



Key Stage 4  
Options Guide



NORD ANGLIA  
INTERNATIONAL SCHOOL  
DUBAI

*Be Ambitious*

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Welcome to our Key Stage 4 options guide, this is an exciting and important time for our Year 8 learners. This is the opportunity for you and your son or daughter to make decisions about what to study. As they move to Key Stage 4, there are many different types of subjects, some that our students may not have studied before. As always there are curriculum updates and changes. Some of these changes have been made by the British Government and involve alterations to the way that courses are assessed. Some of them are decisions that we have made in school to ensure that we have a broad and balanced curriculum, which allow clear pathways for all our learners.

All of our students will follow a specific complement of core subjects, which we believe will provide them with a range of qualifications, enabling them to access courses at post-16. Therefore, all of our students will gain qualifications in English language, English literature, mathematics, science, languages, computer science and either geography or history. Students will then be able to select two other courses from a range of different subjects.

Our compulsory choices are based on the English Baccalaureate. This encourages students to gain higher order, traditional and broad GCSE qualifications. This also prepares our students for the International Baccalaureate in Year 12 and 13.

In this pack, you will find a guided choices form for your child with all the relevant literature for the courses they will study. In addition to this, we have included information for the subjects they may choose. We would encourage you to discuss these with your child and ask your child to discuss them with their teachers.

There is also an opportunity for you to attend a guided choices evening. Alternatively you may email the subject teachers to discuss the options available.

When discussing with your child please ask them to consider the following:

The reasons to choose a subject:

- Choose subjects that you think you will succeed in
- Choose subjects that you enjoy and you will work hard in
- Choose subjects that you will want to study further

Do not choose a subject based on the following:

- You think the subject is easy
- All your friends are doing it
- You like the teacher you have this year
- You don't like the teacher you have this year

Our team is here to support and guide you in these choices.

Liam Cullinan  
Head of Secondary

Core Subjects



The Edexcel IGCSE English Language course at NAS Dubai encourages learners to employ a wide-ranging vocabulary, use correct grammar, spelling and punctuation, and learn to expertly adapt their writing for a range of audience, styles and purposes. In addition, KS4 pupils will develop the ability to communicate clearly, accurately and effectively in both speech and writing; they will refine and formulate their ideas through their engagement in class discussions. Through the study of the Edexcel anthology, students will gain a greater understanding of the impact and importance of these text-types during the course.



### Course Content

The English Language IGCSE develops learners ability to successfully and independantly read, interpret and evaluate a vast range of engaging and enriching literary texts including poetry, autobiographical excerpts and prose extracts from a range of contemporary and historical writes. As we progress further into the digital age of technology where the platform of mass media communication is becoming increasingly more prominent, the course focuses on non-fiction text for our 21st century learners. Students will gain a greater understanding of the impact and importance of a wide-ranging collection of text-types during the course. Understanding what makes them individually successful as a written form and drawing on these examples students will develop their own pieces.

### Skills

The Edexcel IGCSE in English Language enables students to:

- Read with insight and engagement a variety of texts including poetry, prose and non fiction
- Make appropriate reference to texts, learn precision in their selection of evidence to support ideas
- Develop and sustain interpretation on a multitude of texts
- Follow an argument and distinguish between fact and opinion
- Understand and make evaluations of how writers use linguistic and structural devices to achieve their effects
- Communicate clearly and imaginatively, using and adapting forms for different readers and purposes
- Organise ideas into a range of sentences effectively
- Craft whole texts precisely, using paragraphs and a variety of linguistic and structural features
- Use a range of sentence structures effectively, with accurate punctuation and spelling

### Assessment

#### **Paper 1: Reading and Writing paper (examination)**

**Section A:** a mixture of short and long-answer questions (including a compare and contrast extended piece) related to a contemporary non-fiction text from part one of the *Pearson Edexcel International GCSE English Anthology* and one previously unseen extract.

**Section B:** one 45-mark writing task, from a choice of two involving a given audience, form or purpose.

#### **Paper 3: Poetry and Prose Texts and Imaginative Writing (coursework)**

**Section A:** one 30-mark essay question based on any 2 poetry or prose texts from the *Pearson Edexcel International GCSE English Anthology*, including a 6-mark commentary on why these texts were selected.

**Section B:** one 30-mark imaginative writing task.

### Assessment Summary

**Paper 1:** Reading and Writing paper (60%) - 2 hours 15 minutes examination. Externally assessed.

**Paper 3:** Written coursework (40%) - one piece of imaginative writing creative piece and one poetry and/or prose analysis. Internally assessed and moderated.

The Edexcel English Literature IGCSE both compliments and encourages a deeper understanding of some of the more complex universal themes, subjects and issues explored on the English Literature course. Students will develop a mature understanding of literary conventions and linguistic terminology, which will enable them to excel in their further studies at IB level.



### *Course Content*

The English Literature IGCSE encourages a more in-depth study of a variety of literary works from authors including Arthur Miller, William Shakespeare and Harper Lee. Learners will relate, and make links, between the literature studied including poetry, prose and drama texts, to their social, cultural and historical contexts. We encourage our students to construct their own understanding and knowledge of the world around them through their other experiences. Students are encouraged to read widely, both for their own enjoyment and to further enrich their awareness of the ways in which English can be used.

### *Skills*

- Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement
- Analyse the language, form and structure used by a writer to create meanings and effects
- Write whilst maintaining a critical style and presenting an informed personal engagement
- Analyse the complex language, from the structure used by a writer to create meanings and effects
- Explore links and connections between texts, comparing and contrasting where appropriate
- Show an in-depth understanding of the relationships between texts and contexts in which they were written

### *Assessment*

#### **Paper 1: Poetry and Modern Prose (examination)**

**Section A:** Unseen Poetry - one 20-mark essay question exploring the meaning and effects created in an unseen poem.

**Section B:** Anthology Poetry – one 30-mark essay question from a choice of two, comparing two poems from Part 3 of the English Anthology.

**Section C:** Modern Prose – one 40 - mark essay question from a choice of two on each of the set texts.

#### **Paper 3: Modern Drama and Literary Heritage (coursework)**

**Assignment A:** Modern Drama - one essay response to teacher-devised assignment on the studied texts. Examples of types of text are: 'An Inspector Calls' by J.B.Priestley; 'A View from the Bridge' by Arthur Miller.

**Assignment B:** Literary Heritage Texts - one essay response to a teacher-devised assignment on a studied text. Examples of types of text are: 'Macbeth' by William Shakespeare; 'Pride and Prejudice' by Jane Austen and/or 'Great Expectations' by Charles Dickens.

### *Assessment Summary*

**Paper 1: Poetry and Modern Prose** - 60% – 2 hours written examination.

**Paper 3: Modern Drama and Literary Heritage coursework** - 40%  
Two essay responses requiring an in-depth analysis of a modern play text and a text from the literary canon.

Students need to develop lively and inquiring minds so that they may interpret the many mathematical aspects of the world. The aim of the Edexcel IGCSE (9–1) in Mathematics is to help students acquire knowledge and skills relevant to their adult life, further study and future employment.



### Course Content

The purposes of this qualification are to:

- Provide evidence of students' achievements against demanding and fulfilling content, to give students the confidence that the mathematical skills, knowledge and understanding that they will have acquired during the course of their study are as good as that of the highest performing jurisdictions in the world
- Provide a strong foundation for further academic and vocational study and for employment, to give students the appropriate mathematical skills, knowledge and understanding to help them progress to a full range of courses in further and higher education

The course content includes:

- Number
- Algebra
- Geometry
- Statistics

### Skills

The aims and objectives of the Edexcel Specification A IGCSE (9–1) in Mathematics are to enable students to:

- Develop fluent knowledge, skills and understanding of mathematical methods and concepts
- Acquire, select and apply mathematical techniques to solve problems
- Reason mathematically, make deductions and inferences, and draw conclusions
- Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context

### Assessment

The IGCSE Mathematics course is entirely externally assessed. All components are set and marked by Edexcel. There are two Calculator papers accounting for 100% of the possible marks. Every student's needs are met by papers being differentiated: candidates may be entered for either the Foundation or Higher tier entry, depending on their ability and previous experience.



Additional Mathematics supports progression to IB mathematics, further mathematics and other numerate discipline qualifications.

The course allows higher achieving mathematicians a chance to familiarise themselves with content that will be studied at these more advanced levels.

There are many career opportunities for mathematicians including accountancy, research, engineering, software design, medicine and investment analysis to name but a few.



### Course Content

The course requires students to develop further knowledge, skills and understanding of methods and concepts, specifically in the strands;

- Number
- Algebra and Calculus
- Geometry and Trigonometry

### Skills

#### **Number:**

- Be able to apply their numerical skills in a purely mathematical way and to real-life situations

#### **Algebra and calculus:**

- Use algebra and calculus to set up and solve problems, develop competence and confidence when manipulating mathematical expressions, construct and use graphs in a range of situations

#### **Geometry and trigonometry:**

- Use properties of shapes, angles and transformations, vectors and rates of change to model situations, coordinate geometry, trigonometry

### Assessment

The examination will test the ability for candidates to:

- Recall and use manipulative technique
- Interpret and use mathematical data, symbols and terminology
- Comprehend numerical, algebraic and spatial concepts and relationships
- Recognise the appropriate mathematical procedure for a given situation
- Formulate problems into mathematical terms and select and apply appropriate technique of solution

Cambridge IGCSE Co-ordinated Sciences gives learners the opportunity to study Biology, Chemistry and Physics within a cross-referenced, scientifically coherent syllabus. It is a double award qualification, earning two grades. Learners gain an understanding of the basic principles of each subject through a mix of theoretical and practical studies, while also developing an understanding of the scientific skills essential for further study.

Pupils learn how science is studied and practised, and become aware that the results of scientific research can have both good and bad effects on individuals, communities and the environment. As well as focusing on the individual sciences, the syllabus helps learners to understand the technological world in which they live, and take an informed interest in science and scientific developments.



### *Course Content*

The syllabus content for the co-ordinated course is divided into three sections:

- 13 Biology topics (B1–B13)
- 14 Chemistry topics (C1–C14)
- 8 Physics topics (P1–P8). Candidates must study all three sections.

### *Skills*

As well as a subject focus, the Cambridge IGCSE Co-ordinated Sciences syllabus encourages learners to develop:

- A better understanding of the technological world, with an informed interest in scientific matters
- A recognition of the usefulness (and limitations) of scientific methods, and how to apply this to other disciplines and in everyday life
- An interest in, and care for, the environment
- A better understanding of the influence and limitations placed on scientific study by society, economy, technology, ethics, the community and the environment
- An understanding of the scientific skills essential for both further study and everyday life

### *Assessment*

Pupils sit 3 exam papers which consist of the three sciences to gain two grades.

Extended candidates take:

**Paper 2:** 45 minutes  
Multiple Choice - 30%  
40 marks

A multiple choice paper consisting of 40 items of the four-choices type. (This paper will test assessment objectives AO1 and AO2.) Questions will be based on the Extended syllabus content (Core and Supplement).  
Externally assessed

**Paper 4:** 2 hours  
Short Answers - 50%  
120 marks

A written paper consisting of short-answer and structured questions. This paper will test assessment objectives AO1 and AO2.) Questions will be based on the Extended syllabus content (Core and Supplement).  
Externally assessed

**Paper 6:** 1 hour 30 minutes  
Alternative to Practical - 20%  
60 marks

This paper will test assessment objective AO3. Questions will be based on the experimental skills in Section 6. The paper is structured to assess grade ranges A\*A\* - GG.  
Externally assessed

## Biology

Cambridge IGCSE Biology enables learners to better understand the impact that biology has on our lives and its relevance to all life on Earth. Throughout the course, students study a range of living organisms, the life processes they carry out, the effects that these life processes may have on our health, and the responsibilities which we have towards other organisms. IGCSE Biology provides the perfect pathway for further study in the exciting and rapidly developing subject area of biological sciences.

### Assessment

Extended candidates take:

**Paper 2:** 45 minutes  
Multiple Choice - 30%  
40 marks

40 four-choice multiple-choice questions  
Questions will be based on the Extended subject content (Core and Supplement)  
Assessing grades A\* - G  
Externally assessed

**Paper 4:** 1 hour 15 minutes  
Theory - 50%  
80 marks

Short answer and structured questions  
Questions will be based on the Extended subject content (Core and Supplement)  
Assessing grades A\* - G  
Externally assessed

**Paper 6:** 1 hour  
Alternative to Practical - 20%  
40 marks

Questions will be based on the experimental skills in Section 4  
Assessing grades A\* - G  
Externally assessed

## Chemistry

Cambridge IGCSE Chemistry allows students to understand the principles of life and the world around them through the study of the smallest structures known to man such as the atomic structure all the way to the composition of the atmosphere and amount of oxygen we breathe in every day. Students are taken through 14 immersive topics in total which prepares them brilliantly for further study after GCSE.

### Assessment

Extended candidates take:

**Paper 2:** 45 minutes  
Multiple Choice - 30%  
40 marks

40 four-choice multiple-choice questions  
Questions will be based on the Extended subject content (Core and Supplement)  
Assessing grades A\* - G  
Externally assessed

**Paper 4:** 1 hour 15 minutes  
Theory - 50%  
80 marks

Short answer and structured questions  
Questions will be based on the Extended subject content (Core and Supplement)  
Assessing grades A\* - G  
Externally assessed

**Paper 6:** 1 hour  
Alternative to Practical - 20%  
40 marks

Questions will be based on the experimental skills in Section 4  
Assessing grades A\* - G  
Externally assessed

## Physics

The Cambridge IGCSE Physics syllabus helps learners to understand the technological world in which they live, and take an informed interest in science and scientific developments. They learn about the basic principles of Physics through a mix of theoretical and practical studies.

### Assessment

Extended candidates take:

**Paper 2:** 45 minutes  
Multiple Choice - 30%  
40 marks

40 four-choice multiple-choice questions  
Questions will be based on the Extended subject content (Core and Supplement)  
Assessing grades A\* - G  
Externally assessed

**Paper 4:** 1 hour 15 minutes  
Theory - 50%  
80 marks

Short answer and structured questions  
Questions will be based on the Extended subject content (Core and Supplement)  
Assessing grades A\* - G  
Externally assessed

**Paper 6:** 1 hour  
Alternative to Practical - 20%  
40 marks

Questions will be based on the experimental skills in Section 4  
Assessing grades A\* - G  
Externally assessed

Computer science helps learners develop an interest in computing and gain confidence in computational thinking. Studying Cambridge IGCSE computer science will help learners appreciate current and emerging computing technologies, the benefits of their use and recognise their potential risks. Students tend to move into careers such as programming, software and web developing, management and IT.



### Course Content

#### **Section 1:** Theory of computer science

- Data representation
- Communication and internet technologies
- Hardware and software
- Security
- Ethics

#### **Section 2:** Practical problem-solving and programming

- Algorithm design and problem-solving
- Programming
- Databases

### Skills

- Our IGCSE Computer Science course gets students working with real - world practical programming techniques that gives them a good understanding of what makes technology work

### Assessment

#### **Paper 1: Theory - 60%**

1 hour 45 minutes  
75 marks

This written paper contains short-answers and structured questions. All questions are compulsory.

#### **Paper 2: Problem-solving and Programming - 40%**

1 hour 45 minutes  
50 marks

This written paper contains short-answers and structured questions. All questions are compulsory. 20 of the marks for this paper are from questions set on the pre-release material.



History is one of the most highly valued subjects by the world's leading universities and it can lead to a career in some of the top professions such as law, business, finance and government. History graduates account for more CEOs of the UK's top companies than any other subject!



### Course Content

Students will complete an outline study and an in-depth study, both of which are broken down into a series of key questions.

Outline study: International Relations since 1919

- Were the peace treaties of 1919–23 fair?
- To what extent was the League of Nations a success?
- Why had international peace collapsed by 1939?
- Who was to blame for the Cold War?
- How effectively did the USA contain the spread of Communism?
- How secure was the USSR's control over Eastern Europe, 1948–c.1989?
- Why did events in the Gulf matter, c.1970–2000?

In-Depth study: The USA, 1919–1941

- How far did the US economy boom in the 1920s?
- How far did US society change in the 1920s?
- What were the causes and consequences of the Wall Street Crash?
- How successful was the New Deal?

### Skills

- Develop an interest in and enthusiasm for learning about and understanding the past
- Develop higher order thinking skills such as evaluation and analysis
- Develop excellent research skills
- Gain a greater understanding of international issues affecting the world today
- Become independent learners
- Approach problems in different ways and present a range of solutions
- Become excellent communicators with high levels of literacy

### Assessment

**Paper 1:** 40% of the final mark  
Tests subject knowledge

**Paper 2:** 33% of the final mark  
Tests ability to analyse historical evidence

**Paper 4:** 27% of the final mark  
Consitutes one 40-mark essay on the in depth study of the USA



Geography empowers students with a broad range of skills that are highly valued by employers, including literacy, numeracy and the application of geographical understanding, observing, organising and presenting data.

Geography is recognised as one of the facilitating subjects by the UK's top universities, meaning it can lead to entry onto the most competitive undergraduate courses.



### *Course Content*

There are three geographical themes, which are covered in the Cambridge iGCSE course:

Theme 1: Population and Settlement

Theme 2: The Natural Environment

Theme 3: Economic Development

Throughout these themes your child will be taught a range of geographical theory, concepts and skills.

### *Skills*

**Literacy** – Students become good communicators who can express their opinions verbally and in pieces of writing such as decision making exercises. An example is ‘How to manage the Montserrat volcanic hazard?’

**Numeracy** – Interpret and analyse geographical data from a table, graph or map.

Apply geographical knowledge and understanding to maps.

Use geographical data to recognise patterns and deduce relationships.

Select techniques for observing and collecting data. Select and use techniques for organising and presenting data.

### *Assessment*

**Paper 1:** 45% of the final mark

Students will be tested on their knowledge and understanding of the three themes above. Students will be given a choice of two units from each of the three themes where they will answer one from each theme. Each question is 25 marks and worth 15% of the final mark.

**Paper 2:** 27.5% of the final mark

Students answer all questions for this examination. Students will be tested on the interpretation and analysis of geographical information and the application of graphical and other techniques.

The third component of the course is weighted 27.5% and is assessed as a 2000 word coursework option based on any geographical theme of the course or a third examination called Paper 4, which is two compulsory questions with a range of written tasks. Both relate to geographical enquiry where the student conducts fieldwork based on a theme of the course. At Nord Anglia International School Dubai we offer two fieldwork options, which have been given approval from the Cambridge examination board:

- 1) A Coastal Investigation (physical geography)
- 2) A Settlement Services Investigation (human geography)

Language learning is integral to the life of NAS Dubai and promoted as a key life skill for all. Learning a language broadens a student's understanding of other cultures, communities and countries in partnership with developing their communication and language skills to become true global citizens.



### Course Content

The IGCSE programme is broadly equivalent to Level A2 and B1 of the CEFR.

We also offer students an opportunity to complete our early entry programme in KS3, if they are an advanced speaker of the language and can prove their competencies in all four skills; listening, speaking, reading and writing.

### Skills

The aims and objectives of the Edexcel IGCSE World Language are to enable students to develop:

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

### Assessment

#### **Paper 1: Listening**

External assessment (35 mins)  
25% of total marks

This paper assesses listening skills across five topic areas:

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

#### **Paper 2: Reading and Writing**

External assessment ( 1 hour 45 mins)  
50% of total marks

This paper assesses reading and writing skills in separate sections across five topic areas.

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

#### **Paper 3: Speaking**

External assessment 8 - 10 mins  
25% of total marks

This paper assesses speaking skills across five topic areas.

The examination is made up of 3 tasks, (A, B and C). Students will present answers on a picture and answer questions on a picture. They will also discuss two different topics chosen.

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

As a growing globally spoken language Arabic at NAS Dubai offers students the opportunity to develop their language skills while applying real world experiences. The course highlights the need to understand all areas of modern language and its importance within business, education and politics. Future careers that utilise Arabic are translators, journalists, media specialists, security sector and educators.

Arabic allows students to develop their ability to communicate with Arabic native speakers in both speech and writing. Students will study across a variety of contexts relevant to their age and interests and will also develop a greater awareness of the culture of Arabic-speaking communities and countries. Students will need to develop and use their knowledge and understanding of Arabic grammar progressively through their course of study.



## Assessment

### Paper 1: Listening and understanding in Arabic

45 minutes  
25% of the total mark.

This paper focuses on listening across five themes:

1. Identity and culture
2. Local area, holiday, travel
3. School
4. Future aspirations, study and work
5. International and global dimension.

### Paper 2: Speaking in Arabic.

Internally conducted and externally assessed  
10–12 minutes plus 12 minutes preparation  
25% of the total mark

#### Assessment overview

Students are assessed on their ability to communicate and interact effectively through speaking in Arabic for different purposes and in different settings.

There are three tasks, which must be conducted:

- Task 1 – a role play
- Task 2 – questions based on a picture
- Task 3 – conversation based on two themes.

This paper focuses on across five themes:

1. Identity and culture
2. Local area, holiday, travel
3. School
4. Future aspirations, study and work
5. International and global dimension.

### Paper 3: Reading and understanding in Arabic

Written examination  
50 minutes  
25% of the mark

#### Assessment overview

Students are assessed on their understanding of written Arabic across a range of different types of texts, including advertisements, emails, letters, articles and literary texts. Students must answer all questions in each of the three sections:

**Section A:** is set in English. The instructions to students are in English.

**Section B:** is set in Arabic. The instructions to students are in Arabic.

**Section C:** includes a translation passage from Arabic into English with instructions in English.

### Paper 4: Writing in Arabic

Written examination  
60 minutes  
25% of the total mark

#### Assessment overview

Students are assessed on their ability to communicate effectively through writing in Arabic for different purposes and audiences. Students are required to produce responses of varying lengths and types to express ideas and opinions in Arabic. The instructions to students are in Arabic. Word counts are specified for each question. Students must answer all questions.

All Muslim students in KS3 and KS4 will undertake Islamic Education. The curriculum is developed by the UAE Ministry of Education and is presented in seven defined areas or topics.

Islamic Education provokes challenging questions, which seek to explore the ultimate meaning and purpose of life and what it actually means to believe along with the beliefs systems of Islam. Students will also learn about issues of right & wrong. Studying Islam develops one's knowledge and understanding of Islam including religious traditions offering opportunities for personal reflection and spiritual development. It promotes spiritual, moral, cultural, mental and physical development of Muslim students in the school. Islamic Education lays the foundation for students to prepare for responsibilities and experiences in later life. Through their own study, Muslim students learn to acquire and develop the concept that Islam is a complete way of life whilst enhancing their spiritual, moral, cultural and social development through knowledge of the Qur'an and Sunnah. Students, who study Islamic Education at NAS Dubai, develop a positive and tolerant attitude towards other people, respecting their right to hold different beliefs from their own and towards living in a society of diverse religions and foster a sense of pride in being Muslim.

### *Course Content*

Teaching topics contribute to pupils' knowledge and understanding and provide opportunities for reflection in five key areas.

- **Beliefs, Teachings, Rulings and Worship**  
– e.g. concept of one Allah, the Five Pillars, Pillars of Iman, Haram/Halal, Salah etc.
- **Qur'an and Hadeeth** – e.g. knowledge of key Ahadeeth and Surah memorisation/recitation (Tajweed)
- **Seerah and Stories of the Prophets** – e.g. stories from the life of the Prophet Muhammed (P.B.U.H) and other prophets and how key lessons can be applied into the daily lives of students.
- **Religious Practices and Lifestyles** – e.g. Muslims around the world, the masjid, festivals, pilgrimages and lifestyle choices.
- **Human (Muslim) Identity, Personality and Experience**  
– e.g. inspirational figures in Islam from the earliest caliphs to great Muslim women and notable Muslim scientists. Also, personal relationships within the family and the community.
- **Mannerisms of a Muslim, Akhlaq and Values** – e.g. values, ethics, principles, rules, moral dilemmas in the light of Qur'an and Sunnah

### *Assessment*

Assessment in Islamic Education is seen in its broadest sense and is not limited to measurement and testing. Through activities such as discussion, observation, role-play, displaying work amongst other activities, the teacher can determine student progress and attainment.



Options

Economics and the economy are central to modern day life. The economics course concentrates on real-world economic problems and gives an understanding of many issues which will shape a person's life and the world in which they will live in.

Politicians will fear economists because they will know that they will be able to challenge many opinions using the method of economics and logical thinking, which is supported by evidence!

Economics has direct relevance to many careers such as business, accounting, banking, retail and teaching. It is useful for media, marketing, politics and government services.



### Course Content

There are four areas of subject content. Students are required to study all four areas.

- A. The Market System
  - Demand and supply
  - The role of the market in solving the economic problem
  - The labour market
- B. Business Economics
  - Production
  - Competition
  - Public and private sectors
- C. Government and the Economy
  - Macroeconomic objectives
  - Policies
  - Relationship between objectives and policies
- D. The Global Economy
  - Globalisation
  - International trade
  - Exchange rates

### Skills

IGCSE in Economics qualification enables students to:

- Develop an understanding of economic concepts and apply these to real-life situations
- Interpret and evaluate economic data in order to make reasoned arguments and informed judgement
- Develop an awareness of economic change and its impact on developing and developed economies
- Understand economic issues, problems and possible solutions that affect mixed economies participate effectively in society as citizens, producers and consumers.

### Assessment

**Paper 1:** 2 hours and 30 minutes.

Single tier of entry.

The total number of marks available is 120.

The examination paper consists of four compulsory questions, each worth 30 marks. The questions are a mixture of structured, data response, short-answer, multiple-choice and open-ended questions.

Each question will be based on a particular theme which will relate to one of the four sections of the subject content. However, due to the nature of economics, there may be some overlap between the questions.



Cambridge IGCSE Business Studies is accepted by universities and employers all over the world and indicates an understanding of business concepts and techniques across a range of different types of businesses.

In this subject, students will learn the theories and techniques that are used to make decisions in business organisations. Making correct decisions is crucial, therefore knowledge of the techniques obtained throughout the course will be of great benefit to management. IGCSE Business Studies is a valuable qualification for any student aiming to continue studying this subject at a higher level or for those thinking of a career in accounting, banking, finance, personnel, retail management or general administration.

### Course Content

All candidates study the following topics.

1. Understanding business activity – classification of business, growth, stakeholders, objectives and forms of organisations.
2. People in business – Motivation, organisation and management, recruitment.
3. Marketing – Market research, marketing mix and marketing strategy.
4. Operations management – Production, costs, breakeven, quality and location.  
Financial information and decisions – Cash flows, incomes statements.

### Skills

IGCSE Business Studies 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
- Appreciate the role of people in business success.
- They will also gain lifelong skills, including the ability to calculate and interpret business data
- Communication skills needed to support arguments with reasons

### Assessment

**Paper 1:** 1 hour and 30 minutes - 50% of final grade:

- Written exam consisting of 4 questions requiring a mixture of short answers and data responses

**Paper 2:** 1 hour and 30 minutes - 50% of final grade

- Written exam consisting of 4 questions based on a case study



GCSE Drama engages students through encouraging creativity, focusing on practical work which reflects twenty-first century theatre practice and developing skills that will support progression to further study of drama and a wide range of other subjects. It has a straightforward structure with three components, one that focuses on devising, one that focuses on performing in or designing for a performance from a text and one that focuses on practical understanding of a performance text.



## Course Content

### Component 1 - Devising

- Create and develop a piece of devised theatre from a stimulus
- Perform a short performance of their devised group work
- Analyse and evaluate the devising process

### Component 2 – Performance from Text

- Students will either perform in or design two key extracts from a performance text

### Component 3 – Theatre Makers in Practice

- Practical exploration and study of one complete performance text
- Choice of eight performance texts
- Live theatre review

## Skills

- Inspires creativity and confidence which develops transferable skills
- Will give students a greater knowledge and understanding of how social, cultural and historic issues from a range of sources have an impact upon global society
- Develops confidence and self-esteem
- Learn how to negotiate as part of a group
- Use initiative and imagination to solve problems
- Engage in a wide range of plays texts - exploring themes, characters, form and structure

## Assessment

### Component 1: Devising Coursework

40% of the qualification – 60 marks

#### Content overview

- Create and develop **a devised piece from a stimulus**
- Performance of this devised piece or design realisation for this performance
- Analyse and evaluate the devising process and performance
- Performer or designer routes available

### Component 2: Performance from Text Coursework

20% of the qualification – 48 marks

#### Content overview

- Students will either perform in and/or design for **two key extracts** from a performance text
- Centre choice of performance text
- Performer or designer routes available

### Component 3: Theatre Makers in Practice

Written examination: 1 hour 30 minutes

40% of the qualification – 60 marks

#### Content overview

- Practical exploration and study of **one complete performance text**
- Choice of eight performance texts
- Live theatre review – free choice of production

Music encourages students to be inspired, moved and challenged by following a broad, coherent, satisfying and worthwhile musical course. It develops broader life skills and attributes, including critical and creative thinking, aesthetic sensitivity, emotional awareness, cultural understanding, self-discipline, self-confidence and self-motivation. Careers options can include performing as soloist, in ensembles or orchestras. Composing film or television music, working in sound technology or events.



### *Course Content*

Edexcel GCSE (9–1) Music qualification enables you to learn content through the context of new Areas of Study and Set Works. An engaging range of Set Works to nurture in-depth musical understanding.

It includes:

- Four Areas of Study, each containing two Set Works.
- Supports the teaching of musical elements, musical contexts and musical language through specific pieces of music, across the different Areas of Study.
- Shows real examples of how key musical content is used within specific pieces of music.
- Allows students to learn in-depth appraising skills in preparation for their assessments.

### *Skills*

- Practical skills – students must play an instrument, sing and/or use music technology
- Composition skills
- Analytical and listening skills for exam
- Students taking GCSE music must already be Grade 3 standard on their musical instrument.

### *Assessment*

#### **Component 1: Performing**

30% - 2 Performances

At least 1 solo piece – minimum 1 minute - 30 marks  
 At least 1 ensemble piece – minimum 1 minute - 30 marks  
 Together total 4 minutes  
 Total of 60 marks

#### **Component 2: Composing**

30% - 2 Compositions

1 to a set brief – minimum 1 minute - 30 marks  
 1 free composition – minimum 1 minute - 30 marks  
 Together total minimum of 3 minutes  
 Total of 60 marks

#### **Component 3: Appraising**

40% - Exam 1hr 45mins

Total of 80 marks

4 Areas of Study with 2 set works

- Instrumental music 1700-1820
- Vocal Music
- Music for stage and screen
- Fusions

IGCSE PE is an excellent option for any student who is interested in developing an in-depth understanding of how the body responds to exercise and how adaptations can be controlled in order to tailor their own personal fitness in a way that will enhance their performance in specific sporting activities. Students will be encouraged to analyse and evaluate both their own and others' sporting performance and consider individual and team tactical and strategic decisions. There is a vast array of career opportunities in sports including education, sports management, the health industry, sport psychology and cardiac rehabilitation.



## Course Content

**Component 1:** Fitness and Body Systems (theory)

**Component 2:** Health and Performance (theory)

**Component 3:** Practical Performance

**Component 4:** Personal Exercise Programme (PEP)

Theory includes:

Applied anatomy and physiology, movement analysis, physical training, use of data, sport psychology, socio-cultural influences, health, fitness and well-being.

## Skills

The IGCSE PE specification equips students with the knowledge, understanding, skills and values required to develop and maintain their performance in physical activities and understand the benefits to health, fitness and well-being.

Students will make connections between theory and practice so that they are able to apply their understanding of the factors that underpin physical activity and sport to improve performance. They will be required to use technical vocabulary, terminology and definitions associated with the study of physical education.

## Assessment

**Component 1 and 2: 60%**

Externally set examination based on the theoretical aspects of the course.

**Component 3 and 4: 40%**

Assessment in three different activities in the role of player/performer. One of these assessments must be in a team sport/activity, one assessment must be in an individual sport/activity, with the third assessment being from either a team or individual sport/activity.

Design, perform and evaluate a Personal Exercise Programme.



Art and design GCSE encourages independent creative thinking, exploring concepts, themes and ideas. Students gain a deeper understanding of art and culture from a range of times and contexts, supporting the development of a well-rounded learner. Students of art tend to move into careers such as design, fashion, photography, advertising, architecture, education and positions within galleries and museums.



## Course Content

### Portfolio

Students will develop and submit extended projects which demonstrate their ability to sustain work from initial starting points to the realisation of intentions, including evidence of written research of artists, analysis and comparisons; the development of visual ideas and meaningful links with critical and contextual sources.

### Areas of Study

Students develop work in at least one of the following areas of study.

- Drawing
- Installation
- Lens based media
- Mixed media
- Land Art
- Printing
- Painting
- Sculpture

### Externally Set Assignment

Students are required to elicit a personal response from one starting point within the examination paper. They will develop their own work informed by their preparatory studies and evidence coverage of all four assessment objectives.

## Skills

Through this component, students must:

- Develop ideas through sustained investigations informed by contextual and other sources demonstrating analytical and cultural understanding
- Refine ideas through experimenting and selecting appropriate resources, media, techniques and processes
- Record ideas, observations and insights relevant to their intentions in visual and/or other forms
- Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between written, oral or other elements

## Assessment

### Unit 1: Personal Portfolio

60% of the total marks

Internally set assignments

This component allows students opportunities to:

- Develop and explore ideas
- Research primary and contextual sources
- Experiment with media, materials, techniques and processes
- Present personal response to themes set by the school

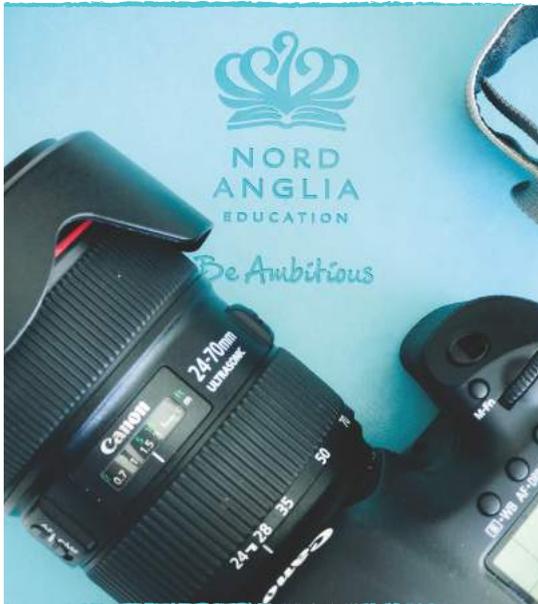
### Unit 2: Externally Set Assignment

40% of the total marks

Unlimited preparation time and 10 hour examination

- The ESA paper will be released on 2 January each year and may be given to students as soon as it is released. The Externally Set Assignment (ESA) represents the culmination of the GCSE course as it draws together all the knowledge, understanding and skills developed in Component 1.
- 10-hour sustained focus period under examination conditions may take place

Photography may be defined as the creative journey through the process of lens- and light-based media. This could include work created using film, video, digital imaging or light sensitive materials. This course will provide a general introduction to photography. Students will use the photographic mediums to explore and create a body of work, which develops and refines both the process and the concept, giving an opportunity to develop skills through practical and theory based assignments. Students will learn how to print in a black and white dark room, work with special-effects materials, work digitally using Photoshop and learn effective composition using the camera's viewfinder as well as analysing and interpreting Photographers work.



## Course Content

### Portfolio

Students will develop and submit extended projects which demonstrate their ability to sustain work from initial starting points to the realisation of intentions, including evidence of written research of artists, analysis and comparisons; the development of visual ideas and meaningful links with critical and contextual sources.

### Areas of Study

Students develop work in at least one of the following areas of study.

- Documentary photography
- Photo-journalism
- Studio photography
- Location photography
- Experimental imagery
- Installation
- Moving image: film, video and animation

### Externally Set Assignment

Students are required to elicit a personal response from one starting point within the examination paper. They will develop their own work informed by their preparatory studies and evidence coverage of all four assessment objectives.

## Skills

Through this component, students must:

- Develop ideas through sustained investigations informed by contextual and other sources demonstrating analytical and cultural understanding
- Refine ideas through experimenting and selecting appropriate resources, media, techniques and processes
- Record ideas, observations and insights relevant to their intentions in visual and/or other forms
- Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between written, oral or other elements

## Assessment

### Unit 1: Personal Portfolio

60% of the total marks

Internally set assignments

This component allows students opportunities to:

- Develop and explore ideas
- Research primary and contextual sources
- Experiment with media, materials, techniques and processes
- Present personal response to themes set by the school

### Unit 2: Externally Set Assignment

40% of the total marks

Unlimited preparation time and 10 hour examination

- The ESA paper will be released on 2 January each year and may be given to students as soon as it is released. The Externally Set Assignment (ESA) represents the culmination of the GCSE course as it draws together all the knowledge, understanding and skills developed in Component 1.
- 10-hour sustained focus period under examination conditions may take place

The Cambridge IGCSE Design and Technology syllabus enables learners to identify, consider and solve problems through creative thinking, planning and design, and by working with different media, materials and tools. As a result, learners gain greater technical and design awareness, while developing skills such as initiative, resourcefulness, enquiry and ingenuity. They also develop the communication skills central to design making and evaluation. Cambridge IGCSE Design and Technology provides an ideal basis for further study, and prepares learners for their future within a rapidly changing technological society.

Career paths include production management, engineering, education, architecture, urban planning and graphic design.



### *Course Content*

This course requires students to apply knowledge, understanding and skills in a variety of contexts. They must demonstrate skills in design, production, analysis and evaluation all relating to their own projects.

### *Skills*

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, making and evaluation
- Apply knowledge and understanding to the design and making of products, taking into consideration sustainability and the wider impact on society
- Encourage candidates to apply learning to areas of personal interest
- Develop a range of transferable skills and the attributes of the Cambridge learner
- Develop the ability to make aesthetic, economic, moral and technical value judgments

### *Assessment*

#### **Paper 1: Product design**

1 hour 15 minutes  
Written paper - design thinking  
50 marks  
25%

#### **Paper 2: Graphic Products**

1 hour  
Written paper  
50 marks  
25%

#### **Paper 3: Project**

Internally marked/externally moderated  
100 marks  
50%

Our Resistant Materials IGCSE option enables students to develop a whole range of creative designing and making skills, technical knowledge and product understanding, as well as transferable skills such as problem solving and time management. Learners gain greater technical and design awareness, while developing skills such as initiative, resourcefulness, enquiry and ingenuity. Career pathways such as engineering, project management, product design or materials science are well suited for students who have studied graphic products.



### *Course Content*

- 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, making and evaluation
- Apply knowledge and understanding to the design and making of products, taking into consideration the wider impact on society
- Encourage candidates to apply learning to areas of personal interest
- Develop a range of transferable skills and the attributes of the Cambridge learner
- Develop the ability to make aesthetic, economic, moral and technical value judgments

### *Skills*

Apply knowledge, understanding and skills in a variety of contexts and in designing and making products. Analyse and evaluate products, including their design and production. The ability to recall, select and communicate knowledge and demonstrate understanding in design and technology including their wider effects.

### *Assessment*

#### **Paper 1: Product design**

1 hour 15 minutes  
Written paper - design thinking.  
50 marks  
25%

#### **Paper 2: Resistant materials**

1 hour  
Written paper  
50 marks  
25%

#### **Paper 3: Project**

Internally marked/externally moderated  
100 marks  
50%

The Cambridge IGCSE Food and Nutrition syllabus introduces both the theoretical and practical aspects of buying and preparing food. Dealing with diet and health in everyday life, learners study the nutritional value of basic foods and develop the skills required to produce a balanced family meal. Consumer awareness is encouraged, as are high standards of personal and kitchen hygiene, especially when learners put their knowledge into practice in order to produce creative and enjoyable dishes. Careers can include; event management, catering and restaurant management and nutritionist.



### Course Content

Food and nutrition gives candidates the chance to develop their knowledge and skills in an area that is relevant to their own lives and also through understanding where food and nutrition fits in the modern, changing, multi-cultural society. Candidates must apply knowledge gained from the food and nutrition syllabus and use practical skills in a way that keeps in mind factors such as personal/family needs and lifestyles, available money and foodstuffs, and how diet relates to health.

### Skills

The Cambridge IGCSE Food and Nutrition enables students to:

- Understand and be aware of how socio-economic factors affect diet, with key focuses on food choice be it through dietary requirements or for cultural/religious reasons.
- Develop understanding of nutrition and health problems associated with diet and develop practical skills so that they can organise and manage family resources effectively according to the needs and lifestyles of family members. This improving their ability to make informed judgements and choices about the use of food available to the family unit in everyday life
- Show an awareness of how the position of the consumer differs in developed and less-developed economies and how to assess the effectiveness and validity of claims made by advertisers
- Explore ways in which aesthetic and social sensitivity should be considered when designing and making food products
- Further develop interests in the creative side and enjoyment of food and the skills necessary for food preparation and food preservation

### Assessment

#### **Unit 1:**

50% - 100 marks

Externally set examination based on theoretical aspects of the course; consisting of short-answer questions, structured questions and open-ended essay questions.

#### **Unit 2:**

50% - 100 marks

A two and a half hour practical exam based on creating a final outcome for a dietary or catering need.



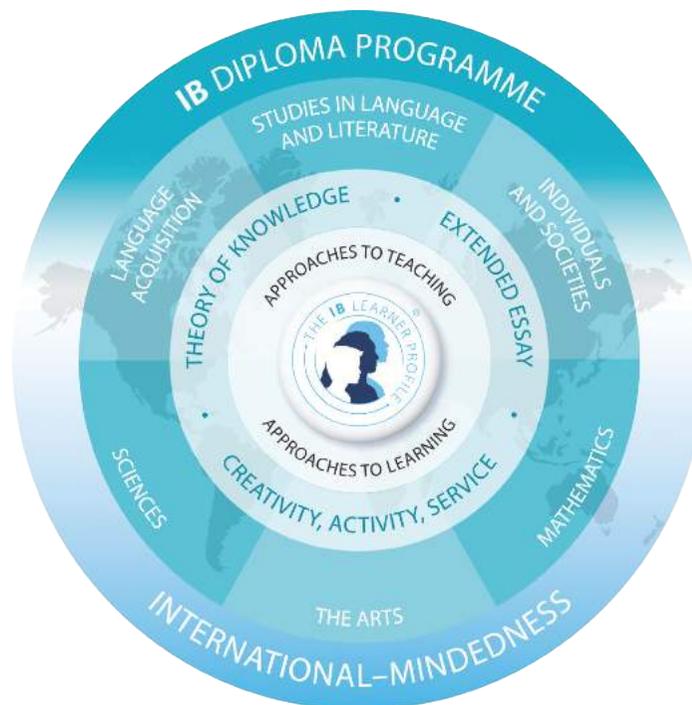
Method of Assessment	Explanation
Written Examination	A written paper taken at the end of the course which is set and marked by the examination board.
Practical Examination	A test of practical skills (e.g. performance in a sport for PE, performing in music etc.) taken under examination conditions at the end of the course.
Practical Assignments	A test of practical skills taken during the course as part of class work, set and marked by the teacher.
Oral Examination	A test of speaking skills taken under examination conditions at intervals throughout the course, prevalent in modern languages.
Modular Tests/Unit Exams	Formal examinations set and marked by the examination board at points throughout the course.
Portfolio of Evidence	A record of work over the period of the course showing the development of knowledge and understanding. This is submitted as part of the overall grade.
Controlled Assessment	A form of internal assessment where the controlled levels for each assessment stage have been defined by the examination boards. These are extremely important assessments towards the final grade.

# An Introduction to the IB Diploma Programme

NAS Dubai is a fully authorised IB World School offering the Diploma Programme. The IB Diploma Programme is a rigorous, two-year, pre-university programme for students aged 16 to 19 years old. It is unique in that it is based on no particular national education system, but is a deliberate balance between the breadth and the specialisation which is required by some countries' national systems. It is run by an international organisation that started life in Geneva, Switzerland, called the International Baccalaureate, or IB for short. The IB has now grown to be a huge success worldwide, with regional centres in the MENA, Americas and Asia-Pacific regions. The IB works with over 4,500 schools with more than 140,000 students sitting the internationally recognised Diploma Programme examinations in 2016. Most importantly, it is highly respected by universities all around the world.



The IB Diploma Programme provides a well-balanced educational model highlighting a broad range of subjects and experiences. Requirements for entry to universities are met by following usually three subjects at Higher Level and three at Standard Level. There are six different groups of subjects as shown by the curriculum model below:



- Group 1 - Studies in Language and Literature
- Group 2 - Language Acquisition
- Group 3 - Individuals and Societies
- Group 4 - Sciences
- Group 5 - Mathematics
- Group 6 - The Arts

Students maintain their studies of languages, the human and natural sciences, mathematics and the arts. The Diploma Programme also includes the DP 'Core' elements comprising of the Creativity, Activity, Service (CAS) Programme, the Extended Essay (EE) and the Theory of Knowledge (TOK) course.

Together, these offer experiences and skills unique to the IB Diploma Programme.

At NAS Dubai, the following subjects are currently being offered in the six different groups within the Diploma Programme (subject to demand for those courses being met):

- Group 1** **Studies in Language and Literature :** English Language and Literature (HL/SL)
- Group 2** **Language Acquisition (HL/SL):** Arabic, French, German, Mandarin and Spanish or **Language ab initio (SL only):** Arabic, French, German, Mandarin and Spanish
- Group 3** **Individuals and Societies (HL/SL)** Economics, Geography, History, and Psychology
- Group 4** **Sciences (HL/SL):** Biology, Chemistry, Physics, Computer Science and Design Technology
- Group 5** **Mathematics:** Mathematics HL, Mathematics SL or Mathematical Studies (SL)
- Group 6** **The Arts:** Visual Arts (HL/SL) or a second subject from Groups 3 or 4 (based on current offerings)

The IB Diploma Programme is a natural progression from the IGCSE programme offered at NAS Dubai whereby students are equipped with the academic, emotional and cultural foundations to achieve success within the Diploma Programme.

The IB Diploma Programme fosters international-mindedness and global citizenship through embedding the IB Learner Profile attributes within the Diploma Programme structure. Students will gain a thorough understanding of the complexity and interconnectedness of global issues whilst raising their awareness of others in our global community. The IB believe in developing an understanding of cultural and national identity so all students study at least two languages.

Universities look favourably upon IB Diploma students as the curriculum model develops a balanced variety of skills. These include 'cognitive skills' such as analysing and synthesising data and being able to partake in critical thinking with intellectual thought and insight. Students also develop 'affective skills' such as persistence and perseverance, developing resilience and working independently or as part of a team. IB Diploma students will be intellectually courageous within the range of subjects that they study and will be equipped for a greater choice of undergraduate degree programmes. The skill-set that Diploma Programme students develop, especially through experiencing the IB 'Core' are highly valued by universities. Employers are also increasingly looking for these affective skills such as flexibility and adaptability, which is something all Diploma Programme graduates are able to offer.

Those students who are aspiring to apply to a university undergraduate degree programme will be registered for the Full IB Diploma whereby they:

- Select one subject from each group (unless a subject in group 6 is not taken, in which case a second subject from groups 3 or 4 should be chosen)
- Either follow four of the six subjects at Higher Level (HL) and 2 at Standard Level (SL), or follow three of the six subjects at Higher Level (HL) and 3 at Standard Level (SL)
- Follow a course of study in Theory of Knowledge (100 hours of tuition, two lessons per week)
- Submit an Extended Essay in one of the IB subjects (up to 4,000 words)
- Take part actively and effectively in Creativity, Activity and Service (CAS)
- Obtain a minimum of 24 points (out of a possible 45) with no failing conditions.



# Further Information

IGCSE English  
Language



IGCSE English  
Literature



IGCSE  
Mathematics



IGCSE Additional  
Mathematics



IGCSE Sciences  
Co-ordinated  
Double Award



IGCSE  
Chemistry



IGCSE  
Physics



IGCSE  
Biology



IGCSE  
Computer Science



IGCSE  
History



IGCSE  
Geography



IB Diploma  
Programme



IGCSE Business  
Studies



IGCSE  
Economics



IGCSE  
German



IGCSE  
Spanish



IGCSE  
French



GCSE  
Mandarin



IGCSE  
Mandarin



GCSE  
Arabic



GCSE  
Drama



GCSE  
Music



IGCSE  
PE



GCSE Art & Design -  
Fine Art



GCSE Art & Design -  
Photography



IGCSE Design and  
Technology - Graphic  
Products



IGCSE Design and  
Technology - Resistant  
Materials



IGCSE Food  
Technology



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