



مدرسة ديرة الدولية  
DEIRA INTERNATIONAL SCHOOL  
FESTIVAL CITY

## GCSE/BTEC OPTIONS



2023 - 2024

 **Al-Futtaim**  
Education Foundation



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**MARIAM HASSAN**  
Head Girl

**“Waiting for my IGCSE results felt like waiting for my birthday - exciting rather than daunting. But it wasn't always like that for me.**

In year 10, I was getting consistent 3's, 4's and 5's. This really demotivated me. Studying felt overwhelming and pointless. It wasn't until my end of year 10 mocks where I researched 'how to study' and actually saw results. I started studying for my GCSEs 6 months before the real exams to ensure that there were no mistakes to be made. This also ensured I could have an active social life and still finish with 10 A\*s.”

**Mariam achieved 10 A\*s for her (I)GCSE subjects. Class of 2022**



**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 (I)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   | A                     |
| 7   | A                     |
| 6   | B                     |
| GOOD PASS (Dfe)<br>5 & above = top of C & above |                       |
| 5   | C                     |
| 4   | C                     |
| AWARDING<br>4 & above = bottom of C & above     |                       |
| 3   | D                     |
| 2   | E                     |
| 1   | 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 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

- ➔ IBTEC 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

# CURRICULUM

## 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).

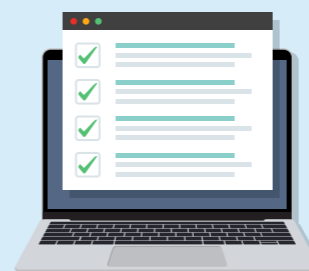
|                        |                          |
|------------------------|--------------------------|
| Arabic B               | Geography                |
| Art and Design         | History                  |
| Business Studies IBTEC | Music                    |
| Business Studies IGCSE | Photography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

### 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](http://www.aqa.org.uk)

### CAMBRIDGE EXAMINATION BOARD

[www.cambridgeinternational.org/programmesand-qualifications/cambridge-upper-secondary/Cambridge-igcse/](http://www.cambridgeinternational.org/programmesand-qualifications/cambridge-upper-secondary/Cambridge-igcse/)

### UK UNIVERSITY APPLICATIONS AND COURSES GUIDE

[www.ucas.com](http://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](http://www.careerswales.com)

### HIGHER EDUCATION OPTIONS IN EUROPE

[www.study-in-europe.org](http://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**

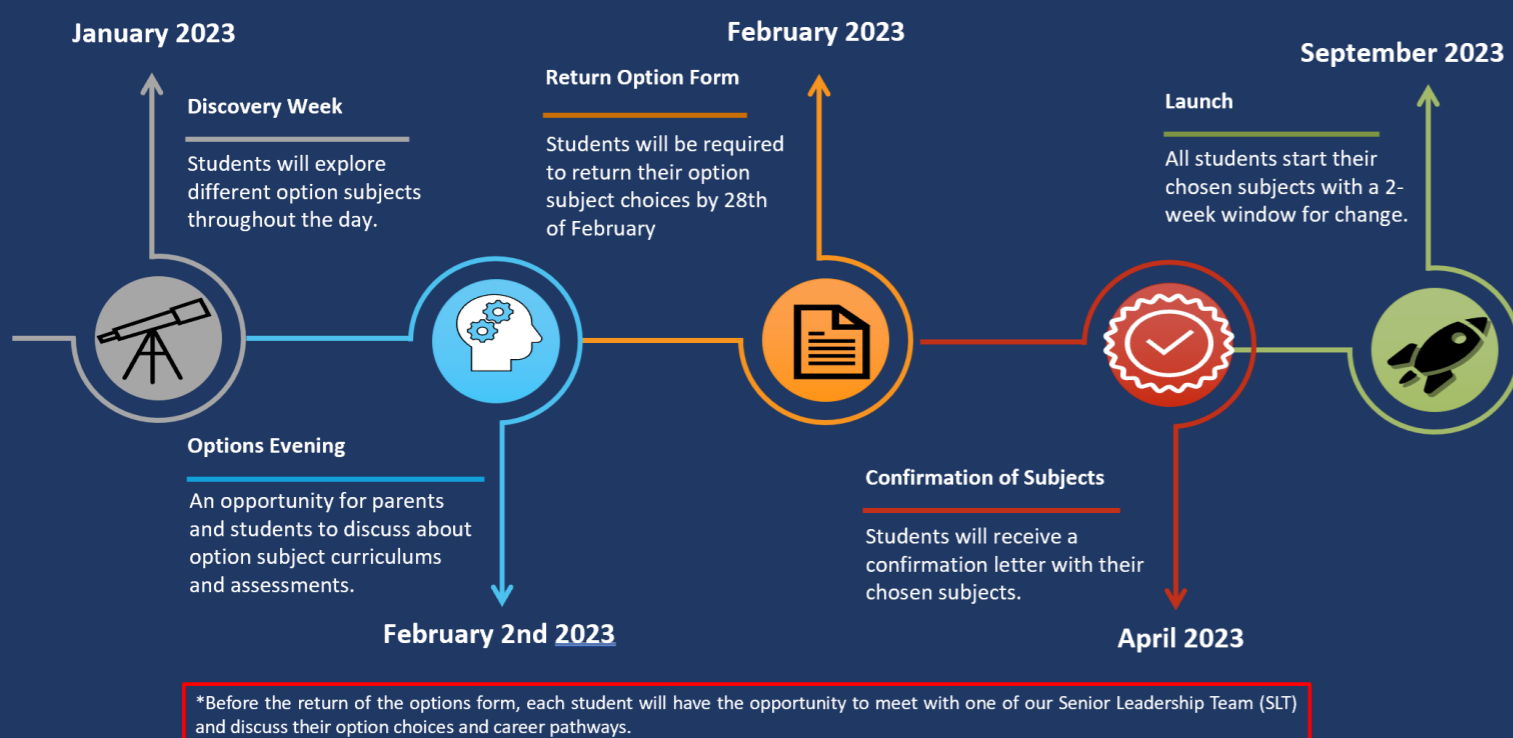
## IB COURSES

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

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



# 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 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                               | 0                     |
| GCSE Music                        | Edexcel MU01                 | 40                                | 60                    |
| IGCSE Photography                 | Edexcel 4PY1                 | 50                                | 50                    |
| IGCSE Physical Education          | Cambridge International 0413 | 50                                | 50                    |
| GCSE Psychology                   | AQA 8182                     | 100                               | 0                     |
| IGCSE Spanish                     | Cambridge International 0530 | 75                                | 25                    |
| IGCSE Textiles Design             | Edexcel 4TE1                 | 50                                | 50                    |

# ENGLISH

## 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 submit coursework for both courses 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.

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



# SUBJECT: 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 10. 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.

Please consult:  
Head of Department

# 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.

Please consult:  
Head of Department

# 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.

|                                     |                              |                              |
|-------------------------------------|------------------------------|------------------------------|
| <b>Foundation</b><br>(Grades 1 - 5) | <b>Paper 1</b><br>Calculator | <b>Paper 2</b><br>Calculator |
|                                     | 50% weighting<br>2 hours     | 50% weighting<br>2 hours     |
| <b>Higher</b><br>(Grades 4 - 9)     | <b>Paper 1</b><br>Calculator | <b>Paper 2</b><br>Calculator |
|                                     | 50% weighting<br>2 hours     | 50% weighting<br>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.

Please consult:  
Head of Department

# 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.

|                                  |                              |                              |
|----------------------------------|------------------------------|------------------------------|
| <b>Higher</b><br>(Grades A* - E) | <b>Paper 1</b><br>Calculator | <b>Paper 2</b><br>Calculator |
|                                  | 50% weighting<br>2 hours     | 50% weighting<br>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.

Please consult:  
Head of Department

# 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"> <li>1. Cell biology</li> <li>2. Organisation</li> <li>3. Infection and response</li> <li>4. Bioenergetics</li> <li>5. Homeostasis and response</li> <li>6. Inheritance, variation and evolution</li> <li>7. Ecology</li> <li>8. Key ideas</li> </ol> | <ol style="list-style-type: none"> <li>1. Atomic structure and the periodic table</li> <li>2. Bonding, structure, and the properties of matter</li> <li>3. Quantitative chemistry</li> <li>4. Chemical changes</li> <li>5. Energy changes</li> <li>6. The rate and extent of chemical change</li> <li>7. Organic chemistry</li> <li>8. Chemical analysis</li> <li>9. Chemistry of the atmosphere</li> <li>10. Using resources</li> <li>11. Key ideas</li> </ol> | <ol style="list-style-type: none"> <li>1. Energy</li> <li>2. Electricity</li> <li>3. Particle model of matter</li> <li>4. Atomic structure</li> <li>5. Forces</li> <li>6. Waves</li> <li>7. Magnetism and electromagnetism</li> </ol> |

# SUBJECT: SCIENCE COMBINED TRILOGY

## HOW YOU WILL BE ASSESSED

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

## 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"> <li>1. Cell biology</li> <li>2. Organisation</li> <li>3. Infection and response</li> <li>4. Bioenergetics</li> <li>5. Homeostasis and response</li> <li>6. Inheritance, variation and evolution</li> <li>7. Ecology</li> <li>8. Key ideas</li> </ol> | <ol style="list-style-type: none"> <li>1. Atomic structure and the periodic table</li> <li>2. Bonding, structure, and the properties of matter</li> <li>3. Quantitative chemistry</li> <li>4. Chemical changes</li> <li>5. Energy changes</li> <li>6. The rate and extent of chemical change</li> <li>7. Organic chemistry</li> <li>8. Chemical analysis</li> <li>9. Chemistry of the atmosphere</li> <li>10. Using resources</li> <li>11. Key ideas</li> </ol> | <ol style="list-style-type: none"> <li>1. Energy</li> <li>2. Electricity</li> <li>3. Particle model of matter</li> <li>4. Atomic structure</li> <li>5. Forces</li> <li>6. Waves</li> <li>7. Magnetism and electromagnetism</li> </ol> |

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

## HOW YOU WILL BE ASSESSED

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

## 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    | 1A – Atoms, compounds and states of matter                           | 1A – Forces, movement and energy |
| 1B – Health, disease and the development of medicines | 1B – Separating mixtures, breaking down substances, acids and metals | 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.



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<br>Surah Al Kahf  |
| Sunnah<br>(The Prophetic Tradition)     | The position of Sunnah in Shariah<br>Different types of Prophet Sunnah<br>Evidence of the authority of Sunnah |
| Islamic Creed                           | Reasoning and logic in Islam<br>The methodology of thinking in Islam  |
| The Rulings of Islam and Their Purposes | Principals of rulings<br>Concept of Fiqh (Jurisprudence) Schools<br>Causes behind the emergence of Fiqh       |
| Prophet's Biography<br>(Seerah)         | The Prophet's methodology in Da'wah.<br>Styles of Prophet's methodology in Da'wah                             |
| National Identity                       | Concept of Endowment<br>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<br>Steadfastness to Truth<br>Reverence of the Messenger of Allah |
| Sunnah<br>(The Prophetic Tradition)     | Diligence of Hadeeth Scholars<br>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<br>Classification of financial contracts        |
| Prophet's Biography<br>(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%<br>50 marks<br>Structured and extended writing questions<br>Questions will be based on Arabic passages<br>Externally assessed | Writing 50%<br>50 marks<br>Two composition tasks<br>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

Please consult:  
Head of Department

# SUBJECT: IGCSE ARABIC B

Examination Board & Course Code:  
Cambridge 0544

## SUBJECT AIM

Cambridge IGCSE Arabic B encourages learners to be confident, responsible and reflective by; using new and familiar structures and vocabulary to communicate with others in everyday situations; seeking opportunities to use and develop their language skills; considering how to communicate different ideas and attitudes innovatively; applying language to a variety of situations engaged and by 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 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

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

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 needs of individual students 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: IGCSE FINE ART

## Examination Board & Course Code: Edexcel 4FA1

### SUBJECT AIM

The IGCSE curriculum at Deira International School is focused around five key principles; research, observation, innovation, experimentation and personal responses.

We place importance on experimentation and quality in all aspects of our work. We have a playful yet serious approach to media, materials and processes.

Agility and fluidity of thinking are central to the ethos of the department, explored through the inter-relationship of analogue and digital technologies and the role of drawing - a common language with many 'dialects'. These approaches take place with reference to relevant historical and contemporary practitioners and are explored through discussion of their work in detail.

We are fully cognisant and proud of the Art and Design scene in the UAE and showcase the work of Emirati practitioners.

Students have the opportunity on the course to visit galleries and museums. We also have a programme of visiting tutors from the Royal College of Art, Goldsmiths and professional artists such as Ian Murphy. Through a combination of set and self-initiated projects students are given the opportunity for personal expression and exploration of ideas along with acquiring skills needed to express ideas and concepts in the most confident way possible.

### 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

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

Please consult:  
Head of Department



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<br><b>75 Marks</b><br>1 Hour 45 minutes<br>60% weighting | Algorithms and Programming<br><b>50 Marks</b><br>1 Hour 45 minutes<br>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.

Please consult:  
Head of Department

# SUBJECT: DESIGN TECHNOLOGY

Examination Board & Course Code:  
Cambridge IGCSE 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

- ➔ Engineering, Design and Technology teacher, fashion designer, product designer, architect, software engineer, civil engineer, carpenter, interior designer, CAD Designer

Please consult:  
Head of Department

# 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%

The question paper is made up of three sections:

- **Section A** - 6-8 short answers based on an extract studied
- **Section B** - One 10-mark question and a choice between two 15 mark essay style questions based on a second extract studied
- **Section C** - One 10-mark question and a choice between two 15-mark essay style questions based on their devised coursework piece.

### Component 2 Practical – 60%

You will be practically assessed on three performances:

- 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!

Please consult:  
Head of Department

# 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   |
|--------------------------------------|---|---|
| <b>IGCSE Economics (Grades A*-C)</b> | Theory Multiple Choice<br><b>30 Marks</b><br>45 Minutes<br><b>30% weighting</b> | Structured Questions<br><b>90 Marks</b><br>2 hours 15 Minutes<br><b>70% weighting</b> |

## 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.*

Please consult:  
Head of Department

# SUBJECT: IGCSE FRENCH

Examination Board & Course Code:  
Cambridge IGCSE 0520

## SUBJECT AIM

Cambridge IGCSE French encourages learners to be confident, responsible and reflective by; using new and familiar structures and vocabulary to communicate with others in everyday situations; seeking opportunities to use and develop their language skills; considering how to communicate different ideas and attitudes innovatively; applying language to a variety of situations engaged and by 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<br>Listening                                     | Paper 2<br>Reading                                | Paper 3<br>Speaking                                       | Paper 4<br>Writing                                |
|-----------------------------------|--|---|---|---|
| <b>IGCSE French (Grades A*-C)</b> | <b>25% weighting</b><br><b>40 marks</b><br>50 min approx | <b>25% weighting</b><br><b>45 marks</b><br>1 hour | <b>25% weighting</b><br><b>40 marks</b><br>20 min approx. | <b>25% weighting</b><br><b>45 marks</b><br>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

Please consult:  
Head of Department



# 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   |
|--|--|--|
| <b>1 hour and 45 minutes (45%)</b><br>Candidates answer 3 questions in total, 1 from each of the Geographical Themes | <b>1 hour and 30 minutes (27.5%)</b><br>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

Please consult:  
Head of Department

# 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   |
|---|---|--|
| <b>2 hours - 60 marks (40%)</b><br>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). | <b>2 hours - 60 marks (33%)</b><br>Candidates answer six questions on one prescribed topic taken from the Core Content. There is a range of source material relating to each topic. | <b>1 hour - 40 marks (27%)</b><br>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

Please consult:  
Head of Department

# 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  |
|------------------------------------|---|---|--|
| <b>IGCSE ICT<br/>(Grades A*-G)</b> | Theory<br><b>100 Marks</b><br>2 hours<br><b>40% weighting</b> | Document Production<br>and Data Manipulation<br><b>80 Marks</b><br>2 hours 30 Minutes<br><b>30% weighting</b> | Data Analysis and<br>Website Authoring<br><b>80 Marks</b><br>2 hours 30 mins<br><b>30% weighting</b> |

## 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

Please consult:  
Head of Department

# SUBJECT: ART & DESIGN/ PHOTOGRAPHY

Examination Board & Course Code:  
EDEXCEL 4PY1

## SUBJECT AIM

You will enjoy Photography Deira International School if you have a creative eye and are interested in experimenting with and exploring photography techniques, alongside learning what makes a photograph successful in visual terms. On the course, you will learn about photography in different contexts with themes of work including People, Places, Abstraction and Architecture. You will be taught how to use Digital SLR cameras to create innovative photographs and also how Adobe Photoshop can be used to enhance images further. Projects will allow you to explore ideas through a thorough design process and you will be introduced to a variety of existing photography work to inspire and inform your own creative development.

## WHAT YOU WILL STUDY

The course will cover a wide range of topics in the four key areas of research, observation, development and the production of final outcomes. The Photography IGCSE aims to allow students to develop and refine their own ideas, supported by an understanding of their context and what has informed them. Students work through purposeful engagement to build their own body of work. They also look at other artists to develop knowledge and understanding of Photography in historical and contemporary contexts and in societies and cultures appropriate to their chosen area(s) of study. As they progress they develop through the course of study, an awareness of the different work practices and roles of the creative and cultural industries in terms of Photography and show an understanding of the purpose, intentions and functions of Photography. They also learn to acknowledge their influences through creating a portfolio and a bibliography of books, journals and websites used.

## HOW WILL YOU BE ASSESSED

| Component 1<br>Portfolio   | Component 2<br>External Assignment   | Assessment Objectives and weightings |  |            |
|--|--|--------------------------------------|--|------------|
| <b>50%<br/>of the Final IGCSE Grade</b><br>Component 1 which consists<br>of a Personal Portfolio,<br>this is internally set and<br>externally marked 50% of<br>the total International GCSE. | <b>50%<br/>of the Final IGCSE Grade</b><br>Component 2 which<br>consists of an Externally<br>Set Assignment, this<br>is externally set and<br>externally marked 50%<br>of the total International<br>GCSE. | <b>A01</b>                           | Develop ideas through investigations,<br>demonstrating critical understanding of<br>sources                                      | <b>25%</b> |
|  |  | <b>A02</b>                           | Refine work by exploring ideas, selecting<br>and experimenting with appropriate<br>media, materials, techniques and<br>processes | <b>25%</b> |
|  |  | <b>A03</b>                           | Record ideas, observations and insights<br>relevant to intentions as work progresses   | <b>25%</b> |
|  |  | <b>A04</b>                           | Present a personal and meaningful<br>response that realises intentions and<br>demonstrates understanding of visual<br>language   | <b>25%</b> |

## WHAT THIS SUBJECT CAN LEAD TO

- ➔ Architecture, Design Engineering, Motor vehicle Design, Animation, Graphic Artist, Advertisement, Fashion Design, Interior Design, Photography, Fabric designer, Product Design, Journalism, Fashion Marketing, Teaching and academic research.

Please consult:  
Head of Department

# SUBJECT: GCSE MUSIC

Examination Board & Course Code:  
EDEXCEL MU01

## SUBJECT AIM

GCSE Music continues the learning journey in KS3 by focusing on the three main aspects of musical understanding: Performing, Composing and Appraising. These three components are explored in depth over the two year course, and will include whole-class ensembles, using technology to compose music and in-depth study of set musical works, ranging from Classical to Rock Music.

This course enables students 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.

## WHAT YOU WILL STUDY

The GCSE Music course is split into 3 sections; Performing, Composing and Appraising. You will study a range of set pieces from the following areas:

- ➔ Music for Stage and Screen (Star Wars and Wicked)
- ➔ Instrumental Music 1700-1820 (Beethoven and Bach)
- ➔ Vocal Music (Queen and Purcell)
- ➔ Fusions (Esperanza Spalding and Afro Celt)

## HOW WILL YOU BE ASSESSED

| Component 1<br>Written Examination  | Component 2<br>Coursework  | Component 3<br>Coursework   |
|---|--|---|
| <b>40%<br/>Listening</b><br>Questions based on musical elements/features and the set works. | <b>30%<br/>Performing</b><br>Two prepared performances <ul style="list-style-type: none"><li>➔ Solo</li><li>➔ Ensemble</li></ul> | <b>30%<br/>Composing</b><br>Two contrasting compositions (50 Marks) <ul style="list-style-type: none"><li>➔ Free choice composition</li><li>➔ Set Brief Composition</li></ul> |

## WHAT THIS SUBJECT CAN LEAD TO

- ➔ Music opens the doors to many careers as musicians can demonstrate a wide range of transferable skills, including analytical skills, aural awareness, mathematical skills, dexterity, teamwork and leadership. Some career opportunities involve: Performing, Event Management, Film, Radio, Writing, Recording, Singing, Music Journalism, Film Music, the Record Industry and Music Education, just to name a few.

Due to the nature of the course we recommend that students have instrumental / singing lessons alongside GCSE. We do offer instrumental lessons in school. Please get in contact for more details.



# 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<br>100 marks<br>1hr 45 mins | 50% weighting<br>100 marks<br>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).<br><b>Each sporting activity is marked out of 25.</b> |
|  |   |   |

## 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.

Please consult:  
Head of Department

# 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  |
|-------------------------------------|--|--|
| <b>GCSE Psychology (Grades 9-1)</b> | 50% weighting<br><b>98 marks in total</b><br>1 hour 45 minutes examination | 50% weighting<br><b>79 marks in total</b><br>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.

Please consult:  
Head of Department

# SUBJECT: SPANISH

Examination Board & Course Code:  
Cambridge IGCSE 0530

## SUBJECT AIM

Cambridge IGCSE Spanish encourages learners to be confident, responsible and reflective by; using new and familiar structures and vocabulary to communicate with others in everyday situations; seeking opportunities to use and develop their language skills; considering how to communicate different ideas and attitudes innovatively; applying language to a variety of situations engaged and by 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<br>Listening                                      | Paper 2<br>Reading                                | Paper 3<br>Speaking                                       | Paper 4<br>Writing                                |
|-------------------------------------|---|---|---|---|
| <b>IGCSE Spanish (Grades A*- G)</b> | <b>25% weighting</b><br><b>40 marks</b><br>50 min approx. | <b>25% weighting</b><br><b>45 marks</b><br>1 hour | <b>25% weighting</b><br><b>40 marks</b><br>20 min approx. | <b>25% weighting</b><br><b>45 marks</b><br>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.

Please consult:  
Head of Department

# SUBJECT: ART AND DESIGN: IGCSE TEXTILE DESIGN

Examination Board & Course Code:  
Edexcel 4TE1

## SUBJECT AIM

Have you always wanted to know how to make clothing or decorative products? Do you enjoy art, learning new techniques and being hands-on? Then this course is for you.

No prior making or designing experience is required, as all of the skills and techniques you will need to use will be introduced on the course. We are fully aware and proud of the textile heritage in the UAE and showcase the work of Emirati practitioners.

Through a combination of set and self-initiated projects students are given the opportunity for personal expression and exploration of ideas along with acquiring skills needed to express ideas and concepts in the most confident way possible.

## WHAT YOU WILL STUDY

During Year 10 and the Autumn Term of Year 11 pupils will work on projects exploring new and creative textile embellishment techniques with a view of making a range of outcomes. The pupils will be introduced to a range of different media and will be encouraged to experiment with a range of materials and product designs. The projects will be more complex as the pupils move through the course. Later in the course you will produce a portfolio which will explore a range of artists and designers.

From January in Year 11 until the end of the course the pupils will work on their examination project. The topics for this are set by Pearson and will be issued to the pupils at the start of the project. Pupils will be required to complete a portfolio of research and designs before making their final piece during a practical examination.

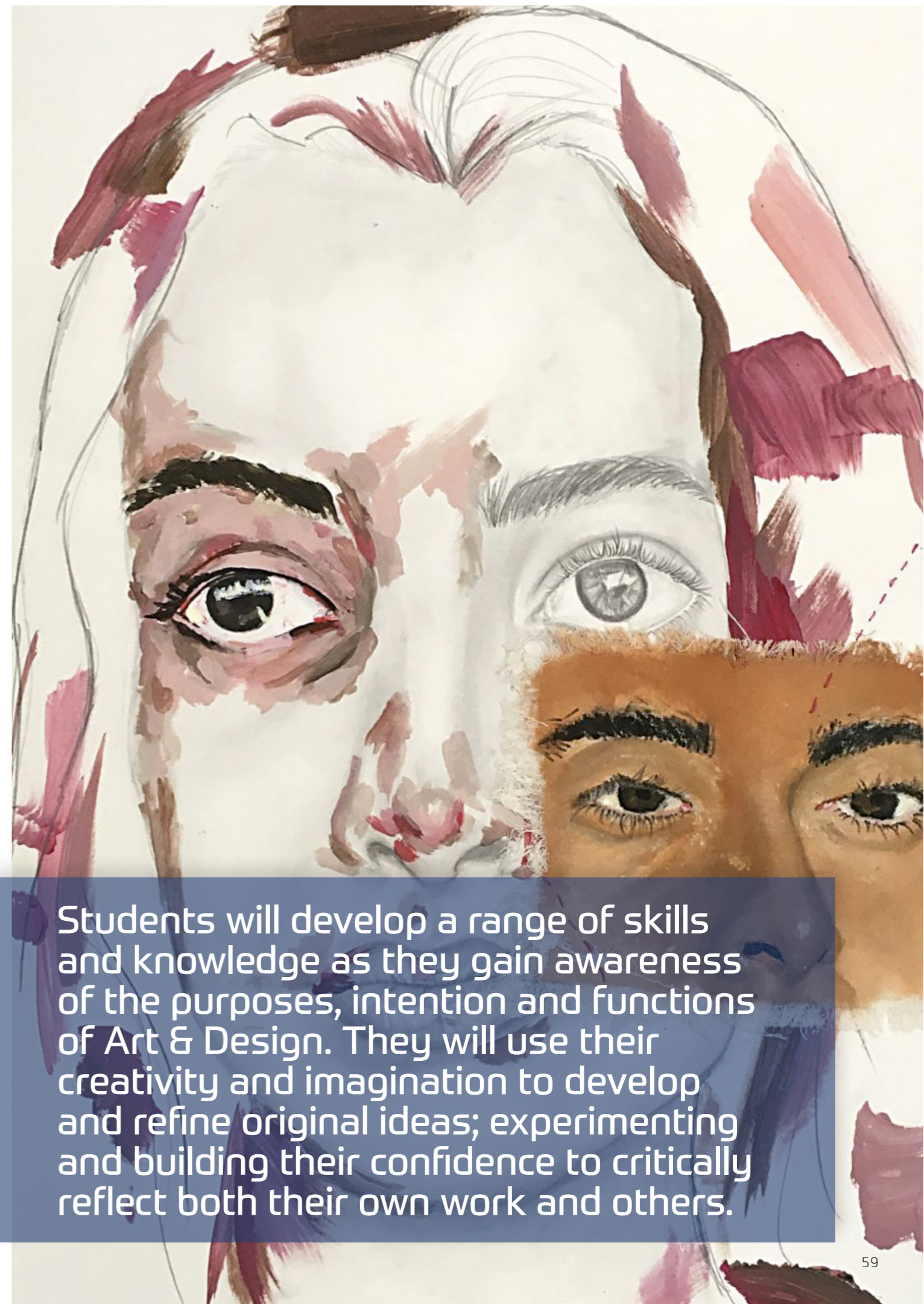
## HOW WILL YOU BE ASSESSED

| Component 1<br>Portfolio   | Component 2<br>External Assignment   | Assessment Objectives and weightings |   |            |
|--|--|--------------------------------------|---|------------|
| <b>50% of the Final IGCSE Grade</b><br>Component 1 which consists of a Personal Portfolio, this is internally set and externally marked 50% of the total International GCSE. | <b>50% of the Final IGCSE Grade</b><br>Component 2 which consists of an Externally Set Assignment, this is externally set and externally marked 50% of the total International GCSE. | <b>A01</b>                           | Develop ideas through investigations, demonstrating critical understanding of sources                                   | <b>25%</b> |
|  |  | <b>A02</b>                           | Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes | <b>25%</b> |
|  |  | <b>A03</b>                           | Record ideas, observations and insights relevant to intentions as work progresses                                       | <b>25%</b> |
|  |  | <b>A04</b>                           | Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language   | <b>25%</b> |

## WHAT THIS SUBJECT CAN LEAD TO

- ➔ Textiles is a useful course for HE courses and careers in all areas of art, design and crafts, such as fashion and textiles, fashion design, costume design, fashion buying, fashion marketing, fashion styling, embroidery operation, Interior Design, millinery and wallpaper design. You will also develop a range of transferable and confidence building skills, including critical thinking and discussion and the ability to respond to a concept or idea with independence.

Please consult:  
Head of Department



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 & 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 2021 - 2022

| GCSE and IGCSE Results<br>DIS vs International Benchmarks | Nat |     | DIS  |      | Nat  |      | DIS  |      | Nat  |      | DIS  |      | Nat  |      | DIS  |      | 2021 |      |
|---|-----|-----|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
|   | A*  |     | A*-A |      | A*-B |      | A*-C |      | A*-D |      | A*-E |      | A*-F |      | A*-G |      | A*-H |      |
|   | 9-8 | 9-7 | 9-6  | 9-4  | 9-3  | 9-2  | 9-1  | 9-1  | 9-1  | 9-1  | 9-1  | 9-1  | 9-1  | 9-1  | 9-1  | 9-1  | 9-1  | 9-1  |
| <b>Pearson Edexcel IGCSE</b>                              |     |     |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| ART & DESIGN: FINE ART IGCSE                              | 15% | 40% | 29%  | 60%  | 43%  | 80%  | 73%  | 100% | 86%  | 100% | 92%  | 100% | 98%  | 100% | 100% | 100% | 100% | 68%  |
| ENGLISH LANGUAGE A IGCSE                                  | 26% | 43% | 44%  | 72%  | 65%  | 91%  | 91%  | 100% | 97%  | 100% | 99%  | 100% | 99%  | 100% | 100% | 100% | 100% | 94%  |
| ENGLISH LITERATURE IGCSE                                  | 35% | 35% | 54%  | 52%  | 74%  | 80%  | 95%  | 99%  | 98%  | 99%  | 99%  | 100% | 99%  | 100% | 100% | 100% | 99%  | 90%  |
| MATHEMATICS A IGCSE                                       | 38% | 38% | 55%  | 62%  | 67%  | 75%  | 90%  | 98%  | 95%  | 100% | 96%  | 100% | 97%  | 100% | 100% | 100% | 100% | 85%  |
| <b>Pearson Edexcel GCSE</b>                               |     |     |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| ARABIC B GCSE   | 47% | 7%  | 60%  | 14%  | 69%  | 27%  | 90%  | 60%  | 94%  | 87%  | 96%  | 94%  | 97%  | 100% | 100% | 100% | 100% | 100% |
| MUSIC GCSE  | 38% | 25% | 53%  | 25%  | 70%  | 75%  | 88%  | 100% | 95%  | 100% | 98%  | 100% | 99%  | 100% | 100% | 100% | 100% | 94%  |
| PSYCHOLOGY GCSE   | 16% | 56% | 28%  | 70%  | 43%  | 84%  | 71%  | 98%  | 85%  | 100% | 94%  | 100% | 99%  | 100% | 100% | 100% | 100% | 94%  |
| <b>CAMBRIDGE IGCSE</b>                                    |     |     |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| ADDITIONAL MATHEMATICS                                    | 33% | 0%  | 59%  | 37%  | 52%  | 91%  | 74%  | 100% | 81%  | 100% | 88%  | 100% | 94%  | 100% | 100% | 100% | 100% | 100% |
| BUSINESS STUDIES  | 14% | 14% | 31%  | 32%  | 52%  | 55%  | 73%  | 85%  | 81%  | 91%  | 87%  | 94%  | 92%  | 100% | 100% | 100% | 100% | 80%  |
| COMPUTER SCIENCE  | 26% | 24% | 52%  | 54%  | 73%  | 80%  | 87%  | 100% | 92%  | 100% | 95%  | 100% | 97%  | 100% | 100% | 100% | 100% | 97%  |
| ICT   | 16% | 20% | 39%  | 47%  | 59%  | 80%  | 77%  | 87%  | 84%  | 100% | 90%  | 100% | 94%  | 100% | 100% | 100% | 100% | 97%  |
| DESIGN AND TECHNOLOGY                                     | 20% | 8%  | 43%  | 31%  | 65%  | 69%  | 82%  | 84%  | 91%  | 98%  | 96%  | 100% | 98%  | 100% | 100% | 100% | 100% | 97%  |
| DRAMA   | 21% | 38% | 54%  | 100% | 77%  | 100% | 89%  | 100% | 95%  | 100% | 98%  | 100% | 99%  | 100% | 100% | 100% | 100% | 93%  |
| ECONOMICS   | 23% | 12% | 44%  | 38%  | 64%  | 52%  | 78%  | 82%  | 85%  | 97%  | 91%  | 100% | 94%  | 100% | 100% | 100% | 100% | 87%  |
| ENTERPRISE  | 5%  | 0%  | 15%  | 13%  | 29%  | 44%  | 51%  | 88%  | 69%  | 94%  | 84%  | 100% | 92%  | 100% | 100% | 100% | 100% | 82%  |
| FIRST LANGUAGE ARABIC                                     | 19% | 0%  | 37%  | 8%   | 58%  | 29%  | 75%  | 72%  | 87%  | 86%  | 94%  | 93%  | 97%  | 100% | 100% | 100% | 100% | 91%  |
| FOREIGN LANGUAGE FRENCH                                   | 35% | 22% | 53%  | 53%  | 71%  | 69%  | 85%  | 79%  | 93%  | 90%  | 97%  | 100% | 99%  | 100% | 100% | 100% | 100% | 90%  |
| FOREIGN LANGUAGE SPANISH                                  | 50% | 8%  | 67%  | 8%   | 82%  | 70%  | 91%  | 77%  | 96%  | 100% | 99%  | 100% | 99%  | 100% | 100% | 100% | 100% | 100% |
| GEOGRAPHY   | 12% | 12% | 30%  | 48%  | 52%  | 71%  | 73%  | 89%  | 85%  | 100% | 92%  | 100% | 94%  | 100% | 100% | 100% | 100% | 91%  |
| HISTORY   | 18% | 43% | 36%  | 50%  | 55%  | 72%  | 74%  | 93%  | 83%  | 100% | 91%  | 100% | 95%  | 100% | 100% | 100% | 100% | 95%  |
| PHYSICAL EDUCATION  | 15% | 55% | 30%  | 73%  | 48%  | 91%  | 65%  | 91%  | 83%  | 100% | 94%  | 100% | 98%  | 100% | 100% | 100% | 100% | 82%  |
| <b>AQA GCSE</b>   |     |     |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
| BIOLOGY   | 32% | 47% | 50%  | 81%  | 69%  | 96%  | 92%  | 100% | 97%  | 100% | 99%  | 100% | 99%  | 100% | 100% | 100% | 100% | 100% |
| CHEMISTRY   | 33% | 54% | 50%  | 83%  | 68%  | 96%  | 93%  | 100% | 97%  | 100% | 99%  | 100% | 99%  | 100% | 100% | 100% | 100% | 100% |
| COMBINED SCIENCE: TRILOGY                                 | 7%  | 14% | 15%  | 28%  | 27%  | 55%  | 74%  | 94%  | 90%  | 99%  | 97%  | 99%  | 98%  | 99%  | 99%  | 99%  | 99%  | 70%  |
| PHYSICS   | 33% | 53% | 50%  | 88%  | 70%  | 95%  | 94%  | 100% | 98%  | 100% | 99%  | 100% | 99%  | 100% | 100% | 100% | 100% | 98%  |







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