



**2023/24**

*Prospectus*

**OXFORDAQA**

INTERNATIONAL QUALIFICATIONS



**At OxfordAQA**

*we put fairness first*





“

OxfordAQA exams were the first time our students could just answer the science, rather than worrying about the language of the exams or the contexts they were being asked about.

Samina Rashid, Head of Science,  
Dubai, United Arab Emirates

”



# At OxfordAQA, we offer academically rigorous UK curriculum exams for your students



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# Choose the fair assessment approach

OxfordAQA is the international exam board that puts fairness first. Benchmarked to UK standards, our exams only ever test subject ability, using accessible language and internationally relevant contexts. This gives every student the best possible chance to show what they can do and get the results they deserve.

We share the same values and aspirations as all great schools and teachers. Like you, we're driven by the desire to bring out the very best in every student. This mission is something we really do live and breathe. And that's why we're proud that many schools see us as more than just their exam board.

- **We're one of the fastest-growing international exam boards.** OxfordAQA is a partnership between Oxford University Press (a department of the University of Oxford) and AQA, by far the UK's largest provider of GCSEs and A-levels. So while you may just be getting to know us, we bring over a 100 years of educational expertise to help you nurture a love of learning in your students.

- **We set academically rigorous British curriculum exams for your students.** We're also always asking ourselves challenging questions. Like, what would make our international qualifications even more relevant to the lives of tomorrow's global citizens?

- **With us, fairness comes first.** Why should students who speak English as a second language, and live outside the UK, be at a disadvantage when they take international exams? At OxfordAQA, we only ever test subject ability, with clear language and internationally relevant contexts in exam papers – giving every student the best possible chance to show what they can do.

- **But let's be clear, fairer does not mean easier.** Benchmarked to UK standards, our exams are every bit as rigorous as you would expect. And our qualifications focus on the higher order, critical thinking skills proven to equip students for future success on their educational journey, and beyond.

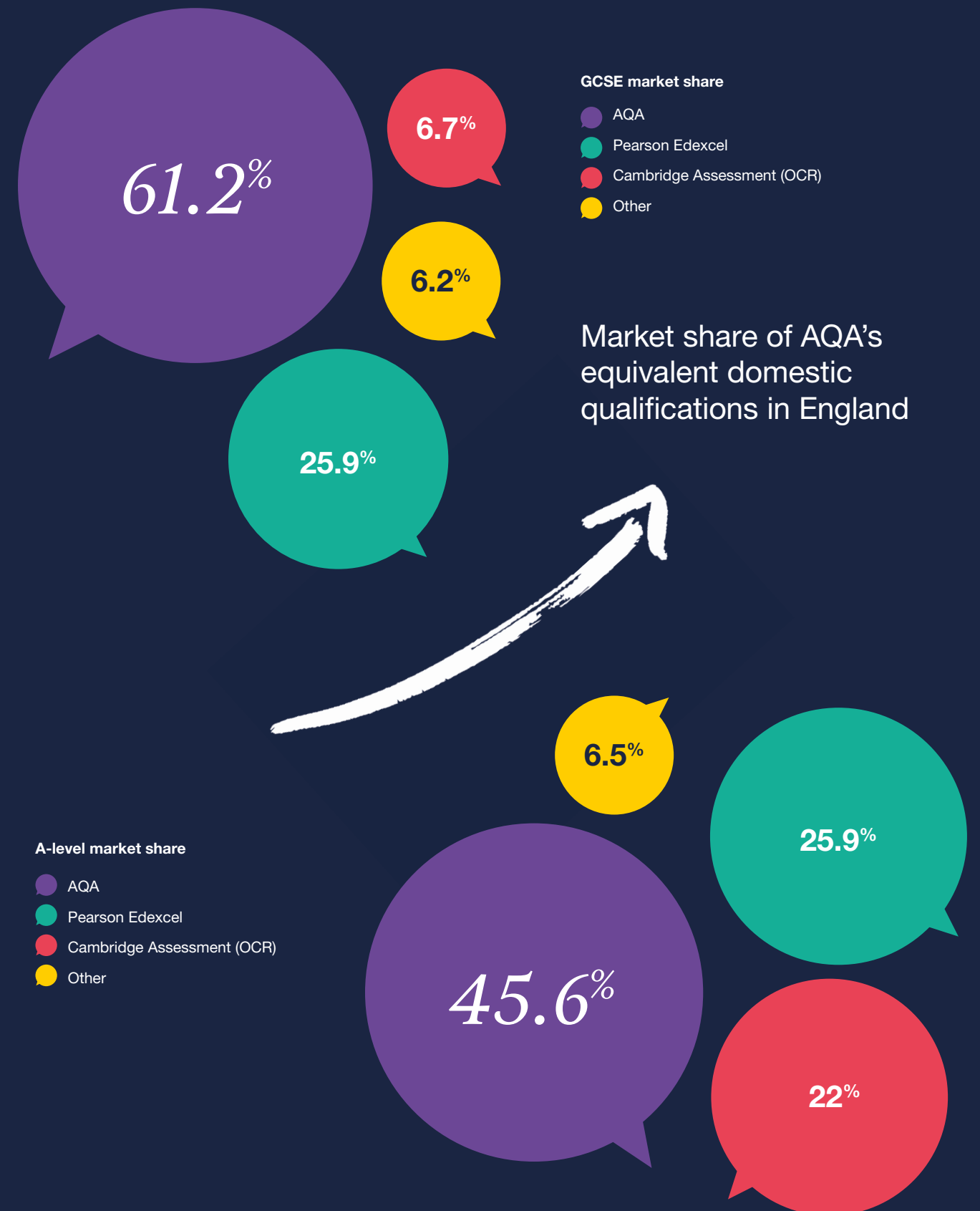
- **And one last thing.** We're here to support international teachers every step of the way. Our team understands the challenges you face and is here to support you, responding rapidly when you need help. We will find the solution that works best for your international school. And our comprehensive programme of inspiring teaching resources and support includes year-round training and online access to leading subject experts. Find out more on page 8-9.



**Did you know?**  
OxfordAQA is a partnership between Oxford University Press and AQA, by far the UK's largest provider of GCSEs and A-levels.



## OxfordAQA International Qualifications Built on the expertise that make AQA the market leader in England



# Fair Assessment



Did you know?

## 100yrs

We achieve fair assessment by drawing on the expertise and research that AQA has developed over more than 100 years.



**Give your students  
the best chance  
to get the results  
they deserve**

The fairness of an exam can make the difference between students getting the grade they deserve and a grade that does not reflect their knowledge and skills. That difference can be life changing.

**Give your students the chance to get the results they deserve.**

OxfordAQA was founded on the belief that all students deserve a fair opportunity to demonstrate what they have learned – and this principle of Fair Assessment underpins our approach to everything we do. We design valid and reliable assessments that focus on testing subject knowledge, not English comprehension or UK cultural contexts.

### What is Fair Assessment?

For an assessment to be fair, it must:

- measure a student's ability in the subject they have studied
- effectively differentiate student performance
- ensure no student is disadvantaged, including those who speak English as a second language
- give all students the same opportunity to achieve the right grade, irrespective of which exam series they take or which examiner marks their paper.

At OxfordAQA, we provide fair, high quality assessments that let all students show what they can do.

We achieve Fair Assessment by drawing on the expertise and research that AQA has developed over more than 100 years. This is the same research that has enabled AQA to become the UK's largest awarding body, marking over 7 million GCSEs and A-levels each year. We also draw on the deep educational expertise of Oxford University Press to ensure students who speak English as a second language have the same opportunity to achieve a top grade as native English speakers.

Learn how  
OxfordAQA's Fair  
Assessment approach  
benefits your students



### The Oxford 3000™

As part of ensuring our papers are valid, our exam questions use the Oxford 3000™, a list of the most frequent and useful words in the English language, helping us to ensure the language we use in our exam questions is as clear as possible. We also carefully review the contexts we use in our exam papers to make sure they are relevant to international students.

To achieve reliability in our assessments, our mark schemes enable positive marking, so students are rewarded for what they have shown they know and can do. The teachers marking our exams undergo a rigorous training process to ensure papers are marked fairly and consistently.

After the exams have been marked, our teams of expert examiners meet to set the grade boundaries through a process known as 'awarding'. They are supported by AQA's academic researchers and draw on many years' experience, so you can be sure your students' grades are fair and accurate.

**At OxfordAQA,  
we use the  
Oxford 3000™  
to ensure  
all our exams  
are accessible  
for international  
students.**

Find out more at  
[oxfordlearnersdictionaries.com/about/oxford3000](https://oxfordlearnersdictionaries.com/about/oxford3000)

“

They found the OxfordAQA question style crystal clear. The case studies were easy to assimilate, and they knew straight away how to apply the content because the contexts were familiar.

Manorama Subramanian,  
Senior Business Studies & Economics Teacher at  
GEMS International School in Dubai

”





**OxfordAQA international qualifications stay in step with UK standards**

British education has been through a major curriculum reform programme, designed to raise the standard of GCSEs and A-levels in England. OxfordAQA International GCSEs and A-levels were designed alongside the reformed AQA qualifications. This ensures that our qualifications remain comparable in the standard of the content and coverage of skills – two areas that were at the heart of the reforms.

These reformed GCSEs are designed to be more academically rigorous than the qualifications they replaced. For example, the Maths and Science specification content has increased in demand and the assessment approaches are also more demanding, with an increased emphasis on future oriented skills, such as application, analysis and evaluation.



**Teach the UK ‘gold standard’ recognised by universities globally**

The fact that our International GCSEs are based on the reformed GCSEs that AQA offers in England is particularly important. It means that students, schools and universities can be assured that OxfordAQA’s international qualifications will continue to have the same currency as the reformed GCSEs and A-levels taken in the UK.



The 9-1 grading system measures student ability against this new higher standard. During the transition period from old to reformed GCSEs, the new standard was benchmarked to the old at three grade points: A/7, C/4 and 1/G. This ensures students who take 9-1 GCSEs are not disadvantaged compared with those who took the old A\*-G GCSEs.

In fact, students at the higher end of the ability range now benefit under the new system. The reformed GCSEs allow for more differentiation at the top end, giving students the opportunity to achieve a new ‘exceptional’ grade 9 – higher than the old A\*.

# UK-aligned GCSE standards

New GCSE grading structure									
9	8	7	6	5	4	3	2	1	U
A*	A	B	C	D	E	F	G	U	
Old GCSE grading structure									

“The day may come when universities start looking at the grade 9, and you would be disadvantaged if you haven’t taken the exam that at least allows you access to the grade that is higher than the A\*.”  
*Barnaby Lenon, Chairman of the Independent Schools Council, The Times*

Learn more about 9-1 grading



# Build student skills for success at university and beyond with project-based learning

As competition for top university places increases globally, the need for students to stand out from the crowd is greater than ever.

Meanwhile, traditional didactic teaching methods have come under growing criticism from universities for failing to prepare students sufficiently for the self-regulated and independent nature of undergraduate study. What’s more, technological advances are fuelling a rapidly evolving job market – leading to speculation that many roles previously considered beyond the scope of automation in areas such as law and medicine may soon be transformed or replaced by Artificial Intelligence. Whatever the future holds, most educators agree that the need for transferable skills is more important than ever, and students must demonstrate key skills such as research, planning and problem-solving in their university applications. OxfordAQA offers two qualification options to help foster these skills.

The OxfordAQA International IPQ is an A-level-standard qualification in which students work on a project of their choice. Based on AQA’s highly popular EPQ, the qualification enables students to stand out from the crowd in their university applications. Read more on [page 43](#).

The International GCSE Plus is an optional project that students can take alongside most OxfordAQA International GCSEs for the chance to achieve an additional endorsement. Read more on [page 11](#).

Our International GCSE Plus endorsements introduce students to the process of project work. Students utilise essential planning, research and report writing skills, and are encouraged to demonstrate creativity, risk-taking and reflection. This provides the perfect foundation for A-level specialism or



“...It is very evident that students who complete the IPQ become more confident and reflective about their learning...choosing the IPQ undoubtedly gives the students an excellent chance to choose an area of their interest and develop it.”  
*Rosary School*

the IBDP Extended Essay. Our International Independent Project Qualification (IPQ) allows students to supplement their desired A-levels with a piece of academic work on a subject of their choice. Projects can be discussed in university interviews with a degree of expertise unmatched in other studies. There is also evidence to suggest that taking the IPQ increases students’ chances of achieving higher grades in their A-levels.

Find out more at [oxfordaqa.com/subjects/projects](https://oxfordaqa.com/subjects/projects)

**Foster creativity, develop research skills and encourage independent learning**

# Count on our support, every step of the way

We offer quality training and resources to support teaching throughout the year.

## Online training

### Plan

*March*

#### Prepare to Teach (all subjects)

Free online training sessions for each subject, covering curriculum content and assessment.

#### Any time, on request Teacher and Senior Examiner clinics (all specifications)

Talk to a senior examiner or teacher about any questions regarding teaching, curriculum or assessment.

### Teach

*September*

#### Getting Started (all specifications)

This training is designed to support those just starting to teach an OxfordAQA specification.

Ensure you feel confident at the start of the academic year with guidance on teaching our specifications, including advice on curriculum delivery and support resources.

#### Throughout the year Teacher Toolkit (selected subjects)

This is for everyone teaching OxfordAQA specifications.

Teacher Toolkit sessions contain expert training on specific aspects on our specifications where teachers appreciate additional support.

### Assess

*November*

#### Marking Guidance (all specifications)

This training is for anyone teaching OxfordAQA specifications who would like in-depth guidance on the marking process.

Senior Examiners go through genuine student responses to exam questions, demonstrating how the mark scheme is applied and how marks are allocated.

*March*

#### Marking Guidance (ESL, Maths and Science)

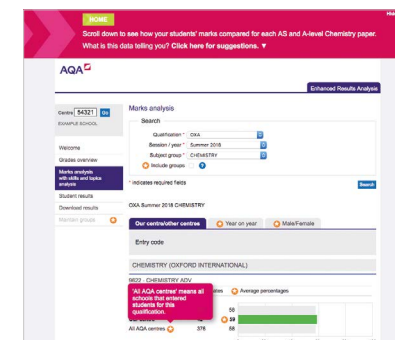
Another round of Marking Guidance training for these subjects, focusing on a different element of the assessment.

Find out more at  
[oxfordaqa.com/support/events](https://oxfordaqa.com/support/events)

## The OxfordAQA resource promise

### Planning resources

- Switching guides
- Schemes of work
- Find out what your results are telling you with our Enhanced Results Analysis™ (ERA) tool

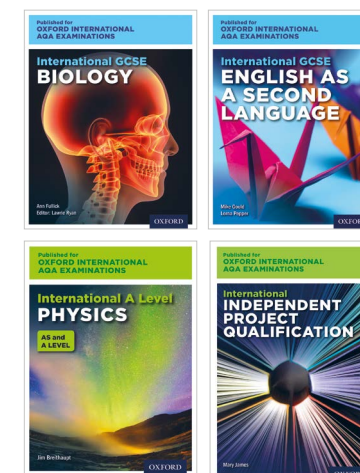


ERA provides in-depth exam data analysis, identifying performance strengths and weaknesses across your cohort. Try a demo at [oxfordaqa.com/era](https://oxfordaqa.com/era)

### Teaching resources

Textbooks are available from Oxford University Press.

Visit [oup.com/oxfordaqa](https://oup.com/oxfordaqa)

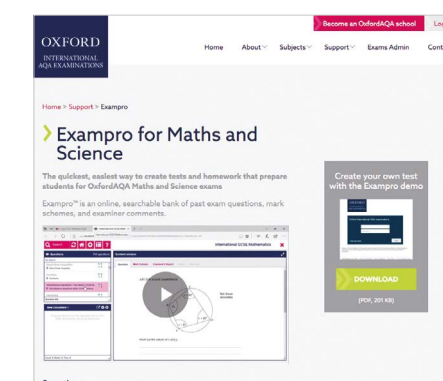


### Assessment resources

- Past papers and mark schemes
- Marked exemplars
- Exampro™

Exampro is the quickest, easiest way to create tests and homework that prepare students for OxfordAQA Maths and Science exams.

Try a free demo at [oxfordaqa.com/exampro](https://oxfordaqa.com/exampro)



## Oxford Teachers' Academy

OxfordAQA is working in partnership with Oxford University Press to provide Oxford Teachers' Academy training for schools teaching our qualifications. Courses are certified by the University of Oxford and focus on the skills teachers require to effectively deliver International GCSEs and A-Levels.

For more information contact  
[info@oxfordaqa.com](mailto:info@oxfordaqa.com)



## Support anytime

- Help and guidance from your regional consultants
- Teacher guidance videos
- Access to subject experts at [oxfordaqa.com/ask](https://oxfordaqa.com/ask)
- Online clinic with an OxfordAQA senior examiner



# OxfordAQA International GCSE

11 International GCSE Plus

12 International GCSE Biology

13 International GCSE Chemistry

14 International GCSE Physics

15 International GCSE Combined Science Double Award

18 International GCSE Mathematics

20 International GCSE English as a Second Language

22 International GCSE English Language

23 International GCSE English Literature

24 International GCSE Business

26 International GCSE Computer Science

27 International GCSE Geography

## Ooh, what's this?

Click the symbols on the following pages to unlock more content than ever before in our **new** and **enhanced** digital catalogues!

-  Watch the video
-  Take a closer look
-  Evaluate
-  Additional resources

# International GCSE Plus

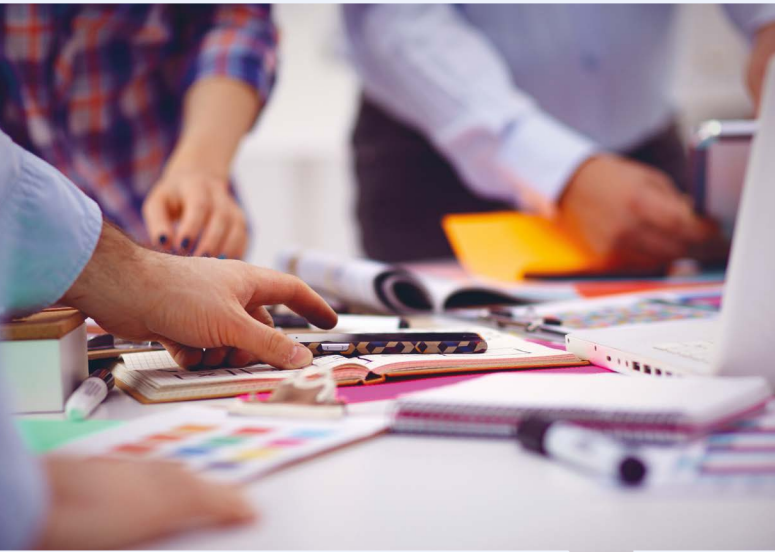
Students develop essential planning, research and report-writing skills, and are encouraged to demonstrate creativity, risk-taking and reflection.

- An optional endorsement that students can take as part of their OxfordAQA International GCSEs, providing an opportunity for students to achieve an additional Pass, Merit or Distinction alongside their 9–1 grades.
- Requires 20 hours of supervised independent study supported by ten hours of taught skills, covered in an accompanying scheme of work with classroom handouts.
- Students can submit one or more International GCSE Plus projects alongside most OxfordAQA International GCSEs.

### Resources from [oxfordaqa.com](https://www.oxfordaqa.com)

- Progress diary template
- Scheme of work
- Teacher guidance document
- Marked exemplars
- Taught skills classroom handouts
- Frequently asked questions
- Guidance for scientific investigations
- Parent brochure

Unit	Assessment objectives	Weighting	How is it assessed?
AO1	<b>Organisation</b> Use appropriate guidance and a range of methods to develop and implement a proposal.	30%	Students submit a 2,000-word report alongside their progress diary.
AO2	<b>Research</b> Undertake appropriate research from a range of sources, taking a critical approach.	30%	Graded by supervisor using the assessment criteria provided in the specification.
AO3	<b>Realisation</b> Produce a 2,000-word written report that achieves agreed aims and objectives.	30%	
AO4	<b>Review</b> Evaluate outcomes and analyse strengths and weaknesses of the project execution.	10%	



# International GCSE Biology

Offering a broad and modern foundation in Biology, with accessible practicals, students are assessed on scientific knowledge and skills – not literacy.

- Students are assessed fairly, with papers carefully designed to avoid cultural or linguistic bias.
- Practical components are flexible around local access to equipment and materials, with practical knowledge assessed through the main exam papers.
- Carefully balanced depth of content that includes topics with contemporary relevance such as Behaviourism.

## Subject content

- Organisation\*
- Bioenergetics\*
- Ecology\*
- Organisms' interaction with the environment\*
- Inheritance\*
- Variation and evolution\*

\*Each of these units is also covered in the International GCSE Combined Science Double Award – see page 15.

## Paper 1

### What is assessed?

Any part of the specification may be assessed.

### How is it assessed?

**Written exam:** 1 hr 30 mins.  
90 marks. 50%.

### Questions

Structured and open questions.

## Paper 2

### What is assessed?

Any part of the specification may be assessed.

### How is it assessed?

**Written exam:** 1 hr 30 mins.  
90 marks. 50%.

### Questions

Structured and open questions.

## Exams

### Graded 9 to 1

**Linear:** students sit exams at the end of the course.

### Paper 1:

1 hr 30 mins. 90 marks. 50%.

### Paper 2:

1 hr 30 mins. 90 marks. 50%.



# International GCSE Chemistry

Rigorously aligned to the reformed UK standard, students gain a broad foundation in Chemistry and scientific working, with international exams that test subject ability – not English proficiency.

- Students are assessed fairly, with papers carefully designed to avoid cultural or linguistic bias.
- Practical components are flexible around local access to equipment and materials, with practical knowledge assessed through the main exam papers.
- Carefully developed in alignment with the reformed UK GCSE Chemistry standard to ensure reliability.

## Subject content

- Atomic structure and the periodic table\*
- Structure, bonding and the properties of matter\*
- Chemical changes
- Chemical analysis\*
- Acids, bases and salts\*
- Quantitative chemistry
- Periodicity\*
- The rate and extent of chemical change
- Energy changes\*
- Organic chemistry\*

\*Each of these units is also covered in the International GCSE Combined Science Double Award – see page 15.

## Paper 1

### What is assessed?

Any part of the specification may be assessed.

### How is it assessed?

**Written exam:** 1 hr 30 mins.  
90 marks. 50%.

### Questions

Structured and open questions.

## Paper 2

### What is assessed?

Any part of the specification may be assessed.

### How is it assessed?

**Written exam:** 1 hr 30 mins.  
90 marks. 50%.

### Questions

Structured and open questions.

## Exams

### Graded 9 to 1

**Linear:** students sit exams at the end of the course.

### Paper 1:

1 hr 30 mins. 90 marks. 50%.

### Paper 2:

1 hr 30 mins. 90 marks. 50%.





# International GCSE Physics

This exciting specification brings Physics to life for non-native English speakers, while teaching students to work scientifically.

- Students are assessed fairly, with papers carefully designed to avoid cultural or linguistic bias.
- Practical components are flexible around local access to equipment and materials, with practical knowledge assessed through the main exam paper.
- Carefully balanced depth of content that includes topics that spark wonder and enthusiasm, such as space physics.

### Subject content

- Forces and their effects\*
- Energy\*
- Waves\*
- Particle model of matter\*
- Electricity and magnetism\*
- Generating and distributing electricity, and household use\*
- Nuclear physics\*
- Space physics\*

\*Each of these units is also covered in the International GCSE Combined Science Double Award – see page 15.

#### Paper 1

##### What is assessed?

Any part of the specification may be assessed.

##### How is it assessed?

**Written exam:** 1 hr 30 mins. 90 marks. 50%.

##### Questions

Structured and open questions.

#### Paper 2

##### What is assessed?

Any part of the specification may be assessed.

##### How is it assessed?

**Written exam:** 1 hr 30 mins. 90 marks. 50%.

##### Questions

Structured and open questions.

#### Exams

##### Graded 9 to 1

**Linear:** students sit exams at the end of the course.

##### Paper 1:

1 hr 30 mins. 90 marks. 50%.

##### Paper 2:

1 hr 30 mins. 90 marks. 50%.



# International GCSE Combined Science Double Award

A double award International GCSE that provides students with a good grounding in the principles of all three science disciplines: Biology, Chemistry and Physics.

- Students take three equally weighted papers and receive two identical GCSE grades based on their composite achievement.
- Students develop a range of practical skills along with data analysis and critical- thinking skills that they can use in their everyday lives and further studies.
- Students are assessed fairly, with papers carefully designed to avoid cultural or linguistic bias.

### Subject content

Content for the International GCSE Combined Science Double Award is selected from the individual Biology, Chemistry and Physics GCSE specifications, enabling students to be streamed within individual science groups.

#### Paper 1

##### What is assessed?

Biology

##### How is it assessed?

**Written exam:** 1 hr 45 mins. 100 marks. 33.3%.

##### Questions

Structured and open questions.

#### Paper 2

##### What is assessed?

Chemistry

##### How is it assessed?

**Written exam:** 1 hr 45 mins. 100 marks. 33.3%.

##### Questions

Structured and open questions.

#### Paper 3

##### What is assessed?

Physics

##### How is it assessed?

**Written exam:** 1 hr 45 mins. 100 marks. 33.3%.

##### Questions

Structured and open questions.

#### Exams

**Core:** grades 5–5 to 1–1 available.

**Extension:** grades 9–9 to 4–4 available (allowed grade 3–3).

**Linear:** students sit all exams at the end of the course.

**Tiered:** students take either the core papers or the extension papers.

##### Core

**Paper 1:** Biology 1 hr 45 mins. 100 marks. 33.3%.

**Paper 2:** Chemistry 1 hr 45 mins. 100 marks. 33.3%.

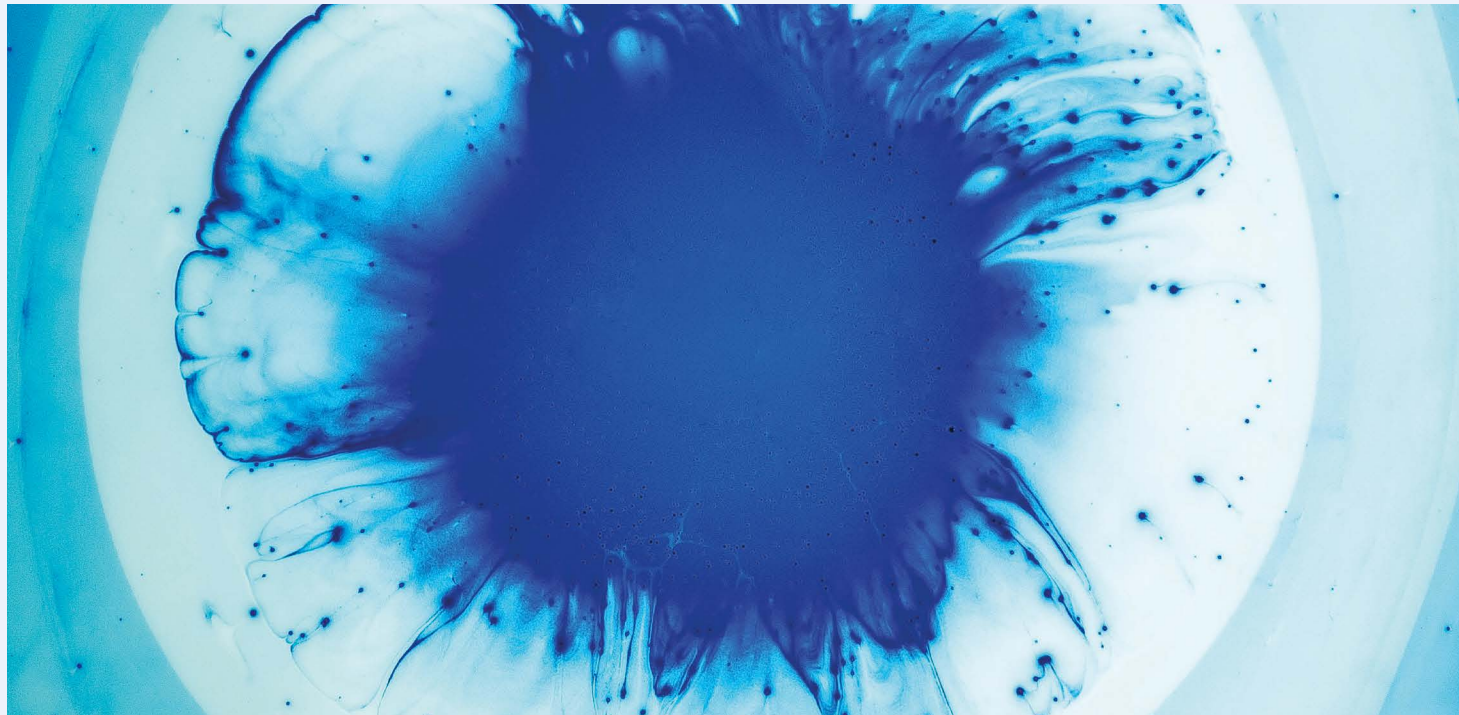
**Paper 3:** Physics 1 hr 45 mins. 100 marks. 33.3%.

##### Extension

**Paper 1:** Biology 1 hr 45 mins. 100 marks. 33.3%.

**Paper 2:** Chemistry 1 hr 45 mins. 100 marks. 33.3%.

**Paper 3:** Physics 1 hr 45 mins. 100 marks. 33.3%.





# OxfordAQA International GCSE

## Science resources from Oxford University Press

### Develop students' investigative skills and support achievement

Textbooks that fully support the OxfordAQA International GCSE Biology, Chemistry, Physics and Combined Science specifications.

- Develop scientific and mathematical skills and knowledge, with an enquiry-based, international approach.
- Build experimental and investigative skills to support progression to A-level study.
- Support students who do not speak English as a first language, with clear language, extensive glossaries and highlighted key terms.

### Resources from oxfordaqa.com

- Specimen assessment materials
- Past papers and mark schemes
- Marked exemplars
- Exampro™
- Schemes of work
- Switching guides
- Command words
- Subject-specific vocabulary
- Practical handbook
- Classroom activity sheets
- Teacher guidance videos
- Enhanced Results Analysis™

### Cell structure and organisation

1.7
Osmosis

**Learning objectives**

After this topic, you should know:

- what happens in osmosis
- why osmosis is so important in cells.

**Study tip**

Remember, all particles can diffuse from an area of high concentration to an area of lower concentration, provided they are soluble and small enough to pass through the membrane. Osmosis refers only to the diffusion of water through a partially permeable membrane.

**The process of osmosis**

Partially permeable cell membranes let water move across them. Remember:

- A dilute solution of sugar contains a high concentration of water (the solvent). It has a low concentration of sugar (the solute).
- A concentrated sugar solution contains a relatively low concentration of water and a high concentration of sugar.

The cytoplasm of a cell is made up of chemicals dissolved in water inside a partially permeable bag of cell membrane. The cytoplasm contains a fairly concentrated solution of salts and sugars. Water moves from a dilute solution (with a high concentration of water molecules) to a concentrated solution (with fewer water molecules) across the membrane of the cell.

This special type of diffusion, where water moves across a partially permeable membrane, is called **osmosis**.

**Required practical**

**Investigating osmosis**

You can make model cells using bags made of partially permeable membrane (Figure 1). You can see what happens to them if the concentrations of the solutions inside or outside the 'cells' change.

Figure 1 A model of osmosis in a cell. In a the 'cell' contents are more concentrated than the surrounding solution. In b the 'cell' contents are less concentrated than the surrounding solution.

**Summary questions**

- What is the difference between osmosis and simple diffusion?
- How does osmosis help to maintain the cytoplasm of plant and body cells at a specific concentration?
- Define the following terms:
  - i isotonic solution    ii hypotonic solution    iii hypertonic solution.
- Why is it so important for the cells of the human body that the solute concentration of the fluid surrounding the cells is kept as constant as possible?
- Explain why osmosis is so important in the support systems of plants.
- Animals that live in fresh water have a constant problem with their water balance. The single-celled organism called Amoeba has a special vacuole in its cell. It fills with water and then moves to the outside of the cell and bursts. A new vacuole starts forming straight away. Explain in terms of osmosis why the Amoeba needs one of these vacuoles.

**Osmosis**

If the cytoplasm becomes too dilute because more water is made in chemical reactions, the surrounding fluid becomes hypertonic and water leaves the cell by osmosis. So osmosis restores the balance in both cases.

However, osmosis can also cause big problems in animal cells. If the solution outside the cell becomes much more dilute than the cell contents (hypotonic), a lot of water will move into the cell by osmosis. The cell will swell and may burst.

If the solution outside the cell becomes more concentrated than the cell contents (hypertonic), water will move out of the cell by osmosis. The cytoplasm will become too concentrated and the cell will shrivel up. Then it can no longer survive.

Once you understand the effect osmosis can have on cells, the importance of maintaining constant internal conditions in the human body becomes clear.

**Osmosis in plants**

Plants rely on osmosis to support their stems and leaves. Water moves into plant cells by osmosis. This causes the vacuole to swell and press the cytoplasm against the plant cell walls. The pressure builds up until no more water can physically enter the cell – this pressure is known as **turgor**. Turgor pressure makes the cells hard and rigid, which in turn keeps the leaves and stems of the plant rigid and firm.

Plants need the fluid surrounding the cells to always be hypotonic to the cytoplasm, with a lower concentration of solutes and a higher concentration of water than the plant cells themselves. This keeps water moving by osmosis in the right direction and the cells are turgid. If the solution surrounding the plant cells is hypertonic (more concentrated than) the cell contents, water will leave the cells by osmosis. The cells will no longer be firm and swollen – they become flaccid (soft) as there is no pressure on the cell walls. At this point, the plant wilts as turgor no longer supports the plant tissues.

If more water is lost by osmosis, the vacuole and cytoplasm shrink, and eventually the cell membrane pulls away from the cell wall. This is **plasmolysis**. Plasmolysis is usually only seen in laboratory experiments. Plasmolysed cells die quickly unless the osmotic balance is restored.

**Summary questions**

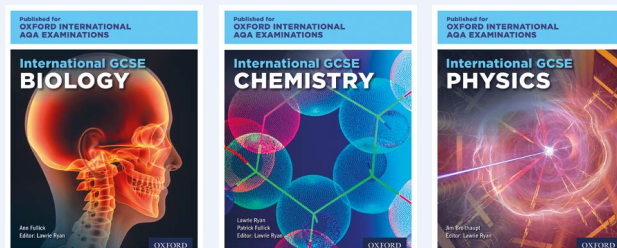
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**Key points**

- Osmosis is a special case of diffusion. It is the movement of water from a dilute to a more concentrated solution through a partially permeable membrane that allows water to pass through.
- Differences in the concentrations of solutions inside and outside a cell cause water to move into or out of the cell by osmosis.
- Osmosis is important to maintain turgor in plant cells. Animal cells can be damaged if the concentrations inside and outside the cells are not kept the same.

Ensure exam success with full coverage of the required practicals

### Separate Sciences



<b>Biology</b> Print Textbook 978 019 837588 3	<b>Chemistry</b> Print Textbook 978 019 837589 0	<b>Physics</b> Print Textbook 978 019 837590 6
Online Textbook 978 019 841143 7	Online Textbook 978 019 841148 2	Online Textbook 978 019 841153 6
Print & Online Pack 978 019 841142 0	Print & Online Pack 978 019 841147 5	Print & Online Pack 978 019 841152 9
<b>NEW – Revision Guide</b> 978 138 203382 4	<b>NEW – Revision Guide</b> 978 138 203383 1	<b>NEW – Revision Guide</b> 978 138 203384 8

### Combined Sciences



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## Revision Guides for OxfordAQA International GCSE Science

The fully-tailored revision resource for OxfordAQA Science qualifications

- Practice with OxfordAQA exam-style questions
- Follows the award-winning "Oxford Revise" approach



# International GCSE Mathematics

**With a focus on reasoning skills and the real-life application of Maths and Pure Maths concepts, students have the best possible preparation for A-level, university and beyond.**

- The vocabulary of the exam questions is carefully chosen so that native speakers and ESL students have the same chance to be rewarded for **demonstrating** mathematical skills.
- Content is introduced in a simple and logical order, with careful stepping up of demand and progression to A-level.

- Enables students to connect their learning to the real world and apply their knowledge to solve problems.

## Subject content

- Number
- Algebra
- Geometry and measures
- Probability and statistics

## Paper 1C (Core)

### What is assessed?

Any part of the specification may be assessed.

### How is it assessed?

**Written exam:** 1 hr 30 mins.  
80 marks. 50%.  
Scientific calculator allowed.

### Questions

A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the papers.

## Paper 1E (Extended)

### What is assessed?

Any part of the specification may be assessed.

### How is it assessed?

**Written exam:** 2 hrs. 100 marks. 50%.  
Scientific calculator allowed.

### Questions

A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the papers.

## Paper 2C (Core)

### What is assessed?

Any part of the specification may be assessed.

### How is it assessed?

**Written exam:** 1 hr 30 mins.  
80 marks. 50%.  
Scientific calculator allowed.

### Questions

A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the papers.

## Paper 2E (Extended)

### What is assessed?

Any part of the specification may be assessed.

### How is it assessed?

**Written exam:** 2 hrs. 100 marks. 50%.  
Scientific calculator allowed.

### Questions

A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the papers.

## Exams

### Grades 5 to 1 available

**Linear:** students sit both exams at the end of the course.  
**Tiered:** students take either the core papers or the extension papers.

**Paper 1C:** 1 hr 30 mins.  
80 marks. 50%.  
**Paper 2C:** 1 hr 30 mins.  
80 marks. 50%.

## Exams

### Grades 9 to 4 available

**Linear:** students sit both exams at the end of the course.  
**Tiered:** students take either the core papers or the extension papers.

**Paper 1E:** 2 hrs. 100 marks. 50%.  
**Paper 2E:** 2 hrs. 100 marks. 50%.

## Resources from Oxford University Press

Full support for the OxfordAQA International GCSE Mathematics specification, including a focus on algebra, calculus and matrices.

- Equip students to achieve, with thorough explanations, plenty of exam practice, and direct links to MyiMaths.com.
- Support students who do not speak English as a first language, with a step-by-step structure, clear explanations and end-of-chapter glossaries.
- Help students link theory to the real world, with a focus on real-life mathematic and financial skills.

## Resources from [oxfordaqa.com](https://www.oxfordaqa.com)

- Specimen assessment materials
- Past papers and mark schemes
- Exampro™
- Marked exemplars
- Interactive route map
- Teacher guidance document
- Switching guides
- Classroom activity sheets
- Teacher guidance video
- Enhanced Results Analysis™

**Make mathematics relevant  
and support exam potential**



## International GCSE Mathematics

### Core

**Print Textbook**  
978 019 837586 9

**Online Textbook**  
978 019 840997 7

**Print & Online Pack**  
978 019 840996 0

### Extended

**Print Textbook**  
978 019 837587 6

**Online Textbook**  
978 019 841113 0

**Print & Online Pack**  
978 019 841112 3

## SKILLS

## 9.1 Estimation and approximation

- An **approximate** value can be found by rounding.

A useful first approximation is to 1 significant figure but other approximations may be better.

Find approximate values for these calculations.

**a**  $76.5 + 184.2$  **b**  $12.3 - 8.9$  **c**  $183.2 \div 17.6$  **d**  $22 \times 14.53$

Round each number appropriately before doing the calculation.

**a**  $76.5 + 184.2 \approx 80 + 200 = 280$  **b**  $12.3 - 8.9 \approx 12 - 9 = 3$   
**c**  $183.2 \div 17.6 \approx 200 \div 20 = 10$  **d**  $22 \times 14.53 \approx 20 \times 15 = 300$

- Approximations can be used to **estimate** an answer before doing a calculation. Estimates are useful for checking your answer or adjusting place value.

You need to be careful when estimating powers or subtracting numbers that are close. For example, 1.3 is quite close to 1, but 1.3<sup>2</sup> is not close to 1<sup>2</sup>.

Estimate the value of these calculations.

**a**  $563 + 1.58$   
 $327 - 4.72$   
 $\frac{2.27 \times 4.49}{1.78^2}$   
**b**  $\frac{\sqrt{2485}}{1.4^3}$   
**c**  $\frac{2.45^3}{2.44 - 2.31}$

**a** Ignore the relatively small amounts added and subtracted.

Estimate =  $600 + 300 = 900$

**b**  $\sqrt{3} \approx 1.73$  to 2 dp.

1.78<sup>2</sup> is a bit more than 3<sup>2</sup>, so it cancels with 3.27

Estimate = 4.5

**c**  $2485 \approx 2500$  and  $\sqrt{2500} = 50$

$1.4^3 \approx 2$ , so  $1.4^3 \approx 1.4 \times 2 = 2.8 \approx 3$

Estimate =  $50 \div 3 \approx 17$

**d**  $2.45 \approx 2.5$  and  $2.5^2 \approx 6.25$ , so  $2.5^3 \approx 16$

$2.45^3 \approx 16 \times 2.5 = 40$

$2.44 - 2.31 \approx 0.1$

Estimate =  $40 \div 0.1 = 400$

Beware when approximating the denominator that it is not 0.

Estimate =  $15 \div 0.1 = 150$

Estimate  $\sqrt{5}$  to 1 dp.

$\sqrt{4} = 2$ ,  $\sqrt{9} = 3 \Rightarrow 2 < \sqrt{5} < 3$ . As 5 is closer to 4 than 9,  $\sqrt{5}$  is going to be closer to 2 than 3. So an estimate would be a little more than 2.

$2.5 \times 2.5 = 6.25 > 5$   $2.2 \times 2.2 = 4.84 < 5$   $2.25 \times 2.25 = 5.0625 > 5$

$\Rightarrow 2 < \sqrt{5} < 2.5$   $\Rightarrow 2.2 < \sqrt{5} < 2.5$   $\Rightarrow 2.2 < \sqrt{5} < 2.25$

$\sqrt{5} \approx 2.2$  (1 dp)

$\sqrt{5} \approx 2.2$  (1 dp)

$\sqrt{5} \approx 2.2$  (1 dp)

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$\sqrt{5} \approx 2.2$  (1 dp)

$\sqrt{5} \approx 2.2$  (1 dp)

## Fluency

## Exercise 9.1S

- Round each of these numbers to  
i 1 sf ii 1 dp iii the nearest integer.  
**a** 8.3728 **b** 18.82 **c** 35.84  
**d** 278.72 **e** 1.3949 **f** 3894.79  
**g** 0.008372 **h** 2399.9 **i** 8.9858  
**j** 14.0306 **k** 1403.06 **l** 140306  
When asked to estimate an answer you should show how you obtained your estimate.
- Estimate the answer to each calculation by rounding to the degree of accuracy given.  
**a**  $37.43 \div 3.52$  (1 sf)  
**b**  $2.497 \times 1.99$  (1 dp)  
**c**  $6342 \div 897$  (2 sf)
- Write a suitable estimate for each of these calculations.  
**a**  $4.88 + 3.07$  **b**  $216 + 339$   
**c**  $0.0049 + 0.00302$  **d**  $43.89 - 28.83$   
**e**  $3.77 \times 0.85$  **f**  $44.66 \div 0.89$   
**g**  $3.76 \times 4.22$  **h**  $17.39 \times 22.98$   
**i**  $4.59 \times 7.9$  **j**  $54.31 \div 8.8$   
**k**  $4.98 \times 6.12$  **l**  $17.89 \div 21.91$   
**m**  $\frac{5.799 \times 3.1}{8.86}$  **n**  $34.8183 - 9.8$   
**o**  $\frac{32.91 \times 4.8}{3.1}$  **p**  $272.701 - 43$   
**q**  $(9.8^2 + 9.2 - 0.438)^2$
- Estimate these square roots.  
Try estimating to 1 dp, then check your estimates with a calculator.  
**a**  $\sqrt{2}$  **b**  $\sqrt{8}$  **c**  $\sqrt{10}$   
**d**  $\sqrt{15}$  **e**  $\sqrt{20}$  **f**  $\sqrt{26}$   
**g**  $\sqrt{32}$  **h**  $\sqrt{45}$  **i**  $\sqrt{70}$
- Estimate each of these calculations.  
Use a calculator to check your estimates.  
**a**  $\frac{29.91 \times 38.3}{3.1 \times 3.9}$   
**b**  $\frac{16.2 \times 0.48}{0.23 \times 31.88}$   
**c**  $(4.8^2 + 4.2 - 0.238)^2$
- d**  $\frac{63.8 \times 1.7^2}{1.78^2}$   
**e**  $\sqrt{(2.03 + 0.041)}$   
**f**  $\sqrt{(27.6 \div 0.57)}$
- Explain why approximating the numbers in these calculations to 1 significant figure would *not* be an appropriate method for estimating the results of the calculations.  
**a**  $\frac{5.39 + 4.72}{0.53 - 0.46}$  **b**  $\sqrt{(1.52 - 1.49)}$
- Use approximations to estimate the value of each of these calculations.  
**a**  $\frac{317 \times 4.22}{0.197}$  **b**  $\frac{4.37 \times 689}{0.793}$   
**c**  $\frac{4.75 \times 122}{522 \times 0.38}$  **d**  $4.8^3 - 8.5^2$   
**e**  $\frac{9.32 - 3.85}{0.043 - 0.021}$  **f**  $7.73 \times \left( \frac{0.17 \times 234}{53.8 - 24.9} \right)$
- g**  $\frac{48.75 \times 4.97}{10.13^2}$  **h**  $\sqrt{\frac{305.3^2}{913}}$   
**i**  $\frac{\sqrt{9.67 \times 8.83}}{0.087}$  **j**  $\frac{6.8^2 + 11.8^2}{\sqrt{47.8 \times 52.1}}$   
**k**  $\frac{(23.4 - 18.2)^2}{3.2 + 1.8}$  **l**  $\sqrt{\frac{2.85 + 5.91}{0.17^2}}$
- Estimate these calculations and say whether your estimate will be larger or smaller than the exact answer.  
**a**  $129.3 - 74.6$  **b**  $2.612 + 0.77$   
**c**  $65 \times 63$  **d**  $65 \times 71$   
**e**  $93.6 \div 5.8$  **f**  $11 \div 5.4$
- Check your answers to questions 5, 7 and 8 with a calculator. How do your estimates compare?
- Irwin estimates  $\frac{47.3 \times 18.9}{8.72} \approx 100$ .  
What approximations could he have used to get his estimate?

Maximise mathematical potential with interactive, unlimited practice. Plus, easily filter resources for OxfordAQA.

mail@myimaths.com to find out more.



# International GCSE English as a Second Language

Designed for non-native English speakers who use English for their studies, students are assessed fairly with separate papers for all four skills.

- An accessible speaking exam worth 20% of the overall marks allows students to make pre-exam notes and refer to them in the exam, so they can confidently demonstrate their speaking skills.
- Separate reading and writing papers give students a fresh opportunity to show what they can do in each skill area.
- Our listening recordings feature one neutral accent so that students are not disadvantaged if they are unfamiliar with particular regions.

**Subject content**

Themes:

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment

Reading	Writing	Listening	Speaking	Exams
<b>What is assessed?</b> Understanding and responding to different types of written language.	<b>What is assessed?</b> Communicating effectively in writing for a variety of purposes.	<b>What is assessed?</b> Understanding and responding to different types of spoken language.	<b>What is assessed?</b> Communicating and interacting effectively in speech for a variety of purposes.	<b>Graded 9 to 1</b> <b>Linear:</b> students sit both exams at the end of the course.
<b>How is it assessed?</b> <b>Written exam:</b> 1 hr 15 mins. 60 marks. 30%.	<b>How is it assessed?</b> <b>Written exam:</b> 1 hr 15 mins. 60 marks. 30%.	<b>How is it assessed?</b> <b>Written exam:</b> 45 mins. 60 marks. 30%.	<b>How is it assessed?</b> <b>Written exam:</b> Non-exam assessment: 10 mins + preparation time. 40 marks. 20%.	<b>Reading:</b> 1 hr 15 mins. 60 marks. 30%. <b>Writing:</b> 1 hr 15 mins. 60 marks. 30%. <b>Listening:</b> 45 mins. 40 marks. 20%. <b>Speaking:</b> Non-exam assessment: 10 mins plus preparation time. 40 marks. 20%.
<b>Questions</b> Short-answer questions and multiple-choice questions in response to written passages – 60 marks.	<b>Questions</b> Four theme-based tasks test a range of writing skills, with increasing levels of challenge – 60 marks.	<b>Questions</b> Students are asked to listen to and answer questions on a range of spoken texts – 40 marks.	<b>Questions</b> <ul style="list-style-type: none"><li>• Photocard, 15 marks</li><li>• General conversation, 25 marks (Audio recording marked by examiner).</li></ul>	

**Resources from Oxford University Press**

Develop English language fluency and understanding. Full support for the OxfordAQA International GCSE English as a Second Language specification, with a skills-based approach that builds sophisticated language skills.

- Enable confident communication, with a thematic approach that develops reading, writing, speaking and listening skills.
- Build assessment confidence, with an exam preparation chapter packed with exam-style practice and advice.
- Save time planning, with step-by-step lesson plans, differentiation ideas, transcripts from the audio exercises and Student Book answers in the Teacher Pack.

**Resources from [oxfordaqa.com](https://www.oxfordaqa.com)**

- Specimen assessment material
- Past papers and mark schemes
- Marked exemplars
- Speaking test guidance document
- Scheme of work
- Teacher guidance document
- Switching guide
- Teacher guidance video
- Enhanced Results Analysis™
- Mock Exam Analyser

International GCSE English as a Second Language		
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NEW

## Revision Guide for OxfordAQA International GCSE English as a Second Language

The fully-tailored revision resource for the OxfordAQA ESL qualification

- Contains full practice exam papers for every language skill
- Unique “Knowledge - Recap - Apply” structure for revision success





# International GCSE English Language

Offering teachers and students the freedom to choose a purely exam-based or partially coursework-based pathway, this assessment is designed to be both flexible and fair.

- Allow international students to focus on demonstrating skills in their exams, with shorter questions based on a stimulus source material, questions embedded in the source material and clear language.
- Includes a coursework option to suit the needs of your school, offering opportunities to develop independent research and study skills in preparation for higher level study.
- Exams include visual stimulus material to engage students, making the assessment fairer.

Paper 1: Literary non-fiction and composition	EITHER Paper 2: Source-based reading and directed writing	OR Coursework project	Exams			
<b>What is assessed?</b> Students answer all questions from Section A and answer one question from Section B.	<b>What is assessed?</b> Students answer all questions from Section A and answer one question from Section B.	<b>What is assessed?</b> Students will carry out independent research of at least five sources. Assessed by teacher, moderated by AQA.	<b>Graded 9 to 1</b> <b>Linear:</b> students sit all exams at the end of the course.			
<b>How is it assessed?</b> <b>Written exam:</b> (literary non-fiction and composition): 2 hrs. 80 marks. 60%.	<b>How is it assessed?</b> <b>Written exam:</b> (source-based reading and directed writing): 2 hrs. 80 marks. 40%.	<b>How is it assessed?</b> Written task and commentary: 60 marks. 40%.	<b>Paper 1:</b> 2 hrs. 80 marks. 60%. AND <b>Paper 2:</b> 2 hrs. 80 marks. 40%. OR <b>Coursework project:</b> 60 marks. 40%.			
<b>Questions</b> <b>Section A (literary non-fiction):</b> Close study of a single text, divided into sections with questions. <b>Section B (composition):</b> Choose one task – either descriptive, imaginative or discursive.	<b>Questions</b> <b>Section A (reading):</b> Questions asked on 5–6 texts, individually and in pairs. <b>Section B (writing):</b> Writing for audience and purpose. There will be a choice from two tasks.	<b>Questions</b> Students will carry out independent research, and utilise their findings for a written task in which audience, purpose and form are specified. Both reading and writing skills will be assessed in this project.				
<div><b>International GCSE English Language</b> <table><tr><td><b>Print Textbook</b> 978 019 837592 0</td><td><b>Online Textbook</b> 978 019 841188 8</td><td><b>Print &amp; Online Pack</b> 978 019 841187 1</td></tr></table></div>				<b>Print Textbook</b> 978 019 837592 0	<b>Online Textbook</b> 978 019 841188 8	<b>Print &amp; Online Pack</b> 978 019 841187 1
<b>Print Textbook</b> 978 019 837592 0	<b>Online Textbook</b> 978 019 841188 8	<b>Print &amp; Online Pack</b> 978 019 841187 1				

### Resources from Oxford University Press

Full support for the OxfordAQA International English Language specification, with a clear, international approach that develops key skills.

- Build the evaluation and deduction skills required to effectively analyse a wide range of texts.
- Ensure students can adapt their writing for different audiences and purposes, with plenty of practice.

### Resources from [oxfordaqa.com](https://www.oxfordaqa.com)

- Specimen assessment materials
- Past papers and mark schemes
- Marked exemplars (for the writing and speaking papers)
- Anthologies
- Scheme of work
- Switching guide
- Classroom activity sheets
- Teacher guidance video
- Enhanced Results Analysis™
- Resource pack

# International GCSE English Literature

With a range of classic and modern British and American texts and a coursework option, this specification is flexible while making life simpler for teachers and students.

- Our range of texts has been selected to offer variety and choice, and inspire young readers from around the world; Shakespeare is there if required but is not obligatory.
- One mark scheme that operates across all assessments, including the coursework option, makes teaching and exam preparation more straightforward.
- Exam questions offer a stepped approach where every question is a fresh start, while closed-book questions include an extract from the text, giving students a way into the question.

Route A and B, Paper 1: Prose and Drama	Route A, Paper 2a: Poetry and unseen texts	Route B, Paper 2b: Poetry	Route B, Non-exam assessment: coursework			
<b>What is assessed?</b> Students answer one question from each section. Choice between essay-style and passage-based question in each section.	<b>What is assessed?</b> Students answer one question from each section.	<b>What is assessed?</b> Students answer one question from each section.	<b>What is assessed?</b> Students complete one extended response to a prose fiction text of their choice. Text must not come from the prescribed list of set text.			
<b>How is it assessed?</b> <b>Written exam, closed book:</b> 1 hr 30 mins. 60 marks. 40%.	<b>How is it assessed?</b> <b>Written exam, open book:</b> 2 hrs 15 mins. 90 marks. 60%.	<b>How is it assessed?</b> <b>Written exam, open book:</b> 1 hr 30 mins. 60 marks. 40%.	<b>How is it assessed?</b> Coursework assessed by teacher, moderated by AQA. 30 marks. 20%.			
<b>Questions</b> <b>Section A:</b> Prose fiction (30 marks). Students answer one question on a set text of their choice. Choice between an essay-style question and a passage-based question. <b>Section B:</b> Drama (30 marks) Students answer one question on a set text of their choice. Choice between an essay-style question and a passage-based question.	<b>Questions</b> <b>Section A:</b> Poetry (30 marks) Students answer one question from a choice of two on the OxfordAQA People and Places poetry anthology. <b>Section B:</b> Unseen poetry (30 marks). Students answer one question on a previously unseen poem. <b>Section C:</b> Unseen prose (30 marks). Students answer one question on a previously unseen prose passage.	<b>Questions</b> <b>Section A:</b> Poetry (30 marks) Students answer one question from a choice of two on the OxfordAQA People and Places poetry anthology. <b>Section B:</b> Unseen poetry (30 marks). Students answer one question on a previously unseen poem.				
<div><b>International GCSE English Literature</b> <table><tr><td><b>Print Textbook</b> 978 019 837593 7</td><td><b>Online Textbook</b> 978 019 841193 2</td><td><b>Print &amp; Online Pack</b> 978 019 841192 5</td></tr></table></div>				<b>Print Textbook</b> 978 019 837593 7	<b>Online Textbook</b> 978 019 841193 2	<b>Print &amp; Online Pack</b> 978 019 841192 5
<b>Print Textbook</b> 978 019 837593 7	<b>Online Textbook</b> 978 019 841193 2	<b>Print &amp; Online Pack</b> 978 019 841192 5				

### Resources from Oxford University Press

Full support for the OxfordAQA International GCSE English Literature specification, with a skills-focused approach that builds evaluation and reasoning skills.

- Poetry and prose extracts along with associated exercises embed confidence for analysing unseen and set texts.
- Encourage students to develop critical and independent responses to literature, preparing them for A-level study.

### Resources from [oxfordaqa.com](https://www.oxfordaqa.com)

- Specimen assessment materials
- Past papers and mark schemes
- Marked exemplars
- Anthologies
- Scheme of work
- Teacher guidance document
- Switching guide
- Classroom activity sheets
- Teacher guidance video
- Enhanced Results Analysis™

# International GCSE Business

Designed for students outside of the UK, this specification teaches students real-world business planning and operations skills using international case studies and terminology to ensure its contents are globally relevant and motivating.

- Looks at the various aspects of business planning and the factors influencing them in the modern world, motivating students by giving them applicable real-world business skills.
- Only uses globally relevant case studies, such as Toyota and small regional exports, to ensure it is relevant to international students.
- Assessments are accessible for international students, including appropriate reading time and themed papers to aid revision.

**Subject content**

The themes covered in this specification can be viewed below. For a further breakdown of what is covered within each theme please visit: [oxfordaqa.com/business](https://oxfordaqa.com/business)

**Paper 1: Influences of operations and human resources on business activity**

**What is assessed?**  
**Topics:** Business in the real world, Influences on business, Business operations, Human resources.

**How is it assessed?**  
**Written exam:** 2 hrs. 90 marks. 50%.

**Questions**  
**Section A:** multiple-choice and short-answer questions. (15 marks).  
**Section B:** one case study/data response stimuli with a mixture of 6–8 compulsory short-answer and extended-response questions. (40 marks).  
**Section C:** one case study/data response stimuli with a mixture of 6–8 compulsory short-answer and extended-response questions. (35 marks).

**Paper 2: Influences of marketing and finance on business activity**

**What is assessed?**  
**Topics:** Business in the real world, Influences on business, Marketing, Finance.

**How is it assessed?**  
**Written exam:** 2 hrs. 90 marks. 50%.

**Questions**  
**Section A:** multiple-choice and short-answer questions. (15 marks).  
**Section B:** one case study/data response stimuli with a mixture of 6–8 compulsory short-answer and extended-response questions. (40 marks).  
**Section C:** one case study/data response stimuli with a mixture of 6–8 compulsory short-answer and extended-response questions. (35 marks).

**Exams**

**Graded 9 to 1 Linear:**  
students sit both exams at the end of the course.

**Graded 9 to 1 Linear:**  
students sit both exams at the end of the course.

- Resources from Oxford University Press**
- Full support for the OxfordAQA International GCSE Business specification, with a thematic, international approach that explores contemporary business issues.
- Connect theory with real-life with plenty of case studies, and a focus on the practical application of business concepts, to equip students for A-level study.
  - Support students who do not speak English as a first language, with specialist vocabulary clearly highlighted and defined.
  - Strengthen assessment confidence, with end-of-unit exam-style practice questions.

- Resources from oxfordaqa.com**
- Specimen assessment materials
  - Past papers and mark schemes
  - Scheme of work
  - Teacher guidance document
  - Switching guide
  - Teacher guidance video
  - Enhanced Results Analysis™

Make business relevant and encourage a global outlook



International GCSE Business		
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## 1.6 Business planning

### 1.6.1 Contents of a business plan and how business plans assist entrepreneurs

**TOPIC AIMS**

Students should be able to:

- identify the contents of a business plan
- show how a business plan assists entrepreneurs.

**How a business plan assists entrepreneurs**

A good business idea on its own does not create a good business. What is required in addition is the ability to organise and plan.

A business plan is one of the key ingredients of any successful business, no matter how big or well established. If you want to start a business, it is vital. It helps you to anticipate problems and work out how to deal with them. It also gives essential information to the people whose support you need – particularly anyone lending you money.

A business plan is a complete description of a business and its plans for the next one to three years. It explains what the business does (or will do if it is a new business). It suggests who will buy the product or service and why. It provides financial **forecasts** demonstrating overall viability, and it indicates the finance available and explains the financial requirements.

The business plan should be presented in a form that can be quickly and easily understood. The main part of a business plan normally needs no more than 8–10 pages supported, if necessary, with more detailed appendices.

**Contents of a business plan**

A simple business plan could be clearly set out under the following headings:

- Executive summary.** This should be a very brief summary of the key features of the business and the business plan.
- The owner.** This section should give some information about the owner (or owners) including their educational background and what they have done (previous work experience). It should contain the names and addresses of two referees.
- The business.** This should first contain the name and address of the business and then go on to give a detailed description of the product or service being offered, how and where it will be produced, who is likely to buy it, and in what quantities.
- The market.** This section will describe the market research that has been carried out and what has been revealed. It should give details of prospective customers – how many there are, and how much they would be prepared to pay. It should also give details of the competition.
- Advertising and promotion.** This should give information about how the business will be publicised to potential customers. It should give details of likely costs.
- Premises and equipment.** This section should show that the business has considered a range of locations and then chosen the best site. It should also give details of planning **regulations** (if appropriate). Costs of premises and the need for equipment should be included.
- Business organisation.** This should state whether the enterprise will take the form of sole trader, partnership, company or cooperative.

**STUDY TIP**

Remember that a business plan is a 'working document', against which targets may be monitored. A good business plan develops with the business, and so it can change over time.

**DID YOU KNOW?**

Presentation is crucial in setting out your business plan. Make sure that your plan is well set out, clear and well written. Photographs and illustrations may be useful in giving a clear indication of what you propose to make and/or sell.

**CASE STUDY**

**An effective business plan**

In 1.1.4 we saw how James Dyson was able to convert a great idea into a successful business. In order to secure finance for his ideas he would need to show his plans to outside investors and to lenders such as banks. The following things would help to convince them to finance the business.

- They would want to see the detailed research that had gone into perfecting the product (e.g. over 5000 prototypes) to come up with a working model.
- They would also want to see a demonstration of the final model of the product.
- They would want to check on the manufacturing costs to see how these compared with the price of the product.
- They would want to know about the advertising and promotion of the model.
- In particular, they would want to be sure that there was a sufficiently large market for the product to make it worthwhile.

**6** They would want to know about Dyson's track record as an entrepreneur and running a successful business.

**7** They would want to look at the timing of inflows and outflows of cash to and from Dyson's business to make sure that he always had enough cash to pay his bills.

**8** They would also want to know about ideas for future expansion of the business and what the financial implications of this would be.

**Questions**

- Identify a business idea of your own. What does it entail? How would you be able to persuade potential investors that your idea is a good one?
- What details would you need to include in a business plan if you were going to be able to convince investors to invest in you and your idea?

**SUMMARY QUESTIONS**

- What are the most important details that should go into a business plan in relation to:  
**a** who the owner is?  
**b** who makes up the market and market characteristics?  
**c** finance of the business?  
**d** potential profitability of the business?
- When should you make out a business plan and how long should it be?

**KEY POINTS**

- A business plan helps the entrepreneur to decide whether to proceed.
- The plan can be presented to providers of finance.
- The plan should give details of the owner, the idea, the market, the advertising and **promotion**, costs, cash flow and likely profits.





# International GCSE Computer Science

With this motivating, hands-on specification, students will learn the highly sought-after skills of programming, problem-solving and critical thinking.

- Covers knowledge and skills in high demand by employers, such as programming, cyber security and web page design.
- Programming skills make up 50% of course marks and are assessed via an on-screen programming task that requires students to make improvements to a pre-released skeleton program made available to centres in advance.
- Flexibility in the choice of programming language: students can learn to design, write and test computer programs using a choice of Python, Visual Basic or C#.

Subject content

- Algorithms
- Programming
- Data representation
- Computer systems
- Computer networks
- Cyber security
- Relational databases and structured query language (SQL)
- Web page design

Paper 1: Programming

What is assessed?

Writing and testing computer programs, understanding programming concepts and being able to analyse problems in computational terms.

How is it assessed?

On-screen programming exam based on a pre-released skeleton program: 2 hrs. 80 marks. 50%.

Questions

A variety of questions in three sections, looking at students' understanding of programming concepts, their ability to identify and correct coding errors, and their ability to make more complex modifications to the skeleton program, e.g. writing new sub-routines.

Paper 2: Concepts and principles of computer science

What is assessed?

Knowledge and understanding of the key concepts and principles of computer science.

How is it assessed?

Written exam: 2 hrs. 80 marks. 50%.

Questions

A mixture of question types including multiple-choice, short and longer-answer questions.

Exams

Graded 9 to 1

**Linear:** students sit both exams at the end of the course.

80 marks. 50%.

Responses to questions will be recorded in a word-processed document, known as the electronic answer document.

**Paper 1:** 2 hrs. 80 marks. 50%.

**Paper 2:** 2 hrs. 80 marks. 50%.

International GCSE Computer Science

Print Textbook  
978 019 841730 9

Online Textbook  
9780 198 41732 3

Print & Online Pack  
978 0198 41735 4

Resources from Oxford University Press

Full support for the OxfordAQA International GCSE Computer Science specification, with a step-by-step approach that develops students' computational skills.

- Prepare students for the theoretical and practical programming paper, with thorough coding and programming support, plus extensive practice.
- Engage students, with relevant, up-to-date topics including web page design and cyber security, with plenty of practice.

Resources from [oxfordaqa.com](https://www.oxfordaqa.com)

- Specimen assessment materials
- Past papers and mark schemes
- Scheme of work
- Teacher guidance document
- Switching guide
- Teacher guidance video
- Enhanced Results Analysis™

# International GCSE Geography

This globally relevant specification includes the study of climate change and environmental sustainability, with an emphasis on fieldwork to develop students' data and analytical skills.

- Explores the interactions between the man-made and natural worlds, including the crucially important global trends of climate change, population change and resource provision.
- The breakdown of content into three papers covering physical geography, human geography and fieldwork ensures smooth progression from GCSE to A-level.
- Content is designed to be of particular interest to students in the Middle East and Asia, with opportunities for local fieldwork to enrich students' understanding.

Subject content

The themes covered in this specification can be viewed below. For a further breakdown of what is covered within each theme please visit: [oxfordaqa.com/geography](https://www.oxfordaqa.com/geography)

Paper 1: Living with the physical environment

What is assessed?

The challenge of natural hazards. The living world. Physical landscapes.

How is it assessed?

**Written exam:** 1 hr 30 mins. 80 marks. 36%.

Questions

**Section A:** answer all questions (30 marks).

**Section B:** answer all questions (20 marks).

**Section C:** answer all questions (15 marks).

**Section D:** answer one question from a choice of two (15 marks).

Paper 2: Challenges in the human environment

What is assessed?

Urban issues and challenges. The changing economic world. Global issues.

How is it assessed?

**Written exam:** 1 hr 30 mins. 80 marks. 36%.

Questions

**Section A:** answer all questions (30 marks).

**Section B:** answer all questions (20 marks).

**Section C:** answer one question from a choice of two (30 marks).

Paper 3: Geographical and fieldwork skills

What is assessed?

Fieldwork and enquiry skills.

How is it assessed?

**Written exam:** 1 hr 15 mins. 60 marks. 28%.

Questions

**Section A:** answer all questions (20 marks).

**Section B:** answer all questions (20 marks).

**Section C:** answer all questions (20 marks).

Exams

Graded 9 to 1

**Linear:** students sit all exams at the end of the course.

**Paper 1:** 1 hr 30 mins. 80 marks. 34%.

**Paper 2:** 1 hr 30 mins. 80 marks. 34%.

**Paper 3:** 1 hr 15 mins. 75 marks. 32%.

International GCSE Geography

Print Textbook  
978 019 841718 7

Online Textbook  
978 019 841720 0

Print & Online Pack  
978 019 841723 1

Resources from Oxford University Press

Full support for the OxfordAQA International GCSE Geography specification, with an international approach that develops fieldwork skills.

- Embed the data and analytical skills required for a smooth progression to A-level via a focus on fieldwork.
- Make learning relevant, with global case studies and contemporary topics such as environmental sustainability and climate change.

Resources from [oxfordaqa.com](https://www.oxfordaqa.com)

- Specimen assessment materials
- Scheme of work
- Teacher guidance document
- Switching guide
- Teacher guidance video
- Enhanced Results Analysis™

## Fair Assessment

Our International exams test subject ability only, not literacy or cultural knowledge, so all students can achieve their full potential.



## Support

We offer training throughout the year, dedicated consultants and a wide variety of resources to help you teach with confidence.

## UK Alignment

Our International A-levels are recognised by top universities as being at the same standard as the reformed A-levels in England, while also allowing students to benefit from the popular modular format. This means students complete AS and A2 for an A-level, and can resit individual units.



**The OxfordAQA**  
*Promise*

# OxfordAQA International *AS and A-level*



30 **Biology**

31 **Chemistry**

32 **Physics**

34 **Mathematics**

35 **Further Mathematics**

38 **English Language**

39 **English Literature**

40 **Economics**

41 **Business**

42 **Geography**

43 **Psychology**

44 **IPQ**



# International AS and A-level Biology

With relevant, up-to-date and motivating content, this specification gives students an excellent springboard to higher level study in Biology.

- Our papers are carefully designed to avoid cultural or linguistic bias, allowing students to achieve their full potential.
- Practical components are flexible around local access to equipment and materials, with practical knowledge assessed through the main exam papers.
- Carefully balanced depth of content that includes broad topics that capture students' interest, such as a unique section on digestion.

Unit		Subject content	Exams
AS	Unit 1 The diversity of living organisms	Biological molecules; Cells; Biochemical reactions in cells; Transport into and out of cells; Gas exchange and the transport of oxygen; Living organisms; DNA, genes and chromosomes; Protein synthesis; Genetic diversity/meiosis; Species and taxonomy; Biodiversity within a community.	1 hr 30 mins. 75 marks. 50% of AS. 20% of A-level.
AS	Unit 2 Biological systems and disease	Pathogens, lifestyle and genes; Digestion and absorption; Cholera; HIV; The defensive functions of mammalian blood; Blood and the mammalian heart; Heart disease; Mass transport systems in plants; Aphids spreading plant viruses; Cell division by binary fission and mitosis; Mutation and cancer.	1 hr 30 mins. 75 marks. 50% of AS. 20% of A-level.
A2	Unit 3 Populations and genes	Biotic and abiotic factors; Photosynthesis; Respiration; Energy transfer through ecosystems; Nutrient cycles; Inheritance; Allele frequencies; Evolution may lead to speciation.	1 hr 30 mins. 75 marks. 20% of A-level.
A2	Unit 4 Control	Control systems; Receptors; Nerve impulses and synaptic transmission; Skeletal muscles; Control systems in plants; Homeostasis and negative feedback; Hormones and blood glucose; Control of heart rate; Transcription and translation; Recombinant DNA technology.	1 hr 30 mins. 75 marks. 20% of A-level.
A2	Unit 5 Synoptic paper	Any content from Units 1-4.	1 hr 30 mins. 75 marks. 20% of A-level.

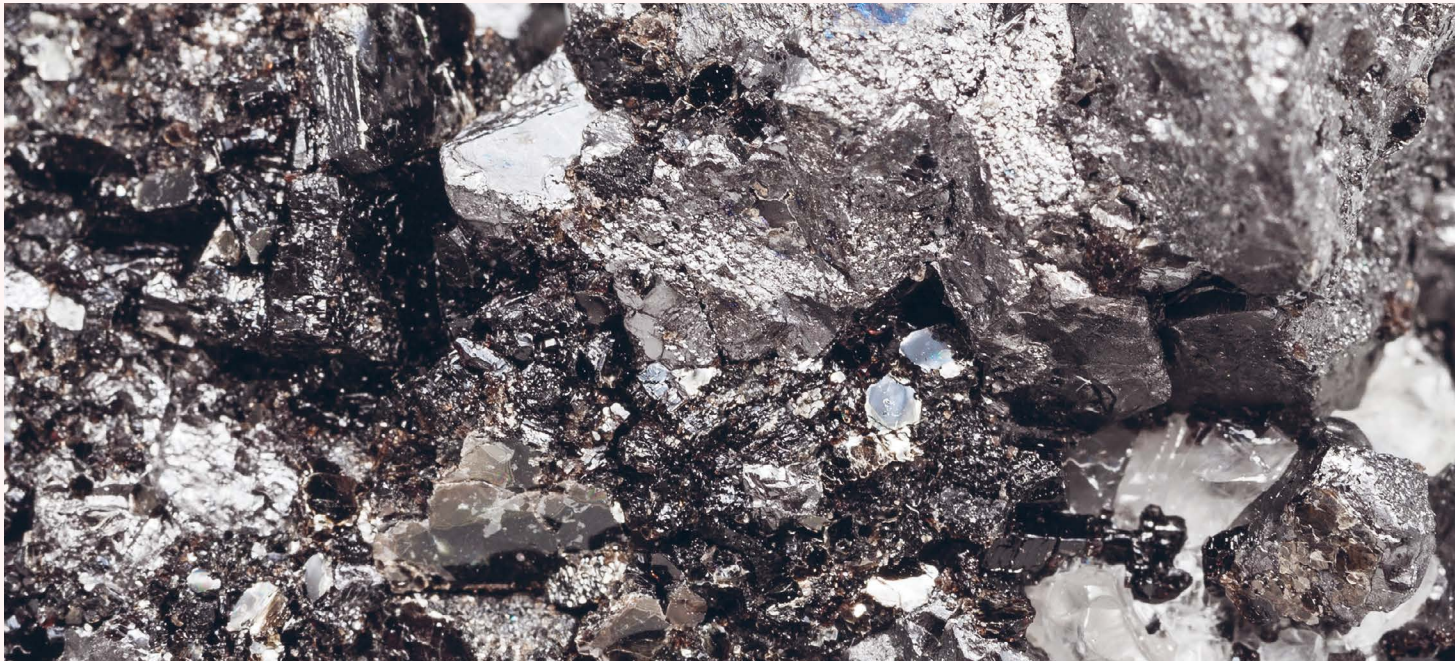


# International AS and A-level Chemistry

Mirroring the way many universities split their content, this specification gives students a broad range of experience in the three areas of physical, organic and inorganic chemistry.

- Our papers are carefully designed to avoid cultural or linguistic bias, and include a range of question styles allowing students to demonstrate skills, logical thinking and depth of knowledge.
- Practical components are flexible around local access to equipment and materials, with practical knowledge assessed through the main exam papers.
- The latest version of this specification takes a more modular approach to physical chemistry, with units re-ordered to simplify teaching and revision.

Unit		Subject content	Exams
AS	Unit 1 Inorganic 1 and physical 1	<b>Inorganic 1</b> Periodicity; Group 2, the alkaline earth metals; Group 7(17), the halogens.  <b>Physical 1</b> Atomic structure; Amount of substance; Bonding; Energetics; Chemical equilibria; Oxidation, reduction and redox equations.	1 hr 30 mins. 75 marks. 50% of AS. 20% of A-level.
AS	Unit 2 Organic 1 and physical 1	<b>Organic 1</b> Alkanes; Halogenoalkanes; Alkenes; Alcohols; Organic analysis.  <b>Physical 1</b> Chemical equilibria; Kinetics NB: Though questions will not be set on topics from Unit 1, questions may draw on Amount of substance and Bonding.	1 hr 30 mins. 75 marks. 50% of AS. 20% of A-level.
A2	Unit 3 Inorganic 2 and physical 2	<b>Inorganic 2</b> Properties of period 3 elements and their oxides and chlorides; Transition metals; Reactions of ions in aqueous solution.  <b>Physical 2</b> Thermodynamics; Electrode potentials and electrochemical cells; Acids and bases.	1 hr 30 mins. 80 marks. 21% of A-level.
A2	Unit 4 Organic 2 and physical 2	<b>Organic 2</b> Optical isomerism; Aldehydes and ketones; Carboxylic acids and derivatives; Aromatic chemistry; Amines; Polymers; Amino acids and proteins; Organic synthesis; Nuclear magnetic resonance spectroscopy; Chromatography.  <b>Physical 2</b> Rate equations; Equilibrium constant.	1 hr 30 mins. 80 marks. 21% of A-level.
A2	Unit 5 Practical, synoptic	Any content from Units 1-4.	1 hr 25 mins. 60 marks. 18% of A-level.





# International AS and A-level Physics

Designed to prepare students for university study in Physics or Engineering, this specification covers all topics that universities expect students to have a grounding in, with the inclusion of practical skills in the main exam papers.

- Our papers are carefully designed to avoid cultural or linguistic bias to help students fully demonstrate their scientific knowledge and understanding.
- Practical components are flexible around local access to equipment and materials, with practical knowledge assessed through the main exam papers.
- Carefully balanced depth and breadth of content that includes topics with contemporary relevance such as renewable energy.

Unit	Subject content	Exams
AS Unit 1 Mechanics, materials and atoms	Measurements and their errors. Mechanics and materials. Particles, radiation and radioactivity.	2 hrs. 80 marks. 50% of AS. 20% of A-level.
AS Unit 2 Electricity, waves and particles	Electricity. Oscillations and waves.	2 hrs. 80 marks. 50% of AS. 20% of A-level.
A2 Unit 3 Fields and their consequences	Circular and periodic motion. Gravitational fields and satellites. Electric fields and capacitance. Exponential change. Magnetic fields.	2 hrs. 80 marks. 20% of A-level.
A2 Unit 4 Energy and energy resources	Thermal physics. Periodic motion. Energy sources.	2 hrs. 80 marks. 20% of A-level.
A2 Unit 5 Synoptic paper	Any content, plus practical and analytical skills.	2 hrs. 80 marks. 20% of A-level.



# OxfordAQA International AS and A-level Science resources from Oxford University Press

Resources from [oxfordaqa.com](https://www.oxfordaqa.com)

- Specimen assessment materials
- Past papers and mark schemes
- Marked exemplars
- Exampro™
- Schemes of work
- Switching guides
- Command words
- Subject-specific vocabulary
- Practical handbook
- Classroom activity sheets
- Teacher guidance videos
- Enhanced Results Analysis™

Resources from Oxford University Press

Develop advanced scientific skills and support progression

Textbooks that fully support the OxfordAQA International AS and A-level Science specifications, with a focus on relating theory to real-life, in preparation for further study.

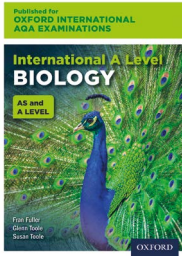
- Prepare for A-level assessment, with full coverage of the required practicals and plenty of exam-style practice.
- Build a solid foundation for university, with synoptic links and a focus on how scientists and engineers apply their knowledge in the real world.
- Support those students who don't speak English as a first language, with clear language, extensive glossaries and highlighted key terms.

**Biology**

**Print Textbook**  
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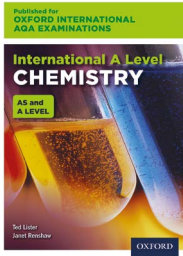


**Chemistry**

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**Print & Online Pack**  
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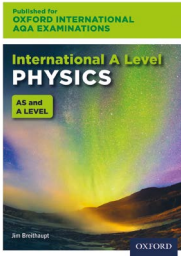


**Physics**

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978 019 841183 3

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OxfordAQA provides both teachers and students with an all-inclusive programme to boost efficient levels of learning and guarantee fair assessment for students worldwide – even throughout the pandemic.

Rania Talaat,  
Sakkara School, Egypt



# International AS and A-level Mathematics

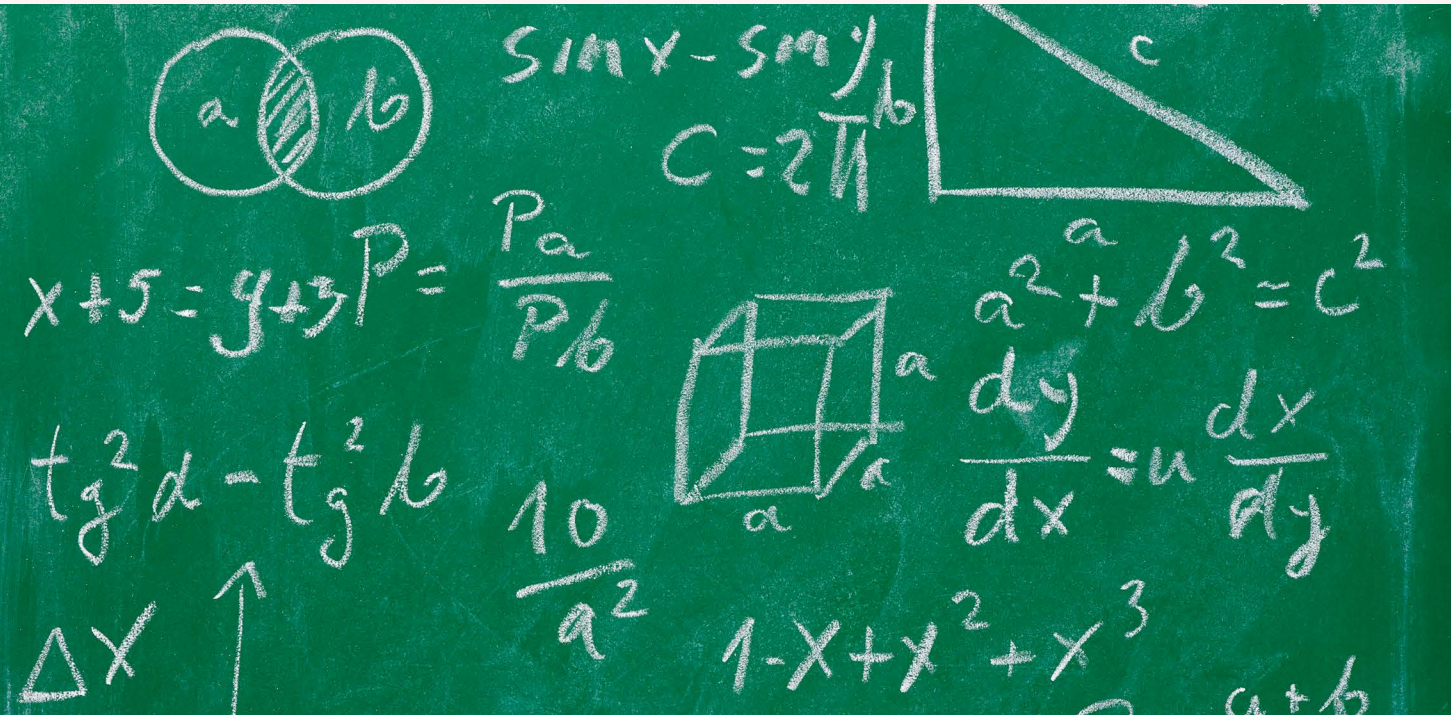
Focusing on the maths skills students need for undergraduate study and future employment, this specification tests mathematical ability – not literacy or cultural knowledge.

- Exam papers are designed specifically for non-native English speakers, to give them the best possible opportunity to demonstrate their knowledge mathematical skills.
- Meet the expectations of top universities, with a solid, collective grounding in pure maths, statistics and mechanics.
- Plenty of opportunities for problem-solving and reasoning to prepare students for university entrance tests and the demands of the 21st-century workplace.



Calculator allowed in all exams

Unit		Subject content	Exams
AS	P1 Pure Maths	Algebra; Coordinate geometry; Differentiation; Integration; Sequences and series.	1 hr 30 mins. 80 marks. 50% of AS. 20% of A-level.
AS	PSM1 Pure, Statistics & Mechanics	Circle; Trigonometry; Exponential and logarithms; Further probability; Discrete random variables; Bernoulli and binomial distributions; Motion in a straight line with constant (and variable) acceleration; Forces and Newton's Laws; Momentum and impulse.	1 hr 30 mins. 80 marks. 50% of AS. 20% of A-level.
A2	P2 Pure Maths	Algebra and functions; Sequences and series; Coordinate geometry in the (x, y) plane; Trigonometry; Exponentials and logarithms; Differentiation; Integration; Differential equations; Numerical methods; Vectors.	2 hrs 30 mins. 120 marks. 37.5% of A-level.
Either A2	S2 Statistics	Poisson distribution; Continuous random variables; Exponential distribution; Normal distribution; Estimation; Hypothesis testing.	1 hr 30 mins. 80 marks. 22.5% of A-level.
Or A2	M2 Mechanics	Mathematical modelling; Kinematics; Statics and forces; Newton's Law of motion; Projectiles; Work and energy; Uniform circular motion.	1 hr 30 mins. 80 marks. 22.5% of A-level.



# International AS and A-level Further Mathematics

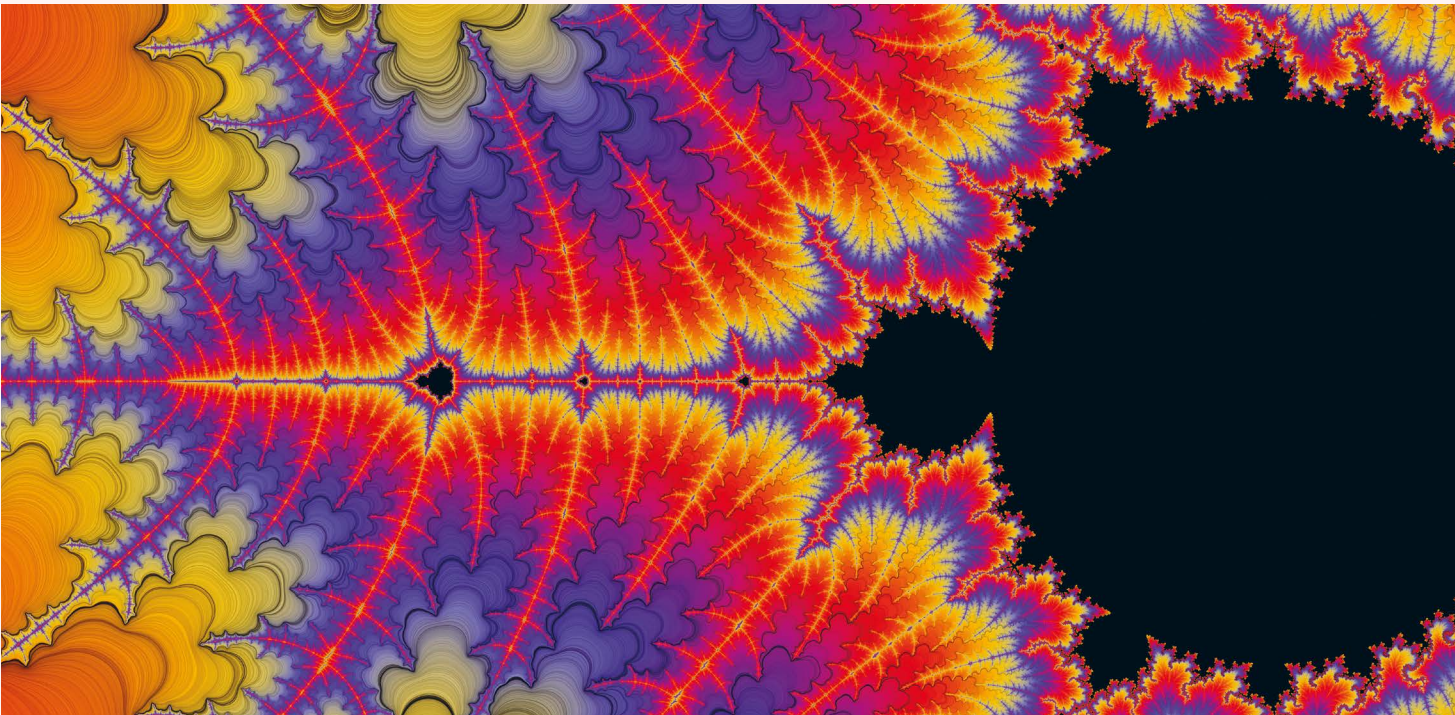
A rigorous additional A-level in Maths, this specification enables students intending to study Maths at university to cover additional modules with extra challenge.

- Provides challenge for the most able mathematicians who are intending to study a maths-related degree.
- Designed with an identical structure to the OxfordAQA International A-level Mathematics specification to make co-teaching simple.
- Excellent preparation for mathematical entrance tests at top universities such as Oxford and Cambridge.



Calculator allowed in all exams

Unit		Subject content	Exams
AS	FP1 Pure Maths	Algebra and graphs; Coordinate geometry; Complex numbers; Roots and coefficients of a quadratic equation; Series; Trigonometry; Calculus.	1 hr 30 mins. 80 marks. 50% of AS. 20% of A-level.
AS	FPSM1 Pure, Statistics & Mechanics	Matrices and transformations; Linear graphs; Numerical methods; Bayes' Theorem; Uniform distribution; Geometric distribution; Probability generating functions; Linear combinations of discrete random variables; Constant velocity in two dimensions; Dimensional analysis; Collisions in one dimension.	1 hr 30 mins. 80 marks. 50% of AS. 20% of A-level.
A2	FP2 Pure Maths	Roots and polynomials; De Moivre's Theorem; Polar coordinates; Proof by induction; Finite series; Series and limits; The calculus of inverse trigonometrical functions; Arc length and area of surface of revolution about the x-axis; Hyperbolic functions; Differential equations – first order, second order; Vectors and three-dimensional coordinate geometry; Matrix algebra; Solution of linear equations.	2 hrs 30 mins. 120 marks. 37.5% of A-level.
Either A2	FS2 Statistics	Moment generating functions; Estimators; Estimation; Further hypothesis testing.	1 hr 30 mins. 80 marks. 22.5% of A-level.
Or A2	FM2 Mechanics	Vertical circular motion; Projectiles launched onto inclined planes; Elastic strings and springs; Collisions in two dimensions; Application of differential equations; Simple harmonic motion.	1 hr 30 mins. 80 marks. 22.5% of A-level.





# OxfordAQA International AS and A-level Mathematics & Further Mathematics resources from Oxford University Press

**Strengthen mathematical skills with a focus on pure mathematics**

Textbooks that fully support the OxfordAQA International AS and A-level Mathematics and Further Mathematics specifications.

- AS Mathematics – strengthen reasoning and problem-solving skills.
- A2 Mathematics – support exam achievement, with extensive opportunities for practice, including exam-style questions.
- Further Mathematics – embed complex mathematical theory to build a strong foundation for university study.

**Resources from [oxfordaqa.com](https://www.oxfordaqa.com)**

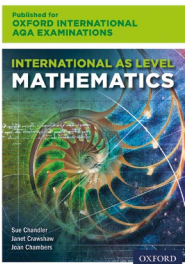
- Specimen assessment materials
- Past papers and mark schemes
- Marked exemplars
- Exampro™
- Schemes of work
- Switching guides
- Classroom activity sheets
- Teacher guidance videos
- Enhanced Results Analysis™

**AS level Mathematics**

**Mathematics**  
**Print Textbook**  
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**Online Textbook**  
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**Print & Online Pack**  
978 019 841122 2

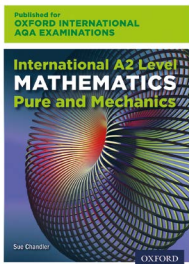


**A2 level Mathematics**

**Pure and Mechanics**  
**Print Textbook**  
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**Online Textbook**  
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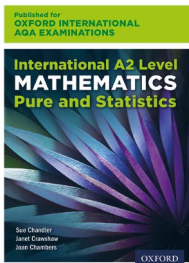
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**Print Textbook**  
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**Online Textbook**  
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**Print & Online Pack**  
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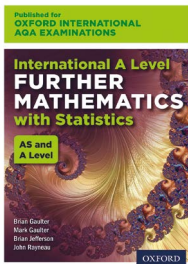


**AS and A2 level Further Mathematics**

**With Statistics**  
**Print Textbook**  
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**Online Textbook**  
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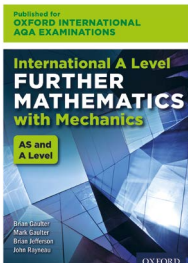
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**With Mechanics**  
**Print Textbook**  
978 019 837600 2

**Online Textbook**  
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**Print & Online Pack**  
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At A2 level, each textbook covers either the Mechanics or the Statistics option – students only need to take one of these options to fulfil course requirements.

At AS level, both textbooks cover the full Further Mathematics specification.  
At A2 level, each textbook covers either the Mechanics or the Statistics option – students only need to take one of these options to fulfil course requirements.

Maximise mathematical potential with interactive, unlimited practice. Plus, easily filter resources for OxfordAQA.  
[mail@myimaths.com](mailto:mail@myimaths.com) to find out more.



# International AS and A-level English Language

An applied approach to the study of English in its various forms and contexts. The specification covers topics relevant to modern life and work, and offers the flexibility of a coursework option.

- The coursework option allows students to delve deeper into a topic of interest and develop the research, analysis and reporting skills that are of growing importance in the workplace.
- Contains a good balance of reading and writing, giving students the opportunity to both identify and utilise the styles of language appropriate to different contexts, genres and modes.
- Picks up the threads of the International GCSE English Language specification to ensure a smooth transition.

Unit		Subject content	Exams
AS	Unit 1 Language and context	Understanding texts. Directed writing.	2 hrs. 50 marks. 50% of AS. 20% of A-level.
AS	Unit 2 Language and society	Language and social groups: texts. Language and social groups: writing.	2 hrs. 50 marks. 50% of AS. 20% of A-level.
A2	Unit 3 Language variation	Learning language. International English.	2 hrs. 50 marks. 30% of A-level.
Either A2	Unit 4a exam Language exploration	Students investigate the data provided, which will be linked by a common theme or topic. They will plan and carry out an analysis and write up their results.	2 hrs 30 mins. 50 marks. 30% of A-level.
Or A2	Unit 4b NEA Language exploration	Students research an aspect of language use. They then devise a research question, collect their own data, analyse it and write a 2,500-word report.	Marked by teacher, moderated by AQA. 50 marks. 30% of A-level.

**Resources from Oxford University Press**

Develop advanced language skills, with full support from expert authors and linguistic experts who contributed to the specification.

- Embed critical evaluation skills for exam success, with opportunities to analyse a wide range of texts and data sources.
- Strengthen linguistic knowledge to support the step up to university, with topics such as how English varies around the world.

**Resources from [oxfordaqa.com](https://www.oxfordaqa.com)**

- Specimen assessment materials
- Past papers and mark schemes
- Marked exemplars
- Scheme of work
- Switching guide
- Classroom activity sheets
- Teacher guidance video
- Enhanced Results Analysis™

**International AS and A-level English Language**

**Print Textbook** 978 019 837594 4      **Online Textbook** 978 019 841198 7      **Print & Online Pack** 978 019 841197 0



# International AS and A-level English Literature

Using a thematic approach that helps prepare students for university study, this qualification is designed to be accessible to non-native speakers of English.

- A thematic approach, whereby texts are analysed through a literary concept such as ‘dramatic tragedy’ or ‘literary representations’, encourages independent study of a range of texts and is a good preparation for university study.
- Tailor the course to students’ strengths and interests with a coursework option available in the second year of study.
- The assessment objectives follow on from the GCSE specification, enabling a smooth transition, while the exam format is also similar, with extracts from the text included for closed-book questions.

Unit		Subject content	Exams
AS	Unit 1 Aspects of dramatic tragedy	One from: Othello, King Lear, Hamlet, Dr Faustus or The Duchess of Malfi One from: Death of a Salesman, A Streetcar Named Desire, Hedda Gabler, Waiting for Godot or Translations.	2 hrs. Closed book. 50 marks. 50% of AS. 20% of A-level.
AS	Unit 2 Place in literary texts	One from: Heart of Darkness, The Great Gatsby, Americanah, Small Island, Last Man in Tower Kazuo or Remains of the Day. One from: A selection of poems by William Wordsworth, Robert Frost, Thomas Hardy or Seamus Heaney.	2 hrs. Open book. 50 marks. 50% of AS. 20% of A-level.
A2	Unit 3 Elements of crime and mystery	Two from: Macbeth, Rime of Ancient Mariner, Oliver Twist, The Murder of Roger Ackroyd, Death of a Red Heroine, When Will There be Good News?, Robert Browning poems, Edgar Allen Poe collected stories or Robert Louis Stevenson collected stories.	2 hrs. Closed book. 50 marks. 30% of A-level.
Either A2	Unit 4a exam Literary representations	Students will build on their understanding of literature through looking further at literary representations. Exam: two questions on unseen texts, one prose and one poetry.	2 hrs 30 mins. 50 marks. 30% of A-level.
Or A2	Unit 4b NEA Literary representations	Students will learn that the study of literature needs to be informed by an understanding that literature is representational. Two essays of 1,250–1,500 words, each responding to a different text, one prose and one poetry.	Marked by teacher, moderated by AQA. 50 marks. 30% of A-level.

Resources from Oxford University Press

- Full support for the OxfordAQA International AS and A-level English Literature specification, from expert authors who contributed to the specification.
- Encourage students to develop critical and independent responses to literature, preparing them for university study.
  - Embed confidence for unseen and set texts, with extracts and exercises drawn from a wide range of traditional and contemporary texts around the world.

Resources from oxfordaqa.com

- Specimen assessment materials
- Past papers and mark schemes
- Marked exemplars
- Anthologies
- Scheme of work
- Switching guide
- Classroom activity sheets
- Teacher guidance video
- Enhanced Results Analysis™

International AS and A-level English Literature

Print Textbook 978 019 837595 1	Online Textbook 978 019 841203 8	Print & Online Pack 978 019 841202 1
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# International AS and A-level Economics

Reflecting recent developments in international economics, this specification has an emphasis on behavioural economics, the importance of financial markets, inequality within and between countries, and environmental issues.

- Exams feature an appropriate range of question types to enable Fair Assessment, including multiple-choice questions and scaffolded long answer questions.
- A clear separation between micro- and macroeconomics and clarity in the specification on what candidates are expected to know means teachers can prepare students effectively for exams.
- Quantitative skills are clearly signposted and make this International A-level excellent preparation for university study.

Unit		Subject content	Exams
AS	Unit 1 The operation of markets, market failure and the role of government	The economic problem and methodology. How markets work. An introduction to production, costs, revenue and profit. Competitive and concentrated markets. Market failure and government intervention in markets.	1 hr 45 mins. 80 marks. 50% of AS. 20% of A-level.
AS	Unit 2 The national economy in a global environment	The measurement of macroeconomic performance. How the macroeconomy works. Economic performance. Macroeconomic policy.	1 hr 45 mins. 80 marks. 50% of AS. 20% of A-level.
A2	Unit 3 The economics of business behaviour and the distribution of income	The objectives of individuals and firms. Costs, revenue and profits. Perfect competition, imperfectly competitive markets and monopoly. The labour market. Poverty and inequality.	2 hrs. 90 marks. 30% of A-level.
A2	Unit 4 Economic development and the global environment	Globalisation and trade. The balance of payments, exchange rates and financial markets. Economic growth and development.	2 hrs. 90 marks. 30% of A-level.

Resources from Oxford University Press

- Full support for the new OxfordAQA International AS and A-level Economics specification including up-to-date, globally relevant topics such as environmental issues and behavioural economics.
- Support every student, with a step-by-step approach from the examiners, that includes a clear separation between micro and macroeconomics.
  - Ensure your students can confidently progress to university study, with a focus on applying quantitative skills in context.

International AS level Economics

Print Textbook 978 138 200685 9	International A2 level Economics Print Textbook 978 138 200679 8
Online Textbook 978 138 200686 6	Online Textbook 978 138 200680 4
Print & Online Pack 978 138 200684 2	Print & Online Pack 978 138 200678 1

Resources from oxfordaqa.com

- Specimen assessment materials
- Scheme of work
- Switching guide
- Enhanced Results Analysis™

# International AS and A-level Business

A relevant, engaging specification covering the major elements of business strategy, analysis and decision-making, with a contemporary look at digital technology, business ethics and globalisation.

- A contemporary look at business strategy and business decision-making to help prepare the business leaders of tomorrow.
- Themed papers help make revision easier, while the variety of question types will help students develop their ability to analyse data, think critically and make informed decisions.
- Exams feature real-life case studies from internationally familiar brands such as Lexus and McDonalds, ensuring no student is disadvantaged.

Unit		Subject content	Exams
AS	Unit 1 Business and markets	What is business: including purpose, ownership, external environment Marketing: including objectives, data, segmentation, targeting and positioning, marketing mix (7Ps).	1 hr 30 mins. 80 marks. 50% of AS. 20% of A-level.
AS	Unit 2 Managing operations, human resources and finance	Operational performance: including managing, planning, data, competitiveness, inventory, supply chain. Human resources: including objectives, data, organisational design, motivation, employer–employee relations. Finance: including objectives, data, sources, breakeven analysis, profit, cash flow.	1 hr 30 mins. 80 marks. 50% of AS. 20% of A-level.
A2	Unit 3 Business strategy	Business strategy and business decision-making. Mission, objectives and strategy. Analysis: internal, industry, external. Analysing strategic options: investment appraisal. Choosing strategic direction.	1 hr 45 mins. 80 marks. 30% of A-level.
A2	Unit 4 Business decision-making	Strategic methods: how to pursue strategies. Managing strategic change.	1 hr 45 mins. 80 marks. 30% of A-level.

### Resources from Oxford University Press

Full support for the OxfordAQA International AS and A-level Business specification, to prepare the business leaders of tomorrow.

- Get students thinking strategically, with a thematic approach that focuses on data analysis, evaluation and business decision-making.
- Link theory to current business practice, with global case studies and contemporary topics such as globalisation, digital technology and ethics.

### International AS level Business

**Print Textbook**  
978 019 844541 8

**Online Textbook**  
978 019 844542 5

**Print & Online Pack**  
978 019 844540 1

### International A2 level Business

**Print Textbook**  
978 019 844547 0

**Online Textbook**  
978 019 844548 7

**Print & Online Pack**  
978 019 844546 3

### Resources from oxfordaqa.com

- Specimen assessment materials
- Mock papers and mark schemes
- Scheme of work
- Teacher guidance document
- Switching guide
- Teacher guidance video
- Enhanced Results Analysis™

# International AS and A-level Geography

This specification emphasises topics of global significance, such as environmental sustainability, and encourages students to consider the relationships and connections between their local geography and the wider world.

- Emphasis on defining topics of today and the future, including environmental sustainability, traffic management, urban pollution, waste management and global governance of carbon and water cycles.
- ‘Changing places’ unit allows students to investigate aspects of local geography and compare them with a contrasting place, to understand how lives are affected by continuity and change.
- Consistency in approach and format from GCSE to A-level with Physical, Human and Fieldwork papers, offering a smooth progression to university.

Unit		Subject content	Exams
AS	Unit 1 Physical Geography 1	<b>Either 1a</b> Living with hazards: including plate tectonics, fires, and volcanic, seismic and storm hazards. Hot desert systems and landscapes. <b>Or 1b</b> Living with hazards. Coastal systems and landscapes.	1 hr 30 mins. 80 marks. 50% of AS. 20% of A-level.
AS	Unit 2 Human Geography 1	Global systems and governance: including globalisation, international trade and governance. Resource security: including natural resource issues, water and energy security, and alternative energy and water futures.	1 hr 30 mins. 80 marks. 50% of AS. 20% of A-level.
A2	Unit 3 Physical Geography 2	Water, carbon and life on Earth: including water and carbon cycles, climate, and life on Earth. Ecosystems under stress: including sustainability, biomes, marine, local, and ecosystems over time.	1 hr 30 mins. 80 marks. 20% of A-level.
A2	Unit 4 Human Geography 2	Changing places: the nature and importance of places, changing places, meaning and representation. People and contemporary urban environments: including urbanisation, economic factors, climate, health, and sustainable development.	1 hr 30 mins. 80 marks. 20% of A-level.
A2	Unit 5 Fieldwork	Fieldwork and geographical skills. A personal fieldwork investigation during the course. Planning, researching, collecting, presenting and analysing data.	1 hr 30 mins. 60 marks. 20% of A-level.

### Resources from Oxford University Press

Full support for the OxfordAQA International AS and A-level Geography specification, including contemporary topics such as global systems of governance and living with hazards.

- Help students link global issues to their local environment, with a dedicated fieldwork chapter and international case studies.
- Embed the mapwork, enquiry and data analysis skills required for university study with focused practice.

### International AS and A-level Human Geography

**Print Textbook**  
978 019 841736 1

**Online Textbook**  
978 019 841738 5

**Print & Online Pack**  
978 019 841741 5

### International AS and A-level Physical Geography

**Print Textbook**  
978 019 841742 2

**Online Textbook**  
978 019 841744 6

**Print & Online Pack**  
978 019 841747 7

### Resources from oxfordaqa.com

- Specimen assessment materials
- Mock papers and mark schemes
- Scheme of work
- Teacher guidance document
- Switching guide
- Teacher guidance video
- Enhanced Results Analysis™



# International AS and A-level Psychology

An accessible, topic-based approach combining theory and application that provides a stimulating, effective introduction to psychology. The OxfordAQA Psychology qualification develops skills valued by universities and employers such as critical analysis and independent thinking.

- Based on the UK market-leading AQA A-level taken by 80% of Psychology students in England.
- Topics selected for their engaging content and universal relevance to human experience in a global context, for example, the psychology of sleep and the psychology of the workplace.
- A focus on data handling and analysis at A2 helps students develop transferable scientific working skills.

Unit		Subject content	Exams
AS	Unit 1 Introductory topics in psychology	Memory. Social psychology. Psychopathology.	1 hr 30 mins. 90 marks. 50% of AS. 20% of A-level.
AS	Unit 2 Biopsychology, development and research methods	Biopsychology. Cognitive development. Research methods 1: experimental, observation, self-report, correlations.	1 hr 30 mins. 90 marks. 50% of AS. 20% of A-level.
A2	Unit 3 Advanced topics and research methods 2	Psychology of sleep. Schizophrenia. Research methods 2: content analysis, case studies.	1 hr 30 mins. 90 marks. 30% of A-level.
A2	Unit 4 Approaches and application	Approaches in psychology. Issues and debates in psychology. Applied psychology: work and the individual.	1 hr 30 mins. 90 marks. 30% of A-level.

Resources from Oxford University Press

- Full support for the OxfordAQA International AS and A-level Psychology specification, with a stimulating, topic-based approach.
- Equip students to consider both psychological theory and practical application via motivating topics such as the psychology of sleep and psychology of the workplace.
  - Hone the critical analysis, data handling and scientific research skills required for university study and ethics.

Resources from oxfordaqa.com

- Specimen assessment materials
- Mock papers and mark schemes
- Scheme of work
- Teacher guidance document
- Switching guide
- Teacher guidance video
- Enhanced Results Analysis™

International AS and A-level Psychology

Print Textbook 978 019 841754 5	Online Textbook 978 019 841756 9	Print & Online Pack 978 019 841759 0
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# International Independent Project Qualification (IPQ)

Students will develop the skills most desired by top universities and employers, including project-planning, independent research, communication, creative thinking, decision-making and report writing.

- This qualification is based on the EPQ, taken by over 40,000 students in England each year.
  - The OxfordAQA International IPQ can be taken as a supplement to students' three A-levels to help them stand out in university applications.
- Research has shown that taking the EPQ enhances the chances of achieving an A\*–B at A-level by 29% in most A-level subjects, and can also lead to better university performance.
- Students will choose an area of interest, draft a title, aims and objectives for formal approval by the school. They'll then plan, research and carry out the project and write a report of 5,000 words. They will use a range of communication skills and media to present outcomes and conclusions appropriate for a non-specialist audience. Students will use a production log that provides evidence of all stages of project development and production for assessment in the production log.

Unit	Subject content	Exams
<b>AO1</b> Selection of topic	Identify and select an area of interest, devise aims and objectives, and establish a working title using a selection of appropriate sources.	10%.
<b>AO2</b> Planning, monitoring and developing	Produce a project plan which incorporates a time schedule, undertake a risk assessment, and monitor progress against objectives.	20%.
<b>AO3</b> Demonstration of research skills	Research, select, organise and scrutinise a range of information and resources, justifying the selection of any secondary and primary sources used.	20%.
<b>AO4</b> Analysis and application of research	Implement the project plan, analyse the findings of the research, and arrange these findings into a 5,000-word report with references and bibliography. Include a conclusion and communicate outcomes in both a report and a presentation.	40%.
<b>AO5</b> Evaluation of product, process and self	Evaluate the strengths and weaknesses of the project process (including review of own learning arising from it) and product.	10%.

The OxfordAQA International IPQ is graded A\*–E. Projects are graded by the teacher and moderated by AQA. The OxfordAQA International IPQ is graded at the same standard as A2 and is equivalent to half an A-level.



# OxfordAQA International IPQ

## Resources from Oxford University Press

### Resources from Oxford University Press

Designed specifically to support the OxfordAQA International IPQ, and written by an expert author who contributed to the specification.

- Develop the crucial skills required for university including project-planning, creative thinking and report writing.
- Provides students and teachers with clear, step-by-step guidance through the project process.

### Resources from oxfordaqa.com

- Production log
- Marked exemplars
- Scheme of work
- Teacher guidance document
- Developing your research project (from The University of Southampton)
- Comprehensive online training programme
- Enhanced Results Analysis™

### International IPQ

Print Textbook  
978 019 842608 0

Online Textbook  
978 019 842610 3

Print & Online Pack  
978 019 842613 4

# Oxford International Curriculum

**The Oxford International Curriculum is the perfect foundation for students going on to study with OxfordAQA, providing a smooth transition from one curriculum to the next and building the foundations for the best chance of success in International GCSEs and beyond.**

The Oxford International Curriculum is an approach to teaching and learning that places joy at the heart of the learning journey by fostering wellbeing and developing life skills for students' future academic, personal and career success.

This all-through curriculum integrates curriculum materials, continuous professional development, assessment and world-class resources preparing students for future studies, including in OxfordAQA's international GCSEs, AS and A-level exams.

Through six subjects – English (and English as a Second Language), Maths, Science, Computing, Wellbeing and Global Skills Projects – the Oxford International Curriculum offers schools a coherent and holistic approach with year on year progression, deepening students' knowledge and ensuring a smooth transition across every stage of their educational journey.

Through this approach, students can discover the joy in learning and develop the global skills they need to shape their own future.

The Oxford International Curriculum builds the foundations for students to move onto the OxfordAQA International GCSEs, AS and A-levels in all core subjects and the International Independent Project Qualification (IPQ).

Visit [oxfordinternationalcurriculum.com](https://oxfordinternationalcurriculum.com) to find out more.

# Building the foundations for the best chance of success

### What does the Oxford International Curriculum offer you?

- Seamless topic alignment
- Continuity of command terms and subject vocabulary
- Consistent use of the Oxford 3000™ (see page 5) to ensure language accessibility
- Familiarising students with the type of assessment material they will encounter at key stage 4
- Supporting students to go further, developing global skills via student-led project-based learning
- Mapping out the progression from key stage 3 to key stage 4 via clear curriculum charts

OxfordAQA International GCSEs, AS and A-level exams

Lower Secondary

Primary

Early Years

Curriculum  
Resources  
Assessment  
Professional Development

1 Project management skills: starting out

1 Project management skills: starting out

### Project proposal and approval

#### By the end of this section, you should:

- ✓ understand what is involved in the project approval process and why it matters
- ✓ appreciate what your Project Supervisor needs to consider when assessing your project idea
- ✓ be able to prepare for your planning review meeting with your Project Supervisor.
- ✓ What is involved in the project approval process?

Oxford AQA has a formal project approval process which you need to be aware of. This process helps you and your Supervisor make sure that you have chosen an appropriate area of study and project objectives. This is a check that you will be able to fulfil the assessment criteria and achieve success. Your Project Supervisor will support you through this process, but it is important that you understand the requirements. See the Oxford International AQA specification<sup>2</sup>.

#### Checklist for the approval of titles

Your Supervisor will need to check the following:

- ✓ Your project topic allows for the development and extension of your skills and knowledge outside of your other areas of study.
- ✓ Your project allows you to access the higher level concepts and skills in the assessment objectives, that is that you can plan, research, analyse, evaluate, and explain – rather than simply describe and narrate.
- ✓ Your project title is clear and focussed on a specific issue which will allow you to fulfil it within the timescale and within the word limits, and that it will not end up either too long or too short.
- ✓ Your project title will allow you to work independently, investigating and researching your objectives without having to rely on a very small number of existing resources which would limit the potential for original work.
- ✓ You will be able to approach your project impartially and in an entirely balanced way.
- ✓ You have a good idea of the format and date of presentation of your final project.

### Checklist: are you ready for your Planning Review meeting?

Use this checklist to make sure you're appropriately prepared<sup>3</sup>.

	My notes
I have carefully considered which topic area I'd like to form the basis of my research, and it is ...	
My project title is ...	
I have conducted preliminary research into possible sources and know where I can find relevant information (see page 43 onwards for more information on research methods).	
The way this project allows me to fulfil the assessment criteria is ...	
The way I will monitor my progress against my project plan is ...	
I have carried out a skills audit and considered the risks involved in organising my project and available time are ...	
I have begun to think about the risks involved in gathering the data I need (see page 62).	
I will manage time and resources as part of my project plan by ...	
The issues involved with working independently are ...	
The time I have available is ...	
The questions to ask my Project Supervisor in my Planning Review meeting are ...	
What else do I need to do?	

#### What this means for my project

The work of this chapter allows you and your Project Supervisor to complete parts A and B of the AQA Project Proposal Form. Part C of this form will also be completed by your Centre Coordinator. Once this is done, your project proposal has been formally approved. Completed Parts A, B and C of the Project Proposal Form form part of the evidence required for assessment and moderation. Once your project proposal has been formally approved, you will then have a planning review meeting with your Supervisor.

<sup>2</sup>Please refer to the current version of the specification on Oxford International AQA's website at [www.oxfordaqaexams.org.uk/subjects/projects/ipq](https://www.oxfordaqaexams.org.uk/subjects/projects/ipq)

<sup>3</sup>Filling in this chart is not an Oxford AQA Exams requirement for your IPQ. However it may help you to prepare for a meeting with your Supervisor.



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