



مدرسة ديرة الدولية  
DEIRA INTERNATIONAL SCHOOL  
FESTIVAL CITY

## GCSE/BTEC OPTIONS



2025 - 2026

 **Al-Futtaim**  
Education Foundation





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**Zuhair Noorani**  
(Head Boy) IGCSE Class of 2024

The IGCSE's weren't simply a few months of exams - it was a journey that shaped the way I approach every aspect of my life. While it definitely helped me learn how to take accountability, organise my time and manage my stress - the lesson I cherish the most about my IGCSE experience is learning how to trust within myself. Without my peers, teachers and family, I would not have been able to achieve any academic success, as they taught me the importance of self-belief. I learned that along with hard work - if you put faith in your own abilities, you will overcome any obstacle or hurdle along the way. The truth is that we are far more capable than we think, and the IGCSE journey is the perfect medium to discover the greatest of our abilities.

**Zuhair Noorani (Head Boy)**  
IGCSE Class of 2024



**SHEIKH IQBAL**  
Secondary Assistant  
Head Teacher

# LETTER FROM OUR SECONDARY ASSISTANT HEAD TEACHER

As students transition from Key Stage 3 into Year 10, they move from a broad and balanced curriculum to a phase where they begin to narrow their academic focus. This is an important and exciting step, as students start to make choices that reflect their interests, strengths and future aspirations. By taking full advantage of the curricular and extracurricular activities on offer, all students have the opportunity to maximise their achievement.

Year 10 marks the beginning of a four-year academic journey at Deira International School. During Years 10 and 11, students study a combination of IGCSEs and BTEC qualifications as part of the Key Stage 4 curriculum. This is followed by the International Baccalaureate (IB) Diploma Programme in Years 12 and 13, which builds on the foundations developed at KS4 and prepares students for university and beyond.

The Key Stage 4 curriculum at DIS offers a diverse and flexible range of pathways. Students can choose from a wide selection of subjects, many of which are available at both IGCSE and BTEC level. This allows students to select courses that best suit their learning style, academic goals and career ambitions, while maintaining a balanced and rigorous programme of study. This booklet has been designed to support students and parents in making informed choices. It provides detailed information about each subject, including course content, assessment methods and the skills required to be successful at Key Stage 4. We encourage you to use this booklet to gain a clear understanding of what it entails to study each subject and to support meaningful conversations as students take this important next step in their education.

Mr Sheikh Iqbal  
Secondary Assistant Head Teacher

# INTRO

## INTRODUCTION TO THE (I)GCSE

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

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

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

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

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

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

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

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

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

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

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

# INTRODUCTION TO BTEC LEVEL 2

## ABOUT BTECS

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

## BTECS - WHAT ARE THEY

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

## WHAT YOU LEARN

BTECs First are divided into:

- ➔ Mandatory units & optional specialist units.

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

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

## HOW YOU LEARN

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

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

## HOW YOU ARE ASSESSED

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

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

## HOW CAN BTEC QUALIFICATIONS BE USED

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

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

# CURRICIUM

## KEY STAGE 4 CURRICULUM

Parents and students in Year 9 are asked to study this booklet very carefully when planning their programme of study for the years leading to (I)GCSE. We are committed, furthermore, to ensuring that all our learners 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:

- ➔ IGCSE English Language and IGCSE English Literature
- ➔ IGCSE Mathematics (with two pathway options)
- ➔ GCSE Science (with two pathway options)
- ➔ Core Physical Education (PE)
- ➔ National Studies, including Social Studies and Moral Education
- ➔ Islamic Education (for Muslim students) or Cultural Studies
- ➔ Ministry Arabic A (studied in both Years 10 and 11, and beyond at IB) or Ministry Arabic B (studied until the end of Year 10)
- ➔ Arabic passport holders are required to study Ministry Arabic A.

In addition to these core subjects, students select up to four Option Subjects from a wide range of offerings, allowing them to personalise their learning according to their interests and strengths. Arabic passport holders will select three Option Subjects, as they are required to study Ministry Arabic A.

This structure ensures that students will study a minimum of seven IGCSE or GCSE subjects, with the potential to achieve more qualifications, especially for those pursuing an accelerated pathway in Mathematics and Science, including the Triple Science pathway.

### CURRICULUM MODIFICATION

Arabic B  
Art and Design  
Business Studies  
Computing ICT  
Computer Science  
Design and Technology

Drama  
Economics  
French  
Geography  
History  
Music  
Photography

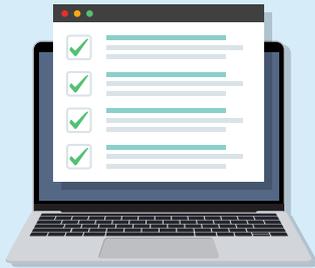
Physical Education  
Psychology  
Spanish  
Textiles  
BTEC Business  
BTEC Travel and Tourism  
BTEC Sport

### 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 for Academics, Mr Iqbal

Compulsory subjects (Examined)	Optional Subjects (all students will choose 3/4 subjects)
English Language English Literature Mathematics Sciences Ministry Arabic (Arabic passport holders) - <b>This takes up one of the students' options</b>	Arabic B Art and Design Business Studies Computing ICT Computer Science Design and Technology Drama Economics French Geography History Music Photography Physical Education Psychology Spanish Textiles BTEC Sport BTEC Business BTEC Travel and Tourism
Compulsory subjects (Not Examined)	
Islamic Education (Muslims) Integrated Studies (non-Muslims) Physical Education (Core) Social Studies (in Year 10) Moral Education	

# 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.

# Equivalency stamp: Subjects accepted for equivalency in the UAE

## UAE EQUIVALENCY REQUIREMENTS

Students who wish to study at university level within the United Arab Emirates must meet the UAE Ministry of Education's Equivalency requirements. Equivalency is an official recognition that international qualifications (such as GCSEs or BTECs) are equivalent to the local Year 13 certificate, and is a compulsory requirement for admission to UAE universities, both public and private.

At Deira International School, students can achieve UAE Equivalency through two approved pathways during Year 11:

## EQUIVALENCY ROUTE 1: GCSE PATHWAY

To meet the Ministry's requirements through GCSEs, students must achieve five GCSEs at grades A–D (9–3)\* in approved subjects.

These subjects are indicated in the options booklet with a stamp symbol and must include:

- ➔ Mathematics
- ➔ English Language
- ➔ Science

This route is ideal for students following a more traditional, examination-based programme and planning to continue to IB Diploma studies. Students may also go on to do the CP or courses programme with this route.

## EQUIVALENCY ROUTE 2: BTEC PATHWAY

Students can also achieve equivalency by completing a BTEC Level 2 Diploma in any subject area.

This qualification is recognised by the UAE Ministry of Education as meeting the requirements for equivalency at the end of Year 11.

The BTEC route provides a more coursework-based and vocational approach to learning, allowing students to develop applied knowledge and skills through continuous assessment rather than final exams.

We also offer BTEC's at level 3 at Deira International School allowing for a smooth transition between Year 11 and Year 12.

Students obtaining equivalency only through this pathway must go on to do the IBCP programme or BTEC only route.

## CHOOSING YOUR ROUTE

Both routes lead to the same outcome. UAE Equivalency, ensuring eligibility for higher education within the UAE. When selecting your Year 10 and 11 options, it is important to consider which route best suits your learning style, assessment preferences, and future academic or career aspirations.

If you are unsure which option is most appropriate, please consult Mr Iqbal for further information.



“

Strong *minds*, kind *hearts*,  
limitless *futures*.

”

# 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.



*'Education is like a lantern which lights your way in a dark alley'*

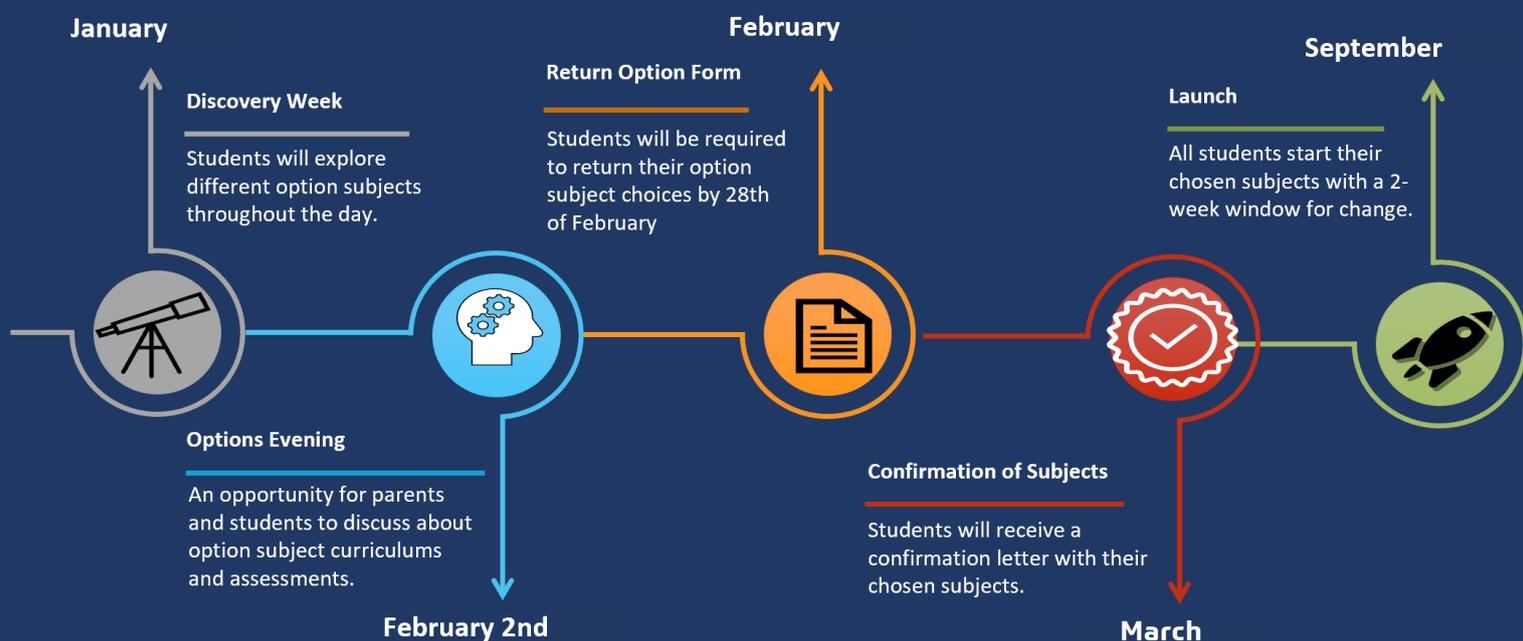
Sheikh Zayed bin Sultan Al Nahyan



**Education** is the foundation  
on which purpose is built.



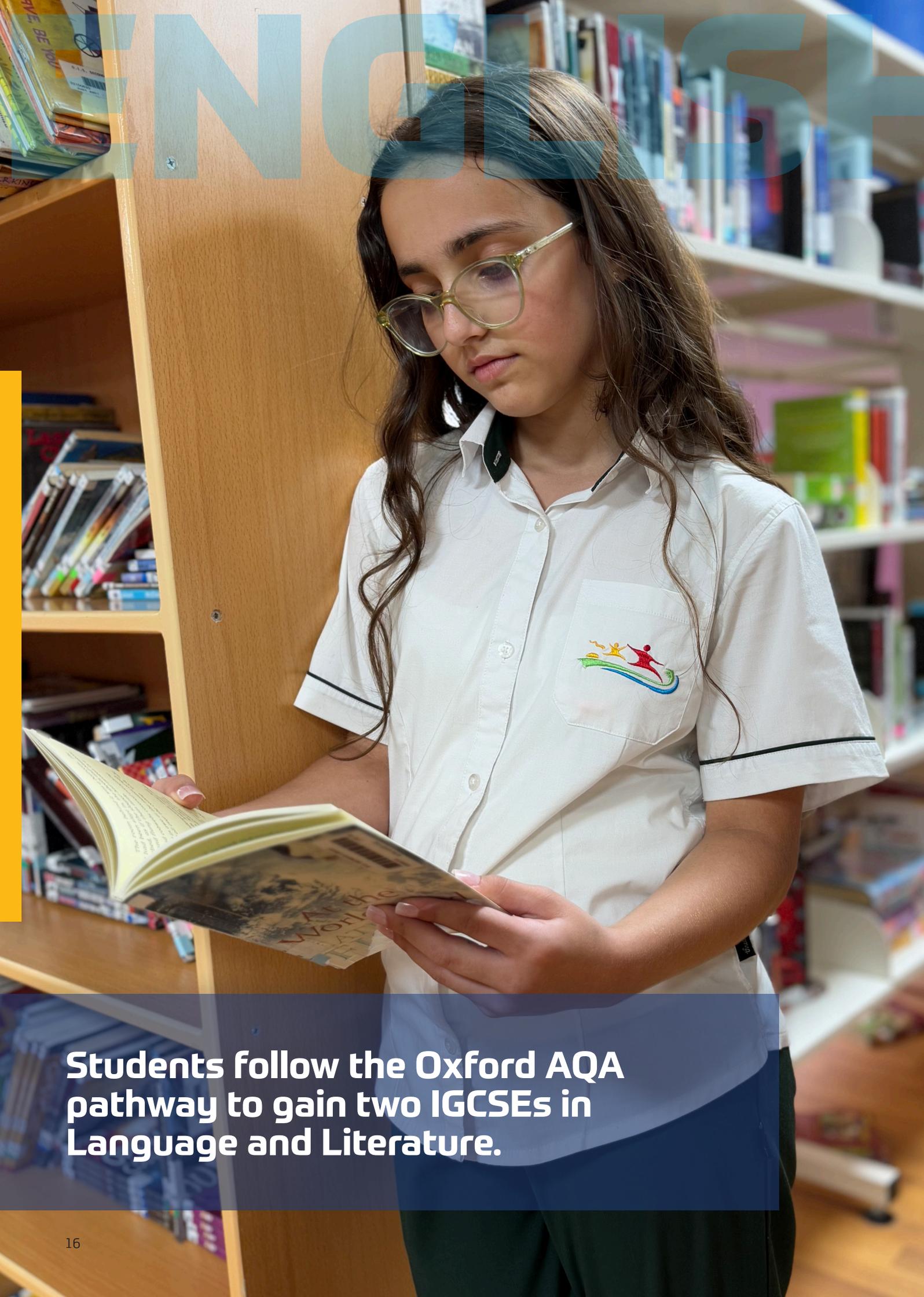
# YEAR 9 OPTIONS TIMELINES



\*Before the return of the options form, each student will have the opportunity to meet with one of our Senior Leadership Team (SLT) and discuss their option choices and career pathways.

# COURSE OVERVIEW

Subject	Examination Board	% External Assessment	% Internal Assessment
IGCSE English Language	Oxford AQA 9270W	100	0
IGCSE English Literature	Oxford AQA 9275B	80	20
IGCSE Mathematics IGCSE Mathematics Additional	Edexcel 4MA1 Cambridge International	100 100	0 0
GCSE Science Combined Trilogy GCSE Biology, Chemistry, Physics	AQA 8464 AQA 8461, 8462, 8463	100 100	0 0
IGCSE Arabic B	Cambridge International 0544	75	25
IGCSE First Language Arabic	Cambridge International 0508	100	0
GCSE Art & Design: Fine Art	Pearson Edexcel 1FAO	50	50
IGCSE Business Studies	Pearson Edexcel 4BS1	100	0
IGCSE Computer Science	Cambridge International 0984	100	0
IGCSE Design & Technology	Cambridge International 0979	50	50
IGCSE Drama	Cambridge International 0994	40	60
IGCSE Economics	Pearson Edexcel 4EC1	100	0
IGCSE French	Cambridge International 7156	75	25
IGCSE Geography	Pearson Edexcel 4GE1	100	0
IGCSE History	Pearson Edexcel 4HI1	100	0
IGCSE ICT	Cambridge International 0983	100	0
GCSE Music	Pearson Edexcel 1MU0	40	60
GCSE Photography	Pearson Edexcel 1PY0	50	50
IGCSE Physical Education	Cambridge International 0995	50	50
GCSE Psychology	AQA 8182	100	0
IGCSE Spanish	Cambridge International 7160	75	25
GCSE Textiles Design	Pearson Edexcel 1TE0	50	50



**Students follow the Oxford AQA pathway to gain two IGCSEs in Language and Literature.**

# **KEY STAGE 4 ENGLISH PATHWAY**

**Students follow the Oxford AQA pathway to gain two IGCSEs in Language and Literature. Students will submit one piece of coursework only for the iGCSE English Literature course, with the rest of the Literature course, and the whole Language course, being assessed through external examinations. In both courses there is an increased emphasis on the technical accuracy of students' writing.**

**All students will study Language and Literature across Year 10 and Year 11. They will sit both exams at the end of Year 11. Students will receive two separate qualifications for Language and Literature.**

# SUBJECT: ENGLISH LANGUAGE

Examination Board & Course Code:  
Oxford AQA 9270

## 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 exposed to a range of perspectives, viewpoints, genres and text types which support them in building their empathy, analytical and imagination skills. By the end of their 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

Students will complete the English Language IGCSE over the course of two years, sitting their final examinations at the end of Year 11. Over the course, students develop skills in preparation for two examination papers. The exam papers require students to develop inference, analysis and comparison skills to effectively understand and interpret contemporary and historical fiction and non-fiction texts which explore 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.

## HOW WILL YOU BE ASSESSED

Students undertake two examinations in Year 11; Paper 1 is worth 60% of the final IGCSE grade, whilst Paper 2 is worth 40% of the final IGCSE grade. Within the paper, half of the marks are awarded for their successful analysis of unseen texts, the other half of the marks are awarded for the ability to complete an extended creative writing task.

## WHAT THIS SUBJECT CAN LEAD TO

- ➔ Media and journalism, translation, digital copywriting, teaching and education, linguistics, proof-reader, editorial writer, law, publishing.



# SUBJECT: ENGLISH LITERATURE

Examination Board & Course Code:  
Oxford AQA 9275B

## SUBJECT AIM

The English Literature iGCSE 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 and will encompass poetry, prose and drama. The literature course develops a broad range of deep skills including: the ability to engage with 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 one piece of coursework in Year 10 and sit two final examinations at the end of Year 11. Both the coursework and exam papers require students to read and analyse texts deeply, exploring the different methods that writers and poets use to convey their ideas about the societies they live(d) in. The texts include 'Of Mice and Men', 'To Kill A Mockingbird' and 'An Inspector Calls', alongside an anthology of poems provided by the exam board.

## HOW WILL YOU BE ASSESSED

Students complete one piece of coursework in Year 10, worth 20% of their final grade. In order to best prepare for their coursework, students may submit one draft to their teacher and receive feedback before completing and submitting a final draft. Students will also sit two examination papers at the end of Year 11. Each paper is worth 40% of the students' final grade. Marks are awarded for the analysis and evaluation of a range of methods used by the writers and poets, as well as making connections between the texts and the contexts that they were written in.

## WHAT THIS SUBJECT CAN LEAD TO

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

Please consult:  
Head of Department

# SUBJECT: ENGLISH

Examination Board & Course Code:  
Oxford AQA 9270 / 9275B

Term	Overarching topic	Assessment	Learning Resources
Half Term 1 Year 10	<b>Composition Writing – Language Paper 1</b> <ul style="list-style-type: none"> <li>Understanding methods of effective imaginative writing</li> <li>Applying features of genre and creative writing techniques to their own writing</li> <li>Writing a creative and imaginative description or short story</li> </ul>	<p>Students will complete a summative assessment using exam-style tasks.</p> <p>This unit will also be assessed in the end of year exams.</p>	All PowerPoints and resources are shared on Teams by the class teacher.
Half Term 2 Year 10	<b>Of Mice and Men – Literature Coursework</b> <ul style="list-style-type: none"> <li>Analysis and exploration of key themes and characters</li> <li>Discussion and analysis of Steinbeck's language and techniques</li> <li>Linking the text to the context in which it was written</li> </ul>	<p>Students will produce an analytical essay which explores the writer's methods, ideas and messages about society of the time.</p> <p>This will be written throughout the half term and will be marked internally, contributing to 20% of the final English Literature grade.</p>	All PowerPoints and resources are shared on Teams by the class teacher.
Half Term 3 Year 10	<b>Literary Non-Fiction – Language Paper 1</b> <ul style="list-style-type: none"> <li>Analysing how writers use language and structure to create effects and communicate a viewpoint or idea</li> <li>Reading a range of unseen texts about a variety of different topics to understand form, structure and purpose</li> <li>Developing inference skills</li> </ul>	<p>Students will complete a summative assessment using a past exam paper.</p> <p>This unit will also be assessed in the end of year exams.</p>	All PowerPoints and resources are shared on Teams by the class teacher.
Half Term 4 Year 10	<b>Poetry Anthology – Literature</b> <ul style="list-style-type: none"> <li>Analysis and exploration of key themes and ideas</li> <li>Discussion and analysis of the poets' use of language and structural techniques</li> <li>Developing comparison skills</li> </ul>	This unit will be assessed in the end of year exams.	All PowerPoints and resources are shared on Teams by the class teacher.
Half Term 5 Year 10	<b>Source-Based Reading and Writing to Argue and Persuade – Language Paper 2</b> <ul style="list-style-type: none"> <li>Reading of texts relating to modern world themes and issues</li> <li>Understanding, analysing and comparing how methods are used to convey writers' ideas</li> <li>Understanding and applying methods of effective argue and persuade writing</li> <li>Writing to argue and/or persuade based on a range of issues and in an imaginative way</li> </ul>	This unit will be assessed in the end of year exams.	All PowerPoints and resources are shared on Teams by the class teacher.
Half Term 6 Year 10	<b>Unseen Poetry – Literature</b> <ul style="list-style-type: none"> <li>A selection of unseen poetry studied</li> <li>Understanding of poetic techniques</li> <li>Analysis skills for unseen texts</li> <li>Frames in which to respond to poetry</li> </ul>	Students will complete a formative assessment using exam-style tasks.	All PowerPoints and resources are shared on Teams by the class teacher.

Please consult:  
Head of Department

# SUBJECT: ENGLISH

Examination Board & Course Code:  
Oxford AQA 9270 / 9275B

Term	Overarching topic	Assessment	Learning Resources
Half Term 1 Year 11	<b>An Inspector Calls – Literature</b> <ul style="list-style-type: none"> <li>Analysis and exploration of key themes and characters</li> <li>Discussion and analysis of Priestley's language and dramatic techniques</li> <li>Linking the text to the context in which it was written</li> </ul>	<p>Students will complete a formative assessment using exam-style tasks.</p> <p>This unit will also be assessed in the mock exams.</p>	All PowerPoints and resources are shared on Teams by the class teacher.
Half Term 2 Year 11	<b>Source-Based Reading and Writing to Argue and Persuade – Language Paper 2</b> <ul style="list-style-type: none"> <li>Reading of texts relating to modern world themes and issues</li> <li>Understanding, analysing and comparing how methods are used to convey writers' ideas</li> <li>Understanding and applying methods of effective argue and persuade writing</li> <li>Writing to argue and/or persuade based on a range of issues and in an imaginative way</li> </ul>	<p>Students will complete a formative assessment using a past exam paper.</p> <p>This unit will also be assessed in the mock exams.</p>	All PowerPoints and resources are shared on Teams by the class teacher.
Half Term 3 and 4 Year 11	<b>To Kill A Mockingbird – Literature</b> <ul style="list-style-type: none"> <li>Analysis and exploration of key themes and characters</li> <li>Discussion and analysis of Lee's language and structural techniques</li> <li>Linking the text to the context in which it was written</li> </ul>	This unit will also be assessed in the mock exams.	All PowerPoints and resources are shared on Teams by the class teacher.
Half Term 5 Year 11	<b>Poetry Anthology – Literature</b> <ul style="list-style-type: none"> <li>Analysis and exploration of key themes and ideas</li> <li>Discussion and analysis of the poets' use of language and structure techniques</li> <li>Developing comparison skills</li> </ul>	Exam style questions completed in exam conditions in lessons.	All PowerPoints and resources are shared on Teams by the class teacher.
Half Term 5 Year 11	<b>Exam Preparation – Language and Literature</b>	<p>Analysis, inference and knowledge-based tasks completed throughout the half term for all units across both qualifications.</p> <p>Exam style questions completed in exam conditions in lessons.</p>	All PowerPoints and resources are shared on Teams by the class teacher.
Half Term 6 Year 11	<b>FINAL IGCSE EXAMS</b>		

**Please consult:  
Head of Department**

# MATHE- MATICS

## KEY STAGE 4 MATHEMATICS PATHWAY

**There are multiple 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 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 set in Year 9 move through the course at a faster rate and this becomes the accelerated group. 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 IGCSE 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 solution 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> (Grades 1 - 5)	<b>Paper 1</b> Non Calculator	<b>Paper 2</b> Calculator
	50% weighting 2 hour	50% weighting 2 hour
<b>Higher</b> (Grades 4 - 9)	<b>Paper 1</b> Calculator	<b>Paper 2</b> Calculator
	50% weighting 2 hour	50% weighting 2 hour

## 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 IGCSE Level 2 (0606)

## 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 learners 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.

	Paper 1 Non Calculator	Paper 2 Calculator
<b>Higher</b> (Grades A* - E)	50% weighting 2 hour	50% weighting 2 hour

## 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 learners to become confident in their use of fundamental mathematical knowledge and skills. It will indicate that learners 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.

Please consult:  
Head of Department

# 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>

Please consult:  
Head of Department

# 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>

Please consult:  
Head of Department

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

## 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: ENTRY LEVEL SCIENCE

## SUBJECT AIM

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

## WHAT YOU WILL STUDY

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

## HOW WILL YOU BE ASSESSED

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

## WHAT THIS SUBJECT CAN LEAD TO

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

**Please consult:  
Head of Department**

# SUBJECT: ISLAMIC EDUCATION

## Year 10

### SUBJECT AIM

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

### WHAT YOU WILL STUDY

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

### HOW WILL YOU BE ASSESSED

Your work will be assessed based on the following:

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

### WHAT THIS SUBJECT CAN LEAD TO

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

# SUBJECT: ISLAMIC EDUCATION

## Year 11

### SUBJECT AIM

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

### WHAT YOU WILL STUDY

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

### HOW WILL YOU BE ASSESSED

Your work will be assessed based on the following:

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

### WHAT THIS SUBJECT CAN LEAD TO

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



# ARABIC

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

# SUBJECT: IGCSE ARABIC A First Language

Examination Board & Course Code:  
Cambridge 0508

## SUBJECT AIM

This course aims to:

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

## WHAT YOU WILL STUDY

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

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

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

## HOW WILL YOU BE ASSESSED

All candidates take two papers

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

## WHAT THIS SUBJECT CAN LEAD TO

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

# SUBJECT: ARABIC A

## Year 10 and 11

### SUBJECT AIM

At Deira International School, we follow the framework set by the UAE Ministry of Education. All students holding Arab passports, or those registered as Arabic speakers, are required to study Arabic A until the end of Year 13. This program focuses on the development of four key skills: reading, writing, listening, and speaking.

إننا في مدرسة ديرة الدولية ملتزمون بمنهاج وزارة التربية والتعليم الإماراتية وفق الإطار العام لمعايير المنهاج الصادر عنها. وجميع الطلاب الذين يحملون جوازات سفر عربية فقط، أو مسجلون بها في المدرسة، ملتزمون بدراسة اللغة العربية «أ» حتى نهاية الصف الثالث عشر، وهو ما تلتزم به المدرسة، حيث يتعلم الطلاب وفق المهارات الأربعة الرئيسة: القراءة والكتابة والاستماع والتحدث.

### WHAT YOU WILL STUDY

The MoE Arabic curriculum for native speakers is designed to progressively build **advanced language skills**, deepen understanding of **Arabic literature and culture**, and prepare students to use Arabic confidently in academic and social contexts. It emphasises the four key language skills:

- **Reading** comprehension (modern and classical texts)
- **Writing** (essays, creative and formal texts)
- **Grammar and morphology**
- **Speaking and listening** (discussions, presentations)
- **Literature and rhetoric** (poetry, prose, analysis)

It also integrates **UAE culture, national identity, and Arabic heritage** throughout the learning outcomes.

### HOW WILL YOU BE ASSESSED

Ministry Arabic A is internally assessed.

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

### WHAT THIS SUBJECT CAN LEAD TO

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

# SUBJECT: IGCSE ARABIC B

Examination Board & Course Code:  
Cambridge 0544

## SUBJECT AIM

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

	<b>Paper 1 Listening</b>	<b>Paper 2 Reading</b>	<b>Paper 3 Speaking</b>	<b>Paper 4 Writing</b>
<b>IGCSE Arabic B (Grades A* - G)</b>	<b>25% weighting 40 marks 50 min approx.</b>	<b>25% weighting 45 marks 1 hour</b>	<b>25% weighting 40 marks 20 min approx.</b>	<b>25% weighting 45 marks 1 hour</b>

## 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.
- ➔ Support your appreciation and the importance of Modern Languages in society, employment and study.

## FURTHER INFORMATION

Subject	Recommended grades (subject specific)	Commitment to study outside of school hours	Any other important information for students (who should pick it?)
<b>Arabic B (IGCSE)</b>	Minimum grade required: <b>6</b> Students should be able to understand spoken and written Arabic texts, use accurate vocabulary and correct past, present and future tenses in their writing, and take part in longer conversations about a range of topics, especially those related to their daily life and personal interests.	Students should spend at least <b>three hours</b> each week improving their Arabic by revising vocabulary, practising listening and reading, developing speaking and writing skills, and engaging with the language in real life. Consistent independent practice is essential for building fluency, confidence, and achieving strong results.	This subject suits non-native speakers of Arabic who have studied the language for several years and are ready to build on their speaking, reading, writing, and listening skills. <b>Success requires consistent</b> practice, expanding vocabulary, and working at home — including using past papers — to strengthen reading and writing while engaging with Arabic culture and real-life communication, not just passing an exam.



# SUBJECT: IGCSE FRENCH

Examination Board & Course Code:  
Cambridge IGCSE 7156

## 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

IGCSE French (Grades A*-C)	Paper 1 Listening	Paper 2 Reading	Paper 3 Speaking	Paper 4 Writing
	25% weighting 40 marks 50 min approx	25% weighting 45 marks 1 hour	25% weighting 40 marks 20 min approx.	25% weighting 45 marks 1 hour

## WHAT THIS SUBJECT CAN LEAD TO

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

## FURTHER INFORMATION

Subject	Recommended grades (subject specific)	Commitment to study outside of school hours	Any other important information for students (who should pick it?)
<b>French</b>	Minimum grade required: 6  Students need to have good understanding of how to form and use present / past and future tenses and sound knowledge of key / basics vocabulary.	At least 20 additional minutes a day of French or Spanish.	Students are expected to commit time regularly to revising vocabulary, practising listening and reading skills, and developing their speaking and writing through independent work. Engaging with the language outside lessons — such as watching films, reading articles, or using language apps — will greatly improve fluency and confidence. This consistent effort shows maturity, resilience, and a genuine commitment to mastering a language, all of which are essential for achieving strong results.

Please consult:  
Head of Department

# SUBJECT: SPANISH

## Examination Board & Course Code: Cambridge IGCSE 7160

### 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 Listening	Paper 2 Reading	Paper 3 Speaking	Paper 4 Writing
IGCSE Spanish (Grades A* - G)	25% weighting 40 marks 50 min approx.	25% weighting 45 marks 1 hour	25% weighting 40 marks 20 min approx.	25% weighting 45 marks 1 hour

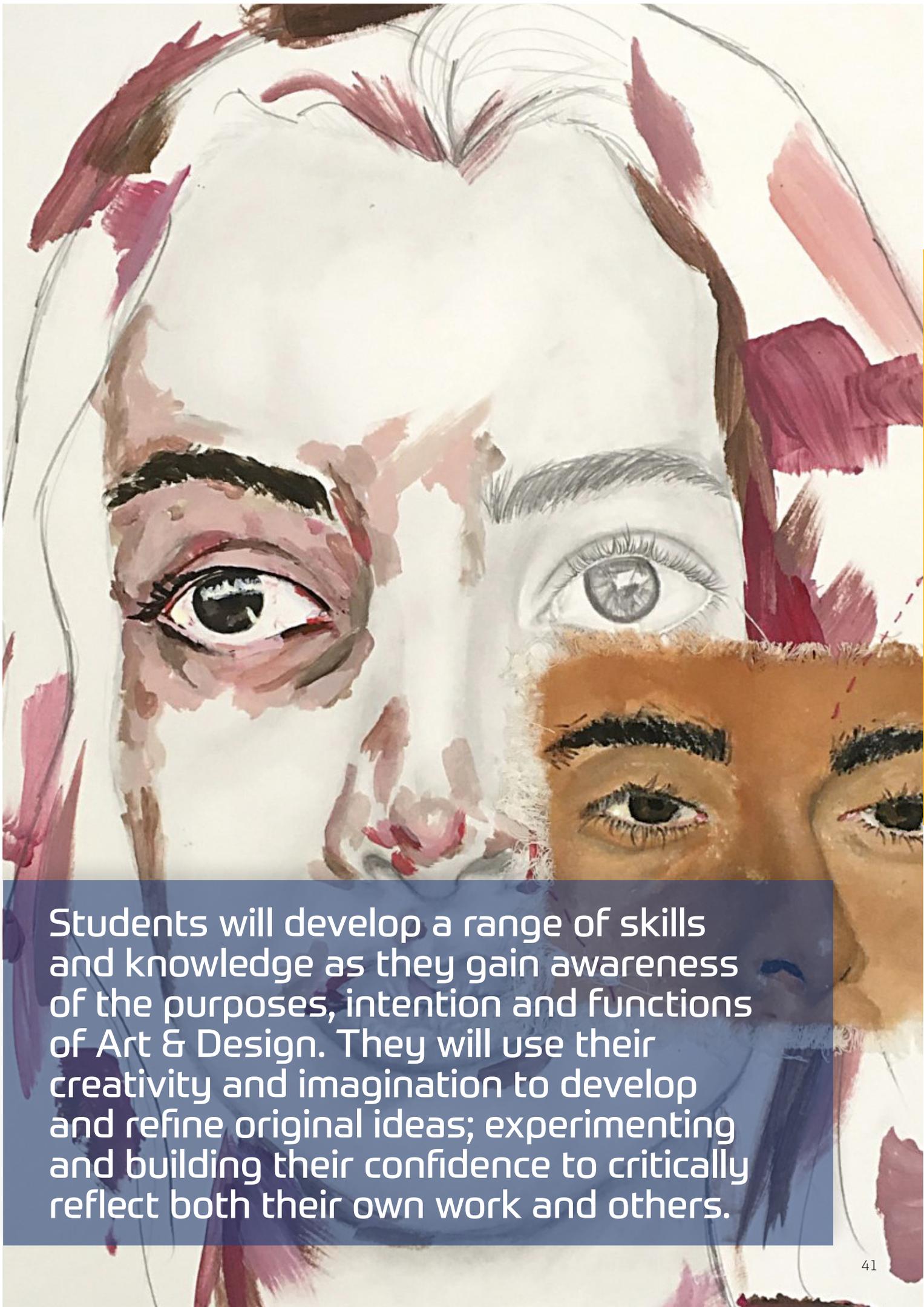
### WHAT THIS SUBJECT CAN LEAD TO

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

### FURTHER INFORMATION

Subject	Recommended grades (subject specific)	Commitment to study outside of school hours	Any other important information for students (who should pick it?)
Spanish	Minimum grade required: 6  Students need to have good understanding of how to form and use present / past and future tenses and sound knowledge of key / basics vocabulary.	At least 20 additional minutes a day of French or Spanish.	Students are expected to commit time regularly to revising vocabulary, practising listening and reading skills, and developing their speaking and writing through independent work. Engaging with the language outside lessons — such as watching films, reading articles, or using language apps — will greatly improve fluency and confidence. This consistent effort shows maturity, resilience, and a genuine commitment to mastering a language, all of which are essential for achieving strong results.

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: GCSE FINE ART

## Examination Board & Course Code: Edexcel 1FA0

### SUBJECT AIM

The GCSE 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	<ul style="list-style-type: none"> <li>Develop ideas through investigations, demonstrating critical understanding of sources</li> </ul>	25%
A02	<ul style="list-style-type: none"> <li>Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes</li> </ul>	25%
A03	<ul style="list-style-type: none"> <li>Record ideas, observations and insights relevant to intentions as work progresses</li> </ul>	25%
A04	<ul style="list-style-type: none"> <li>Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</li> </ul>	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.

### FURTHER INFORMATION

Subject	Recommended grades (subject specific)	Commitment to study outside of school hours	Any other important information for students (who should pick it?)
<b>Fine Art</b>	Students must be able to draw and paint to a high ability. Being organised and committed.  Fine Art – Grade 7	A minimum of 3 hours of additional study required per week on assessed coursework.	100% Coursework subject.



# SUBJECT: ART & DESIGN/ PHOTOGRAPHY

Examination Board & Course Code:  
EDEXCEL 1PY0

## 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 Portfolio	Component 2 External Assignment	Assessment Objectives and weightings		
<b>50% of the Final GCSE Grade</b> Component 1 which consists of a Personal Portfolio, this is internally set and externally marked 50% of the total GCSE.	<b>50% of the Final GCSE Grade</b> Component 2 which consists of an Externally Set Assignment, this is externally set and externally marked 50% of the total 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

- ➔ 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**

## FURTHER INFORMATION

Subject	Recommended grades (subject specific)	Commitment to study outside of school hours	Any other important information for students (who should pick it?)
<b>Photography</b>	Students need to be creative, curious, and ready to experiment with different ways of taking and editing photos.  Fine Art – Grade 6	A minimum of 3 hours of additional study required per week on assessed coursework.	100% Coursework subject.  Students and parents need to be committed to going on photoshoots during free time and weekends.



# SUBJECT: ART AND DESIGN: GCSE TEXTILE DESIGN

Examination Board & Course Code:  
Edexcel 1TE0

## 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 Portfolio	Component 2 External Assignment	Assessment Objectives and weightings		
<b>50% of the Final GCSE Grade</b> Component 1 which consists of a Personal Portfolio, this is internally set and externally marked 50% of the total GCSE.	<b>50% of the Final GCSE Grade</b> Component 2 which consists of an Externally Set Assignment, this is externally set and externally marked 50% of the total 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.

## FURTHER INFORMATION

Subject	Recommended grades (subject specific)	Commitment to study outside of school hours	Any other important information for students (who should pick it?)
<b>Textiles</b>	Students need to be creative, patient, and pay close attention to small details in their work. Being organised and committed.  Fine Art – Grade 6	A minimum of 3 hours of additional study required per week on assessed coursework.	100% Coursework subject.



# SUBJECT: DESIGN TECHNOLOGY

Examination Board & Course Code:  
Cambridge IGCSE 0979

## 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

## FURTHER INFORMATION

Subject	Recommended grades (subject specific)	Commitment to study outside of school hours	Any other important information for students (who should pick it?)
<b>Design and Technology</b>	Students need to be innovative, resilient, and precise, with strong problem-solving skills. Minimum grade 5 required	Minimum of two hours and week, plus additional lunchtimes spent in the workshop	This is one of the most popular option subjects in Year 10 and a place on the course isn't guaranteed, behaviour and attendance in lesson will be taken into consideration. This isn't just a practical course, you will need to think creatively, work independently, manage your time well, and apply both design skills and theoretical knowledge to solve real-world problems.



*Learning* today.  
*Leading* tomorrow.





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: BUSINESS STUDIES

Examination Board & Course Code:  
Edexcel/Pearson (4BS01)

## SUBJECT AIM

Business studies is more concerned with 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. The course also 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’. You will learn about the important decisions that businesses face in modern, competitive, and often global, environments.

## WHAT YOU WILL STUDY

**Structure and content outline- 5 Units over 2 Years**

- ➔ Business activity and influences on business
- ➔ People in business
- ➔ Business finance
- ➔ Marketing
- ➔ Business operations.

## HOW WILL YOU BE ASSESSED

<p><b>Paper 1: Investigating small businesses</b></p> <ul style="list-style-type: none"> <li>• Externally assessed</li> <li>• Availability: June</li> <li>• First assessment: June 2019</li> </ul>	<p>*Paper code 4BS1/01</p> <p>50% of the total International GCSE</p>	<p><b>Paper 2: Investigating large businesses</b></p> <ul style="list-style-type: none"> <li>• Externally assessed</li> <li>• Availability: June</li> <li>• First assessment: June 2019</li> </ul>	<p>*Paper code 4BS1/02</p> <p>50% of the total International GCSE</p>
<p><b>Content summary</b></p> <p>This paper will draw on topics taken from the whole of the subject content. The question scenarios are based on a small business – up to 49 employees.</p>		<p><b>Content summary</b></p> <p>This paper will draw on topics taken from the whole of the subject content. The question scenarios are based on a large business – more than 250 employees.</p>	
<p><b>Assessment</b></p> <p>Examination of 1 hour and 30 minutes, consisting of four compulsory questions, each worth 20 marks – total of 80 marks in Paper 1. The sub-questions are a mixture of multiple-choice, short-answer, data-response and open-ended questions.</p> <p>Calculators may be used in the examination. Information on the use of calculators during the examinations for this qualification can be found in <i>Appendix 5</i>.</p>		<p><b>Assessment</b></p> <p>Examination of 1 hour and 30 minutes, consisting of four compulsory questions, each worth 20 marks – total of 80 marks in Paper 2. The sub-questions are a mixture of multiple-choice, short-answer, data-response and open-ended questions.</p> <p>Calculators may be used in the examination. Information on the use of calculators during the examinations for this qualification can be found in <i>Appendix 5</i>.</p>	

## 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

**Year 10**

Term	Overarching topic	Assessment	Learning Resources
Half Term 1	<b>Business activity and influences on business</b> 1.1 Types of organisations 1.2 Classification of Businesses 1.3 Decisions on Location	Summative Test Past exam questions. The questions are a mixture of multiple choice, short-answer, data response and open-ended questions	<a href="#">IGCSE Business textbook.pdf</a>
Half Term 2	1.4 Business and the international Economy 1.5 Government Objectives and policies 1.6 External factors 1.7 What makes a business successful	Summative Test Past exam questions. The questions are a mixture of multiple choice, short-answer, data response and open-ended questions	
Half Term 3	<b>People in Business</b> 2.1 Internal and external communication 2.2 Recruitment and selection process 2.3 Training 2.4 Motivation and rewards 2.5 Organisation structure and employees	Summative Test Past exam questions. The questions are a mixture of multiple choice, short-answer, data response and open-ended questions	
Half Term 4	<b>Business Finance</b> 3.1 Sources of Finance 3.2 Cash Flow Forecasting 3.3 Costs and break-even analysis	Summative Test Past exam questions. The questions are a mixture of multiple choice, short-answer, data response and open-ended questions	
Half Term 5	3.4 Financial documents 3.5 Accounts Analysis	Summative Test Past exam questions. The questions are a mixture of multiple choice, short-answer, data response and open-ended questions	
Half Term 6		<b>Year 10 End of year Mock exam</b>	

**Year 11**

Term	Overarching topic	Assessment	Learning Resources
Half Term 1	Marketing 4.1 Market Research 4.2 The market 4.3 The marketing mix	Summative Test Past exam questions. The questions are a mixture of multiple choice, short-answer, data response and open-ended questions	<a href="#">IGCSE Business textbook.pdf</a>
Half Term 2	Business Operations		
Half Term 3	5.1 Economies and diseconomies of scale 5.2 Production 5.3 Factors of production	<b>Year 11 End of year Mock exam in January</b>	
Half Term 4	5.4 Quality		
Half Term 5	Revision		
Half Term 6	<b>FINAL IGCSE EXAMS</b>		

## FURTHER INFORMATION

Subject	Recommended grades (subject specific)	Commitment to study outside of school hours	Any other important information for students (who should pick it?)
<b>Business Studies</b>	English and Maths minimum grade 6 and a positive reference from tutor and YLC confirming that you will thrive on this course.	An examinable course - 2 hours of additional study required per week. Expectation to perform regular wider reading. Example reading could include - Economist, Forbes.	iGCSE Business studies how organisations operate, including marketing, finance, human resources, and operations. Students learn real-world decision-making, problem-solving, and teamwork—skills useful for entrepreneurship, further study, and careers in business.



# SUBJECT: IBTEC BUSINESS

## SUBJECT AIM

This course provides an engaging and relevant introduction to the world of business. It incorporates important aspects of the industry, such as marketing, finance, entrepreneurship, and the role of business in the economy. It enables you to develop and apply your knowledge in real-world business contexts, while also building a range of practical, communication, and analytical skills. The BTEC International Level 2 Diploma in Business is a practical, career-focused qualification worth 4 GCSEs.

## WHAT YOU WILL STUDY

You will study three mandatory units, covering the underpinning knowledge and skills required for the sports sector:

- ➔ Business organisations & environments
- ➔ Marketing & promotion
- ➔ Finance & bookkeeping
- ➔ Operations & logistic
- ➔ Human resources & teamwork
- ➔ Digital business & e commerce
- ➔ Enterprise & business start up
- ➔ Business ethics & sustainability

## HOW WILL YOU BE ASSESSED

Students are assessed through a range of practical, real-world tasks, including hands-on projects, presentations, and written assignments such as reports and essays. There are no formal exams; instead, the focus is on applied learning that reflects genuine workplace and industry-based skills.

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

This Level 2 qualification **fully prepares students for BTEC International Level 3 in Business**, which is offered in **Years 12 and 13** at our school as part of the IBCP programme.

## FURTHER INFORMATION

Subject	Recommended grades (subject specific)	Commitment to study outside of school hours	Any other important information for students (who should pick it?)
<b>BTEC Business</b>	English and Maths minimum grade 5 and a positive	A vocational course - 2 hours of additional study	The International BTEC Level 2 in Business is practical

# SUBJECT: ECONOMICS

## Examination Board & Course Code: Pearson Edexcel IGCSE (4EC1)

### 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- 2 Units over 2 Years

##### 1: Microeconomics and Business Economics

- ➔ The Market System
- ➔ Business Economics

##### 2: Macroeconomics and the Global Economy

- ➔ Government and the economy
- ➔ The Global Economy

### ASSESSMENT REQUIREMENTS

Paper number and unit title	Level	Assessment information	Number of raw marks allocated in the paper
<b>Paper 1: Microeconomics and Business Economics</b>	1/2	<ul style="list-style-type: none"><li>• Examination of 1 hour 30 minutes set and marked by Pearson.</li><li>• The paper is weighted at 50% of the qualification.</li><li>• Single tier of entry.</li><li>• Students may use a calculator.</li></ul>	➔ 80
<b>Paper 2: Macroeconomics and the Global Economy</b>	1/2	<ul style="list-style-type: none"><li>• Examination of 1 hour 30 minutes set and marked by Pearson.</li><li>• The paper is weighted at 50% of the qualification.</li><li>• Single tier of entry.</li><li>• Students may use a calculator.</li></ul>	➔ 80

### WHAT THIS SUBJECT CAN LEAD TO

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

# SUBJECT: ECONOMICS

Examination Board & Course Code:  
Pearson Edexcel IGCSE (4EC1)

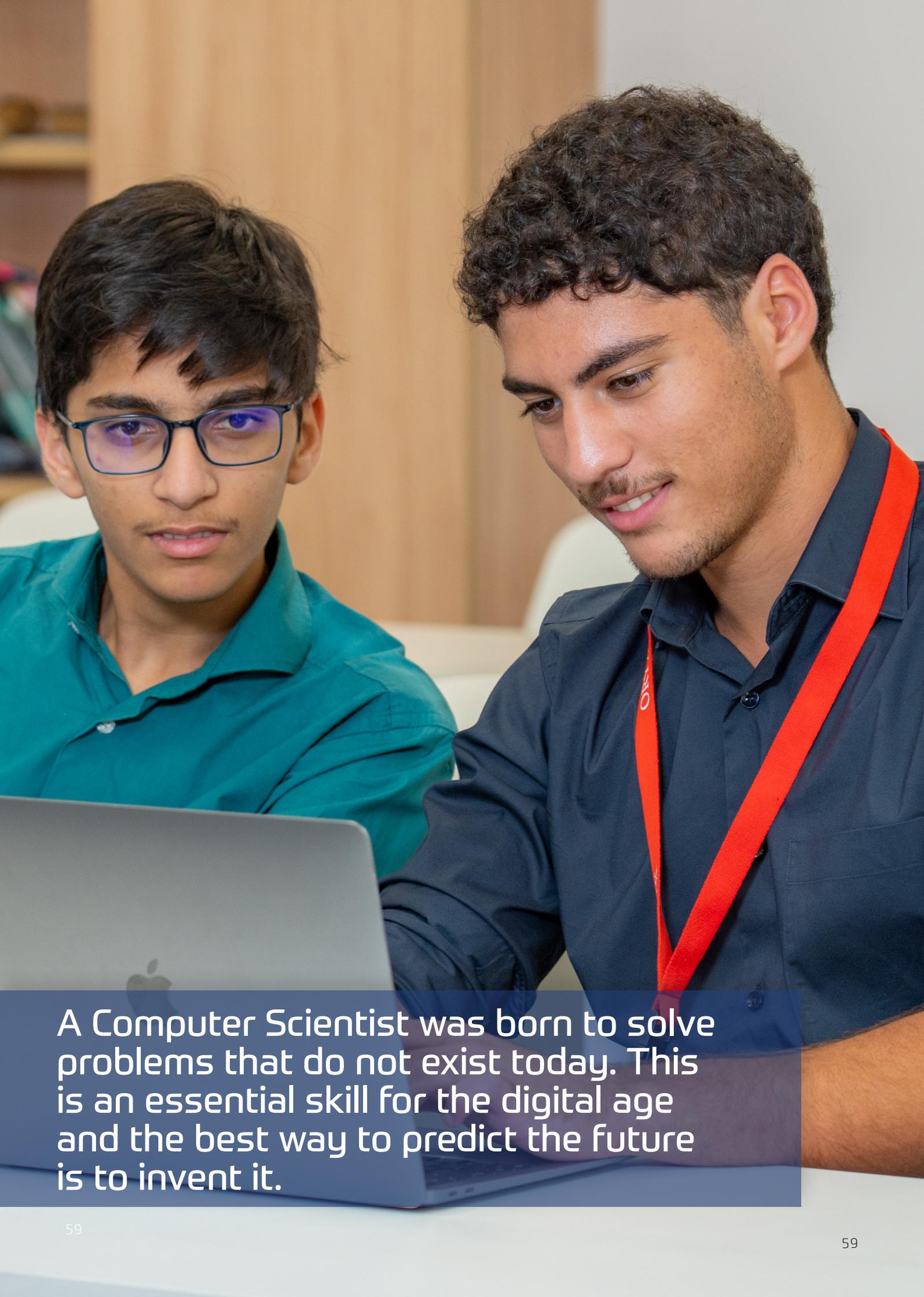
Year 10			
Term	Overarching topic	Assessment	Learning Resources
Half Term 1	1.1.1 The Economic Problem 1.1.2 Economic assumptions 1.1.3 Demand, supply and market equilibrium	Summative Test Past exam questions. The questions are a mixture of multiple choice, short-answer, data response and open-ended questions.	<a href="#">Pearson Edexcel International GCSE (9-1) Economics Student Book by Rob Jones, D A Turner, I A Potts (z-lib.org).pdf</a>
Half Term 2	1.1.4 Elasticity 1.1.5 The mixed Economy 1.1.6 Externalities		
Half Term 3	1.1.6 Externalities 1.2.1 Production 1.2.2 Productivity and division of labour		
Half Term 4	1.2.2 Productivity and division of labour 1.2.3 Business costs, revenues and profit		
Half Term 5	1.2.4 Business competition 1.2.5 The labour market		
Half Term 6	1.2.6 Government intervention		
		<b>Year 10 End of year Mock exam</b>	

Year 11			
Term	Overarching topic	Assessment	Learning Resources
Half Term 1	2.1.1 Macroeconomic objectives	Summative Test Past exam questions. The questions are a mixture of multiple choice, short-answer, data response and open-ended questions	<a href="#">Pearson Edexcel International GCSE (9-1) Economics Student Book by Rob Jones, D A Turner, I A Potts (z-lib.org).pdf</a>
Half Term 2	2.1.2 Government Policies 2.1.3 Relationship between objectives And policies		
Half Term 3	2.2.1 Globalisation 2.2.2 International Trade		
Half Term 4	2.2.3 Exchange rates	<b>Year 11 End of year Mock exam</b>	
Half Term 5	Revision	Final Exam	
Half Term 6	<b>FINAL IGCSE EXAMS</b>		

## FURTHER INFORMATION

Subject	Recommended grades (subject specific)	Commitment to study outside of school hours	Any other important information for students (who should pick it?)
<b>Economics</b>	English and Maths minimum grade 7 and a positive reference from tutor and YLC confirming that you will thrive on this course.	An examinable course - 2 hours of additional study required per week. Expectation to perform regular wider reading. Example reading could include - Economist, Forbes.	Economics suits curious, analytical students interested in real-world issues, problem-solving, and data. It supports careers in business, finance, law, and politics, while developing transferable skills valued by universities and employers.





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 0984

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

## FURTHER INFORMATION

Subject	Recommended grades (subject specific)	Commitment to study outside of school hours	Any other important information for students (who should pick it?)
Computer Science	English and Maths minimum grade 7	Enjoy programming outside the classroom independently	The course is 100% exam students need to be able to program in pseudocode and Python programming. The course is for those wishing to further pursue Computer Science as a career or at IB.

Please consult:  
Head of Department

# SUBJECT: ICT

## Examination Board & Course Code: Cambridge IGCSE 0983

### 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</b> (Grades A*-G)	Theory <b>80 Marks</b> 1 hour 30 mins <b>40% weighting</b>	Document Production and Data Manipulation <b>70 Marks</b> 2 hours 15 Minutes <b>30% weighting</b>	Data Analysis and Website Authoring <b>70 Marks</b> 2 hours 15 Minutes <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

### FURTHER INFORMATION

Subject	Recommended grades (subject specific)	Commitment to study outside of school hours	Any other important information for students (who should pick it?)
<b>ICT</b>	English Min grade 5	Use Microsoft Office daily (Excel to master functions, Access to create queries and reports)	The course consists of 2 practical's and a theory exam.

Please consult:  
Head of Department

# SUBJECT: IGCSE GEOGRAPHY

Examination Board & Course Code:  
IGCSE Pearson Edexcel 4GE1

## SUBJECT AIM

IGCSE Geography encourages students to raise questions and to develop and deploy geographical skills, knowledge and understanding to the world around them. This in turn fosters a developing of 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 affecting real people in real-life case studies.

## WHAT YOU WILL STUDY

IGCSE Geography is a 2-year course that offers pupils the opportunity to study a range of Geographical Themes: Coastal, Urban and Hazardous Environments, Economic Activity and Energy and both human and physical fieldwork opportunities. Learners will explore Geography from a diverse range of perspectives, including social, economic, cultural and political.

## HOW WILL YOU BE ASSESSED

Paper 1 Physical Geography	Paper 2 Human Geography
<b>1 hour and 10 minutes (40%)</b> <b>Section A:</b> Candidates choose two out of three questions on: river environments, coastal environments, hazardous environments. <b>Section B:</b> Candidates choose one out of three fieldwork-related questions on: river environments, coastal environments, hazardous environments.	<b>1 hour and 45 minutes (60%)</b> <b>Section A:</b> Candidates choose two out of three questions on: economic activity and energy, rural environments, urban environments. <b>Section B:</b> Candidates choose one out of three fieldwork-related questions on: economic activity and energy, rural environments, urban environments. <b>Section C:</b> Candidates choose one out of three questions on: fragile environments and climate change, globalisation and migration, development and human welfare.

## 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, Politician and Journalist.
- ➔ A deeper and better understanding of people and places. A desire to help look after our planet for the benefit or future generations

## FURTHER INFORMATION

Subject	Recommended grades (subject specific)	Commitment to study outside of school hours	Any other important information for students (who should pick it?)
<b>Geography</b>	<p>Grade 6 in English and Grade 5 in maths. Grade 6 in Geography at the end of Y9.</p> <p>Combines very well with economics and business as a lot of the content especially for the human paper is transferable.</p>	<p>2-3 hours of additional study required per week to include practice exam questions, wider reading / podcast listening / watching the news on current affairs, lesson content recap and completion of any additional work set by teachers.</p>	<p>Students will complete 2 exam papers, one on physical geography and one on human geography so students need to have an appreciation and interest for the world around them. Questions range from 1-markers to 12-markers with a range of resources to reference across the two papers. Analytical and evaluative skills are vital to access the higher grades. Students will undertake two fieldtrips to collect primary data to analyse in class. They will be examined on this data collection in both papers.</p>





*Where curiosity is encouraged,  
confidence follows.*



# 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. The IBTEC Level 2 diploma is equivalent to 4 GCSE's.

### WHAT YOU WILL STUDY

Students will complete 3 Units of Work throughout the Course

- ➔ Travel & tourism industry overview
- ➔ Effects of global travel
- ➔ Holiday destinations & attractions
- ➔ Customer service & visitor experience
- ➔ Travel planning & operations
- ➔ Research, trends & technology

### HOW WILL YOU BE ASSESSED

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

For each of the 6 Units there will be 6 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.

### FURTHER INFORMATION

Subject	Recommended grades (subject specific)	Commitment to study outside of school hours	Any other important information for students (who should pick it?)
<b>BTEC Travel and Tourism</b>	Grade 5 in English.	2-3 hours of additional work outside of lessons when completing assignments to ensure deadlines are met.	This is 100% assignment based so there will be no exams. Assignments range from presentations to written reports. Therefore, students must be proficient in using Word and PowerPoint applications. They must manage their time effectively to hit deadlines and ensure they don't rely on AI to produce their assignments.

Please consult:  
Head of Department

# SUBJECT: IGCSE HISTORY

Examination Board & Course Code:  
iGCSE Edexcel 4HI1

## SUBJECT AIM

iGCSE History is a 2-year course that offers pupils the opportunity to study world history from the nineteenth century to the beginning of the twenty-first century. Learners will explore history from a diversity of perspectives, including social, economic, cultural and political. IGCSE History encourages learners 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 pupils' interest in and enthusiasm for learning about and understanding the past.

## WHAT YOU WILL STUDY

Pupils 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 four areas:

- ➔ Paper 1: 3 Germany 1918-45
- ➔ Paper 1: 7 USA Divided Union 1945-74
- ➔ Paper 2: A4 Vietnam
- ➔ Paper 2: B3 Japan 1853-1945

## HOW WILL YOU BE ASSESSED

Paper 1	Paper 2
Paper 1 in October / November of Y11 (with the possibility to resit at the end of the course).	Paper 2 in May / June of Y11. For current Y11 we follow the linear course, with both exams sat in May/June of Y11.

## 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 organizations/charities, business. History is a 'facilitating subject' with huge potential for skill application to other fields. Many CEOs have History degrees.

## FURTHER INFORMATION

Subject	Recommended grades (subject specific)	Commitment to study outside of school hours	Any other important information for students (who should pick it?)
<b>History</b>	Grade 6 in English and History at the end of year 9	c.2 hours per week working on knowledge consolidation and exam question practice.	Ideal for students who love making connections from the past to the present, and like discovering the past by arguing and debating .  This course is modular – paper 1 is sat in October / November of Y11, paper 2 the summer after.

Please consult:  
Head of Department

# SUBJECT: IGCSE DRAMA

Examination Board & Course Code:  
Cambridge International 0994

## SUBJECT AIM

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

## WHAT YOU WILL STUDY

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

## HOW WILL YOU BE ASSESSED

Component 1 Written Examination – 40%	Component 2 Practical – 60%
The question paper is made up of three sections: <ul style="list-style-type: none"><li>• <b>Section A</b> - 6-8 short answers based on an extract studied</li><li>• <b>Section B</b> - One 10-mark question and a choice between two 15 mark essay style questions based on a second extract studied</li><li>• <b>Section C</b> - One 10-mark question and a choice between two 15-mark essay style questions based on their devised coursework piece.</li></ul>	You will be practically assessed on three performances: <ul style="list-style-type: none"><li>• Solo monologue performance from a published play.</li><li>• One group performance from an extract from a play script.</li><li>• One original group performance devised from a stimulus.</li></ul>

## 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!

## FURTHER INFORMATION

Subject	Recommended grades (subject specific)	Commitment to study outside of school hours	Any other important information for students (who should pick it?)
Drama	Student should have achieved a level 5 at KS3 and have a genuine interest in the subject.  They should be able to work collaboratively and have good attendance to school.	2-3 hours of extra rehearsal time outside of lessons during coursework performance.  Participation in PA CCAs is desirable in Y10 and IB1.	Students who take Drama should be looking to expand their collaborative, communication and creativity skills. It should not be viewed as an 'easy option' - there is a 2.5 hour written exam and GCSE Drama requires discipline, commitment and the ability to work both independently and as part of a group. It is a fantastic creative outlet with lots of desirable transferable skills – attendance and behaviour will factor into whether students are accepted.

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 Written Examination	Component 2 Coursework	Component 3 Coursework
<b>40% Listening</b> Questions based on musical elements/features and the set works.	<b>30% Performing</b> Two prepared performances <ul style="list-style-type: none"><li>➔ Solo</li><li>➔ Ensemble</li></ul>	<b>30% Composing</b> 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.

## FURTHER INFORMATION

Subject	Recommended grades (subject specific)	Commitment to study outside of school hours	Any other important information for students (who should pick it?)
<b>Music</b>	Need to have a grade 6 in KS3 Music Grade 3 instrumentalist or equivalent. Ideally, taking instrumental lessons outside of school.	2 hours a week of instrumental practice. 1 hour a week of composition work.	Students should be genuinely passionate about music and be willing to take part in CCAs in Performing Arts where possible. 60% Coursework and 40% written exam. Need to be motivated to improve both their instrumental/singing skills and their theoretical understanding of Music.

“

Forever *learning*.  
Forever *achieving*.

”



# SUBJECT: PHYSICAL EDUCATION

Examination Board & Course Code:  
Cambridge International 0995

## 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

	<b>Paper 1 Theory</b>	<b>Practical (Assessed against 4 activities)</b>
<b>IGCSE Physical Education (Grades A*-G)</b>	<b>50% weighting 100 marks 1hr 45 mins</b>	<b>50% weighting 100 marks</b> 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). <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

## FURTHER INFORMATION

Subject	Recommended grades (subject specific)	Commitment to study outside of school hours	Any other important information for students (who should pick it?)
<b>IGCSE PE</b>	Minimum overall grade 7 or higher at the end of Year 9 OR a grade 8 or higher in 3 activities/sports covered in Year 9	Part of a DIS sporting academy in one or more sports.  Ideally playing competitive sport outside of school	IGCSE PE is a great choice for students who enjoy sport, physical activity, and learning how the body works. It combines practical performance with theory in areas like anatomy, fitness, and sports psychology.  50% exam-based assessment. 50% practical assessment in 4 sports. Students need to actively collect practical footage in their 4 sports.



# SUBJECT: IBTEC SPORTS

## (EDEXCEL)

### SUBJECT AIM

This course provides an engaging and relevant introduction to the world of sport. It incorporates important aspects of the industry, such as fitness testing and training for sport and exercise, the psychology of sport, practical sports performance and sports leadership. It enables you to develop and apply your knowledge, while also developing a range of relevant practical, communication and technical skills. The **BTEC International Level 2 Diploma in Sport** is a practical, career-focused qualification worth 4 GCSEs.

### WHAT YOU WILL STUDY

You will study three mandatory units, covering the underpinning knowledge and skills required for the sports sector:

- ➔ Fitness and Training
- ➔ Practical Performance in Sport
- ➔ Sports Psychology
- ➔ Coaching and Leadership
- ➔ Performance Analysis
- ➔ Health and Wellbeing
- ➔ Event Planning and Enterprise
- ➔ Digital Applications in Sport

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

You will carry out tasks/assignments throughout the course. Your teacher will mark these, and so you will receive feedback as to how you are getting on.

For the assessment for Unit 3 Applying the Principles of Personal Training, you will be able to draw on the knowledge, skills and understanding you have developed in the qualification as a whole.

The assessment for Unit 1: Fitness for Sport and Exercise is an onscreen test which is marked by Pearson.

### WHAT THIS SUBJECT CAN LEAD TO

This Level 2 qualification fully prepares students for BTEC International Level 3 in Sport, offered in Years 12 and 13, providing a clear pathway to further study, higher education, or careers in the sports sector.

**Please consult:  
Head of Department**

## FURTHER INFORMATION

Subject	Recommended grades (subject specific)	Commitment to study outside of school hours	Any other important information for students (who should pick it?)
<b>BTEC Sport</b>	Grade 5 in English.	2-3 hours of additional work outside of lessons when completing assignments to ensure deadlines are met.	This is 100% assignment based so there will be no exams. Assignments range from presentations to practical tasks. Therefore, students must be proficient in using Word and PowerPoint applications. They must manage their time effectively to hit deadlines and ensure they don't rely on AI to produce their assignments.



# SUBJECT: GCSE PSYCHOLOGY

Examination Board & Course Code:  
Examination Board & Course Code: AQA 8182

## 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
- ➔ Development
- ➔ Perception
- ➔ Research Methods
- ➔ Neuropsychology
- ➔ Psychological Problems
- ➔ Social Influence
- ➔ Language, thought and communication

## HOW WILL YOU BE ASSESSED

GCSE Psychology (Grades 9-1)	Paper 1 - Cognition and Behaviour	Paper 2 - Social Context and Behaviour
	50% weighting <b>100 marks in total</b> 1 hour 45 minutes examination	50% weighting <b>100 marks in total</b> 1 hour 45 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.

## FURTHER INFORMATION

Subject	Recommended grades (subject specific)	Commitment to study outside of school hours	Any other important information for students (who should pick it?)
<b>Psychology</b>	<p>Minimum Grade for Biology and English: Grade 6</p> <p>Students need to have strong writing, application and evaluation skills as the subject is heavily content and essay based.</p>	<p>There is an expectation of students to be working a minimum of 6 hours a week due to the heavy content and memorisation nature of the subject. At each half term/term break students will be provided with homework to help build their resource portfolio to help them keep up to date with their independent study.</p>	<p>This course is for students who have a passion for understanding theories, studies and have the ability to memorise and analyse content. It is a heavily memorising based subject that requires a strong commitment throughout the year.</p>



# 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: ASDAN LIFE SKILLS CHALLENGE

## SUBJECT AIM

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

## WHAT YOU WILL STUDY

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

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

# 2024 - 2025 GCSE Results

Deira International School - 2024 - 2025 GCSE Results				
Grades	A* - C	A* - B	A* - A	A*
Subject	9 to 4	9 to 6	9 to 7	9 to 8
Pearson Edexcel				
Mathematics	96.0%	78.6%	70.6%	48.4%
Business Studies	100.0%	75.7%	42.9%	24.3%
Economics	100.0%	87.5%	81.3%	68.8%
Geography	91.7%	86.1%	69.4%	52.8%
Fine Art	100.0%	57.1%	28.6%	14.3%
Music	100.0%	75.0%	75.0%	50.0%
Photography	100.0%	100.0%	42.9%	7.1%
Textiles	93.3%	46.7%	0.0%	0.0%
AQA/Oxford AQA				
First Language English	100.0%	92.9%	70.6%	42.9%
English Literature	97.6%	66.7%	43.7%	23.0%
Biology	100.0%	100.0%	78.3%	67.4%
Chemistry	100.0%	100.0%	84.8%	76.1%
Physics	100.0%	93.5%	89.1%	65.2%
Combined Science	88.8%	51.3%	32.5%	16.3%
Psychology	95.7%	80.4%	65.2%	41.3%
Cambridge IGCSE				
Additional Mathematics	100.0%	52.6%	36.8%	31.6%
Arabic B (IGCSE)	100.0%	100.0%	100.0%	78.6%
Computer Science	95.5%	86.4%	40.9%	22.7%
Computing ICT	78.3%	56.5%	26.1%	8.7%
Design and Technology	92.5%	75.0%	37.5%	15.0%
Drama	84.2%	68.4%	36.8%	21.1%
French	87.5%	70.8%	37.5%	16.7%
History	95.8%	79.2%	50.0%	20.8%
Physical Education (IGCSE)	100.0%	78.9%	57.9%	10.5%
Spanish	75.0%	66.7%	33.3%	16.7%

Key:

In line with/below global average

Above global average

# 2024 - 2025 GCSE Results

Global Average - 2024 - 2025 GCSE Results				
Grades	A* - C	A* - B	A* - A	A*
Subject	9 to 4	9 to 6	9 to 7	9 to 8
Pearson Edexcel				
Mathematics	86.1%	64.1%	51.3%	35.1%
Business Studies	67.5%	38.0%	19.6%	9.2%
Economics	66.1%	48.8%	37.5%	23.7%
Geography	85.2%	63.9%	47.1%	30.3%
Fine Art	73.9%	43.5%	24.7%	14.2%
Music	84.9%	63.0%	44.4%	29.9%
Photography	73.1%	26.3%	8.8%	2.3%
Textiles	83.5%	51.8%	27.1%	9.4%
AQA/Oxford AQA				
First Language English	96.8%	79.6%	55.1%	27.5%
English Literature	93.1%	64.9%	41.5%	13.9%
Biology	89.2%	63.3%	43.0%	26.7%
Chemistry	91.7%	65.6%	45.8%	30.7%
Physics	90.7%	66.0%	45.0%	28.6%
Combined Science	58.0%	19.5%	9.2%	4.0%
Psychology	66.9%	39.0%	22.8%	12.6%
Cambridge IGCSE				
Additional Mathematics	87.7%	74.5%	54.1%	30.3%
Arabic B (IGCSE)	92.3%	84.6%	72.7%	50.7%
Computer Science	85.4%	65.2%	40.7%	13.4%
Computing ICT	73.6%	56.9%	36.0%	14.4%
Design and Technology	75.6%	53.8%	30.7%	9.1%
Drama	86.7%	69.0%	38.8%	9.8%
French	84.8%	69.3%	48.9%	25.7%
History	75.6%	55.7%	34.2%	15.8%
Physical Education (IGCSE)	66.7%	45.2%	23.0%	6.1%
Spanish	91.0%	81.5%	67.1%	46.3%



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