

DUBAI BRITISH SCHOOL EMIRATES HILLS

# KEY STAGE 4 (GCSE) OPTIONS HANDBOOK

*2027/2028*

táaleem
inspiring young minds

# Welcome to Key Stage Four

Dear Students and Parents,

Dear Parents & Students,

Thank you for taking the time to investigate the Key Stage  4 courses we offer. I hope that you find the information in this handbook useful. We have designed it to give you as much information as possible to let you make the best decisions for your future studies at DBS Emirates Hills.

Choosing the right subjects for you may or may not feel like a daunting task. As a school, we try to be as flexible as we can to ensure that you have a wide array of options to choose from and that you are able to seamlessly transfer through from one stage of learning to the next. Please use the information in this handbook to guide you, and as always, please also talk to your teachers and leaders to get a fuller perspective.

The best advice that I can give students, as a parent and as Head of Secondary, is to study subjects which you enjoy and you are good at. These two factors naturally lead to courses which are relevant for you personally, you are more likely to feel motivated towards and will let you thrive in your studies.

Thank you again for considering DBS Emirates Hills. The team is here to help you find the right pathway for you.

Kind regards,

Sheridan Teasel
Head of Secondary



## Progression through GCSE to the Sixth Form and beyond

It is important to give some consideration to your GCSE choices in preparation for the Sixth Form. Almost all DBS students enter university to study for a degree, for which they may need to have selected specific combinations of A Level or BTEC subjects; GCSEs set students up for making those A Level and BTEC choices.
Because the options are designed to give students a broad and balanced curriculum at GCSE, families need not worry unduly about choosing the 'wrong' subjects at GCSE but, you may want to be aware of some common degree requirements and their influence on GCSE option choices:

**Common Subject Combinations for Popular Degree Courses (Globally)**
Although there are always 'exceptions to the rule,' you may want to consider the following advice to give you the best chance of meeting the entry requirements for specific degree courses:

- In order to take a given science at A Level, the student must have taken that science at GCSE.
- Most Economics, Architecture and Engineering degrees will require A Level Mathematics, with many Architecture and Engineering degrees also requiring A Level Physics. Triple science is not required as an option at GCSE, but the student needs to be strong in Mathematics and Physics at GCSE.
- If you are interested in studying Law at university, strength in Humanities and English at GCSE will allow you to progress onto the relevant A Level or BTEC courses.
- Medicine courses generally require Chemistry at A Level with another science and Mathematics, so students should be strong in Mathematics and sciences at GCSE in order to progress onto the relevant A Level courses. Triple Science GCSE is not a requirement for studying Medicine at university.
- Business (and related degrees) generally have flexible A Level or BTEC subject requirements, so students who are strong in Mathematics, Business and/or Humanities at GCSE should be able to progress onto relevant A Level/BTEC subjects in the Sixth Form and beyond, and on a case-by-case basis elsewhere.
- BTEC qualifications (Level 2 and 3) are widely accepted in the UK.



Ian Barfoot
Head of University and Career Guidance

# Introduction to Key Stage Four

The purpose of this booklet is to:

- Present to parents and students the courses that are planned for GCSE and Level 2 BTEC studies from August 2026.
- Outline the content of each specification, as well as the course structure and assessment criteria.
- Help you make informed decisions appropriate for the subsequent stages of student life.

At DBSEH there is a wide range of options available with two academic pathways on offer to our Key Stage Four students:

**Route 1 - Traditional Route**

- Students taking Route 1 will study English, Maths, Science and 4 options, made up of:
  - A Humanity (either Geography or History)
  - A Modern Foreign Language (either French or Spanish)
  - 2 other options.
- This combination of subjects (referred to as EBACC - English Baccalaureate) provides a broad and balanced curriculum and ensures that no future pathway is closed to your child should they be successful, ensuring that they are competitive in all further education and employment scenarios.
- These subjects are highlighted as desirable from the best universities and the business community.

**Route 2 - Alternative Route**

- Students taking Route 2 will study English, Maths, Science and 4 options, which do not have to include the EBACC subjects.
- Students may choose combinations that may lean more towards the creative side, providing increased opportunity at Post -16 to explore the Performing and/or the Creative Arts.
- The alternative route may be more appropriate for students who would like a blended BTEC and GCSE curriculum, where the assessment load is shared during the course of the two year phase, with reduced number of exams in the summer of Year 11.
- Although this route is referred to as 'non-traditional' it is expected that it will be an appropriate choice for a number of students at DBS Emirates Hills.

The EBacc is not a new qualification in itself. It recognises students' achievements across a core of selected academic subjects in getting good passes in rigorous GCSEs. The English Baccalaureate will cover achievement in English, Mathematics, sciences, a language and a humanities subject.' Secretary of State for Education.

## Compulsory Core Subjects:

- English Language
- English Literature
- Maths
- Two Science IGCSEs
- Arabic A
- Arabic B up to Year 10

## Option Block Subjects:

Please refer to page 5 for a description of Key Stage 4 option blocks.

# Key Stage Four Curriculum Pathways

**Option Blocks**

Students will still study and take examinations in English, Mathematics and Science, as well as continuing with the study of Arabic. Additionally, you can select 4 courses that you would like to study in Years 10 and 11. You will also study Core PE and Moral, Social and Cultural (MSC) Studies, students do not take examinations in these subjects. The GCSE and BTEC options that you choose and the grades you achieve in them will also inform your decisions about options in the Sixth Form. The Option Blocks will be finalised and circulated after the Options Form deadline to accommodate as many first choice combinations as possible.

**Additional Information**

Students opting for Triple Science will gain IGCSEs in Biology, Chemistry and Physics. They will have eight science lessons per week (comprising five from their compulsory science entitlement, plus three lessons from their optional subject allocation).

In line with other International and Independent Schools, subjects will only run with viable student numbers. The Leadership Team will do their utmost to ensure that students are supported with their first-choice options.

Below is ***an example*** of what the Option Blocks might typically be, however this is subject to change. Note that several subjects may appear in more than one option block.

In the Options Form please indicate the four subjects your child wishes to take in order of preference, and a fifth reserve.

| Block A | Block B | Block C | Block D |
|---|---|---|---|
| BTEC Business | Geography | Art | Art |
| Business | History | BTEC IT | Business |
| Geography | Media Studies | Business | Computer Science |
| Psychology | Music | French | Drama |
| Spanish | Physical Education | History | French |
| | Psychology | Psychology | Media Studies |
| | | *Triple Science | |

*Students wishing to take Triple Science should indicate this as their preference, however acceptance onto the course is based on performance. Therefore, please also indicate a reserve choice.

PLEASE NOTE that students can study A Level Science subjects regardless of whether they study two or three Sciences at IGCSE, as long as they achieve suitable grades.

# Success Criteria

**The skills needed to do well in each subject at GCSE and BTEC?**

| | Subject | The ability to / an interest in: |
|---|---|---|
| MFL | French | • Commit towards extending your knowledge of French vocabulary to talk about a wide range of topics<br>• Understand and use the three main time frames (Past, Present and Future) in the written and spoken form<br>• Communicate in writing and speaking to give information about yourself, your opinions and your interestsyour option form. |
| MFL | Spanish | • Commit towards extending your knowledge of Spanish vocabulary to talk about a wide range of topics.<br>• Understand and use the three main time frames (Past, Present and Future) in the written and spoken form.<br>• Communicate in writing and speaking to give information about yourself, your opinions and your interests |
| HUMANITIES | Geography | • Engage in map reading skills<br>• Think and work independently<br>• Engage in critical thinking and commitment to learning extended terminology.<br>• Develop synoptic skills<br>• Provide evidence for both sides of an argument |
| HUMANITIES | History | • Form a balanced argument<br>• Analyse sources, and assess their nature, origin and purpose<br>• Organise written work in a logical and structured way<br>• Form judgements based on evidence |
| SOCIAL SCIENCE | Psychology | • Write extended essay questions – describing and evaluating research or theories<br>• Think critically about research and theory<br>• Numerical analysis<br>• Scientific enquiry about conducting research and human biology |
| SOCIAL SCIENCE | Business | • Engage in Critical analysis<br>• Read and understand extended<br>• Case studies and application of knowledge<br>• Engage in numerical analysis<br>• Be an independent learner |
| SOCIAL SCIENCE | BTEC Business | • Read and understand extended case studies and application of knowledge<br>• Engage in Numerical analysis<br>• Be an independent learner and produce a portfolio of assessment work |
| SOCIAL SCIENCE | BTEC IT | • Understanding computer graphics, game development or how computer hardware and software work<br>• After the completion of this course you could enroll 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 |

| | | |
|---|---|---|
| SOCIAL SCIENCE | Computer Science | • Logical thinking and problem-solving: Enjoy breaking down complex problems into smaller, manageable steps and finding effective solutions.<br>• Mathematics and analytical thinking: Be confident working with numbers, patterns, calculations and logical processes.<br>• Technology and computer systems: Have a curiosity about how computers work, including hardware, software, networks and data representation.<br>• Programming and computational thinking: Be interested in learning how to design algorithms, write code and develop solutions to real-world problems.<br>• Independent learning and resilience: Be willing to think critically, experiment with solutions, identify errors and persevere when faced with challenges. |
| PE | PE | • 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<br>• A minimum expectation of regular sport outside school is required<br>• Students are expected to be part of school teams and/or ECAs to develop their practical ability |
| SCIENCE | Sciences | • Have a solid grounding in Mathematics (lots of the physics and chemistry involve calculations)<br>• Be analytical<br>• Learn, understand and reproduce complex processes<br>• Be practically competent and able to understand the 'scientific method' to test and explore scientific hypotheses |
| EXPRESSIVE ARTS | Drama | • Explore the work of professional performers and theatre practitioners<br>• Develop physical and vocal skills through regular workshops and rehearsals<br>• Rehearse and perform as part of a company for a live audience<br>• Work creatively and collaboratively, taking on responsibility within a group<br>• Be organised and meet deadlines when building a portfolio of evidence<br>• Reflect on progress and set targets for improvement |
| | Art & Design | • Develop a high level of technical art-making skills across a wide range of media, especially within drawing<br>• Employ independent investigative skills in research and exploration of artists and art making processes<br>• Demonstrate a critical reflection of own work and the work of others<br>• Engage creative skills in the exploration of ideas and experimentation with materials and techniques |
| | Music | • A passion for Music<br>• The ability to play, or want to learn how to play, an instrument.<br>• Creative and be willing to 'think outside the box'<br>• To be able to work both independently and with others<br>• A critical listener, who isn't scared to share their opinions about what they hear. |
| ENGLISH | Media Studies | • Think and work creatively<br>• Have strong analytical skills<br>• Have a strong awareness of cultural context. |

# Key Stage 4 Examination Fees

## GCSE

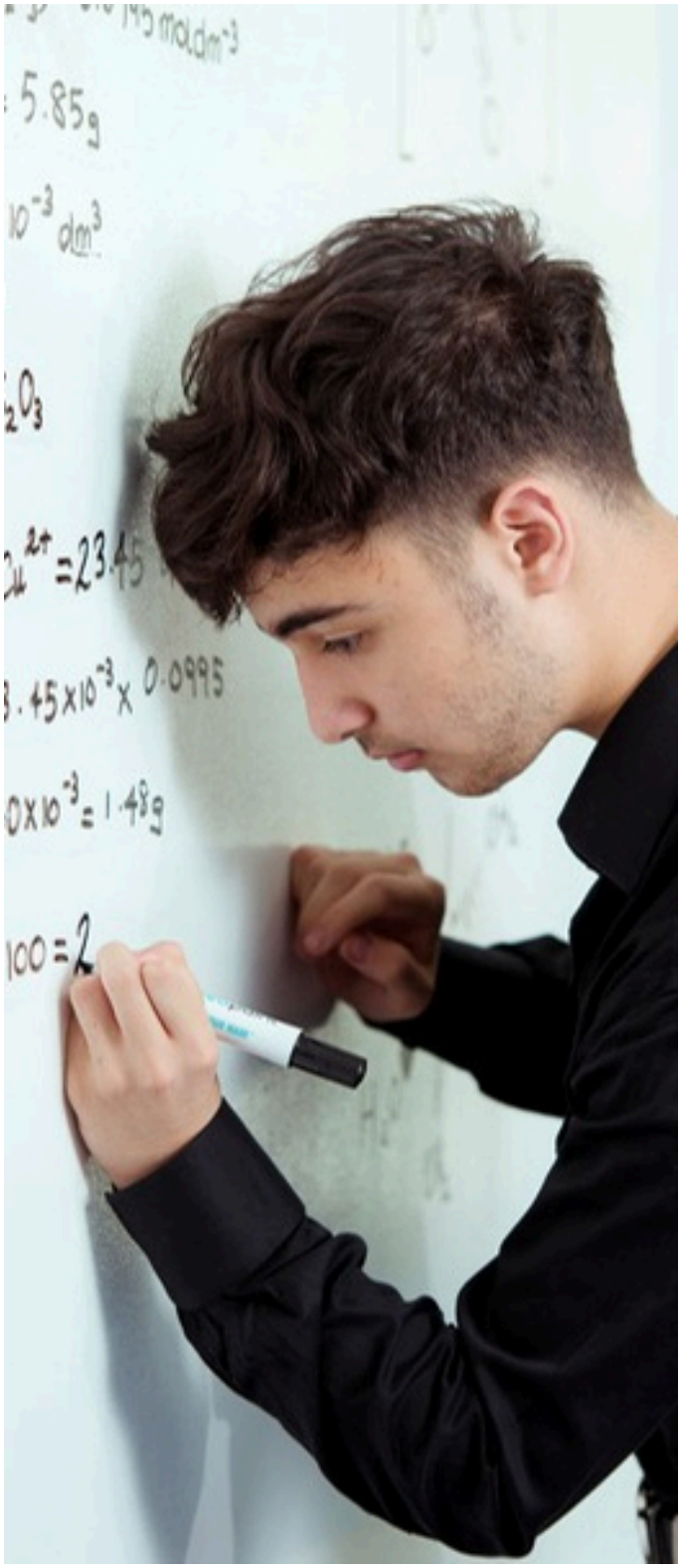
Parents should note that fees for external GCSE examinations are the responsibility of the parent. Parents will receive an invoice for each examination cycle the student is entered for, including resits.

## 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 moderator visits 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.

## Certificates

Certificates may be withheld if examination fees /textbooks are outstanding and not cleared.



## Examination Costs 2025/26

| GCSE<br>Approximate Subject Cost Range |
|---|
| 530-1000 AED |
| **BTEC L2<br>Approximate Cost Range** |
| 1800-2200 AED |




DUBAI BRITISH SCHOOL EMIRATES HILLS

# COMPULSORY SUBJECTS

*2027/2028*

táaleem
inspiring young minds

# English Language – IGCSE Edexcel – 4EA1 (9-1)

## Course Outline

The English Faculty will deliver the Edexcel IGCSE for both English Language and English Literature. This IGCSE is exclusive to independent and international schools. The specification includes a wide range of reading and writing; the reading requirements of the course are covered in the Edexcel Anthology for International GCSE, for use throughout the course and the examination.

## Course Prospects

Further study is offered in English Language at A Level. Careers in Education, Media, Law, Journalism can be pursued.



## Course Details

**PAPER 1: 4EA1/01 (Examination – 60% of total GCSE) Non-Fiction and Transactional Writing**

Overview of content:
Reading - A mixture of short and long answer questions related to a non-fiction text from the anthology and one previously unseen extract. Students will analyse how writers use linguistic and structural devices to achieve their effects. For this unit students will look at the contemporary non-fiction texts from Part 1 of the Edexcel Anthology for International GCSE and Certificate Qualifications in English Language and Literature.

Writing - Transactional writing – one 45 minutes writing task from a choice of two involving given audience, form or purpose.

Overview of assessment - The assessment of this unit is through a two-hour and 15-minute examination paper, set and marked by Edexcel. Single tier of entry. The total number of marks available is 90. Students provided with an Anthology for the examination.

**Paper 2: 4EA1/02 (Coursework – 40% of total GCSE) Poetry and Prose Texts and Imaginative Writing**

Overview of content:
Reading - One 30-mark essay question on a poetry or prose text from the Pearson Edexcel Anthology.

Writing - One 30-mark imaginative writing task.

Overview of assessment - The assessment of this unit is through an essay written in class time, marked by teachers and moderated by Edexcel.

The total number of marks available is 60.

**Timing**

The full English Language IGCSE will be completed and assessed at the end of Year 10 (May 2027)

# English Literature – IGCSE Edexcel – 4ET1 (9-1)

## 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. 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.

## Course Prospects

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



## Course Details

**Paper 1: Poetry and Modern Prose (Examination – 60% of total GCSE)**

**Overview of content:**

- Poetry
- Prose

**Overview of assessment:**

- The assessment of this paper is through a 2-hour examination, set and marked by Edexcel.
- Single tier of entry.
- The total number of marks available is 90.

**Timing**

The full English Literature IGCSE course will commence towards the end of Year 10 and will be completed and assessed in Year 11 (May 2028)

**Paper 2: Coursework (alternative to Paper 2 exam) (Coursework – 40% of total GCSE)**

**Overview of content:**

- One modern drama text to be studied
- One literary heritage text to be studied

**Overview of assessment:**

- The assessment of this paper is through two separate coursework assignments, internally set and assessed and externally moderated by Edexcel.
- Assignment A – Modern Drama: one essay response to a teacher devised assignment on a studied text.
- Assignment B – Literary Heritage Texts: one essay response to a teacher devised assignment on a studied text.
- The total number of marks available is 60 (30 marks for each assignment)

# Mathematics – IGCSE Edexcel– 4MA1 (9-1)

## Course Outline

During the IGCSE course, students will continue to study topics from these six key areas: 1. Number, 2. Algebra, 3. Ratio, Proportion and Rates of Change, 4. Geometry and Measures, 5. Probability and 6. Statistics. New topics are introduced under these headings such as error bands, further trigonometry, solving quadratic equations, vectors and more advanced statistical measures. Other topics from previous years are studied to a greater depth.

The aims of the Mathematics Department at Dubai British School Emirates Hills relate to all year groups but are especially relevant to those IGCSE students who may be considering taking Mathematics in the Sixth Form:

- To develop an ability to think and reason mathematically.
- To notice and realise the application of Mathematics in the real world.
- To have the understanding of how to use Mathematics up to GCSE level and create a firm foundation for those wishing to study the subject further.
- For students to have a positive attitude to Mathematics and to achieve to the best of their ability, with confidence and enjoyment.

## Course Prospects

Successful completion of the course provides an excellent platform to study A Level Mathematics. Furthermore, most Higher Education providers require a minimum of a Grade 4.



## Assessment Criteria

- Students will be required to show their application of Mathematics and their choice of skills in a variety of practical and investigational problems within assessments.
- All students will plan to enter the tighter tier examinations

## Course Details

**Paper 1:**
Calculator paper (50% of total IGCSE)

**Paper 2:**
Calculator paper (each worth 50% of total IGCSE).

Both papers must be taken during the same assessment series.

# Science – IGCSE Edexcel (9-1)

Biology – 4BI1 Chemistry – 4CH1 Physics – 4PH1

## Course Outline

We offer separate IGCSEs in Biology, Chemistry and Physics. Every student will take 2 or 3 of these 3 subjects. As a compulsory core subject, each student must choose which 2 subjects they prefer. Students wishing to take all 3 should still choose which 2 they prefer and also select Triple Science as one of their options. Entry on to the Triple Science is based on performance in Year 9 Science.

**The objectives of all the courses are:**

- To further appreciate and understand "How Science works"
- To develop inquiry, analysis and evaluative approaches to scientific problems and issues
- To develop students' understanding of higher level Biology, Chemistry or Physics
- To ensure students who wish to are well prepared for A Level science courses

**Skills which will be developed include:**

- The ability to plan investigations and to analyse, interpret and evaluate the data
- Critical evaluation of science in the news
- The processes which scientists carry out in order to collect evidence and develop theories

## Course Prospects

Students can progress from these IGCSEs to the relevant A Level(s) and on to related degree courses.

Only students who have consistently demonstrated an aptitude for and a commitment to science in Years 8 and 9 will be eligible to take Triple Science. Students joining the school in Year 10 will be assessed by the Head of Science for their suitability for Triple Science. Information considered will include academic reports from previous school(s), entry level test scores and individual motivation.



## Course Details: Biology

**Paper 1: Biology 1**

2-hour written examination paper (110 marks)
61.1% of the IGCSE Biology

**Paper 2: Biology 2**

1-hour 15 minute written examination paper (70 marks)
38.9% of the IGCSE Biology

**Both papers assess the following 5 areas:**

1 The nature and variety of living organisms
2 Structures and functions in living organisms
3 Reproduction and inheritance
4 Ecology and the environment
5 Use of biological resources

**Aims & Objectives**

Students will explore key biological concepts and patterns, applying their understanding across various contexts. They will build a strong foundation in biological facts, terminology, and processes, while developing the ability to analyse data, draw evidence-based conclusions, and communicate findings clearly using appropriate vocabulary. Mathematical skills will be applied where relevant to support scientific understanding. Through core practicals such as microscope use, food tests, dissection, osmosis investigations, and enzyme experiments, students will gain hands-on experience in following methods, handling equipment safely, recording observations accurately, and evaluating experimental procedures.

# Science – IGCSE Edexcel (9-1)

## Course Details: Chemistry

**Paper 1 – Chemistry 1**

2-hour written examination paper (110 marks)
61.1% of IGCSE Chemistry

**Paper 2 – Chemistry 2**

1-hour 15 minute written examination paper (70 marks)
38.9% of IGCSE Chemistry

**Both papers assess the following 5 areas:**

1 Principles of chemistry
2 Inorganic chemistry
3 Physical chemistry
4 Organic chemistry

**Aims and Objectives:**

Students will explore key chemical principles and patterns, applying their understanding in a range of contexts. They will build a strong foundation in chemical facts, terminology, and concepts, while developing the ability to analyse data, draw evidence-based conclusions, and communicate findings clearly using appropriate vocabulary. Mathematical skills will be applied through multi-step calculations to support scientific understanding. Through core practicals such as titration, filtration, chromatography, testing for ions, and salt preparation, students will gain hands-on experience in following methods, handling equipment safely, recording observations accurately, and evaluating experimental procedures.

## Course Details: Physics

**Paper 1 – Physics 1**

2-hour written examination paper (110 marks)
61.1% of the IGCSE Physics

**Paper 2 – Physics 2**

1-hour 15 minute written examination paper (70 marks)
38.9% of IGCSE Physics

**Both papers assess the following 5 areas:**

1 Forces and motion
2 Electricity
3 Waves
4 Energy resources and energy transfers
5 Solids, liquids and gases
6 Magnetism and electromagnetism
7 Radioactivity and particles
8 Astrophysics

**Aims and Objectives:**

Students will explore key physical principles and patterns, applying their understanding to both real-world and theoretical contexts. They will build a strong foundation in physical laws, terminology, and concepts, while developing the ability to analyse data, interpret graphs, and draw evidence-based conclusions. Mathematical skills will be applied through multi-step calculations involving formulae and units. Through core practicals such as investigating motion with light gates, measuring resistance, exploring refraction and reflection, and examining forces and energy transfer, students will gain hands-on experience in following methods, handling equipment safely, recording observations accurately, and evaluating experimental procedures.



DUBAI BRITISH SCHOOL EMIRATES HILLS

# OPTIONS

*2027/2028*

táaleem
inspiring young minds

# Art and Design – Edexcel – GCSE 1AD0 (9-1)

## Course Outline

The course is made up of 2 components.

- In component 1 the portfolio must include supporting studies and personal responses, demonstrating evidence of the four assessment objectives and approximately 45 hours supervised study.

- Component 2 is a body of work for the four assessment objectives based on an externally set theme. The work produced will consist of approximately 30 hours supervised study and 10 hours of sustained focus in examination 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 Prospects

This is a gateway to A Level in Art and Design. 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, Art Historian, Publisher, Gallery Manager, Writer, Game Designer, Stop Motion Animator, Interface Designer, Advertiser, Web Designer, Furniture Designer, Graphic Designer, Illustrator, Interior Designer, Fashion Designer, Video/film/photographer, Teacher, Lecturer etc



## Course Details

- Component 1 – Personal Portfolio in Art and Design (60% of total GCSE)
- Component 2 – Externally Set Assignment (40% of total GCSE)

An on-going portfolio of work throughout the course plus an examination under controlled conditions.

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.

# Business – Edexcel – 1BS0 (9-1)

## Course Outline

The course is split up into two units. Unit 1 "Investigating Small Business" focuses on spotting a business opportunity, showing enterprise, putting a business idea into practice, making the start-up effective and understanding the economic influences. Unit 2 "Building a business" focuses on growing the business, including marketing, HR, finances and operations.

The course objectives are to actively engage in the study of business and the wider environment 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 and economic activities. To consider the extent to which business and economic activity can be ethical and sustainable.

Skills that will be developed will be to introduce students to the world of small businesses consider what makes someone a successful business person. Students will know how to develop an idea and spot an opportunity, and turn that into a successful business. How to make a business effective and manage money.

## Course Prospects

Successful completion the GCSE Business course will provide you with an excellent grounding for A Level Business or the BTEC National Diploma in Business. It would provide students with a suitable foundation to study A Level Economics.



## Course Details

- **Unit 1** – Investigating Small Business (50% of total GCSE)
- **Unit 2** – Building a Business (50% of total GCSE)

Students will take two examinations at the end of Year 11.

Both exams are 1 hour and 30 minutes and have a maximum of 90 marks available.

# Computer Science – Edexcel – 4CP0 (9-1)

## Course Outline

The International GCSE in Computer Science introduces students to the core principles of how computers and digital systems work, and how to think like a computer scientist. Across six key topic areas - Problem Solving, Programming, Data, Computers, Communication and the Internet, and The Bigger Picture - students develop strong analytical, logical and creative skills.

Students will learn to design, write and debug programs using languages such as Python, Java, or C#, while also gaining a deep understanding of how data is represented, how computer systems operate, and how networks communicate securely. The course also explores real-world issues such as cybersecurity, ethical computing, and the environmental impact of technology.

This course encourages independence, creativity, and confidence in tackling computational challenges - essential qualities in today's digital world.



## Course Prospects

Computer Science equips students with highly transferable skills valued in every modern career. Graduates of this course will have the ability to think critically, solve complex problems, and innovate using technology - skills sought after by universities and employers alike.

Successful students can progress to:

- International A-Level & A-Level Computer Science, BTEC Level 3 IT, or other equivalent Level 3 qualifications.
- Degrees and careers in fields such as software engineering, AI, cybersecurity, data science, robotics, computer graphics, and network administration.

Beyond technology-specific paths, Computer Science nurtures analytical and logical thinking that supports future success in mathematics, physics, engineering, finance, and design-related disciplines.

In an increasingly digital society, this qualification opens doors to future innovation, entrepreneurship, and a broad range of exciting, high-impact careers.

## Course Details

Assessment is entirely exam-based, consisting out two papers outlined below:

**Paper 1: Principles of Computer Science**
80 marks, 50% of the total International GCSE
Content summary: Theoretical questions of all chapters

Assessment: 2-hour written examinations paper

Question types:

- Multiple choice
- Short open-response
- Open-response
- Extended open-response

**Paper 2: Application of Computational Thinking**
80 marks, 50% of the total International GCSE
Content summary: Questions related to Topics 1-3

Assessment: 3-hour written and pratical examinations paper

Question types:

- Multiple choice
- Short open-response
- Open-response
- Extended open-response
- Task-based questions (choice of Python, C#, and Java)

# Drama – AQA – 8261 (9-1)

## Course Outline

GCSE Drama offers students the opportunity to explore drama 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 new specification allows practical exploration through the study of practitioners and set texts that will be explored practically and theoretically.

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.

## Course Prospects

After you have completed GCSE Drama you can go on to higher levels of study. These include: GCE Drama and Theatre Studies at A Level and BTEC Performing Arts. This GCSE is also very helpful with any post -16 course, due to it giving you confidence and creativity. Students have the chance to enhance their presentation and evaluation skills through critical reviews of professional productions that influence their own products. This clearly links to Journalism, Marketing, Media, Business or English degree subjects due to the practical and theoretical nature of the subject.



## Course Details

**Component 1: Understanding Drama**

Students will prepare for a written examination which is divided into three compulsory sections:

- Section A: Theatre roles & terminology
- Section B: Study of set text
- Section C: Live theatre production.

**(Written examination 40% of total GCSE)**

**Component 2: Devising Drama**

A practical component in which students are assessed on their ability to create and develop ideas to communicate meaning for theatrical performance and apply theatrical skills to analyse and evaluate their own work. This will be tracked in a devising log book written work submission.

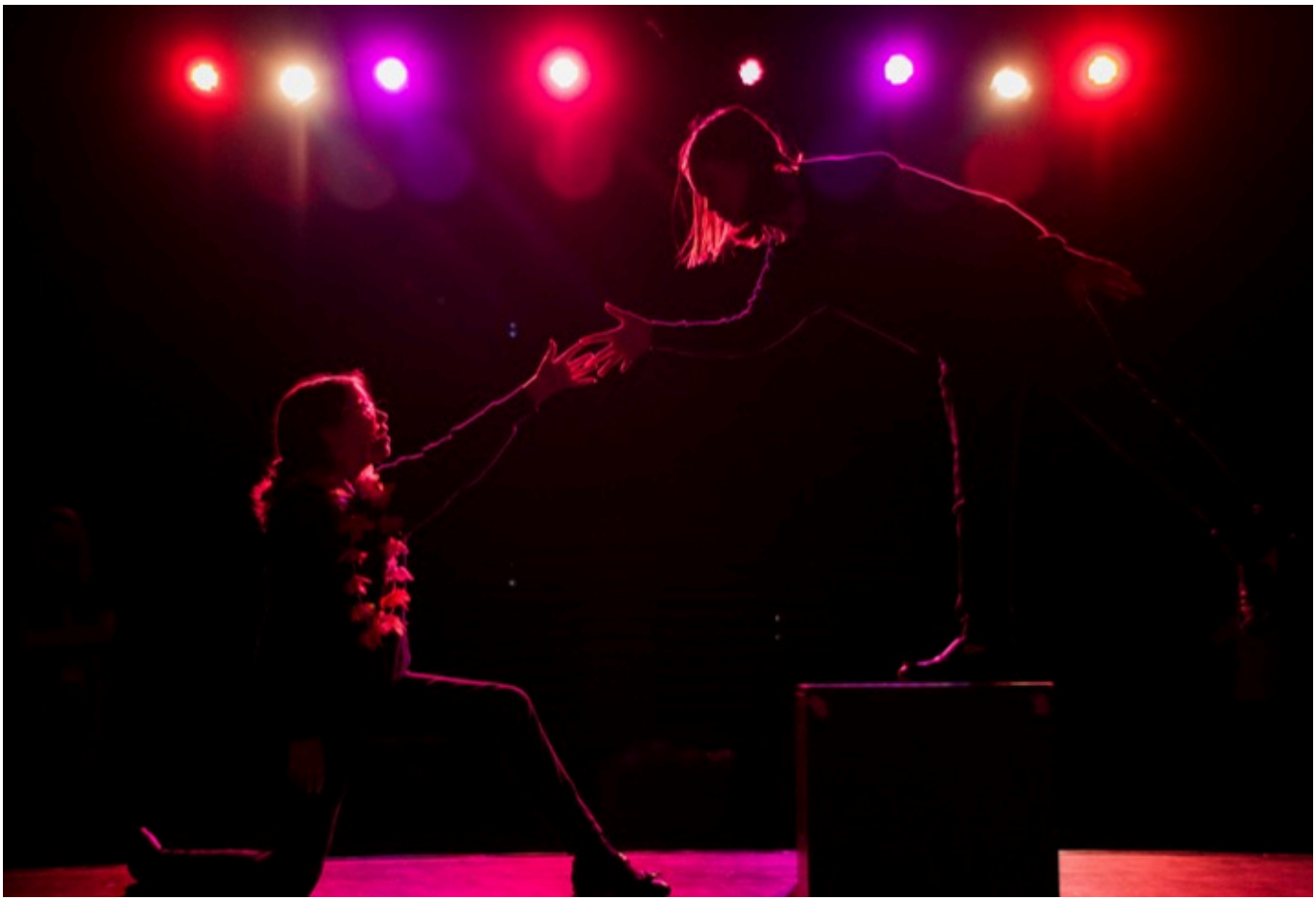
**(Practical & written 40% of total GCSE)**

**Component 3: Texts in Practice**

A practical component assessing theatrical skills to realise artistic intentions in live performance. For this component students must complete two assessment tasks:

- Study and present a key extract (monologue, duologue or group performance)
- Study and present a second key extract (monologue, duologue or group performance) from the same play.

**(Practical 20% of total GCSE)**



# French – IGCSE Edexcel – 4FR1 (9-1)

## Course Outline

The study of a Modern Foreign Language at IGCSE enables pupils to develop oral and written communication skills and gives an insight into different global cultures.

Over the 2 year IGCSE course, pupils will study 5 key topic areas for approximately one term per topic:

- Home and Abroad
- Education and Employment
- Personal Life and Relationships
- The World Around Us
- Social Activities, Fitness and Health

Designed to enable pupils to: develop their understanding of written and spoken French in a range of contexts.

- develop the ability to communicate effectively in written and spoken French, using a range of vocabulary and structures and demonstrating a solid understanding of grammar.
- develop a knowledge and understanding of Francophone countries and communities.
- acquire a suitable foundation for further study of the target language, or another language.

Lessons will develop the 4 skill areas of Speaking, Listening, Reading and Writing. Pupils will be supported and encouraged to use the language for genuine communication and to be as creative as possible.

## Course Prospects

Students who achieve a Grade 6 or above will have the opportunity to continue French to A Level. Learning French opens the door to a wide range of future opportunities. Language graduates are highly valued by employers because they develop strong communication, problem-solving and intercultural skills. Whether in business, law, diplomacy, tourism, engineering or international relations, speaking French can help you stand out and may lead to exciting opportunities to work, study or travel abroad.



## Course Details

**Paper 1: Listening**

- Topics: Covers all 5 key topic areas.

**30 minute exam**
**5 minutes' reading time**

25% of total IGCSE

**Paper 2: Reading & Writing**

- Topics: Covers all 5 key topic areas.

**Written examination of 1hr 45 minutes**

50% of total IGCSE

**Paper 3: Speaking**

- Topics: 3 of the 5 key topic areas.

**Recorded discussion and conversation with class teacher lasting a maximum 10 minutes.**

25% of total GCSE

All examinations will take place at the end of Year 11 and are externally marked

# Geography – IGCSE Edexcel – 4GE1 (9-1)

## Course Outline

Geography is an ideal subject for developing a full range of skills. You will be encouraged to develop your investigative approaches to explore geographical questions and issues. There will be a focus on improving your ability to make geographical decisions by applying your knowledge, understanding and skills with a real-world focus. Fieldwork is an integral part of the course and this will help you to develop the skills of organising your own time, and working and co-operating with others. All these skills are transferable and will help you to make progress in other subjects. They are also skills that are highly valued by employers, and will be useful in the world of work.

The objective of the course will be to actively engage in the process of geography to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds. Develop your responsibilities as global citizens and recognise how you can contribute to a future that is sustainable and inclusive. In addition, geography enables you to develop and apply your learning to the real world through fieldwork and other out-of-classroom learning and to use geographical skills, appropriate technologies, enquiry and analysis.

## Course 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.



## Course Details

**Paper 1: Physical geography**
70 marks, 40% of the total International GCSE
Content summary: Costal Environments, Hazardous Environments, Costal Fieldwork

Assessment: Examination of 1 hour and 10 minutes, consisting of two sections. The questions are a mixture of multiple-choice, short-answer, data-response and open-ended questions.

- Section A: Candidates choose two out of three questions on river environments, coastal environments, hazardous environments.
- Section B: Candidates choose one out of three fieldwork-related questions on river environments, coastal environments, hazardous environments.

**Paper 2: Human geography**
105 marks 60% of the total International GCSE
Content summary: Economic Activity and Energy, Urban Environments and Urban Fieldwork, Global Issues - Development and Human Welfare

Assessment: Examination of 1 hour and 45 minutes, consisting of three sections.

- Section A: Candidates choose two out of three questions on economic activity and energy, rural environments, urban environments.
- Section B: Candidates choose one of three fieldwork-related questions on economic activity, rural environments, urban environments.
- Section C: Candidates choose one out of three questions on fragile environments and climate change, globalisation and migration, development and human welfare.

**Both components will be externally assessed by a terminal examination. A core part of Component 2 is that students must undertake fieldwork outside of the school environment.**

# History – IGCSE Edexcel – 4HI1 (9-1)

## Course Outline

The objective of the course will be to enable students to recall, select, organise and deploy knowledge and communicate it through description, explanation and analysis. Show that students understand and can analyse and interpret historical sources in context. To show that students can comprehend, analyse and evaluate how and why events, people, situations and changes have been interpreted and represented in relation to the historical themes and periods studied.

The skills that will be developed will be to foster a knowledge and understanding of selected periods and/or aspects of history, exploring the significance of historical events, people, changes and issues and to give students the ability to use historical sources critically, in context, recording significant information and reaching conclusions. To enable learners to organise and communicate their knowledge and understanding of history and to enable learners to draw conclusions and make historical judgements.

## Course Prospects

Successful completion of the IGCSE History course allows for the progression to Edexcel GCE A Level History which is also studied at Dubai British School. However, because the course is very much geared to allowing students to become independent thinkers, who are good communicators and able to articulate sound judgements, it also provides a sound basis for a number of other avenues.



## Course Details

**Paper 1 - Depth Studies:**

- Germany: Development of Dictatorship, 1918-45
- A world divided: Superpower Relations, 1943-72

Students are assessed through an examination based on their selected depth studies

Students answer **two** questions, one on each of the **depth studies** they have studied.

Written examination, **1 hour 30 minutes**

**Paper 2 - Investigation and Breadth Studies**

- The origins and course of the First World War, 1905-18
- Changes in medicine, 1848-1948

Students are assessed through an examination based on their historical investigation and breadth study in change.

Students answer **two** questions, one question on their **historical investigation** and one question on their **breadth study in change**.

Written examination, **1 hour 30 minutes**

All the assessment for the IGCSE History course will take place at the end of the two years of study. There is no coursework element to the course. The examination will be two un-tiered written assessments.

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

# Media Studies – AQA – 8572 (9-1)

## Course Outline

The objective of the course is to develop students' appreciation and critical understanding of the media and its role in their daily lives. Students will learn how to use the media key concepts (media language, institution, audience and representation) to deconstruct media texts (such as films, magazines etc.) across the media platforms and then apply that knowledge when creating their own media products.

Skills that are developed by students undertaking Media Studies include:

- Independent learning skills – students are always encouraged to take ownership of their learning.
- Research and project management skills – through class work and the completion of the NEA Communication skills – through class discussions, group work and presentations.
- ICT skills – use of laptops in lessons is encouraged and students are required to use ICT when completing the NEA and creative work. Students will edit productions using industry software – Final Cut Pro and Da Vinci Resolve 15.
- Creative skills – students will get the opportunity to plan, film and edit their own moving image production and have full use of the camera and lighting equipment available in the department.

## Course Prospects

This is a subject which allows all students from across the ability range to succeed if students have an interest in the media, are creative, innovative and are willing to work hard.

Many students go directly into employment in a related field of work or continue onto the A Level course. There are multiple job opportunities in the fields of advertising, marketing, creative media film and TV industries, screenwriting, journalism, sociology, education and business. There are also opportunities for internships in the media industry.



## Course Details

**Examination 1 Media One:** A written examination - 1hr 30 mins (84 marks) – 35% of the final GCSE grade at the end of Year 11.

**Examination 2 Media Two:** A written examination - 1hr 30 mins (84 marks) – 35% of the final GCSE grade at the end of Year 11.

**Coursework Assessment:** (60 marks) – 30% of the final GCSE grade – completed during Year 11. This is a creative media production

# Music – Edexcel - 1MU0 (9-1)

## Course Outline

GCSE Music takes you deeper into the world of Music, studying and performing a variety of pieces ranging from Classical to Rock.

The course is spilt into three main areas: Areas of study include:

**Instrumental Music 1700–1820:**

- J S Bach: 3rd Movement from Brandenburg Concerto no. 5 in D major
- L van Beethoven: 1st Movement from Piano Sonata no. 8 in C minor 'Pathétique'

**Vocal Music:**

- H Purcell: Music for a While
- Queen: Killer Queen (from the album 'Sheer Heart Attack')

**Music for Stage and Screen:**

- S Schwartz: Defying Gravity (from the album of the cast recording of Wicked)
- J Williams: Main title/rebel blockade runner (from the soundtrack to Star Wars Episode IV: A New Hope)

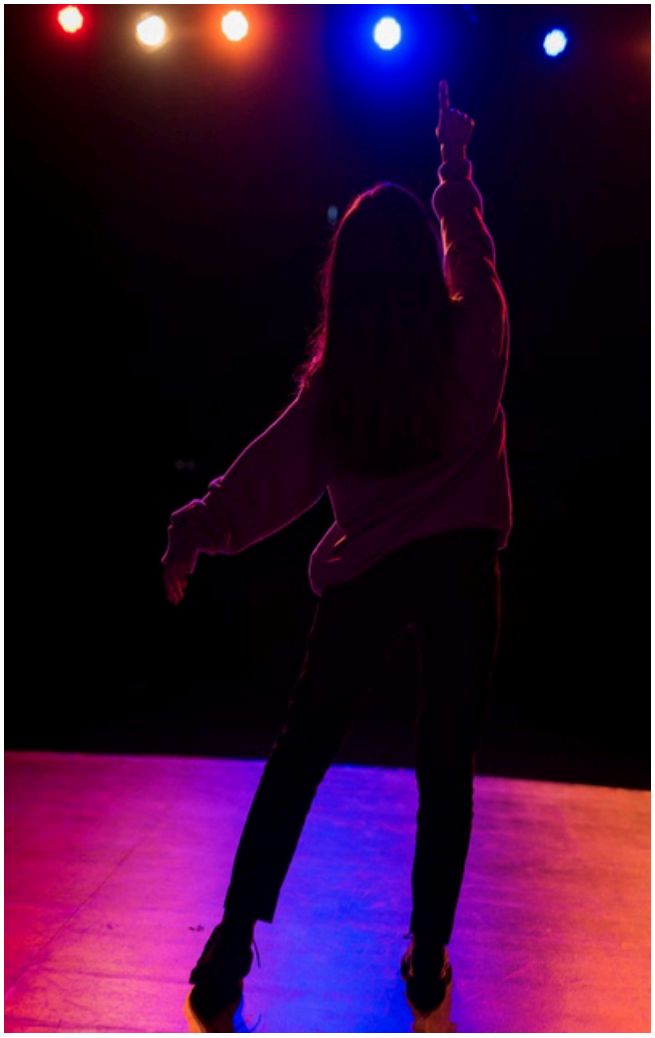
**Fusions:**

- Afro Celt Sound System: Release (from the album 'Volume 2: Release')
- Esperanza Spalding: Samba Em Preludio (from the album 'Esperanza')

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

## Future Prospects

Studio Engineers, Teachers, Professional Musicians, Session Musicians, DJs, Producers, Record Label Managers, Singers are some of the possible career paths after taking GCSE Music.



# Music – Edexcel - 1MU0 (9-1)

## Course Details

### Component 1: Performing

- Solo performing - this must be of at least one minute in duration, and may comprise one or more pieces
- Ensemble performing this must be of at least one minute in duration, and may comprise one or more pieces
- Approaches to performing

Students perform for at least four minutes' combined duration. Each performance will be out of 30 marks.

### Component 2: Composing

- Developing musical ideas
- Compositional techniques and strategies
- Ensuring technical control and coherence
- Methods of notating composition scores
- Students compose two compositions, of at least three minutes' combined duration
- One composition to a brief set by Pearson, of at least one minute in duration.
- One free composition set by the student, of at least one minute in duration.

Each performance will be out of 30 marks.

### Component 3: Appraising

The paper is made up of two sections and is out of a total of 80 marks.

**Section A** – Areas of study, dictation, and unfamiliar pieces (68 marks)

- Six questions related to six of the eight set works.
- One short melody/rhythm completion exercise.
- One question on an unfamiliar piece (skeleton score provided) with questions on its musical elements, musical contexts and musical language.

**Section B** – Extended response comparison between a set work and one unfamiliar piece (12 marks)

- One question that asks students to compare and/or evaluate the musical elements, musical contexts and musical language of one set work with one unfamiliar piece of music.
- A CD with the music extracts will be played to all students at the same time and will repeat the extracts a set number of times.

1 hour and 45 minutes

# Physical Education – Edexcel – 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 objectives of this course are to develop 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 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. Students will also become equipped to analyse and evaluate to improve performances in physical activity and sport.

## Course Prospects

As well as being the ideal preparation for the Level 3 BTEC in Sport, the blend of scientific and social knowledge in GCSE PE positions students to access a range of qualifications. GCSE PE allows for progression to related vocational qualifications and gives students an in-depth insight into the career pathways in sport and the necessary skills to allow them to take on coaching roles in the future.



## Course Details

**Component 1: Fitness & Body Systems**
(36% of total GCSE)

An externally assessed through a written examination papers.

**Component 2: Health & Performance**
(24% of total GCSE)

An externally assessed through a written examination papers.

**Component 3: Practical Performance**
(30% of total GCSE) is assessed internally by the teacher. These marks are then modified by an external moderator.

Three different physical activities in the role of player/performer.

**Component 4: Personal Exercise Programme**
(10% of total GCSE) is internally marked and externally moderated by Pearson. This piece of work should include planning, performing and evaluation a Personal Exercise Programme (PEP) and will be completed prior to the final exams.

# Psychology – AQA – 8182 (9-1)

## Course Outline

Psychology is the science of mind, brain, and behaviour. It seeks to understand why and how humans behave as they do through. In each of two equal units, a range of established findings from psychology are studied, along with research methods details of how these findings were proven. Groups of candidates will also undertake small replicas of experiments to understand the nature of these findings themselves, as well as writing up their findings and taking appropriate notes from key studies. There is much discussion work and students will be required to consider a variety of theories to explain behaviour.

The objectives of the course are to engage in the process of psychological enquiry to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds; to develop an awareness of why psychology matters and how it makes an essential contribution to our understanding of people, society, culture, behaviour, intelligence, cognition, personality and so much more. Students will develop an understanding of ethical issues in psychology and a critical approach to scientific evidence and methods.

Skills developed will include understanding methods and results of key studies into human behaviour. Effective note-making, skills of enquiry and response, observation skills and interpretation of behaviour. Working in groups, time management. Extended writing skills. Summarising facts, data and evidence. Interpreting and using data evidence. Forming hypotheses, testing through practical research (questionnaires, interviews, observation studies, and others.) Analysing and critiquing theory, the views of others and interpretations of behaviour.

## Course Prospects

Psychology is a rapidly expanding subject with strong career potential, 'The science of the 21st Century'. 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 subjects at A Level.





## Course Details

**Paper 1: Cognition and Behaviour**

- Memory
- Perception
- Development
- Research Methods

**Assessment Criteria**

- 50% of whole GCSE. Worth 100 marks
  Examination time: 1hr 45 mins

**Paper 2: Social Context and Behaviour**

- Social Influence  Language
- Language, Thought and Communication
- Brain and Neuropsychology
- Psychological Problems

**Assessment Criteria**

- 50% of whole GCSE. Worth 100 marks
  Examination time: 1hr 45 mins

# Spanish – IGCSE Edexcel – 4SP1 (9-1)

## Why Choose Spanish?

Spanish is spoken by over 500 million people worldwide and is the official language in over 20 countries. It is one of the most useful languages for international business, travel and communication. Studying Spanish will help you become a confident global citizen while developing valuable skills that are highly sought after by employers and universities.

## Course Outline

The study of Spanish at IGCSE develops communication skills, cultural awareness and confidence in using a global language.
Over the two-year course, pupils will study five key topic areas:

- Home and Abroad
- Education and Employment
- Personal Life and Relationships
- The World Around Us
- Social Activities, Fitness and Health

Pupils will develop their speaking, listening, reading and writing skills while learning to communicate confidently in a range of real-life situations and gaining an understanding of Hispanic cultures and communities.

## Course Prospects

Students who achieve a Grade 6 or above will have the opportunity to continue Spanish to A Level.

Learning Spanish opens the door to a wide range of future opportunities. Language graduates are highly valued by employers because they develop strong communication, problem-solving and intercultural skills. As one of the most widely spoken languages in the world, Spanish can be an advantage in careers such as business, tourism, international relations, law, journalism, engineering, healthcare and diplomacy.

Whether you hope to work abroad, travel extensively or stand out in a competitive job market, Spanish can help you achieve your ambitions.




## Course Details

**Paper 1: Listening**

30 minute exam, plus 5 minutes' reading time.

25% of total IGCSE

**Paper 2: Reading & Writing**

Written examination of 1hr 45 minutes.

50% of total IGCSE

**Paper 3: Speaking**

Recorded discussion and conversation with class teacher lasting a maximum 10 minutes.

25% of total IGCSE

All examinations will take place at the end of Year 11 and are externally marked.

# Business- BTEC International Level 2 Certificate

## Course Outline

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.

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.

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

- finance, both personal and business, together with bookkeeping, which supports development of basic financial principles
- working in business teams and team leading
- business support or administration, which supports development of practical administration skills including office systems and equipment, meeting support and filing systems
- personal selling, which helps 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
- logistics
- enterprise and business start-up

## Course 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.



BTEC
Approved Centre from Pearson

## Course Details

**Mandatory units**

- Unit 1 – Business Purposes
- Unit 2 – Business Organisations
- Unit 3 - Financial Forecasting for Business

**Optional units**

- Unit 30 - Social Enterprise

Totals 120 Guided Learning Hours (GLH)



# IT - BTEC International Level 2 Certificate

## Course Outline

The BTEC IT Level 2 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.

Students will be asked to complete hands on robotics and programming activities. 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.

## Course Prospects

No specific requirements needed, however, students should have an interest in IT and demonstrate an enthusiasm for related fields. This course provides a good grounding to progress on to the BTEC Level 3 Subsidiary Diploma in IT.

You will gain a better understanding of what it would be like to work in IT professions such as Graphic 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. The qualification could prepare learners for progression to an appropriate Level 3 programme in the same or related vocational area.

## Course Details

Students will learn IT hardware, software, computer infrastructure, and basic coding, exploring how IT supports industry and game development.

All students will work towards the Award, completing 2 units-equivalent to 1 GCSE, with high performers students being eligible for the Certificate and will complete 4 units which will be equivalent to 2 GCSEs.

The course provides pathways to Level 3 BTECs in computing, IT, or creative media, leading to university study in game development, animation, computer graphics, software engineering, or cybersecurity, as well as apprenticeships and entry-level technology roles.






# POSSIBLE OPTIONS

***Subject to Student Interest and Uptake***

The following subjects are being considered for introduction in the 2027–2028 academic year. Students should express their interest through the options selection process.

The availability of these subjects will depend on student uptake, and they will only run where there is sufficient demand. Final confirmation of subjects offered will be communicated once the options process has been completed.

# IGCSE Double Science

## Course Outline

The International GCSE Science (Double Award) course provides students with a strong foundation in Biology, Chemistry and Physics through a focused and carefully structured programme of study. The course is designed for students who would benefit from developing a secure understanding of the fundamental concepts in science whilst studying a more manageable content load than separate sciences. The qualification explores key scientific ideas, practical applications and real-world contexts across all three disciplines, helping students develop confidence in scientific knowledge and enquiry.
At Dubai British School Emirates Hills, this course will be delivered using the modular route. Students will sit six externally assessed examinations throughout the two-year course, allowing content to be assessed in smaller sections and reducing the pressure of terminal examinations at the end of Year 11.
The course develops students' ability to:

- Understand and apply key concepts in Biology, Chemistry and Physics.
- Use scientific knowledge to explain everyday phenomena.
- Develop practical and investigative skills.
- Analyse data and draw evidence-based conclusions.
- Apply mathematical skills within scientific contexts.
- Communicate scientific ideas clearly using appropriate terminology.

This pathway is particularly suitable for students who enjoy science but may find the volume and depth of content in separate Biology, Chemistry and Physics qualifications more challenging. The focus is on securing the essential knowledge and skills required for future study and everyday scientific literacy.
**The IGCSE double award is not a suitable pathway for progress into an A-level Science course.**

## Course Prospects

The International GCSE Science (Double Award) provides students with a broad scientific education and develops transferable skills including problem solving, analytical thinking, data interpretation and critical evaluation. These skills are highly valued across a wide range of subjects and careers.
This qualification is particularly suited to students whose future study plans are focused outside of science-intensive pathways, whilst still maintaining strong scientific understanding and literacy.
**Completion of this qualification awards the equivalent of two IGCSE grades.**

# IGCSE Double Science

## Course Details

### BIOLOGY

**Biology Unit 1**

Characteristics of living organisms, cells, biological molecules, movement of substances, nutrition, respiration and gas exchange.

**Written Examination (60 marks, 1 hour 10 minutes)**

**Biology Unit 2**

Transport systems, coordination and response, reproduction and inheritance, ecology and the use of biological resources.

**Written Examination (60 marks, 1 hour 10 minutes)**

### CHEMISTRY

**Chemistry Unit 3**

States of matter, atomic structure, the periodic table, chemical calculations, reactivity, acids and organic chemistry.

**Written Examination (60 marks, 1 hour 10 minutes)**

**Chemistry Unit 4**

Bonding, groups in the periodic table, gases in the atmosphere, chemical tests, rates of reaction and polymers.

**Written Examination (60 marks, 1 hour 10 minutes)**

### PHYSICS

**Physics Unit 5**

Forces and motion, electricity, energy transfers, density and pressure.

**Written Examination (60 marks, 1 hour 10 minutes)**

**Physics Unit 6**

Waves, magnetism and electromagnetism, radioactivity, energy resources and astrophysics.

**Written Examination (60 marks, 1 hour 10 minutes)**

# Pearson BTEC International Level 2 Award in Sport

## Course Outline

The Pearson BTEC International Level 2 Award in Sport is a practical and applied qualification designed for students who have an interest in sport, fitness and the wider sports industry. The course combines theoretical understanding with practical and technical skills, allowing students to apply their learning through vocational tasks and real-life sporting contexts.
Students will study Principles of Fitness and Fitness Testing and Practical Sport as mandatory units, alongside one additional optional unit. Through these units, students will develop their understanding of fitness, sporting performance, skills, techniques and tactics, while also developing transferable skills such as communication, teamwork, research, problem-solving and self-management.

The course uses a range of assessment approaches suited to vocational learning. All units are internally assessed, with Principles of Fitness and Fitness Testing assessed through a Pearson Set Assignment. Students may complete practical demonstrations, research tasks, written assignments, case studies and project-based work as part of their assessment.

## Course Prospects

The qualification is designed to give students an introduction to the sport sector through applied learning and is intended to be studied alongside other International GCSE subjects. It is particularly suited to students who enjoy practical learning and want to develop their knowledge of sport, fitness and performance.

The course supports progression to further study at Level 3 or pre-tertiary level, including BTEC International Level 3 qualifications and International A Levels. It can provide a foundation for future study in areas such as sports coaching, fitness training and testing, sports nutrition, and planning and leading sports events.

Students will also develop skills valued in further education and employment, including independent learning, active research, presentation skills, teamwork, critical thinking, adaptability and resilience.

## Course Details

**Qualification**: Pearson BTEC International Level 2 Award in Sport
**Size**: 120 Guided Learning Hours
**Equivalent to**: 1 International GCSE
**Structure**: 2 mandatory units and 1 optional unit

### Mandatory Units

**Unit 1: Principles of Fitness and Fitness Testing – 30 GLH**

2Students explore the different components of physical and skill-related fitness and consider how these are linked to sporting performance. They develop knowledge of fitness testing and learn how fitness tests can be selected, carried out and used to assess an individual's strengths and areas for development.

**Assessment**: Pearson Set Assignment.

**Unit 5: Practical Sport – 60 GLH**

Students develop and demonstrate practical skills, techniques and tactical awareness in sport. They build their understanding of the rules and regulations of sport and apply these in practical situations. Students also review their own performance and consider how sporting performance can be improved.

**Assessment**: Internally assessed.

# Pearson BTEC International Level 2 Award in Sport

## Course Details

### Optional Unit

**Students complete one 30 GLH optional unit from:**

- Unit 2: Training for Personal Fitness – Pearson Set Assignment
- Unit 7: Anatomy and Physiology for Sport – internally assessed
- Unit 8: Sports-related Injuries and Illnesses – internally assessed

**Assessment**
All units are internally assessed and are subject to Pearson's external standards verification. Units are graded Distinction, Merit, Pass or Unclassified, with mandatory and optional units contributing proportionately to the overall qualification grade. Students must achieve a Pass or above in both mandatory units in order to achieve the qualification.



# BTEC Hospitality

## Course Outline

The Pearson BTEC International Level 2 Award in Hospitality is a practical and applied qualification designed for students who are interested in the hospitality industry and would like to develop their knowledge and skills through vocational learning.
The qualification is equivalent in size to one International GCSE and consists of 120 Guided Learning Hours. Students complete four mandatory units, covering the hospitality industry, workplace skills, customer service and sustainability.
The course combines knowledge and understanding with practical and technical skills. Students will complete vocational tasks that reflect real situations within the hospitality sector and will develop transferable skills such as communication, teamwork, research, analysis, problem-solving and self-management.
Assessment is coursework-based rather than through a final written examination. All units are internally assessed, with three of the four units assessed through a Pearson Set Assignment. Students may complete research, written assignments, case studies, presentations and practical tasks as part of their assessment.

## Course Prospects

The qualification is designed to provide students with an introduction to the hospitality sector through applied learning and is intended to be studied alongside other International GCSE subjects. It is suitable for students who are interested in areas such as hotels, restaurants, events, food and beverage, customer service and hospitality management.
The course provides a useful foundation for future study and employment within the hospitality and service industries. It can support students who may be interested in careers in areas such as food and beverage, front-of-house operations, accommodation services, events, customer service and hospitality management.

Throughout the course, students will develop transferable skills valued by employers, including communication, teamwork, organisation, customer service, independent working, research and problem-solving.

## Course Details

**Qualification**: Pearson BTEC International Level 2 Award in Hospitality
**Size**: 120 Guided Learning Hours
**Equivalent to**: 1 International GCSE
**Structure**: 4 mandatory units
**Assessment**: 3 Pearson Set Assignment units and 1 internally assessed unit

### Mandatory Units

**Unit 1: Introducing the Hospitality Industry – 30 GLH**

Students explore the structure, scope and size of the hospitality industry, including different hospitality businesses and sectors. They study the products and services offered by the industry and the political, economic, social, technological, environmental and legal factors that influence its development.
Students also investigate the importance of hospitality to the economy and explore career opportunities and progression routes within different hospitality settings.

**Assessment**: Pearson Set Assignment

# BTEC Hospitality

## Course Details

### Mandatory Units

**Unit 2: Hospitality Workplace Skills – 30 GLH**

Students investigate the skills and personal attributes needed to work successfully within the hospitality sector. This includes occupational skills, customer service, teamwork, problem-solving, creativity, communication, planning and organisation.
Students will review their own skills, produce a personal development plan and explore the job application process. This includes researching employment opportunities, preparing application documents and developing interview skills.

**Assessment**: Pearson Set Assignment

**Unit 3: Customer Service Skills in the Hospitality Industry – 30 GLH**

Students develop an understanding of the importance of customer service within hospitality and the characteristics of excellent customer service. They explore different types of customers and their needs, alongside the procedures organisations use to maintain high standards of service.
Students will also have opportunities to demonstrate customer service skills in a range of situations and use information and feedback to suggest improvements to customer service.

**Assessment:** Internally assessed

**Unit 4: Sustainability in the Hospitality Industry – 30 GLH**

Students investigate sustainability within the hospitality industry and consider how hospitality organisations can reduce their environmental impact and operate in a more sustainable way.
They will research an area of sustainability, collect and analyse information and present their findings. This develops students' research, analysis and presentation skills while helping them understand the importance of sustainability to the future of the hospitality industry.

**Assessment**: Pearson Set Assignment

### Assessment

All four units are internally assessed and are subject to Pearson's external standards verification. Three units use Pearson Set Assignments, while one is assessed using an internally set assignment.
Units are graded Distinction, Merit, Pass or Unclassified, and students must achieve a Pass or above in all four mandatory units to achieve the qualification.

# BTEC Performing Arts

## Course Prospects

The Pearson BTEC International Level 2 Award in Performing Arts is a practical and applied qualification designed for students who have an interest in drama, acting and the wider theatre industry. The course combines an understanding of how professional work is created with practical and technical skills, allowing students to apply their learning through practical, industry-based tasks and real-life performance contexts.

Students will study Introduction to Performing and Production Arts and Performing Arts Production as mandatory units. At DBSEH the course is delivered through the acting discipline only, with students developing their physical and vocal skills, rehearsal techniques and ability to interpret and perform for an audience. Alongside this, they will develop transferable skills such as communication, teamwork, creativity, problem-solving, time management and self-management.

The course uses a range of assessment approaches suited to practical, applied learning. All units are internally assessed, with Performing Arts Production assessed through a Pearson Set Assignment. Students may complete practical workshops, rehearsal and skills logs, performances, presentations and reflective written tasks as part of their assessment.

## Course Prospects

The qualification is designed to give students an introduction to the performing arts sector through applied learning and is intended to be studied alongside other International GCSE subjects. It is particularly suited to students who enjoy practical, creative learning and want to develop their confidence and skills as performers.

The course supports progression to further study at Level 3 or pre-tertiary level, including BTEC International Level 3 qualifications in Performing Arts and International A Levels in Drama and Theatre. It can provide a foundation for future study and careers in areas such as acting, directing, theatre production, stage management, film and television, events and arts management.

Students will also develop skills valued in further education and employment, including confidence, presentation skills, collaboration, independent learning, critical reflection, adaptability and resilience.

## Course Details

**Qualification**: Pearson BTEC International Level 2 Award in Performing Arts
**Size**: 120 Guided Learning Hours
**Equivalent to:** 1 International GCSE
**Structure**: 2 mandatory units
**Discipline**: Acting

# BTEC Performing Arts

## Mandatory Units

### Unit 1: Introduction to Performing and Production Arts – 60 GLH

Students explore the roles and responsibilities of people working in the performing arts industry and develop their practical acting skills through workshops and classes. They learn how actors, directors and other theatre practitioners work collaboratively, and review their own skills development, identifying strengths and areas for improvement.

**Assessment:** Internally assessed.

### Unit 2: Performing Arts Production – 60 GLH

Students prepare for and take part in a performing arts production as actors. They apply rehearsal skills and acting techniques to contribute to a final performance for an audience, and reflect on the effectiveness of the rehearsal process and their own contribution to the production.

**Assessment:** Pearson Set Assignment.

## Assessment

All units are internally assessed and are subject to Pearson's external standards verification. Units are graded Distinction, Merit, Pass or Unclassified, with both units contributing proportionately to the overall qualification grade of Pass, Merit, Distinction or Distinction*. Students must achieve a Pass or above in both mandatory units in order to achieve the qualification.





DUBAI BRITISH SCHOOL
EMIRATES HILLS

taaleem
inspiring young minds