A Level Options Guide

NORD ANGLIA INTERNATIONAL SCHOOL DUBAI

Be Ambitious

Message from the Principal

Following on from our success providing the IB Diploma programme, we are now able to offer A levels as an alternative route for those who prefer the more linear academic pathways that A levels provide. Working together with those who are taking the IB, our A level students also commit to the same school ambitions and values as they commit to building better and more peaceful worlds where diversity, equality and inclusion are maintained. Beneath the umbrella of being a student in the Sixth Form at NAS Dubai the A level programme is an excellent preparation for university and for life.

Matthew Farthing
Principal

A Welcome Note to Parents

It is a pleasure to welcome you to our A Level Programme Guide. This is always an exciting time as students enter their final chapter of schooling before they start university. The A Level at NAS Dubai offers the opportunity for students to be fully prepared for the knowledge and the personal qualities required to succeed in university and beyond.

Our Secondary teaching staff are all experienced A Level practitioners. Together, with the experience of the global Nord Anglia Education network, MIT, Unicef and Juilliard Programme, we are confident that our students will excel in their journey.

Our students will have to be very organised, motivated and work to the best of their ability. They will need to maintain a positive frame of mind, be open to new ideas and willing to undertake new challenges and develop their skills.

It will be a journey from being a school student to becoming a young adult, ready and able to use their unique talents and strengths to fulfill a positive role in society.

It is our aim at NAS Dubai to ensure that the A Level Programme is a time of opportunity and achievement for all our students.

This guide aims to provide information to help you get started on the A Level Pathway and to outline what is expected from the students and school.

It is an honour to have you part of our Sixth Form journey, one of challenges, success and fulfillment.

Liam Cullinan
Head of Secondary

We believe that 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 Level Options

A Level Art Craft and Design

EXAM BOARD: AQA

Introduction

Students will explore, experiment and research in various creative techniques and develop their skills, knowledge and understanding across a broad range of Art media.

Students are required to work in one or more areas of Art such as portraiture, landscape, still life, human form, abstraction, experimental imagery, narrative and installation.

Many students seek this qualification before going on to study a Foundation course in Art and Design or direct entry to a degree at Art Colleges and at University.

Possible future areas of study might be in Fine Art, Graphic Design, Illustration, Architecture. Textiles, Ceramics, Sculpture, Interior Design, Product Design, Photography, Animation and Industrial Design are just some of the many courses available to students.

Skills

Students will be able to explore, experiment and research in various creative techniques and develop their skills, knowledge and understanding across a broad range of Art media.

These investigations may include, painting drawing print-marking, 3D/sculpture and digital outcomes.

Students will document their studies in a sketchbook/ journal along-side finished pieces and final outcomes.

Course Contents

The students will be able to develop a series of practical investigation supported by written material. Students are required to conduct practical investigations, into an ideas, issues, concepts or themes, supported by written material. The focus of the investigations must be identified independently by the student and must lead to a finished outcomes or a series of related finished outcomes.

The investigations should be a coherent, in-depth studies that demonstrate the student's ability to construct and develop a sustained line of reasoning from initial starting points to a final realisations. The investigations must be informed by an aspect of contemporary or past practice of artists, photographers, designers or craftspeople.

The written material must be a coherent and logically structured extended response of between 1000 and 3000 words of continuous prose.

There is no restriction on the scale of practical work produced. Students should carefully select, organise and present their work for their personal investigation to ensure it is well structured and provides evidence that meets the requirements of all four assessment objectives.

The personal investigation will be assessed as a whole. Evidence of meeting the requirements of all four assessment objectives must be provided in both the practical and written material.

Assessments

Year 12/13 Component 1:

Personal Investigation = 60% (96 Marks)

1. Practical Portfolio:

Students will develop a range of drawing, painting and media skills and techniques. This will lead to a practical portfolio with supporting contextual research in which learners are expected to independently develop a personal response based on a set theme leading to a finished realisation. This will include sketchbooks, mounted sheets, models, maquettes, digital presentations, prototypes and large-scale canvas painting.

2. Related Study:

An extended written piece where appropriate, an illustrated component linked to their practical portfolio. This component must include a minimum 1000 words.

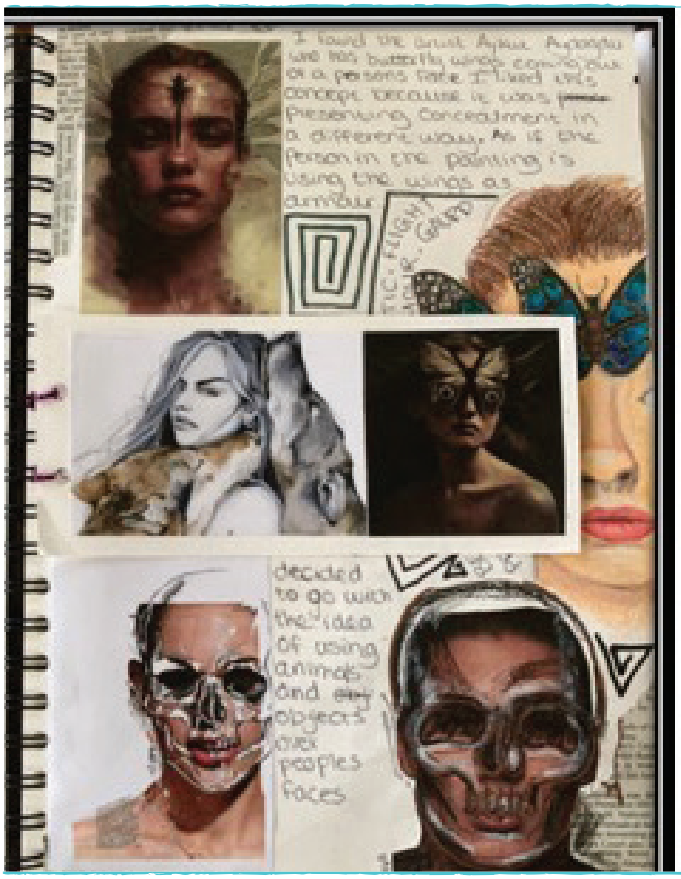
Year 13 Component 2:

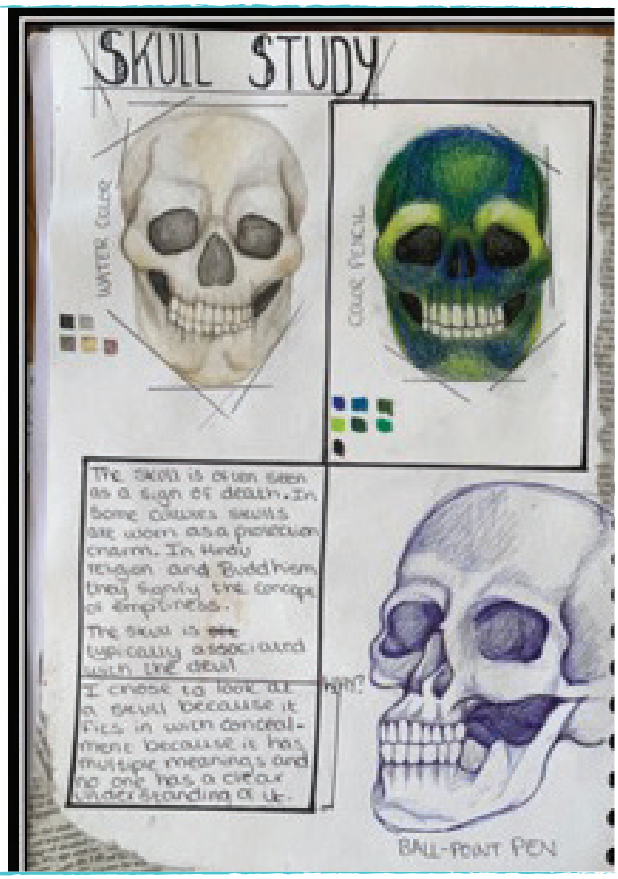
Externally Set Task = 40% (96 Marks)

This unit will consist of a preparatory period to research, plan and develop ideas towards the realisation of a 15-hour supervised final artwork.

The following skills assessed will include the developing of ideas and investigations. Exploring, reviewing and refining of ideas as your work develops. Recording your ideas, observations and insights relevant to your intentions. This will lead to a final presentation of a personal and meaningful response. Your work will be assessed by your teachers and the exam board at the end of the course.

The externally set task is usually set in early January of Year 13 and completed early May.





A Level Biology

EXAM BOARD: PEARSON EDEXCEL

Introduction

Students will develop their knowledge and understanding of biology by applying the concepts to a range of different problems, set in a variety of contexts, as seen by the course content.

Students will need to apply mathematical skills throughout the course and will develop their practical skills. The course includes 18 core practical activities, which is the minimum number of practical activities that students will carry out.

The A Level Biology qualification enables successful progression to higher education as biology is a transferable subject to many university courses. Examples include biomedical sciences, medicine, dentistry, forensic science, sports science, geology and environmental science.

Skills

Cognitive skills:

- Critical thinking
- Problem solving
- Analysis
- Reasoning/argumentation
- Creativity
- Innovation

Intrapersonal skills:

- Adaptability
- Intellectual interest and curiosity
- Initiative
- Responsibility
- Perseverance
- Self-regulation (metacognition, forethought, reflection)

Interpersonal skills:

- Communication
- Collaboration
- Teamwork
- Cooperation
- Empathy/perspective taking
- Self-presentation

Course Contents

Unit 1:
Molecules, Diet, Transport and Health

Unit 2:
Cells, Development, Biodiversity and Conservation

Unit 3:
Practical Skills in Biology I

Unit 4:
Energy, Environment, Microbiology and Immunity

Unit 5:
Respiration, Internal Environment, Coordination and Gene Technology

Unit 6:
Practical Skills in Biology II

Assessments

Assessments consists of three written papers at AS level that are externally assessed and three written papers at A2 Level, which are externally assessed.

This means the total qualification consists of six externally examined units. There is no coursework.

The Biology A Level allows for modular assessment taken throughout the two years as there are opportunities to sit exams in January and June of Year 12 and October, January and June in Y13. Re-sits can also be carried out if required.

Grades range from A to U in the AS Level and A* to U in the A Level.

Year 12 - AS Level

Unit topics	Assessments
Unit 1: Molecules, Diet, Transport and Health	1h 30 mins, 80 marks
Unit 2: Cells, Development, Biodiversity and Conservation	1h 30 mins, 80 marks
Unit 3: Practical Skills in Biology I	1h 20 mins, 50 marks

Year 13 - A Level

Unit topics	Assessments
Unit 4: Energy, Environment, Microbiology and Immunity	1h 45 mins, 90 marks
Unit 5: Respiration, Internal Environment, Coordination and Gene Technology	1h 45 mins, 90 marks
Unit 6: Practical Skills in Biology II	1h 20 mins, 50 marks

A Level Business

EXAM BOARD: PEARSON EDEXCEL

Introduction

This qualification is structured into four themes and consists of three externally examined papers. Students are introduced to business in Themes 1 and 2 through building knowledge of core business concepts and applying them to business contexts to develop a broad understanding of how businesses work. Breadth and depth of knowledge and understanding with applications to wider range of contexts are developed in Themes 3 and 4, requiring students to take a more strategic view of business opportunities and issues.

Future careers and progression:

Students will apply their knowledge and understanding to real-life business contexts, with updated content to reflect the issues impacting on modern businesses in our specification and real business case studies in all our assessments. Students will develop transferable skills that support higher education study and the transition to employment, including numeracy, communication, an understanding of the business environment and commercial awareness.

Students can progress from this qualification to:

- Higher education courses such as business management, business administration, accountancy and finance, human resource management, marketing, retail management, tourism management and international business.

- A wide range of careers ranging from banking, sales, product management and general management to working in public sector organisations or charities.

Skills

The aims and objectives of the Pearson Edexcel A Level in Business Studies are to enable students to:

- Develop an enthusiasm for studying business
- Gain an holistic understanding of business in a range of contexts
- Develop a critical understanding of organisations and their ability to meet society's needs and wants
- Understand that business behaviour can be studied from a range of perspectives
- Generate enterprising and creative approaches to business opportunities, problems and issues
- Be aware of the ethical dilemmas and responsibilities faced by organisations and individuals
- Acquire a range of relevant business and generic skills, including decision making, problem solving, the challenging of assumptions and critical analysis
- Apply numerical skills in a range of business contexts.

Course Contents

Unit 1:
Marketing and People

- Meeting customer needs,
- The market,
- Marketing mix and strategy,
- Managing people,
- Entrepreneurs and leaders.

Unit 2:
Managing Business Activity

- Planning a business and raising finance,
- Financial planning,
- Managing finance,
- Resource management,
- External influences.

Unit 3:
Business Behaviour

- Business objectives and strategy,
- Business growth,
- Decision-making techniques,
- Influences on business decisions,
- Assessing competitiveness,
- Managing change.

Unit 4:
Developments in the global economy

- Globalisation,
- Global markets and business expansion,
- Global marketing,
- Global industries and companies (multinational corporations).

Assessments

This course is assessed through external examinations only, with three papers.

Unit topics	Assessments
Marketing, people, and global businesses Paper 1 will assess marketing, people and global businesses. Questions will be drawn from Themes 1 and 4, and from local, national and global contexts.	**Two-hour examination. (35%)** The paper comprises two sections. Students answer all questions from both sections. Sections A and B each comprise one data response question broken down into a number of parts, including one extended open-response question.
Business activities, decisions and strategy Paper 2 will assess business finance and operations, business decisions and strategy. Questions will be drawn from Themes 2 and 3, and from local, national and global contexts.	**Two-hour examination. (35%)** The paper comprises two sections. Students answer all questions from both sections. Sections A and B each comprise one data response question broken down into a number of parts, including one extended open-response question.
Investigating business in a competitive environment Paper 3 will assess content across all four themes. Questions will be drawn from local, national and global contexts.	**Two-hour examination. (30%)** The paper comprises two sections. Students answer all questions from both sections. Sections A and B each comprise one data response question broken down into a number of parts, including one extended open-response question.

A Level Chemistry

EXAM BOARD: PEARSON EDEXCEL

Introduction

Students will develop their knowledge and understanding of chemistry by applying the concepts to a range of different problems, set in a variety of contexts, as seen by the course content.

Students will need to apply mathematical skills throughout the course and will develop their practical skills. The course includes 16 core practical activities, which is the minimum number of practical activities that students will carry out.

The A Level Chemistry qualification enables successful progression to higher education as Chemistry is a transferable subject to many university courses. Examples include chemical sciences, medicine, dentistry, mathematics, engineering, law and others.

Skills

Cognitive skills:

- Critical thinking
- Problem solving
- Analysis
- Reasoning/argumentation
- Creativity
- Innovation

Intrapersonal skills:

- Adaptability
- Intellectual interest and curiosity
- Initiative
- Responsibility
- Perseverance
- Self-regulation (metacognition, forethought, reflection)

Interpersonal skills:

- Communication
- Collaboration
- Teamwork
- Cooperation
- Empathy/perspective taking
- Self-presentation

Course Contents

Unit 1:
Structure, Bonding and Introduction to Organic Chemistry

Unit 2:
Energetics, Group Chemistry, Halogenoalkanes and Alcohols

Unit 3: Practical Skills in Chemistry I

Unit 4:
Rates, Equilibria and Further Organic Chemistry

Unit 5:
Transition Metals and Organic Nitrogen Chemistry

Unit 6:
Practical Skills in Chemistry II

Assessments

Assessments consists of three written papers at AS level that are externally assessed and three written papers at A2 that are externally assessed. This means the total qualification consists of six externally examined units. There is no coursework.

The Chemistry A Level allows for modular assessment taken throughout the two years as there are opportunities to sit exams in January and June of Year 12 and October, January and June in Y13. Re-sits can also be carried out if required.

Grades range from A to U in the AS Level and A* to U in the A Level.

Year 12 - AS Level

Unit topics	Assessments
Unit 1: Structure, Bonding and Introduction to Organic Chemistry	1h 30mins, 80 marks
Unit 2: Energetics, Group Chemistry, Halogenoalkanes and Alcohols	1h 30mins, 80 marks
Unit 3: Practical Skills in Chemistry I	1h 20mins, 50 marks

Year 13 - A Level

Unit topics	Assessments
Unit 4: Rates, Equilibria and Further Organic Chemistry	1h 45mins, 90 marks
Unit 5: Transition Metals and Organic Nitrogen Chemistry	1h 45mins, 90 marks
Unit 6: Practical Skills in Chemistry II	1h 20mins, 50 marks

A Level Computer Science

EXAM BOARD: AQA

Introduction

A Level Computer Science is a course as much about problem solving and automating solutions as it is about computers, although we use computers as tools and the course will give an understanding of how computers work. The algorithms that underpin our daily lives, whether that is finding our way with GPS satellite navigation, messaging our friends across the globe or even putting on our washing machine or TV, computers are running the processes that allow all these things and more to take place.

Many great challenges lie in the future for computer scientists to solve. This course, with its emphasis on abstract thinking, general problem solving, algorithmic and mathematical reasoning and scientific and engineering-based thinking is a good foundation for understanding these future challenges and indeed a good base for further study in computing, engineering or any mathematical science. The skills that Computer Science develops will demonstrate your value to a wide range of industries. Computer Scientists are needed in all disciplines, from Engineering to Agriculture and beyond.

Skills

Topics include programming, data structures, representing data, computer architecture, and communications and networking as well as new areas of study such as Big Data, which attempts to answer the questions “What can we do with very large data sets?” and “How much data should be kept on individuals?”

The aim of the course is to encourage students to develop:

- An understanding of, and the ability to apply, the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms and data representation.
- The ability to analyse problems in computational terms through practical experience of solving such problems, including writing programs to do so.
- The capacity for thinking creatively, innovatively, analytically, logically and critically.
- The capacity to see relationships between different aspects of computer science

Mathematical skills related to:

- Boolean algebra
- Comparison and complexity of algorithms
- Number representations and bases.

Course Contents

1. Fundamentals of programming
2. Fundamentals of data structures
3. Fundamentals of algorithms
4. Theory of computation
5. Fundamentals of data representation
6. Fundamentals of computer systems
7. Fundamentals of computer organisation
8. Consequences of uses of computing
9. Fundamentals of communication and networking
10. Fundamentals of databases
11. Big Data
12. Fundamentals of functional programming
13. Systematic approach to problem solving
14. Non-exam assessment - the computing practical project

Assessments

Paper 1 (2hr 30mins Onscreen Exam) - 40%

- Assesses students' ability to program, their theoretical knowledge of computer science from subject content 1–4 above. Students answer a series of short questions and write/adapt/extend programs in an electronic answer document provided. AQA issue preliminary material, a skeleton program (available in each of the programming languages) and test data for use in the examination.

Paper 2 (2hr 30min Written Paper Exam) - 40%

- Assesses students' ability to answer questions from subject content 5–12 above through a series of compulsory short-answer and extended-answer questions.

The non-examination assessment – 20%

- Assesses student's ability to use the knowledge and skills gained through the course to solve or investigate a practical problem. Students will be expected to follow a systematic approach to problem solving from section 13.

A Level Design and Technology

EXAM BOARD: AQA

Introduction

Students study the historical, social, cultural, environmental and economic influences on design and technology. Enjoying opportunities to put their learning in to practice by producing wonderful products. They use creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

There is a wide range of career pathways students who study A Level Design Technology can pursue. Some examples are:

- Graphic design
- Fashion styling
- Art and design
- Architecture
- Media
- Engineering
- Photography
- Construction and building services
- Motor vehicle – technology and repair

and much more

Skills which will be developed

For Design and Technology, some of the skills you will develop include:

- Solving problems with creative and innovative strategies
- Being logical and pragmatic, interested in the process necessary for a concept to become a product
- Having the ability to design and develop economically viable products
- Being conscious of global social, cultural and environmental issues in relation to engineering and technology
- Attention to detail, numeracy and high levels of computer literacy
- Being effective communicators, capable of team working and able to take on responsibility.
- Communicating design outputs using appropriate forms of representation
- Recognising and integrating the expertise of others when designing
- Being independent and self-motivated, and managing your workload to meet deadlines
- Making use of appropriate online environments for the purpose of research, communication and learning, both individually and collaboratively.
- Develop a range of communication skills ranging from verbal, to sketching and CAD.

Course Contents

Theory

- Materials and their applications
- Performance characteristics of materials
- Enhancement of materials
- Forming, redistribution and addition processes
- The use of finishes
- Modern industrial and commercial practice
- Digital design and manufacture
- The requirements for product design and development
- Health and safety
- Protecting designs and intellectual property
- Design for manufacturing, maintenance, repair and disposal
- Feasibility studies
- Enterprise and marketing in the development of products
- Design communication

The two year course is assessed by 50% NEA (coursework) 50% Exam, both of which are completed in year two of this linear course.

Non-examined Assessment (NEA)

NEA Identify, investigate and outline design possibilities. Design and make prototypes that are fit for purpose.

Design and making principles

- Design methods and processes
- Design theory
- How technology and cultural changes can impact on the work of designers
- Design processes
- Critical analysis and evaluation
- National and international standards in product design

Throughout the NEA you will focus on following the Design Process

Empathise > Research> Design > Make > Test > Evaluate

Assessments

	Assessments	Marks	Percentage weighting
Paper 1			
Technical principles	Written exam: 2 hours 30 minutes	120 marks	30% of A Level
Paper 2			
Designing and making principles	Written exam: 1 hour 30 minutes	80 marks	20% of A Level Questions
Non-exam Assessment (NEA)			
Practical application of technical, designing and making principles	Substantial design and make project. Evidence Written or digital design portfolio and photographic evidence of final prototype.	100 marks	50% of A Level

A Level Drama and Theatre

EXAM BOARD: PEARSON EDEXCEL

Introduction

The study of Drama and Theatre at A Level can help with a variety of skills as well as develop creative career aspirations. Students who study this course will enhance their skills in creative thinking, teamwork, analysis, presentation skills, planning etc. The course supports students wishing to improve their communication skills in both verbal and written forms. Students can progress from this course in to a number of career areas either by further study or by direct entry to the job market. The skills you gain while studying a Drama and Theatre are valued by all types of employers, for example confidence, self-presentation, teamwork and collaboration, ability to experiment with different ideas and learning from feedback. Examples of related roles that students may pursue could include: Actor, Stage Manager, Director, Arts Administrator, Dramatherapist, Television Production, Radio Production, Teacher, Presenter, Director, Set Designer, Costume Designer.

Skills

- The aims and objectives of this qualification are to enable students to:
- Develop and apply an informed, analytical framework for making, performing, interpreting and understanding drama and theatre
- Understand the place of relevant theoretical research in informing the processes and practices involved in creating theatre and the place of practical exploration in informing theoretical knowledge of drama and theatre
- Develop an understanding and appreciation of how the social, cultural and historical contexts of performance texts have influenced the development of drama and theatre
- Understand the practices used in 21st-century theatre making
- Experience a range of opportunities to create theatre, both published text-based and devised work
- Participate as a theatre maker and as an audience member in live theatre
- Understand and experience the collaborative relationship between various roles within theatre
- Develop and demonstrate a range of theatre-making skills
- Develop the creativity and independence to become effective theatre makers
- Adopt safe working practices as a theatre maker
- Analyse and evaluate their own work and the work of others.

Course Contents

Component 1:
Devising

Devise an original performance piece.

Component 2:
Text in Performance.

A monologue or duologue performance/design realisation from one key extract from a different performance text.

Component 3:
Theatre Makers in Practice.

Live theatre evaluation.
Practical exploration and study of a complete performance text – focusing on how this can be realised for performance. Practical exploration and interpretation of another complete performance text, in light of a chosen theatre practitioner – focusing on how this text could be re-imagined for a contemporary audience.
choice of 15 performance texts
Choice of eight practitioners.

Assessments

Unit topics	Assessments
Component 1: Devising Devise an original performance piece. Use one key extract from a performance text and a theatre practitioner as stimuli. (Performer or designer routes available).	Non-examination assessment **40%** of the qualification. There are two parts to the assessment: 1) portfolio - handwritten/typed evidence between 2500–3000 words or recorded/verbal evidence. 2) the devised performance/design realization.
Component 2: Text in Performance. A group performance/design realisation of one key extract from a performance text. A monologue or duologue performance/design realisation from one key extract from a different performance text.	**20%** of the qualification Externally assessed by a visiting examiner – or filmed evidence and sent to the examination board.
Component 3: Theatre Makers in Practice. Live theatre evaluation. Practical exploration and study of a complete performance text – focusing on how this can be realised for performance. Practical exploration and interpretation of another complete performance text, in light of a chosen theatre practitioner – focusing on how this text could be re-imagined for a contemporary audience.	**40%** of the qualification. 2 hours 30 minute examination. There is a combination of short answers and extended writing.

A Level Economics

EXAM BOARD: PEARSON EDEXCEL

Introduction

The Pearson Edexcel Level 3 Advanced GCE in Economics A is structured into four themes and consists of three externally examined papers. Students build knowledge and understanding of core economic models and concepts in Themes 1 and 2, and then build on this and apply their knowledge to more complex concepts and models in Themes 3 and 4. Students will need to apply their knowledge and understanding to both familiar and unfamiliar contexts in the assessments and demonstrate an awareness of current economic events and policies.

Future careers and progression:

Students will develop transferable skills that support study in a wide range of subjects at university and the transition to employment, including quantitative and analytical analysis, forming and testing hypotheses, and commercial awareness. The development and application of quantitative skills prepare students for study of economics and related courses at university.

Students can progress from this qualification to:

- Higher education courses such as economics degrees with a focus on theory, or degrees in applied economics such as environmental economics, labour economics, public sector economics or monetary economics. Alternatively, students may choose to study a business economics, mathematical economics or business degree

- A wide range of careers ranging from finance, banking, insurance, accountancy, management and consultancy, to becoming professional economists.

Skills

The aims and objectives of the Pearson Edexcel A Level in Economics A are to enable students to:

- Develop an interest in, and enthusiasm for the subject
- Appreciate the contribution of economics to the understanding of the wider economic and social environment.
- Develop an understanding of a range of use of concepts and an ability to use those concepts in a variety of different contexts.
- Use an enquiring, critical and thoughtful approach to the study of economics and develop an ability to think as an economist.
- Understand that economic behaviour can be studied from a range of perspectives.
- Develop analytical and quantitative skills, together with qualities and attitudes that will equip them for the challenges, opportunities and responsibilities of adult and working life.

Course Contents

Theme 1: Introduction to markets and market failure

- Nature of economics
- How markets work
- Market failure
- Government intervention.

Theme 2: The UK economy – performance and policies

- Measures of economic performance
- Aggregate demand
- Aggregate supply
- National income
- Economic growth
- Macroeconomic objectives and policy

Theme 3: Business behaviour and the labour market

- Business growth
- Business objectives
- Revenues, costs and profits
- Market structures
- Labour market
- Government intervention.

Theme 4: A global perspective

- International economics
- Poverty and inequality
- Emerging and developing economies
- The financial sector
- Role of the state in the macroeconomy

Assessments

This course is assessed through external examinations only, with three papers.

Papers	Assessments
Paper 1: Markets and business behaviour (35%) Paper 1 will assess microeconomics and questions will be drawn from Themes 1 and 3.	**Two-hour examination.** The paper comprises three sections. Students answer all questions from Section A and Section B, and one from Section C. Section A comprises a range of multiple-choice and short-answer questions. Section B comprises one data response question broken down into a number of parts. Section C comprises a choice of extended open-response questions; students select one from a choice of two.
Paper 2: The national and global economy (35%) Paper 2 will assess macroeconomics and questions will be drawn from Themes 2 and 4.	**Two-hour examination.** The paper comprises three sections. Students answer all questions from Section A and Section B, and one from Section C. Section A comprises a range of multiple-choice and short-answer questions. Section B comprises one data response question broken down into a number of parts. Section C comprises a choice of extended open-response questions; students select one from a choice of two.
Paper 3: Microeconomics and macroeconomics (30%) Paper 3 will assess content across all four themes. Students are required to apply their knowledge and understanding, make connections and transfer higher-order skills across all four themes	**Two-hour examination.** The paper comprises two sections. Each section comprises one data response question broken down into a number of parts, including a choice of extended open-response questions; students select one from a choice of two.

A Level English Language and Literature

EXAM BOARD: PEARSON EDEXCEL

Introduction

A Level English Language & Literature combines the skills of both English Language and English Literature study.

During the two years, you will explore how 'voice' is crafted in both speech and writing and focus on a variety of texts, including one drama text and a range of short literary, non-literary and digital texts. You will also study texts that give you the opportunity to explore the ways in which different writers use language techniques and literary devices and how writers use these to convey their thoughts or ideas on a theme in literary and non-fiction writing.

As well as reading and analysing texts written by others, you will develop your own skills as a writer by producing fiction and a non-fiction text in response to a topic area. You will also undertake wider reading to further your understanding of texts from a range of genres and time periods.

This Language and Literature course will appeal to students who have enjoyed both aspects at GCSE and who wish to consider studying both in more depth. This course is excellent preparation both for university and any future career.

More obvious careers include journalism, media, international relations, business, sales, teaching, management, administration, information management and publishing.

Skills

- Develop and apply knowledge of literary analysis and evaluation
- Develop and apply understanding of the concepts and methods appropriate for the analysis and study of language
- Use linguistic and literary approaches in reading and interpretation of texts, showing how the two disciplines can relate to each other
- Engage critically and creatively with a wide range of texts
- Explore the ways in which texts relate to each other and the contexts in which they are produced and received
- Develop their skills as producers and interpreters of language
- Undertake independent and sustained studies to develop their skills as producers and interpreters of language

Course Contents

Component One:
Voices in Speech and Writing

Students Study:
- An anthology
- One drama text

Component Two:
Varieties in Language and Literature

Students Study:
- A wide range of non-fiction texts on a chosen theme in preparation for unseen response
- Two literary texts from a chosen theme; one compulsory prose fiction text (anchor text) from a choice of two and one other literary text

Non examination Assessment:

Students Study
- Chosen Topic
- Two text related to chosen topic- one non-fiction and one fiction

Assessments

Component 1:
40 % of total qualification

2hour 30 minute written exam/ Open Book
Two sections - students answer the Section A question and ONE question on the chosen drama text in Section B

Total of 50 marks available – 25 marks for each section
Section A: ONE comparative essay on one unseen extract and one text from the anthology
Section B: Drama text: one extract-based essay question on the chosen drama text

Component 2:
40 % of total qualification

2hour 30 minute written exam/ Open Book
Two sections - students answer ONE question from a choice of four in Section A question and ONE question from a choice of four in Section B

Total of 50 marks available – 25 marks for Section A and 30 marks for Section B
Section A: Unseen Prose Non – Fiction: ONE essay question on an unseen prose non- fiction extract.
Section B: Prose Fiction and other Genres: One comparative essay on one prose fiction anchor text and one other text.

Non examination Assessment:
20% of total qualification

Two assignments:
Assignment 1: Two pieces of original writing – one piece of fiction and one piece on creative non-fiction
Assignment 2: One analytical commentary reflecting on their studied texts and the pieces of writing they have produced

Total of 60 marks available – 36 for the original writing and 24 for the commentaries

A Level Geography

EXAM BOARD: CAMBRIDGE INTERNATIONAL

Introduction

The Cambridge A Level Geography aims to develop the modern, socially aware student, who appreciates the growing importance of geography in understanding and the solving of contemporary environmental problems. Successful candidates gain lifelong skills that are applicable in both the Arts and Science fields, which allows students to keep their options open and varied when looking at Higher Education and career paths. A Level Geography provides its students with an inquisitive mind and a willingness to explore all corners of Physical, Human and Environmental Geography.

The A Level Geography syllabus follows seamlessly on from iGCSE, building on their foundational knowledge they have obtained during Year's 9-11.

The syllabus aims to enable candidates to:

- Develop awareness of the relevance of geography to understanding and solving contemporary environmental problems
- Understand the main elements of physical geography and human geography and the interdependence between them
- Understand the processes operating at different scales within physical and human environments
- Develop a sense of space, place and location
- Explain the causes and effects of change over space and time on physical and human environments
- Understand the importance of scale in studying geography
- Develop an appreciation of the nature, value, limitations and importance of different approaches to analysis and explanation in geography
- Increase knowledge of, and ability to use and apply, appropriate skills and techniques including fieldwork
- Develop a concern for accuracy and objectivity in collecting, recording, processing, presenting, analysing and interpreting geographical data
- Develop the ability to interpret and evaluate different sources and types of information
- Develop a logical approach to present a structured, coherent and evidence-based argument.

Students who choose to continue Geography into further education have a very wide variety of careers to aspire to. These include: Environmental Management, Urban Planning, Geopolitics, Environmental Scientist, Surveyor, Teacher, GIS/Mapping Specialist.

Skills

Through studying the Cambridge A Level syllabus content, students will be expected to have used and developed the following geographical skills:

- An understanding of the nature and use of different types of geographical information, both quantitative and qualitative, and understanding of their limitations.
- An ability to use and interpret a variety of geographical information to identify, describe and explain geographical trends and patterns.
- An ability to interpret and evaluate information and produce reasoned conclusions.

Students will be assessed by short and long style written responses. Therefore, they will have to hone their writing abilities in preparation completing essays under time constraints.

Teachers are expected to identify suitable opportunities to embed geographical skills and practical work throughout the course.

Course Contents

Candidates for Cambridge AS Level Geography study the following topics:

Core Physical Geography
Hydrology and fluvial geomorphology
Atmosphere and weather
Rocks and weathering

Core Human Geography
Population
Migration
Settlement dynamics

Candidates for Cambridge International A Level Geography study the AS Level topics and two options from:

Advanced Physical Geography Options
Tropical environments
Coastal environments
Hazardous environments
Hot arid and semi-arid environments
Additionally, two options from:

Advanced Human Geography Options
Production, location and change
Environmental management
Global interdependence
Economic transition

Assessments

Component	Weighting	
	AS Level	A Level
Paper 1 **Core Physical Geography** **(1hr 30 mins)** Section A: Three data response questions (30 marks) Section B: One Structured question from a choice of three (30 marks). **60 marks**	50%	25%
Paper 2 **Core Human Geography** **(1hr 30 mins)** Section A: three data response questions (30 marks) Section B: One structured question from a choice of three (30 marks). **60 marks**	50%	25%
Paper 3 **Advanced Physical Geography Options (1hr 30 mins)** Candidates answer questions on two of the optional topics. Each topic consists of one structured question (10 marks) and a choice of essay questions (20 marks). **60 marks**	-	25%
Paper 4 **Advanced Human Geography Options (1hr 30 mins)** Candidates answer questions on two of the optional topics. Each topic consists of one structured question (10 marks) and a choice of essay questions (20 marks). **60 marks**	-	25%

A Level Mathematics

EXAM BOARD: PEARSON EDEXCEL

Introduction

The aims and objectives of these qualifications are to enable students to:

- Develop their understanding of mathematics and mathematical processes in a way that promotes confidence and fosters enjoyment
- Develop abilities to reason logically and recognise incorrect reasoning, to generalise and to construct mathematical proofs
- Extend their range of mathematical skills and techniques and use them in more difficult, unstructured problems
- Develop an understanding of coherence and progression in mathematics and of how different areas of mathematics can be connected
- Recognise how a situation may be represented mathematically and understand the relationship between 'real-world' problems and standard and other mathematical models and how these can be refined and improved
- Use mathematics as an effective means of communication
- Read and comprehend mathematical arguments and articles concerning applications of mathematics
- Acquire the skills needed to use technology such as calculators and computers effectively, recognise when such use may be inappropriate and be aware of limitations
- Develop an awareness of the relevance of mathematics to other fields of study, to the world of work and to society in general
- Take increasing responsibility for their own learning and the evaluation of their own mathematical development.

Skills which will be developed

Broad and deep development of learners' skills.
The course is designed to:

- Develop their understanding of mathematics and mathematical processes in a way that promotes confidence and fosters enjoyment
- Develop abilities to reason logically and recognise incorrect reasoning, to generalise and to construct mathematical proofs
- Extend their range of mathematical skills and techniques and use them in more difficult, unstructured problems
- Develop an understanding of coherence and progression in mathematics and of how different areas of mathematics can be connected
- Recognise how a situation may be represented mathematically and understand the relationship between 'real-world' problems and standard and other mathematical models and how these can be refined and improved
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- Take increasing responsibility for their own learning and the evaluation of their own mathematical development.

Course Contents

Unit	Content Overview
Pure Mathematics units	
P1: Pure Mathematics 1	Algebra and functions; coordinate geometry in the (x, y); trigonometry; differentiation; integration.
P2: Pure Mathematics 2	Proof; algebra and functions; coordinate geometry in the (x, y) plane; sequences and series; exponentials and logarithms; trigonometry; differentiation; integration.
P3: Pure Mathematics 3	Algebra and functions; trigonometry; exponentials and logarithms; differentiation; integration; numerical methods.
P4: Pure Mathematics 4	Proof; algebra and functions; coordinate geometry in the (x, y) plane; binomial expansion; differentiation; integration; vectors.
Application units	
M1: Mechanics 1	Mathematical models in mechanics; vectors in mechanics; kinematics of a particle moving in a straight line; dynamics of a particle moving in a straight line or plane; statics of a particle; moments.
M2: Mechanics 2	
S1: Statistics 1	Mathematical models in probability and statistics; representation and summary of data; probability; correlation and regression; discrete random variables; discrete distributions; the Normal distribution.
S2: Statistics 2	Algorithms; algorithms on graphs; algorithms on graphs II; critical path analysis; linear programming.
D1: Decision Mathematics 1	Algorithms; algorithms on graphs; algorithms on graphs II; critical path analysis; linear programming.

Assessments

Qualification overview
Pearson Edexcel Advanced Level

The A Level in Mathematics, Further Mathematics and Pure Mathematics qualifications each consist of six externally-examined units:

Qualification	Compulsory units	Optional units
Advanced Level in Mathematics	P1, P2, P3, P4	Optional units M1 and S1 or M1 and D1 or M1 and M2 or S1 and D1 or S1 and S2

Units	AS or A2	Assessment Information	Number of raw marks allocated in the unit
P1: Pure Mathematics 1	AS	Written examination	75 marks
P2; Pure Mathematics 2	AS		
P3: Pure Mathematics 3	A2		
P4: Pure Mathematics 4	A2		
M1: Mechanics 1	AS		
M2: Mechanics 2	A2		
S1 Statistics 1	AS		
S2: Statistics 2	A2		
D1: Decision Mathematics 1	AS		

A Level Physical Education

EXAM BOARD: PEARSON EDEXCEL

Introduction

Physical Education is learning about the World of Sport and PE through research and investigation (Inquiries/communicators).

Students will be kept up to date with National and International Sporting issues and will develop skills not only as a performer (being fitter, healthier, and stronger) but also develop skills as a coach and learn how external factors in a range of areas affect performance at any level. Students will learn about the value of sport and physical activity as well as the historical origins of sport and how it has developed over time.

For those with career aspirations elsewhere, A Level PE has many commonalities with several other courses and is complimented particularly well by Biology, Psychology, History and to a lesser extent Maths and Physics. An A Level in PE may well be beneficial to further study in subjects as diverse as Medicine and Politics.

Possible Future Careers

Sports science

PE teacher

Physiotherapist

Professional sportsperson

Sports coach/consultant

Sports policy at local and national level

Diet and fitness instructor

Personal trainer

Skills

The aims and objectives of the Edexcel PE A Level course is to enable students to:

Cognitive skills

- Non-routine problem solving – expert thinking, metacognition, creativity.
- Systems thinking – decision making and reasoning.
- Critical thinking – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills.
- ICT literacy – access, manage, integrate, evaluate, construct, and communicate.

Interpersonal skills

- Communication – active listening, oral communication, written communication, assertive communication and non-verbal communication.
- Relationship-building skills – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.
- Collaborative problem solving – establishing and maintaining shared understanding, taking appropriate action, establishing, and maintaining team organisation.

Intrapersonal skills

- Adaptability – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.
- Self-management and self-development – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.

Course Contents

Component 1:
Scientific principles of Physical Education

- Physiological and biomechanical workings of the body. An introduction to the anatomical make up of a performer and how this works alongside training, nutrition, and recovery to impact performance.

Component 2:
Psychological and Social Principles of Physical Education

- Psychological and social principles that underpin physical education and sport. Students will explore the role that sport psychology has in facilitating optimum performance as an individual and in sports teams.

Component 3:
The Practical Performance

- The development of practical skills in the role as a player or a coach. A range of skills, tactics and strategies or compositional ideas while under pressure in both conditioned practices and competitive situations

Component 4:
Performance Analysis and Performance development Programme Assessment objectives.

- Study to complete a Performance Analysis resulting in a PDP in your chosen sport as a performer or as a coach.

Assessments

Unit topics	Assessments
Paper 1: Exercise Physiology and applied movement analysis. • Applied Anatomy and Physiology • Exercise and applied movement analysis	2 hour 30 mins examination 40% of qualification 140 marks
Paper 2: Psychological and social principles of Physical Education • Skill Acquisition • Sports Psychology • Sports and Society	Two-hour examination. 30% of final mark 100 marks
Practical Performance: 54hrs /40 marks	Player/coach
Performance Development Programme (A2) 54hrs 40/marks 3500 words	8–10-week development programme

A Level Physics

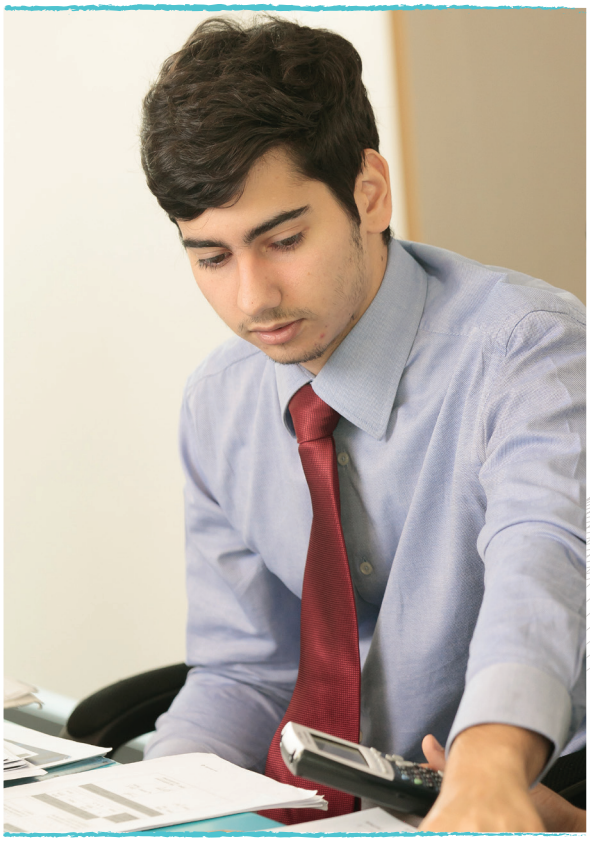
EXAM BOARD: PEARSON EDEXCEL

Introduction

Students will develop their knowledge and understanding of physics by applying the concepts to a range of different problems that include a variety of contexts and require the application of mathematical skills.

Students will also develop their practical skills. The course includes 16 core practical activities, which is the minimum number of practical activities that students will carry out.

The A Level Physics qualification enables successful progression to higher education as Physics is a transferable subject to many university courses. Examples include aerospace engineering, medicine, airline pilots, mathematics and engineering.



Skills

Cognitive skills:

- Critical thinking
- Problem solving
- Analysis
- Reasoning/argumentation
- Creativity
- Innovation

Intrapersonal skills:

- Adaptability
- Intellectual interest and curiosity
- Initiative
- Responsibility
- Perseverance
- Self-regulation (metacognition, forethought, reflection)

Interpersonal skills:

- Communication
- Collaboration
- Teamwork
- Cooperation
- Empathy/perspective taking
- Self-presentation

Course Contents

Unit 1:
Mechanics and Materials

Unit 2:
Waves and Electricity

Unit 3:
Practical Skills in Physics I

Unit 4:
Further Mechanics, Fields and Particles

Unit 5:
Thermodynamics, Radiation, Oscillations and Cosmology

Unit 6:
Practical Skills in Physics II

Assessments

Assessments consists of three written papers at AS level that are externally assessed and three written papers at A-2 that are externally assessed. This means the total qualification consists of six externally examined units. There is no coursework.

This A level course allows for modular assessment taken throughout the two years as there are opportunities to sit exams in January and June of Year 12 and October, January and June in Y13. Re-sits can also be carried out if required.

Grades range from A to U in the AS Level and A* to U at A level.

Year 12 - AS Level

Unit topics	Assessments
Unit 1: Mechanics and Materials	1h 30mins, 80 marks
Unit 2: Waves and Electricity	1h 30mins, 80 marks
Unit 3: Practical Skills in Physics I	1h 20mins, 50 marks

Year 13 - A Level

Unit topics	Assessments
Unit 4: Further Mechanics, Fields and Particles	1h 45mins, 90 marks
Unit 5: Thermodynamics, Radiation, Oscillations and Cosmology	1h 45mins, 90 marks
Unit 6: Practical Skills in Physics II	1h 20mins, 50 marks

A Level Psychology

EXAM BOARD: AQA

Introduction

Are humans innately obedient? Does social action in today's world mean you are an anarchist? How has social media changed human relationships? If these questions interest and excite you and you would like to explore and research into these questions further, to create informed opinions, then Psychology A Level will be the course for you.

Psychology offers an insight into human behaviour and gaining an insight into cognitive thought processes, helps you to understand the world around you. Psychology stimulates critical thinking and encourages you to apply your knowledge to everyday life, a valuable life-long skill. This A Level course will excite, enthuse and engage all learners as it prepares students for their future career path.

Students who study Psychology A Level have a broad range of fields they go into. Some examples are: forensic psychology, clinical psychology, educational psychology, international politics, journalism, scientific research, and much more.

Skills

The aims and objectives of the AQA Psychology A Level course is to enable students to:

- Think critically and not accept all information at face value
- Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues
- Apply psychological knowledge and understanding in a range of contexts
- Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods
- Evaluate therapies and treatments including in terms of their appropriateness and effectiveness.
- Understand, design and conduct scientific psychological research, report findings and evaluate research

Course Contents

Unit 1: Introductory topics in Psychology

- Social influence – Are humans innately prejudice?
- Memory – How reliable is your memory?
- Attachment – How important is the bond with a mother?
- Psychopathology – Who decides what is abnormal?

Unit 2: Psychology in context

- Approaches to Psychology – How do the social, cognitive and biological approach explain human behaviour?
- Issues and debates in Psychology – Do all societies have gender bias?
- Biopsychology – Can we train our brains to function better?
- Research Methods - Why are ethics important for Psychological research?

Unit 3: School selected option modules

- Relationships – How do we choose our partners?
- Schizophrenia – Why is schizophrenia more prevalent in the west?
- Aggression – Does our environment or genes make us aggressive?

Assessments

This course is assessed through external examinations only, with three papers.

Unit topics	Assessments
Unit 1: Introductory topics in psychology. Includes social influence, memory, attachment and psychopathology.	**Two-hour examination.** There is a combination of multiple choice, short answer and extended writing.
Unit 2: Psychology in context. This includes approaches, issues and debates in psychology, biopsychology and research methods.	**Two-hour examination.** There is a combination of multiple choice, short answer and extended writing.
Unit 3: Relationships Schizophrenia Aggression	**Two-hour examination.** There is a combination of multiple choice, short answer and extended writing.

Extended Professional Qualification (EPQ)

The Extended Professional Qualification (EPQ) is a qualification available to all students beginning their A Level journey at NAS Dubai. This is a standalone qualification designed to extend and develop students' skills in independent research, decision making, problem solving and critical thinking. It promotes reflective, risk-taking, innovative, inquiring and confident learners. It is highly valued and widely welcomed by universities and employers across the globe and often invites additional/alternative offers from universities due to the credibility of the course, hence it is the fasting growing qualification in the UK. The EPQ is equivalent to half an A Level; is graded A*-E, carries up to 28 UCAS points and is internally assessed and externally moderated by the exam board.

The EPQ is an exciting and challenging part of any students' journey, who is undertaking A Level courses. It provides an opportunity to work on topics of interest to the students and develops their lifelong skills for beyond school. Students have autonomy to select a title of their choice and are encouraged to select topics which extend their learning beyond the academic classroom, areas where their passions may lie or those which may be linked to a future pathway. This is a valuable experience; one which prepares students for life at university, as they learn to manage their autonomy within a course, plan, research and complete a large-scale project, much like they would have to do at university.

'We welcome the Extended Project and would encourage applicants to undertake one as it will help to develop independent study and research skills valuable for higher education.'

Cambridge University

Students can select from four different projects; they may choose to write a dissertation, carry out an investigation, give a performance or create an artefact. As students have a free choice for content and outcome in this course, it has grown exponentially and has fast become a routine part of the A Level courses, with over 30,000 entries annually.

Students will follow a course designed specifically for the EPQ, where in the first two terms they will develop their research skills, explore topics, participate in discussions & debates within their topics in addition to carrying out research. Students will work with a project supervisor, who will support and guide them, much like a university tutor. Once the project is completed, students give a presentation in which they review their project and discuss its main points and their personal learning. This will be completed within the first term of Year 13.

Unlike an externally examined A Level course, the EPQ is assessed from the beginning. As students embark upon their EPQ journey, they will continuously be assessed on their active participation in the lessons, their research, their independence, time management, their ability to think critically and go through a journey of discovery learning. There are no reports or target grades, as students are expected to drive this project and be self-motivated to succeed in this qualification.

Students who have completed EPQs have found the course to be an integral part of their transition to university which places them ahead of their peers. Many report that it is an innovative way to be challenged and learn beyond an academic syllabus, something which very rarely happens.

Grade	Points
A*	28
A	24
B	20
C	16
D	12
E	8

NAS Dubai University Guidance

Nord Anglia International School offers a comprehensive university counselling programme to ensure that the progression from Secondary school to university is smooth and optimal for both students and parents.

With a strong international presence, we work directly with over one hundred universities from the UK, US, Canada, Europe, Asia, and the Middle East, establishing open and honest relationships that ensure our students have access to the latest admissions information and make a smooth transition to their next phase of learning.

NAS Dubai has also hosted a number of universities at our school, including Dartmouth, NYU, Barnard, Claremont McKenna, the University of Chicago, Imperial College London, University of St Andrews, Southampton University and King's College London. We provide a School Profile which is sent to university admissions officers around the world and NAS Dubai is now also an official ACT Testing Site for our students.

Students have access to a the BridgeU platform, which enables them to explore different universities across the world as well as provides information on different course options and the grades/points required for entry. This allows the students to take ownership of their university research and encourages dialogue for their personal university guidance meetings. Our team also works with students to create effective US and UK Personal Statements as well as Letters of Motivation for European universities.

NAS Dubai's university counselling program has developed numerous resources to prepare students for the admissions process and discover their right-fit universities. We hope you and your students will take advantage of every opportunity offered through the school.

Should you have any questions or queries, we have a dedicated university guidance email to support students and parents through this crucial and exciting stage of their education journey.

University.guidance@nasdubai.ae

NAS Dubai Destinations

*Scholarships

UK
University of Bath
Bournemouth University
University of Cambridge
Cardiff University
Durham University
University of Edinburgh
University of Exeter
University of Gloucestershire
Imperial College London
King's College London
Lancaster University
University of Leeds
London School of Economics and Political Science
University of Manchester
Newcastle University
Northumbria University
University of Nottingham
Oxford Brookes University
University of Plymouth
Queen Mary University of London
Robert Gordon University
Royal Holloway, University of London
University of Sheffield
University of St Andrews*
University of Strathclyde
University College London
UWE Bristol
University of Warwick
University of York St John
Falmouth University
University of Aberdeen
University of Arts London Foundation Degree

Europe
Bocconi University
Politecnico di Milano
Turin Polytechnic
Delft University of Technology
University of Groningen
Maastricht University
VU Amsterdam
University College Utrecht
TU Eindhoven
Copenhagen Business School
IE University

US
American University of Washington DC*
Bard College
Boston College
Carnegie Mellon University
Claremont McKenna College
Concordia University
Cornell University
Dartmouth College
Duke University
George Washington University
Georgia Institute of Technology
Johns Hopkins University
Middlebury College
Northeastern University*
New York University (NYU)
Ohio State University*
Pepperdine University*
Purdue University
Syracuse University*
UC Davis
UCLA
UC San Diego
University of Michigan*
University of Southern California
University of Virginia
University of Pennsylvania Wharton School
Vanderbilt University
Wesleyan University

Canada
Carleton University
University of Waterloo

Lebanon
American University of Beirut
Lebanese American University

Malaysia
University of Nottingham, Malaysia

Singapore
Yale-NUS College

UAE
NYU Abu Dhabi*
University of Birmingham Dubai
American University Sharjah

Links to exam board website
where the syllabus can be accessed:

A Level Art, Craft and Design

A Level Biology

A Level Business Studies

A Level Chemistry

A Level Computer Science

A Level Design and Technology

A Level Drama and Theatre

A Level Economics

A Level English Language and Literature

A Level Geography

A Level Mathematics

A Level Physical Education

A Level Physics

A Level Psychology

Extended Professional Qualification (EPQ)

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AQA
Realising potential

Diploma Programme

HSK
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汉语水平考试

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MEMBER

BSME
BRITISH SCHOOLS IN THE MIDDLE EAST

NEASC
Candidate

NEASC
NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES