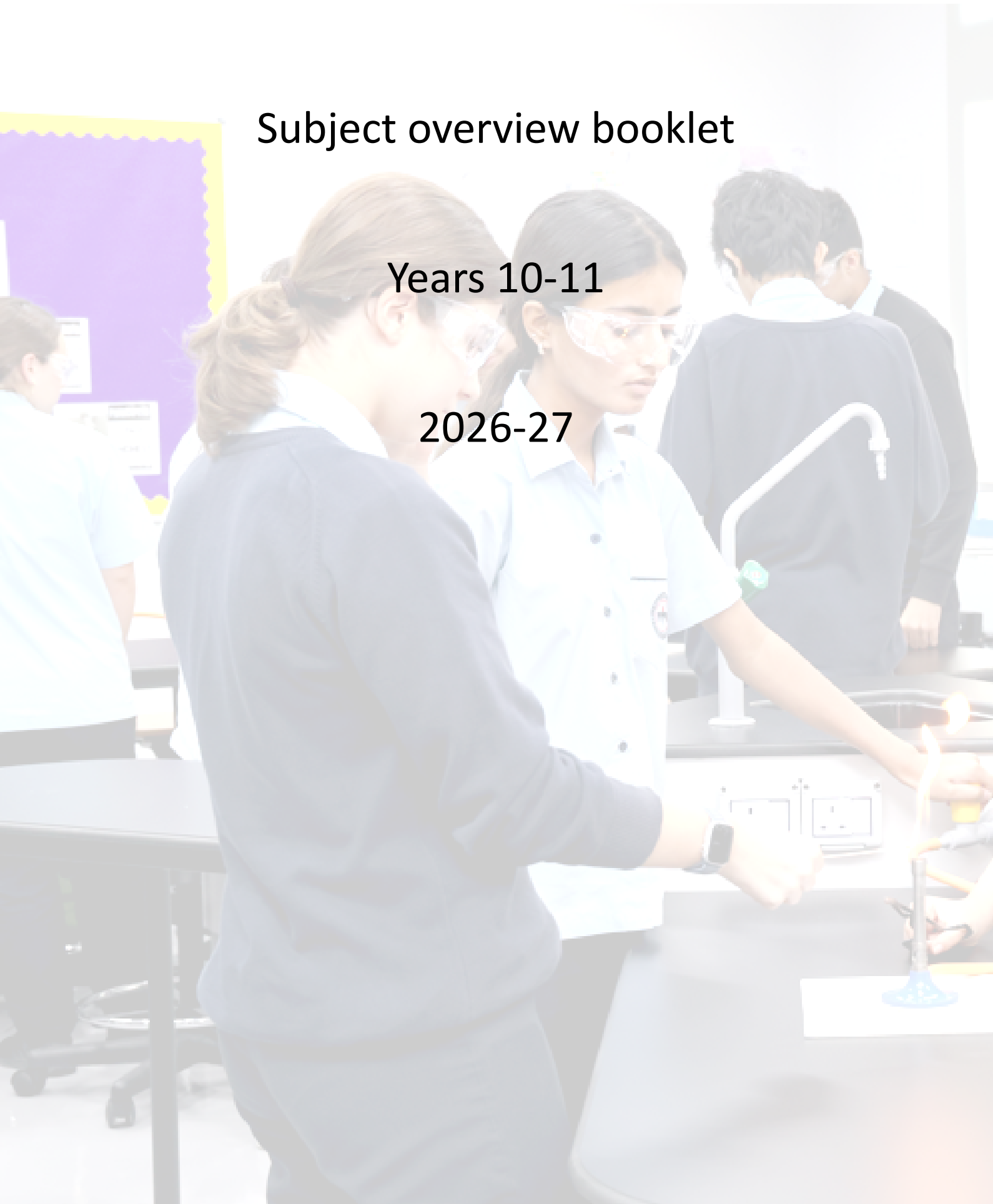


Subject overview booklet

Years 10-11

2026-27



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MYP subject group	Subject	Head of Department	
Business BTEC (Arabic A students only)	1. Business BTEC		18
PHE BTEC (PHE e-portfolio students only)	1. PHE BTEC	Neelam Nadeem: nnadeem@eischools.ae	19
		Charlotte Haydn-Higgins: chiggins@eischools.ae	
Language and literature	English	Diana Miladinovic: dmiladinovic@eischools.ae	
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Language Acquisition	Arabic B	Hala Kamal: hmoustafa@eischools.ae	
	French, Spanish	Jose Hernandez: jhernandez@eischools.ae	
Mathematics	Mathematics	Anthony McIntosh: tmcintosh@eischools.ae	
Sciences	Integrated Science	Rania ElGeoshy: relgeoshy@eischools.ae	
Individuals and Societies	Geography, History	Mike Pike: mpike@eischools.ae	

Arts	Drama, Music	
Design	Product Design, ICT Food and Nutrition	Joanne Roberts: jroberts@eishools.ae
Physical and Health Education	Physical and Health Education	Robert Cross: rjcross@eishools.ae
Additional MOE subjects	Islamic Education Moral studies, Social Studies	Mohammed El Awadi: meelawadi@eishools.ae
Non MYP studies	Business Studies BTEC (Arabic A students) IT BTEC	

Arabic A MYP 4-5

Head of Department: Ms M Salama

Course description:

Years 10 and 11 of the IB MYP programme in Arabic A are centered around the nurturing of the students' ability to analyse, create, and evaluate a series of genres and texts, both literary and non-literary. During this final phase of the programme, students are encouraged to become more critical in their thinking and to challenge ideas and concepts by justifying their opinion and ideas. Students will become more independent and analytical in their approach by analyzing and evaluating the effects and impacts of creator's choices on the audience. Students are provided with the skills needed to make connections between texts that differ in genre, style, and context, whilst understanding how creators' perspectives on shared global topics/issues are communicated.

Year 10 Units of study	Year 11 Units of study
1. Language and Identity	1. Language and Identity
2. Culture and Arts	2. Culture and Arts
3. Justice is the Foundation of Society	3. Education of the Soul
4. Towards a Developed Environment	4. Sustainable Environment

Assessment

The assessment model that students will sit in year 11 prepares them for the final eAssessment.

Criterion A- Analyzing

Criterion C- Producing text

Criterion D – Using language

Throughout the two-year course; students will undertake a variety of assessments in preparation for their e-assessment that give students the opportunity to:

- Analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts.
- Analyse the effects of the creator's choices on an audience. Justify opinions and ideas, using examples, explanations and terminology.
- Evaluate similarities and differences by connecting features across and within genres and texts.
- Organize opinions and ideas in a sustained, coherent and logical manner.
- Produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process.
- Use appropriate and varied vocabulary, sentence structures and forms of expression. Use correct grammar, syntax and punctuation.

English MYP 4-5

Head of Department: Ms D Miladinovic

Course description:

Years 4 and 5 of the IB MYP programme are centered around the nurturing of the students' ability to analyse, create, and evaluate a series of genres across both literary and non-literary. During this final phase of the MYP programme, students are encouraged to become more critical in their thinking and to challenge ideas and concepts by justifying their opinion and ideas. Students will become more independent and analytical in their approach by evaluating the effects and impact of creator's choices on the audience, rather than just identifying them. Students are provided with the skills needed to make connections between texts that differ in genre, style, and context, whilst comparing and contrasting how creators' perspective(s) on shared global topics/issues are communicated.

Year 10 Units of study	Year 11 Units of study
1. The Power of Words - Exploring Identity, Morality, and the Power of Words (Poetry)	1. The Pen is Mightier than the Sword (Drama and Poetry)
2. Personalities in a Moving World (Nonfiction)	2. Exploring Choices; Creating Literary and Non-Literary Texts (Revision)
3. Poetry and the Power of Words to Influence (Poetry)	3. Timeless Tales through Text and Screen (Prose and Media)
4. Dystopia Today Determines Tomorrow (Media and Prose)	4. How can Texts Show the World Around Us? (Revision)
5. Timeless Horrors - The Enduring Appeal of Gothic Identity (Prose)	5. Transitioning to DP English

Assessment:

Students will be assessed through a variety of tasks and projects that require the skills, knowledge and understanding of the following Criterion:

Criterion A – Analysing

Criterion B – Organising

Criterion C – Producing Text

Criterion D – Using language

At the end of MYP 5; students will sit their MYP eAssessment which assesses Criterion A to D through a Global Context selected by the IB. Students complete a 2-hour online exam with three sections.

Task 1: Analysing - a series of short answer analytical questions and sustained compare/contrast analysis in response to visual and print texts.

Task 2: Producing Literary Text.

Task 3: Producing Non-Literary Text.

Students are guided towards success in this examination in Year 10 through closely examining features of literary and non-literary texts and responding in a series of formative and summative composition and analytical assessment tasks. These tasks are aligned to the units of study to embed the learning within a context, which increases its efficacy. Students also sit mock eAssessments in Years 10 and 11 which mirror the MYP assessment experience.

Language Acquisition (Spanish/French) MYP 4-5

Head of Department: Mr Hernández

Course description:

From years 10 to 11, students will continue developing their knowledge and understanding of the cultures and ways of living of Spanish/French speakers. Students will improve their listening, reading, writing and speaking skills in Spanish or French in order to prepare them for their final MYP exams. Students will be divided into two levels of learning: Emergent (phase 1-2) and Capable (phase 3-4). The study of additional languages in the MYP provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realise that there are diverse ways of living, behaving and viewing the world.

Units of Study:

Year 10 Units of study	Year 11 Units of study
1. Identity and culture?	1. Identity and culture (Revision)
2. Education and training?	2. Education and the world of work (Revision)
3. What are the problems of the world we live in?	3. The world we live in (Revision)
4. What are my surroundings like?	4. Area, Travel and tourism (Revision)
5. How does technology and social media affect our daily life?	5. PREPARATION
6. Project	

Assessment:

Students will be assessed through a variety of tasks and projects that require the skills, knowledge and understanding of the following Criterion:

Criterion A – Listening **Criterion B** – Reading **Criterion C** – Speaking **Criterion D** – Writing

Assessments will cover a variety of multimodal texts-audios such as news articles, podcasts, movies, emails, blogs reports, diary entries, essays. Students will also be required to demonstrate their communication skills through presentations, pictures descriptions, debates and group work. They will be expected to work collaboratively as well as independently as they explore each topic through a series of investigative questions. Each assessment criterion will be assessed at least twice over the academic year.

The final Language Acquisition MYP exam is divided into two parts:

1. On-screen eAssessment: Using laptops, students will be examined on reading, listening and writing skills with a duration of 1 hour and 45 minutes.
2. Face to face: The speaking exam will be done face to face with their respective language teachers.

Language acquisition in the MYP aims to develop a respect for, and understanding of, other languages and cultures, and is equally designed to equip the student with a skills base to facilitate further language learning.

Arabic B MYP 4-5

Head of Department: Ms H Kamel

Course description:

The course is designed to enable students to develop their communication skills by interacting on a range of topics from a personal to global level. They will utilise a range of written, visual and audio courses in order to develop these skills in Arabic. Through listening, viewing, reading and speaking they will be able to communicate effectively and with meaning. Students will be divided into two levels of learning: Emergent (phase 1-2) and Capable (phase 3-4).

Units of Study:

Year 10 (MYP 4) Units of study	Year 11 (MYP 5) Units of study
1. Identity and culture	1. Local area, travel, and tourism
For example; Self, family and friends; Free time and hobbies; Festivals and Celebrations	For example; House and home, The Local area, Holidays and Culture and Communities
2. The world around the world of work	2. Technology and the media
For example; School life, Future plans and Jobs.	For example; Mobile technology and Social Media
3. The world we live in	
For example; Local, National and Global issues.	

Assessment:

At the end of MYP 5;

students will sit

their MYP eAssessment which assesses Criterion A, B and D through a global context selected by the IB. Students complete a 2-hour on-line exam with three sections.

Criterion A - Listening: The students will listen to 1 or 2 audios (One of them is audio/video) and answer a variety of questions about the listening materials. The total time for audio/s is 5 minutes for emergent level and 7 minutes for capable.

Criterion B - Reading: The students will read 1 or 2 texts and answer a variety of questions about the reading materials. The total number of words for the reading text/s is 200-300 words for emergent level and 600-700 words for capable.

Criterion D - Writing: The students will write with a range of vocabulary, grammatical structures and conventions in one of the topics covered during the two-year course (two topics will be given to select from)

The student should be able to write 100-150 words (Emergent Level), and 200-250 words (Capable Level).

Criterion C - Speaking: will be assessed internally prior to the final exam as follows:

Part 1 (Presentation): The student describes the examination stimulus and relates it to Arabic culture. (1 minute for emergent level, and 1 ½ minutes for capable level)

Part 2 (Interactive Discussion): The student will be engaged in a discussion with the teacher on the topic or theme of the stimulus. (2 minutes for emergent level and 2 ½ minutes for capable)

Mathematics MYP 4-5

Head of Department: Mr. A. McIntosh.

Course Description:

MYP Mathematics can be tailored to the needs of students, seeking to intrigue and motivate them to want to learn its principles. In the MYP, the topics and skills in the framework for mathematics are organized so that students can work at two levels of challenge: Standard Mathematics, and Extended Mathematics. Standard Mathematics aims to develop and reinforce knowledge of basic mathematical principles. Extended Mathematics consists of the mathematics framework supplemented by additional objectives within the same units to provide greater breadth and depth.

Units of Study:

Year 10 Units of study	Year 11 Units of study
1. Abstract Reasoning For example; Change Rates, Sets and Venn Diagrams. 2. Thinking with the Denominator using Conjugate Pairs, Logarithmic and Exponential equations. 3. Algebraic Reasoning For example; Sequences and Relationships 4. Thinking with Models For example; Linear Models including Systems, Mappings and Functions Extended Linear Programming 4. Spatial Reasoning	1. Abstract Reasoning For example; Generalisation and Review of all types of sequences 2. Thinking with Models For example; Quadratic Functions and Models. Extended Rational Functions, Networks 3. Spatial Reasoning For example; Volume and Surface Area of solids Extended For example; Parallel and Perpendicular Lines 4. Reasoning with Data For example; Data Manipulation and Misinterpretation

For example; 2D

Coordinate Geometry Right-angled Trigonometry, Circle Segments and Sectors.

Extended

Advanced Trigonometry

5. Reasoning with Data

For example; Data Processing - Quartiles and Percentiles

Standard Deviation, Correlation Coefficient

Review and revise.

Assessment:

External: eAssessment

Duration: 2 hours

Assessment blueprint: Criterion A (25 marks) Criterion B (25 marks) Criterion C (25 marks) Criterion D (25 marks).

Total Marks available: 100 marks

Criterion A - Knowing and understanding

Criterion B - Investigating patterns

Criterion C - Communicating

Criterion D - Applying mathematics in real-life contexts

Students in the final year of the MYP will sit an external assessment for the Standard or Extended Mathematics course in the form of an on-screen examination. Students will practise exam questions using the digital platform, 'AssessPrep', which replicates the MYP eAssessment interface. Through these sessions, they will become familiar with the functionality of the DESMOS Scientific calculator, along with the mathematics symbols and notations for communication, which is used in the MYP eAssessment. Students will also complete two formal mock exams over the two-year period to replicate the conditions of the MYP eAssessment. During Year 10, students will complete an interdisciplinary unit with the Science department so that students can practise their inter-disciplinary skills in preparation for the final IDU e-Assessment.

Science (Integrated Science) MYP 4-5

Head of Department: Dr Rania El Genshy

Course Description:

MYP Sciences aims to guide students to independently and collaboratively investigate issues through research, observation and experimentation. The MYP Sciences curriculum explores the connections between Science and other disciplines. Students will discover the connections and dependencies between Science and Morality, Ethics, Culture, Economics, Politics, and the Environment. Science inquiry also fosters critical and creative thinking about research and design, as well as the identification of associations and alternative explanations. Students should learn to appreciate and respect the ideas of others, gain technical reasoning skills and further develop their sense of responsibility as members of local and global communities. The MYP considers all teachers to be language teachers and the language of science enables students to access, understand and communicate scientific knowledge correctly and effectively through written and visual modes.

The course draws on all aspects of the subject. Students who wish to select Individual Sciences at a more advanced level should consider their future pathways and abilities in the sciences.

Year 10 Unit of study Integrated Science

Year 10 Unit of study Integrated Science

1. Making measurements
2. Forces and motion
3. Forces and effect
4. Work, power and energy
5. Useful energy
6. Waves.
7. What is matter?
8. How do we use matter?
9. How do we map matter?
10. How do atoms bond?
11. What are the impacts of the chemical industry?
12. What determines chemical change?
13. Ecology- The world around us.
14. Nature of living things, organisms, Cells
15. Membrane transport and Biological Molecules
16. Human Physiology I - Enzyme and Digestion
17. Human Physiology II - Respiration and breathing

2. Work, Energy and Power
3. Waves
4. Electricity
5. Electricity and Magnetism
6. Atomic Physics
7. Space
8. What is inside the nucleus?
9. What determines chemical change?
10. Why do electrons matter?
11. How are Environmental systems sustained by their chemistry?
12. How can energy resources be assessed fairly?
13. How can we shift the balance of a reaction?
14. Organic chemistry
15. How do humans sustain themselves?
16. Transport and human health
16. Plant Physiology and Sustainability
17. Reproduction, Inheritance and Biotechnology
18. Homeostasis and Coordination
19. Evolution

Sciences MYP 4-5:

Year 10 Units of study Chemistry

1. What is matter?
2. How do we use matter?
3. How do we map matter?
4. How do atoms bond?
5. What are the impacts of the chemical industry?
6. What determines chemical change?

Year 11 Units of study Chemistry

1. What determines chemical change?
2. Atomic structure and isotopes
3. Why do electrons matter?
5. How can energy resources be assessed fairly?
6. Chemical systems
7. Organic chemistry

Year 10 Units of study Biology

1. Ecology- The world around us.
2. Nature of living things, Organisms and Cells
3. Membrane transport and Biological Molecules
4. Human Physiology I - Enzymes and digestion
5. Human Physiology II - Respiration and breathing

Year 11 Units of study Biology

1. Transport and human health
2. Plant Physiology and Sustainability
3. Reproduction, Inheritance and Biotechnology
4. Homeostasis and Coordination
5. Evolution

Year 10 Units of study

Physics	Physics
1. Making measurements	1. How can we communicate
2. Forces and motion	2. Electricity
3. Forces and effect	3. Magnetism and Electromagnetism
4. Thermal Physics	4. Radioactivity
5. Work, power and energy	5. Space

Assessment: (in all Sciences and Integrated Science)

External: eAssessment

Duration: Two hours

Assessment Blueprint: Criterion A (25 marks) Criterion B (25 marks) Criterion C (25 marks) Criterion D (25 marks).

Total Marks available - 100 marks.

Criterion A – Knowledge and Understanding

Criterion B – Inquiring and designing

Criterion C – Processing and evaluating

Criterion D – Reflecting on the impacts of science

Throughout the two-year course in all Science options; students will benefit from a number of on-going assessment tasks - such as planning their experiments, writing lab reports and scientific essays and analysing and interpreting data which mirror the final e-assessment. This helps students to prepare not only in terms of their subject specific skills, knowledge and understanding but is an opportunity to learn how to use the data sheet and calculator, draw graphs and diagrams and interpret videos. Students will also complete two formal mock exams. These learning experiences will prepare them fully for the final eAssessment. During Year 10, students will complete an interdisciplinary unit with the Mathematics and Science departments so that students can practice their inter-disciplinary skills in preparation for the final IDU eAssessment.

Geography MYP 4-5

Head of Department: Mr M Pike

Students will explore new topics of study as well as consolidating and developing their pre-existing knowledge and understanding and skills. Students will investigate both local and global events and issues within the context of the IB framework of exam questions so that they can best prepare for their final e-assessment in the summer. There will be continuous touch points throughout the course where students can reflect on their learning and demonstrate their application of the IB learner profile and their ability to be internationally minded. Students will continue to develop their use of technology and GIS (Geographic Information Systems) such as ARCGIS and Google Earth as well as for learning and assessment.

Units of study

Year 10 Units of study	Year 11 Units of study
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1. Sustainable management of Urban Environments
2. Sustainable management of Natural Environments
3. Climate change: Causes, consequences and management
4. Managing the interaction between water and the land (Rivers)
5. Managing the interaction between water and the land (Coasts)

management of tourism

2. Changing population: Natural increase, structure and migration
3. Impacts and management of natural disasters and tectonically active areas
4. Globalization: trade, aid, exchange and flows
5. Resource management: management of the extraction, production, consumption of natural resources and their security

Assessment:

External: eAssessment

Duration: Two hours

Assessment blueprint: Criterion A (20 marks) Criterion B (20 marks) Criterion C (20 marks) Criterion D (20 marks).

Total Marks available - 80 marks.

Criterion A – Knowledge and Understanding

Criterion B – Investigating

Criterion C – Communication

Criterion D – Critical Thinking

Throughout the two-year course; students will benefit from a number of assessment tasks that are modelled on the final e-assessment. This helps students to prepare not only in terms of their subject specific skills, knowledge and understanding but is an opportunity to polish their exam skills. These practice tasks are embedded into the structure of the lesson and form part of the investigative process in each unit of work. Students will also complete two formal mock exams over the two-year period to replicate the conditions of the final exam. As with IB requirements, each Criterion will be assessed summatively at least twice a year.

During Year 11, students will complete an interdisciplinary unit on Trade and Development with the History and English departments so that students can practise their inter-disciplinary skills in preparation for the final IDU assessment.

IB DP 4.5

Department: Mr M Pike

In Year 11, students will explore new units of study as well as consolidating and developing their pre-existing knowledge and understanding and skills. Students will investigate different historical events and issues by using diverse sources and perspectives in the context and framework of exam questions so that they can best prepare for their final assessment in the summer term of Year 11. There will be continuing learning reviews throughout the course where students will reflect on their learning and demonstrate their application of the IB learner profiles and their development of international mindedness. Students will continue to develop their historical thinking and source analysis while exploring different perspectives of the historical events they will study. Learning will be grounded in content with a good balance of promoting conceptual understanding and skill-development.

Units of Study

1. How revolutionary was the Industrial Revolution?
2. What impact have pioneers, innovators and developers had on society?
3. Why have our everyday lives changed over the past century?
4. How have civil rights and social protest groups brought about change?
5. Why have nationalist movements been successful?
6. How have health and medicine improved over time?
7. Do social, cultural and artistic movements reflect the eras in which they take place?

1. Does trade, aid and exchange promote cooperation or lead to exploitation?
2. How have ideas reflected change in the last 200 years?
3. Why do nations go to war and why is peacemaking difficult?
4. Why do nations build empires and form supra-national alliances and organisations?
5. What are the consequences of inaction?

Assessment:

External: eAssessment

Duration: Two hours

Assessment blueprint: Criterion A (20 marks) Criterion B (20 marks) Criterion C (20 marks) Criterion D (20 marks).
Total Marks available = 80 marks.

Criterion A – Knowing and Understanding

Criterion B – Investigating

Criterion C – Communication

Criterion D – Thinking Critically

Formative and summative assessment tasks will be designed to ensure students get enough practice and preparation for their final e-Assessment. Students will also complete two formal mock exams over the two-year period to replicate the conditions of the final e-assessment exam. In line with IB requirements, each of the four Criteria will be assessed summatively at least twice a year.

In Year 11, students will complete an interdisciplinary unit and assessment task on Trade and Development with the Geography and English department. This will allow students to practise their inter-disciplinary skills in preparation for the final interdisciplinary e-Assessment.

Physical Education MYP 4-5 E-Portfolio

Teacher: Mr Robert James Cross

The purpose of Physical Education in the MYP is to equip students with the knowledge, skills, and attitudes necessary to develop their ability to critically analyse, evaluate, and improve both personal and peer performance, using appropriate strategies and tools. A key feature of this course is the implementation of the Coach-Client model, a collaborative and peer-led approach where students take on dual roles. Through this model, students are assessed as both a coach and a client, which allows for a deeper understanding of self, self-awareness, and personal responsibility in making informed health and fitness decisions.

Units of study

Year 10 Units of study and learning	Year 11 Units of study and learning
In Year 10, students explore the principles behind physical and health-related activities, focusing on health, fitness, and training concepts. Through practical and theoretical tasks,	In Year 11, students apply their knowledge and understanding of physical and health principles to create a personalized performance development plan. Using the Coach-Client model,

they developed the

skills to analyse performance and make informed health and fitness decisions.

1. Coaching and leadership skills
2. Components off fitness
3. Testing of components of fitness.
4. Principles of training
5. Training Methods
6. Skills in sport
7. Observation and analysis
8. Practice Coursework tasks
9. Developing PARQ
10. Analysing client profiles

areas for improvement in a client's performance and designed targeted strategies to address these weaknesses.

1. Performance analysis and development
2. Identification of physical performance
3. Applying principles of training and fitness testing
4. Develop individualised development programs
5. Health and lifestyle management
6. Completing the MYP Assessment;
 - Task 1: Collating data and information about client
 - Task 2: Planning activities for your development plan
 - Task 3: Prepare video footage of your performances
 - Task 4: Reflection activities as coach and client

Assessment:

Criterion A: Knowing and Understanding

Students demonstrate their understanding of key concepts, principles, and terminology related to physical and health education. They are expected to research and explain how training methods, and lifestyle factors impact performance and well-being. Students must show their ability to apply theoretical knowledge to real-world contexts.

Criterion B: Planning for Performance

Students assess ability to design, organize, and communicate a detailed plan aimed at improving performance. Using the Coach-Client model, students identify specific goals based on fitness assessments or observed weaknesses, and then construct a realistic and progressive development plan.

Criterion C: Applying and Performing

Students are required to demonstrate effective execution of physical skills, techniques, and strategies relevant to the selected activity or focus area. In the context of the e-portfolio, this includes both their own performance and their ability to support and coach their client

Criterion D: Reflecting and Improving Performance

Students evaluate the effectiveness of the development plan and reflect on their coaching and learning experience. They consider what worked well, what could be improved, and how the process influenced their understanding of performance and health. A strong reflection will include evidence-based analysis and show growth in both personal and interpersonal aspects of the task.

There is no examination, Students will complete 100% coursework for their final grade. Students will be required to adhere to strict deadlines and submit an e-portfolio of evidence of their attainment of standards to the IB examination board.

Physical Education MYP 4 & 5 ePortfolio

Teacher in Charge: Mr Robert James Cross

This course is compulsory for all students.

Physical Education contributes to the overall education of young people by facilitating learning that leads to success, achievement and well-being. It provides them with the opportunity to lead full and enjoyable lives, through engaging in purposeful physical activity. Through a broad and balanced programme, students will be taught to be physically active, developing coordination, control and body management, whilst being involved in problem-solving, communication with others and team-building which can assist in developing social attitudes and behaviour. Students will be encouraged to understand the importance of a healthy lifestyle through participation in and enjoyment of a variety of activities and environments.

Units of Study:

Year 10 Units of study	Year 11 Units of study
Focus on developing gameplay and team strategies	Focus on developing gameplay, team strategies and tactical awareness.
1. Health and fitness (Including baseline testing) 2. Invasion games: basketball, football & netball, 3. Athletics 4. Striking and fielding games: rounders, cricket & softball 5. Net and wall games: volleyball, badminton & table tennis 6. Swimming activities: water polo & lifesaving	1. Health and fitness (Including baseline testing) 2. Invasion games: basketball, football & netball, 3. Athletics 4. Striking and fielding games: rounders, cricket & softball 5. Net and wall games: volleyball, badminton & table tennis

Assessment:

Students will be assessed through a variety of tasks and projects that require the skills, knowledge and understanding of the following Criterion:

Criterion A – Knowledge and Understanding

Criterion B - Inquiring and designing

Criterion C - Processing and evaluating

Criterion D – Reflecting on the impacts of science

Assessments will cover a range of formats, through verbal question and answering in lessons, student performance plans in specific activities, observations of student practical performances, coaching skills, written and verbal reflection tasks, designs of personal development plans.

Students will be assessed through their practical performance in each sporting activity within the curriculum (Criterion C). In addition to this, students will either be assessed in at least one other criterion within that activity. This could be Criterion A (knowledge of key terminology and rules of the game), Criterion B Planning (a dance routine, a warm up or a skill session designed to others) or Criterion D Reflect and Evaluate (your own or a peer's performance within the chosen activity). Each assessment criterion will be assessed summatively at least twice over the academic year.

Food Nutrition MYP 4 & 5

Teacher: Ms J Roberts

MYP Design has two different courses for students - Design and Food and Nutrition. Both courses require the use of the design cycle as a tool. This provides the methodology to structure the inquiry and analyse problems; develop feasible solution ideas, create solutions, and evaluate the solution. A solution can be a model, prototype, product or system independently created and developed by students. Students undertaking either course are expected to be actively involved in the whole design process rather than on the final product/solution.

Units of Study:

Design

Year 10 Units of study	Year 11 Units of study
1. Crafting Personalised Name Plates 2. Green Screen in a Box 3. AR Business Cards	1. City Life 2030 2. IB E-portfolio: Designing for Well-being
Food and Nutrition	
Year 10 Units of study	Year 11 Units of study
1. Food waste 2. Airline meals 3. Cultural Foods	1. Cultural foods (continued) 2. IB E-portfolio: Designing for Well-being

Assessment:

Students will be assessed through a variety of tasks and projects that require the skills, knowledge and understanding of the following Criteria:

Criterion A – Inquiring and Analysing

Students are presented with a design situation, from which they identify a problem that needs to be solved. They analyse the need for a solution and conduct an inquiry into the nature of the problem and suggest a possible design brief.

Criterion B – Developing ideas

Students write a detailed specification, which drives the development of a solution. They develop a range of feasible ideas and choose the final one with justification. They develop accurate and detailed planning drawings/ diagrams.

Criterion C – Creating the solution

Students plan the creation of the chosen solution, then follow the plan to create a prototype/solution sufficient for testing and evaluation.

Criterion D – Evaluating

Students design tests to evaluate the solution, carry out those tests and objectively evaluate its success. They identify areas where the solution could be improved and explain how their solution will impact on the client or selected target audience.

Both courses are Non-Examination however will require the completion of an ePortfolio where students will submit evidence of their work based on the design process to the examination board as evidence of the standards that they have reached.

Teacher in Charge: Ms L Rhooms

Year 10 students will explore new topics of study as well as consolidating and developing their pre-existing knowledge, understanding and skills of Music, Theatre, or Visual Arts. Students will continue to investigate techniques, elements and concepts of various genres and/or movements in preparation for their culminating task, the Y11 project. Students will be extending their investigation with inquiry questions and expanding their knowledge of The Arts from their classroom to their local and global communities. They will understand their development as a Student and Artist by connecting their artistic process to an end result by identifying and evaluating their skills. Finally they will continue to develop confidence and appreciation for The Arts by creating and presenting works of art they are proud of.

Units of Study

Music

1. Patterns in Music and Maths
2. Classic, Baroque, and Romantic Music
3. Artists Make a Difference

Theatre

1. Theatre Around the World
2. Shifting Perception – Verbatim Theatre
3. Power on Stage – Physical Theatre

Visual Arts

1. Pop Art
2. Art inspired by Nature
3. Places, Spaces, Traces

Music

1. Pre-ePortfolio – Music Inspired by Nature
2. e-Portfolio - Unit from IB Partial Planner

Theatre

1. Pre-ePortfolio – Technical Theatre
2. e-Portfolio - Unit from IB Partial Planner

Visual Arts

1. Pre-ePortfolio – Art Inspired by Culture
2. e-Portfolio - Unit from IB Partial Planner

Assessment:

External: ePortfolio – This is a collection of work submitted to the IB for assessment. Students seeking IB MYP course results for Arts Courses must complete an ePortfolio.

Duration: 20 hours in class – students will be required to work on their ePortfolio outside of class time to obtain better quality work worthy of assessment in the higher marking bands. Work submitted will be in the form of text, video, photographic and audio evidence.

Criterion A – Investigating

Criterion B – Developing

Criterion C – Creating/Presenting

Criterion D – Evaluating

Throughout the two year course; students will benefit from a number of formative and summative tasks – this includes everything that is done in class as well as homework/projects to be completed at home. There will be individual as well as group work. Students will be assessed on Criteria A-D. These processes are embedded into the structure of lessons and form part of the investigative process in each unit of work. Students will also complete a mock ePortfolio as preparation for their final task. As per IB requirements, each Criterion will be assessed at least twice a year.

Teacher: Mr M El Awadi

The IB MYP programme in Islamic are centered around the nurturing of the students' ability to analyse, interpret and evaluate a range of texts. Students will be expected to interpret accurately the meanings of verses of the Quran and Surahs included in the Curriculum. During the final phase of the MYP programme; students are encouraged to become more critical in their thinking, challenge ideas and concepts by justifying their opinion and ideas, and become more independent and analytical.

Students will analyse the human Verse and evaluate the effects and impact of creator's choices on the audience. Students are provided with the skills needed to make connections between texts that differ in genre, style, and context, while comparing and contrasting how creators' perspective(s) on shared global topics/issues are communicated. Students will explain comprehensively the meanings of two of Allah's names; Al-Mughith, Al-Halim

(The Saviour, The Forbearing), their social impact and their links between the work and worship in Islam. Students will develop an awareness of the History of Islam.

Units of Study:

Year 10 Units of study	Year 11 Units of study
1. Divine Revelation (Qur'an Hadith) and societal issues 2. Islamic Values 3. Islamic Creed	1. Islamic Rulings and their Higher Purposes (Aḥkām wa Maqāṣid) 2. Prayers for Certain Occasions: Eclipse, Rain and Guidance 3. Prophet's Biography & Personalities

Assessment:

Students will sit an MOE assessment. As such, the formative and summative tasks throughout the year will prepare students for this external exam.

Criterion A- Analysing **Criterion B-** Organising **Criterion C-** Producing text **Criterion D-** Using language Assessments in Islamic Education aim to measure students' understanding of the topics studied and their ability to apply Islamic concepts in their daily lives. The assessments are structured as follows:

- 1. Qur'anic Topics:** Students are assessed on their understanding of the Surahs studied, including their ability to link Qur'anic concepts to Islamic values and behaviours such as honesty, trustworthiness, humility, and respect for others.
- 2. Islamic Morals and Customs:** Students are expected to provide real-life examples from their own experiences or from the wider community that demonstrate their understanding of Islamic ethics and their ability to evaluate situations morally according to Islamic teachings.
- 3. Healthy Environment:** This aspect connects Islamic teachings on cleanliness, environmental preservation, and the importance of health to practical student experiences. Assessments may include projects or presentations that promote environmental awareness from an Islamic perspective.
- 4. Life and Manners:** This area focuses on student behaviour both inside and outside the classroom. It is assessed through real-life situations, class discussions, or written reflections on how students apply Islamic values in everyday scenarios.

Assessment tools include: Written and oral quizzes. Individual and group presentations. Short research projects, Reflective writing and Practical activities and real-world application. These assessments aim to support students in becoming thoughtful individuals who apply what they learn, make ethical decisions, and contribute positively to their local and global communities.

Non-Islamic Studies

Students will undertake an alternative curriculum following Islamic lessons. These are not MYP subjects but will allow students to develop both their ATL skills and IB learner profile skills through a range of non-Islamic independent projects.

Design for Year 10 and 11

Students will develop their creative and critical thinking skills through investigating, designing, planning, creating, and evaluating products. Design can help students to adapt to new experiences, approach problems with the appropriate skills and techniques, and develop creative and innovative solutions. Throughout the course, students will solve problems and provide practical solutions. Students continue to use their research/analysis skills as well as gain experience in using technologies in order to design and create solutions to real-world problems. Students will go through various stages of the Design Cycle in order to produce a successful product combining both **digital** and **product** design. Students will understand how design helps the world to move on.

Examples of projects include:

- Designing a

- Types of bird
- Clock Design challenge
- Wooden key chains

Board Game
feeders

Assessment:

Students will be assessed throughout the units of study against the following criterion:

- Communication
- Collaboration
- Creativity
- Critical Thinking

Arts Award – Year 10 and 11

Students will develop their leadership skills through the Arts in a series of projects of their choice in Visual Arts, Theatre or Music. They will embark on a process of identification, investigation and creation of a product through a series of stages:

- Mind mapping – What are we curious about?
- Narrowing down
- Pitching – An oral presentation to their peers on their chosen product to explore and create.
- Peer approval and project agreement
- Investigation and creation of the product.
- Presentation of the final product.

Examples of projects and products chosen by students include:

- Designing a Formula One Helmet and Uniform
- Video production e.g. film trailer, music videos, 3 minute documentaries etc.
- Writing and performing in live theatre productions for sustainability with an outside agency
- Organising a talent show for a Community fair

BTEC International Level 2 in Business

Students will:

All students will have the opportunity to enrol in the BTEC Level 2 International Business qualification for a full certificate. This additional qualification offers students a valuable chance to broaden their knowledge of business while gaining practical business knowledge and skills. In Year 10, students will be introduced to fundamental business concepts, including different types of business ownership, the roles and functions of key departments and the basics of marketing. In Year 11, the focus shifts to financial literacy, where students will learn to perform key business calculations, understand how forecasting, budgeting, and even analysis, and interpreting final accounts. The BTEC qualification emphasizes applied learning, combining theoretical knowledge with practical, hands-on tasks. These vocational activities promote the development of essential workplace behaviours and transferable skills such as communication, teamwork, research, and analytical thinking—all of which are highly valued by employers across industries.

Units of study

Year 10 Units of

study

study

Unit 1: Business Purposes

- Understand the purpose and ownership of business
- Understand the environment in which businesses operate

Unit 2: Business Organisations

- Investigate the activities, aims and objectives of different businesses
- Explore the functional areas and their interaction in different businesses

Unit 4: The Marketing Plan

- Explore different marketing and promotional concepts
- Develop a plan for the marketing of a new product

Unit 3: Financial Forecasting for Business

- Explore the costs and revenue of a business to calculate profit
- Explore break-even analysis and cash flow forecasting

Assessment

Each unit is assessed using a standardized grading scale: Distinction (D), Merit (M), Pass (P), and Unclassified (U). All mandatory and optional units contribute equally to the final grade, with each unit carrying a weight of 30 credits. Achievement is based on performance across all units. Each unit for this qualification will carry equal weighting of 30 credits towards the final awarded grade. Assessment is conducted internally and subject to Pearson's external standards verification. Pearson provides an Authorised Assignment Brief for each unit, which will be used to guide delivery and assessment. Final grading decisions are based on the specified criteria and guidance provided within each unit. Assessments in the BTEC Level 2 International Business qualification will be project-based, designed to reflect real-world business scenarios and develop a wide range of practical and transferable skills. Students will complete a series of structured assignments that involve researching, planning, and presenting business solutions. These projects will require students to demonstrate key business competencies—such as financial analysis, marketing planning and understanding business operations—through tasks like writing reports, analysing case studies, conducting research, and developing proposals or business plans.

Physical Health Education MYP 4-5 BTEC International Level 2 Sport

Mr Robert James Cross

Portfolio students have the prospect of completing the BTEC International Level 2 Sport course to earn their MYP certificate. Through a deep understanding and purposeful planned, the curriculum is built around the E-portfolio courses. This opportunity offers a pathway upon the students foundation knowledge in sports training, performance analysis, and leadership. The course combines classroom-based learning with hands-on activities, allowing students to apply their knowledge in real-world sporting contexts. This educational qualification supports students who are interested in pursuing further study or careers in sport, fitness, coaching, or health and wellness. It promotes active learning, personal responsibility, and a deeper understanding of how physical activity contributes to a healthy lifestyle and professional opportunities in the sports sector.

Units of study

Year 10 Units of study and learning

Year 11 Units of study and learning

Unit 1: Fitness for Sport

and Exercise

Understand the components of physical and skill-related fitness and their relevance to different sports.

Explore the principles of training and how they are applied to fitness programmes.

Know how to assess and interpret fitness levels using various testing methods.

Be able to apply training methods to improve specific components of fitness.

Unit 2: Practical Performance in Sport

Develop skills, techniques, and tactics in two selected sports.

Demonstrate performance in competitive or structured conditions.

Understand the rules, regulations, and roles of officials in selected sports.

Review personal performance and identify strengths and areas for improvement.

personal fitness

Design a personal fitness training programme tailored to individual goals.

Implement the programme over a set period, maintaining motivation and focus.

Monitor progress and adapt the programme as needed based on performance data.

Evaluate the effectiveness of the training programme and reflect on personal development.

Assessment:

Each unit is assessed using a standardized grading scale: Distinction (D), Merit (M), Pass (P), and Unclassified (U). All mandatory and optional units contribute equally to the final grade, with each unit carrying a weight of 30 credits. Achievement is based on performance across all units. Each unit for this qualification will carry equal weighting of 30 credits towards the final awarded grade. Pearson provides an Authorised Assignment Brief for each unit, which will be used to guide delivery and assessment. Final grading decisions are based on the specified criteria and guidance within each unit.

Each assessment is internally assessed and then subject to Pearson's external standards verification process. Pearson reviews samples of internally assessed work to ensure school grading accuracy and assessment decisions meet the national standardization across its certificates. Feedback from verification supports quality assurance and may lead to recommendations or required adjustments before final certification.