



THE BRITISH INTERNATIONAL SCHOOL
ABU DHABI
A NORD ANGLIA EDUCATION SCHOOL

IGCSE AND BTEC LEVEL 2 OPTIONS



OUR PROMISES

Learning To Thrive

Your family will join an inclusive and diverse community where your child will thrive and experience life-changing opportunities that promote creativity, critical thinking, social responsibility and cultural awareness.

Create Your Future

Your child will leave our school with everything they need for success – whatever they choose to be or do in life.

Unlock Your Child's Potential

Our values and ethos enable us to foster and nurture a personalised learning experience for your child driven by our gifted, passionate, trailblazing and highly qualified teachers.

Our Vision

“Empowering & enriching lives for future success”

Our Mission

“Our mission is to create world class learning experiences that recognise and nurture empathetic, resilient and talented individuals.”



OUR VALUES

Kindness

Honesty

Respect

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MESSAGE FROM THE HEAD OF SECONDARY

Dear Student,

This is a very exciting time in your education as you begin a four-year journey towards the IB Diploma, University life and the 'big world out there'! Choosing some of your GCSE subjects is important because it is at this time that you start to really explore who you are and who you would like to become. It is important to note though, that whatever choices you make, all sorts of pathways remain open to you and changing direction later on is always possible.

For now, you will receive a lot of support as you make your choices and you should spend the next few weeks gathering as much information as possible about the subjects, thinking carefully about your possible future university and career path and considering which subjects have inspired you so far in school. Your teachers are the most valuable source of information. They understand your strengths in their subject, your potential for success in the subject and also how the subject might feature in your future plans. Use your teachers' knowledge and experience to help you make a fully informed decision.

The information in this booklet should be the starting point for a number of conversations.

The following pages contain subject outlines, assessment models and other useful details.

At this point, you should note the following advice:

- Choose subjects which you enjoy or think you will enjoy. Learning is easier if you enjoy it!
- Think about how the subject might help with your future plans.
- Subject content is more important than who is teaching the subject – don't choose based on teachers, they might not be teaching you next year!
- Make the decisions that are best for you – don't be swayed by what your friends are up to.
- Look closely at the 'new' subjects available. They might just be perfect for you.

Now it is down to you to do your research, talk to teachers, talk to your parents and talk to older students so that you can make the right choices

Good luck!

With warm regards,

Mr Chris Lowe
Head of Secondary

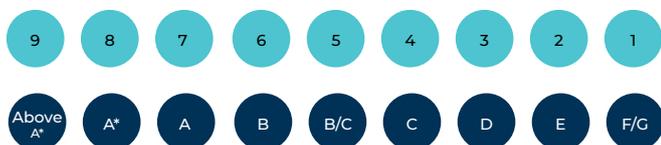


GCSE/(I)GSCE

The General Certificate of Secondary Education (GCSE) is a British Academic Qualification awarded in a range of subjects at the end of Year 11. They are compulsory for all students in the UK and are common in International Schools all over the world. Most GCSEs also have an international version, these courses are very similar but remove context and knowledge that would be known by those who have grown up in the UK. International GCSEs are widely used around the world as they are accessible to anyone no matter where you are from.

All (I)GCSEs are linear courses. This means that students are assessed via controlled assessment coursework tasks and/or a terminal examination at the end of the course.

In recent years, the grade system of the (I)GCSEs has changed. Most (I)GCSEs subjects are now assessed using Grades 9-1, where previously they were assessed A*-G. Some (I)GCSEs have not yet changed and still use the A*-G grades. The illustration below indicates the equivalence between the two grade systems:



Do I pick BTEC or GCSE

Choosing between a GCSE (General Certificate of Secondary Education) and a BTEC (Business and Technology Education Council) course depends on individual learning preferences, career aspirations, and academic strengths.

Opt for GCSE if:

- Broad academic foundation: GCSEs offer a comprehensive education covering a range of subjects, providing a well-rounded academic foundation.
- Examination preference: If you perform well in traditional exam settings and prefer assessment through exams rather than coursework, GCSEs might be a better fit.
- Further academic pursuits: GCSEs are typically required for progression to IB Diploma or other advanced academic qualifications.

BTEC

BTEC Level 2 Business qualifications are vocational courses offered in the United Kingdom, catering to students typically aged 14-16. These courses provide a practical introduction to the world of business, covering topics such as marketing, finance, customer service, and entrepreneurship.

Students enrolled in BTEC Level 2 Business courses learn through a combination of classroom learning and hands-on projects. Assessment is primarily based on coursework, which may include presentations, reports, and practical tasks, rather than traditional exams. This approach allows students to demonstrate their understanding of business concepts in real-world scenarios.

The curriculum is designed to develop students' practical skills and knowledge relevant to the business sector. This includes understanding business operations, communicating effectively in a business environment, and applying basic financial principles. BTEC Level 2 Business qualifications aim to prepare students for further study in business-related subjects or entry-level roles in various industries.

Choose a BTEC if:

- Practical, vocational focus: BTEC courses are hands-on and emphasise practical skills relevant to specific industries, making them ideal for students who prefer applied learning.
- Continuous assessment: BTECs are assessed through coursework and practical assignments rather than exams, offering opportunities for ongoing assessment and skill development.
- Career readiness: If you're keen on entering the workforce directly after secondary education or pursuing a vocational career path, BTECs provide industry-specific knowledge and skills tailored to various sectors.
- Ultimately, the decision should align with your learning style, career goals, and academic strengths, ensuring the best fit for your educational journey and future aspirations.



THE OPTIONS PROCESS

All students are required to study a set of Core Subjects at Key Stage 4. The Core Subjects are a mixture of (I)GCSE and non-(I)GCSE subjects.

In addition to the Core Subjects, all students must select up to 3 options to study at (I) GCSE level. After the students have made their choices, including reserve choices, students will be advised of their final list of subjects.

CORE (I)GCSE SUBJECTS

All students must study these subjects, unless stated. At the end of the course they will be awarded a (I)GCSE qualification in that subject.

- English Language
- English Literature
- Mathematics
- Science

Science is taught to all students in Year 10 as 'Double Award Science'. Students will receive 2 GCSEs that cover the 3 main sciences combined. Students will have Biology, Chemistry and Physics lessons as part of this course (2 lessons of each per week).

At the end of Year 10, students will sit an assessment, the results of this assessment will best advise students, parents and teachers, as there is an option for high performing students to take the separate sciences route, where they will receive 3 separate GCSEs for Biology, Chemistry and Physics.

CORE NON-(I)GCSE SUBJECTS

All students must study these subjects.

- Arabic*
- Islamic* (Muslim students only)
- PE

In addition to studying the Ministry of Education Curriculum in Arabic and Islamic, most students will also be given the opportunity to gain an (I)GCSE qualification in these subjects. 'Core' PE is a non-(I)GCSE subject.

IGCSE AND BTEC LEVEL 2 OPTION CHOICES

All students must select their first 3 choices in order of preference and select an additional 2 reserve choices. No subject can be selected twice. Each subject will be taught for 3 hours per week.

Please note that due to the depth of learning the BTEC L2 Business Qualification is equivalent to 2 GCSEs.

We may also advise some students to select English B as an option, where this is the case, we will contact parents separately.

Humanities

- Geography
- History

Social Sciences

- Business
- BTEC L2 Business
- Economics
- Psychology

Computing

- Computer Science
- ICT
- Design and Technology

Modern Foreign Languages

- French
- German*
- Spanish*

Creative Arts

- Art
- Drama *
- Music*
- Photography

Physical Education

- Physical Education (non-core)

English B

*These subjects are not recognised by ADEK for equivalency (Equivalency is explained on page 8).

THINGS TO CONSIDER

When choosing (I)GCSE options, students should consider the options that they will need to choose from for the IBDP (Years 12 and 13). Every student must select one subject from each group 1-5 and a 6th option from group 3, 4 or 6 for the IBDP.

Group One	Group 2	Group 3	Group 4	Group 5	Group 6
English	Spanish French German Arabic	Business Management Economics Geography History Psychology Digital Society	Physics Chemistry Biology Computer Science Sports, Exercise & Health Science	Mathematics	Visual Arts Music Theatre Studies Or one subject from group 3 or 4

The Shahadat Al-Thawasiya Al-'Amma' (UAE Equivalency)

'The Shahadat Al-Thawasiya Al-'Amma' or 'Secondary School Leaving Certificate', also known as 'UAE Equivalency' is a student's evidence that they have successfully completed Secondary Schooling in the UAE.

The Abu Dhabi Department for Education and Knowledge (ADEK) have advised all schools in Abu Dhabi of the requirements to gain Equivalency. Equivalency is required for those students that will be studying or working in the UAE beyond their time at BIS Abu Dhabi. Currently at (I)GCSE, students are required to gain a grade 3 or higher in at least 5 subjects (the subjects marked * on the previous page are not recognised by ADEK for equivalency).

The English Baccalaureate (EBacc)

The EBacc is a group of (I)GCSE qualifications that support any student wishing to return to the UK to continue their education in Year 12 or at University. Schools and Universities in the UK may look favorably on those who achieve EBacc.

Students need to study the following subjects for the EBacc:

1. English Language and Literature
2. Mathematics
3. Science Double Award - 2 GCSEs that combine to cover the 3 main sciences: Biology, Chemistry, and Physics OR 3 single Separate Sciences, from Biology, Chemistry, Physics and Computer Science
4. A Modern Foreign Language
5. History or Geography

SOME DO'S AND DONT'S

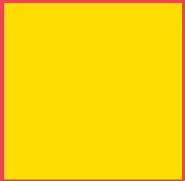
In the world of education making the step up from Year 9 to Year 10 is a key transition point.

Very few 13 or 14 year old students have a clear idea about what they would like to do by way of a career in later life. That is perfectly normal and not in any way a cause for concern. In Year 9 you tend to be just at the beginning of the process of thinking about your futures.

Nevertheless, the choice of courses or subjects you make in Year 9 can have an effect on the decisions you are able to make later on. To help you make this choice, we asked some Year 11 students for advice – this is what they told us.....

- *DON'T* choose a subject because of your friends or teachers.
- For new subjects (Economics, Business, Psychology, PE GCSE), make sure you find out what the course is about first.
- Find out about other courses too: GCSE PE is not only about doing sports.
- GCSE ICT is not only about using the computer, GCSE Art is not only about painting.
- *DON'T* think you will have time in Y11 to revise and learn, use your time in Y10 effectively.
- Make effective notes in Y10 to make it easier to revise in Y11.
- Choose the subjects you enjoy.





CORE SUBJECTS

ENGLISH LANGUAGE

All students will start Year 10 studying IGCSEs in English Language and English Literature. These are two separate qualifications and will count as two IGCSEs if you complete both courses by the end of Year 11.

English Language is a course designed to challenge students, whether it is in actual fact your first language or not. Central to your studies will be the understanding that English can be shaped and manipulated for specific audiences and purposes.

You'll learn how to inquire into the nature of spoken and written material, develop reading strategies that allow you to explore language for meanings and effects and investigate the impact, intended or otherwise, that language can have on a reader.

You'll be encouraged to craft a written style that can be suitably shaped for different reasons. A major feature of this course is the completion of coursework.

Possible Career Paths

Writing, Poetry, Media, Advertising, Journalism, Teaching, Sales, Marketing and Communications.

Assessment

Paper 1: 60% of the final mark

Paper 2: 40% of the final mark

Qualification



ENGLISH LITERATURE

Literature offers a window into other worlds. The English Literature IGCSE is an immersive, exciting course which will allow you to see back in time, forward into the future and travel to far-flung exotic places – all through the power of the spoken and written word.

The course begins with a study of a classic English Literature text in three different genres (we like to remember them as ‘the three Ps’): prose, poetry and plays.

These three texts are set by the exam board, but don't worry – your teachers will help you read them, understand them and explore points of view not only of the different characters, but the authors and even the readership for which they were first written.

Over the previous few years students have enjoyed studying novels such as ‘Of Mice and Men’ and ‘Roll of Thunder, Hear My Cry’. We have also explored plays such as ‘An Inspector Calls’ and poetry from a wide range of authors, from Edgar Allen Poe to D.H. Lawrence.

Possible Career Paths

Writing, Poetry, Media, Advertising, Journalism, Teaching, Sales, Marketing and Communications.

Qualification



Assessment

Paper 1: 60% of final mark

Paper 2: 40% of final mark



MATHEMATICS

Mathematics encourages students to develop confidence, a positive attitude and to recognise the importance of the subject in their own lives and to society.

The Edexcel IGCSE in Mathematics (Specification A) qualification enables students to:

- Develop their knowledge and understanding of mathematical concepts and techniques
- Acquire a foundation of mathematical skills for further study in the subject or

related areas

- Enjoy using and applying mathematical techniques and concepts, and become confident in using mathematics to solve problems
- Appreciate the importance of mathematics in society, employment and study.

A small select number of top mathematicians will work towards completing an additional qualification called Further Additional Mathematics. Students will be selected for this based on their Year 9 cumulative performances.

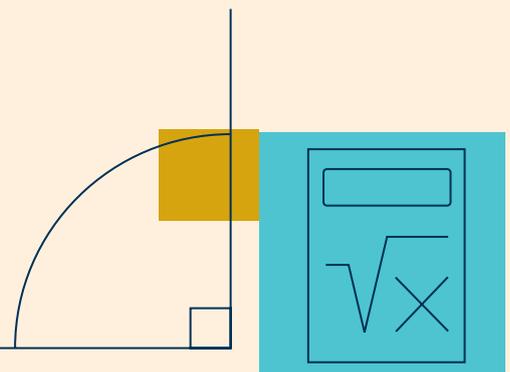
Possible Career Paths

Software Engineer, Actuary, Computer Systems Analyst, Computer Programmer, Mathematician, Education, Banking, Business, Marketing, Accountancy and Architecture.

Assessment

Paper 1: 50% of the final mark
Paper 2: 50% of the final mark
Two Tiers: Higher or Foundation

Qualification



SCIENCE (DOUBLE AWARD)

The Edexcel international GCSE Science Double Award provides a broad and balanced approach to the science GCSE.

The course is split into 3 different subjects; Biology, Chemistry and Physics. Students will receive 2 lessons a week of each subject.

Students will deepen knowledge and skills, and develop the ability to:

- Focus on practical skills through a number of experiments listed for all 3 sciences. The skills developed will be assessed through questions in written examinations.
- Improve analytical and logical thinking skills by applying understanding of scientific concepts and principles to a range of situations, including some questions that are more problem solving in style.
- Address the need for mathematical skills to complement science skills by covering a range of mathematical areas

Topics studied are as follows:

Biology: The nature and variety of living organisms, structures and functions in living organisms, reproduction and inheritance, ecology and the environment and the use of biological resources

Chemistry: Principles of Chemistry, inorganic chemistry, physical chemistry and organic chemistry

Physics: Forces and motion, electricity, waves, energy resources and energy transfers, solids liquids and gases, magnetism and electromagnetism, radioactivity and particles, and astrophysics.

A small select number of top scientists will work towards completing the separate sciences qualifications in Year 11. This means students will receive 3 separate GCSEs in Biology, Chemistry and Physics. Students will be selected for this based on assessment results at the end of Year 10, and conversations between teachers, students and parents.

Students will receive 2 GCSEs in 'Double Science' based on their total score. eg Grades 99, 98, 88 etc...

Possible Career Paths

Physiotherapist, Forensic scientist, Nuclear scientist, Aeronautical Engineer. Chemical Engineer, Medicine, Analytical Chemist, Psychologist, Nurse. Marine Biologist, Vet.

Qualification

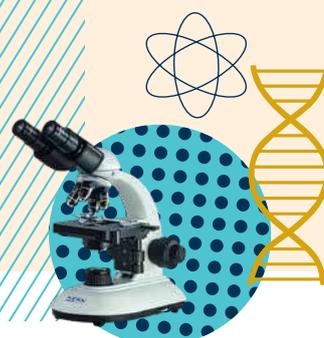


Assessment

Biology Paper: 33.3 % of the final mark

Chemistry Paper: 33.3% of the final mark

Physics Paper: 33.3% of the final mark



ARABIC A & B

Arabic Language A is a core subject in the Curriculum of the Ministry of Education for students in Years 10 and 11. In this subject, students will be studying Arabic Grammar, Literature, Rhetoric and Composition. It is an extension of their Arabic language studies in Year 9.

Arabic A students will be able to enter the IGCSE Arabic language. All students who take the IGCSE Arabic as a first language course should have studied Arabic A from Primary to Year 9.

Arabic Language B is also a core subject and all students will carry on learning Arabic in Years 10 and 11. This course encourages students to develop the language proficiency required to communicate effectively in Modern Standard Arabic and to develop an ability to use the language effectively for practical communication. The course is based on the linked language skills of listening, reading, speaking, and writing, and these are built on as learners progress through their studies.

Arabic B students will be able to enter the IGCSE Arabic Language. All students who take the IGCSE Arabic as a second language course should have studied Arabic for at least 3 years.

Possible Career Paths

Career opportunities for interaction with other Arabic speakers.
Political Science, International Studies, Translation, Government and Non-Government, Relations, Real Estate and Travel and Tourism.

Arabic A Assessment

Reading & Comprehension: 50% of the final mark

Writing: 50% of the final mark

Arabic B Assessment

Reading & Comprehension: 50% of the final mark

Writing: 50% of the final mark

Qualification



اللغة العربية
أهمنا



ISLAMIC STUDIES A & B

Islamic: Islamic students must follow the Islamic Studies course as prescribed by the Ministry of Education. In addition to the Ministry requirements, Muslim students studying Islamic A will also cover the curriculum that has been designed by the Islamic Education Department.

Islamic: Islamic students will complete the IGCSE Religious Studies: Islamic Studies

The Edexcel International GCSE in Islamic studies enables students to:

The International GCSE in Islamic Studies is designed to develop students' knowledge and understanding of Islam in historical and contemporary contexts, through a range of key topics and the texts of both the Qur'an and Hadith. It will enable students to develop their skills of analysis and interpretation; in the context of questions and issues that affect Islam and the lives of Muslims today.

Possible Career Paths

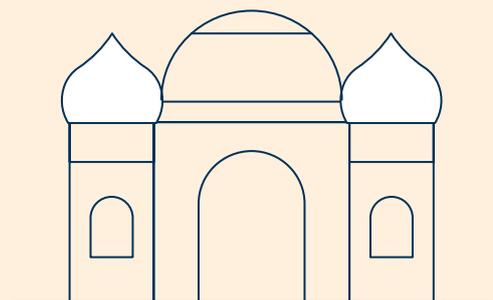
Journalism, Law, Education, Politics, Business Tourism, Architecture, Advertising

Qualification



Assessment

Paper 1: 100% of the final mark



CORE PE

The aim of the PE curriculum at BIS Abu Dhabi:

Our holistic approach to Physical Education at BIS Abu Dhabi ensures that our ME in PE curriculum progresses seamlessly into Key Stage 4. Building on the ME in PE strands of development implemented in previous key stages, the focus continues to be on the notion that being physically active leads to enhanced physical health and mental well-being. Our ethos within BIS Abu Dhabi PE is to ensure students are provided with meaningful learning experiences within sport, exercise, and physical activity. Experiences that aim to engage and empower our students in maintaining a positive attitude towards lifelong participation within the domains of fitness, physical activity and sports performance.

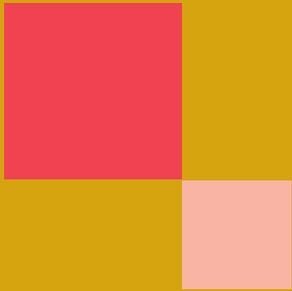
The design of our PE curriculum at BIS Abu Dhabi:

Our curriculum design provides our students with a breadth of learning opportunities to both engage as well as enrich their experiences within sport, fitness, and physical activity. All designed to inspire our students to acquire a genuine love of sport and fitness.

Students will be offered a wide range of units covering not only our traditional concepts delivered (i.e. invasion games, striking & fielding, net & ball games), but also personalised health and fitness modules tailored to the students' interests. Additionally, as part of our enrichment opportunities within Key Stage 4 PE, students will part take in comprehensive sports leadership training that will both equip students to confidently lead sport sessions, whilst also providing them with opportunities to support the school community in leading sports, fitness, or physical activity sessions to others.

Finally, at Key Stage 4 there are enrichment opportunities that involve off site provision. These learning opportunities enable students to be introduced to sports or physical activity not available at school, or expose our student to certain high quality expertise within the domain of sport, health and fitness that would serve to enrich and extend the learning experiences of our students.





OPTIONS

ENGLISH B (AS A SECOND LANGUAGE)

English as a Second Language is designed for students who have spoken English for only a short period of time or have not studied in a completely English-speaking environment before. Following this course as an international student will offer better educational and employment prospects and life-long skills. The course is accepted by universities and employers as proof of your ability to understand and communicate well in English.

Students will gain a better communicative capability in English and they will also improve their ability to understand a range of social registers and styles.

Students will develop a greater awareness of the nature of language and language-learning skills with an international perspective.

Possible Career Paths

Writing, Poetry, Media, Advertising, Journalism, Teaching, Sales, Marketing and Communications.

Assessment

Paper 1: Reading and Writing -
66.7% of the final mark

Paper 2: Listening - 33.3% of the final mark

Qualification



FRENCH

The course will centre upon the language required to deal with practical real-life situations which a person visiting a French speaking country would be likely to encounter. The reading, writing and listening materials used will be 'authentic', i.e., actual documents currently in use and oral situations. You will be taught and expected to participate in conversations and to express opinions in a range of situations within your experience.

The aims of the syllabus describe the educational purposes of a course in a foreign language for the IGCSE examination:

- To have the ability to use a foreign language as a means of practical communication.

- To gain an insight into the culture and civilisation of countries where the language is spoken.
- To cultivate a positive attitude towards language learning, towards the speakers of other languages, and towards other cultures and civilisations.
- To develop techniques which can be applied to other areas of learning, such as analysis and memory skills.
- To build a sound foundation for progression to employment or further study.

Possible Career Paths

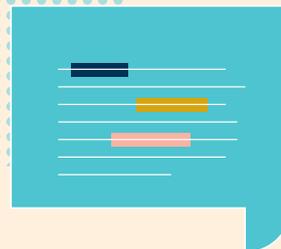
Travel and Tourism, Teaching, Translator and Interpreter, Business, Engineering, Marketing and Sales, Trade and Industry, Public Relations, Law and Property.

Qualification



Assessment

Paper 1: Listening - 25% of the final mark
Paper 2: Reading - 25% of the final mark
Paper 3: Speaking - 25% of the final mark
Paper 4: Writing - 25% of the final mark



SPANISH

The course is based on the linked language skills of listening, reading, speaking and writing, and these are built on as learners progress through their studies. It also offers insights into the culture and civilisation of countries where the language is spoken, thus encouraging positive attitudes towards language learning and towards speakers of foreign languages.

The aims of the syllabus describe the educational purposes of a course in a foreign language for the IGCSE examination:

- To have the ability to use a foreign language as a means of practical communication.
- To gain an insight into the culture and civilisation of countries where the language is spoken.
- To cultivate a positive attitude towards language learning, towards the speakers of other languages, and towards other cultures and civilisations.
- To develop techniques which can be applied to other areas of learning, such as analysis and memory skills.
- To build a sound foundation for progression to employment or further study.

Possible Career Paths

Travel and Tourism, Teaching, Translator and Interpreter, Business, Engineering, Marketing and Sales, Trade and Industry, Public Relations, Law and Property.

Assessment

- Paper 1: Listening - 25% of the final mark
- Paper 2: Reading - 25% of the final mark
- Paper 3: Speaking - 25% of the final mark
- Paper 4: Writing - 25% of the final mark

Qualification



GERMAN

The course is based on the linked language skills of listening, reading, speaking and writing, and these are built on as learners progress through their studies. It also offers insights into German culture and society, thus encouraging positive attitudes towards language learning and towards speakers of foreign languages.

The aims of the syllabus describe the educational purposes of a course in a foreign language for the IGCSE examination:

- To have the ability to use a foreign language as a means of practical communication.
- To gain an insight into the culture and civilisation of countries where the language is spoken.
- To cultivate a positive attitude towards language learning, towards the speakers of other languages, and towards other cultures and civilisations.
- To develop techniques which can be applied to other areas of learning, such as analysis and memory skills.
- To build a sound foundation for progression to employment or further study.

Possible Career Paths

Travel and Tourism, Teaching, Translator and Interpreter, Business, Engineering, Marketing and Sales, Trade and Industry, Public Relations, Law and Property.

Qualification



Assessment

- Paper 1: Listening - 25% of the final mark
- Paper 2: Reading - 25% of the final mark
- Paper 3: Speaking - 25% of the final mark
- Paper 4: Writing - 25% of the final mark



HISTORY

How do you rebuild Europe after a catastrophic event like the first World War? Why did Germany emerge from a period of revolution stronger? How were these successes reversed and what created the conditions for the rise of fascism? What were the experiences of China embarking on a Communist experiment? Why were the frontiers drawn in 1945 set in stone for nearly half a century afterwards? These are just some of the fascinating issues and controversies that we study for GCSE History.

You will study the Edexcel IGCSE History syllabus where we look at some of the major international issues of the twentieth century, from the depths of war in Europe to the building of Communism in China. The emphasis is on both historical knowledge and on the skills required for historical research.

The Edexcel IGCSE History qualification will enable students to:

- Acquire knowledge and understanding of selected periods and/or aspects of history, exploring the significance of historical events, people, changes and issues
- Use historical sources critically, in context, recording significant information and reach conclusions
- Organise and communicate their knowledge and understanding of history
- Make inferences from a range of sources in order to make historical judgements.

Possible Career Paths

Journalism, Law, Education, Politics, Medicine, Business Tourism, Architecture, Advertising, Archaeology.

Assessment

Paper 1: 50% of the final mark

Paper 2: 50% of the final mark

Qualification



GEOGRAPHY

The Cambridge IGCSE Geography course provides students with a comprehensive understanding of geography, but also focuses on the development of crucial skills that extend beyond the classroom. Through an interdisciplinary approach, students will master a diverse range of skills that will serve them well in various aspects of life.

Studying Geography equips students with a profound knowledge of the wide-ranging processes shaping physical, economic, and social environments. This understanding extends to spatial patterns and interactions, emphasising the importance of scale on local, regional, and global levels. The course goes beyond theoretical concepts, exploring the dynamic changes that occur over time in places and landscapes. The course also places a strong emphasis on skill development. Students will become adept at interpreting and analysing geographical data, using different formats such as maps, numerical data, diagrams, and more.

The curriculum ensures that students can recognise patterns within data, deduce relationships, and effectively organize and present information.

One of the most exciting aspects of this course is the opportunity for field trips to Um Al Quwain and Ras Al Khaimah. These fieldtrips provide firsthand experiences in studying coastal environments, river ecosystems, and urban landscapes. This practical exposure transforms theoretical knowledge into real-world applications, offering a unique and enriching perspective on geography.

By choosing the Cambridge IGCSE Geography course, students are not just embarking on an academic journey; they are investing in a holistic education that nurtures critical skills for life. The interdisciplinary nature of the program ensures that students develop a well-rounded set of abilities, preparing them to navigate the complexities of the modern world.

Possible Career Paths

Environmentalist, Civil Engineer, Cartographer, Air Traffic Controller, Geophysicist, Meteorologist, Hydrologist, Town Planner, Surveyor, Financial Adviser, Teacher, GIS Specialist, Writer/Researcher, Disaster Management and Marketing.

Qualification



Assessment

Paper 1: 45% of the final mark

Paper 2: 27.5% of the final mark

Paper 3: 27.5% of the final mark



PSYCHOLOGY

Psychology is the scientific study of human behaviour, thoughts and emotions. Psychologists observe and conduct experiments to find out more about the way people act and interact.

Students in Years 10 and 11 follow the two-year IGCSE curriculum from Oxford AQA. GCSE Psychology enables students to develop excellent analytical and research skills. Furthermore, learning about human behaviour can also help to build communication skills and improve teamwork and leadership skills.

The main aim of the course is to develop an understanding of the different areas of Psychology together with how scientific research is conducted to investigate human behaviour.

Year one focuses on the following areas: how the memory works, diagnosing and treating mental health problems and how others affect you .

Year two examines the area of biological psychology, how individuals communicate, and fundamental research techniques.

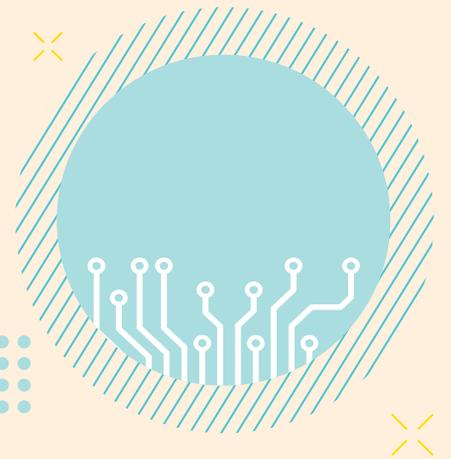
Possible Career Paths

Clinical Psychology, Criminology, Educational Psychology, Healthcare, Human Resources, Management, Marketing, Medicine, Scientific Research, Social Work and Teaching.

Assessment

Paper 1: 50% of the final mark

Paper 2: 50% of the final mark



ECONOMICS

Students in Years 10 and 11 follow the two-year IGCSE curriculum from Edexcel. It develops successful students, giving them excellent preparation for their next steps in education.

The main aim of the course is to develop an understanding of economic theory- how markets work, why they may fail. Students gain an understanding of government policies and objectives and look at issues facing economies today. They learn terminology and principles which will allow students the apply tools of economic analysis.

Students will be able to take a greater part in decision making and distinguish between facts and value judgments in economic issues. Students develop higher order thinking skills and must be comfortable with calculation and drawing diagrams to model economic theory.

Possible Career Paths

Finance, Financial Advisor, Banking, Accounting, Management, Business, Law, and Politics.

Qualification



Assessment

Paper 1: 50% of the final mark

Paper 2: 50% of the final mark



BUSINESS

Students in years 10 and 11 follow the two-year Edexcel International GCSE Business (9-1). This syllabus will develop students, giving them excellent preparation for their next steps in education, and equips them with skills for future employment. Edexcel International GCSE Business is a good foundation to further study Business courses at IB Business Management or BTEC Business.

Learners will be able to understand different forms of business organisations, the environments in which businesses operate and business functions such as marketing, operations and finance and appreciate the role of people in business success.

They will also gain lifelong skills such as the ability to calculate and interpret business data, communication skills needed to support arguments with reasons and the ability to analyse business situations and reach decisions or judgements.

Possible Career Paths

Business, Business Management, MBA Studies, Marketing, Accounting, Human Resources, Banking, Risk Management Operations Management, Hospitality, Retail, and Sales.

Assessment

Paper 1: 50% of the final mark

Paper 2: 50% of the final mark

Qualification



BTEC International Level 2 in Business

The Business BTEC International Level 2 qualification is a comprehensive programme designed to equip students with the knowledge, skills, and practical experience necessary to succeed in the business sector. Developed in collaboration with industry experts, this internationally recognised qualification covers a range of essential topics including Business Purposes, Business Organisations, Financial Forecasting for Business, and The Marketing Plan. Through a combination of theoretical learning and applied tasks, students gain a deep understanding of key business concepts while honing their analytical, communication, and teamwork skills. The course emphasises real-world relevance, with a focus on preparing students for the challenges and opportunities of the business world.

Assessment is coursework-based, encompassing independent learning, active and methodical research, as well as effective presentation and collaboration within group settings. Moreover, BTEC learners have the advantage of delving into deep learning opportunities, allowing them to interconnect concepts across units and delve into areas of personal interest for in-depth study.

This qualification is designed to support learners who want an introduction to the sector through applied learning and for whom an element of business would be complementary. The qualification is designed to be taken as part of a programme of study that includes other appropriate BTEC International Level 2 qualifications or International GCSEs. By equipping learners with a robust understanding of key concepts and practical skills, they are well-prepared to delve deeper into specialised areas within the business sector, empowering them to pursue their academic and career aspirations with confidence.

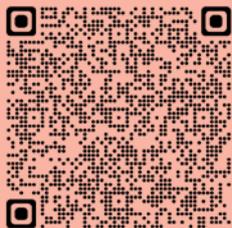
Level 2 Business BTEC students are expected to show a willingness to develop their abilities to:

- Work independently to submit assignments.
- Work from a laptop as all coursework is typed.
- Manage their time to meet numerous coursework deadlines.
- Work in groups and present to an audience.

Possible Career Paths

Business, Business Management, Marketing, Accounting, Human Resources, Operations Management, Hospitality, Retail, and Sales.

Qualification



Assessment

Course work – 100% of the final mark





MUSIC

Music at GCSE is a direct extension of the work covered in Key Stage 3. Any student who has successfully completed the music course in Years 7 to 9 (or followed a similar course elsewhere) can opt for GCSE music confidently and achieve a strong passing grade. So, Music GCSE is not just for superstar violinists and pianists!

Edexcel GCSE Music offers students the opportunity to develop their own practical musical skills through performing and composing. They also develop their listening and appraising skills by studying music from core areas of study including music for stage and screen, vocal music, fusion music styles and classical instrumental works.

The emphasis within this syllabus is as much on developing lifelong musical skills as on acquiring knowledge. GCSE Music gives the opportunity to listen to and learn about music from a wide range of historical periods and major world cultures; to develop skills in performing music, both individually and in a group with other musicians; and to develop skills in composing music in a style of the student's choice.

Possible Career Paths

Record Label/ Artist Management, Music Therapist, Arranging/ Composer, Audio Engineer, Chamber Musician, Film Composer, Orchestral Musician, Lyricist/ Song Writing, Musical Theatre Artist/ Pit band player, Radio DJ and Video/ Computer Games Composer.

Qualification



Assessment

- Component 1: Performing - 30% Coursework
- Component 2: Composing - 30% Coursework
- Component 3: Appraising - 40% Exam



DRAMA

GCSE Drama offers students the opportunity to explore a variety of plays from different periods of time in a theoretical and practical way, as well as working with others to create short performances. In addition to acting, students can choose to specialise in directing, set / costume design or technical design.

- Perform live in front of audiences, get involved in extra-curricular Drama performances and be willing to watch performances at local theatres
- Work independently to collect evidence for your performance portfolio and reflect regularly on your progress and next steps.

In order to succeed in Drama, you will need to:

- Collaborate and communicate well with others, and enjoy sharing ideas
- Take responsibility for some aspects of planning and preparation, for example by writing part of a script or leading rehearsal warm-ups, working to deadlines
- Spend time at home learning lines and researching information about plays

Possible Career Paths

Acting, Directing, Set/ Costume design, Lighting/ Sound Design and Stage Management. However, it also develops the strong interpersonal and problem-solving skills required in a range of careers such as Journalism, Law, Medicine and Business/ Management

Assessment

Component 1: Written examination – worth 40% of total mark. Based on a text and devised work.

Component 2: Practical examination - worth 60%

One individual performance of an extract from a play, one group performance of an extract from a play, one group performance based on an original devised piece.

Qualification



FINE ART

The Art and Design GCSE Fine Art endorsement offers an exciting opportunity to explore a range of creative design processes that lead to the broad scope of careers that the world of art, craft and design has to offer. During the two year program, students can experiment with a range of art making processes including drawing, painting, printmaking, mixed media, sculpture, lens-based media, installation and land art to develop and express their ideas.

It will involve investigation research through gallery visits, photography and sketching of ideas, enabling you to develop your own original creative outcomes. Within each component you will learn new and develop existing practical skills in different art media techniques and processes.

This may also include 3D sculptural techniques and computer manipulation using Adobe Creative Design suite.

To succeed in Fine Art GCSE you should:

- Enjoy using your imagination to develop ideas and work with different art medias and techniques.
- Have a keen interest in design and how it shapes our world.
- Enjoy investigating and researching artists and makers from different cultures and time periods.
- Have the ability to work at your own pace and adhere to the deadlines given.
- Be passionate about completing practical work to the best of your ability.

Possible Career Paths

Fine Artist, Architect, Interior Designer, Product Designer, Digital Designer, Computer Games Animator, Special Effects Designer, Film/Theatre Set Designer, Landscape Architect, Web and App Designer, Fashion Designer and Graphic Designer.

Qualification



Assessment

Component 1: 60% Coursework

Component 2: 40% Final Exam



PHOTOGRAPHY

Immersing yourself in a creative subject like Photography has many benefits and offers the opportunity to gain a varied set of skills. The GCSE photography course allows you to engage in lens-based art, which encourages you to be imaginative, thoughtful and technical whilst also balancing this with the ability to analyse, deconstruct and explore the work of photographers.

Throughout the two years, there are opportunities to experience a range of photography styles from using the professional photography studio and lighting set-ups to being experimental in the dark room and manually developing your own photographs. Digital photography and the use of software such as Photoshop are also embedded into the course and will equip you with strong technical manipulation skills. The course is adaptive, meaning you have the ability to be inspired by Photographers and then incorporate your own style and learning to produce exciting individual photographic outcomes.

Possible Career Paths

The course is strongly recommended for all career paths, especially those that include creativity, visual communication, inter-personal presentation and problem-solving skills. Specific careers may include any Photography, Film Making, Advertising, Marketing, Design, Journalism, Commercial Arts and Education.

Assessment

Component 1: Internally assessed - 60% of the final mark

Component 2: Externally assessed - 40% of the final mark - timed exam (10 hours).

Qualification



PHYSICAL EDUCATION

The course builds on the knowledge, understanding and skills established in Key Stage 3 Physical Education. It will offer students exciting opportunities to be involved in a number of different physical activities, promoting an active and healthy lifestyle.

The course has a large practical element which involves participating in a range of activities. These include invasion games, racquet sports, striking and fielding activities as well as dance, gymnastics, athletics and swimming.

The theory element of the course includes topics such as factors affecting participation, health and diet, anatomy and physiology and how training and fitness affects the body. This aspect of the course helps students to gain a deeper understanding of how the body works while exercising and gain greater knowledge of training programmes and how to improve performance.

Possible Career Paths

Sports Science, PE Teacher, Physiotherapist, Sports Coach/Consultant, Sports Policy at local and national level, Diet and Fitness Instructor, Personal trainer.

Qualification



Assessment

- Component 1: Written exam - 36% of the final mark
- Component 2: Written exam - 24% of the final mark
- Component 3: Practical assessment - 30% of the final mark
- Component 4: Coursework - 10% of the final mark



INFORMATION AND COMMUNICATION TECHNOLOGY

Computers are at the heart of everything we do – in every walk of life and every professional. This engaging, challenging and stimulating course is highly practical and will equip students with the skills they will be able to use in school, at home and, eventually in the workplace. In any given situation, students will have the opportunity to acquire competence, ability, and critical skills through the implementation, use and evaluation of a range of ICT systems. Students can develop their interests in, enjoyment of and critical reflections on ICT as an integral part of modern society. An awareness of the impact of computers on our society, through the study of current applications and their uses, will be developed and consideration given to the part they play in the development of new technologies.

The CIE International GCSE in ICT enables students to:

- Acquire and apply ICT skills, knowledge and understanding in a range of contexts
- Develop ICT-based solutions to address challenges and solve problems
- Develop an understanding of ICT systems
- Develop an understanding and awareness of current and emerging technologies
- Develop an awareness of the legal, social, ethical and environmental consequences of the use of ICT systems for individuals, organisations and society
- Recognise potential risks when using ICT and develop safe, secure and responsible practice.

Possible Career Paths

Excellent ICT skills complement any career including Business, Creative Media, Education, Multimedia, Finance, Communications, Engineering and eCommerce.

Assessment

Paper 1: Written Paper - 40% of the final mark

Paper 2: Practical Paper - 30% of the final mark

Paper 3: Practical Paper - 30% of the final mark

Qualification



COMPUTER SCIENCE

Learners following the Cambridge IGCSE Computer Science syllabus develop their understanding of the main principles of problem solving using computers. They can apply their understanding to develop computer-based solutions to problems using algorithms and a high-level programming language. Learners also develop a range of technical skills, as well as being able to effectively test and evaluate computing solutions. Studying Cambridge IGCSE Computer Science will help learners appreciate current and emerging computing technologies, the benefits of their use and recognise their potential risks.

Cambridge IGCSE Computer Science helps learners develop an interest in computing and gain confidence in computational thinking. It is an ideal foundation for further study at IB Level, and the skills learnt can also be used in other areas of study and in everyday life.

Possible Career Paths

Application Analyst, Data Analyst, Games Developer, Information Systems, IT Consultant, Multimedia Programmer, Systems Developer and Web Designer.

Qualification



Assessment

Paper 1: Theory - 60% of the final mark

Paper 2: Problem Solving and Programming - 40% of the final mark



DESIGN AND TECHNOLOGY

IGCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. The course enables learners to identify, consider and solve problems through creative thinking, planning and design, and by working with different media, materials and tools to produce a made product.

Learners gain technical and design awareness and develop skills such as initiative, resourcefulness, enquiry and ingenuity. They also develop the communication skills central to the design process.

IGCSE Design & Technology provides an ideal basis for further study and equips learners with technical knowledge and practical designing and making skills for the world of work. The syllabus is designed to accommodate a wide range of interests, materials, and resources.

IGCSE Design and Technology aims are to enable students to:

- Develop creative thinking in areas relevant to design and technology
- Apply problem-solving skills to practical and technological problems
- Develop the communication skills central to design, realisation and evaluation
- Gain knowledge and understanding of design and technology
- Develop skills in research and investigation
- Design and make products, taking into consideration sustainability and the wider impact on society
- Develop the ability to make aesthetic, economic, ethical and technical value judgements

Possible Career Paths

Architect, Sound Engineer, Graphic Designer, Construction Sector, Interior Designer, Civil Engineer, Mechanical Engineer, Industrial Designer, Video game Designer, Web Developer, Robotics Engineer, Systems Engineer, UX Designer, Aeronautical Engineer, Software Developer.

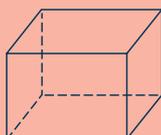
Assessment

Paper 1: Product Design - 25% of the final mark

Paper 2: Physical Project- 50% of the final mark

Paper 3: Specialist Option (Resistant Materials) - 25% of the final mark

Qualification

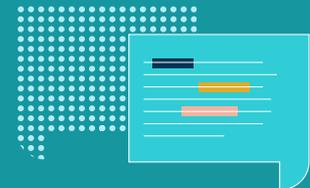


INCLUSION SUPPORT AT KEY STAGE 4

Inclusion is at the heart of our philosophy at KS4, reflecting our commitment to fostering a learning environment that celebrates diversity and values the individual. At this crucial stage of academic and personal development, we believe that embracing inclusion is not only a moral imperative but also an essential catalyst for enriching lives. By recognising the unique strengths and perspectives each student brings to our community, we lay the foundations for their future success.

*“The central message is simple:
every learner matters and matters equally.”*

UNESCO, 2017



Adaptive Teaching

At BIS Abu Dhabi we recognise the diverse needs of our students and embrace adaptive teaching practices as a cornerstone of our educational approach. Adaptive classroom teachers:

- Understand, identify and acknowledge the diverse needs of their students.
- Customise teaching methods to suit the individuals in their classes.
- Adjust lesson plans and materials to address the strengths and challenges of all students.
- Work closely with parents, specialists, support staff and colleagues to ensure a coordinated approach.
- Create a supportive classroom environment for all.

Our Inclusion team works closely with classroom teachers to ensure that staff are not only aware of students' special educational needs but also able to address these effectively, utilising evidence-based strategies to do so.

In-Class Support

Our dedicated, trained team of Teaching Assistants and Student Support Assistants are deployed as necessary to support students across the curriculum and collaborate with classroom teachers in meeting individual needs.

Access Arrangements

Where exam concessions are required to enable students with special educational needs to access external examinations, the Inclusion team coordinates with subject departments, examination boards and outside agencies to ensure the necessary arrangements are put in place. Students are prepared to make the best possible use of their access arrangements by experienced members of staff.

If you have any questions about your child's provision at KS4, please contact the Head of Whole School Inclusion, Emma Galbraith, at emma.galbraith@bisad.ae.





**THE BRITISH
INTERNATIONAL SCHOOL
ABU DHABI**

A NORD ANGLIA EDUCATION SCHOOL