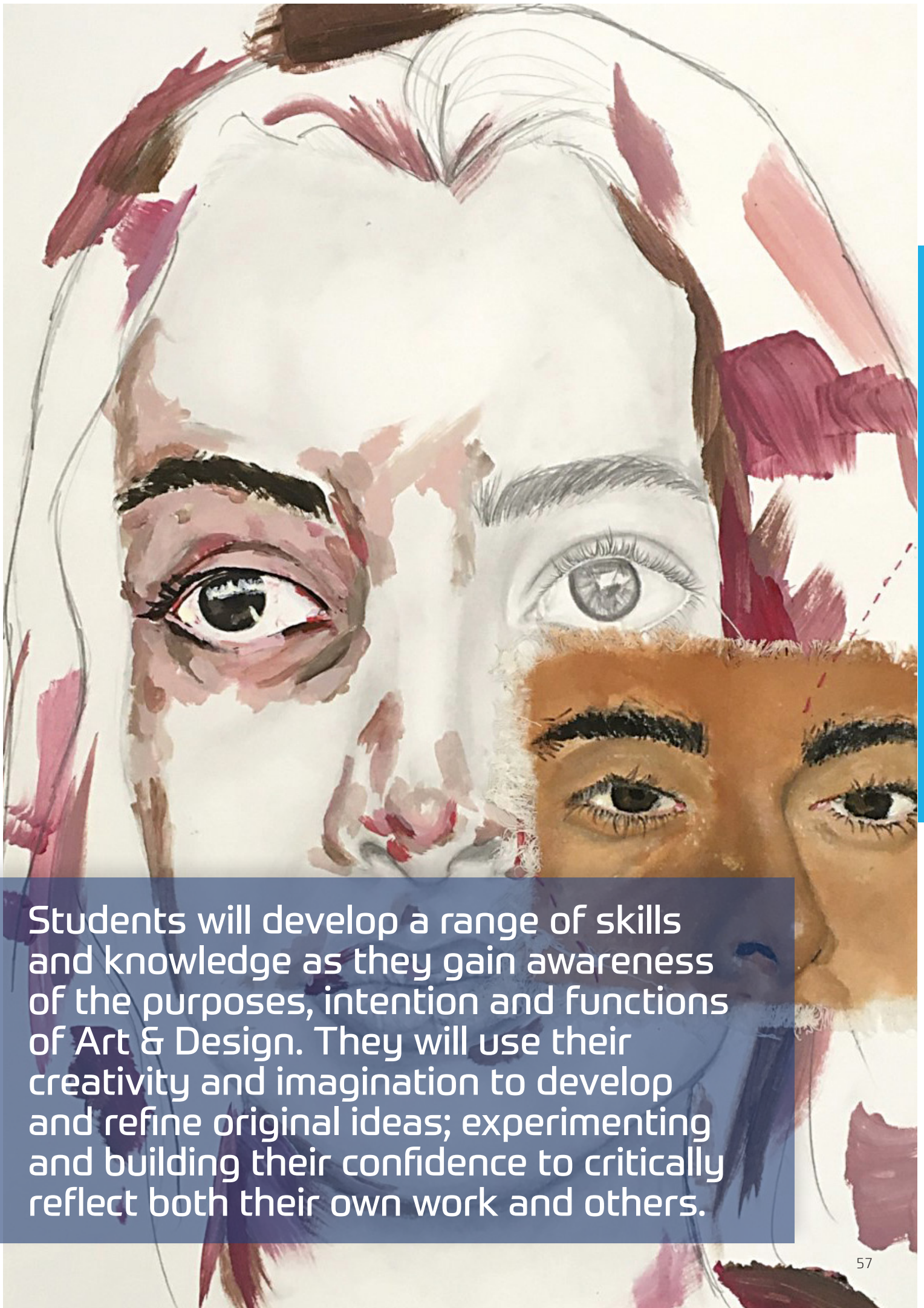
These provide contexts for the acquisition of vocabulary and the study of grammar and structures. The study of these topic areas enables students to gain an insight into countries and communities where Spanish is spoken.

HOW WILL YOU BE ASSESSED

| | Paper 1 Listening | Paper 2 Reading | Paper 3 Speaking | Paper 4 Writing |
|--|--|--|--|--|
| IGCSE Spanish (Grades A* - G) | 25% weighting 40 marks 50 min approx. | 25% weighting 45 marks 1 hour | 25% weighting 40 marks 10 min approx. | 25% weighting 45 marks 1 hour |

WHAT THIS SUBJECT CAN LEAD TO

- ➔ Translator, interpreter, blogger, teacher, journalist, reporter, product localisation manager, field researcher, liaison officer, tour guide, podcaster, sales associate, motivational speaker, flight attendant, private tutor...
- ➔ Support your appreciation and the importance of Modern Languages in society, employment and study.



Students will develop a range of skills and knowledge as they gain awareness of the purposes, intention and functions of Art & Design. They will use their creativity and imagination to develop and refine original ideas; experimenting and building their confidence to critically reflect both their own work and others.

SUBJECT: IBTEC TRAVEL AND TOURISM

Pearson Level 2

SUBJECT AIM

IBTEC Travel and Tourism Level 2 allows students to investigate one of the biggest employers both locally and globally - the Travel and Tourism sector. The course gives students the opportunity to understand the inner working of this industry and thus how businesses and locations succeed or fail. Students will be able to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life. Students will be guided but will have to work independently to develop excellent researching skills in order to complete the different assignments.

WHAT YOU WILL STUDY

Students will complete 3 Units of Work throughout the Course

- ➔ The Travel and Tourism Sector
- ➔ Understanding the Nature and Effects of World Travel
- ➔ Worldwide Holiday Destinations

HOW WILL YOU BE ASSESSED

The course is 100% internally assessed, so there is no examination.

For each of the 3 Units there will be 3 big assignments. Students will be guided with their research and application and will then have to submit their work. Students will get 1 chance to re-submit their work if they have not met all of the unit criteria.

WHAT THIS SUBJECT CAN LEAD TO

- ➔ BTEC Travel and Tourism Level 3
- ➔ A great many jobs in the Travel and Tourism sector
- ➔ The skills acquired throughout the course perfectly prepare students for further study at IB and University level.



OUR RESULTS 2020

| Cambridge IGCSE (A*-G) VS National/ International benchmarks | | 2020 | | | | | | | | | | | | | | | | | | |
|--|-----|------|-----|------|-----|------|-----|------|-----|------|-----|------|-----|------|-----|------|-----|---------|--------|--------|
| Subject | No | A* | | A*-A | | A*-B | | A*-C | | A*-D | | A*-E | | A*-F | | A*-G | | VA CAT4 | A*-C % | A*-B % |
| | | Nat | DIS | Nat | DIS | Nat | DIS | Nat | DIS | Nat | DIS | Nat | DIS | Nat | DIS | Nat | DIS | | | |
| Additional Mathematics | 7 | 37 | 71 | 100 | 87 | 100 | 100 | 96 | 100 | 98 | 100 | 99 | 100 | 100 | 100 | 99 | 100 | 1.1 | 100 | 100 |
| Arabic | 12 | 50 | 33 | 83 | 92 | 100 | 92 | 97 | 100 | 99 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 2.2 | 100 | 92 |
| Biology | 43 | 26 | 40 | 79 | 69 | 100 | 93 | 87 | 100 | 94 | 100 | 97 | 100 | 100 | 100 | 99 | 100 | 1.5 | 100 | 93 |
| Business Studies | 33 | 19 | 15 | 39 | 42 | 85 | 70 | 85 | 85 | 93 | 94 | 97 | 100 | 100 | 100 | 99 | 100 | 1.2 | 85 | 70 |
| Chemistry | 43 | 30 | 35 | 72 | 56 | 100 | 91 | 90 | 95 | 95 | 100 | 98 | 100 | 100 | 100 | 99 | 100 | 1.3 | 95 | 91 |
| Computer Science | 30 | 28 | 57 | 77 | 80 | 100 | 97 | 92 | 100 | 96 | 100 | 98 | 100 | 100 | 100 | 99 | 100 | 2.2 | 100 | 97 |
| Co-ordinated Sciences (Double) | 66 | 21 | 9 | 32 | 66 | 89 | 56 | 89 | 91 | 96 | 98 | 98 | 100 | 100 | 100 | 99 | 100 | 1.2 | 91 | 56 |
| Design and Technology | 40 | 23 | 20 | 65 | 73 | 100 | 90 | 89 | 98 | 95 | 100 | 98 | 100 | 100 | 100 | 99 | 100 | 2.1 | 98 | 90 |
| Drama | 14 | 17 | 29 | 57 | 79 | 100 | 100 | 94 | 100 | 98 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 2.1 | 100 | 100 |
| Economics | 35 | 24 | 43 | 66 | 73 | 83 | 83 | 88 | 91 | 94 | 97 | 97 | 100 | 100 | 100 | 99 | 100 | 1.8 | 91 | 83 |
| English as a First Language | 114 | 19 | 10 | 39 | 72 | 82 | 82 | 91 | 97 | 97 | 100 | 99 | 100 | 100 | 100 | 100 | 100 | 1.2 | 97 | 82 |
| English Literature | 114 | 25 | 18 | 49 | 79 | 84 | 84 | 95 | 100 | 99 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 1.4 | 100 | 84 |
| Enterprise | 26 | 16 | 8 | 38 | 64 | 58 | 58 | 84 | 85 | 93 | 96 | 97 | 96 | 96 | 99 | 100 | 96 | 1.0 | 85 | 58 |
| First Language Arabic | 15 | 28 | 47 | 87 | 77 | 93 | 93 | 92 | 100 | 98 | 100 | 99 | 100 | 100 | 100 | 100 | 100 | 0.0 | 100 | 93 |
| French | 14 | 34 | 43 | 57 | 82 | 93 | 93 | 93 | 100 | 97 | 100 | 99 | 100 | 100 | 100 | 100 | 100 | 2.1 | 100 | 93 |
| Geography | 24 | 19 | 29 | 54 | 70 | 96 | 96 | 88 | 100 | 95 | 100 | 98 | 100 | 100 | 100 | 99 | 100 | 1.8 | 100 | 96 |
| History | 16 | 25 | 50 | 81 | 70 | 88 | 88 | 87 | 94 | 94 | 100 | 97 | 100 | 100 | 100 | 99 | 100 | 2.0 | 94 | 88 |
| Mathematics | 93 | 26 | 40 | 66 | 66 | 94 | 94 | 87 | 100 | 94 | 100 | 98 | 100 | 100 | 100 | 99 | 100 | 1.3 | 100 | 94 |
| Physical Education | 21 | 20 | 33 | 67 | 69 | 95 | 95 | 88 | 100 | 97 | 100 | 99 | 100 | 100 | 100 | 100 | 100 | 1.9 | 100 | 95 |
| Physics | 43 | 33 | 37 | 77 | 77 | 100 | 100 | 91 | 100 | 96 | 100 | 98 | 100 | 100 | 100 | 99 | 100 | 1.5 | 100 | 100 |
| Spanish | 3 | 48 | 33 | 33 | 87 | 100 | 100 | 95 | 100 | 99 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 2.0 | 100 | 100 |

| Edexcel 9-1 VS National/ International benchmarks | | 2020 | | | | | | | | | | | | | | | | | | |
|---|----|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|
| Subject | No | 9 | | 8+ | | 7+ | | 6+ | | 5+ | | 4+ | | 3+ | | 2+ | | VA | 9to4 | 9to6 |
| | | Nat | DIS | Nat | DIS | Nat | DIS | Nat | DIS | Nat | DIS | Nat | DIS | Nat | DIS | Nat | DIS | | | |
| Subject | 9 | 9 | 0 | 63 | 0 | 77 | 0 | 87 | 67 | 95 | 86 | 100 | 100 | 100 | 100 | 100 | 100 | 0.8 | 86 | 0 |
| Mathematics A (Foundation) | 25 | 0 | 45 | 26 | 44 | 48 | 62 | 78 | 87 | 89 | 100 | 100 | 100 | 98 | 100 | 100 | 100 | 0.8 | 100 | 74 |
| Art | 11 | 0 | 26 | 33 | 59 | 70 | 83 | 100 | 100 | 91 | 100 | 96 | 100 | 98 | 100 | 100 | 100 | 3 | 100 | 100 |
| Arabic GCSE | 24 | 0 | 43 | 31 | 31 | 47 | 62 | 83 | 100 | 91 | 79 | 96 | 91 | 97 | 100 | 100 | 100 | 1.7 | 96 | 81 |
| Psychology | 7 | 11 | 17 | 31 | 59 | 77 | 81 | 91 | 91 | 91 | 91 | 91 | 91 | 91 | 91 | 91 | 91 | 1.7 | 96 | 81 |



مدرسة ديرة الدولية
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