



*Key Stage 4
Curriculum
Guide*



NORD ANGLIA
INTERNATIONAL SCHOOL
SHANGHAI, PUDONG

Be Ambitious

Be Ambitious

We believe there is no limit to what our students can achieve. So we encourage them to be ambitious. To reach for their dreams. To step outside their comfort zones and try something new. We ignite their curiosity.

Being ambitious inspires our students. It urges them to stretch themselves that little bit further. To be relentlessly optimistic. To be the best that they can be. And beyond that to make a difference, to make things better, throughout our world.

Ambition can take them anywhere. It's transformational. It's what makes the extraordinary possible. But it's only the spark. It takes passion, determination and commitment to make it a reality. It takes creativity and innovation. It takes resilience and courage. It takes confidence.

That's why our outstanding teachers nurture these essential skills through personalised learning for each child. We build on each student's individual strengths and passions. We create challenge in every lesson and every activity so that they continuously grow and learn. We offer unique experiences to open new opportunities.

Our family of schools empower our students to achieve beyond what they may have thought possible, academically, socially and personally.

This is the Nord Anglia Approach.

Contents

A Welcome Note to Parents / Welcome	4
The IGCSE Programme	5
The Compulsory Subjects	6
Making the Right Choices	8
Core Subjects	9
Mathematics	10
English First Language	11
English Second Language	12
English Literature	14
Double and Triple Award Science	15
Option Subjects	18
Art and Design	19
Drama	20
Music	21
Business Studies	22
Economics	23
Geography	24
History	25
Physical Education	26
Design Technology	28
Computer Science	29
First Language: Mandarin (Native)	30
Foreign Language: Mandarin (Intermediate), French, German, Spanish	31
Chinese (Beginner)	32
Additional Programmes	33
Guidance	34
Student Leadership and Assemblies	35
House Points	36
Other Ways to Get Involved	36
Assessment and Tracking Progress	37
Teacher/Parent Communication	38

A Welcome Note to Parents and Students

Dear Students,

Welcome to KS4 at NAIS Pudong the first part of your step into examination choices with us. For many people the move into Year 10 and the beginning of the IGCSE journey marks the first significant time that you have had the opportunity to start the process of shaping your future, and in making and engaging in sensible choices as to which academic direction you wish to take your learning. Of course, this will look different for everyone. For some of you, a clear idea of the direction future studies are heading is already shaping in your mind, for others the options are still well and truly open and you remain completely open-minded as to the direction you may travel.

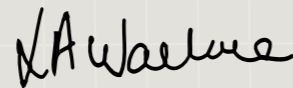
Wherever you are in your thinking, the start of the IGCSE programme is an exciting one filled with many options, new opportunities and engagement with your learning at a whole new level. No one expects you to finalise your thinking immediately. However, as you take the time to peruse the options on offer, think carefully about where you believe you have an ability to achieve. Which subjects will ignite a passion in you, inspire you, motivate you to do well and study hard to achieve great things?

The next two years of study with us is more than the IGCSE programme. IGCSE is the first step in preparing you for the route to tertiary education, to prepare you as a global citizen. It will enable you to become well rounded and ready to

embrace the world of higher education studies, and then later the world of work, with self-belief and determination. Not only will you select options from various different subject choices, but you will also study English, Mathematics, Science and a Foreign Language. To make sure it's not just your mind which stays active you will participate in core PE, although some of you may also select this as a subject for examination if this is where your interests and abilities lie. Additionally, with your fellow classmates you will participate in the International Award and a Global project, all of which will help prepare you for the next time you make a choice at the end of Year 11 at the start of your IB Diploma Programme. Make your choices wisely and use your many supporters well to gain advice.

If there are any questions left unanswered from the fact files provided in this pack then please seek out more information from us. This is the start of the journey and one where we will work together to ensure that we reach a successful destination.

Best wishes,



Lesley-Ann Wallace

Principal

The IGCSE Programme

We understand that both students and parents will have many questions about what happens next in terms of education, and we've written this guide to try to answer as many of your questions as possible. However, if there is anything you are unsure about, at any point in the process, please don't hesitate to ask.

As students approach Year 10, the process of taking responsibility for their own education begins. It is a very important time in a student's education as it is, in most cases, the beginning of the journey into the IB Diploma Programme, university and employment beyond. Here at Nord Anglia International School Shanghai, Pudong we follow the UK education system, although we adapt it in places to make sure it gives our international student body a truly global education. Therefore, in Years 10 and 11, our students study towards the International General Certificate of Secondary Education examinations (IGCSEs). These are important examinations at the end of the two year course. These are not just school examinations; they are universally recognised qualifications that will help students get into university and help them on the way to a successful career in the future. Students take these examinations in all subjects detailed in this guide except Guidance, Global Core, Core PE and EAL.

This is probably the first time students have had much choice in the subjects they study. They still don't have a completely free choice as there are some compulsory subjects, but there are opportunities to choose a number

of courses that interest them. In making their choices students should consider carefully their interests, their strengths and their ambitions.

A few facts about the IGCSE

The International General Certificate of Secondary Education (IGCSE) is the international version of the GCSE exam taken by students in the UK at the end of Year 11. The IGCSE offers the best foundation for future study in a global society. IGCSEs are offered in a range of subjects. At NAIS Pudong, we use two examination boards, both very well-known and highly regarded in Britain and internationally:

- Cambridge International Examinations (CIE), part of the University of Cambridge and also the world's largest provider of international qualifications to school age students.
- Edexcel, the UK's largest examination body, which started life over 150 years ago as part of the University of London.

At the end of the two-year course, after successfully passing the exams, students will be awarded these world-recognised certificates in each subject, ready for the next stage of education. IGCSEs are graded in two ways, depending on the exam board - from A* (high) to G (low) with CIE, or 9 (high) to 1 (low) with Edexcel. Although getting any of these grades means that the exam has been passed, many universities and employers regard getting a grade C or 5 as a minimum 'good' passing grade.

The Compulsory Subjects

All students take English, either a Double or Triple Award Science, a second Language (which you can choose) and Mathematics as compulsory examination subjects. Students also engage with the International Award, PE lessons and with Guidance lessons to cover the broader topics of life, health, general well-being, careers and Higher Education.

English Language & English Literature

In Years 10 and 11, all students with demonstrated ability will have the opportunity to study two related English courses. These include IGCSE First or Second Language and IGCSE Literature. Each of these syllabuses is designed as a two-year course for examination at age 16-plus. As English Language and Literature will be studied concurrently, it is expected that students will be able to transfer and apply knowledge and skills across both courses. Throughout their study of Language and Literature, students will examine closely a range of works from the genres of poetry, prose and drama. Students will have access to a range of literary and language texts, extracts and other resources as required. These courses will enable students to communicate accurately, appropriately and effectively in speech and writing while exploring areas of universal human concern, thus leading to a greater understanding of themselves and others.

Mathematics

Mathematics is one of the core subjects in Years 10 and 11 and therefore is taken by every student. The IGCSE in Mathematics builds upon the basic skills in the areas that have been taught in Key Stage 3 of the English National Curriculum: Number; Algebra; Ratio, proportion and rates of change; Geometry and measures; and, Statistics and Probability.

The Edexcel IGCSE in Mathematics enables students to: develop their knowledge and understanding of mathematical concepts and techniques, acquire a foundation of mathematical skills for further study in the subject or related areas; enjoy using and applying mathematical techniques and concepts, and become confident to use Mathematics to solve problems; appreciate the importance of Mathematics in society, employment and study.

Studying Mathematics helps to develop logical reasoning skills that are essential for success in any field. There are many applications of Mathematics in everyday life.

The Compulsory Subjects

Science

All students study Science and at the start of Year 10 a decision is made by the Science department, in partnership with parents and students, as to whether students should study Double or Triple Award Science.

Double Award Science allows students to study all three sciences in the curriculum time of two. The IGCSE Science Double Award is equivalent to two IGCSEs. The specific units of work to be addressed will fall into the traditional scientific disciplines of Biology, Chemistry and Physics.

The IGCSE Science Triple Award is an extension of the course concepts studied in the Double Award for Science. The extension in material is designed to promote a greater awareness of scientific theory through additional scientific investigations directed towards motivating students to be productive and contributing members of the scientific community. Students will gain three Single Award qualifications for Biology, Chemistry and Physics.

Both the Double Award and Triple Award prepare the students for studying IB Science subjects.

International Award

The International Award is the international version of the UK's Duke of Edinburgh Award, which aims to equip young people for both life and work. It comprises 4 elements: Service, Skills, Physical Recreation and the Adventurous Journey. By harnessing students' existing interests, and encouraging them to push themselves beyond their comfort zone, we aim for all students to achieve the Bronze Award by the end of Year 10. This award is excellent preparation for the CAS element of the IB Diploma, and also gives those students who wish to, the opportunity to continue with the programme to achieve their Silver or Gold award during their remaining time at school.

Making the Right Choices

Your IGCSE choices matter

The subjects that are studied at this stage can make an impact on your future study, university destinations and career choices. Your year team and subject teachers are ready to offer advice. If you already have a good idea about what you would like to study at university our Higher Education team can give you guidance to help choose the right path to your chosen destination.

Making smart IGCSE choices

Here are a few pointers on how – and how not – to make the right IGCSE choices:

- Choose your optional subjects because you think you'll be good at them, and because they will interest you.
- If you're not sure what you might want to take at university, ensure you have a good mix of IGCSE subjects.
- If you're already thinking about a particular type of course, take a look at the entry requirements for specific courses at university and work back from there.
- Make sure you enjoy these subjects and you aren't taking them because of your friends, family and teachers.

Subjects

Everyone takes English, Mathematics and either a Double or Triple Award Science.

To support your holistic development, in addition to your examined core subjects, you also participate in courses that are not examined. This includes PE* sessions and lessons that cover Guidance and the Global

Core, although these are not examined courses. (*There is an examined PE course you can select as part of your options.)

We believe that all students should continue their study of a language other than English. So you will select one of the following languages; Mandarin, French, German or Spanish.

You then choose 3 more subjects from a wide variety of options – see page 18.

To help you make your choices you can:

- Speak to teachers about the different option subjects – ask questions about the skills and content covered and how it relates to work you have been learning in Year 9. Ask about the style of assessment, for example is it all exams or is there some coursework?
- Speak to your Year 9 subject teachers about how suitable the course is for you.
- Attend the Academic Review Evenings
- Talk to older students, your parents and to other adults about the choices they made and what worked well for them.

For EAL Learners

If you are an EAL learner we can support you to create a pathway that will allow you to focus on improving your command of English. You will still select the same number of option subjects so make sure you ask your teachers about the language demands of the course. Some subjects rely more heavily on the precise use of language so you may find these subjects more challenging so please consider this when you are making your choices.

Core Subjects



Mathematics

Core Subjects

Aims

Enables students:

- To develop their knowledge and understanding of mathematical concepts and techniques
- To acquire a foundation of mathematical skills for further study in the subject or related areas
- To enjoy using and applying mathematical techniques and concepts, and become confident to use mathematics to solve problems
- To appreciate the importance of mathematics in society, employment and study.

Syllabus Content

Students need to demonstrate application and understanding of the following:

Number

- Use numerical skills in a purely mathematical way and in real-life situations.

Assessment

EXTERNAL = 100%	
Students can be entered for either:	
Foundation Tier students will take papers 1F and 2F. Questions in the Foundation Tier paper are targeted at grades in the range 5 to 1. The highest grade which will be awarded at Foundation Tier is grade 5.	
Higher Tier students will take Papers 3H and 4H. Questions in the Higher Tier paper are targeted at grades in the range 9 to 4.	
PAPER 1F/3H	Students are assessed through an examination based on all the topics.
2 hours	100 marks. 50%
PAPER 2F/4H	Students are assessed through an examination based on all the topics.
2 hours	100 marks. 50%

Core Subjects

English First Language

This course aims to:

- enable students to understand and respond to what they hear, read and experience
- enable students to communicate accurately, appropriately, confidently and effectively
- encourage students to enjoy and appreciate a variety of language
- complement students' ability to work with information and ideas in other areas of study, for example, by developing skills of analysis, synthesis and the drawing of inferences
- promote personal development and an understanding of themselves and others.

Syllabus Content

Reading

- demonstrate a precise understanding of extended texts
- synthesise, develop, analyse and evaluate facts, ideas and opinions
- effectively summarise, paraphrase and re-express
- demonstrate understanding of how writers achieve their effects
- recognise and respond to sophisticated linguistic devices
- extract appropriate information

Assessment

EXTERNAL = 100%	
Paper 2 Reading Passages (Extended)	Students answer questions on two passages. Passage A will be 650–750 words long and Passage B will be 550–650 words long.
2 hours	50 marks . 50%
Paper 3 Directed Writing and Composition	Students answer one question on a passage or passages totalling 650–750 words, and complete a composition task from a choice of four titles.
45 minutes	50 marks. 50%

Writing

- express effectively what is thought, felt and imagined
- order and convey facts, ideas and opinions effectively
- demonstrate a sophisticated use of imaginative and varied vocabulary
- demonstrate a clear sense of audience and context
- demonstrate accuracy in spelling, punctuation and grammar
- use effectively a variety of sentence structures.

Speaking and Listening

- describe and reflect on experience, and express effectively what is thought, felt and imagined
- understand and convey complex information in a sophisticated way
- order and present facts, ideas and opinions effectively
- discuss statements of opinion and attitude, discerning underlying assumptions and points of view
- communicate with clarity, focus and purpose
- communicate appropriately depending on the audience and context
- evaluate and reflect on what is heard.

English Second Language

Core Subjects

This course aims to:

- develop learners' ability to use English effectively for the purpose of practical communication
- form a solid foundation for the skills required for further study or employment using English as the medium
- develop learners' awareness of the nature of language and language-learning skills
- promote learners' personal development.

Syllabus Content

Reading

- understand and select from a range of texts in a variety of forms, including public notices, signs, and magazines and newspapers
- identify and retrieve facts, details, important points and themes from a range of texts, including extended pieces of writing, e.g. to complete a form
- select and organise relevant information from a range of texts including letters, brochures, forms, extended texts and imaginative writing within the experience of young people and reflecting the interests of people from varied cultural backgrounds
- recognise and understand ideas, opinions and attitudes within extended texts and explore the connections between them
- understand what is implied but not actually written, e.g. gist, purpose and intention

Writing

- carry out a range of writing tasks in response to a written stimulus, on a range of topics, including completing

a form, writing a postcard, a letter, a summary or extended piece of writing in an appropriate, accurate and clear form of English

- describe, report and give a wide range of information
- identify, organise, structure and present material in an appropriate format and register for a particular audience or purpose, e.g. an article for a school newspaper

Listening

- understand and select from a range of information presented in a variety of forms, e.g. an answerphone message, news, weather, travel, interviews, dialogues and telephone conversations
- identify and retrieve facts, details, important points and themes from a range of material, e.g. a formal talk
- recognise and understand ideas, opinions and attitudes and explore the connections between them
- identify the important points or themes of the material including attitude, relationships between speakers
- understand what is implied but not actually spoken, e.g. gist, purpose and intention
- Speaking
- demonstrate competence in a range of speaking activities, e.g. respond to questions on a range of topics including past and present schooling, future plans, current affairs
- respond confidently to new, topical ideas
- conduct a sustained conversation with a sense of audience and purpose

Core Subjects

English Second Language



Assessment

EXTERNAL = 100%	
Component 2 Reading and writing (Extended)	There are seven tasks in the paper, testing a range of reading and writing skills.
Written paper 2 hours	90 marks. 70%
Component 4 Listening (Extended)	Candidates listen to several short extracts and longer texts, and complete a range of task types, including short-answer questions, gap filling, matching, multiple choice and note taking.
Written paper Approximately 45 minutes	40 marks. 30%
INTERNAL (SEPARATE CERTIFICATE)	
Component 5 Speaking	Following a 2–3 minute warm-up conversation, candidates engage in a 6–9 minute discussion with the examiner on a given topic.
Approximately 10–15 minutes	30 marks. Certificates are awarded separately for this component using grades 1 (high) to 5 (low) for speaking.

English Literature

Core Subjects

Aims

Develop student who:

- enjoy the experience of reading literature
- understand and respond to literary texts in different forms and from different periods and cultures
- communicate an informed personal response appropriately and effectively
- appreciate different ways in which writers achieve their effects
- experience literature's contribution to aesthetic, imaginative and intellectual growth
- explore the contribution of literature to an understanding of areas of human concern.

Syllabus Content

- Using a range of set tests including Poetry and Prose students must:
- show detailed knowledge of the content of literary texts in the three main forms (drama, poetry and prose), supported by reference to the text
- understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes
- recognise and appreciate ways in which writers use language, structure and form to create and shape meanings and effects
- communicate a sensitive and informed personal response to literary texts.

Assessment

EXTERNAL = 100%	
COMPONENT 1	Students answer two questions on two texts: one poetry and one prose.
Poetry and Prose	There is a choice of two questions (one passage-based and one essay) on each text.
1 hour 30 minutes	50 marks . 50%
COMPONENT 3	Students answer one question on one text.
Drama (Open text)	There is a choice of two questions (one passage-based and one essay) on each text.
45 minutes	25 marks. 25%
COMPONENT 4	Students answer one question.
Unseen	There is a choice of two questions requiring critical commentary (one based on literary prose and one based on a poem or extract of a poem).
1 hour 15 minutes	25 marks. 25%

Core Subjects

Enables students to:

- acquire scientific knowledge and facts, and an understanding of scientific concepts, principles, themes and patterns
- appreciate the practical nature of science, acquiring experimental skills based on correct and safe laboratory techniques
- appreciate the importance of accurate experimental work and reporting as scientific methods
- form hypotheses and design experiments to test them
- sustain and develop an enjoyment of, and interest in, the scientific world
- evaluate, in terms of their scientific knowledge and understanding, the benefits and drawbacks of real-life applications of science, including their everyday, industrial and environmental aspects
- select, organise and present information clearly and logically, using appropriate scientific terms and conventions
- prepare for more advanced courses in each of the three scientific disciplines which comprise this specification.

Double and Triple Award Science

Syllabus Content

Biology

- The nature and variety of living organisms
- Structures and functions in living organisms
- Reproduction and inheritance
- Ecology and the environment
- Use of biological resources

Chemistry

- Principles of chemistry
- Chemistry of the elements
- Organic chemistry
- Physical chemistry
- Chemistry in industry

Physics

- Forces and motion
- Electricity
- Waves
- Energy resources and energy transfer
- Solids, liquids and gases
- Magnetism and electromagnetism
- Radioactivity and particles
- Astrophysics
- Work within the metric system.
- Understand ideas of space and shape.
- Use ruler, compasses and protractor appropriately.

Statistics

- Understand basic ideas of statistical averages.
- Use a range of statistical techniques.
- Use basic ideas of probability.

Double and Triple Award Science

Core Subjects

Assessment

The IGCSE Science Triple Award is an extension of the course concepts studied in the Double Award for Science.

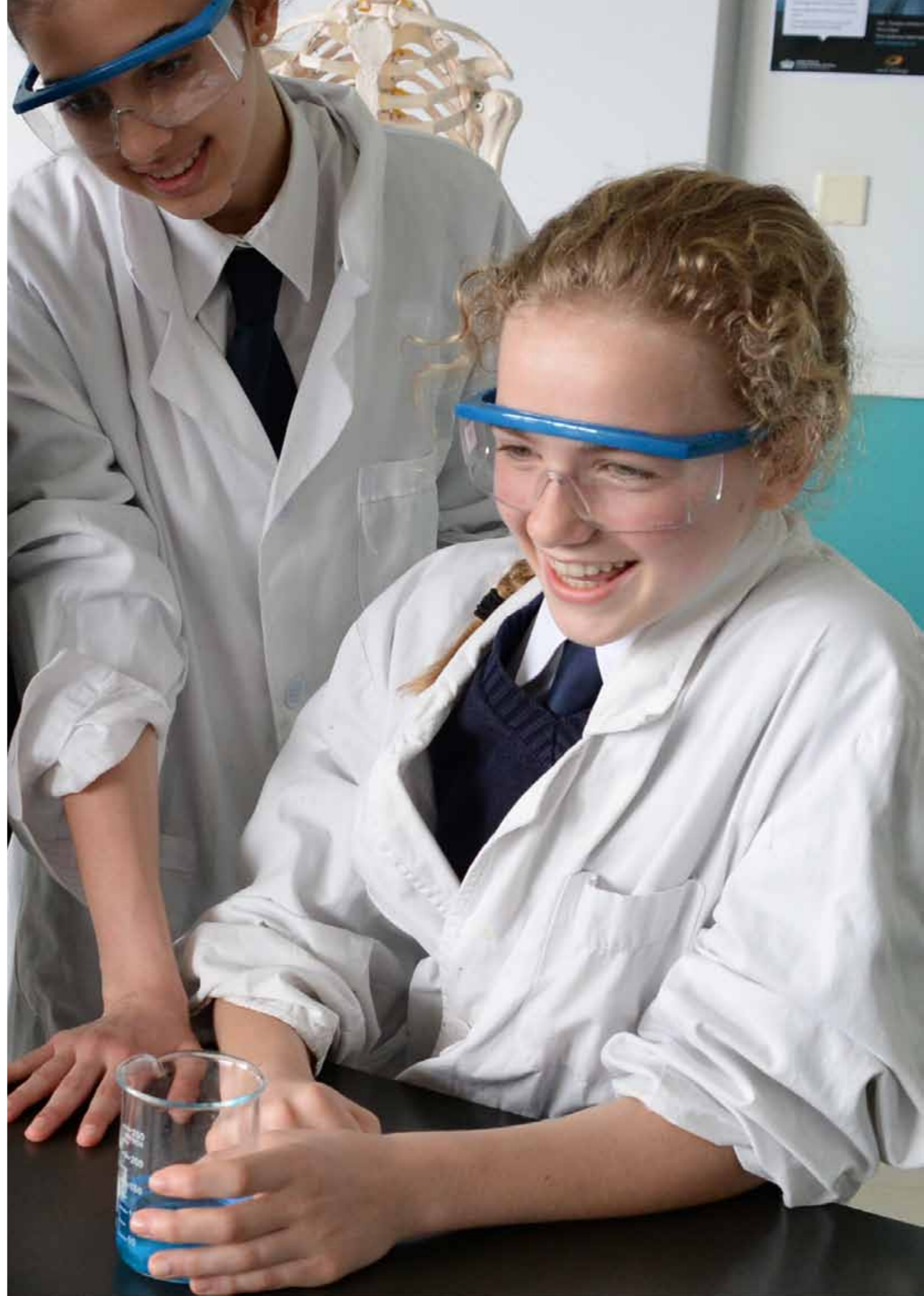
Double Award Science

EXTERNAL = 100%	
BIOLOGY PAPER 1 2 hours	Students are assessed through an examination based on all the Biology concepts. 120 marks . 33.3% of Double Award or 66.6% of Biology IGCSE
CHEMISTRY PAPER 1 2 hours	Students are assessed through an examination based on all the Chemistry concepts. 120 marks . 33.3% of Double Award or 66.6% of Chemistry IGCSE
PHYSICS PAPER 1 2 hours	Students are assessed through an examination based on all the Physics concepts. 120 marks . 33.3% of Double Award or 66.6% of Physics IGCSE

Triple Award Science

In addition to the papers above students must also complete the following.

EXTERNAL = 100%	
BIOLOGY PAPER 2 1 hour	Students are assessed through an examination based on all the Biology concepts, including the extension work. 60 marks . 33.3% of Biology IGCSE
CHEMISTRY PAPER 2 1 hour	Students are assessed through an examination based on all the Chemistry concepts, including the extension work. 60 marks . 33.3% of Chemistry IGCSE
PHYSICS PAPER 2 1 hour	Students are assessed through an examination based on all the Physics concepts, including the extension work. 60 marks . 33.3% of Physics IGCSE



Option Subjects



Option Subjects

Art and Design

Aims

To develop:

- creative and imaginative ability and the practical skills for engaging with and for communicating and expressing original ideas, feelings and meanings in art, craft and design
- investigative, analytical, experimental and interpretative capabilities, aesthetic understanding and critical and enquiring minds, with increasing independence
- cultural knowledge and understanding of art, craft and design and of the media and technologies used in different times, contexts and societies
- personal attributes including self-confidence, resilience, perseverance, self-discipline and commitment.

Syllabus Content

Knowing about knowing

Students need to develop knowledge, understanding and the capability to evaluate:

- how ideas, feelings and meanings are conveyed and interpreted in images, artefacts and products
- how knowledge and understanding of the work of others can develop and extend their thinking and inform their own work a range of art, craft and design processes including two and/ or three dimensions, and traditional and new media and technologies
- how images, artefacts and products relate to social, historical, vocational and cultural contexts
- a variety of approaches, methods and intentions of contemporary and historical artists, craftspeople and designers from different cultures, and their contribution to continuity and change in society.

Assessment

INTERNAL = 60%	
Unit: 1 Personal Portfolio in Art and Design	Takes the form of several investigative and experimental sketchbooks, mounted 2D and 3D work exploring different Artists, Art Movements, Cultures and Art and Design media. The themes will be selected and developed by the art department. Approximately 120 hours allowed for controlled assessment. In order to fulfil the syllabus framework, coursework is structured; however students are required to develop a personal approach to their work journal and projects. A creative and critical exploration of techniques and concepts is the essence of good coursework. Maintaining work journals and critical / historical studies of relevant artists is a compulsory coursework component.
EXTERNALLY SET, INTERNALLY ASSESSED = 40%	
Unit: 2 Externally Set Assignment	Consists of one, externally set, broad based thematic starting point externally set by the examination board. Preparatory Studies/supporting studies: During the period between the distribution of the candidate's paper and the controlled test, candidates will work on their preparatory studies, which will amount to 10 weeks. The preparatory studies support the main piece of work in the controlled test. The controlled test must be carried out in a period not exceeding 10 hrs.
ALL INTERNAL ASSESSMENT IS SUMMATIVELY ASSESSED/MODERATED BY A VISITING EXTERNAL EXAMINER	

Aims

To understand and enjoy drama by:

- developing their performance skills, both individually and in groups understanding the role of actor, director and designer in creating a piece of theatre
- considering ways in which ideas and feelings can be communicated to an audience
- discovering the performance possibilities of plays and other dramatic stimuli
- devising dramatic material of their own.

Syllabus Content

Understanding repertoire

- Knowledge and understanding of the possibilities of repertoire, and how to interpret and realise it in a live performance.

Devising

- Devise dramatic material and reflect on its effectiveness.

Acting skills

- Acting skills and their ability to communicate effectively to an audience.

Assessment

EXTERNAL = 40%	
PAPER 1 2 hour 30 minutes	<p>The questions on this paper relate to pre-release material. This material consists of three stimuli and an extended extract from a play (or an abridged version of an entire play). Students devise a piece of drama based on one of the three stimuli and study the extract from the play.</p> <p>Students are required to have engaged with the pre-release material from the perspective of actor, director and designer. The question paper is structured as follows:</p> <ul style="list-style-type: none"> • Section A (30 marks) 6–8 short-answer questions on the extract from the play (20 marks) and 2–4 questions on the drama devised from their chosen stimulus (10 marks). • Section B (25 marks) one longer-answer question from a choice of 3 on the extract from the play. • Section C (25 marks) one longer-answer question from a choice of three on the drama devised from their chosen stimulus
INTERNAL = 60%	
Practical work	<p>Candidates submit three pieces of practical work.</p> <ul style="list-style-type: none"> • One individual piece (3–5 minutes) A 3 to 5 minute performed extract from a full length published play. • Two group pieces (maximum 15 minutes each): • One performance of an extract from a published play and one original devised piece

Aims

This course aims to:

- encourage students to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study
- develop broader life skills and attributes, including critical and creative thinking, aesthetic sensitivity, emotional awareness, cultural understanding, self-discipline, self-confidence and self-motivation
- enable students to engage actively in the study of music develop musical skills and interests, including the ability to make music individually and in groups enable students to understand and appreciate a range of different kinds of music.

Syllabus Content

Content is defined by four Areas of Study. Each Area of Study includes three set works that will be the subject of the examination in Unit 3.

The compositions in Unit 2 will be defined by the following Areas of Study:

- Instrumental music 1700-1820
- Vocal music
- Music for Stage and Screen
- Fusions

Units

- Performing Music
- Composing Music
- Listening and Appraising Music

Assessment

EXTERNAL = 40%	
PAPER 1 1 hour 45 minutes	<p>Section A: eight compulsory questions in response to extracts from the set works that will be played on a CD during the examination</p> <p>80 marks</p>
INTERNAL = 60%	
PERFORMING MUSIC 30%	<ul style="list-style-type: none"> • Each student will complete one solo performance and one ensemble performance • Performances will be recorded. • Scores, professional recordings or written commentary (for realisation) for both performances will be assessed
COMPOSING MUSIC 30%	<p>Each student will create two compositions, or two arrangements, or one composition and one arrangement</p> <ul style="list-style-type: none"> • Both compositions/arrangements will be recorded • Notated scores or written commentaries for both compositions/arrangements will be assessed

Aims

Students will be able to:

- Make effective use of relevant terminology, concepts, methods, and recognise the strengths and limitations of the ideas used in business
- Apply their knowledge and critical understanding to current issues and problems in a wide range of business contexts
- Distinguish between facts and opinions, and evaluate qualitative and quantitative data in order to help build arguments and make informed judgements
- Appreciate the perspectives of a range of stakeholders in relation to the business environment, society, individuals, government and enterprise
- Develop knowledge and understanding of the major groups and organisations within and outside business, and consider ways in which they are able to influence objectives, decisions and activities

- Develop knowledge and understanding of how the main types of businesses are organised, financed and operated, and how their relations with other organisations, consumers, employees, owners and society are regulated
- Develop skills of numeracy, literacy, enquiry, selection and use of relevant sources of information, presentation and interpretation
- Develop an awareness of the nature and significance of innovation and change within the context of business activities.

Syllabus Content

- Understanding business activity
- People in business
- Marketing
- Operations management
- Financial information and decisions
- External influences on business activity

Assessment

EXTERNAL = 100%	
PAPER 1 1 hour 30 minutes	Written examination consisting of four questions requiring a mixture of short answers and structured data responses. Candidates answer all questions. 80 marks. 50%
PAPER 2 1 hour 30 minutes	Written examination consisting of four questions based on a case study, provided as an Insert with the paper. Candidates answer all questions. 80 marks. 50%

Aims

Students will gain:

- an understanding of economic theory, terminology and principles
- the ability to apply the tools of economic analysis
- the ability to distinguish between facts and value judgements in economic issues
- an understanding of, and an ability to use, basic economic numeracy and literacy
- the ability to take a greater part in decision-making processes in everyday life
- an understanding of the economies of developed and developing nations
- an excellent foundation for advanced study in economics

Syllabus Content

- Basic economic problem: choice and the allocation of resources
- The allocation of resources: how the market works; market failure
- The individual as producer, consumer and borrower
- The private firm as producer and employer
- Role of government in economy
- Economic indicators
- Developed and developing economies: trends in production, population and living standards
- International aspects

Assessment

EXTERNAL = 100%	
PAPER 1 45 minutes	Multiple choice Candidates answer 30 multiple choice questions. 30%
PAPER 2 2 hours 15 minutes	Structured questions Candidates answer one compulsory question, which requires them to interpret and analyse previously unseen data relevant to a real economic situation, and three optional questions from a choice of six. 70%

Geography

Option Subjects

Aims

Students will be able to:

- apply and build on the fundamental building blocks of geographical knowledge
- actively engage in the process of geographical enquiry to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds
- develop their knowledge and understanding of geographical concepts and appreciate the relevance of these concepts to our changing world
- develop a framework of spatial awareness in which to appreciate the importance of the location of places and environments from a local to global scale appreciate that people have different views of, and attitudes to, the world, its environments and its issues

- develop and apply practical geographical enquiry skills
- undertake geographical investigations that include both primary and secondary data collection and presentation, analysis and drawing conclusions
- develop and apply their learning to the real world through fieldwork
- develop their awareness of global issues and recognise the need for a sustainable future

Syllabus Content

Section A – The Natural Environment

Section B – People and their Environments

Section C – Practical Geographical Enquiry

Section D – Global Issues

Assessment

EXTERNAL = 100%	
PAPER 1 3 hours	<p>Contains a variety of question types, such as multiple choice questions, short and extended answer questions, graphical and data questions and practical enquiry questions.</p> <p>Students have to answer:</p> <ul style="list-style-type: none"> • two questions from a choice of three in Section A • two questions from a choice of three in Section B • two questions; one question from a choice of two related to Topics 1 to 3 and one question from a choice of two related to Topics 4 to 6 in Section C • one question from a choice of three in Section D. <p>180 marks.</p>

Option Subjects

History

Aims

- This course enables students to:
- acquire knowledge and understanding of selected periods and/or aspects of history, exploring the significance of historical events, people, changes and issues
- use historical sources critically, in context, recording significant information and reaching conclusions
- organise and communicate their knowledge and understanding of history
- draw conclusions and make historical judgements.

Syllabus Content

- History requires students to demonstrate understanding of:
- history through recalling, selecting and communicating
- the past through explanation and analysis of, and judgements about, key features and the concepts in history of causation, consequence and change
- source material through comprehension, interpretation and cross- reference, and through evaluation of historical claims

The topics studied are a mixture of 20th Century World History. They are selected to complement the content of the Key Stage 3 course and provide a sound basis from which the IB History course can follow.

Assessment

EXTERNAL = 100%	
PAPER 1 1 hour 30 minutes	<p>• Students are assessed through an examination based on their depth studies.</p> <p>• Students answer two questions, one on each of the depth studies they have studied</p> <p>50 marks. 50%</p>
PAPER 2 1 hour 30 minutes	<p>• Students are assessed through an examination based on their historical investigation and breadth study in change.</p> <p>• Students answer two questions, one question on their historical investigation and one question on their breadth study in change.</p> <p>50 marks. 50%</p>

Aims

This course aims to:

- encourage students to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study and to develop an awareness and appreciation of their own and others' cultures in relation to physical education
- encourage creativity and decision-making skills to enable students to plan effectively for performances and to respond to changing situations
- prepare students to make informed decisions about further learning opportunities and career choices
- enable students to become increasingly physically competent through being actively engaged in a range of physical activities, and to become increasingly effective in their performance in different types of physical activity and roles such as player/participant, leader and official
- enable students to develop their ability to engage independently and successfully in different types of physical activity, and to develop and maintain their involvement in physical activity as part of a healthy, active lifestyle.

Syllabus Content

Theory of Physical Education

Component One: Fitness and Body Systems

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data

Component Two: Health and Performance

- Health, fitness and well-being
- Sport psychology
- Socio-cultural influences
- Use of data

Performance in Physical Education

Component Three: Practical Performance

- Assessment of three physical activities from a set list, one team, one individual and one other.

Component Four: Personal exercise programme

- Completion of PEP
- Analysis of performance



EXTERNAL = 60%	
PAPER 1 1 hour 45 minutes Fitness and body systems	Includes multiple-choice, short-answer, and extended answer questions 90 Marks. 36%
Paper 2 1 hour 15 minutes Health and Performance	Includes multiple-choice, short-answer, and extended answer questions 70 Marks. 24%
INTERNAL/ External moderation = 40%	
PRACTICAL ASSESSMENT	Practical performance and analysis of performance are assessed by teachers in controlled conditions.
ALL INTERNAL ASSESSMENT IS SUMMATIVELY ASSESSED/MODERATED BY A VISITING EXTERNAL EXAMINER	

*Please note that the specification for Physical Education is currently being review by the exam board so there may be some changes to the assessment.

Design Technology

Option Subjects

Aims

Students will:

- demonstrate their understanding that all design and technological activity takes place in contexts that influence the outcomes of design practice
- develop realistic design proposals as a result of the exploration of design opportunities and users' needs, wants and values
- use imagination, experimentation and combine ideas when designing
- develop the skills to critique and refine their own ideas while designing and making
- communicate their design ideas and decisions using different media and techniques, as appropriate for different audiences at key points in their designing

- develop decision-making skills, including the planning and organisation of time and resources when managing their own project work
- develop a broad knowledge of materials, components and technologies and practical skills to develop high-quality, imaginative and functional prototypes
- be ambitious and open to explore and take design risks in order to stretch the development of design proposals, avoiding clichéd or stereotypical responses
- consider the costs, commercial viability and marketing of products
- demonstrate safe working practices in design and technology
- use key design and technology terminology, including those related to: designing, innovation and communication; materials and technologies; making, manufacture and production; critiquing, values and ethics.

Assessment

EXTERNAL = 50%	
PAPER 1 1 hour 45 minutes	Content overview – Core content and any one from the following material categories: Metals, Papers and boards, Polymers, Systems, Textiles, Timbers Section A: Core This section is 40 marks and contains a mixture of different question styles, including open-response, graphical, calculation and extended-open-response questions. There will be 10 marks of calculation questions in Section A. Section B: Material categories This section is 60 marks and contains a mixture of different question styles, including open-response, graphical, calculation and extended-open-response questions. There will be 5 marks of calculation questions in Section B.
INTERNAL = 50%	
Design and make activity	Students will undertake a project based on a contextual challenge released a year before certification. The project will test students' skills in investigating, designing, making and evaluating a prototype of a product Task will be internally assessed and externally moderated. The marks are awarded for each part as follows: • Investigate (16 marks) • Design (42 marks) • Make (36 marks) • Evaluate (6 marks)

Option Subjects

Aims

Students will:

- develop computational thinking
- develop an understanding of the main principles of solving problems by using computers
- develop understanding that every computer system is made up of sub-systems, which in turn consist of further sub-systems
- develop an understanding of the component parts of computer systems and how they interrelate, including software, data, hardware, communications and people
- acquire the skills necessary to apply this understanding to develop computer-based solutions to problems using a high-level programming language.

Assessment

EXTERNAL = 100%	
PAPER 1 1 hour 45 minutes	Theory This written paper contains short-answer and structured questions. There is no choice of questions. No calculators are permitted in this paper. 75 marks. 60%
PAPER 2 1 hour 45 minutes	Problem-solving and Programming This written paper contains short-answer and structured questions. There is no choice of questions. 20 of the marks for this paper are from questions set on the pre-release material. No calculators are permitted in this paper. 50 marks. 40%

Computer Science

Syllabus Content

Theory of Computer Science

- Data representation
- Communication and Internet technologies
- Serial and parallel data transmission
- Hardware and software
- Security
- Ethics

Practical Problem-solving and Programming

- Algorithm design and problem-solving
- Programming
- Databases

Aims

This course aims to:

- enable students to communicate accurately, appropriately and effectively in writing
- enable students to understand and respond appropriately to what they read
- encourage students to enjoy and appreciate the variety of language
- complement the students' other areas of study by developing skills of a more general application (e.g. analysis, synthesis, drawing of inferences)
- promote the students' personal development and an understanding of themselves and others

Syllabus Content

Reading

- demonstrate understanding of words within extended texts
- scan for and extract specific information
- identify main and subordinate topics, summarise, paraphrase, re-express
- show some sense of how writers achieve their effects
- recognise and respond to simple linguistic devices including figurative language

Writing

- express thoughts, feelings and opinions in order to interest, inform or convince the reader
- show some sense of audience
- demonstrate adequate control of vocabulary, syntax and grammar
- exercise care over punctuation and spelling
- write accurate simple sentences
- attempt a variety of sentence structures
- recognise the need for paragraphing
- use appropriate vocabulary

Assessment

EXTERNAL = 100%	
PAPER 1 2 hours	Question 1 – 25 marks Students answer a series of comprehension questions based on Passage 1. Question 2 – 25 marks Students write a summary based on Passages 1 and 2. 60%
PAPER 2 1 hour 15 minutes	Reading Students write one composition of 400–600 characters. 40%

Aims

This syllabus aims to:

- develop the ability to communicate effectively using the target language
- offer insights into the culture and society of countries where the language is spoken
- develop awareness of the nature of language and language learning
- encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures and civilisations
- provide enjoyment and intellectual stimulation
- develop transferable skills (e.g. analysis, memorising, drawing of inferences) to complement other areas of the curriculum
- form a sound base of the skills, language and attitudes required for progression to work or further study, either in the target language or another subject area.

Syllabus Content

The syllabus content is organised around five broad Topic areas which provide contexts for the acquisition of vocabulary and the study of grammar and structures. Through the study of these Topic areas, students gain insight into target language countries and communities.

The Topic areas are:

- Everyday activities
- Personal and social life
- The world around us
- The world of work
- The international world

Assessment

EXTERNAL = 75%	
PAPER 1 45 minutes (Mandarin: 35 min)	Listening Students listen to a number of recordings and answer questions testing comprehension. 45 marks. (Mandarin: 30 marks). 25%
PAPER 2 1 hour (Mandarin: 1 hr 15 min)	Reading Students read a number of texts and answer questions testing comprehension. 45 marks. (Mandarin: 36 marks) 25%
PAPER 4 1 hour (Mandarin: 1 hr 15 min)	Writing Students respond in the target language to three tasks. 50 marks. (Mandarin: 45 marks) 25%
INTERNAL = 25%	
PAPER 3 15 minutes	Speaking Students complete two role plays, a topic presentation/conversation and a general conversation. 100 marks

The new HSK is an international standardized exam that tests and rates Chinese language proficiency. It assesses non-native Chinese speakers' abilities in using the Chinese language in their daily, academic and professional lives. HSK consists of six levels. The first three levels are appropriate for students with limited or no prior experience of learning Chinese.

Aims

To enable students to develop:

- an understanding of Chinese in a variety of contexts
- a knowledge of Chinese vocabulary and structures
- transferable language learning skills
- the ability to communicate effectively in Chinese

HSK (Level I)

Students can understand and use very simple Chinese words and phrases, meet basic needs for communication and possess the ability to further their Chinese language studies.

HSK (Level II)

Students have an excellent grasp of basic Chinese and can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.

HSK (Level III)

Students can communicate in Chinese at a basic level in their daily, academic and professional lives. They can manage most communication in Chinese when travelling in China.

Assessment

HSK (Level I)	Listening & Reading 40 minutes Vocabulary: 150 characters and pinyin
HSK (Level II)	Listening & Reading 55 minutes Speaking (Beginner) 10 minutes Vocabulary: 300 characters and pinyin
HSK (Level III)	Listening, Reading & Writing 90 minutes Speaking (Intermediate) 21 minutes Vocabulary: 600 characters

Additional Programmes



Guidance

The Guidance programme is designed to enable students to develop the knowledge, life-skills and attributes that they need to be safe, healthy and prepared for the world of work in a modern globalised world. Within the Guidance programme students work with their form tutors to address issues of personal, social significance as well as investigating the importance of making healthy choices.

Drawing on best practices in the UK curriculum, the programme is tailored to meet the needs of students living in an international environment and addresses the issues that young adults may face growing up in Shanghai. As well as investigating the significance of the relationships in their lives, students will

Additional Programmes

work on such topics as alcohol, drugs, bullying and physical violence, staying safe online, careers advice, organisation of finances and the expectations of being part of a local, national or global community. Our Programme of Study aims to develop skills and attributes such as resilience, self-esteem, risk-management, teamwork and critical thinking enabling students to develop the knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow into adulthood.

Additional Programmes

Development of personal responsibility and leadership are central to our school's ethos and it is the responsibility of all teachers to provide opportunities for students to experience leadership. We believe there is no limit to what our students can achieve, so we encourage them to be ambitious, to reach for their dreams, to step outside their comfort zones and try something new.

We empower our students to achieve beyond what they may have imagined; academically, socially and personally.

We believe that student leadership should have a clear educational purpose and students should be empowered to take action.

Our unique global opportunities enhance every student's learning experience; teaching students to think globally but act locally.

We strive to develop leaders who are:

- Proactive and engage with issues of global and local significance and take action to secure positive change,
- Inspirational and act to inspire their peers to take positive action to improve the lives of others
- Effective and generate, communicate a vision and take effective actions to realise that vision

Student Leadership and Assemblies

- Collaborative and work with others in a principled and caring way that maximises the effectiveness of the group
- Resilient and embrace challenge do not give up and overcome obstacles,
- Thinkers who exercise initiative in making reasoned, ethical decisions and take responsible action on complex problems.

We believe in empowering our students to achieve and we celebrate this success regularly in our assemblies.

Our Senior IB students take on leadership roles in a variety of contexts which include:

- Senior Students for Service
- Arts and Culture
- House activities and Sport
- Peer support
- Peer reading
- Service Committee
- Enterprise Committee
- Migrant School Committee
- Environment Committee
- Charity Committee
- Global Engage Committee.

Key Stage 4 students are selected via an application process to be part of these committees. The experience is invaluable to our students and their achievements are nothing short of remarkable.

House Points

In the Secondary School the House system is used to provide students with a variety of leadership contexts including sporting and other co-curricular activities (music, drama, quizzes).

Additional Programmes

Each House consists of students from Year 7 through to Year 13. For each year group within each House, student leaders are selected as House Captains (one boy and one girl).

Our Houses:



Other Ways to Get Involved

The Parent Community at NAIS Pudong gives our parents many opportunities to be involved with activities and projects at school and within the wider environment. The Community Group organises events for students, parents, the wider community and supports school celebrations.

Our Class Representatives offer a direct line of communication with the rest of the parents in your class. They are active in communicating events as well as social gatherings for the class.

Aspetto is our in-school coffee shop. It's a great space to catch up with other parents and with a guaranteed fast internet

connection a good spot to catch up on emails. These are just some of the areas you can be involved we are always looking for volunteers to support our local outreach projects such as visiting the local orphanage, or supporting art projects, drama productions or timing the students during sports days!

Our parents model life-long learning to our students, taking mandarin or English lessons at school, and singing in the community choir.

If you are interested in getting involved please come see the Community Group at one of our regular coffee mornings.

Additional Programmes

Admission

Upon entering the school, students will sit a baseline test (CATS) to determine their numeracy, verbal and reasoning skills. This test allows the school to decide upon preliminary setting and also allows the school to consider forecasts and potential Ambitious Targets.

In Class Assessment

Students are assessed using the assessment objectives and syllabus content provided by the examination board. These documents highlight the key skills, knowledge and understanding expected from the student throughout the course. Classwork can be assessed in line with the assessment objectives and syllabus content to provide students with feedback to improve their learning.

Formal Assessment

Throughout the year each student will take three formal Assessment Cycles, one in each term. Each Assessment cycle is designed to assess progress across the whole of the year's work up to that point, culminating in a final end of year examination. These assessments may vary across departments and might include in-class examinations or tests, extended coursework writing tasks, projects of practical work and these will be marked with written feedback.

Assessment and Tracking Progress

Reporting

Each term, students will receive a report providing summative data on their performance in each subject. Using the scale provided by the exam board, students will receive a current grade and a forecast grade for the end of the two-year course. Alongside this assessment of classwork, assessment cycle work and homework there will be a reflection on the students' attitude to learning. This scale will comment on engagement in class, engagement with homework, behaviour and organization and each category will receive a comment (Excellent, Good, Satisfactory or Concern). Parents should expect to be warned prior to the report if there are major areas of concern.

Teacher/Parent Communication

We are very pleased and willing to meet to discuss anything parents should wish to address. Please just let the teachers know and we can arrange a time that is agreeable to both parties. Please see the Head with any whole school or policy type questions or comments.

There will be four official NAIS Pudong school reports per year: a settling in report, two academic reports on your child's progress and attainment and an end of year summary report.

New Student Handbook:

This describes aspects of the every day organisation and procedures in the secondary school.

Class Timetable:

This timetable indicates which activity your child is doing at what time during the week.

Curriculum guide:

This is sent out to parents several times a year and is a medium term overview of what the year group will be addressing.

September Curriculum Evening:

This is a presentation at the beginning of each academic year where you will get the opportunity to meet all the teachers and hear about the curriculum and organisation of specific year groups.

Academic review Evenings:

These take place 3 times a year and give you the opportunity to talk one-to-one with the teacher and your child about progress, development and targets.

Open Mornings:

These happen several times per year and offer parents the opportunity to see the school in action. The morning starts with a short informative presentation from the leadership team regarding an aspect of teaching and learning at NAIS Pudong, and then parents and guests are invited to visit classes to see teaching and learning in progress.



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