



*Key Stage 4
Options Guide
2020 - 2021*



NORD ANGLIA
INTERNATIONAL SCHOOL
DUBAI

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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 our IB at post-16. Therefore, all of our students will gain qualifications in English, Mathematics, Science, Languages and either Geography or History. Students will then be able to select two other courses from a range of different subjects.

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.

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 independently 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 writers. 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 the studied text of 'Macbeth' by William Shakespeare.

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 test 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.



Biology

Edexcel 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

Two externally assessed papers

Candidates take:

Paper 1: 2 hours

61.1% of total grade, 110 marks available

The paper is assessed through a 2 hour written examination. A mixture of different question styles, Including multiple choice, short answer, calculations and extended open written response. A calculator may be used

Paper 2: 1 hour 15 minutes

38.9% of the total grade, 70 marks available

The paper is assessed through a 2 hour written examination. A mixture of different question styles, Including multiple choice, short answer, calculations and extended open written response. A calculator may be used

Chemistry

Edexcel 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 4 immersive topics in total which prepares them brilliantly for further study after GCSE.

Assessment

Two externally assessed papers

Candidates take:

Paper 1: 2 hours

61.1% of total grade, 110 marks available

The paper is assessed through a 2 hour written examination. A mixture of different question styles, Including multiple choice, short answer, calculations and extended open written response. A calculator may be used

Paper 2: 1 hour 15 minutes

38.9% of the total grade, 70 marks available

The paper is assessed through a 2 hour written examination. A mixture of different question styles, Including multiple choice, short answer, calculations and extended open written response. A calculator may be used

Physics

Edexcel 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 and more complex principles of Physics through a mix of theoretical and practical studies.

Assessment

Two externally assessed papers

Candidates take:

Paper 1: 2 hours

61.1% of total grade, 110 marks available

The paper is assessed through a 2 hour written examination. A mixture of different question styles, Including multiple choice, short answer, calculations and extended open written response. A calculator may be used

Paper 2: 1 hour 15 minutes

38.9% of the total grade, 70 marks available

The paper is assessed through a 2 hour written examination. A mixture of different question styles, Including multiple choice, short answer, calculations and extended open written response. A calculator may be used

Edexcel IGCSE Double Award 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 Double Award course is divided into three sections:

- 5 Biology topics
- 4 Chemistry topics
- 8 Physics topics

Skills

As well as a subject focus, the Edexcel IGCSE Double Award 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, one for each Science. Each paper is 2 hours with a total of 6 hours examinations

Candidates take:

Biology Paper 1: 2 hours

33.3% of the total grade, 110 marks available

The paper is assessed through a 2 hour written examination. A mixture of different question styles, including multiple choice, short answer, calculations and extended open written response. A calculator may be used

Chemistry Paper 1: 2 hours

33.3% of the total grade, 110 marks available

The paper is assessed through a 2 hour written examination. A mixture of different question styles, including multiple choice, short answer, calculations and extended open written response. A calculator may be used

Physics Paper 1: 2 hours

33.3% of the total grade, 110 marks available

The paper is assessed through a 2 hour written examination. A mixture of different question styles, including multiple choice, short answer, calculations and extended open written response. A calculator may be used

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

Constitutes 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.

Paper 4: 27.5% of the final mark

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)

As a growing globally spoken language, Arabic at NAS Dubai offers students the opportunity to develop their language skills while applying real world experience. The course highlights the needs 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 sectors 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 context relevant to their age and interest 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.



The five themes that will be covered in this course across all 4 papers are:

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

Assessment

Paper 1: Listening and understanding in Arabic Written examination - 25% of the total qualification

Foundation Tier: 35 minutes, including 5 minutes' reading time.

Higher Tier: 45 minutes, including 5 minutes' reading time.

Assessment overview

Students are assessed on their understanding of standard spoken Arabic.

Foundation Tier

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.

Higher Tier

Section A is set in Arabic. The instructions to students are in Arabic.

Section B is set in English. The instructions to students are in English.

Paper 2: Speaking in Arabic - 25% of the total qualification

Foundation Tier: 7–9 minutes plus 12 minutes' preparation time;

Higher Tier: 10–12 minutes plus 12 minutes' preparation time;

There are three tasks, which must be conducted in the following order:

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

The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is allocated by Pearson.

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

Paper 3: Reading and understanding in Arabic Written examination - 25% of the total qualification

Foundation Tier: 50 minutes.

Higher Tier: 1 hour 5 minutes.

Assessment overview Foundation & Higher

This paper draws on vocabulary and structures across all the themes and topics.

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 - 25% of the total qualification

Written examination

Foundation Tier: 1 hour 15 minutes.

Higher Tier: 1 hour 25 minutes.

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.

Foundation Tier: three open-response questions and one translation into Arabic.

Higher Tier: two open-response questions and one translation into Arabic

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 answer questions on a picture they have selected. 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

Options

Computer Science is increasingly changing the way we work. 55% of current jobs require a good level of computing skills and with studies showing that figure rising to 77% for newly created jobs. Studying AQA Computer Science will help learners appreciate current and emerging computing technologies, the benefits of their use and recognise their potential risks.

GCSE Computer Science will encourage students to:

understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation.

The analysis of problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs.

Thinking creatively, innovatively, analytically, logically and critically understand the components that make up digital systems, and how they communicate with one another and with other systems.

To understand the impacts of digital technology to the individual and to wider society



Course Content

- Fundamentals of algorithms
- Programming
- Fundamentals of data representation
- Computer systems
- Fundamentals of computer networks
- Fundamentals of cyber security
- Ethical, legal and environmental impacts of digital technology on wider society
- Issues of privacy
- Aspects of software development
- Programming project

Assessment

Paper 1: Computational thinking and problem solving

What is assessed?

Computational thinking, problem solving, code tracing and applied computing as well as theoretical knowledge of computer science from subject content (focusing on Units 1 – 4)

How is it assessed?

- Written exam set in practically based scenarios:
1 hour 30 minutes
- 80 marks
- 50% of GCSE

Questions

A mix of multiple choice, short answer and longer answer questions assessing a student's practical problem solving and computational thinking skills.

Paper 2: Theory

What is assessed?

Theoretical knowledge from focused subject content (unit 3 - 9).

How is it assessed?

Written exam: 1 hour 30 minutes
80 marks
50% of GCSE

Questions

A mix of multiple choice, short answer, longer answer and extended response questions assessing a student's theoretical knowledge.

Programming Project

Purpose

The programming project develops a student's ability to use the knowledge and skills gained through the course to solve a problem. Students will be expected to follow a systematic approach to problem solving, consistent with the skills described in Section 9 of the subject content.

The skills developed can be applied to exam questions on computational thinking.

What is produced?

- A computer program to solve the programming project
- Written report: totaling 20 hours of timetabled work

Tasks

The development of a computer program along with the computer programming code itself which has been designed, written and tested by a student to solve a problem. Students will produce an original report outlining this development.

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 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

Edexcel 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. Business activity and influences on business

This section covers the various objectives of a business, changing business environments and the criteria for judging success. The focus is on the importance of having clear business objectives and how the business environment provides opportunities for, and imposes constraints on, the pursuit of these objectives.

2. People in business

This section looks at people in organisations, focusing on their roles, relationships and management in business.

3. Business finance

This section explores the use of accounting and financial information as an aid to decision making.

4. Marketing

This section focuses on identifying and satisfying customer needs in a changing and competitive international environment.

5. Business operations

This section examines the way organisations use and manage resources to produce goods and services.

Assessment

Paper 1: Investigating small businesses

What is assessed?

This paper will draw on topics taken from the whole of the subject content. The question scenarios are based on a small business – up to 49 employees.

How is it assessed?

- Written exam set in practically based scenarios: 1hr 30 minutes
- 80 marks
- 50% of IGCSE

Questions

Questions are a mixture of multiple-choice, short-answer, data-response and open-ended questions.

Paper 2: Investigating large businesses

What is assessed?

This paper will draw on topics taken from the whole of the subject content. The question scenarios are based on a large business – more than 250 employees.

How is it assessed?

Written exam: 1hr 30 minutes

- 80 marks
- 50% of IGCSE

Questions

Questions are a mixture of multiple-choice, short-answer, data-response and open-ended questions.



Dance GCSE is for all students who have a passion for Dance and are committed. Students will take part in multiple performances, have opportunities to work with professional dancers, and watch a variety of works. The course enables students to work in a variety of dance styles, offering a limited range of skills and learning experiences. Students do not need Dance experience to succeed in the course, however focus and dedication is essential.



Course Content

GCSE Dance is a creative qualification which is studied in three strands of Performance, Composition and Appreciation. The course allows students to improve their technical, physical and expressive skills through practical participation of an array of dance styles. Students have the opportunity to perform as soloists and as part of a group.

Component 1:

Performance and choreography
Performance of set phrases through solo performance and also duet/trio performance.
Choreographing dances which can be a solo or group choreography.

Component 2:

Dance Appreciation which is study of various professional dance works and knowledge and understanding of choreographic devises and performance skills together with being able to evaluate own dance work.

Skills

GCSE Dance focuses on the aesthetic and artistic qualities of dance and the use of movement to express and communicate ideas, themes and concepts. This is achieved by inter-relating the processes of choreography, performance and critical appreciation. The course is both practical and theory based and involves student's learning the craft of choreography, the ability to demonstrate learning through performance to an audience and engaging in a study of dance which is broad and diverse.

Assessment

Component 1:

Performance and Choreography which is internally marked and externally moderated by AQA
Performance 30% of GCSE
40 marks
Choreography 30% of GCSE
40 marks
Total component 60%

Component 2:

Dance Appreciation
Written exam: 1 hour 30 minutes at the end of the course.
40% of GCSE
80 marks

The AQA GCSE 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. AQA 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 product design, production management, engineering, education, architecture, urban planning and graphic design.



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 AQA learner
- Develop the ability to make aesthetic, economic, moral and technical value judgments

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 AQA learner
- Develop the ability to make aesthetic, economic, moral and technical value judgments

Assessment

Paper 1:

What is assessed?

- Core technical principles
- Specialist technical principles
- Designing and making principles

How is it assessed?

- Written exam: 2 hours
- 100 marks
- 50% of GCSE

Questions

Section A – Core technical principles (20 marks)

A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

Section B – Specialist technical principles (30 marks)

Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.

Section C – Designing and making principles (50 marks)

A mixture of short answer and extended response questions.

Non-exam assessment (NEA)

What is assessed?

Practical application of:

- Core technical principles
- Specialist technical principles
- Designing and making principles

How is it assessed?

- Non-exam assessment (NEA): 30–35 hours approx
- 100 marks
- 50% of GCSE

Task(s)

- Substantial design and make task
- Assessment criteria:
 - Identifying and investigating design possibilities
 - Producing a design brief and specification
 - Generating design ideas
 - Developing design ideas
 - Realising design ideas
 - Analysing & evaluating
- In the spirit of the iterative design process, the above should be awarded holistically where they take place and not in a linear manner
- Contextual challenges to be released annually by AQA on 1st June in the year prior to the submission of the NEA
- Students will produce a prototype and a portfolio of evidence
- Work will be marked by teachers and moderated by AQA

Drama is the means by which young people can explore values and challenge prejudices, engaging with the moral, spiritual and cultural issues of the society in which they live; and a vehicle through which students can develop a wide range of transferable skills, such as fostering positive relationships between individuals, building group dynamics, learning how to communicate effectively and empathising with others. Above all, GCSE drama is something which engenders deep experiential learning that reaches beyond the confines of the classroom. Lessons are carefully differentiated to meet the needs of different learners and, crucially, we strive to create a supportive atmosphere where students can work with a high level of independence, spontaneity and the willingness to take risks.

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

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

2 paper assessment, testing the knowledge, understanding, analytical and evaluation skills around two themes:

Paper 1: Microeconomics and Business Economics

1 hour 30 minutes, 50% of total International GCSE
Consisting of four compulsory questions, each worth 20 marks.
The sub questions are a mixture of multiple-choice, short-answer, data response and open-ended questions.

Paper 2: Macroeconomics and the Global Economy.

1 hour 30 minutes, 50% of total International GCSE
Consisting of four compulsory questions, each worth 20 marks.
The sub questions are a mixture of multiple-choice, short-answer, data response and open-ended questions.



The AQA GCSE 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 nutritionalist.



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.

The course is covered by three units:

Unit 1: Theoretical knowledge for food preparation and nutrition

Unit 2: Students' understanding of the working characteristics, functional and chemical properties of ingredients.

Unit 3: Knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition.

Skills

The AQA Food nutrition syllabus 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: EXTRENAL EXAMINATION

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 & 3: NON-EXAM ASSESSMENT

50% 100 marks

Unit 2: Food investigation – 1500-2000 word written report (30 marks)

Students' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this task.

Unit 3: Food preparation assessment – electronic portfolio (70 marks)

Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.

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.

This engaging course explores four areas of study including: Instrumental Music (1700-1820), Vocal Music, Music for Stage and Screen and Fusions. The course is split into three components: Performance, Composition and Appraising. Students develop their performing skills individually, and in groups, and will record a portfolio of work lasting for a minimum of four minutes. Students also develop composition skills by composing two compositions. Finally, students develop their knowledge and understanding of music and study a variety of music genres, styles and traditions, learning about musical elements, musical contexts and musical language through the four areas of study.



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
Total of 60 marks

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

Component 2: Composing

30% - 2 Compositions
Total of 60 marks

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

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

Components 1 and 2: 60%

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

Paper 1: 1hr 45mins - 30%

Paper 2: 1hr 15mins - 30%

Components 3 and 4: 40%

3 Practical Activities - 10% each

Personal Exercise Plan (PEP) - 10%

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.



Have you ever wondered why you behave the way you do? What makes children so curious? Are criminals born or created? If you are interested in debating or researching these questions, then Psychology could be the course for you.

Psychology is the study of the mind and human behaviour. It encourages students to reflect upon themselves, provoking many questions and leads students down various pathways to find answers. This GCSE course will excite, enthuse and engage all learners as it prepares students for an interactive future career.



Course Content

- Topic 1: Development – How did you develop?
- Topic 2: Memory – How does your memory work?
- Topic 3: Psychological problems – How would psychological problems affect you?
- Topic 4: The brain and neuropsychology – How does your brain affect you?
- Topic 5: Social influence – How do others affect you?
- Topic 11: Research methods – How do you carry out psychological research

A choice of two topics:

- Topic 6: Criminal psychology – Why do people become criminals?
- Topic 7: The self – What makes you who you are?
- Topic 8: Perception – How do you interpret the world around you?
- Topic 9: Sleep and dreaming – Why do you need to sleep and dream?
- Topic 10: Language, thought and communication – How do you communicate with others?

Skills

The aims and objectives of the Edexcel GCSE Psychology course is to enable students to:

- use specialist vocabulary, psychological concepts, terminology and convention to engage in the process of psychological enquiry
- acquire knowledge and understanding of psychology, developing an understanding of self and others, and how psychological understanding can help to explain everyday social phenomena
- understand how psychological research is conducted, including the role of scientific method and data analysis

- present information, develop arguments on issues and debates in Psychology and draw conclusions through a critical approach to psychological evidence, developing as reflective thinkers
- develop an understanding of the relationship between psychology and personal, moral, social and cultural issues, and develop an understanding of ethical issues in psychology
- develop an understanding of psychological issues, the contribution of psychology to individual, social and cultural diversity, and how psychology contributes to society.

Assessment

The course is made up of two Papers, which are externally marked and graded.

Paper 1 (1PS0/01): This paper is 1 hour 45 minutes and accounts for 55% of the final grade. This paper covers topics 1-5 (see above).

Paper 2 (1PS0/02): This paper is 1 hour 20 minutes and accounts for 45%. This paper covers two optional topics from 6-10 (see above).

Each paper covers the topics in sections which will include multiple-choice, short-open and open-response questions, and extended open-response questions.

Students completing this course will make an easy transition into Psychology at Standard or Higher Level in IBDP.

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.

Exam Fees

Please note that in line with other independent schools in Dubai, NAS Dubai charges for all external examinations. Parents will receive invoices which will cover fees for language, I/GCSE and IB examinations.

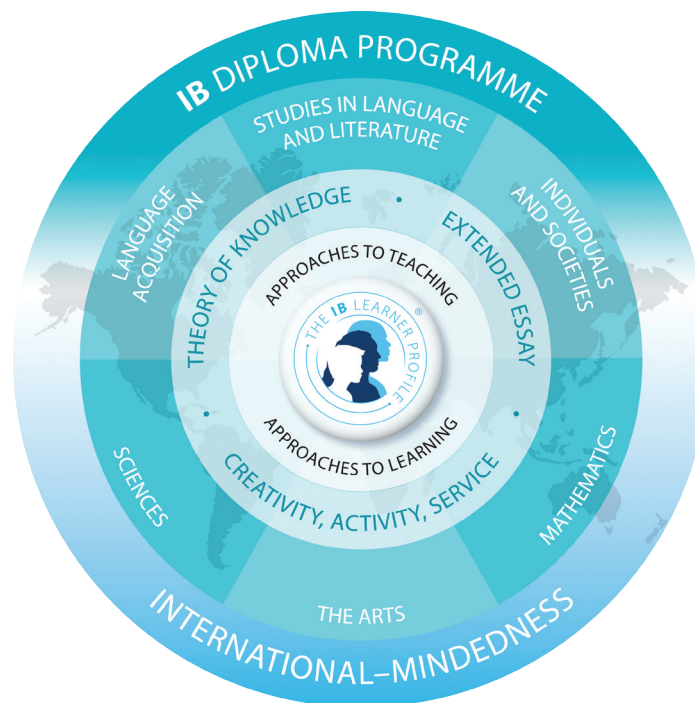
Re-sits will be charged as an additional cost (should they be required). Students, who have special requirements (i.e. a reader/scribe), may also incur additional charges. It is not possible for NAS Dubai to include these charges in the general school fees as each individual student incurs different costs.

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 (HL/SL):
English Language and Literature |
| 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, Sports Exercise and Health Science |
| Group 5 | Mathematics (HL/SL):
Mathematics: analysis and approaches,
Mathematics: applications and interpretations |
| Group 6 | The Arts (HL/SL): Visual Art, Theatre and Music 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.



IGCSE English
Language



IGCSE English
Literature



IGCSE
Mathematics



IGCSE Sciences
Co-ordinated
Double Award



IGCSE
Chemistry



IGCSE
Physics



IGCSE
Biology



IGCSE
History



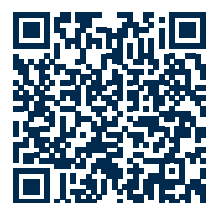
IGCSE
Geography



GCSE
Computer Science



GCSE
Arabic



IGCSE
French



IGCSE
German



GCSE
Mandarin



IGCSE
Spanish



GCSE Art & Design -
Fine Art



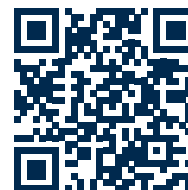
GCSE Art & Design -
Photography



IGCSE Business
Studies



GCSE
Dance



IGCSE Design and
Technology



GCSE
Drama



IGCSE
Economics



GCSE Food
and Nutrition



GCSE
Music



IGCSE
PE



GCSE
Psychology



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