



**DUBAI  
BRITISH  
SCHOOL**  
JUMEIRAH PARK

ENJOY . ASPIRE . ACHIEVE

# KEY STAGE FOUR OPTIONS BOOKLET

2024-2025

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inspiring young minds

# DUBAI BRITISH SCHOOL

JUMEIRAH PARK

## KEY STAGE FOUR OPTIONS BOOKLET 2024 - 2025



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## Welcome to Key Stage Four

Please allow me to welcome you to the 2024-2025 Key Stage 4 Options Booklet. As your child embarks on the next phase of their education, making their first academic decisions, the number of pathways available at DBSJP creates a truly bespoke experience for each child.

The aim is to ensure every child is able to Enjoy, Aspire and Achieve, therefore we offer an extensive range of GCSE, IGCSE, and BTEC programmes delivered by expert specialist teachers. In addition, our education philosophy of caring for the 'whole child' permeates every decision at each stage of the process and is supported with a breadth of extra-curricular offerings, all students are encouraged to participate in activities that will support their emotional wellbeing. To support their academic decisions, students will work closely with their dedicated Tutor and work through a study skills programme that uses the VESPA Mindset to improve their transferrable skills and independence required alongside their examination outcomes.

As we embark on this journey together we look forward to welcoming you and your child to the next phase of their education.

Kind regards,

Mrs. Emma Walshe



Mrs. Emma Walshe  
Assistant Head - Pastoral



Ms. Sophie Dando  
Head of Year 9

## Introduction to GCSEs - (General Certificate of Education)

Welcome to your Key Stage Four Options Prospectus. The purpose of this booklet is to:

- Present to parents and students the courses which are planned for GCSE, IGCSE and BTEC studies from September 2024.
- Outline the content of each specification, as well as the course structure and assessment criteria.
- Help you to make informed decisions appropriate for the subsequent stages of student life.

### How does the curriculum work?

Since the National Curriculum continues until the end of Year 11, some content studied at Key Stage 4 is compulsory (see the Core Curriculum pages). The remainder of the Key Stage 4 curriculum is optional (see the Options pages). This is an exciting but often challenging time and we would urge you to talk with subject teachers, tutors, and Ms. Sophie Dando (Head of Year 9) in order to ensure that the right decisions are made. While we allow some changes, we generally would not sanction any after the first two weeks in September 2024.

The following subjects form the compulsory part of the programme of study at Key Stage 4:

Examined	Non-Examined
English Language	Physical Education
English Literature	PSHE, Moral Social & Cultural Studies
Mathematics	Arabic**
Combined Science (Double Award)	Islamic Studies (for Muslim students)

The following subjects form the optional part of the programme of study at Key Stage 4:

Languages	Humanities	Creative Subjects	Social Sciences	Other
<i>Arabic*</i>	History	Fine Art	Business Studies	Physical Education
French	Geography	Drama	Psychology	Triple Science***
Spanish		Music	Computer Science	
		Design Technology	BTEC IT	
		Food & Nutrition	BTEC Business Studies	
		Photography		
		Graphic Communication		

\* Italic subject are statutory requirements from the KHDA

\*\*All students are required to study Arabic from September until the end of Year 10

\*\*\*On invitation of the Science Department

# Qualifications Offered

Students are offered a wide range of subjects at Key Stage 4 following the philosophy of the British education system. The aim is to offer a broad and balanced curriculum for students that will provide them with internationally recognised qualifications and skills, enabling them to progress into further education, training or employment. The qualifications that are offered at Key Stage 4 are GCSEs, IGCSEs and BTECs, more detailed information on these qualifications can be found below.

## **GCSE/IGCSE – General Certificate of Secondary Education/International General Certificate of Secondary Education**

These qualifications form part of the National Curriculum of England and are taught to students in Year 10 and 11. The courses are studied over two years with formal examinations taking place at the end of Key Stage 4. International GCSEs are equivalent to GCSE qualifications and are examined in the same way. Both qualifications are graded on a 9-1 scale, with 9 being the highest grade achievable. Subjects available in these qualifications are: Arabic, Art, Business, Combined Science, Computer Science, Design Technology, Drama, Graphic Communication, English, English Literature, Food and Nutrition, French, Geography, History, Mathematics, Music, Photography, Physical Education, Psychology, Spanish and Triple Science.

## **BTEC Level 2 Qualifications – Business and Technology Education Council**

These qualifications offer an introduction to a more vocational sector of each academic subject area, providing a more skills-based approach to learning. The courses are studied over two years with ongoing assignments being assessed by the teacher, building a portfolio of work. These qualifications are equivalent to GCSEs and provide progression to further education at Key Stage 5. The assessment gradings are Distinction, Merit, and Pass. Subjects available in this qualification are Business and IT.

Students can select either type of qualification, or a blend of all types of qualification as part of their option choices and all will provide the opportunity to progress onto courses in Key Stage 5.

## **Additional Information**

Students opting for Triple Science will gain a GCSE Biology, GCSE Chemistry, and GCSE Physics. They will have eight science lessons a week (comprising five from their compulsory science entitlement, plus three lessons from their optional subject entitlement). There is no requirement for students wishing to take Science A Level to have studied Triple Science.

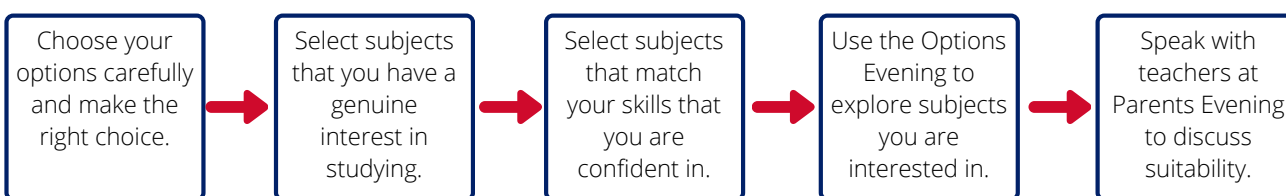
The EBacc, or English Baccalaureate, is a set of subjects that the Department of Education in the UK recognise as keeping students options open for further study and future careers. To achieve the EBacc students need to achieve good passes in English, English Literature, Mathematics, Science, a language and Geography or History. This might be a consideration if you are looking at UK destinations for further study.

# Which subjects should I choose?

Students are strongly advised to take their time when considering their option choices. If they have a particular ambition for a university course or career, it is particularly important to make sure

that their option choices will provide a pathway for them to achieve this. There are lots of people on hand who can support and advise in making these important decisions.

## Making informed decisions for your GCSE choices



## GCSE Option Blocks 2024-2025

Block A	Block B	Block C	Block D	Block E
Design and Technology	History	Geography	Arabic A	Arabic B
Food and Nutrition	Geography	Music	Arabic B	Business
BTEC Business	Drama	Triple Science	Business	Psychology
BTEC Performing Arts	BTEC IT	Graphic Communication	Psychology	French
Photography	Computer Science	Psychology		Spanish
Business	Art			GCSE PE
History				

*\*On the invitation of the Science Department*

*\*\* You must choose Arabic from either block D or E*

*BTEC Level 2 Qualifications - will be dependent upon exam board accreditation and student numbers*

## GCSE Examination Fees

Please note that in line with other independent schools, Dubai British School Jumeirah Park charges for all external examinations (GCSE/IGCSE, and BTEC courses) Parents will receive invoices which cover fees for the examinations carried out during Years 10 and 11.

### GCSE's

Parents should note that fees for external GCSE examinations are the responsibility of the parent. Parents will receive an invoice for each examination cycle the student is entered for, including resits.

### BTEC

Registration fees for the BTEC courses are paid in full at the beginning of Year 10 for the full duration of the 2-year course. The fee charged will cover the entry fees for the course as well as the moderator visit from the UK for each subject. Any resit of units within the course does not incur additional charges over and above the original fee paid.

## Other costs

Students that require additional access arrangements during examinations, for example, the use of a reader or scribe, will incur additional costs for invigilation. Certificates may be withheld if examination fees / textbooks are outstanding and not cleared.



## Recommended Skills

Subject	Ability/interest in
<b>French</b>	<ul style="list-style-type: none"> <li>• Commit towards extending your knowledge of French vocabulary to talk about a wide range of topics</li> <li>• Understand and use the three main time frames (Past, Present and Future) in the written and spoken form</li> <li>• Communicate in writing and speaking to give information about yourself, your opinions and your interests</li> </ul>
<b>Spanish</b>	<ul style="list-style-type: none"> <li>• Commit towards extending your knowledge of Spanish vocabulary to talk about a wide range of topics</li> <li>• Understand and use the three main time frames (Past, Present and Future) in the written and spoken form</li> <li>• Communicate in writing and speaking to give information about yourself, your opinions and your interests</li> </ul>
<b>Geography</b>	<ul style="list-style-type: none"> <li>• Engage in map reading skills</li> <li>• Think and work independently</li> <li>• Engage in critical thinking and commitment to learning extended terminology</li> <li>• Develop synoptic skills</li> <li>• Provide evidence for both sides of an argument</li> </ul>
<b>History</b>	<ul style="list-style-type: none"> <li>• Form a balanced argument</li> <li>• Analyse sources, and assess their nature, origin and purpose</li> <li>• Organise written work in a logical and structured way</li> <li>• Form judgements based on evidence</li> </ul>
<b>Psychology</b>	<ul style="list-style-type: none"> <li>• Write extended essay questions – describing and evaluating research or theories</li> <li>• Think critically about research and theory</li> <li>• Numerical analysis</li> <li>• Scientific enquiry about conducting research and human biology</li> </ul>
<b>Business</b>	<ul style="list-style-type: none"> <li>• Engage in Critical analysis</li> <li>• Read and understand extended Case studies and application of knowledge</li> <li>• Engage in Numerical analysis</li> <li>• Be an independent learner</li> </ul>
<b>BTEC Business</b>	<ul style="list-style-type: none"> <li>• Read and understand extended Case studies and application of knowledge</li> <li>• Engage in Numerical analysis</li> <li>• Be an independent learner and produce a portfolio of assessment work</li> </ul>
<b>Design &amp; Technology</b>	<ul style="list-style-type: none"> <li>• To be able to think and work independently</li> <li>• The ability to work to deadlines</li> <li>• Be practically competent both in the workshop and using CAD</li> <li>• Enjoy learning about the theory surrounding the subject</li> </ul>

# Recommended Skills

Subject	Ability/interest in
<b>BTEC IT</b>	<ul style="list-style-type: none"> <li>• Understanding computer graphics, game development or how computer hardware and software work</li> <li>• After the completion of this course, you could enrol on a similar Level 3 BTEC course to further your knowledge that will, in turn, help you get into university to study either game development, computer graphics, animation or computer systems in general</li> </ul>
<b>PE</b>	<ul style="list-style-type: none"> <li>• Students taking GCSE PE should refer to the list of Team sports and Individual sports, they must already be regularly training in and competing in at least 2 of the listed sports</li> <li>• Students should be part of school teams and/or ECAs to develop their practical ability</li> <li>• Students should be interested in learning about the theoretical components of the course including physical training, anatomy and physiology, movement analysis, use of data, health fitness and wellbeing, sport psychology and socio-cultural differences</li> </ul>
<b>Triple Science</b>	<ul style="list-style-type: none"> <li>• Have a solid grounding in Mathematics (lots of the Physics and Chemistry involve calculations, and even the Biology too)</li> <li>• Be analytical</li> <li>• Learn, understand and reproduce complex processes</li> <li>• Be practically competent and able to understand the 'scientific method' to test and explore scientific hypotheses</li> </ul>
<b>Drama</b>	<ul style="list-style-type: none"> <li>• Rehearse and devise original material linked to specific practitioners of study</li> <li>• Create original interpretation through characterization</li> <li>• Be disciplined when working independently or within a group environment</li> <li>• Enhance creativity through a set brief</li> <li>• Be organised and take initiative with good communication skills</li> <li>• Critical evaluation and reflections</li> </ul>
<b>Art</b>	<ul style="list-style-type: none"> <li>• A passion for Art</li> <li>• To think creatively and to work independently</li> <li>• Be organised and take initiative with thematic research</li> <li>• Engage in critical thinking when analysing art work</li> <li>• Have an investigative and explorative approach to media</li> <li>• A passion for visual aesthetics</li> </ul>
<b>Graphic Communication</b>	<ul style="list-style-type: none"> <li>• To think creatively and to work independently</li> <li>• Be organised and take initiative with research</li> <li>• Engage in critical thinking when analysing communication cues</li> </ul>
<b>Photography</b>	<ul style="list-style-type: none"> <li>• A passion for Photography</li> <li>• To think creatively and to work independently</li> <li>• Be organised and take initiative with photo shoots</li> <li>• Engage in critical thinking when analysing Photography work</li> <li>• Have an investigative and explorative approach to media and themes</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>• A passion for Music</li> <li>• The ability to play, or want to learn how to play, an instrument</li> <li>• Creative and be willing to 'think outside the box'</li> <li>• To be able to work both independently and with others</li> <li>• A critical listener, who isn't scared to share their opinions about what they hear</li> </ul>

# Future Choices

How your Key Stage 4 choices/grades will influence your Key Stage 5 options:

<p><b>English Literature B</b></p> <p>English Language: Grade 7 <b>and</b> English Literature: Grade 7 - examination component only for both</p>	<p><b>Graphic Communication</b></p> <p>Graphic Communication: Grade 7 <b>or</b> portfolio demonstrating ability in art, design or photography</p>	<p><b>History</b></p> <p>English Language: Grade 6 History (if studied): Grade 6</p>
<p><b>English Language</b></p> <p>English Language: Grade 7 <b>and</b> English Literature: Grade 7 - examination component only for both</p>	<p><b>Psychology</b></p> <p>Maths: Grade 6, English Language: Grade 6 Biology: Grade 6 (or Combined Science: Grade 6,6), Psychology (if studied): Grade 6</p>	<p><b>French</b></p> <p>Grade 7 in French GCSE.</p>
<p><b>Mathematics</b></p> <p>Mathematics: Grade 7</p>	<p><b>Computer Science</b></p> <p>Maths: Grade 7 and English Language: Grade 7 Computer Science (if studied): Grade 6</p>	<p><b>Spanish</b></p> <p>Grade 7 in Spanish GCSE</p>
<p><b>Futher Mathematics</b></p> <p>Mathematics: Grade 9</p>	<p><b>Art &amp; Design</b></p> <p>Art: Grade 7 <b>or</b> portfolio demonstrating ability</p>	<p><b>Business Studies</b></p> <p>Maths: Grade 6 <b>and</b> English Language: Grade 6 Business Studies (if studied): Grade 6</p>
<p><b>Biology</b></p> <p>Triple Science: Grade 7 in Biology with a Grade 6 or above in both Chemistry and Physics <b>or</b> Combined Science: Grade 7,7, with a grade 7 in Biology components</p>	<p><b>Music</b></p> <p>Music: Grade 6 Grade 4 or above on an instrument/as a vocalist.</p>	<p><b>Economics</b></p> <p>Maths: Grade 7 <b>and</b> English Language: Grade 7 Economics (if studied): Grade 6</p>
<p><b>Chemistry</b></p> <p>Triple Science: Grade 7 in Chemistry with a Grade 6 or above in both Biology and Physics <b>or</b> Combined Science: Grade 7,7 with a grade 7 in Chemistry components</p>	<p><b>Geography</b></p> <p>Maths: Grade 6, English Language: Grade 6 Geography (if studied): Grade 6</p>	
<p><b>Physics</b></p> <p>Triple Science: Grade 7 in Physics with a Grade 6 or above in both Biology and Chemistry <b>or</b> Combined Science: Grade 7,7 <b>and</b> Maths: Grade 7 with a grade 7 in Physics components</p>	<p><b>Photography</b></p> <p>Photography: Grade 7 <b>or</b> portfolio demonstrating ability</p>	
<p><b>Design and Technology</b></p> <p>Design Technology: Grade 6</p>	<p><b>Drama</b></p> <p>English: Grade 7 <b>or</b> Drama: Grade 7</p>	



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**GCSE  
CORE SUBJECTS**

# Arabic GCSE - 1AA0 – H (9-1)

## Course Outline

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The GCSE Arabic course is designed to develop students' performance in the four core skills of listening, speaking, reading and writing.

## Course Details

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The course is topic-based with students covering five modules over two years, building on their previous knowledge of basic vocabulary and grammar.

### Arabic

- Theme 1- Identity and culture
- Theme 2 - Local area, holiday and travel
- Theme 3 - School
- Theme 4- Future aspirations, study and work; International and global dimension
- Theme 5 - International and global dimension
- Theme 6 - Revision

By the end of the course, students will be able to confidently use a number of tenses and structures to communicate when travelling abroad or dealing with Arabic speaking people.

## Assessment Criteria

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All formal assessments take place at the End of Year 11. The formal assessment includes examinations in oral, listening, reading and writing skills. Each component is 25% of the total mark.

## Career Prospects

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People with language skills and knowledge usually have an advantage over people without them. They stand out as talented and successful people, with broad and exciting horizons. Taking GCSE Arabic means you will:

Add an extra dimension to your personal skills profile which will impress anyone who reads your CV. Be in a stronger position to get a job in companies with international links or improve employability if you would like to work abroad. Be able to work or study in an Arabic-speaking country in later life. Be able to study AS and A level Arabic courses to further your knowledge of the language and culture. Find it easier to learn other languages later if you want to.

Note: All students will be required to study Arabic in Year10. GCSE Arabic will then be offered to students who are confident and competent in its completion.



# English Language A – IGCSE Edexcel – 4EA1

## Course Outline

The English Faculty delivers the Edexcel IGCSE for both English Language and English Literature. This IGCSE is exclusive to independent and international schools. The Edexcel International

GCSE in English Language (Specification A) is designed as a two-year course. The specification includes a wide range of reading and writing - the reading requirements of the course are covered in the Pearson Edexcel International English IGCSE Anthology, for use throughout the course and the examination.

## Course Details

### English Language

#### Component 1: Externally exam Paper 1:

Reading (30%)

- Non-fiction texts e.g. articles, reviews, speeches, autobiographies, letters, obituaries and travel writing
- Develop skills of interpretation and analysis
- Part 1 of the Pearson Edexcel International English IGCSE Anthology

Writing (30%)

- Developing writing using what is learned through the Reading section
- Focus on the quality and accuracy of writing and non-fiction writing techniques, planning, and proofreading
- Considering purpose e.g. to inform, explain and describe, audience, language and layout

#### Component 2: Internally assessed/externally moderated

Coursework Pieces (x2) (40%)

- Poetry and Prose (20%)
- Imaginative Writing (20%)

Content summary:

- The poetry and prose texts from Part 2 of the Pearson Edexcel International GCSE English Anthology
- Develop skills to analyse how writers use linguistic and structural devices to achieve their effects
- Develop imaginative writing skills to engage the reader
- Use spelling, punctuation and grammar accurately

## Assessment Criteria

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### English Language

#### Paper 1:

##### Section A (Reading)

- 15 minutes for reading and 60 minutes for answering is advised.
- One extract from the Anthology and one unseen extract.
- Short and long answer questions where all questions are to be answered.

##### Section B (Writing)

- 60 minutes writing advised time.
- One question from the selection provided to be chosen and answered.

2 hour and 15-minute examination paper, the total number of marks available is 90 (45 for each section).

#### Coursework:

##### Assignment A (Reading)

- A set assignment based on poetry and prose from the IGCSE Anthology, exploring aspects of language and structure.

##### Assignment B (Writing)

- A single piece of personal and imaginative writing.
- Purpose to explore, imagine or entertain.

Assessed through two coursework assignments, internally set and assessed, and externally moderated by Edexcel. The total number of marks available for each assignment is 30..

## Career Prospects

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The English Language is a necessary component for most university and further education courses around the world, but particularly in the UK. Later, careers in Media, Law or Journalism, amongst many others, can be pursued.



# English Literature – IGCSE Edexcel – 4ET1 - BR

## Course Outline

The English Faculty delivers the Edexcel IGCSE for both English Language and English Literature. This IGCSE is exclusive to independent and international schools. The Edexcel International GCSE in English Literature is designed as a two-year course. A selection of prose, drama and poetry from around the world allows teachers a

wide choice of set texts. The examination questions allow all students to make a personal, informed response to the texts studied. The qualification offers an enjoyable and stimulating introduction to the study of English Literature. The Anthology for International GCSE and Certificate Qualifications in English Language and Literature is provided for use throughout the course and examination.

## Course Details

### English Literature

#### **Paper 1: Drama and Prose** (60% of total IGCSE)

- Prose – one modern prose text.
- Poetry – all poems from Part 3 of the Pearson Edexcel International English IGCSE Anthology.
- Students will study whole texts, developing their comprehension, critical reading and comparison skills, and producing clear and coherent writing using accurate Standard English.

#### **Paper 2: Modern Drama and Literary Heritage** (40% of total IGCSE)

- Two set texts will be studied.
- Modern Drama (Assignment A).
- Literary Heritage texts (Assignment B).





## Assessment Criteria

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### Paper 1:

Section A ·  
Unseen Poetry: one essay question exploring the meaning and effects created in an unseen poem. The poem will be reproduced in the question paper.

Section B ·  
Anthology Poetry: one essay question from a choice of two, comparing two poems from Part 3 of the Pearson Edexcel International English IGCSE Anthology.

Section C (not allowed the text in the examination)  
Modern Prose: one essay question from a choice of two on the studied text.

2-hour examination, the total number of marks available is 90..

### Paper 2:

This part of the course consists of two coursework assignments, internally set and assessed and externally moderated by Edexcel.

The total number of marks available for each assignment is 30.

## Career Prospects

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Further study is offered in English Literature at A Level at DBSJP. Careers in Education, Media, Law or Journalism, amongst many others, can be pursued.



# English as a Second Language – IGCSE Edexcel – 4ES/01

## Course Outline

For a minority of our students, the study of English Literature may prove to be unduly challenging. If this is the case, at the end of Year 10 (following assessment and careful teacher consideration) we will communicate with parents to suggest that their child cease studying English Literature and instead follow ESL in addition to their English

Language studies in Year 11. This Edexcel International GCSE in English as a Second Language (ESL) is designed as a qualification for students who may not have a grounding in English as their mother-tongue and wish to enhance their future educational or employment prospects. Achievement in this qualification is benchmarked against the Council of Europe's Common European Framework of Reference for Languages (CEFR).

## Course Details

### Paper 1: Reading and Writing (66% of total IGCSE)

#### Reading

Passages will be taken from a variety of sources, including fiction, and may include factual information, explanation, opinions and biographical writing.

Part 1 – skimming and scanning skills

Part 2 – read for both gist and detail

Part 3 – read for both gist and detail, follow a line of argument or discussion, and identify attitudes and opinions in the text

Part 6 – read for details to be included in the summary writing (see Writing section below).

#### Writing

Part 4 – a short piece of writing in response to a given situation. The writing can take the form of a letter, email or postcard and students may to both provide information and ask for required information.

Part 5 – a factual piece of writing based on own knowledge and interests. The writing can take the form of a report or article.

Part 6 – response to one or two short texts, approximately 500 words in total, and produce a summary for a given purpose and reader.

### Paper 2: Listening (34% of total IGCSE)

Part 1 – listening to short extracts; identifying the item, place or event being described

Part 2 – listening for detailed information

Part 3 – following a discussion or argument; identifying attitude and opinions of speakers; following instructions

Part 4 – listening to a complex argument or discussion; understanding the overall message; identifying attitudes and opinions.

## Assessment Criteria

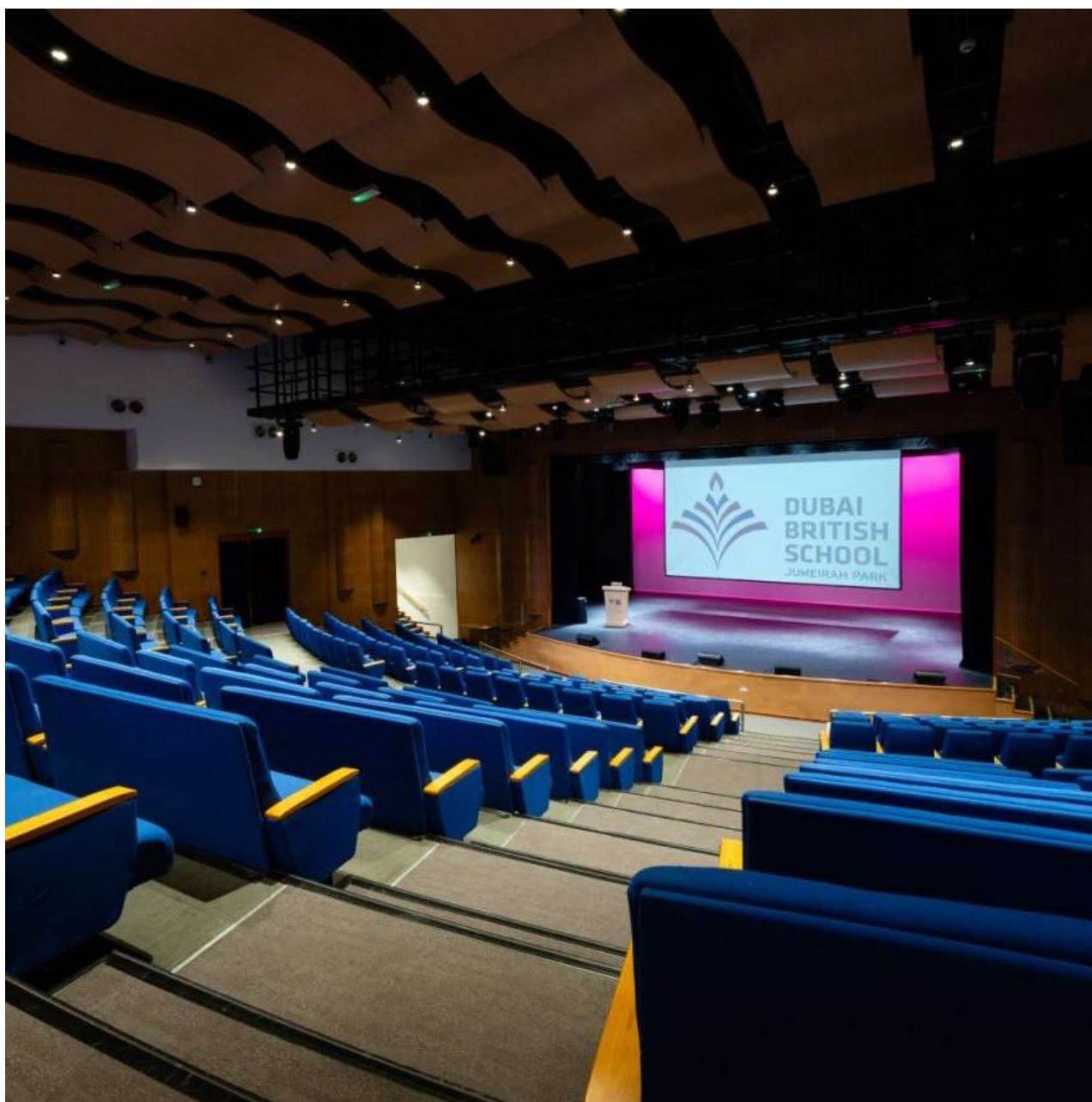
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### Paper 1:

2-hour examination paper, set and marked by the exam board.

### Paper 2:

A 50-minute examination paper set and marked by the exam board.





# Mathematics – IGCSE Edexcel – 4MA1R (9-1)

## Course Outline

In this compulsory IGCSE, which is 100% examined, students will encounter the following topics: number, algebra, geometry and statistics. The course has been carefully designed to offer real-life contexts for problems, to engage students as they develop understanding and apply subject knowledge in order to problem-solve.

As students' progress throughout the course, they will build confident mathematical reasoning skills, interpret information and communicate it clearly and accurately.

There is the option to embark on either the Foundation or Higher tier. However, by default students follow the Higher Tier at DBSJP. The examination is not language biased and the syllabus is challenging but fair to all ability levels. It prepares the students well for further study in the subject and gives an excellent indicator of ability in its results.

## Assessment Criteria

Two written examinations are taken at the end of Year 11.

The two papers are both 2-hour examinations worth 100 marks and they are each worth 50% of the final mark and grade.

## Career Prospects

Successful completion of the course provides an excellent platform to study AS/A-Level Mathematics. Furthermore, most Sixth Form colleges/further education providers require a minimum of a Grade 5 on the new grading system or a C in GCSE Mathematics on other specifications.

Mathematics IGCSE grade is highly valued by all employers and Mathematics A-Level is considered to be very desirable by all university academic faculties.

## Course Details

Students are required to demonstrate application and understanding of the following:

- Number
  - Use numerical skills in a purely mathematical way and in real-life situations.
- Algebra
  - Use letters as equivalent to numbers and as variables.
  - Understand the distinction between expressions, equations and formulae.
  - Use algebra to set up and solve problems.
  - Demonstrate manipulative skills.
  - Construct and use graphs.
- Geometry
  - Use properties of angles.
  - Understand a range of transformations.
  - Work within the metric system.
  - Understand ideas of space and shape.
  - Use ruler, compasses and protractor appropriately.
- Statistics
  - Understand basic ideas of statistical averages.
  - Use a range of statistical techniques.
  - Use basic ideas of probability.



Click here to contact the Head of Department



# GCSE in Combined Science: Trilogy (Double Award) (8464)

## Course Outline

The Science course consists of equally-weighted units in Biology, Chemistry and Physics. The AQA Science suite of courses encourages students to be inspired, motivated and challenged by following a broad, coherent, practical course of study. The course gives students the opportunity to experience science within the context of their general education and prepare for more advanced courses in Science and for other courses that require knowledge of science.

Skills that are developed fall into four main areas: Knowledge and Understanding (including science as an evidence-based discipline, the collaborative nature of science, how scientific theories develop and the limitations of science), Practical Skills (planning, obtaining and presenting evidence, interpreting data, evaluating a method), Working Scientifically (data, evidence, theories and explanations, practical and enquiry skills, communication skills, applications and implications of Science and Mathematical skills (applying Mathematics)).

## Course Details

	<b>Biology Paper 1 (16.7% of GCSE)</b>	<b>Chemistry Paper 1 (16.7% of GCSE)</b>	<b>Physics Paper 1 (16.7% of GCSE)</b>
<b>Science</b>	1. Cell Biology 2. Organisation 3. Infection and response 4. Bioenergetics	8. Atomic structure and the periodic table 9. Bonding, structure, and the properties of matter 10. Quantitative chemistry 11. Chemical changes 12. Energy changes	18. Energy 19. Electricity 20. Particle model of matter 21. Atomic structure
	<b>Biology Paper 2 (16.7% of GCSE)</b>  5. Homeostasis and response 6. Inheritance, variation and evolution 7. Ecology	<b>Chemistry Paper 2 (16.7% of GCSE)</b>  13. The rate and extent of chemical change 14. Organic chemistry 15. Chemical analysis 16. Chemistry of the atmosphere 17. Using resources	<b>Physics Paper 2 (16.7% of GCSE)</b>  22. Forces 23. Waves 24. Magnetism and electromagnetism

As well as the content topics listed above, the AQA Combined Science course aims to develop students working scientifically skills through a series of Required Practicals.

Biology – 7 Required practicals   Chemistry – 6 Required practicals   Physics – 8 Required practicals

These will be carried out in class at intervals through Year 10 and Year 11. Although individually they are not assessed, some of the practicals will appear in questions in the exams.

### **Assessment Criteria**

Examinations are tiered and by Year 11 a decision will be made as to whether students will take the Higher Tier (Grades 4-9) or the Foundation Tier (Grades 1-5). Each paper is one hour and 15 minutes in duration and has a total of 70 marks.

The papers contain a mixture of different question styles, including multiple-choice questions, structured, closed short-answer questions, calculations and extended open-response questions.

This GCSE qualification will be graded and certificated on a 17-grade scale from 9-9 to 1-1 using the total subject mark where 9-9 is the highest grade. Individual papers are not graded.

### **Career Prospects**

Based on minimum entry requirements students can progress from this qualification to GCE A Levels or International Advanced Level qualifications in Biology, Chemistry and/or Physics.



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# GCSE OPTIONAL SUBJECTS



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# Art & Design – Fine Art GCSE - AQA 8202 (9-1)

## Course Outline

The course is made up of 2 components. In component 1 the personal portfolio of work demonstrates the knowledge, understanding and skills used in fine art. This portfolio will be based on centre devised themes, which will be given at the start of Year 10.

Component 2 is an externally set assignment. Students must present personal response(s) to an externally- set, broad-based thematic starting point, set by Pearson. Students will have a preparatory period in which they will explore and develop ideas for the assigned theme. The externally-set assignment will be completed during timed supervised study, where students have sustained focus in exam conditions.

The objectives of the course are to develop creative and imaginative ability and the practical

skills for engaging with and for communicating and expressing ideas, feelings and meanings in art, craft and design. To develop investigative, analytical, experimental and interpretive capabilities; aesthetic understanding and critical and enquiring minds, with increasing independence; cultural knowledge and understanding of art, craft, design and of the media and technologies used in different times, contexts and societies; and to develop personal attributes including self-confidence, resilience, perseverance, self-discipline and commitment.

The skills that will be developed will include recording experiences and observations and undertaking research and gathering, selecting and organising visual, tactile and sensory materials and other relevant information. Exploring relevant resources, analysing and evaluating images, objects and products, and making independent judgements as to their relevance in visual art.

## Course Details

Art and Design	<b>Component 1:</b>	<b>Component 2:</b>
	Personal Portfolio in Art and Design (60% of total GCSE). Students may work in any medium and scale.	Externally Set Assignment (40% of total GCSE). Students may work in any medium and scale.

## Assessment Criteria

Students must submit the following for the Personal Portfolio and the externally- set assignment: Students work must show evidence of all four assessment objectives in response to the internally- set theme(s), project(s) or task(s). Component 1 is internally set, while Component 2 is externally set, both are externally marked. Each component has a total number of 96 marks available.

This GCSE qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total subject mark where 9 is the highest grade. Individual components are not graded.



## Career Prospects

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This is a gateway to A Level in Art and Design, Graphic Communication or Photography. If students choose to seek employment, they will have a portfolio of work that evidences their ability to pursue a course in Art and Design, covering different projects and producing a range of work. There may be opportunities to work, for example, in local galleries, design offices, graphics companies, retail, local architects, interior designers, theatre production and set design.





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# Art & Design – Photography GCSE - AQA 8206 (9-1)

## Course Outline

The course is made up of 2 components. In component 1 the personal portfolio of work demonstrates the knowledge, understanding and skills used in Photography. This portfolio will be based on a centre devised theme, which will be given at the beginning of Year 10.

Component 2 is an externally - set assignment, students must present personal response(s) to an externally- set, broad-based thematic starting point, set by Pearson in the externally – set assignment. This will be done during a timed supervised study, where students have sustained focus in exam conditions.

The course objectives are to show a creative journey through the process of lens and light-based media, exploring digital imagery and light-sensitive materials.

There are many skills, techniques, materials, processes and concepts that are essential to all the areas of study in Photography.

Students will develop practical knowledge and understanding of the formal elements to communicate a variety of approaches; the camera and its functions, including depth of field, shutter speed, focal points and viewpoints. Students will explore the effects and creative potential of combining and manipulating different two-dimensional and three-dimensional materials and media.

Students will experiment with darkroom techniques, involving the recognition of appropriate paper types, developing and printing, emulsions, exposures, tone and contrast. Pupils will use Photoshop and editing software to experiment and manipulate images, through a digital format.

## Course Details

Photography

### Component 1:

Coursework in Photography (60% of total GCSE).

### Component 2:

Externally set assignment (40% of total GCSE).

## Assessment Criteria

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Students must submit the following for the coursework and the externally set assignment:  
Students work must show evidence of all four assessment objectives in response to the internally- set theme(s), project(s) or task(s). Component 1 is internally set, while component 2 is externally set, both are externally marked. The total number of marks available for each component is 96 marks.

This GCSE qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total subject mark where 9 is the highest grade. Individual components are not graded.

## Career Prospects

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This is a gateway to A Level in Photography. If students choose to seek employment, they will have a portfolio of work that evidences their ability to pursue a course in Photography covering different projects and producing a range of work. There may be opportunities to work, for example, with local photographers, galleries, design offices, graphics companies and retail.





# Business – IGCSE – 4BS1-R (9-1)

## Course Outline

The course objectives are to actively engage in the study of business to develop as effective and independent students and as critical and reflective thinkers with enquiring minds. To use an enquiring, critical approach to distinguish facts and opinions, to build arguments and make informed judgements. To develop and apply knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts. To appreciate the range of perspectives of different stakeholders in relation to business activities.

students to the world of small and large businesses and will look at what makes someone

a successful businessperson. Skills that will be developed will be to introduce Students will find out how to develop an idea and spot an opportunity and turn that into a successful business. They will understand how to make a business effective and manage money and see how the world around us affects businesses and all the people involved. Students will also examine what causes businesses to fail and how businesses grow. They will study many issues within the world of business such as inequality.

The course is split up into five units:

- 1 – Business Activity and Influences on Business
- 2 – People in Business
- 3 – Business Finance
- 4 – Marketing
- 5 – Business Operations

## Course Details

	UNIT 1	UNIT 2-5
<b>Business</b>	Introduces the nature and types of business in an economy. Students will be encouraged to examine the interaction between businesses and the environment in which they operate.	Focuses on the main functional areas of business administration, finance, marketing, human resources and operations. While the five units of content are listed as discrete topics, it is important for students to recognise that, because business is dynamic, these five areas interrelate.

## Assessment Criteria

The Pearson Edexcel International GCSE in Business comprises two examinations and is a linear qualification. All examinations must be taken at the end of the course of study in Year 11.

- Paper 1: Investigating Small Businesses (50%)
- Paper 2: Investigating Large Businesses (50%)

## Career Prospects

Having successfully completed the IGCSE Business course it would provide students with an excellent grounding for the AS/A Level Business Studies or the BTEC National Diploma in Business.



## Business – BTEC International Level 2 Certificate

### Course Outline

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Pearson BTEC International Level 2 has a work-related focus to a business course, with broad coverage of knowledge and practical skills required for the vocational sector. Potentially the qualification could prepare learners for progression to an appropriate Level 3 programme in the same or related vocational area or, for those who have decided that they wish to enter a particular area of work, for progression to employment in the appropriate vocational sector.

The Pearson BTEC International Level 2 qualifications in Business have been designed to address the needs of Level 2 learners in key areas, including interpersonal skills and customer service. Learners have the opportunity to develop skills to support them as they build relationships with a wide variety of customers, internal and external, to a range of business environments.

Students will be guided and supported throughout the course which is based on internally set and assessed projects.

### Aims of the Course

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The Pearson BTEC International Level 2 qualifications in Business have been developed in the business sector to:

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

The course allows the student to develop business expertise in the following areas:

- Finance, both personal and business, together with bookkeeping, which supports the development of basic financial principles
- Working in business teams and team-leading
- Business support or administration, which supports the development of practical administration skills including office systems and equipment, meeting support and filing systems
- Personal selling, which helps learners to understand the personal selling process
- Aspects of business online and how this can support businesses to develop opportunities
- Aspects of retailing such as promoting, branding and visual merchandising
- Consumer rights
- Business ethics
- Lean management techniques
- Logistics
- Enterprise and business start-up

## Course Details

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The Pearson BTEC International Level 2 Certificate in Business qualification totals 150 Notional Learning Hours (NLH). Learners must achieve the two mandatory units and 1 optional unit, for a combined total value of 15 to achieve the qualification. This qualification is not designed to allow units to be imported from other Pearson qualifications.

<b>Business</b>	<b>Mandatory units</b>	<b>Optional units</b>
	Unit 1 – Business Purposes Unit 2 – Business Organisations	TBC by the school but the range of units available can be seen at:  <a href="https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/Business/2014/specification/Pearson_BTEC_International_Level_2_qualifications_in_Business.pdf">https://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/Business/2014/specification/Pearson_BTEC_International_Level_2_qualifications_in_Business.pdf</a>

## Career Prospects

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

This course provides a good grounding to progress on to the BTEC Level 3 Subsidiary Diploma in Business.

*Note: Exam fees are paid in full at the beginning of Year 10 for the full 2-year course.*



# Computer Science IGCSE - 4CP0 (9-1)

## Course Outline

This IGCSE course in Computer Science encourages students to develop computational thinking skills it provides students with the opportunity to operate confidently in today's digital world, enabling students to apply computational thinking in context, across both written and practical examinations.

Students will learn not just the theory but also how to apply the subject practically through problem-solving by thinking creatively and logically, creating algorithms and writing these in code as computer programs.

This course is of an academic nature and would benefit students who would be targeted at a Grade 5/6 and above in Mathematics. For a similar, less academic alternative please see the BTEC IT qualification for a similar alternative

## Course Details

- Understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms and data representation.
- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs.
- Think creatively, innovatively, analytically, logically and critically.
- Understand the components that make up digital systems, and how they communicate with one another and with other systems.
- Understand the impacts of digital technology on the individual and to wider society.
- Apply mathematical skills relevant to Computer Science.

## Recommended Skills

- Mathematical ability – to have a solid grounding in Mathematics as there is a strong link to the subject in Computer Science.
- Ability to think logically, students must be able to think logically to solve problems and challenges.
- An interest in problem solving and programming.

## Assessment Criteria

This IGCSE qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total subject mark where 9 is the highest grade. Individual components are not graded.

### Computer Science

#### Paper 1 (50% of IGCSE) Principles of Computer Science.

This 2-hour examination paper will primarily assess knowledge and understanding of the basic principles of Computer Science, including some coverage of how these principles are applied when solving problems that relate to a particular situation.

#### Paper 2 (50% of IGCSE) Application of Computational Thinking.

This 3-hour practical examination will primarily assess the practical application of computational thinking, whereby learners will create, use and adapt existing algorithms to solve problems in a particular situation. This paper will also test students' knowledge and understanding of the topics.

## Career Prospects

Computer Science is very much in demand everywhere as the subject covers so much of our lives nowadays. This course will provide a GCSE that will help students progress onto many A level choices in the STEM field.



# Design & Technology - GCSE 8552

## Course Outline

This course has been designed to provide students with the creative opportunities to expand upon their skill, knowledge and understanding through a variety of materials within the discipline of Product Design. Year 10 is used to deliver high-end skills and abilities covering all sections of the marking criteria in preparation for the final controlled assessment year. The knowledge will be developed through practical and theory-based application. The course has a small maths and science element which are standard skills needed to develop material and technical knowledge.

This course will:

- Require you to combine designing and making skills with knowledge and understanding in order to design and make good quality products.
- Give you the opportunity to develop your creative practical abilities and the confidence to design, make and modify products.
- Encourage you to develop your critical and aesthetic abilities in order to evaluate design and technology activities.
- Expand your commercial awareness, understanding the life cycle of products and the importance of incorporating sustainable values at the design stage.
- Help you to analyse products to aid decision making to support your designing.

## Course Details

### Design Technology

#### Component 1 - Coursework (NEA)

Candidates are required to produce a portfolio of work which addresses the theme set by the exam board. The major project will be completed in Year 11.

#### Component 2 - Examination

The paper will test both core and specialist technical principles as well as designing and making principles which are common to the practises of product design. Most of the theory content will be covered in Year 10.

## Assessment Criteria

Coursework (NEA) completed in class 30 – 35hrs - 50% of final GCSE  
External Examination sat at the end of Year 11 2hrs - 50% of final GCSE

## Career Prospects

GCSE D&T opens doors to a wide range of careers in the creative, engineering and manufacturing industries as well as medicine, law and computer science. The knowledge and skills you learn, such as teamwork and time management will be valued by employers.





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## Drama – AQA - GCSE 8261

### Course Outline

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GCSE Drama offers students the opportunity to explore drama which as a practical art form in which ideas and meaning are communicated to an audience through choices of form, style and convention. Students will create, perform and respond to drama informed by their theoretical knowledge of drama and theatre. The subject content details the knowledge, understanding and skills that students are expected to develop throughout the course of study.

The aim and objectives of the qualification are to enable students to:

- Apply knowledge and understanding when making, performing and responding to drama

- Explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created
- Develop a range of theatrical skills and apply them to create performances.
- Work collaboratively to generate, develop and communicate ideas
- Develop as creative, effective, independent and reflective students able to make informed choices in process and performance
- Contribute as an individual to a theatrical performance
- Reflect on and evaluate their own work and that of others
- Develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice and to adopt safe working practices.



## Career Prospects

After you have completed GCSE Drama you can go on to higher levels of study, A level Drama also offers an in depth insight into various Arts careers including work as an actor, producer, director, designer, technician, playwright and many more. The study of drama will also provide the students with essential skills such as creativity, critical thinking, collaboration and public speaking, which are transferable for numerous careers.

Drama	<p><b>Component 1</b> 'Understanding Drama' 40% of GCSE - 80marks</p> <p><b>Section A</b></p> <ul style="list-style-type: none"> <li>• Theatre roles and terminology</li> </ul> <p><b>Section B</b></p> <ul style="list-style-type: none"> <li>• Study of a set play</li> </ul> <p><b>Section C</b></p> <ul style="list-style-type: none"> <li>• Live Theatre Production</li> </ul>	<p><b>Component 2</b> 'Devising Drama' 40% of GCSE - 80marks</p> <ul style="list-style-type: none"> <li>• Devised Performance (Duologue or group)</li> <li>• Devising log</li> </ul>	<p><b>Component 3</b> 'Texts in Practise' 20% of GCSE - 40marks</p> <ul style="list-style-type: none"> <li>• Two extracts from one play</li> <li>• Monologue, dialogue or group performance</li> <li>• Play must contrast with the set play from component 1</li> </ul>	
	Breakdown	<ul style="list-style-type: none"> <li>• Knowledge and understanding of drama and theatre</li> <li>• Study of one set play from a choice of six</li> <li>• Analysis and evaluation of the work of live theatre makes</li> </ul>	<ul style="list-style-type: none"> <li>• Process of creating devised drama</li> <li>• Performance of devised drama</li> <li>• Analysis and evaluations of own work</li> </ul>	
	Assessment Criteria			





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# French iGCSE – 4FR1

## Course Outline

There are currently over 274 million French speakers in the world. French is not only spoken in Europe but across five continents. Having a good command of French can open doors to many career opportunities abroad, in France and notably in all French-speaking countries. French is an international language of reference for many culture domains. To know French is to have access to some of the most beautiful French

literary texts, music and cinema from the French-speaking world.

Over the 2-year iGCSE course, pupils will study 5 topics:

- Home and abroad
- Education and employment
- Personal life and relationships
- The world around us
- Social activities, fitness and health

## Course Details

The Edexcel iGCSE in French is designed to enable students to develop:

- Understanding and use of written and spoken forms of the target language, in a range of familiar and practical contexts, and for a variety of purposes.
- The ability to communicate effectively in the target language through speaking and the written word, using a range of vocabulary and structures.
- Knowledge and understanding of the target language grammar and its practical application.
- Knowledge and understanding of countries and communities where the target language is spoken
- Positive attitudes towards modern foreign language learning a suitable foundation for further study of the target language, or another language.
- The ability to speak spontaneously.



## Assessment Criteria

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All assessments will take place at the end of Year 11 and students will be tested in the 4 skill areas of Speaking, Listening, Reading and Writing. All skills are tested as terminal examinations and there is no coursework component. Speaking tests are teacher conducted and contain a photo card description and two conversations.

French	<b>Paper 1: Listening</b> <b>25% of the overall grade</b>	<b>Paper 2: Reading and Writing</b> <b>50% of the overall grade</b>	<b>Paper 3: Speaking</b> <b>25% of the overall grade</b>
	Covers all 5 topics	Covers all 5 key topics	Covers all 5 key topics
	Students are assessed on their understanding of standard spoken French by one or more speakers in a range of public and social settings. Students will respond to 7 questions which are a combination of multiple-choice, multiple matching, note-taking and gap fill tasks based on a recording featuring male and female French speakers	Reading: students are assessed on their understanding of written French. They will respond to 5 questions which are a combination of multiple-choice, multiple matching, note-taking and gap fill tasks. Writing: students complete 3 tasks; 2 open response writing and 1 grammar task	Students are assessed on their ability to communicate verbally in French. Students will complete 3 tasks; 1 photo card description and 2 conversations. Students will be asked to cover 3 of the 5 topics in this exam.  <i>This exam is conducted by the teacher but externally assessed</i>

## Career Prospects

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After you have completed iGCSE French you can go on to higher levels of study. These include French at A-Level. This iGCSE is also very helpful with any post -16 course or future employment due to it giving you confidence and communication skills in an additional language.



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# Food Preparation & Nutrition GCSE – AQA - 8585

## Course Outline

GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop

a thorough understanding of nutrition, food safety, food provenance and the working characteristics of food materials. This qualification focuses on nurturing student’s practical cookery skills to give them a strong understanding of nutrition, health and food choices.

## Course Details

Food preparation skills are integrated into 5 core topics:

- Food Nutrition and Health
- Food Science
- Food Safety
- Food Choice
- Food Provenance

## Career Prospects

Upon completion of this course, students will be qualified to go on to further study or embark on an apprenticeship or full-time career in the catering, hospitality or manufacturing food industries.

## Assessment Criteria

Food Preparation and Nutrition

### Paper 1 – Food preparation and nutrition

Written examination: 1 hour and 45 minutes  
50% of the qualification  
20 multiple choice questions covering all 5 topics.

Theoretical knowledge of food preparation and nutrition from the five core topics will be tested using short and long response questions.

**Non-exam assessment (NEA)** AQA will release details of the tasks in the beginning of each Academic Year.

### Task 1: Food investigation

This will examine student’s understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this NEA task.

This is assessed by a written or electronic report (1500 – 2000 words) including photographic evidence of the practical investigations.

### Task 2: Food preparation assessment

This will examine student’s knowledge, skills and understanding in relation to the planning, preparation, of food and application of nutrition related to the task. Students will prepare, cook and present three dishes within a single period of no more than three hours, planning in advance how this will be achieved.

This is assessed by a written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.



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# Geography – Geography B GCSE (1GB0)

## Course Outline

The aims and objectives of this qualification are to enable students to:

- Apply and build on the fundamental building blocks of geographical knowledge
- Actively engage in the process of geographical enquiry to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- Develop their knowledge and understanding of geographical concepts and appreciate the relevance of these concepts to our changing world
- Acquire, develop and apply practical geographical enquiry skills
- Develop a framework of spatial awareness in which to appreciate the importance of the location of places and environments at a range of scales
- Appreciate that people have different views of, and attitudes to, the world, its environments and its issues
- Undertake geographical investigations that include both primary and secondary data collection, presentation and analysis, drawing conclusions, and evaluating the whole geographical investigation
- Compulsory fieldtrip
- Develop and apply their learning to the real world through fieldwork
- Develop their awareness of global issues and recognise the challenges of moving towards a sustainable future.

## Course Details

	Component 1	Component 2	Component 3
Geography	Global Geographical Issues	UK Geographical Issues	People and Environment Issues – Making Geographical Decisions
	Written examination: 1 hour and 30 minutes	Written examination: 1 hour and 30 minutes	
			Written examination: 1 hour and 30 minutes

## Assessment Criteria

All components will be externally assessed by terminal examination. A core part of the course is that students must undertake fieldwork outside of the school environment. These visits do not fall under the schools' tuition fees and will incur an additional cost. The school is **required to authenticate that the students have undertaken this fieldwork and provide this evidence to the examination board.**

The GCSE qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total subject mark where 9 is the highest grade. Individual components are not graded.

## Career Prospects

Geography ensures students are well placed to contribute to the scientific and political debates regarding the world in which we live. Students learn an excellent range of transferable skills that enable them to be successful across a range of professions. Employment opportunities include Journalism, Media, Law, Engineering, Business Management, ICT, Environmental Management, Teaching, Economic Planning, Marketing, Leisure and Recreation and Tourism.



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# Graphic Communication - GCSE - AQA - 8203

## Course Outline

GCSE Graphic Communication introduces students to the process of designing primarily visual material to convey information, ideas, meaning and emotions in response to a given or self-defined brief. The course gives students the opportunity to apply skills developed within KS3 art to the exploration of traditional and/or new technologies in response to creative industry briefs. The course covers graphic design, illustration, typography, animation, advertising and branding, signage and interactive multi-media design.

The course is made up of 2 Components. Component 1 is internally set, while component 2 is externally set, both are externally marked. Each component has a total number of 96 marks available. This GCSE qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total subject mark where 9 is the highest grade. Individual components are not graded.

The objectives of the course are to develop creative and imaginative responses and the practical skills for communicating and expressing ideas, feelings and meanings in design and communication. To develop investigative, analytical, experimental and interpretive capabilities, aesthetic understanding and critical and enquiring minds, with increasing independence, cultural knowledge and understanding of art and design. To explore media and technologies used in different times, contexts and societies; and to progress students personal attributes including self-confidence, resilience, perseverance, self-discipline and commitment.

## Course Details

<b>Graphic Communication</b>	<b>Component 1:</b>	<b>Component 2:</b>
	Personal Portfolio in Art and Design (60% of total GCSE) Students may work in a variety of media including digital formats.	Externally Set Assignment (40% of total GCSE)

## Assessment Criteria

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Students must submit the following for the Personal Portfolio and the externally- set assignment: Students work must show evidence of all four assessment objectives in response to the internally- set theme(s), project(s) or task(s). Component 1 is internally set, while Component 2 is externally set, both are externally marked. Each component has a total number of 96 marks available.

This GCSE qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total subject mark where 9 is the highest grade. Individual components are not graded.

## Career Prospects

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Graphic Communication GCSE is a gateway to a future in A Level in Art and Design, A Level in Graphic Communication and BTEC Level 3 Graphic Design. From this course students can go on to specialise in a range of creative industries for example; multimedia design, film and television, fashion, architecture, advertising, graphic design and illustration.







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# History – IGCSE (9-1) – 4HI1-R

## Course Outline

The Edexcel IGCSE in History offers students the opportunity to gain in-depth knowledge and understanding of a range of events and issues of the past, considering their impact on today's world. Students will grapple with the complexity of the nature of causation and change, developing their analysis and evaluation skills as we journey through some of the most significant and fascinating periods in modern history.

Students will develop as critical thinkers, learning to assess the value of evidence, using it to make judgements and evaluate interpretations of the past. Students will also learn to ask questions about events of the past and make their own valid claims about causation, significance and change. Central to this is the development of written communication as students learn to write effectively about the past, formulating extended, analytical and well-organised arguments and reaching well-founded conclusions.

## Course Details

History

### Paper 1

Depth Studies: 50% of iGCSE

Students will study **Germany: Development of Dictatorship, 1918-1945**. We will begin with the end of the First World War and the impact it had on Germany. We will then study the ups and downs of the Weimar period and the events leading up to the appointment of Hitler as Chancellor. We then move on to the consolidation of Nazi power and the far-reaching and dramatic changes of the Nazi revolution. We continue our study to understand the impact of the Second World War in Germany and other occupied territories. We will also follow the story of the push for freedom and equality in the USA, studying **A Divided Union: Civil Rights in the USA 1945-74**. Beginning in the late 1940s with McCarthyism, we will look at the causes and events of the Red Scare. We will then study the role of Martin Luther King and the non-violent protest movement in improving rights for Black Americans, moving on to appreciate the role of Black Power groups and assess the contributions of the presidents. We then broaden the study of protest to look at the women's and anti-Vietnam movements.

### Paper 2

Investigation and Breadth Studies: 50% of iGCSE

Students will use the content and context of 20th century USA from their Paper 1 study and delve into their investigation into **The USA, 1918 - 1941**. We will begin with life in the USA following World War One, looking at the 'boom' of the 1920's, as well as increasing social tensions. We will then look at the impact of the **Great Depression** and how Roosevelt aimed to ease this with his **New Deal Policies**. Finally, we will examine opposition to his plans.

## Assessment Criteria

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All components are externally assessed by terminal written examination. There are 2 exams, each of 1 hour 30 minutes and requiring extended, essay-style answers and responses to unseen written source material.

- Paper 1 – Students will answer 3 questions on each of the depth studies.
- Paper 2 – Students will answer 3 questions on the investigation topic and 3 questions on the breadth study.

## Career Prospects

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Studying History gives you so much more than just understanding of the past: that's just the fascinating stuff that we use to develop the skills that are valued by universities and employers. The study of History is academically rigorous. It requires you to be highly analytical, write well, to sift evidence and create convincing arguments, to weigh opinions and reach balanced judgements and to see that there are always multiple possibilities and explanations. These skills are valued in business and finance, politics and law, journalism, management and administration.





## IT – BTEC International Level 2 Certificate

### Course Outline

The Dubai British School BTEC International Level 2 Extended Certificate qualification in Information Technology curriculum will provide students with hands on, practical experience which will prepare you for a future career in the IT industry. Given the huge growth in IT related jobs and services in the global economy, students will gain skills and experience which will improve their future employability skills.

The BTEC Level 2 IT course is also suitable for students who may not envision a career focused on the IT industry. Yet wish to gain experience and knowledge of IT systems and programming, which will serve them well across a wide range of future career pathways.

Students will wherever possible be asked to complete hands on robotics and programming activities. Without the pressure of external examinations to consider, we are able to design .

### Aims of the Course

The Pearson BTEC International Level 2 Extended Certificate qualification in Information Technology has been developed to:

- Give full-time learners the opportunity to enter employment in the IT sector or to progress to vocational qualifications
- Provide education and training for those employed in IT
- Give those employed in IT opportunities to achieve a Level 2 vocationally specific qualification
- Give learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

This specification provides content and structures that help learners to acquire the skills and knowledge needed to work as professionals in the IT sector. Key aspects include:

- Flexibility in unit structures so that the centre and learners can choose appropriate combinations of optional units to meet their interests and aspirations
- Units based on the UK National Occupational Standards and contextualised to the business environment
- Simple and consistent nesting of qualifications to allow learners to choose specialist pathways later in their programmes of study.

our assessment around the individual needs and preferences of the students. We can design activities which allow for dynamic assessment through practical experiences rather than preparing for end of year examinations. This will mean that students should be prepared to not simply focus on basic Microsoft Office skills, but creative and exciting projects such as Game Design designed to encourage their creativity and gain higher level IT skills.

Furthermore, the Dubai British School BTEC International Level 2 Extended Certificate qualification in Information Technology course will enable you to gain a better understanding of what it would be like to work in IT professions such as; Graphics Design, Computer Animation, Games development and so on. This is a course perfectly suited for all students who wish to have a more hands-on vocational experience, whilst gaining future-ready 21st-century skills in the process.

## Course Details

The Pearson BTEC International Level 2 Certificate in IT qualification totals 150 Notional Learning Hours (NLH). Learners must achieve the mandatory unit and one optional unit, from a choice of two, for a combined total value of 15 to achieve the qualification. This qualification is not designed to allow units to be imported from other Pearson qualifications.

IT	<p><b>Mandatory units</b></p> <p>1. Using IT to support Information and Communication in Organisation. The unit enables learners to develop an understanding of the ways in which Information Technology can provide value to an organisation, and engage with stakeholders.</p>	<p><b>Optional units</b></p> <p><i>Only one of the below options</i></p> <p>TBC by the school but the range of units available can be seen below:</p> <ul style="list-style-type: none"> <li>• Unit 9 - Introduction to game development</li> <li>• Unit 8 - Introduction to App development</li> <li>• Unit 7 - Introduction to website development</li> <li>• Unit 6 - Introduction to Digital Graphics and Animation.</li> </ul>
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## Career Prospects

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

This course provides a good grounding to progress on to the BTEC Level 3 Subsidiary Diploma in IT.

***Note: Exam fees are paid in full at the beginning of Year 10 for the full 2-year course.***



Click here to contact the Head of Department

# Music – GCSE – 1MU0 (9-1)

## Course Outline

The GCSE Music course explores four areas of study including Instrumental Music (1700-1820), Vocal Music, Music for Stage and Screen and Fusions. The course is split into three components: Performance, Composition and Appraising. Students will develop their performing skills individually and in groups and will record a portfolio of work lasting for a minimum of four

minutes on their chosen instrument. They will also develop their composing skills by composition of two compositions (1 free choice & 1 set to a brief). Finally, students will develop their knowledge and understanding of music and study a variety of music genres, styles and traditions, learning about musical elements, musical contexts and musical language through the four areas of study. For each area of study there are two set works which we will analyse in depth. This component will conclude with a listening exam at the end of the second year.

## Course Details

### Coursework

- Component 1 – Performing - Solo performing and Ensemble performing (30% of total GCSE)
- Component 2 – Composition - Developing musical ideas and compositional techniques and strategies. Methods of notating composition scores (30% of total GCSE)

### Written Exam

- Component 3 – Appraising - musical elements, musical contexts and musical language. Areas of study: – Instrumental Music 1700–1820, Vocal Music, Music for Stage and Screen, Fusions. (40% of total GCSE)

## Assessment Criteria

This GCSE qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total subject mark where 9 is the highest grade. This course is 60% coursework and 40% external examination for music.

	Component 1	Component 2	Component 3
<b>Music</b>	<p>Students perform on a chosen instrument for at least 4 minutes' combined duration.</p> <ul style="list-style-type: none"> <li>• Solo performance: this must be of at least 1 minute in duration, and may comprise one or more pieces</li> <li>• Ensemble performance: this must be of at least 1 minute in duration, and may comprise one or more pieces</li> <li>• Each performance will be out of 30 marks.</li> <li>• Internally marked and externally moderated</li> <li>• Must be grade 3 or above on chosen instrument to access the full range of marks. Below grade 3 will be limited to a maximum mark of 18/30</li> </ul>	<p>Students compose two compositions, of at least 3 minutes' combined duration.</p> <ul style="list-style-type: none"> <li>• One composition to a brief set by Pearson, of at least 1 minute in duration.</li> <li>• One free composition set by the student, of at least 1 minute in duration.</li> <li>• Each composition will be out of 30 marks.</li> <li>• Internally marked and externally moderated.</li> </ul>	<p>Written examination: 1 hour and 45 minutes.</p> <ul style="list-style-type: none"> <li>• The paper is made up of two sections and is out of a total of 80 marks.</li> <li>• Section A – Areas of study, dictation, and unfamiliar pieces</li> <li>• Section B – Extended response comparison between a set work and one unfamiliar piece.</li> </ul>

## Career Prospects

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This is a gateway to A Level in Music. If students choose to seek employment, they will have a portfolio of compositions and performances that evidences their ability to pursue a course in Music, covering different projects and producing a range of work. There may be opportunities to work, for example, as a musician, in the music production industry, a radio presenter, DJ, music teacher, orchestral player, music technician, songwriter, recording studio, singer, rock star, composer, sound designer, accompanist, session musician and many more.





Click here to contact the Head of Department



# Psychology – GCSE/AQA - 8182 -(9-1)

## Course Outline

Psychology is the science of mind, brain and behaviour. It seeks to understand why and how humans behave. The aims and objectives of this qualification are to:

- Use specialist vocabulary, psychological concepts, terminology and convention to engage in the process of psychological enquiry.
- Acquire knowledge and understanding of psychology, developing an understanding of self and others, and how psychological understanding can help to explain everyday social phenomena.
- Understand how psychological research is conducted, including the role of scientific method and data analysis.
- Present information, develop arguments and draw conclusions through a critical approach to psychological evidence, developing as reflective thinkers.
- Develop an understanding of the relationship between psychology and personal, moral, social and cultural issues, and develop an understanding of ethical issues in psychology.
- Develop an understanding of psychological issues, the contribution of psychology to individual, social and cultural diversity, and how psychology contributes to society.

## Course Details

<b>Psychology</b>	<b>Paper 1 – Cognition and behaviour</b>	<b>Paper 2 – Social context and behaviour</b>
	<ul style="list-style-type: none"> <li>• Topic 1: Memory – how does memory work?</li> <li>• Topic 2: Perception – how do we perceive visual objects, including optical illusions?</li> <li>• Topic 3: Development – how do we develop?</li> <li>• Topic 4: Research methods – how is psychological research conducted?</li> </ul>	<ul style="list-style-type: none"> <li>• Topic 5: Social influence – why is our behaviour so heavily influenced by those around us?</li> <li>• Topic 6: Language, thought and communication – how and why do we communicate with others?</li> <li>• Topic 7: Brain and neuropsychology – how does the brain influence our behaviour?</li> <li>• Topic 8: Psychological problems – how do we explain and treat addiction and depression?</li> </ul>

## Assessment Criteria

### Psychology

#### **Paper 1 - Written examination: 1 hour and 45 minutes 50% of the qualification**

The paper consists of four sections, which cover the topics listed above. These sections will include multiple-choice, short-open and open-response questions. Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.

#### **Paper 2 - Written examination: 1 hour and 45 minutes 50% of the qualification**

The paper consists of four sections, which cover the topics listed above. These sections will include multiple-choice, short-open and open-response questions. Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.

## Career Prospects

Psychology is a rapidly expanding subject with strong career potential. Realistic careers include management, marketing, advertising, profiling, recruitment, education, healthcare, forensic law, forces officership, counselling/ therapy and research work. The A Level course follows on well but equally the GCSE course is good preparation for any Science or Humanities subject at A Level.







# Physical Education - GCSE 1PE0 (9-1)

## Course Outline

GCSE Physical Education will equip students with the knowledge, understanding, skills and values they need to be able to develop and maintain their performance in physical activities. Students will also gain

understanding of how physical activities benefit health, fitness and well-being.

The aims and objectives of this qualification are to enable students to develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and how to use these factors to improve performances.

It also provides opportunities for students to understand how the physiological and psychological state affects performance in physical activity and sport and the contribution that physical activity and sport can make to health, fitness and well-being.

The practical element of the course aims to improve performances in different physical activities by developing skills, techniques, tactics and strategies. In addition, students will develop their ability to analyse and evaluate to improve performances in physical activity and sport as well enhance their understanding of the key socio-cultural influences that can affect people's involvement in physical activity and sport.

## Course Details

	<b>Component 1</b> (Fitness & Body Systems)	<b>Component 2</b> (Health & Performance)	<b>Component 3</b> (Practical Performance)	<b>Component 4</b> (Personal Exercise Programme)
<b>Physical Education</b>	<ul style="list-style-type: none"> <li>• Topic 1: Applied anatomy and physiology</li> <li>• Topic 2: Movement analysis</li> <li>• Topic 3: Physical training</li> <li>• Topic 4: Use of data</li> </ul>	<ul style="list-style-type: none"> <li>• Topic 1: Health, fitness and well-being</li> <li>• Topic 2: Sport psychology</li> <li>• Topic 3: Socio-cultural influences</li> <li>• Topic 4: Use of data</li> </ul>	<ul style="list-style-type: none"> <li>• General performance skills</li> <li>• Skills during individual and team activities</li> </ul>	<ul style="list-style-type: none"> <li>• Aim and planning analysis</li> <li>• Carrying out and monitoring the PEP</li> <li>• Evaluation of the PEP</li> </ul>

## Assessment Criteria

	<b>Component 1</b> (Fitness & Body Systems)	<b>Component 2</b> (Health & Performance)	<b>Component 3</b> (Practical Performance)	<b>Component 4</b> (Personal Exercise Programme)
<b>Physical Education</b>	Multiple-choice, short answer, and extended writing questions. Calculators can be used in the examination	Multiple-choice, short answer, and extended writing questions. Calculators can be used in the examination	Students competing in three physical activities from a set list (1 team activity, 1 individual activity and Free choice) Students will be assessed against set assessment criteria (GCSE 9-1)	Students will produce a Personal Exercise Programme (PEP), and require students to analyse their performance.
	Written examination: 1 hour and 30 minutes. (80 marks) 36% of total GCSE	Written examination: 1 hour and 15 minutes (60 marks) 24% of total GCSE	Non-examined assessment: internally marked and externally moderated (105 marks - 35 marks per activity) 30% of total GCSE	Non-examined assessment: internally marked and externally moderated (20 marks) 10% of total GCSE

- Component 1 and 2 are externally assessed in May/June.
- Component 3 and 4 may be assessed at any point during the course internally by the teacher. These marks are then modified by an external moderator and will be completed prior to the final exams.

## Career Prospects

GCSE PE opens many doors and closes none! It allows students an in depth insight into the career pathways in sport, including the necessary skills, placing students in the best position possible to go onto further study. Studying a GCSE in PE could allow opportunities in the future for students to study a broad range of subjects at university, including physiotherapy, sports science, psychology, education, criminology and occupational therapy. The wide range of topics covered within GCSE PE means that it is easy to make links to a variety of subject areas. Additionally, studying Physical Education will provide students with a wealth of transferable skills including:

- Independent study skills
- Presentation and group work skills
- Critical, analytical thinking and writing skills
- The ability to write extended answers and coursework.



# BTEC Performing Arts Level 2 Certificate

## Course Outline

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Pearson BTEC International Level 2 qualifications in Performing Arts are designed for learners who wish to develop their knowledge and skills in Performing Arts. These qualifications complement other subjects that they may be studying and are useful in their own right, but they also allow learners to progress to related qualifications at Level 3 and then to higher education or employment.

## Aims of the Course

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The aims of the BTEC National Diploma in Performing Arts is to give students the opportunity to further develop their knowledge and understanding of Performing Arts as an industry as well as core components. Students will complete tasks independently, in small groups and as a class both practically and in theory classes. The modules are designed to broaden the learner's skills within the performing arts industry and prepare them for work or further education in a related field.



The Award is designed to support learners who want an introduction to the performing arts sector through applied learning and for whom an element of Performing Arts would be complementary. It is designed to be taught alongside other vocational or academic qualifications.

## Course Details

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The BTEC in Performing Arts is a 2-year program consisting of 120 guided learning hours split across multiple units. The BTEC is made up of 2 mandatory units. It will be taught over 3 classes per week and has a total of 120 credits. The BTEC has no formal examination at the end, it consists purely of continuous assessment throughout the 2-year period based on both written coursework and practical assessments.

## Core Units

- 1. Introduction to Performing Arts**
  - a. Explore and develop skills
  - b. Collaborative and professional working practices
- 2. Performing Arts Production**
  - a. Refined skills
  - b. Applying performance technique
  - c. Preparation



## Spanish iGCSE – 4SP1

### Course Outline

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Spanish is the second most widely spoken language in the world. It is the mother tongue of Spain and all the Spanish territories in Europe and Africa and of most South and Central American countries. By choosing to study Spanish, students would be able to communicate more confidently and accurately with Spanish speakers. Foreign language skills are also essential for many jobs in global businesses such as computing, marketing, and finance.

By choosing to study a language you will enhance your chances of obtaining a good job in the future.

Over the 2-year iGCSE course, pupils will study 5 topics:

- Home and abroad
- Education and employment
- Personal life and relationships
- The world around us
- Social activities, fitness and health

### Course Details

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The iGCSE in Spanish is designed to enable students to develop:

- Understanding and use of written and spoken forms of the target language, in a range of familiar and practical contexts, and for a variety of purposes.
- The ability to communicate effectively in the target language through speaking and the written word, using a range of vocabulary and structures.
- Knowledge and understanding of the target language grammar and its practical application.
- A knowledge and understanding of countries and communities where the target language is spoken
- Positive attitudes towards modern foreign language learning a suitable foundation for further study of the target language, or another language.
- The ability to speak spontaneously.

## Assessment Criteria

All assessments will take place at the end of Year 11 and students will be tested in the 4 skill areas of Speaking, Listening, Reading and Writing. All skills are tested as terminal examinations and there is no coursework component. Speaking tests are teacher conducted and contain a photo card description and two conversations.

### Spanish

#### Paper 1: Listening 25% of the overall grade

Covers all 5 topics

Students are assessed on their understanding of standard spoken Spanish by one or more speakers in a range of public and social settings. Students will respond to 7 questions which are a combination of multiple-choice, multiple matching, note-taking and gap fill tasks based on a recording featuring male and female Spanish speakers

#### Paper 2: Reading and Writing 50% of the overall grade

Covers all 5 key topics

Reading: students are assessed on their understanding of written Spanish. They will respond to 5 questions which are a combination of multiple-choice, multiple matching, note-taking and gap fill tasks.

Writing: students complete 3 tasks; 2 open response writing and 1 grammar task

#### Paper 3: Speaking 25% of the overall grade

Covers all 5 key topics

Students are assessed on their ability to communicate verbally in Spanish. Students will complete 3 tasks; 1 photo card description and 2 conversations. Students will be asked to cover 3 of the 5 topics in this exam.

*This exam is conducted by the teacher but externally assessed*

## Career Prospects

After you have completed iGCSE Spanish you can go on to higher levels of study. These include Spanish at AS and A2 Level. This iGCSE is also very helpful with any post -16 course or future employment due to it giving you confidence and communication skills in an additional language.



## GCSE Triple Science

Biology(8461)    Chemistry (8462)    Physics (8463)

### Course Outline

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The Science course consists of equally-weighted units in Biology, Chemistry and Physics. The AQA Science suite of courses encourages students to be inspired, motivated and challenged by following a broad, coherent, practical course of study. The course gives students the opportunity to experience science within the context of their general education and prepare for more advanced courses in Science and for other courses that require knowledge of science.

Skills that are developed fall into four main areas: Knowledge and Understanding (including science as an evidence-based discipline, the collaborative nature of science, how scientific theories develop and the limitations of science), Practical Skills (planning, obtaining and presenting evidence, interpreting data, evaluating a method), Working Scientifically (data, evidence, theories and explanations, practical and enquiry skills, communication skills, applications and implications of Science and Mathematical skills (applying mathematics).

### Entry Requirements

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This option is a selective subject and you will need to meet minimum entry requirements depending on the curriculum you have studied. If you have been in DBSJP in Year 9, a grade of EX- is needed to study this course.

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As well as the content topics listed above, the AQA Combined Science course aims to develop students working scientifically skills through a series of Required Practicals.

Biology – 7 Required practicals    Chemistry – 6 Required practicals    Physics – 8 Required practicals  
These will be carried out in class at intervals through Year 10 and Year 11. Although individually they are not assessed, some of the practicals will appear in questions in the exams.

## Course Details

<b>Science</b>	<p><b>Biology Paper 1 (50% of GCSE)</b></p> <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> </ol>	<p><b>Chemistry Paper 1 (50% of GCSE)</b></p> <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> </ol>	<p><b>Physics Paper 1 (50% of GCSE)</b></p> <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> </ol>
	<p><b>Biology Paper 2 (50% of GCSE)</b></p> <ol style="list-style-type: none"> <li>5. Homeostasis and response</li> <li>6. Inheritance, variation and evolution</li> <li>7. Ecology</li> </ol>	<p><b>Chemistry Paper 2 (50% of GCSE)</b></p> <ol style="list-style-type: none"> <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> </ol>	<p><b>Physics Paper 2 (50% of GCSE)</b></p> <ol style="list-style-type: none"> <li>5. Forces</li> <li>6. Waves</li> <li>7. Magnetism and electromagnetism</li> </ol>

## Assessment Criteria

Examinations are tiered and by Year 11 a decision will be made as to whether students will take the Higher Tier (Grades 4-9) or the Foundation Tier (Grades 1-5). Each paper is one hour and 45 minutes in duration and has a total of 100 marks.

The papers contain a mixture of different question styles, including multiple-choice questions, structured, closed short-answer questions, calculations and extended open-response questions.

This GCSE qualification will be graded and certificated on a 9 grade scale from 9-1 using the total subject mark where 11 is the highest grade. Individual papers are not graded.

## Career Prospects

Based on minimum entry requirements students can progress from this qualification to GCSE A Levels or International Advanced Level qualifications in Biology, Chemistry and/or Physics.



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Forms



## KEY STAGE 4 OPTIONS FORM



Block A	Block B	Block C	Block D	Block E
Design and Technology	History	Geography	Arabic A	Arabic B
Food and Nutrition	Geography	Music	Arabic B	Business
BTEC Business	Drama	Triple Science	Business	Psychology
BTEC Performing Arts	BTEC IT	Graphic Communication	Psychology	French
Photography	Computer Science	Psychology		Spanish
Business	Art			GCSE PE
History				

N.B. Subjects will only run if there are viable numbers. Historically, subjects have not run with less than 3 students. Please indicate which 5 subject choices you wish to study and ensure you select only one subject from each block.

Example

Block A	Block B	Block C	Block D	Block E
Food & Nutrition	Art	Triple Science	Business	Arabic B



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